APPENDICES

Appendix 1

**INTEGRATED COURSE SCORES
CLASS B (2002/2003)**

NO	NRP	SCORES
1	1213002014	75
2	1213002022	62
3	1213002024	73
4	1213002026	49
5	1213002027	68
6	1213002030	75
7	1213002031	75
8	1213002033	63
9	1213002034	83
10	1213002035	64
11	1213002036	71
12	1213002038	75
13	1213002040	72
14	1213002041	80
15	1213002044	61
16	1213002047	57
17	1213002048	63
18	1213002049	76
19	1213002051	63
20	1213002052	53
21	1213002057	73
22	1213002068	73
23	1213002081	74
24	1213002084	48
25	1213002119	62
26	1213002120	74
27	1213002146	47
28	1213002166	71

**INTEGRATED COURSE SCORES
CLASS D (2002/2003)**

NO	NRP	SCORES
1	1213001030	64
2	1213002039	74
3	1213002060	56
4	1213002062	73
5	1213002075	71
6	1213002076	65
7	1213002089	69
8	1213002091	63
9	1213002092	83
10	1213002094	63
11	1213002095	81
12	1213002096	62
13	1213002097	65
14	1213002102	68
15	1213002108	72
16	1213002109	63
17	1213002111	65
18	1213002112	68
19	1213002114	70
20	1213002115	65
21	1213002127	71
22	1213002128	76
23	1213002130	75
24	1213002132	84
25	1213002133	71
26	1213002134	78
27	1213002141	66
28	1213002163	15
29	1213002164	74
30	1213002167	69

Test of Hypothesis:

1. H_0: $\mu A = \mu B$, there is no significant difference between the mean groups.

   H1: $\mu A \neq \mu B$, there is significant difference between the mean groups.

2. t- test, where $df = nA + nB - 2 = 56$

   $t (5\%) = 2.0024$

3. Criteria to accept or reject the Ho
   - H_0 is accepted if to < t-table
   - H_0 is rejected if to > t-table

4. Calculation for t- observation (to):
   - Experiment:

$$\overline{X} = \frac{\Sigma X}{n} = 67,93 \qquad\qquad n = 30$$

$$s = \sqrt{\frac{n\Sigma X^2 - (\Sigma X)^2}{n(n-1)}} = 183,85$$

   - Control:

$$\overline{X} = \frac{\Sigma X}{n} = 67,5 \qquad\qquad n = 28$$

$$s = \sqrt{\frac{n\Sigma X^2 - (\Sigma X)^2}{n(n-1)}} = 133,64$$

$$to = \frac{\overline{X_A} - \overline{X_B}}{\sqrt{\frac{(nA-1)s^2A + (nB-1)s^2B}{nA+nB-2}\left(\frac{1}{nA} + \frac{1}{nB}\right)}} = 0,010$$

5. Conclusion:

    Because t observation less than t table thus H_0 is accepted. So the writer concludes that at a5% level there is no significant difference between groups.

Appendix 2
Rater A
Control Group
Posttest Scores

Rater B
Control Group
Posttest scores

NO	NRP	SCORES
1	1213002014	80
2	1213002022	55
3	1213002024	76
4	1213002031	79
5	1213002035	59
6	1213002036	78
7	1213002038	71
8	1213002040	66
9	1213002044	65
10	1213002048	63
11	1213002049	63
12	1213002051	65
13	1213002057	71
14	1213002068	85
15	1213002081	67
16	1213002084	61
17	1213002119	67
18	1213002120	74
19	1213002146	62

NO	NRP	SCORES
1	1213002014	80
2	1213002022	54
3	1213002024	80
4	1213002031	80
5	1213002035	57
6	1213002036	80
7	1213002038	84
8	1213002040	68
9	1213002044	58
10	1213002048	64
11	1213002049	80
12	1213002051	69
13	1213002057	83
14	1213002068	85
15	1213002081	81
16	1213002084	74
17	1213002119	73
18	1213002120	73
19	1213002146	75

