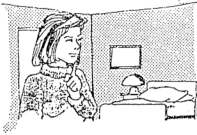


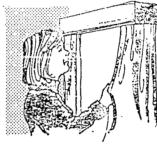
## APPENDIX A

## Picture Composition

Write a short composition about 'Painting the House'.



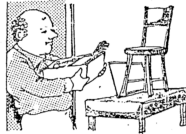
1. weekend — Anne — decided — re-decorate — bedroom — colourful — attractive



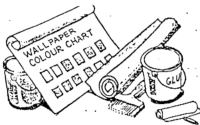
2. didn't — like — old — curtains — dark — didn't — like — wallpaper — walls



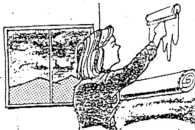
3. was — too much — alone — asked — father — help



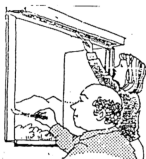
4. — carried — corridor — then — cleaned — room — took off — wallpaper



5. — that — put — new — wallpaper — chose — pink — with — blue — design



6. took — Anne — father — whole day — put — up — new — wallpaper



7. . . . - painted - frames -  
when - paint - dry - put - up -  
curtains



8. - finished - carried - furni-  
ture - again



9. were - tired - finished - redeco-  
rating - looks - attractive



10. both - pleased - only spent -  
\$16 - buy - paint - wallpaper -  
curtains

Adapted from "Guided writing  
through pictures" by Richards, J.C.

(pp.66)

## APPENDIX B

## Picture Composition

Write a short composition about 'A theft in your house'.



1. thief - break into - house



2. - nobody - house - at the time - all



3. thief - must have - break - house -  
between - 8-11 p. m.

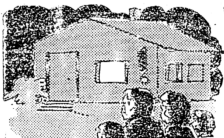


gone - see - film

4. - leave - lock - doors - windows -  
of course



5. But - get - into - house - by - break-  
window - back - house



6. get home - cinema - notice - light on



7. that's funny - I said - sure - turn off -  
- go -out-



8. I - look - front - window -  
-nobody - inside



9. get - inside - room - find -  
television set - money - missing



10. call - police - look - case - clues

Adapted from "Guided writing through pictures"  
by Richards, J.C. (pp.66)



## APPENDIX C

## Lesson Plan 1

1. The teacher reads sentences on the transparencies with the “when” clause. Teacher calls attention of students to its different parts and the punctuation marks.

Examples:

*When Ali arrived in London, he called his friend.*

*When I arrived in London on Tuesday, I called my friend Roger, who lived near the airport.*

*When I obtained a credit card, I began spending money.*

*When I finished high school, I began working part-time as a sales assistant.*

*When Cindy opened the cutlery drawer, a bee flew out.*

*When Jeffery lost his temper, he also lost his job.*

*When the durians fell among the leaves, they were hidden.*

*When the police arrived, the mob began to get ugly.*

*The mob began to get ugly **when** the police arrived.*

*We cheered the winning team **when** they arrived at the airport.*

*When I was sitting in the shade, a bug stopped by to share my lunch.*

*When I was crossing the street, the accident happened.*

*When I was eight years old, I memorized a long poem.*

*I memorized a long poem **when** I was eight years old.*

2. The students are required to complete the following sentences orally using the words given and putting the verb in the past tense.

When we lived in our old house we - share - bathroom - neighbours.

When it rained - water - come - through - roof.

When I was a student - work - part- time - bank.

When I finished university - take - job - office.

When I received my first month's salary - buy - mother - gift.

3. Then teacher writes the following incomplete sentences on the board. Students complete the statements orally with words of their own choice.

When I was \_\_\_\_\_, \_\_\_\_\_.

When the police \_\_\_\_\_, \_\_\_\_\_.

When I \_\_\_\_\_, \_\_\_\_\_.

