

Appendix 1 :

Table for calculating the reliability of instrument.

Students' number	Passing grade	Rater 1 (X)	Rater 2 (Y)	x ²	y ²	XY
1	75	71	70	5041	4900	4970
2	75	68	68	4624	4624	4624
3	75	65	65	4225	4225	4225
4	75	78	75	6084	5625	5850
5	75	60	60	3600	3600	3600
6	75	70	72	4900	5184	5040
7	75	70	72	4900	5184	5040
8	75	75	78	5625	6084	5850
9	75	65	68	4225	4624	4420
10	75	65	65	4225	4225	4225
11	75	70	72	4900	5184	5040
12	75	72	75	5184	5625	5400
13	75	55	50	3025	2500	2750
14	75	72	70	5184	4900	5040
15	75	75	75	5625	5625	5625
16	75	60	62	3600	3844	3720
SUM		1091	1097	74967	75953	75419
AVERAGE		68,1875	68,5625	4685,4375	4747,0625	4713,6875

The Calculation of Reliability of The test by Using Pearson-Product Moment

A. Computing means

$$\bar{y} = \frac{\sum y}{N} = \frac{1091}{16} = 68.2$$

$$\bar{x} = \frac{\sum x}{N} = \frac{1097}{16} = 68.6$$

B. Standard Deviation

$\begin{aligned} S_x &= \sqrt{\frac{\sum x^2}{N} - \bar{x}^2} \\ &= \sqrt{\frac{74967}{16} - (689)^2} \\ &= \sqrt{46854 - 46499} \\ &= \sqrt{355} \\ &= 5.96 \end{aligned}$	$\begin{aligned} S_y &= \sqrt{\frac{\sum y^2}{N} - \bar{y}^2} \\ &= \sqrt{\frac{75953}{16} - (6856)^2} \\ &= \sqrt{474706 - 47005} \\ &= \sqrt{47} \\ &= 6.85 \end{aligned}$
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C. Pearson r

$$\begin{aligned} r &= \frac{\frac{\sum xy}{N} - \bar{x}\bar{y}}{S_x S_y} \\ &= \frac{\frac{75419}{16} - (68.19)(68.56)}{(5.96)(6.85)} \\ &= \frac{4713.69 - 4675}{40.8} \\ &= \frac{38.58}{40.8} \\ &= 0.95 \end{aligned}$$

r = very high

Appendix 2:

Lesson Plan (Experimental Group)

1. School : Yapita Senior High School Surabaya
2. Address : Jl. Arief Rahman Hakim no.19 Sukolilo Surabaya
3. School Level : Senior High
4. Grade : Tenth
5. Time Allocation : 2x45 minutes
6. Competency : Writing
7. Basic Copetency :
 - 4.4 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks
 - 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.
8. Indicators:
 - a. Identifying four basic tenses (past, present, present continuous and future tense)
 - b. Identifying the content of Diary
 - c. Composing a full diary writing based on the material given
9. Teaching Materials:

Four basic tenses:

 - Past tense
 - Present tense
 - Present continuous tense

- Future tense

10. Learning Strategy:

- Memorizing
- Organizing

11. Teaching Activities:

- Pre-activities (10 minutes)
 - Salutation
 - Checking the students' attendance
 - Preparation
- Whilst-activities (60 minutes)

Researcher' activities	Students' activities
1. The researcher as teacher review four basic tenses (past, present, present continuous and future tense) 2. The researcher ask the students some questions about verb change in english. 3. The researcher ask students to make one sentence of each tenses given. 4. The researcher ask the students to memorise their activities on yesterday and what they want to do tomorrow. 5. The researcher ask the students to do pretest 6. The researcher ask the students to exchange their work with their tablemate to correct.	1. The students pay attention to the researcher's explanation. 2. The students answer the researcher's question. 3. The students make one sentence of each tenses given. 4. The students memorise their activities on yesterday and what they want to do tomorrow. 5. The students do the pretest. 6. The students exchange and correct their work with their tablemate.

- Post-activities (10 minutes)
 - The researcher concludes the meeting

- The researcher welcome some questions from students
- The researcher ask the students to write their own diary at home during six days on 27th April – 02nd May 2015. The diary should written by using the right grammar which only focused on four grammar namely present, past, present continuous and future tense. And submitted the work on 03th May 2015.”
- The researcher close the meeting.