Rater A
Experimental Group
Posttest Scores

NO	NRP	SCORES
1	1213001030	58
2	1213002039	65
3	1213002060	67
4	1213002062	79
5	1213002091	67
6	1213002092	80
7	1213002097	70
8	1213002102	65
9	1213002109	57
10	1213002112	68
11	1213002115	70
12	1213002128	74
13	1213002130	78
14	1213002132	88
15	1213002134	69
16	1213002163	78
17	1213002164	68
18	1213002167	65

Rater B
Experimental Group
Posttest Scores

NO	NRP	SCORES
1	1213001030	62
2	1213002039	74
3	1213002060	59
4	1213002062	70
5	1213002091	64
6	1213002092	67
7	1213002097	74
8	1213002102	76
9	1213002109	62
10	1213002112	65
11	1213002115	70
12	1213002128	64
13	1213002130	82
14	1213002132	74
15	1213002134	74
16	1213002163	78
17	1213002164	70
18	1213002167	66

CALCULATION POSTEST BY USING
t-TEST

No	Experiment		Control	
	(XA)	X^2A	(XB)	X^2B
1	60,0	3600	80,0	6400
2	69,5	4830,25	54,5	2970,25
3	63,0	3969	78,0	6084
4	74,5	5550,25	79,5	6320,25
5	65,5	4290,25	58,0	3364
6	73,5	5402,25	79,0	6241
7	72,0	5184	77,5	6006,25
8	70,5	4970,25	67,0	4489
9	59,5	3540,25	61,5	3782,25
10	66,5	4422,25	63,5	4032,25
11	70,0	4900	71,5	5112,25
12	69,0	4761	67,0	4489
13	80,0	6400	77,0	5929
14	81,0	6561	85,0	7225
15	71,5	5112,25	74,0	5476
16	78,0	6084	67,5	4556,25
17	69,0	4761	70,0	4900
18	65,5	4290,25	73,5	5402,25
19			68,5	4692,25
Total	1258,5	88628,25	1352,5	97471,25
n	18	---	19	---
Mean	69,91666667	---	71,1842105	---
SD	6,126725447	---	8,14659187	---

<u>Test of Hypothesis</u>:

1. H_0: $\mu A = \mu B$, there is no significant difference between the mean groups.

   H1: $\mu A \neq \mu B$, there is significant difference between the mean groups.

2. t- test, where df $= nA + nB - 2 = 35$

   t (5%) = 1, 697

3. Criteria to accept or reject the H_0

   - H_0 is accepted if to < t-table

   - H_0 is rejected if to > t-table

4. Calculation for t- observation (to):

   - Experiment:

   $$\overline{X} = \frac{\Sigma X}{n} = 69,92 \qquad\qquad n = 18$$

   $$s = \sqrt{\frac{n\Sigma X^2 - (\Sigma X)^2}{n(n-1)}} = 6,127$$

   - Control:

   $$\overline{X} = \frac{\Sigma X}{n} = 71,18 \qquad\qquad n = 19$$

   $$s = \sqrt{\frac{n\Sigma X^2 - (\Sigma X)^2}{n(n-1)}} = 8,147$$

   $$to = \frac{\overline{X_A} - \overline{X_B}}{\sqrt{\frac{(nA-1)s^2A + (nB-1)s^2B}{nA+nB-2}\left(\frac{1}{nA} + \frac{1}{nB}\right)}} = -0,53$$

5. Conclusion:

   Because t observation less than t table thus H_0 is accepted. So the writer concludes that at a5% level there is no significant difference between groups.

LESSON PLAN
(the first treatment)

Subject : English
Topic : Writing
Sub topic : Narrative Writing
Title : Magic Potion
Class : D (experimental group)
Semester/ year : Second/ 2002-2003
Time : 100 minutes

1. General Instructional Objective:
- Students are able to know how to write a narrative composition by using dictation composition (Dicto-Comp).

2. Specific Instructional Objectives:
- Students are able to listen to the information about "Magic Potion" read by the teacher.
- Students are able to write narrative compositions with their own words based on the information about "Magic Potion" that is read by the teacher.

3. Teaching Learning Materials

A. Pre Teaching Activities
Task one
- Listen to the teacher (1st reading)

Magic Potion

Mrs. Peters was 80 and leaned on a stick. Jimmy used to carry her basket back from the shop. One day she showed him a bottle she had bought. The label said: "One sip of this will take 20 years off your life." She hobbled up the steps into her house.

