



APPENDIXES

Appendix 1 Surat Ijin Penelitian



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 2080/UN48.7.1/DT/2021

13 Oktober 2021

Perihal : Permohonan Izin Penelitian

Yth. Kepala SMA Negeri 4 Singaraja
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Made Hendrawan Pangestu
NIM	: 1712021050
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2020/2021
Judul	: The Implementation of Process Based Approach on Tenth Grade Students' Writing Competency at SMAN 4 Singaraja

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

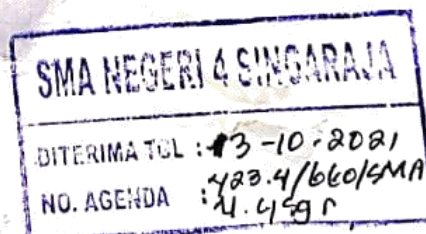
a.n. Dekan,
Wakil Dekan I,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS



Appendix 2 Surat keterangan melakukan penelitian



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DINAS PENDIDIKAN, KEMUDAAN DAN OLAHRAGA
1651601001 කිලි 131 සිලරාජා
SMA NEGERI 4 SINGARAJA
හතරවැනි තරුණ පාසාලය

ආලෝකයාලය (0362) 22845, පසාලය (0362) 32809, සිලරාජා - බාලි, 81113
Telepon. (0362) 22845, Faxcimile. (0362) 32809, Singaraja - Bali, 81113
<http://sman4singaraja.sch.id> email: sma4singaraja@gmail.com

**SURAT KETERANGAN
423.4/660/SMAN4SGR**


Yang bertanda tangan di bawah ini Kepala SMA Negeri 4 Singaraja menerangkan bahwa :

Nama : Made Hendrawan Pangestu
NIM : 1712021050
Program Studi : Pendidikan Bahasa Inggris

Memang benar mahasiswa dari Universitas Pendidikan Ganesha tersebut di atas telah melakukan penelitian di SMA Negeri 4 Singaraja dalam rangka pengumpulan data untuk menyelesaikan skripsi dengan judul *"The Implementation of Process Based Approach on Tenth Grade Students' Writing Competency at SMA N 4 Singaraja"*.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Bali, 13 Oktober 2021
Kepala SMA Negeri 4 Singaraja


Putu Gede Wartawan, S.Pd., M.Pd.
Pembina Utama Muda
NIP 19700224 199503 1 003

Appendix 3 Blueprint of observation sheet 1

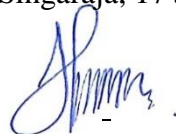
Title of Proposal : **The Implementation of Process Based Approach in Teaching Writing on the Tenth Grade Students at SMAN 4 Singaraja**

How the Process-Based Approach is implemented by the English teachers in teaching writing on the tenth grade students at SMAN 4 Singaraja in the academic year 2020/2021?

The researcher used an observation sheet while doing observation of how the teacher implements Process Based Approach. Researchers observed five writing stages in implementing a process based approach, namely: pre-writing, drafting, revising, editing and publishing. Those stages can be seen in table below.

NO	Activities	Teacher Activities	Observation Result	Source	Expert Judge	
					Relevant	Irrelevant
1.	Whilst-Activity	1. Pre-writing 2. Drafting 3. Revising 4. Editing 5. Publishing		(Alodwan & Ibnian, 2014).		

Singaraja, 17 Juli 2021



Putu Adi Krisna Juniarta, S.Pd., M.Pd.

NIP. 198706122015041006

Appendix 4 observation sheet 1

OBSERVATION SHEET

Title of Proposal :
 Teacher :
 Observer :
 Class :
 Topic :
 Date observation :
 Time observation :

Expert Judge Response Sheet I (Observation Sheet)

Expert: Putu Adi Krisna Juniarta, S.Pd.,M.Pd.

NO	Activities	Teacher Activities	Observation Result	Expert Judge	
				Relevant	Irrelevant
1.	Whilst-Activity	1. Pre-writing <ul style="list-style-type: none"> ▪ Teacher gives some pictures, video, or material to the students about report text. ▪ Teacher uses brainstorming to expand the students' knowledge. ▪ Teacher explains the topic about report text. ▪ Teacher divides several subtopics to students based on the topic. ▪ Teacher asks students to prepare to write and develop their ideas based on the subtopic given. 2. Drafting <ul style="list-style-type: none"> ▪ After the students have prepared their ideas based on the subtopics, teacher asks the students 		√	

