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# EXPLORING EFL LECTURER'S SCAFFOLDING PRACTICES IN WRITING CLASS AT IAIN SYEKH NURJATI CIREBON

A THESIS

Submitted to English Language Teaching Department  
Tarbiyah and Teacher Training Faculty, *Syekh Nurjati* State Islamic  
Institute Cirebon in Partial Fulfillment of the Requirements of  
Undergraduate Degree



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## ABSTRACT

Siti Royana. 14121310360. *Exploring EFL Lecturer's Scaffolding Practices in Writing Class at IAIN Syekh Nurjati Cirebon.*

This research explores about EFL lecturer's scaffolding practices for the students of college level that is occurred in writing class at IAIN Syekh Nurjati Cirebon. In learning process, the students need help, assistance, and support from the lecturer. As cited in Ken Hyland (2003; 123) that indeed scaffolding is provided the needs of the students to help, assistance and give support in learning process.

This research is proposed to: 1) describe types of scaffolding practices which the EFL lecturer apply in teaching writing class, 2) describe the students respond towards the EFL lecturers' scaffolding practices, 3) describe the students' writing competence which is treat by EFL lecturers' scaffolding practices. Furthermore, this research may give the influence to the role of EFL lecturers to practicing the scaffolding as a help for the students' difficulties in writing class. Besides, the readers also can enhance and added as the reference in making betterment research.

The design of this research method used a qualitative research. This qualitative research specified the design on a case study, moreover, the researcher as the main instrument in this research. This research used four techniques of collecting the data, there are observation, interview, documentation and questionnaire. However, all of the data is indeed needful to describe the proposed research. Furthermore, the theories described in the analysis are following the theory of 1) Dewi (2013), Walqui (2006), 2) Wood et al (1976), and 3) Taylor et al (2009). The theories are used to strengthen the description of the research finding.

The research finding shows that 1) from the seven types of scaffolding namely bridging, contextualizing, inviting students' participation, schema building, offering explanation, modeling and verifying and clarifying students' understanding were completely used and practiced by the lecturer during teaching learning process of writing class, 2) the literature of the theory of elements of useful scaffolding as theorized by Wood et al (1976), there are six elements of useful scaffolding, but one of the elements of useful scaffolding that was not practiced is students' respond toward the lecturer's simplifying the task, and 3) the students' writing competence was improving by using scaffolding practices in the teaching learning process.

**Key words:** scaffolding, lecturer, students.



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### RATIFICATION

This thesis which entitled “**EXPLORING EFL LECTURER’S SCAFFOLDING PRACTICES IN WRITING CLASS AT IAIN SYEKH NURJATI CIREBON**” written by Siti Royana student number 14121310360 has been examined on July 28<sup>th</sup> 2016. It has been accepted by the board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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## CHAPTER I

### INTRODUCTION

This chapter presents eight different sections. The first section is research background which explains about the phenomenon and the problem of the research. The second section is focus of the research which explains about in what area that become focused area of the research field. The third section is formulation of the research which consists of some questions related to the study. The fourth section is aim of the research which consists of the research aims related with formulation of the research above. The fifth section is significance of the research which explains about the usefulness of the research consisted of two significances namely theoretical and practical. The sixth section is previous study which is told some previous research conducted in relation with the research area in order find the gap between previous study and this current study. The seventh section is theoretical foundation which is explains about the theory as the key of the research. The last section is research methodology which explains about location and time, research method, data source, technique of collecting data, and technique of data analysis.

#### 1.1 Research Background

In writing class, the students must produce their own views and idea to make an interest text. For the reason, writing is one of the subjects that is forced the students to think and train them so that they make their own idea. Beside that, the students have to be creative in produce the idea in many of ways. On the one hand, the students may easy find the ideas while writing, because they can try to search new idea and create idea to be written. On the other hand, writing make them stuck at the moment. As cited in Hyland (2009; 8) that “writing is disembodied”, this statement deal with that not all the students directly work on their ideas. Furthermore, the students can make the beyond progress while they are writing consistently. Instead, the students may be able to arrange their ideas by writing.



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Writing skills as a foreign language need to be more observed within this research. It is because writing is significant aspects to foster the students' abilities. As cited in Ken Hyland (2009; 96) that writing is crucial aspect to engage the problem as the idea in writing. However, writing is take process, of course, construct long process (Ken Hyland (2009; 19)). Thus, writing should be closely with us.

In the case of EFL learners at IAIN Syekh Nurjati Cirebon, writing is one of the subjects that make them afraid because they consider that writing is difficult for them. The phenomena happened at IAIN Syekh Nurjati Cirebon that is some of the students choose to go out from writing course. The students may choose the action to stay away from writing course. It is because they should produce texts and produce their idea in their writing. Instead of that, EFL learners cannot produce and organize their own ideas. Writing is the struggle, instead, writing needs everything we had to be shared. But in this case of EFL learners in IAIN Syekh Nurjati Cirebon, they are unable to produce the ideas by themselves. They need support to help them produce the ideas in writing. So that, EFL lecturer's scaffolding appears to support them in writing class. EFL lecturer's scaffolding helps and give deep understanding of the texts to organize the ideas. For that reason, EFL learners need the role of the EFL lecturer's scaffolding.

The role of EFL lecturers' scaffolding is necessary in teaching writing to make the EFL learners become focus to produce the ideas in the writing process. The lecturer guides the EFL learners how to or what should they do to write. EFL learners need lecturer's scaffolding as a main in writing class in order to they can produce the ideas and they can grow with it. According to Hyland (2009; 19) that "writing is learnt, not taught", for this statement the EFL lecturers are support them and assist them in learning writing in order they find and produce the ideas. The EFL lecturer's scaffolding guides the students to get reflective ideas related to the experience to give the stimulus when they are writing (Nation, 2009; 101). Thus, the EFL learners may be able to manage their ideas to construct the writing. So, scaffolding is one of the supports in the learning activities of writing to present the knowledge or



ideas to create a text. As cited in Ken Hyland (2003; 123) that scaffolding supplies the supports to make them understand to the texts and the things they must write. So that, by providing scaffolding practices the EFL learners can be more competence in writing. Therefore, this research becomes important to explore the role of the EFL lecturers' scaffolding practices in writing class.

## 1.2 Focus of The Research

This study focused on explores the EFL lecturer's scaffolding practices in writing class. This study of scaffolding practices concerned to the level of college. The researcher reports to explore the area of lecturer's guiding and assisting in teaching writing since writing become important aspect to be new literature.

## 1.3 Formulation of The Problem

There are some questions in this research entitled “**Exploring EFL Lecturer's Scaffolding Practices in Writing Class**”. Those questions are:

- 1) How are the types of scaffolding practices which the EFL lecturer applies in teaching writing class?
- 2) How do the students respond towards the teaching learning process through the EFL lecturer's scaffolding practices?
- 3) How is the students' writing competence treated by EFL lecturer's scaffolding practices?

## 1.4 Aims of The Research

The aims of research which is related to the matters found out through **Exploring EFL Lecturer's Scaffolding Practices in Writing Class**” have some aims, namely:

- 1) To describe types of scaffolding practices which the EFL lecturer apply in teaching writing class.
- 2) To describe the students respond towards the teaching learning process through the EFL lecturers' scaffolding practices.



- 3) To describe the students' writing competence which is treat by EFL lecturers' scaffolding practices.

### 1.5 Significance of The Research

Within this research they are two significances, those are theoretically and practically. The first is theoretically, this research give the influence to the role of EFL lecturers to practicing the scaffolding as a help for the students' difficulties in writing class. Furthermore, scaffolding does not only use for the EFL lecturers but also for the EFL learners. They can practice the scaffolding with their pairs to help each other. However, both lecturers and learners can influence to build the knowledge or the ideas to the others. Beside that, the readers who may be a lecturer can learn of the importance of the lecturers' scaffolding practices, especially in writing class.

The second is practically, the result of this research dealt with the EFL lecturer's scaffolding practices functioned for the students to be independently in writing after they treated scaffolding practices by the lecturers. However, if EFL lecturer treated the students by scaffolding, lecturer knows whether the students do the right task or no. Furthermore, the EFL learners can be more comprehend and focus to what they write with the appropriate meaning of the EFL lecturers' scaffolding practices. However, they may be able to recognize the text and discover the ideas then be able to write independently by treated scaffolding practices.

### 1.6 Previous Studies

This point of previous study reviewed some of the previous studies that related with this research which researched about scaffolding. There are some researchers which were studied in the same field, such as Indah (2014), Susilowati (2006), Suan and Sulaiman (2011), and Laksmi (2006). However, four previous studies have different design with this study. Even this research studied the same field of scaffolding, however this research completed with the previous studies to found the gap between this research and the previous researches.



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The first previous study by Indah (2014) entitled “Instructional Scaffolding for Students’ Learning English as a Foreign Language at the Seventh Grade of SMP 3 Palimanan”. This previous study used two techniques of collecting data, there are observation and interview. However, the method of this previous study was qualitative research. This previous study investigated teaching and learning English as foreign language in general English (speaking, listening, reading and writing). It explored further aspect of instructional scaffolding which practice by the teachers in TEFL to help the students in learning English. It studied about how teaching and learning were occurred, also investigated how teachers help the students in learning English and their respond.

The second previous study conducted by Wei Hui Suan and Sulaiman (2011) entitled “The Effect of Scaffolding Technique in Journal Writing among the Second Language Learners”. This previous study used one technique of collecting data that is observation. However, the method of this previous study was qualitative research. This previous research stated that scaffolding was improving the effectiveness of the writing. In the classroom, the teachers’ scaffolding will be able to build their frame work of the writing to take the understanding of the material. The students would be easily mapped their mind when the teachers are practicing scaffolding. It designed quantitative research. The result of this previous research showed that when the teachers are practicing scaffolding, the students made a progress in their writing. The data were taken by compare their paper during five weeks, and the data take per week. Moreover, this previous study emphasize on the writing accuracy. However, this previous study emphasize to the practicing scaffolding to direct the students within writing a journal in order that they become intensively build their knowledge.

The third previous study conducted by Susilowati (2006) entitled “Teachers’ Scaffolding Talks in English Classes of SMA Negeri 1 Ungaran”. This previous study used one technique of collecting data that is observation. The method of this previous study was qualitative research. This research stated that while the students are learning they should know the progress of



the learning. It designed qualitative research. Moreover, scaffolding gives some directions to the students will make them succeed in the aim of the task. Teaching will give the influence for the students in the learning process to determine the ability of the students. The result of this previous study found that some teachers have their own way to deliver the material based on their experience in teaching. However, this previous research is general English subject (speaking, listening, reading and writing) and it studied in senior high school level. Beside that, it is only talk a little part of how scaffolding occurred as the help of the students and more about the talk or the interaction in discourse.

The fourth previous study conducted by Laksmi (2006) entitled “Scaffolding Students’ Writing in EFL Class in Implementing Process Approach”. This research stated that while they were writing, they need to know how they will write the texts as their experience so that they have to assist by the teacher. This previous study investigated further stages of conception, incubation, and production which practiced by the teachers. It designed qualitative research.

It has been different between those all previous study and this study which is conducted. It has been revealed the gap of this study with the view of lecturer’s position who brings the students into central subject with assistant and then without assistant where they can write the target text as the aim of the idea by EFL lecturer’s scaffolding. It has been different with those previous study because in this study also explore the effects after the EFL lecturer’s scaffolding that is taken from the texts production of the students’ writing to know their competence.

## 1.7 Theoretical Foundation

Theoretical foundation used to explain the research data that is took through some theory related with the research.

### 1.7.1 The Nature of Scaffolding

Scaffolding’s practices can guide and help the students to do the instructions appropriately following the lecturer’s suggestion. The idea of



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scaffolding is the support provided to the students so that they enable to perform tasks which are beyond their capacity (Jack Richards (2010; 507)). Additionally, scaffolding refers to providing kind of support for the students as they construct their understanding of a text and their linguistic competence to create them (Hyland (2003: 123)). The concept of scaffolding is to support, assist, guide and help the students in the learning process. It means that scaffolding functioned as a lead from the expert or in this case is a lecturer who guides them. The role of the lecturer scaffolding makes effort such a help in their writing so that they can be able to survive it until they will be independently in the learning.

Scaffolding practices is the important for the students in learning process. So that in writing class, the students need explicit teaching with clear and relevant demonstration which is guide by the adults people, or in this case is the teachers or even lecturers (Dorn and Sofos, 2001; introduction). However, the instruction of scaffolding grows with the theory of Vygotsky (1978) which is talked about ZPD or Zone Proximal Development. ZPD or Zone Proximal Development by Lev Vygotsky (1976) is the first theory which is produces to the use of scaffolding practices. That has two aspect of zone proximal development, those are pedagogic aspect and social or collaborative aspect.

Those kinds related with scaffolding which is help the students to develop their understanding in the learning process. Furthermore, Vygotsky's theory argued that developmental of task to the students influence some aspects, there are development of social system and individual development. However, the aspects of development related with the socio cultural theory to grow the students' development in learning process. Socio cultural theory is the process of the students' psychology in the learning and development of the students to take place within the process of learning itself.

The basic theory of Vygotsky's ZPD is the human cognition as a social cultural in the learning. Zone of Proximal Development accepted as an interaction on a task between a more competent person and a less



competent person, such that the less competent person becomes independently capable at what was primarily a jointly accomplished task (Chaiklin in Kozulin et al (2003; 41)). ZPD demonstrate in the social context as a symbolic tool in the education environment. As a symbolic tool, obviously Vygotsky's concept interprets within the relationship of interaction between the students and the adults or lecturer.

The basic theoretical of Vygotsky's ZPD related with the psychological aspects to the students. Moreover, the psychological aspects increase pedagogical perspective on the instruction. The difference between the level of solved tasks that can be achieved with adult guidance and the level of independently solved tasks is the Zone of Proximal Development (Vygotsky cited in Hedegaard (1996;172)). Vygotsky's theory of ZPD stated that the students cannot be independent if the adults or lecturers do not turn to give model or paradigm. It means that the lecturers should practice the way how to and what to write to the students then the students will be able to perform it. ZPD attempt the general knowledge to be reflective in the contextual.

Chaiklin in Kozulin et al (2003) stated that there are three characteristics which are represent ZPD, as follows:

- 1) Generality assumption, is one of the characteristic represented ZPD which have to relevant in the learning and may be able practice in many subjects. For the example the students may be quiet applicable to learning all kinds of subject matter.
- 2) Assistance assumption, means that the lecturers need to guide the students to the appropriate task in the learning process. Furthermore, the students cannot stand alone without the others in the learning so they need an assist.
- 3) Potential assumption, means that the students may be able to be independent after the lecturers' guide. It means that the lecturers try to find the ability of students until they can be independent.



Moreover, ZPD is a crucial tool to teach the students as instruction task. ZPD transfers the constructive knowledge to the students to form the interpretation of the developmental concept in learning. ZPD defined as the range of tasks that students can perform with the help and guidance of others but cannot yet perform independently. Directly, scaffolding is related to zone proximal development for support mechanism that helps a learner performs a task successfully within their ZPD. In sum, this theory argues that the development of ZPD influence to develop the students to get understanding of the material, including in writing course too. Furthermore, in writing class the students need guidance from the lecturers to get ideas.

#### 1.7.1.1 Types of Scaffolding

According to Walqui (2006) and Dewi (2013) stated that there are seven types of scaffolding that exist in teaching writing class, as follows:

##### 1.7.1.1.1 Bridging

This type means that the lecturers should survive their knowledge to make the students clearly understand. As cited in McKenzie and Walqui cited in Dewi (2013) that “bridging refers to activating students’ prior knowledge before new concept is delivered”. In sum, the lecturers try to remind their prior knowledge and then give new material. It functioned to connect between their prior knowledge and new concept that would give.

##### 1.7.1.1.2 Contextualizing

Contextualizing refers to the manner of the lecturers to explain the material which is supply to the students with some illustration to connect with the students’ level of language. It means that the lecturers provide the interpretation of language information in order to the students understands more easily the meaning of the material.



#### 1.7.1.1.3 Inviting Students' Participation

After the lecturers done the contextualizing to the students, then the lecturers may invite students' participation. As cited in Roehler and Cantlon cited in Dewi (2013) stated that the teachers may "give opportunities the students to complete task after illustration". In this type the lecturers should be create a situation where the students may be able to complete a task whether in groups or individual so that the students would participate in the learning process.

#### 1.7.1.1.4 Schema Building

The lecturers may build their prior and new knowledge to connect each other and understand it well to be organized. According to Walqui (2006, 173) stated that "if building understanding is a matter of weaving new information into pre-existing structures of meaning, then it becomes indispensable for teachers to help English Language Learners see these connections, through a variety of activities".

#### 1.7.1.1.5 Offering Explanation

As cited in Roehler and Cantlon cited in Dewi (2013) stated that "offering explanation is to do with explicit teaching to develop students' understanding about declarative knowledge, conditional knowledge, and procedural knowledge". So, in this type of scaffolding, the lecturers give a clear explanation to the students in order to the students can get the meaning of the explanation.

#### 1.7.1.1.6 Modeling

Moreover, modeling is the way of the lecturers guides the students to proper the task and how they should act in the learning or their behavior. So within this type,



the lecturers may make an example to the students based on their knowledge.

#### **1.7.1.1.7 Verifying and Clarifying Students' Understanding**

In this type of scaffolding, means that the lecturers also should give direction to the students' understanding in learning process to eliminate the error task. Roehler and Cantlon cited in Dewi (2013) argued that the lecturers should check the students' understanding to make sure they do the right instruction or task.

#### **1.7.1.2 Features of Effective Scaffolding**

In teaching learning process there are some features of the effectiveness during the process occurs, practicing scaffolding also has features in the useful of teaching learning process as the scaffolding function. The features used to keep students in good development even in hard learning process so that it would know their respond towards the teaching learning process. Based on Wood et al (1976) stated that there are six functions which are as features of effective scaffolding as follows:

##### **1.7.1.2.1 Orientating to the Version of the Task to Construct Students' Interest**

In teaching learning process we may not omit a task given the lecturer to know the students' understanding of the material. It means that the students must be given clear explanation or orientation of the material. It also related with how to construct the students' interest toward the task. Students' interesting is needed in teaching learning process so that they follow the process in the beginning till the end of the process because they like it.

##### **1.7.1.2.2 Simplifying the Task**

According to Wood et al (1976: 98) stated that "It involved reducing the size of the task to the level where the learner could recognize whether or not he had achieved a



“fit” with task requirements”. It means that as the lecturer s/he must know where the level of the student is, in order to the lecturer can give the exact task. Furthermore, by simplifying the task it makes the students deal with the task.

