

APPENDICES

Appendix 1 Letter of Conducting Observation





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 : 3252/UN48.7.1/DT/2021

18 November 2021

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMA Negeri 8 Denpasar
di Denpasar

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

Nama : I Made Deby Adi Gunawan Putra
NIM : 2012027005
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2021/2022

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,



Deby Pute Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2 The Blueprint of the Instruments

INTERVIEW GUIDE

This interview guide was compiled to obtain the data needed in the preparation of the

thesis entitled “IMPLEMENTING SEOW’S WRITING PROCESS THROUGH VYGOTSKY’S INSTRUCTIONAL SCAFFOLDING TECHNIQUE USING ONLINE PLATFORM IN SMA N 8 DENPASAR”.

Identitas Narasumber: **Ni Putu Agustina Konita Dewi, S.Pd**

	INDICATOR	QUESTIONS
1.	<p>❖ Seow (2002)</p> <p>States that writing process incorporates the four basic writing stages namely planning, drafting, revising and editing.</p>	<p>❖ PLANNING</p> <ul style="list-style-type: none"> - Bagaimana langkah-langkah perencanaan penulisan (Announcement Text, Descriptive Text dan Recount Text)? - Dalam tahap perencanaan, terdapat beberapa kegiatan yang lebih spesifik (Group Brainstorming, Clustering, Rapid Free Writing, WH – Questions). Dengan demikian, bagaimana langkah-langkah penerapan kegiatan-kegiatan tersebut? <p>❖ DRAFTING</p> <ul style="list-style-type: none"> - Bagaimana langkah-langkah penyusunan penulisan (Announcement Text, Descriptive Text dan Recount Text)? <p>❖ REVISING</p> <ul style="list-style-type: none"> - Bagaimana langkah-langkah merevisi teks (Announcement Text, Descriptive Text dan Recount Text) yang anda terapkan untuk siswa? - Pada tahap revisi, siswa-siswa akan melakukan revisi sesuai dengan umpan balik yang diberikan. Selanjutnya, tujuan dari memberikan umpan balik adalah untuk meningkatkan hasil belajar siswa. Dengan demikian, bagaimana langkah-langkah memberikan (Meaningful

		<p>Feedback)?</p> <p>❖ EDITING</p> <ul style="list-style-type: none"> - Bagaimana langkah-langkah mengedit teks (Announcement Text, Descriptive Text dan Recount Text) yang Anda terapkan untuk siswa? - Pada tahap editing, siswa-siswa meninjau draft untuk terakhir kalinya dan melakukan koreksi agar lebih mudah dibaca. Dengan demikian, sebuah (Editing Checklist) perlu disiapkan oleh guru. Dengan demikian, hal-hal apa saja yang perlu diperhatikan dalam pembuatan (Editing Checklist)?
2.	<p>Lev Vygotsky's sociocultural theory and its concepts "Proximal Zone Development" ZPD</p> <p>which explains about problem solving under the guidance of adults.</p>	<p>❖ PROBLEM SOLVING UNDER THE GUIDANCE OF ADULTS</p> <ul style="list-style-type: none"> - Dengan adanya bimbingan dan arahan atas petunjuk-petunjuk yang Bapak/Ibu berikan selama kegiatan belajar menulis siswa di beberapa tahapan writing oleh Seow (2002) yang diantaranya perencanaan, penyusunan, revisi dan penyuntingan, tentunya dalam kegiatan pembelajaran menulis siswa terdapat beberapa permasalahan yang muncul yang dihadapi oleh siswa. siswa itu sendiri. Dengan demikian, mengingat ketika siswa menghadapi atau menemukan suatu masalah, maka bimbingan dan arahan yang Anda berikan kepada siswa akan sangat berguna bagi mereka dalam memecahkan dan mengatasi masalah yang mereka hadapi. Lantas, apa saja kendala yang dihadapi siswa selama kegiatan

		pembelajaran menulis? Dan bagaimana Anda memberikan bimbingan dan arahan terhadap masalah yang mereka hadapi? (Memuat Ringkasan).
--	--	---