Next time Jimmy saw her she was walking ramrod straight. Her stick was gone and she waved to him. That Saturday Jimmy went for a stroll in the park. Mrs. Peters was sitting on a bench near the gate wearing a dress and scarf. She looked about 40.

The following week Jimmy met her in the park again. She was dressed in tight jeans and a sweater. Jimmy sat down next to her and took her hand. Jimmy asked her to the cinema. She said she wanted to go and change. She said she would meet him in an hour's time. Jimmy came back in an hour- nobody was there. Jimmy went to her house and hammered on the door. There was no answer. *(Taken from Morgan and Rinvolucri 1983)*

Task two
- Write some sequence signals and pronouns.

Task three
- Listen to the teacher (2nd reading).

Task four
- Write some phrasal verbs.

Task five
- Listen to the teacher (3rd reading).

Task six
- Discuss the idea of the passage with your friends in pairs.

B. Whilst Instructional Activity

Task seven
- Write a narrative composition as well as you can from memory based on the passage with your own words. There is no discussion both with teacher and friends while you are writing your compositions.
- The content of your compositions must consist of at least 150 words.

C. Post Instructional Activity

Task eight
- Check the content of your compositions.

4. Teaching Learning Activity
A. The Teaching Activity:
- Approach: Communicative Approach
- Technique: Guided Composition (Dictation Composition)

NO	PROCEDURES	SKILLS	TEACHING LEARNING ACTIVITIES		I/U/P	TIME
			Teacher's Activities	Students' Activities		
1	Greeting	Listening, Speaking	Greets the students	Reply the teacher's greeting	U	2'
2	Pre-Teaching Activities	Listening, Speaking Writing	Reads the passage	Listen to the teacher	I	3'
			Writes some sequence signals and pronouns of the passage on the board: Sequence Signals: ONE DAY NEXT TIME THAT SATURDAY THE FOLLOWING-WEEK Pronouns: Mrs. Peters – She	Write the sequence signals and pronouns	U	2'
			Reads the passage again	Listen to the teacher	I	3'
			Explains the structure that is used in the passage: Past Tense: S + VERB II + NOUN / ADV	Listen to the teacher	I	2'
			Highlights some phrasal verbs that is used in the passage: LEANED ON BACK FROM HOBBLED UP WAVED TO WENT FOR SITTING ON DRESSED IN SAT DOWN CAME BACK WENT TO HAMMERED ON LOOKED ABOUT	Write down some phrasal verbs	U	3'
			Reads the passage for the last time	Listen to the teacher	U	3'
			Gives the students time to discuss the content of the passage in pairs	Discuss the content of the passage in pairs	P	3'

3	Whilst Teaching Activity	Writing	Asks the students to write narrative compositions with their own words based on the passage	Write narrative composition with their own words based on the passage	I	60'
4	Post Teaching Activity	Writing	Displays the passage on the overhead projector	Checking the content of their compositions	I	10'
	Total					100'

Note:
I: Individual
U: Union
P: Pairs

Appendix 4

Students' handouts for experimental group

Name :
NRP :
Class :
Date :

Task one
- Listen to the teacher (1st reading)

Task two
- Write some sequence signals and pronouns.

Task three
- Listen to the teacher (2nd reading).

Task four
- Write some phrasal verbs and sentence modifiers

Task five
- Listen to the teacher (3rd reading).

Task six
- Discuss the idea of the passage with your friends in pairs.

Task seven
- Write a narrative composition as well as you can from memory based on the passage with your own words. There is no discussion both with teacher and friends while you are writing your compositions.
- The content of your composition must consist of at least 150 words.
- Write your composition at the back of this page.

Task eight
- Check the content of your compositions.

LESSON PLAN
(the first treatment)

Subject	: English
Topic	: Writing
Sub topic	: Narrative Writing
Title	: Magic Potion
Class	: B (control group)
Semester/ year	: Second/ 2002-2003
Time	: 100 minutes

1. *General Instructional Objective*
- Students are able to know how to write a narrative composition with some clues from the passage.