#### **1.7.1.2.3 Maintain the Activity of the Learners to Achieve A Specific Goal**

The lecturers have role in the teaching learning process. One of the roles is to maintain the activity during the process occurs. However, maintaining the activity functioned for the students to make big progress in the future in order to achieve specific goal of the learning. Additionally Wood et al (1976: 98) stated that “partly it involves keeping the child “in the field” and partly a development of zest and sympathy to keep him motivated”.

#### **1.7.1.2.4 Highlight Critical Features of the Task**

Here, the lecturer is checking the task of the students to make sure they do the right task based the lecturers mean. The lecturer’s marking gives information about the difference between what the students have produced and what he recognized as a correct production (Wood et al (1976: 98)). So, the lecturer may add source of information to the students in order to they follow the highlight critical features that showed by the lecturer towards the task.

#### **1.7.1.2.5 Control the Frustration of the Students and the Risk of Failure**

In teaching learning process it may happen when the students feel down because of the difficulty facing by the students in teaching learning process. The students may frustrate by some factors. Here, the lecturer’s role appears to control the frustration of the students. Moreover, the lecturer



must try to make them feel calm towards their difficulties to minimize the failure in making task.

#### 1.7.1.2.6 Providing Solution to A Task

As the lecturer s/he must give the students a direction to the proper task. The direction may be as the solution for the students to throw away the difficulties in making a task. It may involve arrangement or even clarification of a solution already partially executed by the lecturer himself (Wood et al (1976: 98)). The lecturer is not only giving a task but must provide solution to the problem happened during doing a task or even suggestion given by the lecturer. Then the students may follow it as the solution.

### 1.7.2 The Concept of Writing

The ability to write has become an essential skill. Since writing as the essential skill, people should know the concept of writing itself. There are some sub-points of concept of writing as described below.

#### 1.7.2.1 Kind of Writing

Writing has two kinds there are micro and macro skills (Brown, 2003). Micro skill is related to the grammar structure in a genre of text, in hence, macro skill is mapped to the ideas that produce by the students. However, both kinds micro and macro skill are needed to be aware to improve students' ability in the writing process.

According to Brown (2003; 221) stated that there are some points in macro and micro skill, as follows:

Micro skill:

- 1) Graphemes and orthographic patterns
- 2) Writing efficient rate of speed
- 3) Acceptable words and appropriate words
- 4) Grammatical systems
- 5) Use different grammatical forms
- 6) Cohesive device



Macro skill:

- 1) Rhetorical patterns
- 2) Communicative functions
- 3) Coherence
- 4) Accuracy and fluency

### 1.7.2.2 Types of Writing Performance

As cited in Brown (2003; 343 – 346) stated that there are five types of classroom writing performance, as mentions:

#### 1.7.2.2.1 Imitative

In the types of imitative, means that the students are still in the beginning level or introducing the lessons. In this type, the students give the basic of writing such as write the words, punctuation, and teach how to make sentences but not focus on it .So, the role of the teachers or lecturers are the central role to teach them to the next level.

#### 1.7.2.2.2 Intensive

It means that the students are trying to produce their writing by the lecturers' control but still the students have to create some creativity. However, in this type of writing the lecturers teach to producing sentences in correct grammatical structure. Furthermore, the lecturers give the stimulus to the students how to make sentences and be able to change the form of the sentences into other tenses.

#### 1.7.2.2.3 Self – Writing

The students should be able to respond the writing while they were writing to know their self writing. Besides, the students should know the audience for whom they were writing to and they might listen or take some notes while the lecturers explain then directly do what he or she suggest. It functioned to make improvement in their writing so that they would write better than before.



#### 1.7.2.2.4 Display Writing

The lecturers may give the students questions related to the task then the students write just a short answer exercises. However, this type of writing performance use to know how understand the students to the material, hence, this type also is one of the technique in writing in the academic skill to examine them.

#### 1.7.2.2.5 Real Writing

As writers they should be able to write with a purpose to the reader in order to the reader can get the messages of the writing. However, it will be communicative writing for those readers to whom the writers that can give the messages. In the types of real writing there are three subcategories related to the topic of writing, there are:

- 1) Academic, means that it full with some content of information. The lecturers may suggest to make group or peer editing to revise their paper to get some addition from the other in order to they can gather the information to include a relevant topic.
- 2) Vocational or technical, means that while they are writing they can be chosen to advance in which occupation they want.
- 3) Personal, means that the students may write kinds of diary that can express their feeling, and other informal writing. However, the other formal writing may able arrange too including the real information on it.

#### 1.7.2.3 The Modes of Writing

A good writing performance is a goal of the writing. However, the lecturers must supply the students the ideas which are related to their experience. According to Dorn and Sofos (2001; 26 – 31) stated that writing has three modes, there are:



- 1) Expressive writing, is like a personal writing which is provided the experience of the students in order to they get the meaning of the writing.
- 2) Transactional writing, is explicit writing which provide the students to create communication with the other by writing. So they may provide a lot of information in their writing in order to their writing will be explicit.
- 3) Poetic writing, is expressing the feeling of the writers to create an emotional writing.

#### 1.7.2.4 Writing Competence

In producing a text, there are some characteristics of elements in writing competence as theorized by Taylor et al (2009: 3) as mentioned below:

##### 1.7.2.4.1 The appearance of point of view

In writing a text, the writers have to use their point of view to express their opinion about the topic. Furthermore, the point of view uses to strengthen the background of the topic. So the point of view becomes important in a text.

##### 1.7.2.4.2 Comprehend and use proper related with essay topic

Essay topic should explain by the writer properly following the topic mentioned. However, the writers must comprehend about the topic in order to they can tell in longer explanation. So it makes the topic clear.

##### 1.7.2.4.3 Write a text following the appropriate reader

Writers should know for whom they are writing so that they can write following the appropriate reader. As cited in Taylor et al (2009) cited that “you will have to learn certain conventions of academic writing which are, at



times, quite different from those you may be used to, or those you will find in non-academic contexts.” So the writers have to worry about the readers.

#### 1.7.2.4.4 Coherence in each paragraph

A coherent text is needed in producing a text. It functioned to make the text related each others with the topic. According to Taylor et al (2009) said that “It is in many of the details of your text that your purpose is realized.”

Moreover, writing a text is not an easy work to be produce, hence, to construct the text writer should be able to presents good writing texts. However, certain language that use to writing is one of the functions which make the readers interest. Beginning with the message to get the readers’ interest is one of the purposes for communicating with them.

### 1.7.3 The Concept of Teaching

In EFL class, the capability of teaching writing is needed to achieve educational and social life since the lecturers are the crucial aspects to attempts the need of the students. However, the lecturers are carries out the effective learning process to provide a basic reflection to the view of writing. Furthermore, it helps the students to develop their idea in writing and make them understand with the genre of the writing.

#### 1.7.3.1 Pedagogic of Teaching

Teaching is a guidance to bring the students to get the understanding while they are learning. As cited in Bridgeford et al (2004; 8-11) stated that there are three pedagogic in teaching, are:

- 1) Pedagogical perspective, means that the lecturers provide service learning to the students communication as a general pedagogical in the learning process.
- 2) Pedagogical practices, means that lecturers often say that their classroom practices are affected by the theoretical settings they may occupy, in turn, their point of views are borne out in



the types of courses that they build (Bridgeford et al (2004, 9)). In this pedagogical, the lecturers supply some theory and practice in the classroom to cover the information and figure to the students.

- 3) Pedagogical partnership, means that if as conventional wisdom would have it, most job presents come as a result of personal connection, then students' achieve in the job market may be improved by the corporate relationships that we promote (Bridgeford et al (2004, 10)). So in teaching process, communication is the teaching productive in this pedagogical in order to build up closeness in the learning process with the students.

Moreover, those all pedagogical can increase the students' knowledge within the materials while learning. As cited in Bridgeford et al (2004; p.11) stated that bring the ideas in learning process will allow the students to develop the strength of their ability in learning. However, it related with teaching writing that need to construct the materials to the students.

### 1.7.3.2 Principles of Language Learning

Teaching should be considered in the appropriate principle so that it may success in the particular teaching technique. According to Brown (2003; 55 –70) stated that there are three principles of language learning, as follows:

- 1) Cognitive principles, is related to the mental and intellectual functions that occurred during the learning process. Cognitive is a process of thought to know, organize and apply the knowledge towards the information. Furthermore, cognitive also has some sub principle there are automaticity, meaningful learning, the anticipation of reward, intrinsic motivation, and strategic investment.
- 2) Affective principles, is characterized by the emotional involvement about how the feeling, relationship with others,



and language and culture emotional. There are some sub principles such as language ego, self-confidence, risk taking, and the language culture connection.

- 3) Linguistic principles, refers to how the students use the language in the linguistic systems (Brown, 2003; 65). There are some sub principles such as the native language effect, interlanguage, and communicative competence.

#### 1.7.4 The Concept of Teaching Writing

Teaching writing has some sub-points of the concept in teaching.

Those sub-points described below.

##### 1.7.4.1 Principle of Teaching Writing

According to Nation (2009; 93 – 95) stated that there are four principles in teaching writing, are:

- 1) Meaning – focused input, means that students' writer must write related to their experience and knowledge in order to they can succeed and get the meaning of their writing to themselves. Within this principle, the lecturers have to be responsible to bring them to the topic or mapped to the experience.
- 2) Meaning – focused output, means that students might write in many kinds of text genres as their output of learning. However, the lecturers must monitor the students' writing to make sure that the students recognize the differences of genres. Furthermore, the students might be focus on the message purpose of their writing in order to the readers will get it. Besides, while the students are writing they must know their readers' mind or position in order to acquire the readers' interest. Moreover, the development of technological tools such as computer can influence their writing, so that the students suppose to develop their skill in using computer as their quality progress in writing. Writing must based on what the students' need to improve their knowledge.



- 3) Language – focused learning, means that the students deal with the awareness in the writing process. However, to create those processes the role of the lecturers cannot be neglected to give some feedback to the students. In this principle, students will get much knowledge from the lecturer because the learning process will give much lessons or materials.
- 4) Fluency development, means that the students as a writer train to make improvement in each their writing. In each meeting of class students writer would learn a material that made them advance in that material. So that students’ writer would get writing fluency in their learning.

#### 1.7.4.2 Focus of Teaching Writing

Moreover, according to Ken Hyland (2003; 3 – 22) explained that there are some focuses to teaching writing, as follows:

- 1) Focus on language structures, means that writing is a product of someone creates. However, writing has structure to build the genre of text, those are language structure that emphasize in teaching writing. There are four focuses on language structure of the production. First, familiarization which is focus on the grammatical structure and vocabulary building that students write. Second, controlled writing which means the students may be able to change the form of grammatical structures to past or present. Third, guided writing which is the students give some understanding before they are writing a sentence or paragraph. Fourth, free writing means that the students should be able to create an essay task.
- 2) Focus on text functions, means that the lecturers will emphasize the learning process on how the students as a writer produce the text. Besides, the lecturers teach the students to produce some sentences and then the lecturers teach them how to make good paragraph.



- 3) Focus on creative expression, means that the lecturers direct the students to produce the text as they experience in order to develop their expressing. So that the students writer will easily write because they are writing what they have experienced or even related it.
- 4) Focus on the writing process, means that the students should be able to be independent writers to produce a text. Furthermore, the lecturers should build up the ideas and metacognitive awareness in order to they will be reflected their writing.
- 5) Focus on content, means that teaching writing should emphasize on the students' interest and lecturers need to know what they are writing about. The lecturer has own role to represent knowledge then focus on the topic and theme that the students' choose. The lecturers give direction to what they write so that they can organize the content of their writing well.
- 6) Focus on genre, means that the lecturers teach or notify them many genres of text so the students writer will know kinds of genres of text. In the classroom, the lecturers focus on the students' text of what the genre they create to produce the writing. However, the form of the content also emphasizes to know the structures.

### 1.7.5 The Needs of Scaffolding in Teaching Writing

EFL lecturers' scaffolding supplies guide instruction as the solution to throw away the students' writing difficulties and for constructing meaning in the assignment. The lecturers' position can bring the students into central subject without assistance where they can write the target text is the need in teaching writing. It is wanted to bring out the teaching learning process to help students in knowing new material in order to be familiarized and to reach their full knowledge in writing process. Because of that, the use of scaffolding practices is integrated with the entire feature is of equal significance. According to Axford et al (2009; 16) stated that scaffolding is not a set of disintegrated activities



that can be resolve from the sequence and practiced in separation from the other activities in the series. By applying EFL lecturers' scaffolding, it can engage the comprehension of the students' ability to do exercise individually so that they will be able to create learning situations, so it is possible to motivate them to the higher levels of their skills. According to Dorn and Sofos (2001; 10) stated that instruction should provide by the teachers or lecturers in teaching writing to the students in order to they will be able solve problem in their writing. As cited in Ken Hyland (2009; 89) that the role of scaffolding in writing needs to take the students to the next level. So that, by practicing scaffolding will build up and completed students' information when the new material are being taught.

## 1.8 Research Methodology

Methodology needed for the researcher as the process used to collect information and data. In research methodology there are some sub-points that explained below.

### 1.8.1 Place of the Research

This research would collect the data in English Department at IAIN Syekh Nurjati Cirebon. The researcher chose the Institute to be observed because of some reasons. Firstly, IAIN Syekh Nurjati Cirebon has good quality especially in the English department, beside that it is one of the good institutes of three districts in Cirebon and has good accreditation. Even IAIN Syekh Nurjati Cirebon is an institute where is familiar with the religion in the society point of view, but it has English department that has been favorite for some students to take their under graduate (S1). Secondly, it is because the professional of the lecturers in the English department. Moreover, the lecturers of IAIN Syekh Nurjati Cirebon have already joined some international seminar and the institute always makes the beyond progress in the department. Thirdly, IAIN Syekh Nurjati Cirebon easily reaches by the researcher. Therefore, the researcher decided to choose and collected the data in IAIN Syekh Nurjati Cirebon to be explored.



## 1.8.2 Research Method

The design of this research method used a qualitative research. Furthermore, by using qualitative research can in depth the description about the research that conducted to be understood as the goal (Ary et al, 2010; 29). In this qualitative research specified the design on a case study, moreover, the researcher as the main instrument in this research. However, a case study helped the researcher to get certain detail of the data to describe the nature, what is happening, what is the finding from the observation and interview. Fraenkel et al (2012; 434 - 435) stated that by using a case study in a qualitative put in certain rich description of the observation and interview of the case that exist in the research.

## 1.8.3 Data Source

In this research, the data source took from the respondents of the EFL lecturer and the students. The respondent of the EFL lecturer took one of EFL lecturer who teaches third semester students as the first respondent and the second respondent came from the students of third semester who choose three respondents of the students from high, middle, and low student level. Data needs to complete the formulating of investigation which is conducting.

## 1.8.4 Technique of Collecting Data

The instruments of collecting data is researcher herself. This current research would use four techniques to collecting data, there are observation, interview, documentation and questionnaire.

### 1.8.4.1 Observation

Observation would use to collecting data because it might help the researcher to find the other valid facts. However, in the observation of this current research the researcher as a non – participant. Besides, the observation would approach to naturalistic observation. Naturalistic observation means that the researcher do not intervene during the observation so the researcher only observes and doing nothing except observing and record or even take notes (Fraenkel et al, 2012; 447). As cited in Fraenkel et al (2012; 445)



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that by observing the researcher would directly know how people act in the activities of classroom, and would find many kind of answer which is can be the best answer when the researcher do observation.

The instrument that could be use in observation is observational protocol and observation checklist. Moreover, the researcher would take field note while observing to contain the need of the research. For the observational protocol would follow the need of research question, please see Appendix 3 while for the observation checklist would follow the need of the types of scaffolding practices, please see Appendix 4.

#### 1.8.4.2 Interview

Interview can help the researcher to recognize what is the secret that the researcher can not or can not discover during observation. As cited in Patton cited in Fraenkel et al (2012; 451) that by interviewing the researcher might be able to get something which is could not observe such as feeling, behavior that could not observe in one time and so on, but when interviewing those things might be able to ask then find those points. Moreover, the type of interview used is criterion based purposive sampling strategy so that the researcher took the respondent of the students following high, middle, and low students' level (Lodico (2006)). The researcher used focus individual interviews in order to they might include more open to tell their opinion. However, the interview used structured and semistructured interview because it more helpful to acquire some specific information that the researcher thought to be got (Fraenkel et al (2012; 451)). As cited in Ary et al (2010: 380) that "the interviewer has the opportunity to observe the subject and the total situation in which he or she is responding." Therefore, it can be able to get much information of the phenomena.

The instrument that could be use in interview is interview guide and recording interview data. According to Freankel (2012, 457) stated that no matter what types of interviews whether group or



personal interview, record is an important part when we would interview. It functioned to get exactly the information they said. Furthermore, for the students' interview guide available in Appendix 1 and for the lecturer's interview guide available in Appendix 2.

#### 1.8.4.3 Documentation

Documentation would take within this research because it would help the researcher to explore more about the effect of the students' writing competence. Documentation that would take is the students' task which has given feedback from the lecturers. According to Ary et al (2010; 503) stated that "A complete presentation of procedures and results enables the reader to make a judgment about the reliability of the research within the limits of the natural context". Documentation helped the researcher to develop the data.

#### 1.8.5 Technique of Data Analysis

After the researcher collected the data and then data analysis can be prepare. Furthermore, the researcher would follow the step of data analysis as Lodico et al (2006; 301 – 313) suggested that there are six steps of data analysis. However, the researcher only adapt five steps of data analysis, there are:

- 1) Preparing and organizing the data means that the researcher prepared and organized the data from observation and interview. Furthermore, the interview has been transcript in order to acquire the description clearly so it reported in written. Besides, the observation described in narration paragraph to prepare the data. However, the researcher took field notes and made observation checklist when observe in the class to organize all the data.
- 2) Reviewing and exploring the data means that the researcher reviewed the data collection in order to the researcher can recognize the observation and interview that being conducting.
- 3) Coding data into categories means that the researcher is coded all data collections in order to all the data presented in the research so it will be



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coded into some categories (see Appendix 5). Coding is the process of classifying different parts of the data that describe related phenomena and labeling these parts using large category names (Lodico, 2006). So, the researcher needs to code all the data to make easy in knowing the categories.

- 4) Constructing description of people, places and activities means that after the researcher is coding the data, the next step is to construct the description of people, place and activities to explain more complete description. As cited in Lodico (2006; 307) stated that writing good detailed and completed explanations of even the most common aspects of everyday life is an important part of qualitative research. So it means that construct the description of the data is need in order to the other may interest on it.
- 5) Reporting and interpreting data means that after the researcher done all the steps, the researcher can report the data to be interpreted data as a conclusion in narration paragraphs.



