

APPENDIX A

LESSON PLAN 1

Class: 3RK2
Duration: 40 minutes (1 period)
Objective: Writing an article

Learning outcomes: Students should be able to:-
(i) write an article on air pollution.

Introduction

1. Teacher displays a visual stimulus on pollution and asks students to make two sentences based on the stimulus.

Development

1. Teacher provides the following instruction: “The city you live in is facing serious environmental problems as a result of air pollution. You have been asked to write an essay on how to reduce air pollution in your city in conjunction with Earth Day.”
2. Students then write the essay individually.

Conclusion

1. Students submit their essays.

APPENDIX B

LESSON PLAN 2

Class: 3RK2
Duration: 40 minutes (1 period)
Objective: Introduction to Grouping and Collaboration

Learning outcomes: Students should be able to:-
(i) get into groups efficiently
(ii) familiarise themselves with collaboration in writing

Introduction

1. Teacher explains some of the challenges faced by students during writing.
2. Teacher provides examples of real-life writing to illustrate that writing is a collaborative event
3. Teacher explains what collaboration in writing is all about.

Development

1. Students get into groups of four.
2. Teacher ensures heterogeneous or mixed-ability groupings to avoid poor students from grouping together.
3. Teacher asks students to sit in a circle in their respective groups facing each other to encourage interaction.
4. Teacher explains the steps involved in collaborative work.

Conclusion

1. Teacher asks students to recapitulate what they have learnt.

APPENDIX C

LESSON PLAN 3

Class: 3RK2
Duration: 80 minutes (2 periods)
Objective: Writing an article

Learning outcomes: Students should:-
i. be familiar with the steps involved in collaborative work.

Introduction

1. Students are informed on the steps involved in collaborative work.

Development

1. Students get into their respective groups of four.
2. Teacher acts as leader of one of the groups and the rest observe the modelling group's behaviour.
3. Students of the modelling group are given the rubric for the essay: "As the president of the Environmental Club, you have been asked to write an article for the school magazine on how to protect the environment."
4. Students brainstorm and discuss ideas for the essay. Teacher initiates the discussion and models the types of questions students can ask each other.
5. Teacher explains that once they have enough ideas, they should produce a rough draft.
6. Teacher makes copies of one of the students' essay on the same topic which was written early in the year as an example of a rough draft to be shared and edited.
7. Students share and edit essays among group members. Teacher provides an example.
8. Finally, teacher explains that they should proceed to redrafting the essay.

Conclusion

1. Teacher asks students to recapitulate what they have observed and learnt.

APPENDIX D

LESSON PLAN 4

Class: 3RK2
Duration: 80 minutes (2 periods)
Objective: Writing a report

Learning outcomes: Students should be able to:-

- i. produce a report based on the steps in collaborative work.

Introduction

1. Teacher recaps the steps in collaborative work with the students.
2. Teacher asks students to adhere to the following time frame:
 - Step 1 of collaborative work – 10 minutes
 - Step 2 of collaborative work – 40 minutes
 - Step 3 of collaborative work – 10 minutes
 - Step 4 of collaborative work – 20 minutes

Development

1. Students get into their respective groups of four.
2. Using the steps in collaborative work, students write a report with the following instruction: “You attended a Road Safety Campaign organised by the local police department. After the campaign, you were asked to write a report for your school magazine on the do’s and don’ts of road safety.”
3. Teacher observes and plays the role of a facilitator.

Conclusion

1. Students submit their essays.

APPENDIX E

LESSON PLAN 5

Class: 3RK2
Duration: 80 minutes (2 periods)
Objective: Writing a speech

Learning outcomes: Students should be able to:-

- i. produce a speech based on the steps in collaborative work.

Introduction

1. Teacher recaps the steps in collaborative work with the students.
2. Teacher reminds students to keep to the time frame.

Development

1. Students get into their respective groups of four.
2. Using the steps in collaborative work, students write a speech with the following instruction: “Imagine that you are giving a speech to your classmates. Talk to them about the importance of regular exercise and ways to do it.”
3. Teacher observes and plays the role of a facilitator.