4. Then teacher reads sentences on transparencies with the “while” clause.

*I listened **while** my daughter practiced the piano.*

*Alan dressed the turkey **while** his brother greased the roasting pan.*

*Alex took the dog to the kennel **while** Ken delivered the cat to his neighbour.*

**While** Ken delivered the cat to his neighbour, Alex took the dog to the kennel.

*The car hit the old man **while** he was crossing the bridge.*

*The cat killed the mouse **while** the mouse was eating a piece of cake.*

**While** Sue was eating breakfast, she began to feel sick.

**While** Siti was waiting for the bus, she glanced at her watch.

**While** waiting for the bus, Siti glanced at her watch.

5. Students complete the sentences orally from the words below. Students' answers may vary.

Example: talk - telephone - knock - door

While I was talking on the telephone, someone knocked on the door.

watch- television - thief - entered - house

drive - work - had accident

eat - dinner - telephone - rang

read - book - fell asleep

walk - office - saw - fire - large - hotel

eat - restaurant - suddenly - felt - ill

6. Teacher reads and shows illustrative examples with “when” and “while” clauses on the transparencies. Students construct similar sentences orally making use of this pattern.

I was studying	WHEN	the phone rang.
I was studying	WHEN	my friends arrived.
The phone rang	WHILE	I was studying.
My friends arrived	WHILE	I was studying.
The phone rang	WHEN	I was studying.
My friends arrived	WHEN	I was studying.

7. Then teacher writes the following incomplete sentences on the board. Students complete the statements orally with words of their own choice.

While I was \_\_\_\_\_, \_\_\_\_\_.

While the police \_\_\_\_\_, \_\_\_\_\_.

While I \_\_\_\_\_, \_\_\_\_\_.

While shopping \_\_\_\_\_, \_\_\_\_\_.

8. Teacher reads a composition with “When” and “While” clauses. Students construct phrases to replace those underlined.

### **The lost knife**

While John was camping on the hills above the town where he lived, he carelessly lost an expensive knife which his father had given him a few weeks ago.

Although he and some of his friends searched all the places he had been to since the early morning, they couldn't find the knife with the sharp blade.

Peter, his closest friend, asked him if they had forgotten any place they had been to that morning.

John suddenly remembered the tall tree where they had been cutting some branches that same morning.

While they were searching under this tree, Peter accidentally kicked over some dead leaves on the ground under the tree.

When he did this, they saw the knife with the brightly gleaming blade.

John seized it triumphantly while his friends shouted with joy.

Adapted from “English Structure” by Jupp

T.C. & Milne. J.; (pp. 185)

## Lesson Plan 2

1. Teacher reads sentences on the transparencies with the “before” and “after” clause.

**After** *my son spilled* the pickle jar at dinner, *I had to wash* the kitchen floor.

**After** *I watered* my drooping African violets, *they perked* right up.

**After** *I waited* at a bus stop for about twenty minutes, *I got* on another bus to go back home.

**After** *waiting* at a bus stop for about twenty minutes, *I got* on another bus to go back home.

**After** *walking* for about an hour *we returned* to the car.

**After** *walking* for two hours *I had* a rest.

*We left* quite early **before** *there was* too much traffic.

*I checked* my money **before** *I invited* Tom for lunch.

**Before** *John went* camping, *he bought* a sleeping bag.

**Before** *I finished* my English assignment, *I went* for a swim.

**Before** *having* a swim *we had* lunch in the cool shade under the trees.

2. Students complete the sentences orally below using the given word to begin the sentence. Students may add some information of their own.

Example:

We waited for half an hour. **After**.

**After waiting** for half an hour we went home.

Before we moved into our new house - live-small-house.

**Before we moved** into our new house we lived in a small house.

I completed my primary education in 1998. **After**....

I finished college four years ago. **After**.....

I went overseas in 1998. **Before**.....

I worked in New York for a year. **Before**.....

I returned home in 1997. **Before**....

Before we put the furniture in the house - clean - house - carefully.

After I passed my typing examination - boss - increase - salary.

3. Students read and place the following sentences in the correct order. Students write out the story.

I saw an interesting job advertised in the paper last week.

Then I went to the address in the advertisement.

I telephoned the company to see if the job was still vacant.

The next morning I put on my best set of clothes.

I decided to apply for the job.

They told me to come to the office the next day for an interview.

After asking me a lot of questions the manager offered me the job.

I was asked to go into the manager's office.