## CHAPTER II

### THE TYPES OF SCAFFOLDING PRACTICES WHICH THE EFL LECTURER APPLIES IN TEACHING WRITING CLASS

#### 2.1 Research Findings

This chapter talks about the types of scaffolding practices which the EFL lecturer applies in teaching writing class at IAIN Syekh Nurjati Cirebon, exactly in third semester of English Department in a class of *PBI-A* which has totally population 40 students. The data is taken through observation technique where the researcher acts as a non – participant in the class so the researcher only takes a data to record the activity in the class without contributing any efforts in the learning process and interview with the lecturer to know the function of each type. The technique of observation used were observational protocol, observational checklist related to the types of scaffolding provided by the lecturer during the teaching learning process, and observational field notes used to gather the data during observation. Besides, the technique of interview used was interview guide in order to the interview was accordingly with the need of the data. However, there is another additional tool used during observation for recording what happened and how the activity is going on is a camera phone that used to make videos and to capture the whole process of the learning happened in the classroom. The time of the interview occurred in Thursday on December 10<sup>th</sup> 2015 at 01.30 p.m. in the English Language Teaching Department office. The researcher observed four times in the classroom. The times of the observations are Friday on November 13<sup>rd</sup> 2015 at 07.00 a.m. – 08.40 a.m. for the first observation, Friday on November 20<sup>th</sup> 2015 at 07.00 a.m. – 08.40 a.m. for the second observation, Wednesday on December 2<sup>nd</sup> 2015 at 02.40 p.m. – 04.20 p.m. for the third observation, and Friday on December 4<sup>th</sup> 2015 at 07.00 a.m. – 08.40 a.m. for the last observation.



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The analysis of the types of scaffolding is based on types of scaffolding in teaching writing which are theorized from the literature. There are some types of scaffolding in teaching learning writing namely bridging, contextualizing, inviting students' participation, schema building, offering explanation, modeling and verifying and clarifying students' understanding (Dewi (2013), Walqui (2006)). The explanation of those types and the finding will be discussed below.

Bridging defined as strategy to activate the students' prior knowledge and construct new material or concept. Contextualizing defined as give the students an easy language to be understood by them and even practices a metaphor. Inviting students' participation referred to give the students a chance whether to discussing or sharing with pair or group. Schema building referred to build up and make sure their previous knowledge and the new knowledge are well understood so it should be organized. Offering explanation defined as give some deep explanation to the students. Modeling defined as an example that the lecturers give to make the students understand to the course. Verifying and clarifying students' understanding defined as ensuring the students' understanding by the lecturers while teaching learning process. Based on the observations during the teaching learning process of writing class in the classroom, English writing lecturer who teaches writing class in third semester of PBI – A at IAIN Syekh Nurjati Cirebon provides the types of scaffolding in teaching learning process as theorized by Dewi (2013) and Walqui (2006).

Moreover in teaching learning writing, there are seven types of scaffolding as explained above. However in the first meeting, the lecturer practices some types of scaffolding in writing class namely bridging, inviting students' participation, offering explanation, and verifying and clarifying students' understanding. In the second meeting, the lecturer practices some types of scaffolding namely bridging, contextualizing, inviting students' participation, offering explanation, and verifying and clarifying students'



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understanding. In the third meeting, the lecturer practices some types of scaffolding namely bridging, inviting students' participation, schema building, offering explanation, offering explanation, modeling and verifying and clarifying students' understanding. In the fourth meeting, the lecturer also practices some types of scaffolding namely bridging, inviting students' participation and schema building. However in teaching learning writing there are three activity sets namely pre writing, during writing and post writing activities. Pre writing activity means that the lecturer is preparing the students for a final writing task and stimulates or even reviews sub-skills that prepare the students for the main writing task. During writing activity means that the lecturer is keep the students in persistence writing, self – editing and revision. Post writing activity means that help the students reflect on and revise their writing. However during the observations, the researcher found that most of scaffolding practices happened in the post writing activity. It is because post writing activity allows the students for reflection, sharing, or publishing the final product. Furthermore in post writing activity, the type of scaffolding that practices by the lecturer is verifying and clarifying students' understanding that is occur while the lecturer checks the students' work. The explanation of the result of observation described below.

### 2.1.1 Bridging

Bridging means the lecturer activate the students' previous knowledge before teach a new material. It is a benefit for the students because while they were activating the previous knowledge so they will easy to relating with the new material that will the lecturer give. Bridging helps the students in the teaching learning process. The lecturer gives some explanation as their opening to remind their previous material in the previous meeting then go to the next material after make sure that the students get all the understanding from the lecturer. This strategy makes the students improved their understanding



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of the previous knowledge they got. The example of bridging found during observations provided below:

1.	Obs2	Brd	<p>Mr. Zakky Yavani: Ok. Sekarang langsung saja berhitung only A and B dan seterusnya.</p> <p>Student 1 : A and B</p> <p>Student 2 : A and B</p> <p>Students : *noisy (They are confuse)</p> <p>Mr. Zakky Yavani : Listen! Kalian ngitung A and B. Get it? jadi hanya A dan B saja.</p> <p>Students : (follow the instruction to divide them into A and B group)</p> <p>Mr. Zakky Yavani : ok, last meeting we have discussed about how to create sentences. ok I have divided you into A and B, right? So your job is now you are going to ask questions about these definitions (pointing to the white board). How to ask it? here is the example (the lecturer comes to one of students). Ok you may ask!</p> <p>Student 1: what is simple sentence?</p> <p>Mr. Zakky Yavani : arrh then you may answer it by using bahasa Indonesia but better if you use English, ok? This idea is to make you understand about the topic.</p> <p>Mr. Zakky Yavani : Ok then give them time to think the answer ... umm 10 seconds! Right, any questions?</p> <p>Students : (silence)</p> <p>Mr. Zakky Yavani: this is the most important thing part you are going awkward but if you didn't answer the questions after 10 seconds then you'll</p>
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		<p>get punishment, not really punishment actually. Not really punishment. But one question you pick your friend to think within 10 second. But if your friends do not answer your question let he or she get punishment. This is not punishment actually, this is smile. Smile of punishment, right? You just smile, just 10 seconds. If you can't answer those questions, you're going to smile around 10, 60, or 90 seconds. One question 10 seconds to think! Right, any questions before we begin?</p> <p>Mr. Zacky Yavani: I give you time 2 minutes to prepare yourselves then you can talk to the others. Begin now!</p> <p>Student A : what do you know about simple sentence?</p> <p>Student B : simple sentence consists of subject and verb.</p> <p>Student A : can you give an example?</p> <p>Student B : I cleaned the house.</p> <p>Student A : what is compound sentence?</p> <p>Student B : compound sentence have two main clauses and connector as a conjunction.</p> <p>Student A : give me the example!</p> <p>Student B : I called you yesterday but you didn't answer my called.</p> <p>Student A : ok the last, what is complex sentence?</p> <p>Student B : (silence)</p> <p>Student A : ayoo jawab. 1, 2, 3, 4, 5, 6.</p> <p>Student B : pokoknya ada main clause, subordinate clause dengan connectornya.</p> <p>Student A : yaudah contohnya apa?</p>
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			Student B : contohnya I didn't meet Rani at the university because she was back home at noon.
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In the example of bridging, the lecturer firstly divided the students into A and B group before going to the next material as the lecturer commanded by saying Listen! Kalian ngitung A and B. Get it? jadi hanya A dan B saja. However, the lecturer reminded them about what have they learnt about last meeting by saying ok, last meeting we discussed about how to produce sentences. Then, the lecturer ordered the students to work with their pairs which is consists of two students as divided A and B. The students together with their pairs, they ask questions as lecturer ordered so your job is now you are going to ask questions about these definitions. After that the students asked each others some questions to their pairs about simple, compound, and complex sentences such as:

Student A : what do you know about simple sentence?

Student B : simple sentence consists of subject and verb.

Student A : can you give an example?

Student B : I cleaned the house.

Student A : what is compound sentence?

Student B : compound sentence have two main clauses and connector as a conjunction.

Student A : give me the example!

Student B : I called you yesterday but you didn't answer my called.

Student A : ok the last, what is complex sentence?

Student B : (silence)

Student A : ayoo jawab. 1, 2, 3, 4, 5, 6.

Student B : pokoknya ada main clause, subordinate clause dengan connectornya.

Student A : yaudah contohnya apa?

Student B : contohnya I didn't meet Rani at the university because she was back home at noon.

If the students could not answer the questions the students give a punishment as the lecturer ordered it by saying This is not punishment actually, this is smile. Smile of punishment, right? You just smile, just 10 seconds. Furthermore, the lecturer has said they would going to do



bridging by saying This idea is to make you understand about the topic like the purpose of the bridging. There is another example of bridging occurred in the classroom, here, the lecturer gives instruction to the students in pair. Here, bridging does not only give by the lecturer, sometimes it may practice between student and student. As practiced by the lecturer, this type practiced to remind about the last material they learnt by questioning some questions to their pair and they must answer it so they may remember even understand and it make easier to understand the next material that will be taught by the lecturer in the same day. By practicing it the students may remind it then they can go to the next material and capable to use their previous knowledge because they was reviewing with their pairs.

### 2.1.2 Contextualizing

Contextualizing means provide an easy understanding to the students such practicing a language that makes them know what the lecturer talks about or practicing metaphor in the classroom. Contextualizing makes closer to the students. It helps to foster the students' understanding in the teaching learning process. By contextualizing, the lecturer may provide language learning related to the students to make them recognize the material so the lecturer makes language learning closer to the students. Here, lecturer may give some help tool or media in the classroom to the students such as pictures, and video to build up the information and build up their understanding in the teaching learning process. As the observer observed, the lecturer practices this kind of media in the classroom. The example provides below:

1.	Obs2	Ctx	Mr. Zakky Yavani: right, I will share you the data first. It is a video. Put your laptop in the center of
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		<p>your group. (then the lecturer check each groups whether they bring a laptop or not)</p> <p>Mr. Zakky Yavani: yang ini ada laptopnya?</p> <p>Student : iya ada.</p> <p>Mr. Zakky Yavani: I give you 10 minutes to watch the video.</p>
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The example above shows that contextualizing was practicing by the lecturer in the teaching learning process in writing class by saying right, I will share you the data first. It is a video. The context of contextualizing occurred in the classroom during the observation in the example above is happened when the lecturer opens the classroom and before the teaching learning process started the lecturer suggested to watch a video. Before the day, the lecturer shared the video to one of the students then ordered him to share the video to the others so that the students could watch it by their phone or laptop. The video is about IELTS writing task that is telling about how to write an introduction so that the students make a good paragraph to improve the students' writing. Based on the data of interview, the lecturer prefer to share the video to the students than show it by using in – focus because as the lecturer practiced to other classes, it does not too clear by the students who sit in beside and behind side of the classroom if the video show by in – focus so it was not an effective manner. However, the lecturer has some reasons why he used a video as he said in the interview. First reason, the lecturer argues that if he used a video the students can watch it more than once so it may use to remind them about the material. Second reason, the lecturer argues that by using a video it would not be waste time because give long explanation. Third reason, the lecturer added that by giving a video the students will have the same chance among other students. Furthermore, contextualizing of writing course



make them comprehend to the explanation and support their understanding.

### 2.1.3 Inviting Students' Participation

Inviting students' participation is the essential activity in the teaching learning process in the classroom. The lecturer gives instructions to do task to the students whether individual or pair or even group while the teaching learning occurs. So within practicing this type, the lecturer has to create an effective situation in the classroom so that the students can focus to the task. As the lecturer, s/he should provide a time and plan it well to be organized. It may occur some interaction between students and students or even students and lecturer. Instead, it is a chance for the lecturer to create a situation where all the students have the same opportunity to learn and explore the answer or the task in depth. However, the lecturers' goal is to build condition where the students respond their writing in various things and minimize the students' confusedness in teaching learning process. Furthermore, students' participation gives influence to the environment of the classroom. By participating the lecturer will know how far the students understand the material. The example of inviting students' participation found during observations provided below:

1.	Obs2	Inv	<p>Mr. Zakky Yavani: how many students in this class?          How many?          Students : 39          Mr. Zakky Yavani: now 39?          Students : yeah.          Students : eh 37.          Mr. Zakky Yavani: 37? Ok now, count 1 to 12!          Students : (count 1 to 12)</p>
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		<p>Mr. Zakky Yavani: now gather with your group! 1, 2, 3, 4, 5, 6, 7, 8, 9, 10! (The lecturer gives them time 10 seconds to find the group and gather with their group.)</p> <p>Mr. Zakky Yavani: others! Write this!</p> <ol style="list-style-type: none"> <li>1. Some people think that rich country should support poor countries in terms of aid for health care and education to what extend. Do you agree?</li> <li>2. Having a year off before starting universities is becoming increasingly common. Do you think this is a positive or negative trend?</li> <li>3. Some people believe that school should not assess a students' ability through exam but instead assess them by their course work with project over the whole academic year. Do you agree?</li> </ol> <p>Mr. Zakky Yavani: after you watched a video. Here, I write assignment for you. I want you to have introduction for these 3 statements. This is work in group but you may write to divide it. You may begin!</p>
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The example of inviting students' participation occurred in teaching learning process of writing class. Firstly, the lecturer would divide the students into groups by saying how many students in this class? Then the lecturer divided the students into 12 groups as practiced by saying Ok now, count 1 to 12! In the group the students work to make 3 introductions as proven by the lecturer saying Here, I write assignment for you. I want you to have introduction for these 3 statements. This is work in group but you may write to divide it. You may begin! From the example above shows that the lecturer used this type of scaffolding namely inviting students' participation by divided students into some groups then they work their assignment to write in group so that the students may discuss and talk more in the group by sharing ideas. It also strengthen from the data of lecturer's interview



that by using kinds of this inviting students' such as sharing and discussion into a group can help the students to be communicative. Besides, the lecturer also added that in the characteristic of learning there are four important things namely communicative, creative, collaborative, and critical thinking. Furthermore for the assignment of writing introduction please see Appendix 6.

#### 2.1.4 Schema Building

Schema building is the fundamental activity for the students during teaching learning process. Schema building where the lecturers have to be related between students' previous knowledge and new knowledge that being taught. So the lecturer should be organized well the teaching learning process. Usually the lecturer provides some way as a help in teaching learning process such as graphic or others to make a review of students' previous knowledge before new knowledge give, then provide in depth explanation to the new knowledge. It functioned to organize and build up the students' knowledge to be improved. The example of schema building found during observations provided below:

1.	Obs3	Sche	<p>Mr. Zakky Yavani : Ok now, attention! Now you sit down with your partner! It was like last meeting, it was group or not?</p> <p>Students: yeah sir!</p> <p>Mr. Zakky Yavani : Group?</p> <p>Students: yes!!</p> <p>Mr. Zakky Yavani : Ok let's gather!</p> <p>Students : (gather with their group)</p> <p>Mr. Zakky Yavani : right umm last meeting I asked you to make introduction, right?</p>
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			<p>Students : yes!!</p> <p>Mr. Zakky Yavani : introduction that consists of 3 questions? First, is talking about?</p> <p>Students : developing country.</p> <p>Mr. Zakky Yavani : develop country to help poor countries. Second?</p> <p>Students: having a year off before starting universities</p> <p>Mr. Zakky Yavani : having a year off before starting universities. Ok, next?</p> <p>Students : students' ability</p> <p>Mr. Zakky Yavani : oh assess students' ability through exam or course work. Last meeting I asked you to make the introduction? Before we come to the next material umm we have write essay, right? We have discussed about essay. What do you know about essay? What is the structure of essay? What is the first?</p> <p>Students : *silence and confusion</p> <p>Mr. Zakky Yavani : Reconstruct?</p> <p>Mr. Zakky Yavani : essay consists of ...?</p> <p>Students : introduction.</p> <p>Mr. Zakky Yavani : what will you do next?</p> <p>Students : thesis statement?</p> <p>Mr. Zakky Yavani : back...?</p> <p>Students : background!</p> <p>Mr. Zakky Yavani : background, and?</p> <p>Students : thesis statement.</p> <p>Mr. Zakky Yavani : background and thesis statement!</p> <p>Mr. Zakky Yavani : how to get the background?</p>
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			<p>How to get the background? (the lecturer repeated twice)</p> <p>Mr. Zakky Yavani : can you paraphrase?</p> <p>Students : oh yeah paraphrasing!</p> <p>Mr. Zakky Yavani : ok then? Thesis statement is your opinion, you may use <i>in my opinion</i> but you may also do not use that one of phrase. Ga pake phrase <i>in my opinion, in my point of view</i>, juga ga masalah yang penting you show that is your opinion.</p> <p>Mr. Zakky Yavani : let's number to your group!</p> <p>This is group 1, 2, 3, 4, 5. You are?</p> <p>Students : 6</p> <p>Mr. Zakky Yavani : 6, 7, 8, 9, 10. Now we want to do this. I want you to give the paper to the next group after your group. For example if you are number 1 you will give the result of the introduction to group 2, group 2 to group 3, and the last group will go to group 1. Please now! Yeah please!</p> <p>Students : (giving the introduction to the other groups)</p> <p>Mr. Zakky Yavani : can you finish now? We will underline this! Find the background and thesis statement in each of the introduction. Please now! I want you to underline which one is background and thesis statement!</p>
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The example above shows that schema building was practicing by the lecturer in the teaching learning process in writing class. The



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context of schema building occurred in the classroom during the observation in the example above is happened when the lecturer opens the classroom. In the beginning of writing course as usual the lecturer divides the students into some groups by saying ok now, attention! Now you sit down with your partner! Then the lecturer asked to the students about what assignment they done in the last meeting as their review in the opening as the lecturer said in classroom right umm last meeting I asked you to make introduction, right? Furthermore, the lecturer guided the students to review about last material they learnt by saying before we come to the next material umm we have write essay, right? We have discussed about essay. What do you know about essay? What is the structure of essay? What is the first? In the classroom, the lecturer and the students together make a review as happened during observation. After the lecturer asked about the structure of essay then the students replied introduction and the lecturer asked again what will you do next? The students replied background and thesis statement. Moreover, the students did not quiet answer the question, they silent first then the lecturer always try to make the students answer by reminding reconstruct? In order to they remember then they know. After that the lecturer asked the detail of the structure by saying how to get the background? How to get the background? Here, the lecturer repeated the questions twice because the students did not respond or even answer the question until the lecturer itself reminded can you paraphrase? Then the students remembered about it by saying oh yeah paraphrasing! Besides, the lecturer also reminded a bit his explanation last meeting by saying thesis statement is your opinion, you may use in my opinion but you may also do not use that one of phrase. Ga pake phrase in my opinion, in my point of view, juga ga masalah yang penting you show that is your opinion. Finally, after the schema building was delivered the lecturer also divided the students into groups to find the background and thesis statement to make sure that



schema building was understood well by saying we will underline this!  
Find the background and thesis statement in each of the introduction.  
Please now! I want you to underline which one is background and  
thesis statement! Moreover, this schema building functions as their review of their previous knowledge of the writing course material.

