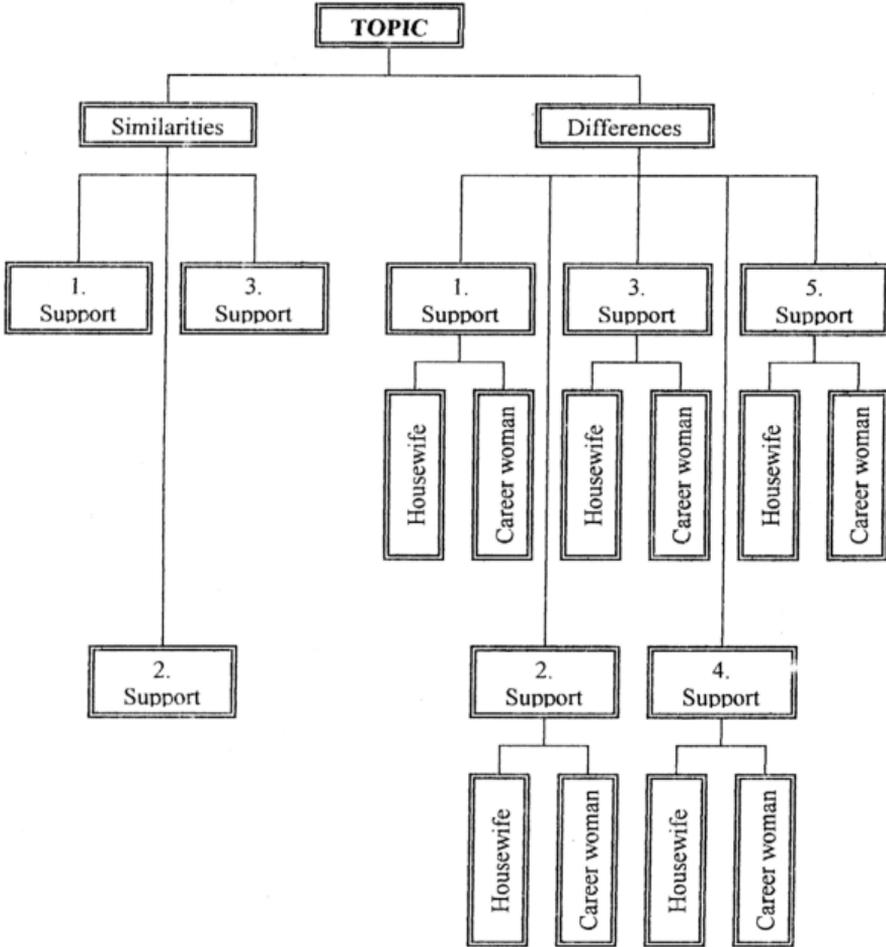


Appendix A

Graphic Organizer: Comparison/Contrast Structure

“The full-time housewife and the career woman in a modern society”



Adapted from: Heng Ah Neoh (1992). Effects of Teaching Organization of Prose The Comprehension Performance of ESL Readers, Dissertation University of Malaya, Kuala Lumpur.

Appendix BTransitional Expressions (To link ideas in the text)

Transitional Expressions in comparison/contrast structure stress oppositions, similarities and differences. The following expressions are used.

Comparisons

Like

Both

In addition

Contrasts

Although

However

On the other hand

Whereas

Despite

In contrast

Appendix C

ESL COMPOSITION PROFILE

Holly Jacobs, Stephen Zingraf, Deanna Wormuth, V. Faye Hartfiel, and
Jane Hughey*

| Student Score | Level | Criteria | Date | Topic | Comments |
|---------------|---------|---|------|-------|--|
| C | 30 - 27 | EXCELLENT TO VERY GOOD: knowledgeable | | | * substantive development of thesis * relevant to assigned topic |
| O | 26 - 22 | GOOD TO AVERAGE: sure knowledge of subject | | | * adequate range * limited development of thesis * mostly relevant to topic but lacks detail |
| N | 21 - 17 | FAIR TO POOR: limited knowledge of subject | | | * little substance * inadequate development of topic |
| T | 16 - 13 | VERY POOR: does not show knowledge of subject | | | * non-substantive * not pertinent * OR not enough to evaluate |
| <hr/> | | | | | |
| O | 20 - 18 | EXCELLENT TO VERY GOOD: fluent expression | | | * ideas clearly state/supported * <u>succinct</u> * well-organized * logical sequencing * cohesive |
| R | 17 - 14 | GOOD TO AVERAGE: somewhat choppy | | | * loosely organized but main ideas stand out * limited support * logical but incomplete sequencing |
| G | 13 - 10 | FAIR TO POOR: non-fluent | | | * ideas confused or disconnected * lacks logical sequencing and development |
| A | 9 - 7 | VERY POOR: does not communicate | | | * no organization * OR not enough to evaluate |
| N | | | | | |
| <hr/> | | | | | |
| V | 20 - 18 | EXCELLENT TO VERY GOOD: sophisticated range | | | * effective word/idiom choice and usage * word form mastery * appropriate register |
| O | 17 - 14 | GOOD TO AVERAGE: adequate range | | | * occasional errors of word/idiom form, choice, usage but meaning not obscured |
| C | 13 - 10 | FAIR TO POOR: limited range | | | * frequent errors of word/idiom form, choice, usage * meaning confused or obscured |
| A | 9 - 7 | VERY POOR: essentially translation | | | * little knowledge of English vocabulary, idioms, word form * OR not enough to evaluate |
| B | | | | | |
| U | | | | | |
| L | | | | | |
| A | | | | | |
| R | | | | | |
| Y | | | | | |

