APPENDIX A
TRADITIONAL COMPOSITION SCORING GUIDE
**Traditional Composition Scoring 1**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20</td>
<td>Excellent</td>
<td>Natural English, minimal errors, complete realisation of the task set</td>
</tr>
<tr>
<td>16-17</td>
<td>Very Good</td>
<td>Good vocabulary and structure, above the simple sentence level. Errors non-basic.</td>
</tr>
<tr>
<td>12-15</td>
<td>Good</td>
<td>Simple but accurate realisation of task. Sufficient naturalness, not many errors.</td>
</tr>
<tr>
<td>8-11</td>
<td>Pass</td>
<td>Reasonably correct if awkward OR Natural treatment of subject with some serious errors</td>
</tr>
<tr>
<td>5-7</td>
<td>Weak</td>
<td>Vocabulary and grammar inadequate for the task set.</td>
</tr>
<tr>
<td>0-4</td>
<td>Very poor</td>
<td>Incoherent. Errors showing tack of basic knowledge</td>
</tr>
</tbody>
</table>

**Traditional Composition Scoring 2**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20</td>
<td>Excellent</td>
<td>Errors-free, substantial and varied material, resourceful and controlled in language and expression.</td>
</tr>
<tr>
<td>16-17</td>
<td>Very Good</td>
<td>Good realisation of task, ambitious and natural in style.</td>
</tr>
<tr>
<td>12-15</td>
<td>Good</td>
<td>Sufficient assurance and freedom from basic error to maintain theme.</td>
</tr>
<tr>
<td>8-11</td>
<td>Pass</td>
<td>Clear realisation of task, reasonably correct and natural.</td>
</tr>
<tr>
<td>5-7</td>
<td>Weak</td>
<td>Near to pass level in general scope, but with either numerous errors or too elementary or translated in style.</td>
</tr>
<tr>
<td>0-4</td>
<td>Very poor</td>
<td>Basic errors, narrowness of vocabulary.</td>
</tr>
</tbody>
</table>
APPENDIX B
HOLISTIC SCORING GUIDE BY BAMBERGE (1984)
**Holistic Scoring Guide by Bamberg (1984)**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Fully Coherent | - writer clearly identifies the topic  
- writer does not shift topics or digress  
- writer orient the reader by creating a context of situation  
- writer organizes details according to a discernible plan that is sustained throughout the essay  
- writer skillfully uses cohesive ties such as lexical cohesion, conjunction, reference, etc. to link sentences and paragraphs together  
- writer often concludes with a statement that gives the reader a definite sense of closure  
- discourse flows smoothly, few or no grammatical and/or mechanical errors interpret the reading process  |
| 3              | - If writer does not explicitly identify the topic, he/she provides enough details so that readers can probably identify the specific subject  
- Writer has one main topic but there may be minor digression  
- Writer provides some reader orientation, either by briefly suggesting the context or by directly announcing the topic  
- Writer organizes details according to a plan, but may not sustain it throughout or may list details in parts of the essay  
- Write uses some cohesive ties such as lexical cohesion, conjunction, reference, etc., to link sentences or paragraph together  
- Writer does not usually conclude with a statement that creates a sense of closure  
- Discourse usually flows smoothly although occasional grammatical or mechanical errors may interrupt the reading process |
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Incoherent</td>
</tr>
<tr>
<td></td>
<td>- Writer does not identify the topic and the reader would be unlikely to infer or guess the topic from the details provided</td>
</tr>
<tr>
<td></td>
<td>- Writer shift topics or digresses frequently from the topic</td>
</tr>
<tr>
<td></td>
<td>- Writer assumes the reader shares his/her context and provide little or no orientation</td>
</tr>
<tr>
<td></td>
<td>- Writer has no organizational plan in most of the texts and frequently relies on listing</td>
</tr>
<tr>
<td></td>
<td>- Writer uses few cohesive ties such as lexical cohesion, conjunction, reference, etc. to link sentences and paragraphs together</td>
</tr>
<tr>
<td></td>
<td>- Writer creates no sense of closure</td>
</tr>
<tr>
<td></td>
<td>- Discourse flow is irregular and rough because of frequently interruption in the reading process as a result of mechanical or grammatical errors</td>
</tr>
<tr>
<td>1</td>
<td>Incomprehensible</td>
</tr>
<tr>
<td></td>
<td>- Topic can’t be identified</td>
</tr>
<tr>
<td></td>
<td>- Writer moves from topic to topic by association or digresses frequently</td>
</tr>
<tr>
<td></td>
<td>- Writer assumes the reader shares his/her context and provide no orientation</td>
</tr>
<tr>
<td></td>
<td>- Writer has no organizational plan and either lists or follows an associative order</td>
</tr>
<tr>
<td></td>
<td>- Writer uses very few cohesive ties such as lexical cohesion, conjunction, reference, etc. And sentences do not seem connected or linked together</td>
</tr>
<tr>
<td></td>
<td>- Discourse flow is very rough or irregular because writer omits structure words, inflectional endings or make numerous grammatical errors that continuously interrupt the reading process</td>
</tr>
<tr>
<td>0</td>
<td>unscorable</td>
</tr>
<tr>
<td></td>
<td>- Writer writes only to reject the tasks</td>
</tr>
</tbody>
</table>
APPENDIX C