### 2.1.5 Offering Explanation

Offering explanation provides by the lecturer in teaching learning process to create an environment where the students can get the material delivered by the lecturer and can apply the material when the lecturer may give a task about related material. Offering explanation is one of an importance in teaching and learning. This activity is functioned to increase the students' understanding of knowledge. The lecturers have to give a comprehensible understanding to the student and supply unambiguous teaching in order to the students catch the explanation. Moreover, the lecturer may always be explain and explain during teaching learning process so that it may make a sense for the students when they are doing a task or writing a text. It functioned to develop the students' quality of the information and build up the students' understanding of the knowledge in teaching learning. Besides, offering explanation will enable the students to construct meaning in the practice of doing a task. Indeed, the students will gain profit of this offering explanation such as make them tend to have an overview of the knowledge. The example of offering explanation found during observations provided below:

1.	Obs3	Offrg	Mr. Zakky Yavani : ok attention! Right, how's the result? Do you find kind of sentences which very creative or you just
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		<p>find only simple and compound sentence?</p> <p>Students : simple, compound yeah.</p> <p>Mr. Zakky Yavani : did you find complex sentence anyway?</p> <p>Students : yeah yeah yeah !!</p> <p>Mr. Zakky Yavani : ok now attention! Now get to move on to this part (pointing the whiteboard)! Part of body! The next part is body! But what is the body? How many paragraph minimally? Minimal we have...?</p> <p>Students : 2!!</p> <p>Mr. Zakky Yavani : we have 3. My question is in what paragraph is the body? What is the content of the body? Isinya apa sih paragrafnya? Paragrafnya isinya apa?</p> <p>Students : orientation</p> <p>Mr. Zakky Yavani : hah?</p> <p>Students : the explanation of the intro?</p> <p>Students : yeah to support the intro.</p> <p>Mr. Zakky Yavani : At least in each paragraph we have this (pointing to the whiteboard). The first is TS. Kalau di introduction itu <i>thesis statement</i> tapi kalau di body itu namanya <i>topic sentence</i> that is explanation then gain by the example. Bedanya tipis sekali thesis statement kemudian explanation dan example minim sekali. Tau ya topic sentence tau ya? Dari katanya itu kelihatan <i>topic</i> and <i>sentence</i> jadi topic itu harus berupa kalimat ya. Boleh...topic sentence itu boleh clear restate</p>
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		<p>atau tidak. Paling tidak clear restate saja. Ok now look at this example kita langsung masuk kecontoh. Ini contoh yang pertama ya eh yang kedua ya?</p> <p>Students : iya.</p> <p>Mr. Zakky Yavani : doing a year break before college is getting popular thing among the senior high school graduate. Berhenti satu tahun itu kan ga mungkin anak SMP ya, sebelum ke kampus itu pasti <i>senior high school</i> masih lulusan SMA. (Read an introduction one of students) while in my opinion he could give a chance to learn other skills. Arrh ini masih <i>rough</i> ya, kasar. You may make it better. Tapi intinya begini, here I'm going to talk about <i>a chance to prepare</i> (pointing) kemudian <i>chance to learn other skills</i> yang terakhir adalah <i>however</i>, its still absurd. Dari sini keliatan body'y ya (pointing to students' task). Jadi diawal kita udah ngasih gambaran apa yang akan ada dibalik paragraph pertama, kedua dan ketiga. You may look at this (a text that made by the lecturer).</p> <p style="text-align: center;"><i>Doing a year break before college is getting popular nowadays among the senior high school graduate. To me, it could give them a chance to prepare as well as to learn other skills. However, if we don't spend the time wisely, they will absolutely encounter some obstacles.</i></p> <p style="text-align: center;"><i>Studying in college, we need to prepare ourselves in term of psychology. Here we are deal with</i></p>
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			<p><i>different situation, social interaction as well as different way of learning. Those will give us more pressure if we don't suit the situation easily. For example, we are encouraged to expand the materials given by lecturer. In contrast, we tend to be spoken feeding when we were in high school. Hence having a year off could help senior high school graduate to learn, understand and finally cope with the problem.</i></p> <p>Keliatan ga yang dibelakang? Kalau keliatan berarti luar biasa matanya!</p> <p>Students : hahaha.</p> <p>Mr. Zakky Yavani : perhatikan! Yang pertama I talked about the chance to prepare, ok right? Sudah saya jelaskan disini <i>studying in college, we need to prepare ourselves in term of psychology. Here we are deal with different situation, social interaction as well as different way of learning.</i> Nah yang ketiga ini mempengaruhi psikologi. <i>Those will give us more pressure if we don't suit the situation easily.</i> Kira-kira topic sentence-nya ini kan ada tiga ya. Thesis statementnya yang mana?</p> <p>Students : <i>studying in college, we need to prepare ourselves in term of psychology.</i></p> <p>Mr. Zakky Yavani : ya. Ini kalau <i>psychology</i>-nya mau dijelaskan lagi ga masalah. Nanti anda bisa kembangkan sampai lebih dari 1000 kata kalau mau. Kemudian explanation-nya mana?</p> <p>Students : <i>Here we are deal with different</i></p>
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		<p><i>situation,</i></p> <p>Mr. Zakky Yavani : yes. Disitu menjelaskan apa sih? Psychology? Psychology tuh apa sih? Saya anggap ini umm when you graduate from SMA pernah ga ada rasa takut buat kuliah?</p> <p>Students : iyaaa.</p> <p>Mr. Zakky Yavani : iya kayanya susah, kayanya saya ga bisa gitukan?</p> <p>Students : iya keliatannya sih enak pak.</p> <p>Mr. Zakky Yavani : keliatannya enak, ini pasti sering nonton sinetron nih. Ya bayangannya kan yang pertama, the first thing that is in your mind you don't need to wear uniform.</p> <p>Students : yesss.</p> <p>Mr. Zakky Yavani : udah bebas ga pake seragam tapi setelah kuliah tugasnya masha Allah. Nah, here we talk about the different situation, kan dilihat dari <i>social interaction</i> sama <i>different way of learning</i> berarti jika anda jelaskan satu-satu it's going to be very long paragraph. Kalau example nya banyak, semua dari example nya it can take a long more time so I choose one of those which is different way of learning kita jadikan example <i>For example, we are encouraged to expand the materials given by lecturer. In contrast, we tend to be spoken feeding when we were in high school. Ok, here spoken feeding itu disuapi ya. Hence having a year</i></p>
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		<p><i>off could help senior high school graduate to learn, understand and finally cope with the problem.</i> Disini diungkapkan rasa takut memasuki dunia perkuliahan katanya ya. Ini isinya minimal yang paling minimal more or less 80 words. Ini kan baru bicara <i>a chance to prepare</i> kita belum berbicara bagaimana kalau belajar skill tambahan seperti memasak or biasanya belajar skill yang menunjang kuliah seperti belajar bahasa asing apalagi yang bahasa Inggris you may prepare yourself. Kalau ini jadi paragraf lagi, ini bisa dikembangkan lagi kalau contohnya satu per satu sudah memenuhi. Right, any questions?</p> <p>Students : how to support your thesis statement?</p> <p>Mr. Zakky Yavani : thesis statement? Kalau ada ahli yang mengatakan suatu pernyataan you may add it. You can use expert opinion but the problem is sometimes dalam kondisi tes itu biasanya mencari thesis statement itu sangat beresiko karena satu harus mikir kedua belum tentu benar. Jadi yang paling aman adalah memasukkan the example so ini menggunakan logika semua.</p> <p>Mr. Zakky Yavani : ok boleh sekarang langsung conclusion ya? Isinya apa sih conclusion itu?</p> <p>Students : to restate.</p> <p>Mr. Zakky Yavani : conclusion itu to restate person's or comment. Untuk me-restore</p>
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## Appendix 1

### Students' Interview Guide

#### Foreshadowed questions

Features of effective scaffolding in teaching learning process	Questions
Orientation to the version of the task and construct students' interest	Does the student respond towards the lecturer's orientation to the version of the task to construct students' interest? How does the student respond to it?
Simplifying the task	Does the student respond towards the lecturer's simplifying the task? How does the student respond to it?
Maintenance the activity of the learners to achieve a specific goal	Does the student respond towards the lecturer's maintenance the activity of the learners to achieve a specific goal? How does the student respond to it?
Highlight critical features of the task	Does the student respond towards the lecturer's highlight critical features of the task? How does the student respond to it?
Control the frustration of the learners and the risk of failure	Does the student respond towards the lecturer's control the frustration of the learners and the risk of failure? How does the student respond to it?
providing solution to a task	Does the student respond towards the lecturer's providing solution to a task? How does the student respond to it?



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Setting : .....

Participant(s) : .....

Observer : .....

### STUDENTS' INTERVIEW

1. Does the student respond towards the lecturer's orientation to the version of the task to construct students' interest? How does the student respond to it?
2. Does the student respond towards the lecturer's simplifying the task? How does the student respond to it?
3. Does the student respond towards the lecturer's maintenance the activity of the learners to achieve a specific goal? How does the student respond to it?
4. Does the student respond towards the lecturer's highlight critical features of the task? How does the student respond to it?
5. Does the student respond towards the lecturer's control the frustration of the learners and the risk of failure? How does the student respond to it?
6. Does the student respond towards the lecturer's providing solution to a task? How does the student respond to it?



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## Appendix 2

### Lecturer's Interview Guide

#### Foreshadowed questions

Types of Scaffolding Practices	Questions
Bridging	<ul style="list-style-type: none"> <li>• Does the lecturer practice bridging in teaching writing class?</li> <li>• What is the purpose of bridging?</li> </ul>
Contextualizing	<ul style="list-style-type: none"> <li>• Does the lecturer practice contextualizing in teaching writing class?</li> <li>• What is the purpose of contextualizing?</li> </ul>
Inviting students' participation	<ul style="list-style-type: none"> <li>• Does the lecturer practice inviting students' participation in teaching writing class?</li> <li>• What is the purpose of inviting students' participation?</li> </ul>
Schema building	<ul style="list-style-type: none"> <li>• Does the lecturer practice schema building in teaching writing class?</li> <li>• What is the purpose of schema building?</li> </ul>
Offering explanation	<ul style="list-style-type: none"> <li>• Does the lecturer practice offering explanation in teaching writing class?</li> <li>• What is the purpose of offering explanation?</li> </ul>
Modeling	<ul style="list-style-type: none"> <li>• Does the lecturer practice modeling in teaching writing class?</li> <li>• What is the purpose of modeling?</li> </ul>
Verifying and clarifying students' understanding	<ul style="list-style-type: none"> <li>• Does the lecturer practice verifying and clarifying students' understanding in teaching writing class?</li> <li>• What is the purpose of verifying and clarifying students' understanding?</li> </ul>



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Setting : .....

Participant(s) : .....

Observer : .....

## LECTURER'S INTERVIEW

1. Does the lecturer practice bridging in teaching writing class?
2. What is the purpose of bridging?
3. Does the lecturer practice contextualizing in teaching writing class?
4. What is the purpose of contextualizing?
5. Does the lecturer practice inviting students' participation in teaching writing class?
6. What is the purpose of inviting students' participation?
7. Does the lecturer practice schema building in teaching writing class?
8. What is the purpose of schema building?
9. Does the lecturer practice offering explanation in teaching writing class?
10. What is the purpose of offering explanation?
11. Does the lecturer practice modeling in teaching writing class?
12. What is the purpose of modeling?
13. Does the lecturer practice verifying and clarifying students' understanding in teaching writing class?
14. What is the purpose of verifying and clarifying students' understanding?



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### Appendix 3

#### Observational Protocol and Recording Sheet

##### Research Questions

- How are the types of scaffolding practices which the EFL lecturer applies in teaching writing class?

##### Subquestion

- What types of scaffolding provided by the lecturer?

Date of Observation : .....

Time of Observation : .....

Setting : .....

Participant : .....

Observer : .....

Lecturers' behaviors and comments	Students' behaviors and comments

##### Observer's Reflections:

.....

.....

.....



First Observation  
(Field note)

Date of Observation : Friday on November 13<sup>rd</sup> 2015  
 Time of Observation : 07.00 a.m. – 08.40 a.m.  
 Setting : English Language Teaching Department at Room 303  
 Participant : Mr. Zakky Yavani  
 Observer : Siti Royana

Lecturers' behaviors and comments	Students' behaviors and comments
<p>The lecturer are welcoming the students and reminding them about the journal entry. Journal entry is their task in a daily week.</p> <p>Mr. Zakky Yavani : ok before I go to the explain something to you, I want you to collect your journal entry first. (after the students finished to collect their journal entry, then the lecturer starts to go to the material)</p> <p>Mr. Zakky Yavani : ok, last meeting ...umm the lesson you learn is about a structure of essay. When I read some of your journal entry and I find some problem. One of the problems is that come from the students' sentences. You only write one kinds of sentence.</p> <p>Mr. Zakky Yavani : ok we know about the alphabet. What is alphabet?</p> <p>Mr. Zakky Yavani : what is the example</p>	<p>Students : yes sir. (then the students start to collect their journal entry)</p> <p>Students : letter</p>





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sama compound sentence. Simple sam compound memang sudah bisa membentuk paragraf. It can make paragraph but this is in the beginning level.

Mr. Zakky Yavani : ok for the first is simple sentence. What do you know about simple sentences?

(then the lecturer are explaining the kinds od sentence, after that the lecturer is ordering the students to stand up and make a game named “mingle” which the students will walk around and then when the lecturer mentions a number so the students gather with the others followed the number. After that the lecturer give a new instruction)

Mr. Zakky Yavani : ok I want you to make U shape.

Mr. Zakky Yavani : ok now please prepare a paper

Mr. Zakky Yavani : yes. And you write one kind of sentences in five seconds and then you give yours to the others and so on.

(then the lecturer make a correction of the students’ sentences.)

Mr. Zakky Yavani : ok any one who wants to tell your friend’s work?

Students : (set the chair to right position of U shape)

Students : sir, one paper for each person?



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Mr. Zakky Yavani : “we playing football”. Ini sering terjadi ya penulisan-penulisan kaya model begini apalagi dikalangan SMP SMA masih ada yang nulis “I’m is student”. I found some students wrote like this, broken sentence. What happens to the sentence actually *maruk*. It should be?

Mr. Zakky Yavani : and for this it should be “we are playing football”

Mr. Zakky Yavani : yang paling susah buat kalian apa?

Mr. Zakky Yavani : ya pasti pada jawab complex sentence ya? Complex sentence itu... kalau ada yang pernah belajar namanya clause itu ada tiga. Yang pertama adalah adverbial clause, yang kedua adjective clause, yang ketiga adalah noun clause. These are clauses. Jadi kalau complex sentence itu bisa dikatakan kalau dia itu survive dua clauses itu bisa digabungin dengan yang pertama, jadi bisa digabungin dengan menggunakan subordinate conjunction after, if dan yang lainnya juga bisa. Sedang kalau adjective itu bisa menggunakan who, whose, whom atau yang lainnya. Kalau noun clause bisa

Students : sir “We playing football”

Students : “I’m student.”

Students : complex sentence



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<p>whether. Kalau kalimat itu dibikin dengan sesuai seperti ini itu complex sentence. Namanya complex sentence. Any one can make this example?</p> <p>Mr. Zakky Yavani : you have two clauses, right? yang ada <i>when</i> nya itu adalah dependent atau independent?</p> <p>Mr. Zakky Yavani : dependent, Cuma kalau ngomong apa gimana tadi?</p> <p>Mr. Zakky Yavani : <i>when I came there</i>, stop itu akan jadi question. Ketika saya datang kesana sudah berhenti. Apa maksudnya? Ketika dia datang, ketika dia pergi, sudah, kan aneh ya? So you need more. Ingat ya clause itu tidak boleh dipisahkan. Mereka adalah pasangan serasi. Ok now each of you make sentence.</p> <p>Mr. Zakky Yavani : ketika anda menulis IELTS yang paling bagus adalah ketika anda menggunakan complex sentence not compound sentence apalagi simple sentence. Ok now I want you to ask with your friends about what we have learned. So you are in A and B.</p> <p>Mr. Zakky Yavani : ok next journal</p>	<p>Students : when I came there Badu look so sick.</p> <p>Students : yes</p> <p>Students : dependent</p> <p>Students : when I came there</p> <p>Students : (making sentence)</p>
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entry is about multinasionalism. (then the lecturer closes the meeting) Mr. Zakky Yavani : ok, we will meet next meeting. See you!	
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#### Observer's Reflections:

During the observation, the condition of the class is effective enough. The lecturer can create an environment which the students become active in class. The lecturer also creates creative activity in class so that the students feel happy to follow the instruction. Furthermore the lecturer gives the students a task by gaming first such as a game of "mingle" so the students enthusiast. Besides, the situation of the class is controlled by the lecturer very well so the teaching learning process is going on certain teaching.



Second Observation  
(Field note)

Date of Observation : Friday on November 20<sup>th</sup> 2015  
 Time of Observation : 07.00 a.m. – 08.40 a.m.  
 Setting : English Language Teaching Department at Room 303  
 Participant : Mr. Zakky Yavani  
 Observer : Siti Royana

Lecturers' behaviors and comments	Students' behaviors and comments
<p>Mr. Zakky Yavani: Ok. Sekarang langsung saja berhitung only A and B dan seterusnya.</p> <p>Mr. Zakky Yavani : Listen! Kalian ngitung A and B. Get it? jadi hanya A dan B saja.</p> <p>Mr. Zakky Yavani : ok, last meeting we have discussed about how to create sentences. ok I have divided you into A and B, right? So your job is now you are going to ask questions about these definitions (pointing to the white board). How to ask it? here is the example (the lecturer comes to one of students). Ok you may ask!</p> <p>Mr. Zakky Yavani : arrh then you may answer it by using bahasa Indonesia but better if you use English, ok? This idea is to make you understand about the topic.</p> <p>Mr. Zakky Yavani : Ok then give them time to think the answer ... umm 10 seconds! Right, any questions?            Students : (silence)</p>	<p>Student 1 : A and B            Student 2 : A and B            Students : *noisy (They are confuse)</p> <p>Students : (follow the instruction to divide them into A and B group)</p> <p>Student 1: what is simple sentence?</p>



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Mr. Zakky Yavani: this is the most important thing part you are going awkward but if you didn't answer the questions after 10 seconds then you'll get punishment, not really punishment actually. Not really punishment. But one question you pick your friend to think within 10 second. But if your friends do not answer your question let he or she get punishment. This is not punishment actually, this is smile. Smile of punishment, right? You just smile, just 10 seconds. If you can't answer those questions, you're going to smile around 10, 60, or 90 seconds. One question 10 seconds to think! Right, any questions before we begin?