| | | |
|--------------------------------------|---------|--|
| L A N G U A G E | 25 - 22 | EXCELLENT TO VERY GOOD: effective, complex constructions * few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions |
| U S E | 21 - 18 | GOOD TO AVERAGE: effective but simple construction * minor problems in complex constructions * several errors of agreement, tense, number, word order/function, article, pronouns, prepositions, but meaning seldom obscured |
| U S E | 17 - 11 | FAIR TO POOR: major problems in simple/complex constructions * frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run ones, 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 |

| | | |
|---|---|---|
| M E C H A N I C S | 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, punctuation, capitalization, paragraphing * handwriting illegible * OR not enough to evaluate |

| | | |
|-------------|--------|--|
| TOTAL SCORE | READER | COMMENTS* |
| | | Taken from : Reid (1993) "Teaching ESL Writing" (p.236-237) |

Appendix D**Assessment of Students' Compositions (in percentage)****Experimental Group : Good Ability Writers.**

| Student Number | Pre-test | Post-test | Delayed Post-test |
|-----------------------|-----------------|------------------|--------------------------|
| 1 | 75 | 74 | 70 |
| 2 | 45 | 44 | 46 |
| 3 | 57 | 78 | 64 |
| 4 | 30 | 37 | 20 |
| 5 | 41 | 40 | 38 |
| 6 | 28 | 36 | 15 |
| 7 | 72 | 55 | 36 |
| 8 | 55 | 53 | 39 |
| 9 | 75 | 54 | 46 |
| 10 | 45 | 55 | 50 |
| 11 | 39 | 27 | 48 |
| 12 | 48 | 32 | 40 |
| 13 | 50 | 33 | 46 |
| 14 | 40 | 47 | 57 |
| 15 | 32 | 28 | 38 |
| 16 | 47 | 34 | 38 |

Appendix E**Assessment of Students' Compositions (in percentage)****Control Group : Good Ability Writers.**

| Student Number | Pre-test | Post-test | Delayed Post-test |
|-----------------------|-----------------|------------------|--------------------------|
| 1 | 48 | 43 | 50 |
| 2 | 50 | 56 | 63 |
| 3 | 43 | 45 | 30 |
| 4 | 74 | 42 | 39 |
| 5 | 61 | 41 | 48 |
| 6 | 59 | 38 | 48 |
| 7 | 76 | 52 | 44 |
| 8 | 77 | 62 | 40 |
| 9 | 10 | 11 | 9 |
| 10 | 32 | 28 | 30 |
| 11 | 25 | 28 | 27 |
| 12 | 66 | 60 | 62 |
| 13 | 53 | 48 | 40 |
| 14 | 66 | 55 | 42 |

Appendix F**Assessment of Students' Compositions (in percentage)****Experimental Group : Poor Ability Writers.**

| Student Number | Pre-test | Post-test | Delayed Post-test |
|-----------------------|-----------------|------------------|--------------------------|
| 1 | 22 | 24 | 60 |
| 2 | 30 | 36 | 38 |
| 3 | 6 | 2 | 50 |
| 4 | 44 | 52 | 67 |
| 5 | 5 | 35 | 40 |
| 6 | 37 | 52 | 46 |
| 7 | 29 | 47 | 48 |
| 8 | 30 | 40 | 66 |
| 9 | 22 | 35 | 57 |
| 10 | 26 | 54 | 64 |
| 11 | 14 | 57 | 58 |
| 12 | 15 | 17 | 20 |
| 13 | 6 | 6 | 5 |
| 14 | 7 | 8 | 7 |
| 15 | 12 | 14 | 56 |
| 16 | 13 | 20 | 27 |

