

APPENDICES



LIST OF THE APPENDICES

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2. Observation Protocol (Checklist) of the Lecturer's Activity in Implementing Process Approach
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4. Questionnaire

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1. Observation Protocol (Checklist) of the Lesson Planning
2. Observation Protocol (Checklist) of the Lecturer's Activity in Implementing Process Approach
3. Observation Protocol (Checklist) of the Students' Activity of the Implementation of Process Approach
4. Questionnaire

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Appendices 1
Expert Judgment Validity Form

1. Observation Protocol (Checklist) of the Lesson Planning

EXPERT JUDGMENT VALIDITY FORM
Observation Checklist for the Lesson Planning

No	Dimension	Item number	Relevant	Irrelevant	Notes
1	Lesson planning	1a	√		
		1b	√		
		1c	√		
		1d	√		
		1e	√		
		1f	√		
		1g	√		
		1h	√		
		1i	√		
		1j	√		
		1k	√		
		1l	√		
		1m	√		
		1n	√		
Note					

Singaraja, _____ 2020

Expert 1

Prof. Dr. Ni Made Ratminingsih, M.A

Nip: 196609081991022002

EXPERT JUDGMENT VALIDITY FORM
Observation Checklist for the Lesson Planning

No	Dimension	Item number	Relevant	Irrelevant	Notes
1	Lesson planning	1a	√		
		1b	√		
		1c	√		
		1d	√		
		1e	√		
		1f	√		
		1g	√		
		1h	√		
		1i	√		
		1j	√		
		1k	√		
		1l	√		
		1m	√		
		1n	√		

Note

Singaraja, _____ 2020

Expert 2

Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum

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Content Validity (Observation Checklist for the Lesson Planning)

		Judge 1	
		Relevant	Irrelevant
Judge 2	Relevant	(a)	(c)
	Irrelevant	(b)	(d)

- Content validity test $= \frac{a}{a+b+c+d}$
- The content validity must be more than 0.7 or 70% that can be classified as valid.

	Judge 1
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		Relevant	Irrelevant
Judge 2	Relevant	14/14	-
	Irrelevant	-	-

- Content validity test $= \frac{28}{28}$
= 1



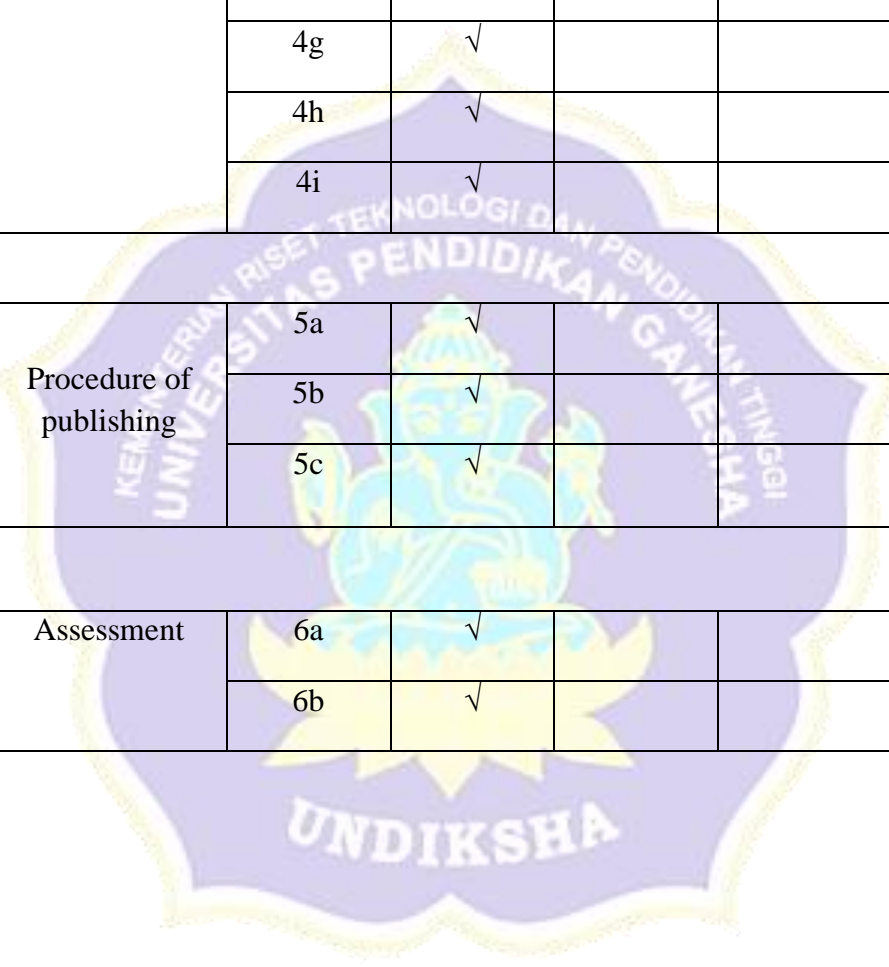
2. Observation Protocol (Checklist) of the Lecturer's Activity in Implementing Process Approach