Conclusion

1. Students submit their essays.

APPENDIX F

LESSON PLAN 6

Class: 3RK2
Duration: 80 minutes (2 periods)
Objective: Writing an article

Learning outcomes: Students should be able to:-

- i. produce an article based on the steps in collaborative work.

Introduction

1. Teacher recaps the steps in collaborative work with the students.
2. Teacher reminds students to keep to the time frame.

Development

1. Students get into their respective groups of four.
2. Using the steps in collaborative work, students write an article with the following instruction: “Write an article for your school English newsletter. Your article is entitled, ‘How to be a successful sportsman’.”
3. Teacher observes and plays the role of a facilitator.

Conclusion

1. Students submit their essays.

APPENDIX G

LESSON PLAN 7

Class: 3RK2
Duration: 80 minutes (2 periods)
Objective: Writing an article

Learning outcomes: Students should be able to:-

- i. produce an article based on the steps in collaborative work.

Introduction

1. Teacher recaps the steps in collaborative work with the students.
2. Teacher reminds students to keep to the time frame.

Development

1. Students get into their respective groups of four.
2. Using the steps in collaborative work, students write an article with the following instruction: “You have been asked to write an article for the school magazine on how to handle stress.”
3. Teacher observes and plays the role of a facilitator.

Conclusion

1. Students submit their essays.

APPENDIX H

LESSON PLAN 8

Class: 3RK2
Duration: 80 minutes (2 periods)
Objective: Writing an article

Learning outcomes: Students should be able to:-

- i. produce an article based on the steps in collaborative work.

Introduction

1. Teacher recaps the steps in collaborative work with the students.

Development

1. Students get into their respective groups of four.
2. Using the steps in collaborative work, students write an article with the following instruction: “The city you live in is facing serious environmental problems as a result of air pollution. You have been asked to write an essay on how to reduce air pollution in your city in conjunction with Earth Day.”
3. The researcher and a cooperating teacher observe and complete the Observation Forms.

Conclusion

1. Students submit their essays.

APPENDIX I
MARKING SCHEME

GUIDED WRITING BAND DESCRIPTORS

BAND	MARKS	DESCRIPTORS
EXCELLENT	25-30	<ul style="list-style-type: none"> - Task fulfilled with ideas and details well-developed and well-organised. - Language is accurate with few minor errors and first draft slips. - Varied sentence structures are used effectively to convey meaning. - Vocabulary is apt and widely used. - Accurate use of mechanics of writing. - Interest of the reader is aroused and sustained.
CREDIT	19-24	<ul style="list-style-type: none"> - Task fulfilled with ideas and details developed and organised. - Language is largely accurate with some serious and minor errors. - Simple and compound sentence structures are accurate. - Vocabulary is wide enough but lacks precision. - Almost always accurate use of spelling, punctuation and paragraphing. - Interest of the reader is aroused but not sustained.
ACHIEVEMENT	13-18	<ul style="list-style-type: none"> - Task fulfilled with ability to develop some ideas but lacks details; ideas adequately organised. - Language is sufficiently accurate with frequent serious errors. - Simple and compound sentence structures are attempted. - Vocabulary is sufficient to convey meaning. - Some errors in mechanics of writing.
WEAK	7-12	<ul style="list-style-type: none"> - Task partially fulfilled with ideas less developed; ideas lacking organisation. - Language is barely accurate with frequent serious errors that hamper reading. - Vocabulary is limited. - Serious errors in mechanics of writing.
VERY WEAK	1-6	<ul style="list-style-type: none"> - Task hardly fulfilled; ideas lack cohesion. - High density of errors; meaning is hardly conveyed.

APPENDIX J

OBSERVATION FORM

GROUP:

Student 1 (S1) :

Student 2 (S2) :

Student 3 (S3) :

Student 4 (S4) :

Did the students perform the following?

	S1	S2	S3	S4	NOTES
1. Requesting explanations/information/examples					
2. Giving explanations/information/examples					
3. Asking others to contribute					
4. Checking understanding of others					
5. Requesting assistance while producing a rough draft					
6. Providing constructive feedback					
7. Indicating approval/disapproval					
8. Keeping the group on task					

APPENDIX K

EVALUATION FORM BY SHAW (1992) IN KESSLER (1992)

Linguistics 430

Language Analysis

Supplementary Evaluation

Please take a little time to read and complete the following items by circling the appropriate number for each response. Be frank and thoughtful, but do not agonize. Do not write your name. You may add any comments you wish, but remember the final exercise includes a detailed written assessment from each group of cooperative learning.