OBSERVATION CHECKLIST

Observation Checklist of Students and Teacher Activities in Teaching Writing using
Seow's Writing Process

Data Sources : **X IPA 1 & X IPA 2**

Materi : **Too & Enough**

Teks : **Recount Text**

No.	Indicator	Qualification			Description
		Yes	Sometimes	No	
1.	The teacher guides how to plan writing	✓			<ul style="list-style-type: none"> - The teacher explains the materials about Too & Enough, which the materials as Recount Text learning. - First of all, the teacher explains of the Definition, Structure and Example of Too & Enough. - Furthermore, the teacher starts to explain the Definition of Too & Enough. - Then, the teacher starts to explain the Structure of Too & Enough. - Then, the teacher starts to explain the Example of Too & Enough.
2.	The teacher practices how to plan writing	✓			<ul style="list-style-type: none"> - The teacher provides practice session related to Too & Enough on the whiteboard. There are 8 items which provided by the teacher, such as: <ol style="list-style-type: none"> 1. The woman is old to drive. I'm afraid if she will be danger. 2. Mr. Steve is good to explain the topic.

				<p>3. Freya sings beautifully in the singing contest.</p> <p>4. Emery is tired to clean up her room.</p> <p>5. Many teachers are busy to prepare the online lesson.</p> <p>6. The driver drives fast on ABC road.</p> <p>7. The man didn't speak clearly so I didn't get his point.</p> <p>8. Freya's room is clean & organized</p>
3.	The teacher implements the specific activities of planning stages (Group Brainstorming, Clustering, Rapid Free Writing, WH – Questions)	✓		<p>- Clustering, the teacher gives a stimulus to the students about the Definition, Structure and Example of Too & Enough. Furthermore, the students also form words from the 8 items on the practice session which provided by the teacher, related to the stimulus that has given by the teacher previously.</p> <p>- Rapid Free Writing, the teacher gives an instruction to the students to write simple tense freely related to the topic of Too & Enough, which later will be developed into a Recount Text.</p> <p>- WH-Questions, the teacher provides several questions related to in the use of WH-Questions, the questions are:</p> <p>1. Why can't Elephant jump?</p>

				<p>Students answer: Because the Elephant is too big.</p> <p>2. Why can't child drive a car?</p> <p>Students answer: Because the child is too young.</p>
4.	The teacher guides how to draft	✓		- The teacher guides how to draft based on the 8 items on the practice session.
5.	The teacher practices how to draft	✓		- The teacher guides how to draft based on the 8 items on the practice session.
6.	The teacher guides what aspects of writing need to be revised	✓		- The teacher guides the student 1 to revise the incorrect words and less words.
7.	The teacher practices what aspects of writing need revision	✓		<ul style="list-style-type: none"> - Student 1 writes: “enogh” then the teacher solve it into “enough”. - The less words from the student 1's task are, lack of addition “to” and “enough”. - The wrong spelling is, the student 1 writes “Engglish” then the teacher solve it into “English”.
8.	The teacher provides (Meaningful Feedback) as a	✓		- The Meaningful Feedback which given by the teacher, based on the Teacher's review on the students's task.

	part of revising stages				
9.	The teacher guides what aspects of writing should be checked	✓			- The aspects which checked by teacher, based on the revision stage .
10.	The teacher practices what aspects of writing should be checked	✓			- The aspects which checked by teacher, based on the revision stage .
11.	The teacher provides an (Editing Checklist) as a part of editing stages	✓			- The teacher gives an instruction to the students by leaving checklist mark on the student's task, which indicates, that words or sentences need to be checked .