2. *Specific Instructional Objective*
- Students are able to write narrative compositions with their own words based on the clues from "Magic Potion"

3. *Teaching Learning Material*

A. Pre Teaching Activities
Task one
Read the following clues

- Mrs. Peters 80 years old- leaned on a stick
- Jimmy 20 years old- Mrs. Peters' neighbor
- One day she showed him a bottle of potion
- The label of the potion said, " One sip of this drink will take 20 years off your life".
- Next time her stick was gone- she waved to Jimmy
- She was wearing an elegant dress and looked about 40
- In the park- the following week Jimmy sat down next to her and took her hands
- Jimmy asked her to come with him to the cinema
- Jimmy hammered on the door of her house but there was no answer

B. Whilst Teaching Activities
Task two
- Discuss difficult words and the structures of the clues.

- Write a short narrative composition based on the following clues. Your composition must consist of at least 150 words.

    C. Post Teaching Activity

Task four
- Check the content of your compositions.

4. Teaching Learning Activity
A. The Teaching Activity:
- Approach: Communicative Approach
- Technique: Guided Composition

B. The Steps

NO	PROCEDURES	SKILLS	TEACHINGLEARNING ACTIVITIES		I/U/P	TIME
			Teacher's activities	Students' activities		
1	Greeting	Listening, Speaking	Greets the students	Reply the teacher's greeting	U	2'
2	Pre-teaching activities	Listening, speaking, writing	Gives the students some clues • Mrs. Peters 80 years old- leaned on a stick • Jimmy 20 years old- Mrs. Peters' neighbor • One day she showed him a bottle of potion • The label of the potion said, " One sip of this drink will take 20	Read the clues	I	20'

			years off your life". • Next time her stick was gone- she waved to Jimmy • She was wearing an elegant dress and looked about 40 • In the park- the following week Jimmy sat down next to her and took her hands • Jimmy asked her to come with him to the cinema • Jimmy hammered on the door of her house but there was no answer			
			Discusses the difficult word and the structure of the clues	Listen to the teacher	U	10'

3	Whilst Teaching Activity	Writing	Asks the students to write narrative compositions with their own words based on the passage	Write narrative composition with their own words based on the passage	I	60'
4	Post Teaching Activity	Writing	Displays the passage on the overhead projector	Checking the content of their compositions	I	10'
Total						100'

Note:
I: Individual
U: Union
P: Pair

Appendix 6

Students' handouts for control group

Name :
NRP   :
Class :
Date   :

Task one
Read the following clues:
- Mrs. Peters 80 years old – leaned on a stick
- Jimmy 20 years old – Mrs. Peters' neighbor
- One day she showed him a bottle of potion
- The label of the potion said, " One sip of this drink will take 20 years off your life"
- Next time her stick was gone – she waved to Jimmy
- She was wearing an elegant dress and looked about 40
- In the park – the following week Jimmy sat down next to her and took her hand
- Jimmy asked her to come with him to the cinema
- Jimmy hammered on the door of her house but there was no answer

Task two
- Discuss difficult words and the structures of the clues.

Task three
- Write a short narrative composition based on the following clues. Your compositions must consist of at least 150 words. Write your compositions at the back of this page.

Task four
- Check the content of your compositions.

Appendix 7

LESSON PLAN
(the second treatment)

Subject   : English
Topic   : Writing
Sub topic   : Narrative Writing
Title   : How I Relax
Class   : D (experimental group)
Semester/ year   : Second/ 2002-2003
Time   : 100 minutes

1. General Instructional Objective:
- Students are able to know how to write a narrative composition by using dictation composition (Dicto-Comp).

2. Specific Instructional Objectives:
- Students are able to listen to the information about "How I Relax " read by the teacher.
- Students are able to write narrative compositions with their own words based on the information about "How I Relax" that is read by the teacher.

3. Teaching Learning Materials

A. Pre Teaching Activities
Task one
- Listen to the teacher (1st reading)

How I Relax

The way I relax when I get home from school on Thursday night is, first of all, to put my three children to bed. Next, I run hot water in the tub and puts in lots of perfumed bubble bath. As the bubbles rise, I undress and get into the tub. The water is relaxing to my tired muscles, and the bubbles are tingly on my skin. I lie back and put my feet on the water spigots and spray water over the tub.