EXPERT JUDGMENT VALIDITY FORM
Observation Checklist for the lecturer

No	Dimension	Item number	Relevant	Irrelevant	Notes
1		1a	√		

	Procedure of prewriting	1b	√		
		1c	√		
		1d	√		
		1e	√		
		1f	√		
		1g	√		
		1h	√		
2	Procedure of drafting	2a	√		
		2b	√		
		2c	√		
		2d	√		
		2e	√		
		2f	√		
3	Procedures of revising	3a	√		
		3b	√		
		3c	√		
		3d	√		
		3e	√		
		3f	√		
		3g	√		
		3h	√		
		3i	√		

4	Procedure of editing	4a	√		
		4b	√		
		4c	√		
		4d	√		
		4e	√		
		4f	√		
		4g	√		
		4h	√		
		4i	√		
5	Procedure of publishing	5a	√		
		5b	√		
		5c	√		
6	Assessment	6a	√		
		6b	√		



Note



Singaraja, _____ 2020

Expert 2

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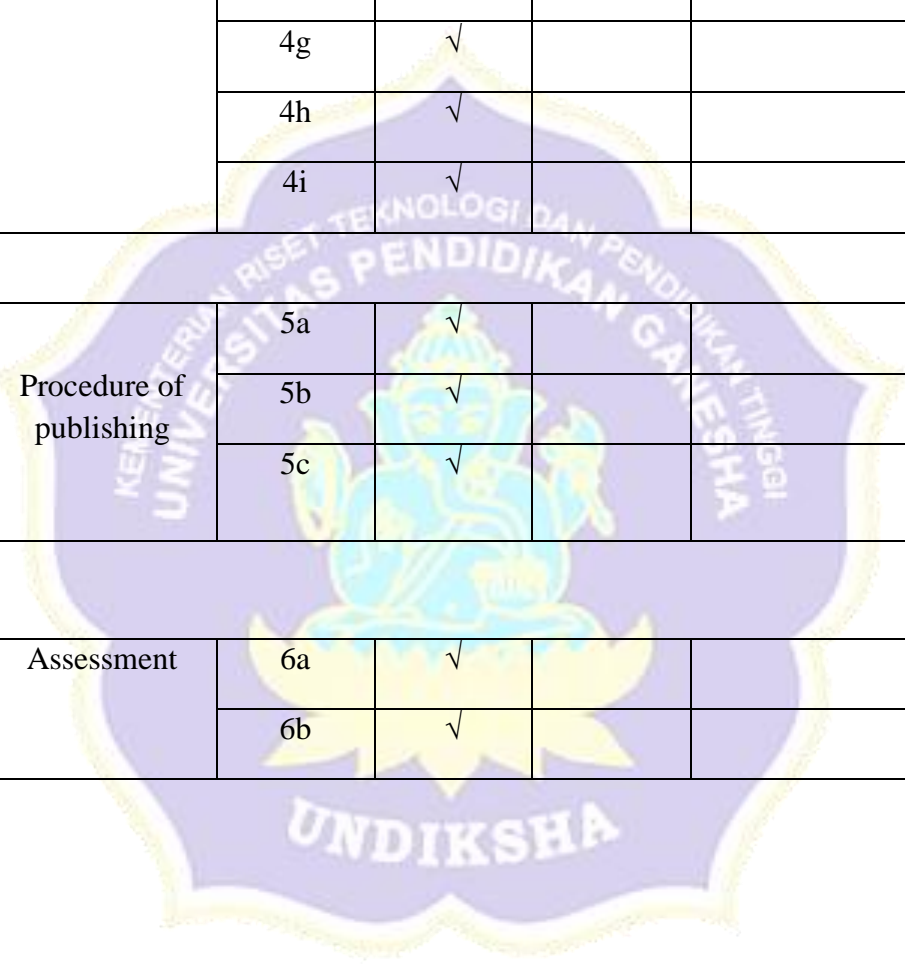
EXPERT JUDGMENT VALIDITY FORM