		<p>to write their ideas on their book to be a draft.</p> <ul style="list-style-type: none"> ▪ During students write their drafts, teacher guides the students to generate the idea based on the subtopic they had by <i>Mind Mapping Technique</i>. ▪ Teacher gives the example of generating idea using <i>Mind Mapping</i> on the PowerPoint slide. ▪ In groups, students develop their ideas by finding other sources to support their ideas to make drafts based on the subtopic. ▪ Teacher guides the students to develop their drafts to be a text of report based on subtopic. ▪ Teacher looks around to their students' <i>Mind Mapping</i> and asks their problems. <p>3. Revising</p> <ul style="list-style-type: none"> ▪ Teacher explains the aims and steps in conducting the revision. ▪ Teacher asks the students to work in group to do proofreading on other students' report text. ▪ Teacher gives students a guideline to do proofreading. 		√	
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		<ul style="list-style-type: none"> ▪ In the process of proofreading, the students give others' work a suggestion based on the guideline on the text of report that has been written by his/her friend. ▪ Teacher also helps the students to give a suggestion and revision to all report text that have been written by them. ▪ Teacher asks students to re-read the revision that have been done. <p>4. Editing</p> <ul style="list-style-type: none"> ▪ Teacher explains the objectives and the procedure of the activities. ▪ Teacher asks the students to review their writing based on the revision from guideline given. ▪ Teacher asks the students to look at the result re-read their writing. ▪ Teacher asks the students to fix the report text. <p>5. Publishing</p> <ul style="list-style-type: none"> ▪ After the teacher asks their student to revise and fix their writing of report text, teacher ask student to re-check again the written work. 		<p>√</p> <p>√</p>	
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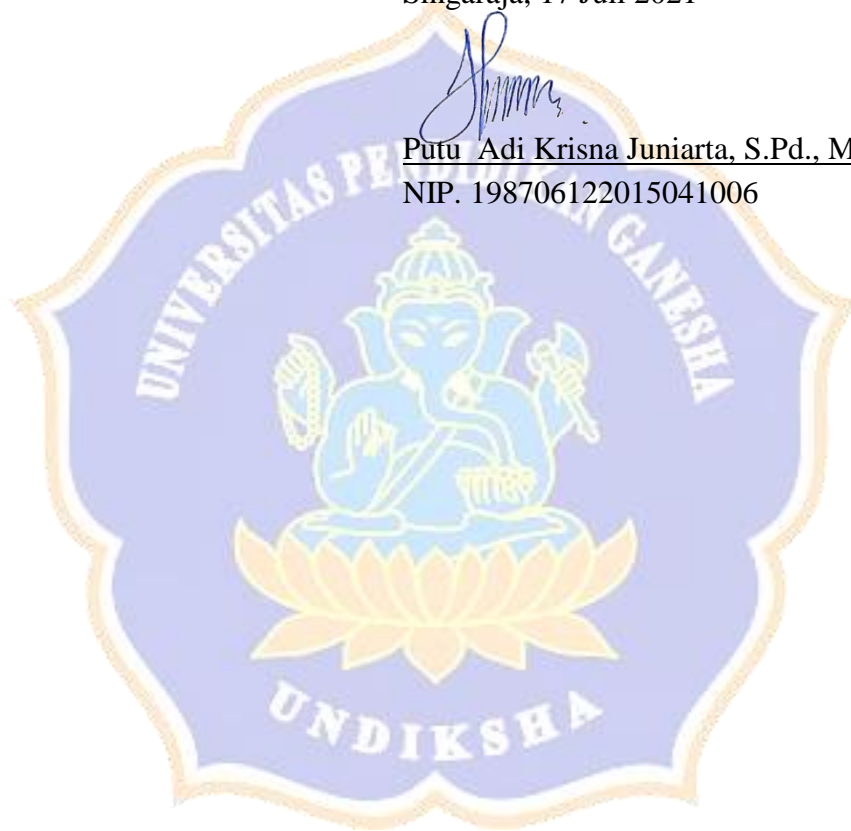
		<ul style="list-style-type: none">Teacher asks the student to publish their writing on their social media in the form of texts or short videos.			
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Singaraja, 17 Juli 2021



Putu Adi Krisna Juniarta, S.Pd., M.Pd.

NIP. 198706122015041006



Appendix 5 Blueprint of observation sheet 2


Title of Proposal : **The Implementation of Process Based Approach in Teaching Writing on the Tenth Grade Students at SMAN 4 Singaraja**

How the Process-Based Approach is implemented by the English teachers in teaching writing on the tenth grade students at SMAN 4 Singaraja in the academic year 2020/2021?