TEST OF WRITTEN ENGLISH SCORING GUIDE (Bailey, 1998)
Test of Written English Scoring Guide (Bailey, 1998)

6. **Clearly demonstrates competence in writing on both the rhetorical and syntactic levels, though it may have occasional errors.**
   A paper in this category
   - is well organized and well developed
   - effectively addresses the writing task
   - uses appropriate details to support a thesis or illustrate ideas
   - shows unity, coherence, and progression
   - displays consistent facility in the use of language
   - demonstrates a syntactic variety and appropriate word choice

5. **Demonstrates competence in writing on both the rhetorical and syntactic levels, though it may have occasional errors.**
   A paper in this category
   - is generally well organized and well developed, though it may have fewer details than does a 6 paper
   - may address some parts of the tasks more effectively than others
   - show unity, coherence, and progression
   - demonstrates some of syntactic variety and range of vocabulary
   - displays facility in language, though it may have more errors than does a 6 paper

4. **Demonstrates minimal competence in writing on both the rhetorical and syntactic levels**
   A paper in this category
   - is adequately organized
   - addresses the writing topic adequately but may slight parts of the task
   - uses some details to support a thesis or illustrate ideas
   - demonstrate adequate but undistinguished or inconsistent facility with syntax and usage
   - may contain some serious errors that occasionally obscure meaning

3. **Demonstrates some developing competence in writing, but it remains flawed on either the rhetorical or syntactic level, or both**
   A paper in this category may reveal one or more of the following weaknesses:
   - inadequate organization or development
   - failure to support or illustrate generalizations with appropriate or sufficient detail
   - an accumulation of errors in sentence structure and / or usage
   - a noticeably inappropriate choice of words or word forms
2. **Suggests incompetence in writing**
   A paper in this category is seriously flawed by one or more of the following weaknesses:
   - failure to organize or develop
   - little or no detail, or irrelevant specifics
   - serious and frequent errors in usage or sentence structure
   - serious problems with focus

1. **Demonstrates incompetence in writing**
   A paper in this category will contain serious and persistent writing errors, may be illogical or incoherent, or may reveal the writer’s inability to comprehend the question. A paper that is seriously underdeveloped also falls into this category
APPENDIX D

COHESION SCORING GUIDE
Cohesion Scoring Guide

Syntactic Ties: Referential

Pronouns

- Personal Pronouns: Subjective, Objective & Possessive

  Subjective: I, you, he, she, it, we, they
  Objective: me, you, him, her, it, us, you, them
  Possessive: my, your, his, her, its, our, your, their, mine, yours, his, hers, its, ours, yours, theirs

- Demonstrative pronouns

  this
  that
  these
  those
  one
  ones

- Indefinite Pronouns

  all
  both
  each
  one
either
  neither
  some
  any
  none
  many
much
dew
afew
somebody
someone
something
somewhere
anybody
anyone
anything
anywhere
nobody
no one
nothing
nowhere
everybody
everyone
everything
everywhere
alot
lots
alittle
little
other
the other
others
the others
the most

• Reflexive / Emphatic Pronouns

myself
• Relative Pronouns

who
that
whom
that
whose
which
that
which
that
whose
of which

*Syntactic Ties: Conjunctions*

• Objective
to
in order to
so as to
so that
so
as
• Effect
  as a result
  as a consequence
  consequently
  hence
  this
  thus
  for this reason
  so
  therefore
  because of this
  thereby

• Causative
  because
  as
  due to
  due to the fact that
  since
  this is because
  seeing that
  knowing

• Contrastive
  although
  as opposed to
  but
  by contrast
  compared with
  despite
  in spite of
  even so
• Comparative
  similarly
  in the same way
  like
  as
  as much as
  just as
  likewise

• Additive
  after all
  and
  also
  in addition
  furthermore
  what’s more
  moreover
  besides
  likewise
• Exemplified
  an example of
  an illustration of
  as follows
  e.g.
  especially
  for example
  for instance
  including
  like
  particularly
  such as
  to cite
  to illustrate

• Time sequence
  as long as
  after
  before
  as soon as
  till
  until
  when
  whenever
  while
  as
  by the time

• Correlative
  not only … but
  as … as
  either … or
neither … nor
whether … or
if … then

Semantic Ties: Reiteration & Collocation

Reiteration

- Repetition of the same word
- The use of synonyms and near-synonyms
- The replacement of a word which is semantically superordinate or the use of general word

Collocation

- Words drawn from the same ordered series e.g. Tuesday, Friday
- Co-hyponyms of the same superordinate term e.g. chair and table
- Words that always associate with others, like university: school, college, teacher, students, etc.
APPENDIX E

RESEARCH INSTRUMENT
Research Instrument

The purpose of this instrument is to study the students’ compositions in English. The result is expected to provide some insights on how to improve teaching writing skills in the future.

