APPENDIX 1

THE SCORES OF THE DAILY TEST

Number of students	GROUP	
	A	B
1	9.5	6.6
2	4.55	8.95
3	6.25	8.85
4	8.5	9.8
5	9	8.8
6	8.1	9.65
7	7.45	9.45
8	4.45	2.9
9	9.65	9.85
10	9.05	7.35
11	6.7	4.65
12	9.15	7.65
13	9.6	9.65
14	9.4	
15	6.95	
TOTAL	**118.3**	**104.15**
MEAN	**7.887**	**8.012**

THE CALCULATION OF TWO DAILY TESTS

Number of students	Groups			
	A		B	
	(XA)	X^2A	(XB)	X^2B
1.	9.5	90.25	6.60	43.56
2.	4.55	20.70	8.95	80.10
3.	6.25	39.06	8.85	78.32
4.	8.50	72.25	9.80	96.04
5.	9.00	81.00	8.80	77.44
6.	8.10	65.61	9.65	93.12
7.	7.45	55.50	9.45	89.30
8.	4.45	19.80	2.9	8.41
9.	9.65	93.12	9.85	97.02
10.	9.05	81.90	7.35	54.02
11.	6.70	44.89	4.65	21.62
12.	9.15	83.72	7.65	58.52
13.	9.60	92.16	9.65	93.12
14.	9.40	88.36		
15.	6.95	48.30		
Total	**118.3**	**976.6375**	**104.15**	**890.61**
n	**13**	**---**	**11**	**---**
Mean	**7.887**	**---**	**8.012**	**---**
SD	**1.7655**	**---**	**2.1643**	**---**

Where:

X refers to the mean score of each student

n refers to the number of the students

SD refers to the Standard Deviation

TEST OF HYPOTHESES

1. Ho: There is no significant difference between the two groups.

    Ha: There is a significant difference between the two groups

2. t-test, where df = nA + nB – 2 = 26

    t $_{table}$ (5%) = **2.056**

3. Calculation for t-observation (to)

$$\overline{XA} = \frac{\sum xA}{n} = \textbf{7.887}$$

$$S_A = \sqrt{\frac{n \cdot \Sigma x^2 - (\Sigma x^2)}{n(n-1)}} = \textbf{1.7655}$$

$$\overline{X}B = \frac{\sum xB}{n} = \textbf{8.012}$$

$$S_B = \sqrt{\frac{n \cdot \Sigma x^2 - (\Sigma x^2)}{n(n-1)}} = \textbf{2.1643}$$

$$t_o = \frac{\overline{X}_A - \overline{X}_B}{\sqrt{\frac{(n_A - 1)S^2{}_A + (n_B - 1)S^2{}_B}{(n_A + n_B) - 2} \left[\frac{1}{n_A} + \frac{1}{n_B} \right]}} = \textbf{0.168}$$

t-o (=0.168) is less than the t $_{table}$, so Ho is accepted. Hence we conclude that there is no significant difference between the two groups.

APPENDIX 2

THE POST TEST SCORES

No	Group A (Experimental Group)			Group B (Control Group)		
	R1	R2	X	R1	R2	X
1.	6	8.9	7.45	7	8.7	7.85
2.	6.5	9	7.75	7	7.5	7.25
3.	7	8.5	7.75	7	9.8	8.4
4.	6	8.9	7.45	7	9.5	8.25
5.	6	9	7.5	8	7	7.5
6.	6.5	7.9	7.2	7	9.8	8.4
7.	7	9.2	8.1	7	8	7.5
8.	7	9.5	8.25	7	8	7.5
9.	6	8.5	7.25	5	7	6
10.	6	8.9	7.45	6	7.6	6.8
11.	7	9	8	7.5	7.9	7.7
12.	7	8.9	7.95			
13.	7	8	7.5			

Where:

R1 refers to rater 1

R2 refers to rater 2

X refers to the average score

APPENDIX 3

THE CALCULATION OF TWO MEANS POST TEST

Number of students	Groups			
	A		B	
	(XA)	X^2A	(XB)	X^2B
1.	7.45	55.50	7.85	61.62
2.	7.75	60.06	7.25	52.56
3.	7.75	60.06	8.4	70.56
4.	7.45	55.50	8.25	68.06
5.	7.5	56.25	7.5	56.25
6.	7.2	51.84	8.4	70.56
7.	8.1	65.61	7.5	56.25
8.	8.25	68.06	7.5	56.25
9.	7.25	52.56	6	36
10.	7.45	55.50	6.8	46.24
11.	8	64.00	7.7	59.29
12.	7.95	63.20		
13.	7.5	56.25		
Total	**99.6**	**764.39**	**83.15**	**633.59**
n	**13**	**---**	**11**	**---**
Mean	**7.6615**	**---**	**7.5591**	**---**
SD	**0.3293**	**---**	**0.7108**	**---**

Where:

X refers to the mean score of each student

n refers to the number of the students

SD refers to the Standard Deviation

TEST OF HYPOTHESES

1. Ho: There is no significant difference between the two groups.

   Ha: There is a significant difference between the two groups

2. t-test, where df = nA + nB – 2 = 22

   t $_{table}$ (5%) = **2.07**

3. Calculation for t-observation (to)

$$\overline{XA} = \frac{\sum xA}{n} = \textbf{7.6615}$$

$$S_A = \sqrt{\frac{n \cdot \Sigma x^2 - \left(\Sigma x^2\right)}{n(n-1)}} = \textbf{0.3293}$$

$$\overline{X}B = \frac{\sum xB}{n} = \textbf{7.5591}$$

$$S_B = \sqrt{\frac{n \cdot \Sigma x^2 - \left(\Sigma x^2\right)}{n(n-1)}} = \textbf{0.7108}$$

$$t_o = \frac{\overline{X}_A - \overline{X}_B}{\sqrt{\frac{(n_A-1)S^2_A + (n_B-1)S^2_B}{(n_A+n_B)-2}\left[\frac{1}{n_A}+\frac{1}{n_B}\right]}} = \textbf{0.4655}$$

t-o (=0.4655) is less than the t $_{table}$, so Ho is accepted. Therefore, the writer can conclude that there is no significant difference between the two groups.

APPENDIX 4

LESSON PLAN FOR GROUP A (EXPERIMENTAL GROUP)

Subject	: English
Topic	: About You (Treatment 1)
	My Friend (Treatment 2)
	My Favorite Movie/TV Show (Treatment 3)
	My Favorite Pet (Post test)
Day/Date	: Wednesday/September 12th 2007 (Treatment 1)
	Wednesday/September 19th 2007 (Treatment 2)
	Wednesday/September 26th 2007 (Treatment 3)
	Wednesday/October 10th 2007 (Post test)
Grade/Semester	: 3/1
No. of students	: 13
Time Allocation	: 20' for each meeting

A. LEARNING OUTCOMES

- Students will be able to develop a paragraph describing about themselves through Think-Pair-Square technique.
- Students will be able to work both in pairs and in groups.

B. INDICATORS

- The students develop a paragraph describing about themselves through Think-Pair Square technique.
- The students work both in pairs and in groups.

C. CLASSROOM ACTIVITY

TEACHER	STUDENTS
LESSON INTRODUCTION: �֎ Asking the students some triggering questions related to the topic.	✻ Responding to the triggering questions given.
LESSON PRESENTATION: ✻ Posting a topic to the students. ✻ Asking the students to think individually about the topic. ✻ Arranging the students into pairs	✻ Posting a topic to the students ✻ Thinking about the topic. ✻ Arranged into pairs
GUIDED PRACTICE + FEEDBACK: ✻ Asking the students to discuss and write some points about the topic. ✻ Asking the students to share their ideas with another pair. ✻ Asking the students to write a paragraph according to the ideas that have been shared and discussed together.	✻ Discussing and writing some points about the topic. ✻ Sharing the ideas with another pair. ✻ Writing a paragraph according to the ideas that have been shared and discussed together.
CLOSURE: ✻ Asking the students to submit the worksheet.	✻ Submitting the worksheet.