4. Teacher reads sentences on transparencies with adverbial phrases of time.

**Last week** an accident *happened* near my house.

**Last week** I *saw* Ahmad in the street.

**Last week** I *visited* my mother.

**A month ago** a car *hit* a tree in this street.

5. Next, teacher introduces examples of prepositional phrase.

I used to study **from Saturday to Wednesday**.

**After a moment of silence**, she asked who had broken the vase.

**During the storm**, the telephone wires blew down.

**During rush hour**, traffic was very heavy.

**After about two hours** we *came* to a nice place.

6. Students read sentences with the syntactic clauses they have learned in context.

Students replace the underlined words with words of their own choice. However, the story must make sense.

Last week Ronny and Ali started fighting in front of our house. It was surprising because the two boys usually behaved well and had never done such a thing before.

Yesterday something interesting happened at the zoo in the afternoon. After some monkeys opened the lock of their cage, they ran up a tree. The keepers tried to catch them with nets, but the monkeys avoided capture easily.

### **Working In The House**

Last weekend, our neighbours decided to redecorate their lounge. They wanted to finish it quickly, so they asked us to help them.

They wanted to paint the walls and to put up some curtains. First, we took all the things off the walls and carried the furniture outside.

We did not want to get paint on the floor so we put newspapers on the floor. Then one of us started on each wall. We each had a brush and some paint.

When we finished painting the walls, we painted the window frames. We painted the walls pale yellow, and we painted the window frames white.

We started painting the room at 9 a.m. and we finished painting it at 6 p.m. Later we put up some new curtains and now the room looks very attractive.

### Lesson Plan 3

1. Teacher reads sentences on transparencies with “because” clause.

The boy took it **because** he was ordered to do so.

Ali sold the car **because** he wanted the money.

I missed the concert **because** I was ill.

We cheered for the winning team **because** they were so glorious.

Peter gave his horse some grass **because** it was hungry.

John was pleased to see Elizabeth **because** she was a beautiful girl.

Ahmed hit his donkey **because** it ate some vegetables.

I used to go to school by bus **because** I did not have a lot of money.

**Because** I did not have a lot of money, I used to go to school by bus.

Kamal sat down angrily on the chair **because** he was frustrated.

**Because** Kamal was frustrated, he sat down angrily on the chair.

I wasted both time and money **because** I did not have a car.

**Because** I did not have a car, I wasted both time and money.

Rodney applied for a part-time job in the public library **because** he wanted some practical experience.

**Because** Rodney wanted some practical experience, he applied for a part-time job in the public library.

2. Teacher reads more sentences on transparencies with two subordinate adverbial clauses, that is both “when” and “because”.

When I arrived, **he had left because I was late.**

When I arrived, **the Minister had gone because I was late.**

When I met the managing director, **he was angry because I had been very careless.**

When John Jackson played baseball, **he was nicknamed Mr. Baseball.**

John **was given his nickname** because he excelled in all major tournaments.

As soon as he stepped up to the plate, **baseball fans expected a home run.**



3. Then teacher introduces sentence connectors with some examples.

**First** I called my friend. **Then** I turned on the radio.

**First** he wanted to know if anyone was hurt. Then he scolded me.

4. Teacher reads three compositions with the syntactic clauses to further reinforce what they have learned. Students then construct sentences that make sense to replace the underlined words.

### **The thief**

Mustafa sang because he had finished his work.

He was hungry because he had been working hard.

He sang as he walked to the river.

The ferry had not arrived when he reached the river.

Mustafa counted his money because he wanted change for the ferry.

A thief noticed him while he was counting his money.

The man was a beggar although he was strong and healthy.

The beggar demanded some money although Mustafa was also poor.

Mustafa would have run away if the beggar had not caught his arm.

The beggar threatened Mustafa while he was holding him tightly.

Mustafa was afraid because he was alone.

Mustafa's father called the policeman because Mustafa was late.

The policeman wrote some notes while he was questioning Mustafa's mother.

They walked until they reached the river.

When they reached the opposite bank, they heard a boy's shout.

Although it was dark, they soon found Mustafa tied to a tree.

Mustafa was very cold because the thief had stolen his coat.

Although the thief had tied Mustafa, he had not hurt him.