Appendix G

Assessment of Students' Compositions (in percentage)

Control Group : Poor Ability Writers.

| Student Number | Pre-test | Post-test | Delayed Post-test |
|----------------|----------|-----------|-------------------|
| 1 | 24 | 39 | 54 |
| 2 | 29 | 31 | 49 |
| 3 | 45 | 54 | 56 |
| 4 | 28 | 31 | 46 |
| 5 | 26 | 34 | 40 |
| 6 | 52 | 7 | 24 |
| 7 | 32 | 39 | 48 |
| 8 | 18 | 35 | 42 |
| 9 | 9 | 9 | 26 |
| 10 | 25 | 26 | 46 |
| 11 | 24 | 25 | 43 |
| 12 | 21 | 24 | 25 |
| 13 | 3 | 7 | 13 |
| 14 | 8 | 49 | 40 |
| 15 | 10 | 25 | 28 |
| 16 | 7 | 15 | 36 |
| 17 | 13 | 15 | 22 |

Appendix H

Usage of Transitional Expressions (number of times used)

| Experimental Group Good Ability Writers | | | | Control Group Good Ability Writers | | | |
|--|----------|-----------|----------------------|---------------------------------------|----------|-----------|----------------------|
| Student Number | Pre-test | Post-test | Delayed Post-test | Student Number | Pre-test | Post-test | Delayed Post-test |
| 1 | 1 | 2 | 2 | 1 | 0 | 1 | 1 |
| 2 | 0 | 0 | 1 | 2 | 0 | 1 | 2 |
| 3 | 1 | 4 | 3 | 3 | 0 | 2 | 0 |
| 4 | 0 | 1 | 0 | 4 | 0 | 0 | 0 |
| 5 | 0 | 1 | 0 | 5 | 0 | 1 | 1 |
| 6 | 1 | 2 | 0 | 6 | 0 | 1 | 1 |
| 7 | 1 | 3 | 1 | 7 | 0 | 0 | 3 |
| 8 | 1 | 4 | 1 | 8 | 0 | 0 | 0 |
| 9 | 0 | 2 | 2 | 9 | 0 | 0 | 0 |
| 10 | 1 | 4 | 2 | 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 3 | 11 | 0 | 0 | 0 |
| 12 | 0 | 2 | 1 | 12 | 1 | 1 | 2 |
| 13 | 0 | 1 | 2 | 13 | 0 | 0 | 0 |
| 14 | 1 | 3 | 5 | 14 | 0 | 0 | 2 |
| 15 | 0 | 2 | 3 | | | | |
| 16 | 1 | 3 | 1 | | | | |

Appendix I

Usage of Transitional Expressions (number of times used)

| Experimental Group Poor Ability Writers | | | | Control Group Poor Ability Writers | | | |
|--|----------|-----------|----------------------|---------------------------------------|----------|-----------|----------------------|
| Student Number | Pre-test | Post-test | Delayed Post-test | Student Number | Pre-test | Post-test | Delayed Post-test |
| 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |
| 4 | 0 | 2 | 1 | 4 | 0 | 0 | 1 |
| 5 | 0 | 0 | 1 | 5 | 0 | 0 | 0 |
| 6 | 0 | 2 | 0 | 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 1 | 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 3 | 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 2 | 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 1 | 10 | 0 | 0 | 0 |
| 11 | 0 | 2 | 1 | 11 | 0 | 0 | 0 |
| 12 | 0 | 1 | 1 | 12 | 0 | 0 | 0 |
| 13 | 0 | 0 | 0 | 13 | 0 | 0 | 0 |
| 14 | 0 | 0 | 0 | 14 | 0 | 0 | 1 |
| 15 | 0 | 1 | 0 | 15 | 0 | 0 | 0 |
| 16 | 0 | 1 | 1 | 16 | 0 | 0 | 0 |
| | | | | 17 | 0 | 0 | 0 |

Examples of Students' Essays

Experimental Group Hated.

Poor Ability Writer: Experiment Group No.9

Studying in local university and abroad

the meaning of local university means a centre of advanced education and research, that has the power to grant degrees, and abroad is that where we can study at another country.

Some Malaysian study, are studying in another country. It cost so much of money, to us, studying, the local university is not that much expensive.

If we compare between local university and abroad we can find a lot of different between that. Local universities are built in our own country, it not cost a lot of money, we can return home as we can and less more. Abroad are built in overseas, we must take flight to there, our parents spent lot of money, we can't return home as soon as we can, other more we changes our normal activities.