Mr. Zakky Yavani: I give you time 2 minutes to prepare yourselves then you can talk to the others. Begin now!

Student A : what do you know about simple sentence?

Student B : simple sentence consists of subject and verb.

Student A : can you give an example?

Student B : I cleaned the house.

Student A : what is compound sentence?

Student B : compound sentence have two main clauses and connector as a conjunction.

Student A : give me the example!

Student B : I called you yesterday but you didn't answer my called.

Student A : ok the last, what is complex sentence?

Student B : (silence)

Student A : ayoo jawab. 1, 2, 3, 4, 5, 6.

Student B : pokoknya ada main



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<p>Mr. Zakky Yavani: let me back to essay. Everyone, after this I will divide you to a group of three. So before I come to that one, I will explain first. Ok let's start with this part of essay. Introduction, body and conclusion. Within this meeting, we will start with "introduction". In introduction, you may have two points, that is background, and thesis statement. You are going to watch the video after this. I have copied the video to your friend. So you can open your laptop or your smartphone to take the date. Now I want you to sit in a group of three.</p> <p>Mr. Zakky Yavani: right, I will share you the data first. It is a video. Put your laptop in the center of your group. (then the lecturer check each groups whether they bring a laptop or not)</p> <p>Mr. Zakky Yavani: yang ini ada laptopnya?</p> <p>Mr. Zakky Yavani: I give you 10 minutes to watch the video.</p> <p>After the lecturer gave the video and the students was finishing to watch the video, then the lecturer gave new instruction to make a task.</p> <p>Mr. Zakky Yavani: how many students in this class? How many?</p>	<p>clause, subordinate clause dengan connectornya.</p> <p>Student A : yaudah contohnya apa?</p> <p>Student B : contohnya I didn't meet Rani at the university because she was back home at noon.</p> <p>(every students try to get the laptop)</p> <p>Student : iya ada.</p> <p>Students : 39</p> <p>Students : yeah.</p>
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<p>Mr. Zakky Yavani: now 39?</p> <p>Mr. Zakky Yavani: 37? Ok now, count 1 to 12!</p> <p>Mr. Zakky Yavani: now gather with your group! 1, 2, 3, 4, 5, 6, 7, 8, 9, 10! (The lecturer gives them time 10 seconds to find the group and gather with their group.)</p> <p>Mr. Zakky Yavani: others! Write this! (pointing to the white board to write the task)</p> <ol style="list-style-type: none"><li>1. Some people think that rich country should support poor countries in terms of aid for health care and education to what extend. Do you agree?</li><li>2. Having a year off before starting universities is becoming increasingly common. Do you think this is a positive or negative trend?</li><li>3. Some people believe that school should not assess a students' ability through exam but instead assess them by their course work with project over the whole academic year. Do you agree?</li></ol> <p>Mr. Zakky Yavani: the first is Some people think that rich country should support poor countries in terms of aid for health care and education to what extend. Do you agree? Any questions?</p> <p>Mr. Zakky Yavani: second Having a year off before starting universities is becoming increasingly common. So here you stop after you finished your senior high school. Do you think this is a positive or negative trend? Third is</p>	<p>Students : eh 37.</p> <p>Students followed the lecturer's instruction to count.</p> <p>Students : (count 1 to 12)</p> <p>Students: silence.</p>
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Some people believe that school should not assess a students' ability through exam but instead assess them by their course work with project over the whole academic year. Do you agree?

Mr. Zakky Yavani: after you watched a video. Here, I write assignment for you. I want you to have introduction for these 3 statements. This is work in group but you may write to divide it. You may begin!

Mr. Zakky Yavani: no no no, you graduated from senior high school, right? Then sometimes you get afraid before beginning university, some people. May be you have critic because nowadays the trend is become quick when then graduated is not enter university. So you may break a year off or three to take a course or others. You get it?

Mr. Zakky Yavani: I will collect it but you just write it in the same paper with your friends.

Mr. Zakky Yavani: bisa.

Mr. Zakky Yavani: ok attention! Time is up.

Std 2: sir, pak yang nomor 2 tuh maksudnya keluar pak?

Std 2: iya sir.

Student: sir, should each of us write the paragraphs of intro?

Student: ok thank you sir.

Std 2: sir, ini katanya bener ga kalau appear? Ini di paraphrase?

Observer's Reflections:

During the observation, the condition of the class is effective enough. The teaching and learning is also efficient. The lecturer can create an environment which the students become active in class. In the class, the lecturer makes the students active by dividing the students into some group and makes a discussion in the group. Besides, the situation of the class is controlled by the lecturer very well so the teaching learning process is going on certain teaching.



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### Third Observation (Field note)

Date of Observation : Wednesday on December 2<sup>nd</sup> 2015  
 Time of Observation : 02.40 p.m. – 04.20 p.m.  
 Setting : English Language Teaching Department at Room 301  
 Participant : Mr. Zakky Yavani  
 Observer : Siti Royana

Lecturers' behaviors and comments	Students' behaviors and comments
Mr. Zakky Yavani : good morning!	Students : morning!
Mr. Zakky Yavani : Ok now, attention! Now you sit down with your partner! It was like last meeting, it was group or not?	Students: yeah sir!
Mr. Zakky Yavani : Group?	Students: yes!!
Mr. Zakky Yavani : Ok let's gather!	Students : (gather with their group)
Mr. Zakky Yavani : right umm last meeting I asked you to make introduction, right?	Students : yes!!
Mr. Zakky Yavani : introduction that consists of 3 questions? First, is talking about?	Students : developing country.
Mr. Zakky Yavani : develop country to help poor countries. Second?	Students: having a year off before



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<p>Mr. Zakky Yavani : having a year off before starting universities. Ok, next?</p> <p>Mr. Zakky Yavani : oh assess students' ability through exam or course work. Last meeting I asked you to make the introduction? Before we come to the next material umm we have write essay, right? We have discussed about essay. What do you know about essay? What is the structure of essay? What is the first?</p> <p>Mr. Zakky Yavani : Reconstruct?</p> <p>Mr. Zakky Yavani : essay consists of ...?</p> <p>Mr. Zakky Yavani : what will you do next?</p> <p>Mr. Zakky Yavani : back...?</p> <p>Mr. Zakky Yavani : background, and?</p> <p>Mr. Zakky Yavani : background and thesis statement!</p> <p>Mr. Zakky Yavani : how to get the background? How to get the background? (the lecturer repeated twice)</p>	<p>starting universities</p> <p>Students : students' ability</p> <p>Students : *silence and confusion</p> <p>Students : introduction.</p> <p>Students : thesis statement?</p> <p>Students : background!</p> <p>Students : thesis statement.</p>
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Mr. Zakky Yavani : can you paraphrase?

Students : oh yeah paraphrasing!

Mr. Zakky Yavani : ok then? Thesis statement is your opinion, you may use in my opinion but you may also do not use that one of phrase. Ga pake phrase in my opinion, in my point of view, juga ga masalah yang penting you show that is your opinion.

Mr. Zakky Yavani : let's number to your group! This is group 1, 2, 3, 4, 5. You are?

Students : 6

Mr. Zakky Yavani : 6, 7, 8, 9, 10. Now we want to do this. I want you to give the paper to the next group after your group. For example if you are number 1 you will give the result of the introduction to group 2, group 2 to group 3, and the last group will go to group 1. Please now! Yeah please!

Students : (giving the introduction to the other groups)

Mr. Zakky Yavani : can you finish now? We will underline this! Find the background and thesis statement in each of the introduction. Please now! I want you to underline which one is background and thesis statement!

Mr. Zakky Yavani : ok now attention!



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Now get to move on to this part (pointing the whiteboard)! Part of body! The next part is body! But what is the body? How many paragraph minimally? Minimal we have...?

Mr. Zakky Yavani : we have 3. My question is in what paragraph is the body? What is the content of the body? Isinya apa sih paragrafnya? Paragrafnya isinya apa?

Mr. Zakky Yavani : hah?

Mr. Zakky Yavani : At least in each paragraph we have this (pointing to the whiteboard). The first is TS. Kalau di introduction itu thesis statement tapi kalau di body itu namanya topic sentence that is explanation then gain by the example. Bedanya tipis sekali thesis statement kemudian explanation dan example minim sekali. Tau ya topic sentence tau ya? Dari katanya itu kelihatan topic and sentence jadi topic itu harus berupa kalimat ya. Boleh...topic sentence itu boleh clear restate atau tidak. Paling tidak clear restate saja. Ok now look at this example kita langsung

Students : 2!!

Students : orientation

Students : the explanation of the intro?

Students : yeah to support the intro.



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masuk kecontoh. Ini contoh yang pertama ya eh yang kedua ya?

Mr. Zakky Yavani : doing a year break before college is getting popular thing among the senior high school graduate. Berhenti satu tahun itu kan ga mungkin anak SMP ya, sebelum ke kampus itu pasti senior high school masih lulusan SMA. (Read an introduction one of students) while in my opinion he could give a chance to learn other skills. Arrh ini masih rough ya, kasar. You may make it better. Tapi intinya begini, here I'm going to talk about a chance to prepare (pointing) kemudian chance to learn other skills yang terakhir adalah however, its still absurd. Dari sini keliatan body'y ya (pointing to students' task). Jadi diawal kita udah ngasih gambaran apa yang akan ada dibalik paragraph pertama, kedua dan ketiga.

Mr. Zakky Yavani : You may look at this (a text that made by the lecturer).

*Doing a year break before college is getting popular nowadays among the senior high school graduate. To me, it could give them a chance to prepare as well as to learn other skills. However, if we don't spend the time wisely, they will absolutely encounter some obstacles.*

Students : iya.



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*Studying in college, we need to prepare ourselves in term of psychology. Here we are deal with different situation, social interaction as well as different way of learning. Those will give us more pressure if we don't suit the situation easily. For example, we are encouraged to expand the materials given by lecturer. In contrast, we tend to be spoken feeding when we were in high school. Hence having a year off could help senior high school graduate to learn, understand and finally cope with the problem.*

Keliatan ga yang dibelakang? Kalau keliatan berarti luar biasa matanya!

Mr. Zakky Yavani : perhatikan! Yang pertama I talked about the chance to prepare, ok right? Sudah saya jelaskan disini studying in college, we need to prepare ourselves in term of psychology. Here we are deal with different situation, social interaction as well as different way of learning. Nah yang ketiga ini mempengaruhi psikologi. Those will give us more pressure if we don't suit the situation easily. Kira-kira topic sentence-nya ini kan ada tiga ya. Thesis statementnya yang mana?

Students : hahaha.

Students : studying in college, we need to prepare ourselves in term of



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<p>Mr. Zakky Yavani : ya. Ini kalau psychology-nya mau dijelaskan lagi ga masalah. Nanti anda bisa kembangkan sampai lebih dari 1000 kata kalau mau. Kemudian explanation-nya mana?</p> <p>Mr. Zakky Yavani : yes. Disitu menjelaskan apa sih? Psychology? Psychology tuh apa sih? Saya anggap ini umm when you graduate from SMA pernah ga ada rasa takut buat kuliah?</p> <p>Mr. Zakky Yavani : iya kayanya susah, kayanya saya ga bisa gitukan?</p> <p>Mr. Zakky Yavani : keliatannya enak, ini pasti sering nonton sinetron nih. Ya bayangannya kan yang pertama, the first thing that is in your mind you don't need to wear uniform.</p> <p>Mr. Zakky Yavani : udah bebas ga pake seragam tapi setelah kuliah tugasnya masha Allah. Nah, here we talk about the different situation, kan dilihat dari social interaction sama different way of learning berarti jika anda jelaskan satu-satu it's going to be very long paragraph. Kalau example nya banyak,</p>	<p>psychology.</p> <p>Students : Here we are deal with different situation,</p> <p>Students : iyaaa.</p> <p>Students : iya keliatannya sih enak pak.</p> <p>Students : yesss.</p>
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semua dari example nya it can take a long more time so I choose one of those which is different way of learning kita jadikan example For example, we are encouraged to expand the materials given by lecturer. In contrast, we tend to be spoken feeding when we were in high school. Ok, here spoken feeding itu disuapi ya. Hence having a year off could help senior high school graduate to learn, understand and finally cope with the problem. Disini diungkapkan rasa takut memasuki dunia perkuliahan katanya ya. Ini isinya minimal yang paling minimal more or less 80 words. Ini kan baru bicara a chance to prepare kita belum berbicara bagaimana kalau belajar skill tambahan seperti memasak or biasanya belajar skill yang menunjang kuliah seperti belajar bahasa asing apalagi yang bahasa Inggris you may prepare yourself. Kalau ini jadi paragraf lagi, ini bisa dikembangkan lagi kalau contohnya satu per satu sudah memenuhi. Right, any questions?

Mr. Zakky Yavani : thesis statement? Kalau ada ahli yang mengatakan suatu pernyataan you may add it. You can use expert opinion but the problem is sometimes dalam kondisi tes itu

Students : how to support your thesis statement?



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biasanya mencari thesis statement itu sangat beresiko karena satu harus mikir kedua belum tentu benar. Jadi yang paling aman adalah memasukkan the example so ini menggunakan logika semua.

Mr. Zakky Yavani : ok boleh sekarang langsung conclusion ya? Isinya apa sih conclusion itu?

Mr. Zakky Yavani : conclusion itu to restate person's or comment. Untuk restate pernyataan dari introduction and to persuade untuk merayu, mengajak orang atau terakhir untuk meyakinkan. Misalkan gini, anda tulis untuk meyakinkan gini bayangkan jika berhenti 1 tahun saja itu anda bisa belajar sampai dapat skill-skill baru, itu misalnya.

Mr. Zakky Yavani : now your job is...

Mr. Zakky Yavani : ga bikin cuman nambahin aja. I want you to make... sekarang ada tiga ya. I want you to do this yang kedua (body) sama conclusion. Body kedua, body ketiga baru conclusion. Body kedua itu isinya itu tentang memanfaatkan waktu satu tahun itu untuk skill yang bisa menunjang anda. Yang ketiga itu gimana kalau waktu itu tidak digunakan dengan

Students : to restate.

Students : yaaaaaah. Bikin lagi?



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maksimum. Kemudian conclusion, terserah conclusionnya apa mau to restate, mau persuade atau mau convince meyakinkan. Coba buat! Ok now collaborate with your partner, silahkan!

Mr. Zakky Yavani : ok jadi gini nanti ending kita akan make this all nanti anda boleh diperbaiki. Then next time you will collect it, nanti dikumpulkan.

Mr. Zakky Yavani : iya liat lagi coba.

Mr. Zakky Yavani : contohnya satu aja jangan banyak-banyak.

Mr. Zakky Yavani : ok now do your best! I will go around.

Mr. Zakky Yavani : ya tapi guideline saja ya.

Mr. Zakky Yavani : ya second ya after topic sentence.

Mr. Zakky Yavani : ya lanjut aja yang kemaren. Kemaren kan ada 3 tuh, nah yang kali ini ambil yang tentang after break a year off before college.

Mr. Zakky Yavani : ok penjelasannya kalau bisa contoh dulu baru penjelasan.

Std 3: sir, ini kan di tiap body topicnya beda?

Std 3: bikin contohnya di body yang mana? Harus ada disetiap body?

Std 3: Sir, topic sentence is opinion?

Std 3: So this will be a body?

Students: Sir, ini lanjut yang kemaren?

Students: oh ok sir.

Std 3: sir, boleh ga kalau kaya gini. Kan yang ini di paragraph 2 nanti dijabarin.



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*The most common trend to having and getting a year from college in creating we. "in creating we" apa? Ini ga bias kaya gini ini. Terus ini maksudnya apa? Belum jelas maksudnya ke arah mana.*

Mr. Zakky Yavani: ini topic sentence nya mana?

Mr. Zakky Yavani: mana ini? loh jangan-jangan ga tau topic sentence mana?

Mr. Zakky Yavani: topic sentence itu jadi gini, mau dibawa kemana paragraph ini itu topic sentence.

Mr. Zakky Yavani: kalau yang saya liat disini ada dua topic sentence.

Mr. Zakky Yavani: yang pertama itu tentang kerja, yang kedua belajar skills. Kalau dua gitu berarti akan lebih banyak lagi.

Mr. Zakky Yavani: gausah banyak-banyak coba diungkapin satu aja.

Mr. Zakky Yavani: apa ini? Bacakan bacakan!

Student : hehe

Student : topic sentence itu yang tadi kan yang berhenti satu tahun?

Student: oh iya.

Student: oh iya ini ada dua paragraph ya pak.

Student: kan tadi bapaknya, gini pak jadi tuh disitu nerangin ngaparin aja selama satu tahun gitu, bias kerja, terus tambah skill gitu.

Student: oh ok baik pak.

Student 1: sir, begini?

Std 1: *the kinds of the skills may not be related with academic skills.*  
Masih unplanning sir nanti revisi lagi



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<p>Mr. Zakky Yavani: ga ada <i>guider</i> itu. Guide!</p> <p>Mr. Zakky Yavani: <i>tour guide</i>!</p> <p>Mr. Zakky Yavani:jadi maksudnya?</p> <p>Mr. Zakky Yavani: contoh ini agak ga masuk akal ya. Kan mau kuliah bahasa Inggris, memperdalam bahasa Inggris dan kursus bahasa Inggris, kalau <i>tour guide</i> itu kan satu level diatas kita. Orang jadi <i>guide</i> itu kan bahasa Inggrisnya ga mungkin asal-asalan, pasti udah high level. Artinya kalau udah high level gitu ngapain ngambil bahasa Inggris, kedua kalau udah bahasa Inggrisnya bagus baru jadi <i>tour guide</i>. Jadi ini ga nyambung ya buat jadi <i>tour guide</i>, mungkin ini dihapus aja.</p>	<p>bisa. <i>Or we can focus our academic skills that we have. Those skills will make us ready to face college. For example if we want to be an english student in a college we may be take a course or we may be a guider.</i></p> <p>Std 1: umm I mean the person who guide, sir.</p> <p>Std 1: oh.</p> <p>Std 1: jadi kan berhenti dulu, nah bisa taking course atau jadi <i>tour guide for foreigner</i>, sir.</p> <p>Std 1: nah iya itu pak.</p> <p>Std 1 : iya pak</p>
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#### Observer's Reflections:

During the observation, the condition of the class is effective enough. The teaching and learning is also efficient. The lecturer can create an environment which the students become active in class. In the class, the lecturer makes the students active by dividing the students into some group and makes a discussion in the group. Besides, the situation of the class is controlled by the lecturer very well so the teaching learning process is going on certain teaching.