Appendix 3 BLUEPRINT INSTRUMENTS

IMPLEMENTING WRITING THROUGH SCAFFOLDING TECHNIQUE USING ONLINE PLATFORM IN THE SENIOR HIGH SCHOOL

Research Question	Research Methods	Instruments	Theories
How is Seow's writing process done at SMA N 8 Denpasar using Vygotsky's Instructional Scaffolding Technique and an online platform?	Interactive Model	Observation Checklist, Interview Guide.	<p>❖ Seow (2002) states that writing process incorporates the four basic writing stages namely planning, drafting, revising and editing.</p> <p>❖ Lev Vygotsky's sociocultural theory and its concepts “Proximal Zone Development” ZPD</p> <p>Which explains about problem solving under the guidance of adults.</p>

The researcher interested in how Seow’s writing process implemented through Vygotsky’s Instructional Scaffolding Technique using Online Platform in SMA N 8 Denpasar. The theory of Seow (2002) which states that writing process includes main stages, such as planning, drafting, revising and editing in making the instruments and the

items used by the researcher in it. The reason is because the writing process requires stages, in order the writing process can be structured properly. Furthermore, the reason above is also strengthened by Renandya (2002: 303) stating that the writing process consists of several stages, namely planning, drafting, revising and editing. At the planning stage, where students are encouraged to write. Furthermore, at the drafting stage, which focuses on students' writing fluency related to grammatical accuracy, or the term is neatness of concepts. On revising stage, where students rewrite their text based on the feedback given. Finally, at the editing stage, students are involved in tidying up their text, which is when they are in a condition to prepare a final draft which will be evaluated by the teacher. Therefore, the researcher will find out about how Seow's theory which are planning, drafting, revising and editing stages that implemented by teacher to the students.

Furthermore, the researcher will also use the theory of Lev Vygotsky's sociocultural theory and its concepts "Proximal Zone Development" ZPD which explains about problem solving under the guidance of adults in making the instruments and the items. The reason is that when students learn related to writing skills, there must be some mistakes made by these students, and as a result need to be corrected by a teacher. Therefore, this is where a teacher acts as a mentor of course who guides his students, with the aim of solving problems faced by his students in other words, correcting mistakes. And as a result, students get the positive impact, namely their social processes are intertwined with, and their independence is built naturally. Furthermore, the reason above is also strengthened by (D Wood, 1976) stating that the Scaffolding Technique is also referred to as a social process that aims to support students, in helping to build their independence which is certainly good for their future.