Observation Checklist for the lecturer

No	Dimension	Item number	Relevant	Irrelevant	Notes
1		1a	√		

	Procedure of prewriting	1b	√		
		1c	√		
		1d	√		
		1e	√		
		1f	√		
		1g	√		
		1h	√		
2	Procedure of drafting	2a	√		
		2b	√		
		2c	√		
		2d	√		
		2e	√		
		2f	√		
3	Procedures of revising	3a	√		
		3b	√		
		3c	√		
		3d	√		
		3e	√		
		3f	√		
		3g	√		
		3h	√		
		3i	√		

4	Procedure of editing	4a	√		
		4b	√		
		4c	√		
		4d	√		
		4e	√		
		4f	√		
		4g	√		
		4h	√		
		4i	√		
5	Procedure of publishing	5a	√		
		5b	√		
		5c	√		
6	Assessment	6a	√		
		6b	√		



Note

Singaraja, _____ 2020

Expert 1

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Content Validity (Observation Checklist for the lecturer)

		Judge 1	
		Relevant	Irrelevant
Judge 2	Relevant	(a)	(c)
	Irrelevant	(b)	(d)

- Content validity test $= \frac{a}{a+b+c+d}$
- The content validity must be more than 0.7 or 70% that can be classified as valid.

		Judge 1	
		Relevant	Irrelevant
Judge 2	Relevant	38/38	-
	Irrelevant	-	-

- Content validity test $= \frac{76}{76} = 1$



3. Observation Protocol (Checklist) of the Students' Activity of the Implementation of Process Approach

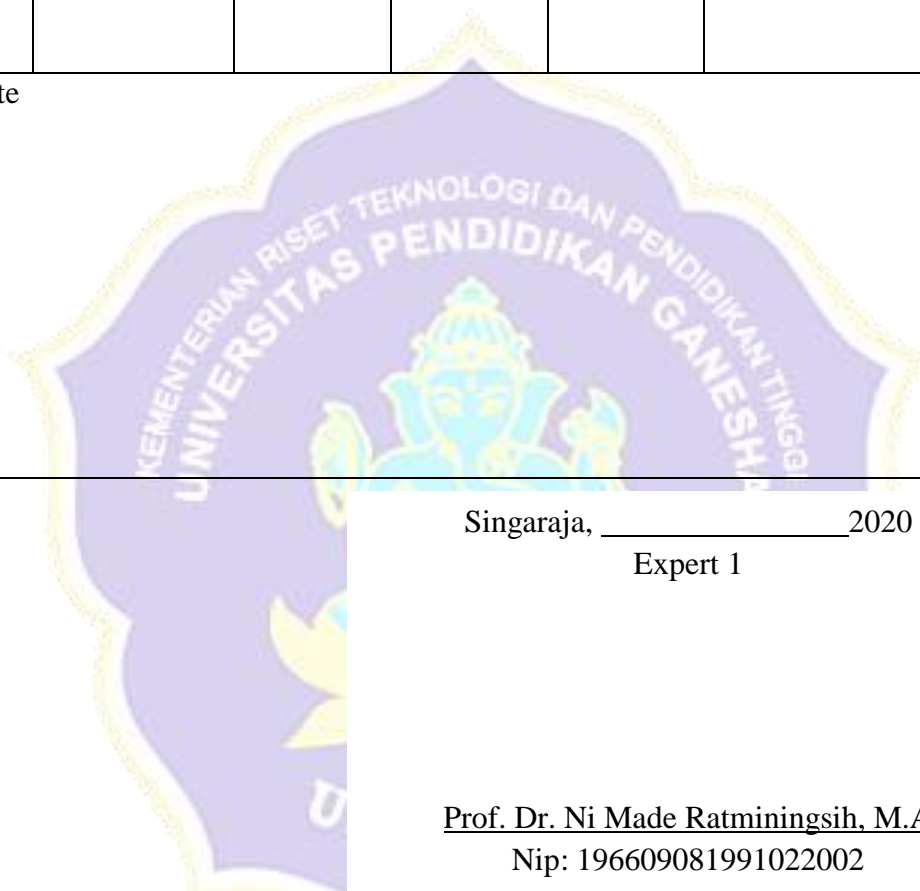
EXPERT JUDGMENT VALIDITY FORM
Observation Checklist for the students

No	Dimension	Item number	Relevant	Irrelevant	Notes
1	Pre-activity	1a	√		
		1b	√		
		1c	√		
2	Procedure of prewriting	2a	√		
		2b	√		
		2c	√		
		2d	√		
		2e	√		
		2f	√		
		2g	√		
		2h	√		
		2i	√		
		2j	√		
3	Procedure of drafting	3a	√		
		3b	√		