Fourth Observation  
(Field note)

Date of Observation : Friday on December 4<sup>th</sup> 2015  
 Time of Observation : 07.00 a.m. – 08.40 a.m.  
 Setting : English Language Teaching Department at Room 303  
 Participant : Mr. Zakky Yavani  
 Observer : Siti Royana

Lecturers' behaviors and comments	Students' behaviors and comments																				
<p>(In this observation, the lecturer plans to give the students a test which the instruction of the test is making an essay text individually.)</p> <p>Mr. Zakky Yavani : good morning, everyone!</p> <p>Mr. Zakky Yavani : now, please you sit down with your partner!</p> <p>Mr. Zakky Yavani : ok now please you write this! (pointing the whiteboard)</p> <table border="1"> <thead> <tr> <th>STATEMENT</th> <th>CHECKLIST</th> </tr> </thead> <tbody> <tr> <td colspan="2"><b>Introduction</b></td> </tr> <tr> <td>Has background (paraphrase)</td> <td></td> </tr> <tr> <td>Has clear thesis statement</td> <td></td> </tr> <tr> <td colspan="2"><b>Body</b></td> </tr> <tr> <td>Has topic sentence</td> <td></td> </tr> <tr> <td>Has explanation</td> <td></td> </tr> <tr> <td>Has example</td> <td></td> </tr> <tr> <td colspan="2"><b>Conclusion</b></td> </tr> <tr> <td>Has clearly state the side</td> <td></td> </tr> </tbody> </table>	STATEMENT	CHECKLIST	<b>Introduction</b>		Has background (paraphrase)		Has clear thesis statement		<b>Body</b>		Has topic sentence		Has explanation		Has example		<b>Conclusion</b>		Has clearly state the side		<p>Students : good morning, sir!</p> <p>Students : (looking for their partner)</p>
STATEMENT	CHECKLIST																				
<b>Introduction</b>																					
Has background (paraphrase)																					
Has clear thesis statement																					
<b>Body</b>																					
Has topic sentence																					
Has explanation																					
Has example																					
<b>Conclusion</b>																					
Has clearly state the side																					



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The idea easily read	
The grammars only have not more than three mistakes	

Mr. Zakky Yavani : I want you, one of you to write down this one!

Mr. Zakky Yavani : You will fill this based on your perspective whether the essays have the following sentences' statement or not but in the review I want you to keep the essays that you ask me to the other group. For example this group to that group. Ok please! Saling tuker aja ya?

Mr. Zakky Yavani : Right! Listen guys! You're going to test, but you have to cover to this guideline. This is the guideline that you have passed. Now you have in group of two so please one person has to write this. They try to have of this statement, that's why you have to see your friends' essay and give checklist to the statement. Your friend may have a background you may checklist. We have first introduction paragraph, second is body, and the third is conclusion and the last is about the sentences and grammar, okay?

The idea are clearly state mudah dibaca idenya, misalnya ini tulisannya banyak



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tapi kok yang dibaca ga ngerti isinya apa. The grammar is not more than three mistakes, grammarnya tidak lebih dari tiga kesalahan.

I give you time ten minutes. The others can read while the others can check.

(after the students finished to review their friends' essay the lecturer is going to ask)

Mr. Zakky Yavani : Did you find introduction that has background and thesis? Did you?

Mr. Zakky Yavani : ok then did you find body that has topic sentence, explanation and example?

Mr. Zakky Yavani : conclusion? How about the grammar?

Mr. Zakky Yavani : Ok now I want you to give it back!

Mr. Zakky Yavani : I want you to make U shape and the others in the middle. We will start a test now.

Ok, before we go to start I want you to remember this structure introduction, body and conclusion. Di introduction ada background nanti di paraphrase, thesis statement itu opinion tidak perlu menggunakan kata "in my opinion....."

Students: yeeeeess!

Students: yes!

Students: there are some mistakes, sir!

(the students give the essay text that is finished to review to their friends)



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yang penting menunjukkan bahwa itu your opinion. Kemudian body nya isinya topic, explanation dan example. Dan terakhir conclusion. Ingat ideanya harus mudah dimengerti. Okay?

Mr. Zakky Yavani : Each of will get different question to make it an essay. Someone who get A will do number 1 and B number 2.

Some people think that poverty is the reason behind most crimes. Do you agree or disagree?

Professional sport people are often idolized by young children. People think that they, therefore have responsibility to be a good role models at all times. To what extend, do you agree?

Mr. Zakky Yavani : You have write down one of it. Then you may start

Observer's Reflections:

The condition of the class is effective because they prepare themselves to face a test in writing class. However even the students will face a test, the lecturer is doing some activities in order to the students are ready to joining the test by giving peer review. Unfortunately, when the lecturer is writing in the whiteboard the students are not in controlled so that they talk with the others. Even if, the lecturer is preparing the strategy well about the test by providing two different test for them.



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## Appendix 4

### Observation Checklist

Date of observation :

Participant :

Time of observation :

Observer :

Types of Scaffolding Practices	YES	NO
Bridging		
Contextualizing		
Inviting students' participation		
Schema building		
Offering explanation		
Modeling		
Verifying and clarifying students' understanding		



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## First Observation

Date of observation : Friday on November 13<sup>rd</sup> 2015

Time of observation : 07.00 a.m. – 08.40 a.m.

Participant : Mr. Zakky Yavani

Observer : Siti Royana

Types of Scaffolding Practices	YES	NO
Bridging	√	
Contextualizing		√
Inviting students' participation	√	
Schema building		√
Offering explanation	√	
Modeling		√
Verifying and clarifying students' understanding	√	



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## Second Observation

Date of observation : Friday on November 20<sup>th</sup> 2015

Time of observation : 07.00 a.m. – 08.40 a.m.

Participant : Mr. Zakky Yavani

Observer : Siti Royana

Types of Scaffolding Practices	YES	NO
Bridging	√	
Contextualizing	√	
Inviting students' participation	√	
Schema building		√
Offering explanation	√	
Modeling		√
Verifying and clarifying students' understanding	√	



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### Third Observation

Date of observation : Wednesday on December 2<sup>nd</sup> 2015

Time of observation : 02.40 p.m. – 04.20 p.m.

Participant : Mr. Zakky Yavani

Observer : Siti Royana

Types of Scaffolding Practices	YES	NO
Bridging	√	
Contextualizing		√
Inviting students' participation	√	
Schema building	√	
Offering explanation	√	
Modeling	√	
Verifying and clarifying students' understanding	√	



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#### Fourth Observation

Date of observation : Friday on December 4<sup>th</sup> 2015

Time of observation : 07.00 a.m. – 08.40 a.m.

Participant : Mr. Zakky Yavani

Observer : Siti Royana

Types of Scaffolding Practices	YES	NO
Bridging	√	
Contextualizing		√
Inviting students' participation	√	
Schema building	√	
Offering explanation		√
Modeling		√
Verifying and clarifying students' understanding		√



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## Appendix 5

### Coding in the Research

(In this technique of coding the data based on the research conducted)

No.	Types of Subject or Event	Code
1	Code of Respondents	CR
	Lecturer	Lect
	Student	Std
	First student	Std 1
	Second student	Std 2
	Third student	Std 3
2	Code of Technique of Collecting Data	tech cd
	Observation	obs
	Interview	intrvw
	Documentation	doc
3	Code of Instrument of Collecting Data	ins cd
	Interview guide	intrvw gd
	Observational protocol	obs pro
	Observational checklist	obs ch
	Field notes	fn
4	Types of scaffolding	tscaff
	Bridging	Brd
	Contextualizing	Ctx
	Inviting students' participation	Inv
	Schema building	Sche
	Offering explanation	Offrg
	Modeling	Mod
	Verifying and clarifying students' understanding	Ve n' cla



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5	Students' Respond towards the EFL lecturers' scaffolding practices	Rd
	Orientating to the version of the task and construct students' interest	Ori
	Simplifying the task	Sim
	Maintain the activity of the learners to achieve a specific goal	Mtn
	Highlight critical features of the task	Hgt
	Control the frustration of the students and the risk of failure	Ct
	Providing solution to a task	Pvd



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## Appendix 6

### Assignment of Writing Introduction

(This assignment is given by the lecturer on Friday November 20<sup>th</sup> 2015 at 07.00 a.m. – 08.40 a.m. then they worked on a group to make introductions based on the statements)

1. Some people think that rich country should support poor countries in terms of aid for health care and education to what extend. Do you agree?
2. Having a year off before starting universities is becoming increasingly common. Do you think this is a positive or negative trend?
3. Some people believe that school should not assess a students' ability through exam but instead assess them by their course work with project over the whole academic year. Do you agree?



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## Appendix 7

### Test of Writing

1. Some people think that poverty is the reason behind most crimes. Do you agree or disagree?
2. Professional sport people are often idolized by young children. People think that they, therefore have responsibility to be a good role models at all times. To what extend, do you agree?



## Appendix 8

### Transcript of First Students' Interview

Setting : room 303 at 11.15 am on January 4<sup>th</sup> 2016

Participant(s) : Febriyano

Researcher : Siti Royana

#### STUDENTS' INTERVIEW

Researcher: hey lagi ngapain? Maaf nih teteh ganggu waktu febri ya?

Std 1: eh santai aja teh enggak apa-apa.

Researcher: gini teteh mau nanya-nanya sih boleh ya?

Std : oh boleh-boleh teh.

Researcher: by the way kamu suka mata kuliah writing for proficiency test ga?

Std 1: suka suka teh.

Researcher: sukanya kenapa emang?

Std 1: iya, karena menulis teh 😊

Researcher: emang kenapa sih bisa suka sama mata kuliah writing? terus apa menurut kamu mata kuliah itu membangun ketertarikan kamu juga?

Std 1: Jadi gini the kalau dosennya tidak bisa membawa suasana tuh writing bisa menjadi menjenuhkan banget. Kalau pas dosennya bisa mengarahkan writing ke sudut yang berbeda gitu tuh, maksudnya menarik ya kaya diselingi apa gitu tuh ya bisa jadi menyenangkan, enak nulisnya tuh. Jadi mengeluarkan idenya juga enak.

Researcher: terus kamu menanggapi penjelasan guru terhadap tugas ga sih and gimana?

Std 1: soalnya menulis itu bisa, apa ya? sebagai wujud pemahaman kita tentang sesuatu dan kita mencoba untuk mengekspresikannya dalam bentuk tulisan, jadi kenapa writing itu jadi subjek yang disukai karena menulis itu dapat membantu kita untuk mengeksplor sesuatu.

Researcher: umm jadi bisa membantu kalian untuk mengetahui seberapa jauh pemahaman kalian juga gitu?

Std 1: bisa sih.



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Researcher: oh iya kalau proses pembelajaran itu kan biasanya dosen menjelaskan dulu tuh ya, nah menurut kalian apakah pemberian materi dan tugas oleh dosen sudah mudah dan cukup dipahamin ga sama kalian? Gimana tanggapan kamu sendiri?

Std 1 :klo menurut saya sih sudah cukup jelas. Soalnya kan bapak ngejelasin begini begini, kaya tentang letter, tentang essay gimana nah abis itu kan dikasih website jadikan kita jadi searching di youtube. Oh ternyata banyak sumber-sumber kaya gitu. Jadi kan kitanya oh kaya gini kaya gini oh jadi ya ngasih sumber informasi juga.

Researcher: kalau proses pembelajarannya sendiri menurut kamu gimana apa udah ningkatin kalian untuk mencapai tujuan belajar?

Std 1: proses pembelajarannya suka sih soalnya ga terlalu monoton. Ya bisa membawakan materi dengan cara yang beda, terus juga ya emang sih materi kan emang begitu ya, apalagi basicnya sekarang kan TOEFL ya itu kan ya kaya gitu yang seperti kita tau. Cuma ya karena cara penyampaian dosen yang baru bikin pemahaman makin increase.

Researcher: oh berarti sesuai dong diterapin pendekatan dan metode seperti yang di mata kuliah sekarang ini? Soalnya kan ada penerapan proses pembelajaran yang seperti kalian rasakan di mata kuliah writing ini kan kaya tadi didalam proses pembelajarannya kalian dibagi kedalam kelompok tuh nah ka nada beberapa orang yang kadang ga suka saat dalam kelompok? Tanggapan kamu sendiri gimana?

Std 1: kalau saya orangnya netral sih the. Ya jadi tergantung sama tugasnya, kalau memang tugasnya butuh kolaborasi ya saya butuh yang namanya grouping. Ya kalau misalkan apa ya bentuk tugasnya atau materinya biasa kaya bikin essay itu kan individual juga bisa tapi grouping juga okay lah.

Researcher: oh iya emangnya kalo ditugas dosen nunjukin ga hal-hal yang harusnya kalian buat atau lakuin gitu? respon kalian terhadap itu gimana?

Std 1 : eh iya teh ya iya gitu teh gimanapun saat kita nulis emang sih yang saya rasain sama kaya temen-temen. Tapi menurut saya sih ya udah ngasih sih teh kan



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waktu pemberian tema atau tugas tuh ngasih contoh dan kan pernah ngasih website juga buat kita nya.

Researcher: terus kata kamu gimana bapaknya udah bisa buat ngontrol untuk kesesuaian tugas atau minimalisir kesalahan dalam tugas gitu apa engga?

Responnya kamu gimana?

Std 1 : kalau itu sih udah teh kan setiap pertemuan kita suruh buat group nah disaat group itulah kita diarahin bener-bener teh gimana-gimananya gitu. Enak lah pas group jadi diperiksain gitu keliling tiap group.

Researcher: terus apakah dosen tuh udah ngasih solusi gitu tuh? Respon kamu gimana?

Std 1 : iya ngasih teh kelompok gitukan. Ya biar sesuai juga tugasnya kan gimanapun juga bapak yang lebih paham dari kita jadi kita mengikuti sarannya dan juga kan kalau ada sumber atau saran jadi lebih bagus gitu.

Researcher: oh iya terima kasih ya udah bantuin tete.

Std 1: iya sama-sama teh.



## Appendix 9

### Transcript of Second Students' Interview

Setting : room 303 at 11.15 am on January 4<sup>th</sup> 2016

Participant(s) : Hanifa

Researcher : Siti Royana

#### STUDENTS' INTERVIEW

Researcher: Assalamua'laikum. Maaf nih ganggu waktu hani ga?

Std 2: Wa'alaikumsalam. Oh teh enggak ko.

Researcher: jd gini hani teteh mau nanya-nanya nih boleh ya?

Std 2: boleh aja teh.

Researcher: kamu suka mata kuliah writing for proficiency test ga?

Std 2: suka teh.

Researcher: sukanya kenapa emang?

Std : ya suka aja sih. Jadi pas udah nulis kita tuh bisa nyari ide-ide apa terus dijadiin satu kalimat gitu. Terus kita bisa terus belajar dari satu materi terus digabungin gitu tuh. Terus, kita juga kaya nulis diary atau apa kan berawal dari menulis ya teh. Dari diary juga kita bisa, umm apa sih...bikin novel lah bikin apa lah bikin cerpen, kaya enak aja.

Researcher: oh jadi menulisnya itu bisa buat sebagai alat perekam juga?

Std 2: iya.

Researcher: berarti sudah membangun ketertarikan kamu?

Std 2 : iya.

Researcher: terus kalau kamu tertarik gimana kamu menanggapi penjelasan guru terhadap tugas ga sih?

Std 2: ya seperti itulah jadi kita mencoba dengan apa ya...ya kaya cari ide gitu dalam menulisnya tuh, idea apa gitu apa.

Researcher: proses pembelajaran itu kan biasanya dosen menjelaskan dulu tuh ya, nah menurut kalian apakah pemberian materi dan tugas oleh dosen sudah mudah dan cukup dipahamin ga sama kalian? Gimana tanggapan kamu sendiri?



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Std 2 : umm lumayan. Lumayannya tuh soalnya, ini apalagikan writing sekarang kan tentang TOEFL semuanya kan berdasarkan TOEFL dan IELTS gitu kan, paling susah sih disitu teh distruktur kalimat, kan IELTS kan sulit. Nah kadang, aku sendiri sih gatau kalau yang lain itu kadang ngerasa bapak tuh umm kaya ngajar tuh itu-itu aja gitu, ya pernah suatu ini nih aku ngerasanya kaya gitu aduh bosen soalnya disamping ga ngerti juga, rumit juga materinya, apalagi waktu yang struktur-struktur tuh yang dikasih fotocopyan, aduh ini tuh aku ga paham terus juga kecil-kecil juga tulisannya. Jadi ga jelas juga. Tapi seringnya mah ya lumayan jelas bapak sih, maksudnya ngejelasinya ya cuma itu aja sih aku mah ngerasanya mah. Yang pas bagian identifikasi gitu. Terus sama yang waktu bapak diklat kan ninggalin kelas tuh, kita tuh ngerasa kaya aduh kuliah tuh kok kaya gini gitu tuh ga ada dosennya ya tugas journal entry mah tetep bikin terus yang graphic pas waktu bapak ga ada jadi kaya terombang-ambing jadi berasa ga enak banget kalau ga ada dosen masuk tuh.

Researcher: kalau proses pembelajarannya sendiri menurut kamu gimana apa udah ningkatin kalian untuk mencapai tujuan belajar?

Std 2: jadi gini sebenarnya sih kalau proses pembelajaran sih suka. Enak sih, jadi kaya di grouping gitu saling kolaborasi satu sama lain terus yang pertama menariknya sih dari journal entry jadi kita kan nulis bahasa Inggris, dari satu journal entry ke yang lainnya gitu tuh oh ya yang kemaren tuh ada bahasa kaya gini kurang cocok atau gimana jadikan bahasanya lebih baik lagi, dan bisa meningkatkan. Tapi pas yang temanya daily activities ko temanya gitu-gitu aja nah pas ada perubahan yang katanya ditentukan kaya yang korupsi gitu-gitu , oh dirubah jadi kita langsung nyari-nyari jadi kita bisa di increase lagi bahasa Inggrisnya gitu. Terus kalau proses pembelajaran sendiri cocok sih, kan kita bisa saling share. Jadi kalau yang lain ada ide ini kalau ada yang ga setuju bisa di olah lagi bisa dicari lagi bersama groupnya.