The researcher used an observation sheet while doing observation of how the teacher implements Process Based Approach. Researchers observed five writing stages in implementing a process based approach, namely: pre-writing, drafting, revising, editing and publishing. Those stages can be seen in table below.

NO	Activities	Teacher Activities	Observation Result	Source	Expert Judge	
					Relevant	Irrelevant
2.	Whilst-Activity	1. Pre-writing 2. Drafting 3. Revising 4. Editing 5. Publishing		(Alodwan & Ibnian, 2014).		

Singaraja, 17 Juli 2021



Gede Mahendrayana, S.Pd., M.Pd.
NIP. 199007252015041002

Appendix 6 Observation Sheet 2

OBSERVATION SHEET

Title of Proposal :
 Teacher :
 Observer :
 Class :
 Topic :
 Date observation :
 Time observation :

Expert Judge Response Sheet I (Observation Sheet)

Expert: Gede Mahendrayana, S.Pd.,M.Pd.

NO	Activities	Teacher Activities	Observation Result	Expert Judge	
				Relevant	Irrelevant
1.	Whilst-Activity	1. Pre-writing <ul style="list-style-type: none"> ▪ Teacher gives some pictures, video, or material to the students about report text. ▪ Teacher uses brainstorming to expand the students' knowledge. ▪ Teacher explains the topic about report text. ▪ Teacher divides several subtopics to students 		√	

		<p>based on the topic.</p> <ul style="list-style-type: none"> ▪ Teacher asks students to prepare to write and develop their ideas based on the subtopic given. <p>2. Drafting</p> <ul style="list-style-type: none"> ▪ After the students have prepared their ideas based on the subtopics, teacher asks the students to write their ideas on their book to be a draft. ▪ During students write their drafts, teacher guides the students to generate the idea based on the subtopic they had by <i>Mind Mapping Technique</i>. ▪ Teacher gives the example of generating idea using <i>Mind Mapping</i> on the PowerPoint slide. ▪ In groups, students develop their ideas by finding other sources to support their ideas to make drafts based on the subtopic. ▪ Teacher guides the 		√	
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		<p>students to develop their drafts to be a text of report based on subtopic.</p> <ul style="list-style-type: none"> ▪ Teacher looks around to their students' <i>Mind Mapping</i> and asks their problems. <p>3. Revising</p> <ul style="list-style-type: none"> ▪ Teacher explains the aims and steps in conducting the revision. ▪ Teacher asks the students to work in group to do proofreading on other students' report text. ▪ Teacher gives students a guideline to do proofreading. ▪ In the process of proofreading, the students give others' work a suggestion based on the guideline on the text of report that has been written by his/her friend. ▪ Teacher also helps the students to give a suggestion and revision to all report text that 		√	
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		<p>have been written by them.</p> <ul style="list-style-type: none"> ▪ Teacher asks students to re-read the revision that have been done. <p>4. Editing</p> <ul style="list-style-type: none"> ▪ Teacher explains the objectives and the procedure of the activities. ▪ Teacher asks the students to review their writing based on the revision from guideline given. ▪ Teacher asks the students to look at the result re-read their writing. ▪ Teacher asks the students to fix the report text. <p>5. Publishing</p> <ul style="list-style-type: none"> ▪ After the teacher asks their student to revise and fix their writing of report text, teacher ask student to re-check again the written work. ▪ Teacher asks the student to publish their writing 		√	
				√	

		on their social media in the form of texts or short videos.			
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Singaraja, 17 Juli 2021



Gede Mahendrayana, S.Pd., M.Pd.
NIP. 199007252015041002



Appendix 7 Interview Guide 1

Title of Proposal : **The Implementation of Process Based Approach in Teaching Writing on the Tenth Grade Students at SMAN 4 Singaraja**

What are the problems of implementing Process-Based Approach faced by English teachers in teaching writing on tenth grade students at SMAN 4 Singaraja in the academic year 2020/2021?

In conducting the research, researcher used interview guide to find out about the problems that is faced by English teachers in implementing process-based approach in teaching writing. This guideline helped the researcher to interview English teacher at SMAN 4 Singaraja. Researcher found the indicators of the problem of process based approach such as the lack of process based approach, teaching ability, and teaching habits.