Adapted from "English Structure" by Jupp

T.C. & Milne. J.; (pp. 103)

### **Siblings rivalry**

When I was in high school, my sister and I shared a car.

It was a big problem because we had different attitudes about it.

She liked to drive fast and was lazy about taking care of it while I wanted to be careful and take good care of it.

When I complained to my mother, she said we had to work it out between us.

Although I tried to talk my sister about it, she just laughed and said I was too worried about it.

I was really angry at her because she seemed so unreasonable.

One day, because my sister was driving fast, she had an accident.

Although she didn't get hurt in the accident, it really scared her and my whole family.

After she had the accident, she started to drive more carefully and I wasn't angry at her anymore.

Adapted from "Developing Composition Skills" by Reutten, M.K.; (pp. 213)

### **Something to remember**

Yesterday I went to the park on my way home. I walked around for a while and then I sat down under a tree and started reading a book. I was waiting for a friend of mine. While I was sitting there I noticed a man behaving strangely. He was walking backwards and forwards near a small garden. He looked around several times to see if anyone was watching, then I saw him place something in the ground in the middle of the garden.

He didn't notice me sitting under the tree. Then he walked away as fast as he could, got into a car, and drove away. I walked over to see what he had done. At first I couldn't find anything but then I found a beautiful necklace in a plastic bag, buried in the earth.

Adapted from "Guided writing through pictures" by Richards, J.C. (pp.66)

## APPENDIX D

## ANALYTIC SCORING GUIDE

## 1. Paragraph format

- 4 The student has a title on top line, has skipped a line between title and body, has indented first sentence and has maintained adequate margins.
- 3 The student has failed to perform one of the functions listed in the criteria for writing a paragraph.
- 2 The student has failed to perform two of the functions listed for writing a paragraph.
- 1 The student has failed to perform three or more of the functions listed for writing a paragraph or simple listed sentences.

## 2. Unity

- 4 All sentences relate to topic.
- 3 More than half of the sentences relate to the topic.
- 2 At least one sentence relates to the topic.
- 1 None of the sentences relates to the topic.

## 3. Sentence structure

- 4 All sentences are complete.
- 3 Three out of four sentences are complete.
- 2 Two out of four sentences are complete.
- 1 One out of four sentences is complete.

## 4. Usage

- 4 There are no errors in usage.
- 3 There is one error in usage.

## APPENDIX E

## INTERVIEW GUIDE FOR STUDENTS

This structured interview is conducted by the researcher to study some aspects of students' reactions, perceptions and preferences of the Integrated Sentence Modelling approach. The interview is carried out individually with the students by the researcher.

1. When you first read the picture composition, do you know what you are going to write about?

---

2. Do you prefer picture compositions or free compositions?

---

3. Do you discuss in English or Bahasa Malaysia to get ideas for the topic?

---

4. Do you think in English or Bahasa Malaysia while you are writing?

---

5. Are you more concerned with writing the ideas down or correcting your grammatical and spelling mistakes?

---

6. Do you understand the examples given on the transparencies?

---

7. Are you able to detect a certain pattern after reading all the sentences?

---

8. Are you able to make generalizations before I pointed out to you?

---

9. Do you find it easier to remember these sentence patterns after going through the sequenced practice?
- 
10. While writing out the essay, do you think you have made use of these patterns? Consciously or unconsciously?
- 
11. Do you think you are able to apply the “rules” to your writing?
- 
12. Do you feel more confident in writing after learning the sentence patterns? Why?
- 
13. Do you think this approach is able to reduce your anxiety about writing on the whole? Why?
- a. I am more relaxed because the vocabulary is provided.
  - b. I am not so worried about the grammar because I have already learned some sentence structure which I can make use of.
  - c. I am more organized.
  - d. I am not worried about the content.
  - e. I can concentrate on one thing at a time, instead of trying to do everything at once.
- 
14. Are you happy with the final essay? Why?  
Are there any differences in the way you carried out this writing task (Writing Sample 2) compared to the first writing task (Writing Sample 1)?
- 
15. Do you think these integrated approach teaching sentence structure are able to help you to improve in your composition writing? How?
- 
16. Do you notice any changes in your writing or in your feeling about writing? Why?
- a. writing has improved (because of better ideas, making more sense or being more detailed)