The use of the CL (group) approach to learning in this class

1. was

- 1 highly detrimental
- 2 something of a drawback
- 3 a slightly negative feature
- 4 of no consequence one way or the other
- 5 a positive feature
- 6 a distinct plus
- 7 highly beneficial

2. made mastering the material

- 1 a great deal more difficult
- 2 distinctly more difficult
- 3 a little more difficult
- 4 neither more difficult nor easier
- 5 a little easier
- 6 distinctly easier
- 7 a great deal easier

3. made the experience of doing the out-of-class assignments

- 1 a great deal less worthwhile
- 2 less worthwhile
- 3 slightly less worthwhile
- 4 neither more nor less worthwhile
- 5 slightly more worthwhile
- 6 more worthwhile
- 7 much more worthwhile

4. made performing the out-of-class assignments
 - 1 a distinct pain
 - 2 more difficult
 - 3 a little more difficult
 - 4 the same as always
 - 5 a tad easier
 - 6 distinctly easier
 - 7 a great joy

5. made the in-class group work
 - 1 pretty much a waste of time
 - 2 less useful
 - 3 a little less useful
 - 4 neither more nor less useful
 - 5 a little more useful
 - 6 more useful
 - 7 much more useful

6. made the overall experience of the course
 - 1 much less enjoyable
 - 2 less enjoyable
 - 3 a little less enjoyable
 - 4 the same, either way
 - 5 a little more enjoyable
 - 6 more enjoyable
 - 7 much more enjoyable

7. My group was / groups were
 - 1 way too small
 - 2 too small
 - 3 a little too small
 - 4 just fine
 - 5 a little too big
 - 6 too big
 - 7 way too big

8. The training I received for working in a team was
 - 1 woefully inadequate
 - 2 too little
 - 3 slightly inadequate
 - 4 enough
 - 5 a little too much
 - 6 too much
 - 7 horribly overdone

9. The training I received for working in a team was
 - 1 entirely inappropriate for one of my dignity and maturity
 - 2 largely inappropriate
 - 3 somewhat inappropriate

- 4 okay in parts
- 5 largely appropriate
- 6 nearly all appropriate
- 7 entirely appropriate

APPENDIX L
QUESTIONNAIRE

Name:

Class:

1. Do you like working in a group?
Yes No Sometimes
2. Do you find group work to be useful?
Yes No Sometimes
3. The training you received for working in a group was
() not enough
() enough
() too much
4. Do you find comments from your friends to be useful?
Yes No Sometimes
5. Do your friends find your comments to be useful?
Yes No Sometimes
6. Do you find it easier to write in a group?
Yes No Sometimes
7. Has collaborative work helped in producing ideas for your essay?
Yes No
8. Has collaborative work helped in improving your language?
Yes No
9. Has collaborative work helped in improving your vocabulary?
Yes No
10. Has collaborative work helped in improving your use of punctuation marks?
Yes No
11. Has collaborative work helped in improving your paragraphing?
Yes No

12. Has collaborative work helped in improving your spelling?

Yes No

13. Do you think group work has helped you in your writing?

() Yes () No

Why? _____

APPENDIX M

ESSAY FROM A STUDENT'S EXERCISE BOOK

How to Protect Environment

All we know that our environment are polluted by many things. So, we must protect our environment now. before it become worse. Our goverment also have to help protect environment. We must protect our environment for our heritage. So, we must duty to do something for protect our environment.

Many way we can protect our environment. We must not throw rubbish everywhere. We can throw rubbish to the appropriate place like rubbish bin. We also must caring to the our environment.

The other way to protect our environment is recycle. We can recycle glass, botol, plastic and so on. Recycle help us to reuse the things that cannot be destroy. We can use the things again. Example, we can use paper in front and the behind.