D. MEDIA / METHOD

- Worksheets / Cooperative Learning

E. ASSESSMENT

- Worksheets
- Classroom observation

Lesson Plan for group B (Control Group)

Subject	: English
Topic	: About You (Treatment 1)
	My Friend (Treatment 2)
	My Favorite Movie/TV Show (Treatment 3)
	My Favorite Pet (Post test)
Day/Date	: Thursday/ September 13th 2007 (Treatment 1)
	Thursday/ September 20th 2007 (Treatment 2)
	Thursday/ September 27th 2007 (Treatment 3)
	Thursday/ October 11th 2007 (Post test)
Grade/Semester	: 3/1
No. of students	: 11
Time Allocation	: 20' for each meeting

A. LEARNING OUTCOMES

- Students will be able to develop a paragraph describing about themselves.
- Students will be able to work individually.

B. INDICATORS

- The students develop a paragraph describing about themselves.
- The students work individually.

C. CLASSROOM ACTIVITY

TEACHER	STUDENTS
LESSON INTRODUCTION: ✄ Asking the students some triggering questions related to the topic.	✄ Responding to the triggering questions given.

LESSON PRESENTATION:	
✂ Posting a topic to the students.	✂ Responding to the topic posted.
✂ Asking the students to think individually about the topic.	✂ Thinking about the topic individually.
GUIDED PRACTICE + FEEDBACK:	
✂ Asking the students to write a paragraph individually.	✂ Writing a paragraph individually.
CLOSURE:	
✂ Asking the students to submit the worksheet.	✂ Submitting the worksheet.

D. MEDIA / METHOD

- Worksheets / Traditional

E. ASSESSMENT

- Worksheets
- Classroom observation

APPENDIX 5

THE QUESTIONS AND THE INSTRUCTIONS OF WRITING ASSIGNMENTS

TREATMENT 1

Topic/title: About You

Questions:

1. Do you know yourself?
2. What is your name?
3. How old are you?
4. Where do you live?
5. What are your hobbies?
6. What is your favorite food?
7. What is your favorite color?

Instruction:

Write anything about yourself in a paragraph. Don't forget to check the capital letters used and the punctuation like full stops and commas.

TREATMENT 2

Topic/title: My Friend

Questions:

1. Do you have friends?
2. Do you know your friends?
3. What is your friend's name?
4. What do you like to do with your friend?
5. How is your friend? Mention his/her characters or physical appearance.

Instruction:

Write anything about your friend in a paragraph. S/he can be your classmate or your friend that is not at the same school as you. Don't forget to check the capital letters used and the punctuation like full stops and commas.

TREATMENT 3

Topic/Title: My Favorite TV Show/Movie

Questions:

1. Do you like watching TV?
2. What is your favorite TV Show?
3. What do you like to watch on TV?
4. When is it?
5. What is it about?
6. Why do you like it?

Instruction:

Write about your favorite TV Show in a paragraph. Don't forget to check the capital letters used and the punctuation like full stops and commas.

POST TEST

Topic/title: My Favorite Pet

Questions:

i. Do you have pets at home?
ii. What are pets?
iii. What pet do you have?
iv. Where do you buy it?
v. Why do you like it?
vi. What do you like to do with your pet?

Instruction:

Write anything about your pet or your favorite pet if you don't have any pets. Don't forget to check the capital letters used and the punctuation like full stops and commas.

APPENDIX 6

Writing Rubric Grade 3

Rubric Score	Rubric Descriptor
9.0-10.0	Excellent writing: • The writing sample consists of more than 5 complete sentences (spacing, capital letters, and punctuation) • A few punctuations and capital letters are missing • The topic of the writing task is well established and focused. • The content and ideas are organized in a logical way
7.6-8.9	Good writing: • The writing sample consists of 3-5 complete sentences. • Some punctuations and capital letters are missing. • The topic of the writing task is focused. • The content and ideas are organized in a logical way.
6.0-7.5	Fair writing: • The writing sample consists of 1-2 complete sentences. • Many punctuations and capital letters are missing. • The people are aware of the topic of the writing task. • The content and ideas are organized in a logical way.
2.0-5.9	Poor writing: • The sentences are not complete. • Many punctuations and capital letters are missing. • The topic of the students' writing does not respond to the task or the students' writing does not respond to the task. • The content is not presented in an organized and logical manner.
0-1.9	Unscorable writing: • The writing sample is blank, unreadable, and incomplete.