Although we also have some good too.

Post-Test

P9

No: 9.

The Single Sex School and co-educational

The single sex school and co-educational school have many similarities and differences between each other.

Both of these school has only difference in sex discrimination. Otherwise the school rules, the teachers, the subjects and activities are all the same like the normal school.

Example, the both schools and have the similarity between each other, they also have the differences too. In this klang, district.

There have many single sex school are founded, like A.C.S, Convent, St. Ann's, Raja Zering and La Salle's. These are some of the famous school.

The co-educational school is founded in many places, SMK Raja Mahadi, Kampung Jawa, St. Ann's and many other schools are at Malacca.

35

C29

008

V28

L2

M2

J2

K2

Delayed Post-Test

No: 9

Friday

Working in the private sector and the public sector.

In Malaysia, many kind factory's and sektor had been built. Some are working in the factory's and some are working in the sektor. There are two kinds of sector these are private sector and the public sector.

The private sector is a part of the economy not under direct direct state control, however the public sector is the part of an economy, industry that controlled by the state.

If ~~so~~ we compare, we can see with private sector and public sector, we can see many difference between them. There are time of working, uniforms, salary, facilities, scholarship and many more.

If we work in the private sector we get more more for salary, compare with the public sector. The uniforms are ordered to wear in the public sector only for example,

Hospital, several banks, schools, college and many more. Compare with public sector and to a private sector we get bonus.

monthly. Public sector have stif however private sector don't have stif. If we get work in the private sector we get car as we needed compare with public sector we can't get a car, while servant except only get a car.

Contrast with public sector and private sector, we get many benefits towards them. like more facilities.



Experimental Group
Good Ability writer

Pre-Test No: 6

EXP = PB C = 9

O = 5

V = 5

L = 6

Compare and Contrast Structure.

Studying in local universities and abroad.

36 Universities is a place where we can get more education if we compare with school life. In universities we learn high education to be a graduate students. When we are out from universities we become an educationist.

37 Studying in local universities is very good for Malaysian citizen it is because the destination for their house to universities is very contiguous although we study in Sabah or Sarawak.

If we discuss about money, we can say very easily that it is very easier if compare with abroad universities. It is because the money of travelling to one place to one places is different, this is because we are travel by car or train so its not we must take out more money.

If holiday start we must back to our home, the times that we take is very short.

If we compared in abroad universities it all in opposite way.

The best way is we must choose the local university.

Post-Test 'No: 6

Date

The single sex school and a co-educational school.

As to our understanding we know that in Malaysia we practice two types of schools. One where there is only one single sex school and the other co-educational school. Although both the schools try to play a major role in bringing up the school as the main player in the Malaysian education system. We know that there is some main comparison among these schools.

The similarity within single sex school and co-educational school is their studies. Studies is the act or process of learning or gaining knowledge eg by reading, so it's more important than everything. Both schools in Malaysia are using same way or style to teach the student. It's because teachers are taking knowledge in same college and in university. So we can see very clearly that if compare with both school the studies are same.

At guys school, there are some different activities or studies, workman ship, ^{the} cleaning or basic foreman work and others. But girls school, there are some different like girls society, cooking society and different studies. In co-educational school, they are mixed, there have more knowledge.

Guys thinking are narrow, they knowledge are wide, they have many general knowledge and less studies knowledge. For girls the general knowledge is less the studies knowledge is wide. As an example in a co-educational school they are mixed, each of them are very good in argument. When they argue each other

Post-Test No: 6

No. _____ Date _____

there become a new idea or different idea.
 My opinion is, some of ^{girls} student they feel very shy event they through with boys. They can't answer any question when teacher ask to them because they felt that if it is wrong the guys will laugh at her.

But we can see very clearly that co-educational school are better than single sex school.

Q. No. 6
 A. Answer, Delayed Post-Test

Working in the private sector and public sector.

Working is the fulltime job to every human who live in this world after they had finished their studies. It is can be private sector and public sector. Public sector is person who working under government control such as teacher, engineer, soldier and go on. They working on instruction from government. Public sector is person who working on themselves and they give instruction on themselves and give instruction to the workers who work under the owner.

Private sector, a example manufacture is work as import export from overseas or to overseas. The beneficial are contract on their own, but a public sector the beneficial are contract and spread to some group. Salary is amount who give from government we work under government. At the moment we everyday that we now salary if we work under government they will give us on end of month for even though they got profit or not but they still have salary, but see here that if public sector not profit that month not salary that month or pocket money for us.

Pension is only given by government if we work under then went our age up to the maximum stage is above 45 years. He?