		3c	√		
		3d	√		
		3e	√		
		3f	√		

		3g	√		
		3h	√		
		3i	√		
		3j	√		
	Procedures of revising	4a	√		
		4b	√		
		4c	√		
		4d	√		
		4e	√		
		4f	√		
		4g	√		
		4h	√		
		4i	√		
		4j	√		
5	Procedure of editing	5a	√		
		5b	√		
		5c	√		
		5d	√		
		5e	√		
		5f	√		
		5g	√		
		5h	√		
		5i	√		

		5j	√		
6	Procedure of publishing	6a	√		
		6b	√		
		6c	√		
7	Assessment	7a	√		

Note



Singaraja, _____ 2020

Expert 1

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EXPERT JUDGMENT VALIDITY FORM
Observation Checklist for the students

No	Dimension	Item number	Relevant	Irrelevant	Notes
1	Pre-activity	1a	√		
		1b	√		
		1c	√		

2	Procedure of prewriting	2a	√		
		2b	√		
		2c	√		
		2d	√		
		2e	√		
		2f	√		
		2g	√		
		2h	√		
		2i	√		
		2j	√		
3	Procedure of drafting	3a	√		
		3b	√		
		3c	√		
		3d	√		
		3e	√		
		3f	√		
		3g	√		
		3h	√		
		3i	√		
		3j	√		
	Procedures of revising	4a	√		
		4b	√		

		4c	√		
		4d	√		
		4e	√		
		4f	√		
		4g	√		
		4h	√		
		4i	√		
		4j	√		
5	Procedure of editing	5a	√		
		5b	√		
		5c	√		
		5d	√		
		5e	√		
		5f	√		
		5g	√		
		5h	√		
		5i	√		
		5j	√		
6	Procedure of publishing	6a	√		
		6b	√		
		6c	√		
7	Assessment	7a	√		

Note

Singaraja, _____ 2020
Expert 2

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Content Validity (Observation Checklist for the students)

		Judge 1	
		Relevant	Irrelevant
Judge 2	Relevant	(a)	(c)
	Irrelevant	(b)	(d)

- Content validity test $= \frac{a}{a+b+c+d}$

- The content validity must be more than 0.7 or 70% that can be classified as valid.