After about ten minutes of soaking, I wash myself with scented soap get out and dry myself off, and put on my nightgown. Then I go downstairs and make myself two hams, lettuce and tomato sandwiches on white bread and pour myself a tall glass of iced tea with plenty of sugar and ice cubes. I carry these into the living room and turn on the television. To get comfortable, I sit on a couch with a pillow behind my back and my legs under me. I enjoy watching "The Tonight Show" or a late movie. The time is very peaceful after a long, hard day of housecleaning, cooking, washing, and attending night class. *(English Skill. Mc Graw Hill, 2001)*

Task two
- Writes some sequence signals and pronouns.

Task three
- Listen to the teacher (2nd reading).

Task four
- Write some phrasal verbs and sentence modifiers

Task five
- Listen to the teacher (3rd reading).

Task six
- Discuss the idea of the passage with your friends in pairs.

B. Whilst Instructional Activity

Task seven
- Write a narrative composition as well as you can from memory based on the passage with your own words. There is no discussion both with teacher and friends while you are writing your compositions.
- The content of your compositions must consist of at least 150 words.

C. Post Instructional Activity

Task eight
- Check the content of your compositions.

4. Teaching Learning Activity
A. The Teaching Activity:
- Approach: Communicative Approach
- Technique: Guided Composition (Dictation Composition)

B. The Steps

NO	PROCEDURES	SKILLS	TEACHINGLEARNING ACTIVITIES		I/U/P	TIME
			Teacher's activities	Students' activities		
1	Greeting	Listening, Speaking	Greets the students	Reply the teacher's greeting	U	2'
2	Pre-Teaching activities	Listening, speaking, writing	Read the passage	Listen to the teacher	I	3'
			Writes some sequence signals and pronoun the passage on the board: Sequence signals: • FIRST OF ALL • NEXT • AS • AFTER • THEN Pronouns: • I-me-myself	Write the sequence signals and pronouns	U	5'
			Reads the passage again	Listen to the teacher	I	3'
			Explains the structure that is used in the passage: Present Tense (to express habitual actions or daily activities): S + VERB I (-e/-es) + NOUN/ADJ	Listen to the teacher	I	5'
			Highlights some phrasal verbs and sentence modifiers that is used in the passage Phrasal verbs: • LIE BACK • GET INTO • LIKE TO • TURN ON • SIT ON • GET OUT	Write down some phrasal verbs and sentence modifiers	U	5'

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			Sentence modifiers: • PERFUMED BUBBLE BATH • TIRED MUSCLES • WATER SPIGOT • A TALL GLASS OF ICED TEA • LATE MOVIE • A LONG HARD DAY			
			Reads the passage for the last time	Listen to the teacher	U	3'
			Gives the students time to discuss the content of the passage in pairs	Discuss the content of the passage in pairs	P	5'
3	Whilst Teaching Activity	Writing	Asks the students to write narrative compositions with their own words based on the passage	Write narrative composition with their own words based on the passage	I	60'
4	Post Teaching Activity	Writing	Displays the passage on the overhead projector	Checking the content of their compositions	I	10'
	Total					100'

Note:
I: Individual
U: Union
P: Pairs

Appendix 8

Students' handouts for experimental group

Name :
NRP :
Class :
Date :

Task one
- Listen to the teacher (1st reading)

Task two
- Write some sequence signals and pronouns.

Task three
- Listen to the teacher (2nd reading).

Task four
- Write some phrasal verbs and sentence modifiers

Task five
- Listen to the teacher (3rd reading).

Task six
- Discuss the idea of the passage with your friends in pairs.

Task seven
- Write a narrative composition as well as you can from memory based on the passage with your own words. There is no discussion both with teacher and friends while you are writing your compositions.
- The content of your composition must consist of at least 150 words.
- Write your composition at the back of this page.

Task eight
- Check the content of your compositions.

