APPENDIX

Pretest

The following are the pictures of Thomson Library at the Ohio State University, United States. Describe them in 200-250 words. Time: 60 minutes.

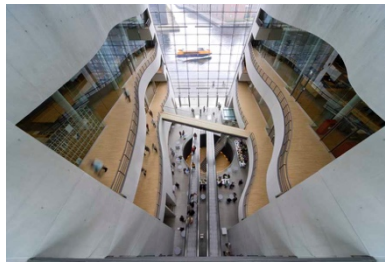https://www.shutterstock.com/video/clip-4215304-thompson-library-ohio-state-university

https://www.chronicle.com/article/googles-book-search-a-disaster-for-scholars

https://commons.wikimedia.org/wiki/File:The_Ohio_State_University_December_2013_16_(Thompson_Library).jpg

Posttest

The following are the pictures of Danish Royal Library in Denmark. Describe them in 200-250 words. Time: 60 minutes.

https://www.istockphoto.com/photo/royal-library-in-copenhagen-denmark-gm1172207093-325075733

https://www.e-architect.com/copenhagen/sort-diamant-copenhagen

https://imgur.com/gallery/o0dAK/comment/322412436

Task 1 (Group Work)

The following are the pictures of Public Library in your city. Describe them in 200-250 words.

https://divisare.com/authors/888913106-mecanoo/projects/competitions?page=2

https://www.bibliotheca.com/cologne-public-library

https://www.wikiwand.com/en/Stillwater,_Oklahoma

Task 2 (Individual Work)

The following are the pictures of Surabaya City Library. Describe them in 200-250 words.

https://jejakmerlin.blogspot.com/2015/10/nongkrong-smart-di-perpustakaan-kota.html

http://www.kabarsurabaya.org/2018/12/berlibur-di-perpustakaan-umum-kota.html

https://www.idntimes.com/life/education/anis-rosella-pitaloka/8-fasilitas-perpustakaan-umum-kota-surabaya-yang-bikin-betah-c1c2/3

Mauludin, L. A., Ardianti, T. M., Prasetyo, G., Sefrina, L. R., & Astuti, A. P. (2021). Enhancing students' genre writing skills in an English for specific purposes class: A dynamic assessment approach. *MEXTESOL Journal, 45*(3).

Scoring Rubric

ESL Composition Profile (Jacobs, Zinkgraf, Wormuth, & Hartfiel, 1981)

Student: _____   Date: _____

Topic: _____   Total score: _____

	Score	Level	Criteria	Comments
Content		30-27	EXCELLENT TO VERY GOOD: - knowledgeable, -substantive, -thorough development of thesis, -relevant to assigned topic	
		26-22	GOOD TO AVARAGE: - some knowledge of subject, - adequate range, -limited development of thesis, -mostly relevant to topic but lacks details	
		21-17	FAIR TO POOR: -limited knowledge of subject, - little substance, -inadequate development of topic	
		16-13	VERY POOR:-does not show knowledge of subject, -non-substantive, -not pertinent, - OR not enough to be evaluated	
Organization		20-18	EXCELLENT TO VERY GOOD: - fluent expression, - ideas clearly stated/supported, - succinct, -well-organized, -logical sequencing, -cohesive	
		17-14	GOOD TO AVARAGE: - somewhat choppy, -loosely organized but main ideas stand out, -limited support, -logical but incomplete sequencing	
		13-10	FAIR TO POOR: - non-fluent, - ideas confused or disconnected, -lacks logical sequencing and development	
		9-7	VERY POOR: - does not communicate, -no organization, - OR not enough to be evaluated	
Vocabulary		20-18	EXCELLENT TO VERY GOOD: - sophisticated range, -effective word/idiom choice and usage, -word from mastery, - appropriate register	
		17-14	GOOD TO AVARAGE: - adequate range, -occasional errors of word/idiom form, choice, usage *but meaning not obscured*	
		13-10	FAIR TO POOR: -limited range, - frequent errors of word/idiom form, choice, usage, - *meaning confused or obscured*	
		9-7	VERY POOR: - essentially translation, - little knowledge of English vocabulary, idioms, word form – OR not enough to be evaluated	
Language Use		25-22	EXCELLENT TO VERY GOOD: - effective complex constructions, - few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
		21-18	GOOD TO AVARAGE: - effective but simple constructions, -minor problems in complex constructions, -several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*	
		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-ons, 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 be evaluated	
Mechanics		5	EXCELLENT TO VERY GOOD: - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, paragraphing	
		4	GOOD TO AVARAGE: 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	