		Judge 1	
		Relevant	Irrelevant
Judge 2	Relevant	47/47	-
	Irrelevant	-	-

- Content validity test $= \frac{96}{96} = 1$



4. Questionnaire
EXPERT JUDGMENT VALIDITY FORM
Questionnaire Guideline

No	Dimension	Item number	Relevant	Irrelevant	Notes
1	Benefits	1	√		
		2	√		
		3	√		
		5	√		
		6	√		
2	Motivation	4	√		
		7	√		
		8	√		
		11	√		
		14	√		
3	Importance	9	√		
		10	√		
		12	√		
		13	√		
		15	√		
Note					

Singaraja, _____ 2020
Expert 1

EXPERT JUDGMENT VALIDITY FORM
Questionnaire Guideline

No	Dimension	Item number	Relevant	Irrelevant	Notes
1	Benefits	1	√		
		2	√		
		3	√		
		5	√		
		6	√		
2	Motivation	4	√		
		7	√		
		8	√		
		11	√		
		14	√		
3	Importance	9	√		
		10	√		
		12	√		
		13	√		

		15	√		
Note					

Singaraja, _____ 2020

Expert 2

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Nip: 198004042003122001

Content Validity (Questionnaire)

		Judge 1	
		Relevant	Irrelevant
Judge 2	Relevant	(a)	(c)
	Irrelevant	(b)	(d)

- Content validity test $= \frac{a}{a+b+c+d}$
- The content validity must be more than 0.7 or 70% that can be classified as valid.

	Judge 1
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		Relevant	Irrelevant
Judge 2	Relevant	15/15	-
	Irrelevant	-	-

- Content validity test $= \frac{30}{30}$
 $= 1$



Appendices 2
Instrument Guideline, Observation Protocol (Checklist) and Questionnaire



1. Observation Protocol (Checklist) of the Lesson Planning

Observation Guideline (lesson planning)

No	Dimension	Explanation	Item number	Total
1	Lesson Planning	The lesson plan that had been prepared by the lecturer before process approach was implemented	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m, 1n	14



Observation Checklist

Name of lecturer : _____
 Name of observer : _____
 Subject : _____ Topic : _____
 Length of lesson : _____ Day/Date : _____
 Meetings : _____
 Legends displayed : 1 – strong 2 – apparent 3 – not