Researcher: berarti waktu proses pembelajaran tadi semua yang dalam kelompok tadi aktif berdiskusi? respon kamu sendiri gimana?

Std 2: kalau yang di group saya sih aktif sih jadi pas saya ngasih ide kaya gini ih bukannya kaya gini kaya gini, jadikan dari sana kita dapat itu.



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Researcher: bisanya kan dalam kelompok yang aktif cuma berapa aja gitu yang lain engga?

Std 2: Alhamdulillah waktu di group saya waktu sama Faisal sama Vianty gitu saling respon, pas saya engga terima maksudnya pas saya ga terima ide ini ya ngomong yang lain juga ngomong, jadi oh gini gitu jadi yang lain juga cari lagi yang lebih ideal yang lebih cocok sama topiknya gitu.

Researcher: berarti berjalan dong?

Std 2: iya.

Researcher: oh iya emangnya kalo ditugas dosen nunjukin ga hal-hal yang harusnya kalian buat atau lakuin gitu? respon kalian terhadap itu gimana?

Std 2 : umm bapak sih kasih perintah sih harus gimana harus apa tapi pas bikin essay aja teh kalau journal entry mah ga gitu. Bagus sih teh biar kitanya juga latihan tapi ya tetap butuh yang namanya belajar masa iya kita nulis tanpa adanya pengarahan hal-hal apa aja gitu harus gimana gitu buat masukan teh.

Researcher: terus kata kamu gimana bapaknya udah bisa buat ngontrol untuk kesesuaian tugas atau minimalisir kesalahan dalam tugas gitu apa engga?

Responnya kamu gimana?

Std 2 : iya sih teh kalau control sih kita dapet saat dikelompok itu teh jadi tulisan kita dikoreksi dalam kelompok itu. Jadi meskipun kelompok juga dosen ga lepas control terhadap mahasiswa. Jadi kan pas kita nulis tau mana yang salah gitu karena dikoreksi pada saat itu juga.

Researcher: jadi kamu juga ngikuti gitu ya arahan yang diberikan tadi?

Std 2 : iya lah teh kan bapak ngarahinnya bener jadi kita juga ngikutin.

Researcher: maksudnya berarti dosen tuh udah ngasih solusi gitu tuh?

Std 2 : iya teh kan arahan yang diberikan itu udah termasuk solusi kan ada sumber yang diberikan gitu dalam arahannya.

Researcher : makasih banyak nih udah mau ditanya-tanya.

Std 2 : ya sama-sama.



## Appendix 10

### Transcript of Third Students' Interview

Setting : room 303 at 11.15 am on January 4<sup>th</sup> 2016

Participant(s) : Fifta Haifa

Researcher : Siti Royana

#### STUDENTS' INTERVIEW

Researcher: Assalamua'laikum. Lagi apa nih? Maaf nih ganggu ga?

Std 3: Wa'alaikumsalam. Oh iya enggak sama sekali ko teh.

Researcher: oh iya teteh boleh ga nanya-nanya nih, boleh ya?

Std 3: hehe boleh aja teh.

Researcher: sip deh. Umm fifta tuh suka mata kuliah writing for proficiency test ga?

Std 3: Seneng sih suka nulis, soalnya kan kalau nulis kan kita bisa...perasaan kita tuh bisa dituangkan dalam tulisan gitu.

Researcher: sebenarnya kamu menanggapi penjelasan guru terhadap tugas ga sih? berarti sudah membangun ketertarikan kamu?

Std 3 : umm ya gitu the tanggapannya. Klo tertarik sih ya tertarik. Gini loh tapi lebih kesesuatu yang kaya bentuknya informal gitu daripada formal. Karena formal kan baku dan ya bahasa Indonesianya kan EYD nya tuh banyak yang salah gitu tuh, salah itu tuh tanda bacanya dalam tulisan kalau engga err kita bentuk formalnya tuh salah gitu soalnya kan kita pake bahasanya kan sehari-hari pake bahasa gaul. Jadi lebih sulit untuk menulis.

Researcher: tapi kan emang kalau writing seperti itu bukan? Tapi sebenarnya suka? Jadi ngebangun ketertarikan ga nih?

Std 3: iya sih. Iya sebenarnya sih suka tapi tergantung juga sama dosennya gitu tuh pembawaannya gimana, kalau menyenangkan ya seneng gitu buatnya. Tapi kalau sebaliknya kan ya gitu gitu terus tuh, jadi kitanya juga cepet bosan gitu.



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Terus tuh pas lagi ngerjain gitu beliau keliling gitu meriksain coba liat gini-gini udah bener apa belum gitu tuh. Cuma yang susah itu yang pas buat essay pas buat TOEFL sama IELTS ya?

Researcher: emang kenapa?

Std 3 : kadang tuh bahasanya ngejelimet, dicontohnya tuh kalimatnya ini terus kita tuh harus buat kalimatnya tuh sama cuma...

Researcher: di paraphasing?

Std 3 : iya! Digitsu lagi tuh bingung soalnya vocab nya itu kan tentang sinonim yang itu nya tuh kadang belum banyak gitu jadi ya kesulitan gitu, ngeliat kamus juga, bingung juga. Pas latihan gitu tuh kan buka kamus tapi ya tetep aja. Misalnya ada itu tuh sama sih artinya, dua kata itu tuh sama tapi kadang kita tuh ini apa belum familiar gitu kata-katanya kan biasanya TOEFL sama IELTS bahasanya belum familiar, rada sulit gitu tuh jadi makanya pas ada TOEFL sama IELTS disemester 3 tuh kaget tuh soalnya persamaan sinonim kita belum banyak yang kita tahu, jadi yaudah kita kan lagi belajar di mata kuliah lain juga kaya di reading gitu kan pasti selalu ada tentang sinonim gitu kan jadi ya dari situ belajar. Tapi ya jelas sih bapak neranginnya tuh.

Researcher: berarti seberapa jelas sih materi yang kamu pahami?

Std 3 : ya lumayan sih tapi ya kadang juga ya sama gitu kaya Fajriah kaya yang kadang ga jelas tuh yang tentang graphic yang buat graphic misalnya buat mendescribe tentang graphic bingung juga misalnya buat kata pertamanya padahal udah dikasih tau tetapi pas nyoba sendiri tuh kadang tuh bingung tuh sulit, jadi harus liat dulu gini-gini. Udah paham misalnya gini-gini terus dikoreksi ke temen tuh gini-gini salah gitu jadi diarahin gini-gini.

Researcher: emang waktu itu penjelasan bapaknya kaya gimana?

Std 3 : bapak sih ngejelasinnya apa sih soalnya bapak tuh nulisnya kecil-kecil dipapan tulis terus juga pake spidol berwarna kadang ga terlalu jelas.

Researcher: kalau proses pembelajarannya sendiri menurut kamu gimana apa udah ningkatin kalian untuk mencapai tujuan belajar?

Std 3: suka sih soalnya emang beda banget mata kuliah writing tuh. Seneng sih kaya membawa sesuatu yang baru lah intinya tuh terus yang tentang journal entry



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itu dosen juga kan ga cuman ngasih tapi juga ngasih teori juga gitu kan ya, ga langsung kaya prakteknya kamu bikin journal gitu bikin ini bikin ini tapi ga ngasih teori gitu kan. Sedangkan kita kan, maksudnya, aku sendiri juga ya pribadi juga ya ga bisa langsung cari sendiri sumbernya gitu kan perlu ada penjelasan juga gitu kan dari dosennya. Jadi seneng sih.

Researcher: berarti pas waktu itu juga dikelompok juga bisa nyatu?

Std 3: iya bisa nyatu soalnya emang seneng juga kelompok sih, maksudnya ya kelompokan kan ide itu kan di share terus kalau ada ide dari anggota kelompok lain kan bisa disatuin ntar dipilih yang mana kaya gitu. Jadi enak sih the. Terus juga kan ada koreksi dari teman yang lain, kadangkala kemampuan kita kan cuman segini terus juga kan bisa ditambah dari yang lain terus jadi tau oh yang salahnya disini disini.

Researcher: jadi bisa saling dikolaborasiin dengan yang lain begitu ya?

Std 3: iya kaya gitu, kan di group itu ya saling bertukar gitu jadi bisa disatu-satuin idenya.

Researcher: oh iya emangnya kalo ditugas dosen nunjukin ga hal-hal yang harusnya kalian buat atau lakuin gitu? respon kalian terhadap itu gimana?

Std 3 : umm jadi gimana ya teh ya gitu teh, enggak sih soalnya kan bebas gitu. jadi cari sendiri gitu kalau untuk masalah sumber tapi kalau di grouping iya teh kaya ngasih petunjuk gitu kaya kita harus gimana dalam menulis terus diarahin gini-gini tapi kurang sih teh kalo menurut saya pribadi.

Researcher: terus kata kamu gimana bapaknya udah bisa buat ngontrol untuk kesesuaian tugas atau minimalisir kesalahan dalam tugas gitu apa engga? Responnya kamu gimana?

Std 3 : iya teh emang begitu jadi bapak ngarahin kita nulis di group-group gantian gitu jadi nulisnya juga tau yang benarnya gimana gitu. Jadi nulisnya tepat gitu sesuai dengan arahan yang bapak kasih ke kita. Jadi kan kita ngerasanya ga kesulitan gitu teh.

Researcher: terus apakah dosen tuh udah ngasih solusi gitu tuh? Respon kamu gimana?



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Std 3 : iya sih the tapi ya kadang susah buat nulis apa yang diungkapkannya tuh tapi bisa ketolong sih sama informasi yang bapak kasih. Ya maksudnya arahan itu mempermudah sih penyelesaian dari kesulitan kita juga gitu. Ya dicoba aja buat mengikuti gimana-gimananya kan ada informasi dalam arahan tersebut gitu biar kita gampang ngerjainnya juga.

Researcher : makasih ya udah dibantu buat ditanya-tanya.

Std 3: iya teh sama-sama.



## Appendix 11

### Transcript of Lecturer's Interview

Observer : Assalamua'laikum pak

Mr. Zaky Yavani : Wa'alakumsalam, eh masuk masuk. Kenapa ga langsung kesini aja?

Observer : iya pak tadi sudah nyari ke perpustakaan tapi ga ketemu.

Mr. Zaky Yavani : iya sekarang saya disini. Kalau nyari bisa ke jurusan atau rektorat aja. Jadi gimana ada apa?

Observer : oh iya pak jadi gini selama mengikuti kelas Writing ada beberapa hal yang ingin ditanyakan pak.

Mr. Zaky Yavani : oh iya gimana?

Observer : dalam kelas Writing yang saya ikuti tadi kan menerapkan praktik scaffolding pak. Nah sebenarnya apa keuntungan dari menerapkan scaffolding itu sendiri pak?

Mr. Zaky Yavani : well by using scaffolding itself the students may feel easy to understand about topic because it gives a support to the students in learning process. Scaffolding also offers task or explanation to clarify expectation.

Observer : kalau tantangannya dalam mempraktekannya sendiri apa pak?

Mr. Zaky Yavani : it waste time anyway because we need more time.

Observer : di kelas tadi kan pak, bapak membagi siswa kedalam beberapa kelompok. Sebenarnya apa tujuan untuk membagi siswa dalam kelompok-kelompok kecil tersebut, pak?

Mr. Zaky Yavani : oh it is because...when they are in a group they can share with others. Besides, the activities like sharing, diskusi, dan itu juga kan melatih untuk communicative. Dalam ciri belajar itu kan terdapat 4 hal yang disingkatnya menjadi 4C yaitu communicative, creative, collaborative, and critical thinking. Agar ke-empatnya itu ada dan terjadi dalam proses pembelajaran jadi diterapkan di group. Well ke-empatnya itu ada ketika kita melakukannya didalam sebuah group.



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Observer : berarti itu dengan menggunakan “*grouping*” itu memiliki pengaruh dong pak dalam pembelajaran?

Mr. Zaky Yavani : When they want to ask they feel shy but by used it they more open, and it may build students’ confidence.

Observer : manfaat dari *grouping* itu sendiri gimana pak?

Mr. Zakky Yavani : Keuntungannya biar saling membantu. Di *group* itu kan mereka berdiskusi bisa saling membantu. Selain itu sebelumnya kan bapak telah menjelaskan materi kemudian mereka bisa membicarakannya didalam *group*.

Observer : oh iya pak, bapak juga kan sempat menggunakan video pada saat proses pembelajaran di kelas *writing* tadi pak, kelebihan pake video itu sendiri apa, pak?

Mr. Zakky Yavani : kan sebelum menggunakan video tersebut bapak udah jelasin dulu materinya.

Observer : kalo kelebihanannya itu apa pak?

Mr. Zakky Yavani : kan udah dikasih tau waktu dikelas tadi jadi untuk memperkuat penjelasan guru. Selain itu juga kan kelebihanannya mereka bisa mendapatkan kesempatan yang sama antara mahasiswa yang satu dan lainnya. Kalau pake video itu kan kita bisa diulang-ulang maksudnya mahasiswa bisa liat video tersebut ketika dia belum juga paham dengan materinya.

Observer : terus pak pas di kelompok itu kan bapak di kelas melakukan monitoring kan pak?

Mr. Zakky Yavani : ya monitoring kegiatan menulis mahasiswa itu sendiri merupakan salah satu control dari lecturer. So by monitoring the lecturers sure that they write as a lecturer’s guide. Dengan begitu lecturer will know what the lecturer should build for the students. Monitor juga bertujuan untuk mengetahui sudah sejauh mana sih mereka menulis. Pada saat monitoring itu juga kan they can ask me yang kalau di proses saya jelasin mereka menahan diri untuk bertanya jadi disitulah they have opportunity to ask.

Observer : oh jadi banyak ya pak untungnya dari monitoring itu sendiri?

Mr. Zakky Yavani : monitoring juga kan bisa menjadi salah satu cara dosen untuk showing care, dan biar seimbang dengan monitoring.



Observer : oh iya pak, kemudian juga bapak kan selalu memberikan verifikasi dan klarifikasi atas kesalahan yang dibuat oleh mahasiswanya saat menulis kan pak? Berarti ada maksud dari verifikasi dan klarifikasi itu dong pak?

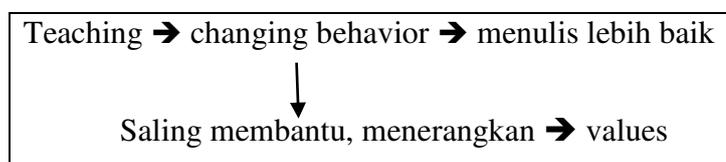
Mr. Zakky Yavani : Klarifikasi itu jadi siswa berhak tau dimana letak dari kesalahan mereka sendiri saat mereka menulis, dengan meng-klarifikasi siswa juga biar ada perbaikan dalam tulisan mereka. Jadi kan siswa itu dikedepan mendapatkan feedback dalam tulisan tersebut. Ada lagi?

Observer : oh iya pak terus kan di kegiatan akhir/evaluasi, siswa diajak untuk menemukan sendiri apa yang sudah dan belum dikuasai dengan cara peer review kan ya?

Mr. Zakky Yavani : yes. Peer review itu untuk mempertegas yang mereka tulis. When others read your teks, they will find your mistakes because it is not their text so it may make them more sensitive with your mistakes jadi mereka akan teliti dengan hasil kerja orang lain. Jadi gini kalau kita sendiri yang membuat teks itu kan kita ngerasanya udah bener, udah sempurna dan tidak ada salah lagi kan? Nah kalau dikoreksi yang lain belum tentu itu sesuai kan. Itu kan buat Self reflection buat mereka sendiri juga dari review nya ituh. Kalau untungnya juga pokonya buat mereka sendiri bukan buat saya.

Observer : oh iya pak berarti dari keseluruhan aktivitas yang dilakuin dikelas tadi meningkatkan kemampuan siswanya?

Mr. Zakky Yavani : iya, kalau diliat dari siswanya juga nilainya meningkat dari 50 jadi 90. Jadi sebenarnya esensi dari mengajar itu sendiri sudah didapat dengan praktek scaffolding juga karena kan gini mengajar itu harus menjadikan siswanya itu mempunyai sikap yang lebih baik changing behavior seperti itu. Jadi gini :



Mr. Zakky Yavani : Ada lagi?

Observer : oh udah pak cukup. Makasih pak. Maaf banget pak udah mengganggu.

Mr. Zakky Yavani : oh ya sama-sama. Kalau ada apa-apa lagi bisa ditanyain lagi aja.

Observer : iya pak. Makasih. Assalamua'alaikum.

Mr. Zakky Yavani : wa'alaikumsalam.

## Appendix 12

### Students' Essay Texts



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Hidayatul Hikmah, Siti Kholilah, Fikha Hafifah  
TBIA/3

No  
Date 19-11-2015

1. The most effective method to supporting ~~the~~ poor countries is the rich community should support the interns of aid for health care and education for poor countries.

In my opinion, I agree that rich countries should support poor countries in this case for health and education. However, I also believe ~~the~~ rich people support countries with a nother society. (Complex)

2. The most common trend to having and getting a year off before starting universities is increasingly.

In my opinion, this case is the <sup>the</sup> negative trend. However, I believe that starting universities better than having a year off before starting universities. Although, this case influence with the values to pay the studies. I also believe that we can get scholarship.

3. In ~~my~~ ~~statement~~, the most effective ~~the~~ way shouldn't assess student ability through exam. So in my opinion the teacher should assess the student ability by their course work and project ~~work~~.



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No

Date

Names : fifta Hafifa

Indri Novita

Manisah

Writing task essay

Doing a year break before college is getting popular nowadays among the senior high school graduate. To me, it could give them a change to prepare as well as to learn other skills. However, if we don't spend the time wisely, they will absolutely encounter some obstacles.

Studying at college, we need to prepare ourselves in terms of psychology. Here we are to deal with different situations, social interaction as well as different ways of learning. These will give us more pressure if we don't suit the situation easily. For example, we are encouraged to expand the materials given by lecturers. In contrast, we tend to be spoon-feeding when we were in high school. Hence, having a year off could help senior high school graduates to learn, understand, and finally cope with the problem.

During the year we are away from school, we can utilize our time to learn other skills such as work to get experience from there or take a course, and so on. When we choose to



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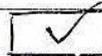
take course first that can help us when we want to starting collage. Through the experience and knowledge that we got. for example when we take a course that related with the major that we want to choose. we can apply the knowledge and the experience that we have got at collage.

Even there are some advantages but we have to realize the consequence. For example when we choose to work first, and we can get the money from ourself. then we feel satisfied and proud. finally we will think that work better than collage. Beside that, our age probably become the oldest than another, and sometime we will difficult to interact with them.