12. Assessments and Scoring:

a. Formal process assessment:

Writing test

b. Informal process assessment :

The researcher as the teacher ask students to exchange their work with their tablemate to correct.

c. Scoring:

Using scoring rubric: paragraph from Alice Oshima

13. Teaching Media:

- LCD
- Projector
- Laptop
- Teaching materials (four tenses)
- Board marker
- White board

14. Learning Sheet:

- a. Instruction for the pretest “Please write your own activities in two days on Saturday 25th and Sunday 26th of April 2015”
- b. Instruction for the treatment “Please write your own activities during six days on 27th April – 02nd May 2015. The diary should be written by using the right grammar which only focused on four grammar namely present, past, present continuous and future tense, do it at home since 27th April and submitted your work on 03th May 2015.”
- c. Instruction for the posttest “Please write your own activities in two days on Thursday 14th May and Friday 15th May 2015”

Surabaya, April 2015

Research Students,

Faiqotul Himmah
NIM 2011-1111-010

Appendix 3:

Lesson Plan (Control Group)

1. School : Yapita Senior High School Surabaya
2. Address : Jl. Arief Rahman Hakim no.19 Sukolilo Surabaya
3. School Level : Senior High
4. Grade : Tenth
5. Time Allocation : 2x45 minutes
6. Competency : Writing
7. Basic Copetency :
 - 4.4 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks
 - 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.
8. Indicators:
 - a. Identifying four basic tenses (past, present, present continuous and future tense)
 - b. Identifying the content of Diary
 - c. Composing a full diary writing based on the material given
9. Teaching Materials:

Four basic tenses:

 - Past tense

- Present tense
- Present continuous tense
- Future tense

10. Learning Strategy:

- a. Memorizing
- b. Organizing

11. Teaching Activities:

- a. Pre-activities (10 minutes)
 - Salutation
 - Checking the students' attendance
 - Preparation
- b. Whilst-activities (60 minutes)

Researcher' activities	Students' activities
1. The researcher as teacher review four basic tenses (past, present, present continuous and future tense) 2. The researcher ask the students some questions about verb change in english. 3. The researcher ask students to make one sentence of each tenses given. 4. The researcher ask the students to memorise their activities on yesterday and what they want to do tomorrow. 5. The researcher ask the students to do pretest 6. The researcher ask the students to exchange their work with their tablemate to correct.	1. The students pay attention to the researcher's explanation. 2. The students answer the researcher's question. 3. The students make one sentence of each tenses given. 4. The students memorise their activities on yesterday and what they want to do tomorrow. 5. The students do the pretest. 6. The students exchange and correct their work with their tablemate.

c. Post-activities (10 minutes)

- The researcher concludes the meeting
- The researcher welcome some questions from students
- The researcher close the meeting

12. Assessments and Scoring:

a. Formal process assessment:

Writing test

b. Informal process assessment :

The researcher as the teacher ask students to exchange their work with their tablemate to correct.

c. Scoring:

Using scoring rubric: paragraph from Alice Oshima

13. Teaching Media:

- LCD
- Projector
- Laptop
- Teaching materials (four tenses)
- Board marker
- White board

14. Learning Sheet:

- a. Instruction for the pretest “Please write your own activities in two days on Saturday 25th and Sunday 26th of April 2015”
- b. Instruction fo the posttest “Please write your own activities in two days on Thursday 14th May and Friday 15th May 2015”

Surabaya, April 2015

Research Students,

Faiqotul Himmah
NIM 2011-1111-010

Appendix 4 : Rubric of Writing Assesment

	Maximum Score	Actual Score
Format-5 points		
There is a title	1	_____
The title is centered	1	_____
The first line is indented	1	_____
There is margins on both sides	1	_____
The paragraph is doubled-sapced	1	_____
Total	5	
Punctuation and Mechanics-5 points		
There is a period after avery sentences	1	_____
Capital letters are used correctly	1	_____
The spelling is correct	1	_____
Commas are used correctly	2	_____
Total	5	
Content-20 points		
The paragraph fits the assignment	5	_____
The paragraph is interesting to read	5	_____
The paragraph shows that the writer used care and thought	10	_____
Total	20	
Organization-35 points		
The paragraph begins with a topic sentence that has both a topic and a controlling idea	10	_____
The paragraph contains several specific and factual supporting at least one example	20	_____

The paragraph ends with an appropriate concluding sentence	5	_____
Total	35	
Grammar and sentences structure- 35 points		
Estimate a grammar and sentence structure score	35	_____
Total	35	
Grand total	100	

Adopted from Oshima(2006:315)

Appendix 5 :

Students' Works