b. liked writing more

- 
17. Do you think there is an improvement in your writing? What do you feel is the reason for your improvement in your writing?
- 
18. Do you prefer the process writing approach or the integrated sentence modelling approach to writing? Why?
- 
19. If you have a chance of telling other friends about this approach, what would you tell?
- a. let friends know that writing is not too difficult after all
  - b. let friends know that learning grammar and transferring this knowledge to writing is possible with ISM approach
  - c. it is no different from the other approaches
- 
20. What do you want to learn next to help you with your writing? Why?
- a. learn varied things such as expressing in writing a character's feelings, how to improve the use of dialogue, how to end a story
  - b. learn more stylistic options of expressing an idea
  - c. Others
- 
21. Do you like process writing or sentence modelling approach help to make greater gains in writing quality?
- 
22. Do you have suggestions to improve the process of writing?
-

## APPENDIX F

Summary of students' opinion regarding the sentence modelling practice


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Q. 9. Do you find it easier to remember these sentence patterns after going through the sequenced practice?

---

- Student A Lebih mudah difahami dan diingati kerana ada contoh-contoh dapat memberi penjelasan.  
 Student B Lebih senang kerana contoh yang diberi jelas dan mudah..  
 Student C Lebih senang-ada kunci untuk satu pattern (sic)  
 Student D Lebih senang kerana ada contoh-contoh untuk diikuti.

---

Q. 10. While writing out the essay, do you think you have made use of these patterns? Consciously or unconsciously.

---

- Student A Ya, dengan sedar.  
 Student B Consciously kerana ayat yang dibina lengkap dan betul serta telah diberi penerangan kegunaan patterns tersebut.  
 Student C Ada- sedar- kerana didedahkan dahulu  
 Student D Ada kerana ada banyak latihan dalam kelas

---

Q. 11. Do you think you are able to apply the "rules" to your writing?

---

- Student A Dapat digunakan.  
 Student B Dapat diaplikasikan tetapi belum cukup menguasainya.  
 Student C Dapat tetapi tidak sepenuhnya.  
 Student D Dapat tetapi masih belum cukup

---

Q. 12. Do you feel more confident in writing after learning the sentence patterns? Why?

---

- Student A Ya, tidak perlu risau tentang "grammar" lagi.  
 Student B Lebih yakin kerana tahu pengguna perkataan mengikut peraturan tertentu.  
 Student C Ya-ada rujukan.  
 Student D Ya, tidak risau sangat pada grammar.

---

Q. 15. Do you think these integrated sentence modelling approach is able to help you to improve in your composition writing? Why?

---

- Student A Ya, dapat membantu.  
 Student B Ada perbezaan yang ketara dan itu perkembangan yang baik.  
 Student C Ya, kerana dalam pattern itu sudah menekankan struktur.  
 Student D Ya, dapat membantu.
-

## APPENDIX G

Summary of students' preference of the writing approach


---

Q. 18. Do you prefer the process writing approach or the integrated sentence modelling approach to writing? Why?

---

Student A	Digabung kerana pendekatan ini boleh membantu tatabahasa dan proses
Student B	membantu idea. Digabungkan, dapat membantu memahami penggunaan ayat di dalam satu
Student C	proses penulisan
Student D	Gabung kerana dapat pembetulan tatabahasa pada awalnya dan idea kemudian. Digabungkan kerana kedua-dua dapat membantu dalam penulisan yang baik.

Q. 19. If you have a chance of telling other friends about this approach, what would you tell?

---

Students	let friends know that writing is not too difficult after all.
A, B, C and D	let friends know that learning grammar and transferring this knowledge to writing is possible with this integrated sentence modelling approach.

Q. 21. Do you think process writing or sentence modelling approach help to make greater gains in writing quality?

---

Student A	Kedua-dua pendekatan berkesan tetapi pendekatan baru lebih berkesan.
Student B	Pendekatan modelling approach dapat lebih pengetahuan penggunaannya, mendedahkan grammar dalam penulisan.
Student C	Gabungan berkesan tetapi pendekatan modelling lebih berkesan kerana mudah ikut pattern.
Student D	Pendekatan baru kerana lebih pattern lebih senang diikuti.

---