Appendix 9

LESSON PLAN
(the second treatment)

Subject	: English
Topic	: Writing
Sub topic	: Narrative Writing
Title	: How I Relax
Class	: B (control group)
Semester/ year	: Second/ 2002-2003
Time	: 100 minutes

1. *General Instructional Objective*
- Students are able to know how to write a narrative composition with some clues from the passage.

2. *Specific Instructional Objective*
- Students are able to write narrative compositions with their own words based on the clues from "How I Relax".

3. *Teaching Learning Material*

    A. Pre Teaching Activities

Task one

Read the following clues:
- The way I relax – from school on Thursday night
- First put my three children to bed
- Next – run - hot water - lots of perfumed bubble bath
- As – the bubble rise – undress – get into the tub – lie back
- After for about ten minutes of soaking – wash myself with scented soap – get out – dry myself off – put on my night gown
- Then – go down stairs – make myself two ham, lettuce, and tomato sandwiches on white bread – a tall glass of iced tea
- Go to the living room – turn on TV – sit on the couch – enjoy watching "Tonight Show" or a late movie
- Peaceful time after a long hard of housecleaning, cooking, washing, and attending night class.

Task two
- Discuss the difficult words and the structures of the clues.

B. Whilst Teaching Activities

Task three
- Write a short narrative composition based on the following clues. Your compositions must consist of at least 150 words.

C. Post Teaching Activities

Task four
- Check the content of your compositions

4. *Teaching Learning Activity*
A. The Teaching Activity:
- Approach: Communicative Approach
- Technique: Guided Composition

B. The Steps

NO	PROCEDURES	SKILLS	TEACHINGLEARNING ACTIVITIES		I/U/P	TIME
			Teacher's activities	Students' activities		
1	Greeting	Listening, Speaking	Greets the students	Reply the teacher's greeting	U	5'
2	Pre-teaching activities	Listening, speaking, writing	Gives the students some clues • The way I relax – from school on Thursday night • First put my three children to bed • Next – run hot water lots of perfumed bubble bath • As – the bubble rise – undress – get into the tub – lie back • After for about ten minutes of soaking – wash myself with scented soap – get out – dry myself off – put on my night gown • Then – go down stairs – make myself two ham, lettuce, and	Read the clues	I	15'

			tomato sandwiches on white bread – a tall glass of iced tea • Go to the living room – turn on TV – sit on the couch – enjoy watching "Tonight Show" or a late movie • Peaceful time after a long hard of house cleaning, cooking, washing, and attending night class			
			Discusses the difficult word and the structure of the clues	Listen to the teacher	U	10'
3	Whilst Teaching Activity	Writing	Asks the students to write narrative compositions with their own words based on the passage	Write narrative composition with their own words based on the passage	I	60'
4	Post Teaching Activity	Writing	Displays the passage on the overhead projector	Checking the content of their compositions .	I	10'
	Total					100'

Note:
I: Individual
U: Union
P: Pairs

Appendix 10

Students' handouts for control group

Name :
NRP :
Class :
Date :

Task one
Read the following clues:
- The way I relax – from school on Thursday night
- First put my three children to bed
- Next – run - hot water - with lots of perfumed bubble bath
- As – the bubble rise – undress – get into the tub – lie back
- After for about ten minutes of soaking – wash myself with scented soap – get out – dry myself off – put on my night gown
- Then – go down stairs – make myself two ham, lettuce, and tomato sandwiches on white bread – a tall glass of iced tea
- Go to the living room – turn on TV – sit on the couch – enjoy watching "Tonight Show" or a late movie
- Peaceful time after a long hard of housecleaning, cooking, washing, and attending night class

Task two
- Discuss the difficult words and the structures of the clues.

Task three
- Write a short narrative composition based on the following clues. Your compositions must consist of at least 150 words. Write your compositions at the back of this page.

Task four
- Check the content of your compositions.

Appendix 11

Name:
NRP:
Class:
Date:
Time: 100'

- Write a narrative composition about *a moment you know you are happy.*
- Your composition must consist of at least 150 words.
- Write in every other line.