So, it can be concluded, when we choose to vocum in a year except, we know the advantages we have to realize the consequence.

introduction

has bacuground (memphrase)



Clear thesis statement

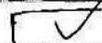


Body

has topic sentence



explanation



Example



conclusion

has clearly state the side



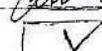
The ideas are easily read



The grammar only have



Not more than three mistakes.





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FIFTA HAIFA

TBI - A / 3

1414132083

Writing

S/P

① Some people think that poverty is the reason behind most crimes.

Do you agree or disagree?

Answer: The social creature certainly requires the necessities of life no exception for the poverty it self. The poverty is a characteristic of the economic situation of the individual or social group in which they cannot satisfy a certain range of the minimum requirements needed for life saving ability.

Poverty will be the problem society when there are so many people not getting decent wages for their works, young people gradually lose the desire to marry, marry have children - they are full of fear for tomorrow, ~~not~~ be fired because of another financial crisis. The problem of low wages and lack of jobs, experts say, are pushing young people to commit crimes in order to get rich quickly.

That's problem pushing <sup>them to</sup> they start committing crime because current crisis make people react and do something, even if it is illegal. That happened will be realize when they should search another ways to get money, even harming other people. Poverty has a huge psychological influence on people, who become depressed, desperate and then they decide to commit a crime, as they have not found anything that can legally get them out of such situation.

So that can be concluded that money takes a very important place in people's lives. ~~Everything~~ people do to earn money something in not enough, that will be the problem which lead to the thoughts to commit a crime as that last opportunity. Everyone wants to live worthily and this desire determines unexpected behavior. And the poverty will pushed they to do the crime and has money with other way

70

+ - 250



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## Making Introduction of IELTS

1. A few people assume the developed country has to help the developing countries for building the health care and education. <sup>compound</sup>

In my opinion, I agree that helping the developing country is the solution for building the health care and education. <sup>compound</sup>

2. During a years delay of proccessing their study in the University used to grow up. <sup>simple</sup>

In my opinion, that is positive trend because they are motivated from their experience which they got before enter to university then they more appreciated about their education. <sup>complex</sup>

3. A few person, true that learning at the school does not force the learner's skill. <sup>simple</sup> The most of school appraise the students' value from the exam. <sup>simple</sup> In my opinion to assess the success of study

is not only from the exam but it should assess the students' <sup>compound</sup> skill, their daily activities in the class and also their process of their learning.

The name of member : - Hayatunnisa

Eryani Suhandari

Deni Dzulfagori M

**TETRAXIM™**

Injection for injection

SANOPI PASTEUR 



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Doing a year's break before college is getting popular nowadays among the Senior High School graduate. To me it could give them a chance to prepare not only as to learn other skills. However if we don't spend the time wisely, they will absolutely encounter some obstacles.

Taking a year off before college is quite common nowadays for young people after graduating from Senior High School. The reason for this trend mostly they try to be able to look for new experience without entering the college first. They try to get other skill that can be useful for them in the next their planning. For example they take English course in other place. They are able to spend plenty of time before studying at the college. So the advantage of taking a year off is plentiful. They deliberately develop their confidence and their independence. Also they are motivated from their experience which they have got. Then, they will be ready to face their education.

In conclusion, whether to take a year off or not, it depends on their perspective because it is an individual decision. They should consider their intention also their education. Looking for the experience is important but the education is needed for them. By getting a new experience they can wisely appreciate their effort to make them more independent. However, if they do not spend the time usefully, they will feel remorse at that time, when they face their friends in the college who younger than them. By having other skill, they can look for new knowledge seriously.

By : Hayatunnisa  
Eryani Subandari



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## Hayatunnisa

Class : TBI-A/3

Essay!

A few people assumpt that the wickedness due to the number of destitution. In my opinion, I agree that the wickedness is caused from the number of destitution. Nowadays, the wickedness happen everywhere, every place and in the other situation. They admit the reason of their action is because of their destitution. In this era, we know how hard to get job, to look for money. Especially in Indonesia, there are many people who are joblessness. So, they do the wickedness to other people.

The wickedness exist everywhere. There can be various causes of wickedness around us. firstly, a destitution creates great stress for many people. They have need to their life but they don't have enough money because of they don't have any job. Therefore they feel stress, then they do everything they want include they do the wickedness. They don't have any positive thinking to do the best except the wickedness.

Secondly, they become hopeless, they are doing theft, robbery or other acts of violence to obtain good material that they cannot achieve through legitimate. In some societies, the number of wickedness committed by teenagers is growing up. They do what they can do and what they want to do without thinking. What is the effect after they do the wickedness. The reason is the lack of their skill, their respectness. They don't have any skill to face in globalisation era.

In conclusion, the destitution is the factor that greatly influence a person's wickedness. It is suggested to the government should make any effort to solve the vicious circle of destitution and wickedness in order to ensure safety for their society. The government also should give job for the joblessness. Also for the society should have other skill to make a job for others and for them, to be an independent person.

80



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Writing Task 2 -  
 How to write Introduction  
 ESSAY

- 1) Febriyano Ramadhan
- 2) Heni Puji Astuti
- 3) Vianthy Wulandari

1. Some people think that rich countries should support poor countries in terms of aid for health care and education to what extent, do you agree?

background - There are some ideas appears in the society that the developed ~~cont~~ country advice to contribute to the developing countries. Is considered to be contributes in the prevention of health and also education.

nest - In my opinion, I agree that the contribution is the way to help health and education. However, I also believe that giving donation is important (Vianthy Wulandari)

2. Having a year off before starting universities is becoming increasingly common. Do you think this is a positive or negative trend?  
 background - One year break before studying in campus is getting usual among senior high school students. In my view, it is the positive way for them because they will acquire more experience by preparing their needs before joining to camp also, in determining a proper major for them (Febriyano)

3. Some believe that school should not assess a student's ability through exam but instead assess them by their course work with project work over the whole academic year, do you agree?

background - The majority of people believe that the best school assesment for student's ability is through by their course works and project works in the whole academic year. In my opinion, I strongly agree that assess stiden ability through their daily courses is the most effective way to know the ability of students exactly than through final exam. However the evaluation in each meeting is needed to know the progress in the learning process (Heni Puji Astuti)



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- Faisal Ibnu Affan
- febriyano Ramadhan

TBI A / 3

Doing a year break before college is getting popular nowadays among the senior high school graduate. To me, it could give them a chance to prepare as well as to learn other skills. However, if we don't spent the time wisely, they will absolutely encounter some obstacles.

Studying at college, we need to prepare our self in term of psychology. Here, we are to deal with different situation, social interaction as well as different way of learning. Those will give us more pressure if we don't suit the situation easily. For example, we are encouraged to expand the material given by lecturer. In contrast, we tend to be spoon feeding when we were in high school. Hence, having a year off could help senior high school graduate to learn, understand, and finally cope with the problem.

By taking a break for year before studying at university, we can have opportunity to learn lots of skills ~~which~~ whose kinds of the skill can may not be related to academic skill or we can focus on our academic skill.

Those skills will make us ready to face college realm. For example, if we was to be an English student in college, we can sharpen our English ability by ta-

king some courses. Anyway, focusing the academic ability and getting another ability is important, not only for our need in college, but also for our need to face a job in reality.

Being university student, we need adapting with college environment which is totally different with school. Here, we must be an active individual who seeks and expands a learning material individually because we will be andragogy learner. Getting one year rest before learning at campus is the process to prepare our skill and ability before taking proper major, at least adapt with new environment and learning activity. Those who haven't prepared properly will get trouble in habituating with learning action. Therefore, having one year break could assist us to gain experience, enrich knowledge, and sharpen skill and ability. Consequently, we will have ideal preparation before college if we can obviously use the time, so that we have no difficulties.

Finally, having one year off could give senior high school graduate an occasion. At least to learn other skills and enhance enrich knowledge,



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Professional sport people are often idolised by young children. People think that they, therefore, have responsibility to be a good role models at all times. Do you agree or disagree?

Febri

The well-known athletes are usually loved by youth. People feel that they, hence, take responsibility for being an ideal example any time. In my view, it is actually good to imitate an athlete in their action to be truly Indonesian when they follow world competition in any type of sport. However, we would like to follow their nice personality from what they showed in sport competition.

Looking at ~~at~~ sport athletes when they are competing in world championship ~~and~~ made Indonesian truly proud of it. It could be an ideal example, specially for kids who have dream to be a sport model. An athlete efforts to bring Indonesia become famous over the world is something that need more effort in which it become true. Nevertheless, what athletes do for this country should motivate young learner to be sport athlete someday.

Being an ideal example for kids needed to make them ~~are~~ proud and have a desire to be an ideal sport model next day. Here, what is performed by an athlete should bring a good value whether inside ~~of~~ ring or not. They, however, are known by all people, especially children. A good example will keep whatever they have and believed by Indonesian. They will truly struggle to bring Indonesia become that has a lot of talented sport athlete. For example, EVAN Dimas, the player of U-19 National team, are very famous in whole Indonesia. Evan and his friend brings Indonesia to be winner of AFF Cup U-19. His struggle continued when he and his friend ~~beat~~ <sup>beat</sup> down Korea in Gelora Bung Karno stadium in score 3-2, and bring Indonesia to be competitor in Asian Cup U-19.

Finally, Evan and his friend struggle bring Indonesia football become a good competitor in Asean and Asian at the time. This ~~is~~ clearly state that an ideal athlete will inspire all people to follow his action in any kinds of competition. Their spirit, motivation, inspiration, and their nationalism spread out ~~in~~ <sup>to</sup> whole country, that's why it made them to be famous people.

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Appendix 13

Syllabus



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## Appendix 14

### Photos' Documentation During Observation





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SURAT KEPUTUSAN  
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 INSTITUT AGAMA ISLAM NEGERI (IAIN) SYEKH NURJATI CIREBON  
 Nomor :3450 /In.08/F.1.1/T.L 01/01/2016

TENTANG  
 PERPANJANGAN PEMBIMBINGAN PENYUSUNAN SKRIPSI MAHASISWA  
 FAKULTAS ILMU TARBİYAH DAN KEGURUAN IAIN SYEKH NURJATI CIREBON  
 DEKAN FAKULTAS ILMU TARBİYAH DAN KEGURUAN

- Menimbang : a. bahwa dalam rangka pelaksanaan bimbingan penyusunan skripsi mahasiswa, dipandang perlu untuk memperpanjang masa berlaku Keputusan Dekan Fakultas Ilmu Tarbiyah dan Keguruan Nomor:9362/In.08/F.1/PP.00.9/05/2012 tentang Pembimbing Penyusunan Skripsi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan IAIN Syekh Nurjati Cirebon dan ditetapkan melalui Keputusan Dekan;;  
 b. bahwa Saudara yang namanya tercantum dalam Keputusan ini dipandang mampu dan memenuhi syarat untuk menjadi pembimbing skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan IAIN Syekh Nurjati Cirebon.
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 2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;  
 3. Peraturan Pemerintah RI Nomor 60 Tahun 1999 jo Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan jo Nomor 66 Tahun 2010 tentang Perubahan Peraturan Pemerintah Nomor 17 Tahun 2010;  
 4. Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;  
 5. Peraturan Pemerintah Republik Indonesia Nomor 37 Tahun 2009 tentang Dosen;  
 6. Peraturan Menteri Agama Republik Indonesia Nomor 11 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Syekh Nurjati Cirebon;  
 7. Peraturan Menteri Agama RI Nomor 36 Tahun 2014 tentang Statuta IAIN Syekh Nurjati Cirebon;  
 8. Kurikulum Institut Agama Islam Negeri Syekh Nurjati Cirebon Tahun 2013;  
 9. Pedoman Akademik Institut Agama Islam Negeri Syekh Nurjati Cirebon Tahun 2013.

MEMUTUSKAN

- Menetapkan :  
 Pertama : Terhitung mulai tanggal 01 Agustus 2016 Mengangkat:  
 1. Dr. Septi Gumiandari, M.Ag  
 2. Sumadi,SS.M.Hum  
 Sebagai pembimbing penyusunan skripsi mahasiswa tersebut dibawah ini:  
 Nama : SITI ROYANA  
 NIM : 14121310360  
 Jurusan : Tadris Bhs Inggris  
 Judul Skripsi : EXPLORING EFL LECTURER'S SCAFFOLDING PRACTICES IN WRITING CLASS AT IAIN SYEKH NURJATI CIREBON
- Kedua : Kepada pembimbing diberikan honorarium sesuai dengan ketentuan yang berlaku.
- Ketiga : Keputusan ini berlaku untuk Semester Ganjil terhitung mulai tanggal 01 Juli s/d 31 Desember 2016, dengan ketentuan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perubahan dan perbaikan sebagaimana mestinya.

KUTIPAN Keputusan ini diberikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Cirebon  
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 Dr. Muslihudin, M.Ag.  
 NIP. 19700116 200312 1 001

- Tembusan :  
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SURAT PENGANTAR PENELITIAN

Nomor : In.14/F.I.1/TL.01/5807/2015

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Nama : SITI ROYANA  
Tempat/Tgl. Lahir : Cirebon, 22 September 1993  
NIM : 14121310360  
Smt/Fak-Jurusan : VII/ Tadris Bhs Inggris  
Alamat : Blok Mlayon Ds. Kasugengan Kidul RT/RW 14/05 Kec. Depok-Cirebon

Akan melaksanakan penelitian dalam rangka penyusunan *skripsi* yang berjudul :

EXPLORING EFL LECTURERS' SCAFFOLDING PRACTICES IN WRITING CLASS AT IAIN SYEKH NURJATI CIREBON

Penelitian ini dilaksanakan selama 3(tiga) bulan mulai tanggal 02 November S.d 02 Januari 2016

Teknik pengumpulan data :

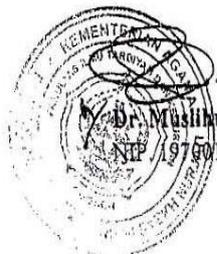
1. Observasi
2. Wawancara
3. Dokumentasi

Demikian disampaikan, dan kepada yang berkepentingan harap menjadi maklum Atas perhatian dan bantuan Saudara, kami ucapkan terima kasih.

Cirebon, 03 November 2015

a.n.Dekan

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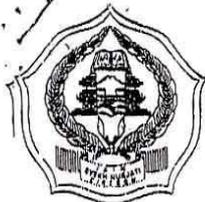
  
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**SURAT PERSETUJUAN TEMPAT PENELITIAN**  
No. In.14/F.1.1/PP.009/0034/2015

Yang bertandatangan di bawah ini adalah Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : **Siti Royana**  
NIM : **14121310360**  
Jurusan : **T.BI**  
Fakultas : **Ilmu Tarbiyah dan Keguruan**  
Waktu Penelitian : **2 November s/d 2 Januari 2015**

Adalah benar mahasiswa IAIN Syekh Nurjati Cirebon dan diijinkan untuk melakukan penelitian di IAIN Syekh Nurjati Cirebon Fakultas Ilmu Tarbiyah dan Keguruan Jurusan Tadris Bahasa Inggris dalam rangka penyusunan skripsi yang berjudul:

***Exploring EFL Lecturers' Scaffolding Practices in Writing Class***

Demikian Surat Persetujuan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Cirebon, 30 Oktober 2015

Jurusan T.BI,  
  
Nuzulita Bumela, M.Pd  
NIM: 14121310360





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**KARTU BIMBINGAN SKRIPSI  
SEMESTER GASAL/GENAP TAHUN AKADEMIK ...../.....**

Nama : <u>SITI ROYANA</u>	Pembimbing I : <u>Dr. Septi Gumilandi, M.Ag.</u>
NIM : <u>14121310360</u>	Pembimbing II : <u>Sumadi, SS, M. Hum</u>
Jurusan : <u>PBI</u>	
Judul Skripsi : <u>EXPLORING EFL LECTURER'S SCAFFOLDING PRACTICES IN WRITING CLASS AT IAIN SYEKH NURJATI CIREBON</u>	

Pembimbing I				Pembimbing II			
Per temuan	Tgl/Bln/Th	Materi Bimbingan	Paraf	Per temuan	Tgl/Bln/Th	Materi Bimbingan	Paraf
I	18/05/2016	Bimbingan Bab I		I	19/05/2016	Bimbingan Research methodology	
II	30/05/2016	Penggunaan Coding		II	31/05/2016	Revisian Research methodology	
III	01/06/2016	Bimbingan Bab 2		III	03/06/2016	Penulisan Chapter II, dan menambahkan penulisan research findings	
IV	06/06/2016	Revisi Bab 2		IV	06/06/2016	Revisi Bab II	
V	13/06/2016	Bimbingan Bab 3		V	14/06/2016	Penjabaran Research findings chapter 2	
VI	16/06/2016	Revisi Bab 3		VI	16/06/2016	menambahkan discussion/ kesimpulan di research findings	
VII	29/06/2016	Bimbingan Bab 4 & 5		VII	28/06/2016	Research findings chapter 3	
VIII	30/06/2016	Revisi Bab 4 & 5		VIII	29/06/2016	Research findings chapter 4	
IX				IX	30/06/2016	Research findings & bimbingan chapter 5	
X				X			
XI				XI			
XII				XII			

Pembimbing I,

Pembimbing II,

Mengetahui

Jurusan .....



- Catatan :**
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  - Jumlah bimbingan minimal 8 ( delapan ) kali pertemuan dengan kedua pembimbing



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Nama : SITI ROYANA	Tanggal Sidang Munaqasyah : 28 Juli 2016
NIM : 14121310360	
Jurusan : Tadris Bahasa Inggris	
Judul Skripsi : EXPLORING EFL LECTURER'S SCAFFOLDING PRACTICES IN WRITING CLASS AT IAIN SYEKH NURJATI CIREBON	
Pembimbing 1 : Dr. Septi Gumindari, M.Ag	Penguji 1 : Dr. Tedi Rohadi, S.E, M.Pd, Dipl. TEFL
Pembimbing 2 : Sumadi, SS, M. Hum	Penguji 2 : Farouk Imam Arrasyid, M.Pd, M.Pd

**Penguji 1**

Tgl/Bln/Th	Catatan Penguji	Paraf

**Penguji 2**

Tgl/Bln/Th	Catatan Penguji	Paraf

**Pembimbing 1**

Tgl/Bln/Th	Catatan Pembimbing	Paraf

**Pembimbing 2**

Tgl/Bln/Th	Catatan Pembimbing	Paraf

Mengetahui :

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Tanggal 11-08-2016

Ketua Jurusan .....  
  
Tanggal 10-08-2016

Catatan : Durasi bimbingan untuk revisi skripsi maksimal 1 ( satu ) bulan  
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