**Appendix A**

**Analytic Rubric for Argumentative Essay**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Aspect/Criteria** | **Scale and Evaluation Indicator** | | | |
| **4** | **3** | **2** | **1** |
| 1. | Content  a. Formulation of thesis statement (Claim)  b. Topic sentence is followed by supporting sentences that contain relevant factual information.  c. Thesis sentence is supported by the arguments that pro and con on the issue. | Thesis statement is clearly formulated with appropriate background related to the issue.  Topic sentence is followed by supporting sentences that contain factual information that is accurate and relevant to the issue or topic.  The arguments for and against the issue or topic clearly articulated, well-organized so that readers understand any written arguments. | Thesis statement is in line with the background of the issue but has not formulated completely.  Topic sentence includes supporting sentences but not sufficient to develop the issue or topic  The arguments for and against the issue or topic is not balanced. Focus more on one side arguments only. | Thesis statement is not explicitly describe the issue or topic to be discussed  Topic sentence is followed by supporting sentences but less relevant and do not support the thesis sentence.  .  Arguments pro and cons are not so obvious, not smooth and not conected.  It takes concentration to understand written arguments. | Thesis statement is confusing and difficult to understand that it can not elicits issue or topic to be discussed    Topic sentence is ambiguous and does not relate to the issue or topic.  .  Arguments are confusing and incomprehensible. |
| 2. | Organization  a. Introduction and conclusion  b. organization of information | Introduction describes the  background of the issue or topic clearly and specific, and the conclusion is stated clearly that illustrate the writer's position on the issue.  Information is well organized in a coherent way that make it easier for readers to understand the line of argument of the author. | Introduction describes the background of issue or topic patially and the conclusion is less firmly demonstrate the writer's position on the issue.  Information is organized logically and coherent but not yet complete, however it still can be understood. | Introduction describes the background in general and not specifically focus on the issue or topic. Conclusion does not convince the reader concerning the writer's position on the issue.  Information is not smooth and not logically developed. It takes more effort and concentration to understand the written information. | Introduction does not describe the background of the issue or topic at all.  Conclusion is vague and does not relate to the issues addressed.  The information is not well organized so confused and hard to grasp meaning. |
| 3. | Use of Language  a. Vocabulary  b. Grammar | Use appropriate vocabulary related to the issue or topic. Use appropriate connectors to connect one argument with another argument.  Senteces are well written according to appropriate and accepted English grammar. | One or two vocabulary are improperly used. Use limited conjunctions to connect arguments in the text.  There are some grammatical errors but does not affect the reader's understanding. | Vocabulary used is not appropriate to the topic and use common words that are not appropriate. Rarely use connectors.  There are serious grammatical errors therefore it takes more concentration to understand the information to be conveyed. | Limited vocabulary. Many vocabulary errors and difficult to understand.  Grammatical errors are very serious. Reader hardly understand the writers’ intention. |

**Appendix B**

**Guided questions for giving feedback in group**

|  |  |
| --- | --- |
| Group |  |
| Students Writer |  |
| Title of Essay |  |
| Feedback Giver |  |

**Instruction: Read your group member’s essay and give your feedback based on these questions**

|  |  |  |
| --- | --- | --- |
| **No** | **Guided Questions** | **Students’ Feeback** |
| 1. | According to you what is the aim of this writing? |  |
| 2. | Is the aim of the writing well described ? |  |
| 3. | Is the writing well organized? If not why? |  |
| 4. | According to you what is the strongest point of this writing? |  |
| 5. | Is there any part of this writing that is not clear? Why? |  |
| 6. | Is the argumen given in the wrting supported by clear evident or facts? |  |
| 7. | How should the writer support his argument? |  |
| 8. | Does the writer use valid source of information? |  |
| 9. | Is the fact or evident proposed by the writer can convince tthe reader? |  |
| 10. | Does the writer begin his writing with a clear introduction and thesis statement? |  |
| 11. | Does the writes write effective conclusion? |  |
| 12. | Does the writer use appropriate vocabulary or diction in this writing? |  |
| 13. | Does the writer use effective and well structured sentences? |  |
| 14. | Is there any part of the writing that needs additional explanation? |  |
| 15. | What are the additional suggestion that you can give to the writer? |  |

**Appendix C**

**Students’ Observation sheet**

Cycle/Meeting : ..........................................................................

Dayi/Date : ..........................................................................

Observer : ...........................................................................

Topic of Discussion : ..........................................................................

Instruction: Observe the learning process and check (√) the appropriate column according to the aspect being observed. Please write necessary and relevant information that you notice for each aspect.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Answer** | | **Notes** |
| **Yes** | **No** |
| 1. | Students arrive in class on time |  |  |  |
| 2. | Students are active and serious in following the process of learning. |  |  |  |
| 3. | Students show high motivation to follow the process of learning. |  |  |  |
| 4. | Students pay attention to the explanation given by the lecturer. |  |  |  |
| 5. | Students are active to ask questions if they do not understand the given material. |  |  |  |
| 6. | Students are active in doing exercises given by the lecturer. |  |  |  |
| 7. | Students are active in group discussion. |  |  |  |
| 8. | Students make reflection on the materials they are learning. |  |  |  |
| 9. | Students make summary about the material they are learning. |  |  |  |
| 10. | Students accomplish tasks given to them. |  |  |  |

Additional Notes

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Observer

**Appendix D**

**Students’ Observation Sheet during Feedback in Group**

Name of student : ……………………………………………….

Name of Group :..........................................................................

Day/Date : .........................................................................

Cycle/Meeting : .........................................................................

Instruction: Observe each student while they are giving feedback in their group. Please mark the appropriate column with (√) . Please make additional notes if you find necessary information during the feedback session.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspect** | **Answer** | | **Notes** |
| **Yes** | **No** |
| 1. | Students have motivation and spirit to learn |  |  |  |
| 2. | Students ask questions and discuss the materials given to them. |  |  |  |
| 3. | Students do brainstorming actively in their group. |  |  |  |
| 4. | Students discuss actively to write essay draft |  |  |  |
| 5. | Students use the given rubrics as a guide to develop their writing. |  |  |  |
| 6. | Students ask inputs from their group member to develop their writing. |  |  |  |
| 7. | There is a cooperative work in the group. |  |  |  |
| 8. | Students write following the steps of process writing approach |  |  |  |
| 9. | Students develop their writing based on the writing theories explained to them. |  |  |  |
| 10. | Students actively give feedback to the member of their respective group based on the given list of guided question. |  |  |  |

Additional Notes

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Observer