Animals is one of the part in ecossystem. We must protect the animals not kill them. Some people kill them to get the part of their body. Many wild animal died because some people kill them to get their body for money.

We also must keep the rivers, seas and our surrounding clean. So, we together protect and take care our environment. If not us, who want to protect them. So many ways we can protect it.

So, we need to protect it. It also for future generations. We also don't want future generation don't know about the wild animal. Lets protect it from the pollution.

APPENDIX N

Subject 1A's pre-test essay

Air pollution contains carbon dioxide, carbon monoxide, sulphur dioxide and nitrogen that dangerous to our body. These bad gases can cause asthma, cough and skin disease. Have many way to reduce air pollution.

One of the way is share vehicle. We can share car or motorcycle with our friend if want go to the same place or same way. Besides, we also can use a taxi or bus.

Futhermore, the goverment also can make a campagne. Campagne for recycle like a 'Kempen Kitar Semula' can decrease percentage of people that like burn anything. Open burning is also a main factor of air pollution.

Besides that, the people that like burning with open can be catch by police. The people like that must enter the jail with maximum compound.

Subject 1A's post-test essay

Nowadays, the increases of air pollution become more worse. There are many things occur by air pollution such as green house effects, the thickness of ozone layer and other. Have many ways to reduce air pollution.

Firstly, shares transport. We can shares transport with our family and friends if we have a same way or same destination. The smoke from the transport is dangerous to our healthy besides it can causes air pollution.

Moreover, stop open burning. The smoke from open burning contain carbon dioxide, carbon monoxide and sulphur dioxide that can cause lung cancer and caught.

Open burning is the main factors of air pollution. So, we can recycle, reduce and reuse some thing than can recycle as paper, plastik and tin without burn it. The government should take serious with enforce laws and campagne.

Futhermore, the owner of factory must build their factory far away from houses area. Its can prevent people from get disease.

Lastly, we must lend our hands to prevent it as the saying goes, 'Prevention Is Better Than Cure'.

APPENDIX O

Subject 2A's pre-test essay

Air pollution is a pollution that can happen when people not responsible at their village or housing and do the open burning.

How to reduce air pollution? We can recycle the rubbish such as bottle, paper and many more. We also can burried the rubbish.

Control the open burning also can reduce the air pollution. The government should punish the people that do the open burning and put them into the jail.

We also should increase the transport and advices the people to go work with LRT or share the car with friends.

When we recycle the rubbish or keep the country clean, we can increases the air pollution.

Subject 2A's post-test essay

Air pollution in our country is increase from day to day. It can happen by human that not responsible to the environment. It is cause from burning and it dangerous to us. It make people get disease easily such as cancer, asthma and others.

Many ways can reduce air pollution such as stop open burning. It make our ozone layer at atmosphere become thin. Beside that, it can increase temperature of earth.

Then, we can recycle the rubbish and buried it to reduce air pollution. The Goverment has prepared the facilities for recycle the rubbish.

The another way is share transport with family or friends and use the public transportation such as taxi, bus, LRT and others. It can save our money and reduce the air pollution.

The conclusion is, we must take care of our environment and country from destroyed.

APPENDIX P

Subject 4D's pre-test essay

Air pollution was spread at anywhere, so how to produce air pollution? People must have responsibility to clean our country from any pollution.

Air pollution happen from factory carryout smoke. so people must allert with air pollution happen at anywhere. Air pollution also happen because from smoke from transport like motorcycle, car, lorry and another.

People should have go to work with bus. It can get make country clean without any pollution.

Subject 4D's post-test essay

Air pollution become big problem, have a few procedure to reduce air pollution. This pollution can cause of asthma, haze acid rain and many more.

We can reduce air pollution with car-pool. This way will make air pollution problem become decreases. Futhermore this way will decreases vehicle smoke.

Air pollution also can decreases if we stop open burning. We can bury the rubbish into land. By reducing the rubbish we can decreases the air pollution.

Person should cycle or walk to a destiny, reduce using car or other vehicle. This way can also decreases air pollution because without vehicle smoke.

Finally we also can establish a campain in conjunction with Earth Day. At home parent also have study their child to save our country from any pollution.

In conjunction with Earth Day, we have know procedure to care our country.