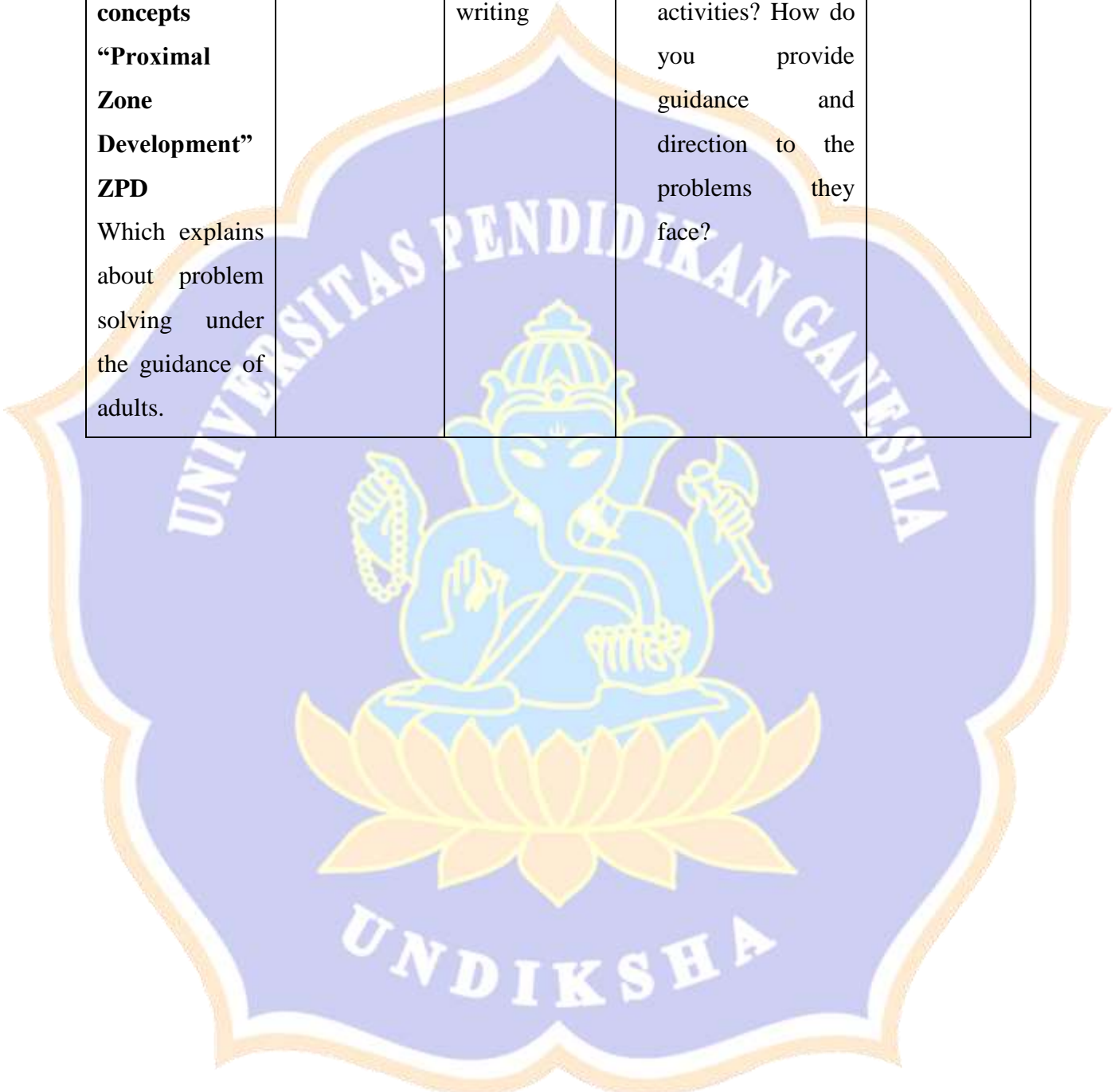
Here, the researcher will combine the two theories above, because the two theories above are interrelated, where, to solve problems in writing, students must understand the stages of writing first with the guidance of a teacher. Also the scope of this study is class X IPA based on 2013 curriculum there are 3 type of texts related which are announcement text, descriptive text and recount text but in this study only one text will be analyzed between those three which is text.

Appendix 4 BLUEPRINT INTERVIEW GUIDE AND OBSERVATION CHECKLIST

Teori	Aspek	Indikator	Items	Jumlah Items
<p>Seow (2002) states that writing process incorporates the four basic writing stages namely planning, drafting, revising and editing.</p>	Planning	To find out how the teacher implements the planning stages	<ul style="list-style-type: none"> - What are the steps of planning in writing that you implement for students? (Announcement text, descriptive text and recount text). - What are the steps for implementing the activities (Group Brainstorming, Clustering, Rapid Free Writing, WH – Questions)? 	2
	Drafting	To find out how the teacher implements the drafting stages	<ul style="list-style-type: none"> - What are the steps for drafting in writing that you implement for students? (Announcement text, descriptive text and recount text). 	1

	Revising	To find out how the teacher implements the revising stages	<ul style="list-style-type: none"> - What are the steps for revising in writing that you implement for students? (Announcement text, descriptive text and recount text). - What are the steps to provide (Meaningful Feedback)? 	2
	Editing	To find out how the teacher implements the editing stages	<ul style="list-style-type: none"> - What are the steps for editing in writing that you implement for students? (Announcement text, descriptive text and recount text). - What things need to be considered in making (Editing Checklist)? 	2

<p>Lev Vygotsky's sociocultural theory and its concepts</p> <p>“Proximal Zone Development”</p> <p>ZPD</p> <p>Which explains about problem solving under the guidance of adults.</p>	<p>Problem solving in students' writing</p>	<p>To find out how to solve students' problems in writing</p>	<p>- What are the obstacles faced by students during writing learning activities? How do you provide guidance and direction to the problems they face?</p>	<p>1</p>
--	---	---	--	-----------------



Appendix 5 Surat Keterangan Telah Melakukan Penelitian