Good Luck

ESL COMPOSITION PROFILE

STUDENT   DATE   TOPIC

SCORE LEVEL CRITERIA

CONTENT

30-27 **EXCELLENT TO VERY GOOD**: knowledgeable • substantive • thorough • development of thesis • relevant to assigned topic

26-22 **GOOD TO AVERAGE**: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail

21-17 **FAIR TO POOR**: limited knowledge of subject • little substance • inadequate development of topic

16-13 **VERY POOR**: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate

ORGANIZATION

20-18 **EXCELLENT TO VERY GOOD**: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive

17-14 **GOOD TO AVERAGE**: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing

13-10 **FAIR TO POOR**: non-fluent • ideas confused or disconnected • lacks logical sequencing and development

9-7 **VERY POOR**: does not communicate • no organization • OR not enough to evaluate

VOCABULARY

20-18 **EXCELLENT TO VERY GOOD**: sophistical range • effective word/idiom choice and usage • word form mastery • appropriate register

17-14 **GOOD TO AVERAGE**: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured

13-10 **FAIR TO POOR**: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured

9-7 **VERY POOR**: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate

LANGUAGE USE

25-22 **EXCELLENT TO VERY GOOD**: effective complex construction • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions

21-18 **GOOD TO AVERAGE**: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured

17-11 **FAIR TO POOR**: major problems in simple/complex construction • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured

10-5 **VERY POOR**: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate

MECHANICS

5 **EXCELLENT TO VERY GOOD**: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing

4 **GOOD TO AVERAGE**: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured

3 **FAIR TO POOR**: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured

2 **VERY POOR**: no mastery of conventions • dominated by errors of spelling, capitalization, punctuation, paragraphing • handwriting illegible • OR not enough to evaluate

TOTAL SCORE   **READER**   **COMMENTS**

Student's composition during the second treatment by using dicto-comp

HOW I RELAX

The w r I relax in my living day on thursday night is just of all, to put my three children ~~XO~~ to bed. Next, I can to hot water and turn on the water spigot. I spray the water tap and put the ~~tube~~ bubble bath with perfume into the water. I get ~~undress~~ myself and get into the tub. After ten minutes of soaking, I can make my muscle relax and then I wash my body with soap. After that I get up and dry myself off then put on my night gown.

After that I go downstairs to make something to eat. I make a ham, lettuce, tomato sandwiches in white bread. And then I make a tall glass of ~~iced~~ tea and ~~poor~~ pour a plenty of sugar and ice cubes. I carry a the food and beverage into the living room. I lie back on the couch with pillow behind my back and legs under me. I turn on the TV and watch tonight show or late movie.

This is the time for me to relax after the living day, cleaning the house, cooking for my family and attending my night class. I feel enjoy after the whole living activities. engage

Student's composition during the second treatment by using dicto-comp

How I Relax

The way I relax after I go home from working on Thursday night ___ First of all,
put my three children [crossed out] to bed. Next I go to the bath tube full with perfume bubble bath
ndress, and get into the bath tube As I lay back, I can feel the bubble in my skin
uscle. After ten minutes, I dry off my self and wear a night gown.

Then I go downstairs and have two hams, lettuce, tomato.
hite bread. I pour the tall glass with some ice tea and plenty sugar. After that I go to the
iving room ... on the couch, enjoy the pillow behind my back and ... I watch
e tonight show or late movie.

This is very hard day of house cleaning, washing, cooking, and
ttending night class

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Student's composition during the second treatment by using dicto-comp

HOW I RELAX

The way I relax when I get home after work especially on Thursday night ..?
First of all, I put my three children to bed. Next, I run to the bathroom to and tur..
put the water spigot, turn on the water and pour the perfume of bubble bath.
I wait until the bubbles rise two the bathtube then I put off my dress
and get into the bath tube. I lay back, relax my muscles, massage my
body and feel the bubbles. After 10 minutes I take a shower and spray
my body. Then I dry off and wear my night gown.

Then I go to downstairs put two lettuce and make a tomato sandwich
on a white bread and I pour some ice tea with plenty of sugar and ice cube
After that I go to the living room and turn on television. I put a pillow
behind my back and put my feet under knee. I usually watch a night show.

It's feel like a peace night after a tiring day with of house cleaning, cooking,
washing and attending infant.