Dimension	Indicator	Questions	Source	Expert Judge	
				Relevant	Irrelevant
Process Based Approach	The lack of process based approach	<p>1. Dalam mengajarkan writing, terdapat 5 stages dalam Process Based Approach, yaitu:</p> <ul style="list-style-type: none"> a) Pre-writing b) Drafting c) Revising d) Editing e) Publishing <p>• Apakah terdapat kelemahan atau kekurangan dalam mengimplementasikan dari setiap stage</p>	(Gafur, 2020; Widyaningsih et al., 2021)	√	

		<p>tersebut?</p> <ul style="list-style-type: none"> • Kendala apa saja yang ditemukan dalam mengimplementasikan setiap stage tersebut? • Bagian stage yang mana yang paling susah diimplementasikan dalam mengajarkan writing? Dan kenapa? 	√	
	Teaching Ability	<p>2. Dalam menerapkan kelima stage dari process based approach, guru membutuhkan kemampuan mengajar baik khususnya mengajar writing.</p> <ul style="list-style-type: none"> • Bagaimana cara guru untuk membimbing siswa melalui process based approach dilakukan? • Apakah guru menemukan hambatan dari luar kelas maupun dalam kelas ketika mengimplementasikan process based approach yang menyebabkan pengajaran writing menjadi tidak berjalan 	√	

		<p>dengan baik?</p> <ul style="list-style-type: none"> • Apa saja yang membuat guru kesusahan dalam mengimplementasikan process based approach? 		√	
	Teaching Habits	<p>3. Dalam menerapkan kelima langkah dalam process based approach, guru wajib menentukan kebiasaan mengajar yang memang dibutuhkan oleh siswa dalam menulis.</p> <ul style="list-style-type: none"> • Bagaimana cara guru menentukan kebiasaan mengajar agar memperoleh suasana belajar yang efektif? • Apa yang membuat kebiasaan mengajar guru menjadi kendala proses belajar menulis siswa? 		√	√

Singaraja, 17 Juli 2021



Putu Adi Krisna Juniarta, S.Pd., M.Pd.

NIP. 198706122015041006

Appendix 8 Interview Guide 2

Title of Proposal : **The Implementation of Process Based Approach in Teaching Writing on the Tenth Grade Students at SMAN 4 Singaraja**

What are the problems of implementing Process-Based Approach faced by English teachers in teaching writing on tenth grade students at SMAN 4 Singaraja in the academic year 2020/2021?

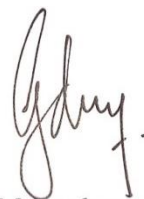
In conducting the research, researcher used interview guide to find out about the problems that is faced by English teachers in implementing process-based approach in teaching writing. This guideline helped the researcher to interview English teacher at SMAN 4 Singaraja. Researcher found the indicators of the problem of process based approach such as the lack of process based approach, teaching ability, and teaching habits.

Dimension	Indicator	Questions	Source	Expert Judge	
				Relevant	Irrelevant
Process Based Approach	The lack of process based approach	<p>4. Dalam mengajarkan writing, terdapat 5 stages dalam Process Based Approach, yaitu:</p> <p>f) Pre-writing g) Drafting h) Revising i) Editing j) Publishing</p> <p>• Apakah terdapat kelemahan atau kekurangan dalam mengimplementasikan dari setiap stage</p>	(Gafur, 2020; Widyarningsih et al., 2021)	√	

		<p>tersebut?</p> <ul style="list-style-type: none"> • Kendala apa saja yang ditemukan dalam mengimplementasikan setiap stage tersebut? • Bagian stage yang mana yang paling susah diimplementasikan dalam mengajarkan writing? Dan kenapa? 	√	
	Teaching Ability	<p>5. Dalam menerapkan kelima stage dari process based approach, guru membutuhkan kemampuan mengajar baik khususnya mengajar writing.</p> <ul style="list-style-type: none"> • Bagaimana cara guru untuk membimbing siswa melalui process based approach dilakukan? • Apakah guru menemukan hambatan dari luar kelas maupun dalam kelas ketika mengimplementasikan process based approach yang menyebabkan pengajaran writing menjadi tidak berjalan 	√	

		<p>dengan baik?</p> <ul style="list-style-type: none"> • Apa saja yang membuat guru kesusahan dalam mengimplementasikan process based approach? 		√	
	Teaching Habits	<p>6. Dalam menerapkan kelima langkah dalam process based approach, guru wajib menentukan kebiasaan mengajar yang memang dibutuhkan oleh siswa dalam menulis.</p> <ul style="list-style-type: none"> • Bagaimana cara guru menentukan kebiasaan mengajar agar memperoleh suasana belajar yang efektif? • Apa yang membuat kebiasaan mengajar guru menjadi kendala proses belajar menulis siswa? 		√	√

Singaraja, 17 Juli 2021



Gede Mahendrayana, S.Pd., M.Pd.
NIP. 199007252015041002