Time: 1 hour
There are three sections in this instrument. Please answer all of them.

Section 1: Background Information

1. Gender: _______ male _______ female
2. First language:
   ______ Thai ______ Malay ______ Chinese ______ Hindi
3. Years of studying English: ______ years
4. Age when you first began to study English: ______ years
5. Do you enjoy writing in English?
   ______ Yes ______ No ______ Neutral
6. Do you consider writing in English to be:
   ______ easy
   ______ difficult
   ______ most difficult
   ______ (other. Please explain.)
7. When you write in English, what do you consider as the most important factor?
   Please rate from 1 to 3, (most important = 1, least important = 3).
   ______ grammar
   ______ idea / meaning
   ______ structural organization
Section 2: Narrative Essay-Writing

**Instructions:** Please write a narrative essay (length, approximately 250 words) on the following topic.

**My First Year as a Medical Student**
Section 3: Argumentative Essay Writing

Instructions: Please write an argumentative essay (length, approximately 250 words) on the following topic. You may write in support of or in opposition to the topic.

In modern daily life, purchasing food from fast food chains is more convenient than having food prepared at home.

Thank you for your cooperation.
APPENDIX F
SAMPLE ESSAY 1
Sample Essay 1
(Holistic Score = 6)

In modern daily life, purchasing food from fast food chains is more convenient than having food prepared at home.

After a long day of hard work, I slammed the door shut and fell into the comfortable sofa. My husband enters the room complaining of human stomach. Indeed, a hungry man is an angry man. There is yesterday’s dishes in the sink, a basket of clothes to be washed, food to be laid, wailing children to attend to. Tired, I reach out for the phone and dial 7552525 – the hotline for Pizza Hut.

Purchasing food from fast food chains is a convenient of modern daily life than having food prepared at home. Being a part of today hectic lifestyles, I can only agree with it. Materialism is not everything but it is a necessity to complete our life today. With the increased cost of living, we live in a society where both husband and wife are working. Having dateline to meet and surviving the tough competition, we cannot afford to waste time shopping and laying food on the table. So, we resort to the easy way out – fast food.

Fast food is not only convenient. It is the time saving, energy saving and money saving in the long run. Besides, it tastes great. Children love fast food. Why bother to cook when all today’s children … do is complain? Some people say that fast food is unhealthy, but we can always resort to healthier fast food, Kenny Roger’ and Dave’s Delies being some examples.

Which is more healthy, a balanced three course meal from Dave’s Delies or a bowl of home-cooked porridge served with salted fish, salted eggs and prickles? One top of that, the kids would be picking out the vegetables, segregating them to the ‘I don’t want to eat this because they taste terrible’ pile! Being consumer smart, we should learn to choose a more healthy fast-food, which is also convenient to us.

Purchasing food from fast food chain is a convenience of modern daily life than having food prepared at home.
APPENDIX G
SAMPLE ESSAY 2
Sample Essay 2
(Holistic Score = 1)

In modern daily life, purchasing food from fast food chains is more convenient than having food prepared at home.

I have bipolar ideas about this sentences. First, I m get along with that the “purchasing food from fast food is more convenient” because of the fact that the world today is in a hurry time that everyone endeavour to manage themselves rapidly in order to have more storage times to do anything else. As the result of the fact that it seem like everyone has pay less attention in food dietary. On the contrary just only have some food for this lunch are acceptable for themselves then we will see many responsiveness from many marketing companies which will serve many menus of fast food moreover than that it have progressed to intrends life styles for teenagers nowadays. Second, I’m oppose to the ways of fast food be. I mean the effect that will affect to your health in long terms such as cancer, higher Cholesterol, heart failure, etc. I think the slogan that stated that “You are what You eat” is something classics and always true. So the main points that I would declare and remark to everyone is try to awareness yourself in good conditions which expect to be high quality of value lifestyles.
APPENDIX H
COMPOSITE SUMMARY OF COHESION ANALYSIS OF MALAYSIAN NARRATIVE ESSAYS
## Composite Summary of Cohesion Analysis
of Malaysian Narrative Essays

<table>
<thead>
<tr>
<th>Student</th>
<th>Reference</th>
<th>Conjunction</th>
<th>Lexical cohesion</th>
<th>Total</th>
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**Mean** 80.07  
**SD** 24.183
APPENDIX I

COMPOSITE SUMMARY OF COHESION ANALYSIS OF THAI

NARRATIVE ESSAYS
Composite Summary of Cohesion Analysis of Thai Narrative Essays

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Mean  65.79
SD  20.498
APPENDIX J
COMPOSITE SUMMARY OF COHESION ANALYSIS OF MALAYSIAN ARGUMENTATIVE ESSAYS
## Composite Summary of Cohesion Analysis of Malaysian Argumentative Essays

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Mean 63.25

SD 18.927
APPENDIX K

COMPOSITE SUMMARY OF COHESION ANALYSIS OF THAI ARGUMENTATIVE ESSAYS
# Composite Summary of Cohesion Analysis
of Thai Argumentative Essays

<table>
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**Mean** 57.71

**SD** 14.046