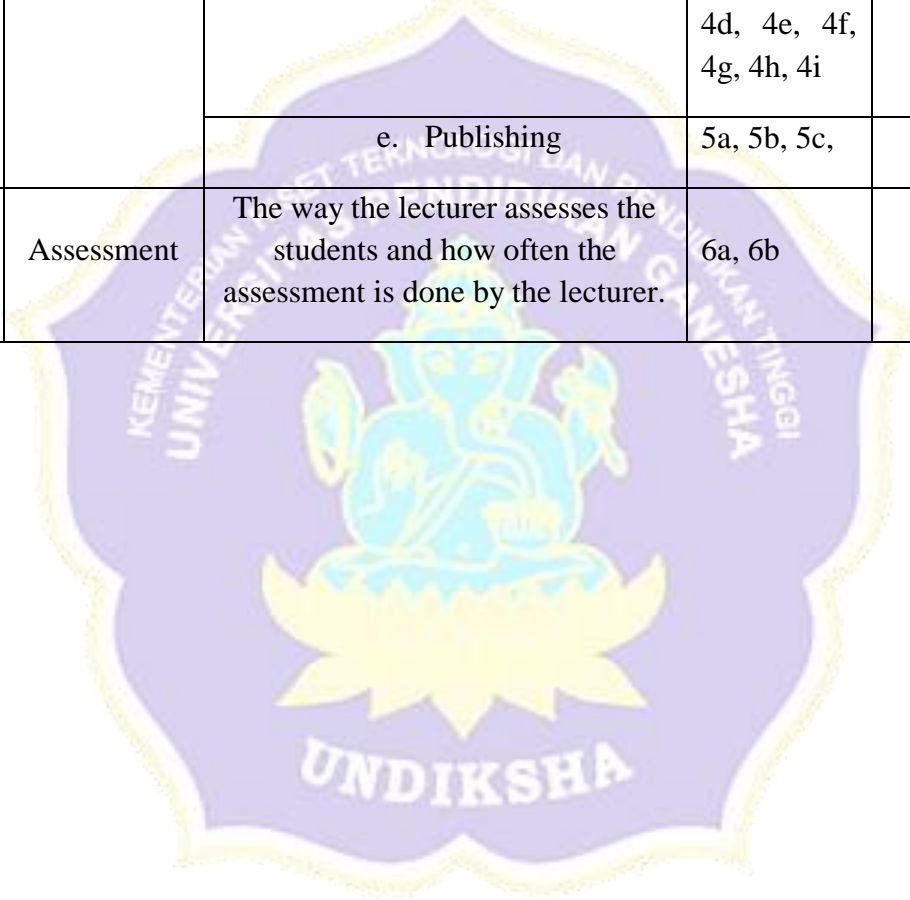
No	Component	1	2	3
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1	The learning plan that is made by the lecturer before learning activity			
	a. Time management on the lesson plan is planned clearly			
	b. The Learning Objectives are communicated clearly to the students by using operational verb			
	c. learning objectives include goals to shape students' ability in remembering			
	d. learning objectives include goals to shape students' ability in understanding			
	e. learning objectives include goals to shape students' ability in applying			
	f. learning objectives include goals to shape students' ability in analyzing			
	g. learning objectives include goals to shape students' ability in evaluating			
	h. learning objectives include goals to shape students' ability in creating			
	i. The learning materials are already planned and prepared by the lecturer			
	j. The criteria and the indicators of the assessment is stated clearly on the lesson plan			
	k. The scoring rubric is prepared by the lecturer clearly			
	l. The lesson is planned to be reviewed at the end of the lesson			
	m. The material (including the definition of the genre of the paragraph and the sentences development and structure) is planned to be given before the approach implemented.			
	n. Lecturer explains to the students about the writing activity that will be conducted			
Note:				

**2. Observation Protocol (Checklist) of the Lecturer's Activity in Implementing Process Approach
Observation Guideline (lecturer)**

No	Dimension	Explanation	Item number	Total
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1	Procedures	a. Prewriting	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h,	8
		b. Drafting	2a, 2b, 2c, 2d, 2e, 2f.	6
		c. Revising	3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i.	9
		d. Editing	4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i	9
		e. Publishing	5a, 5b, 5c,	5
2	Assessment	The way the lecturer assesses the students and how often the assessment is done by the lecturer.	6a, 6b	2



Classroom Observation Checklist

Name of lecturer : _____
 Name of observer : _____
 Subject : _____ Topic : _____
 Length of lesson : _____ Day/Date : _____
 Meetings : _____
 Legends : 1 – strong 2 – apparent 3 – not displayed

No	Component	1	2	3
	The implementation of process approach			
1	Prewriting			
	a. Lecturer focuses on the process of the writing not only the final product of the writing			
	b. Lecturer helps the students in the composing process of their writing			
	c. Lecturer helps the students in collecting and organizing the data			
	d. Lecturer provides sufficient time in the prewriting process			
	e. Lecturer gives the students freedom in choosing the topic that they are going to write			
	f. Lecturer gives the students feedback for their outline			
	g. Lecturer invites the students to make discussion and getting feedback from the other students			
	h. Lecturer revises and assess the students' outline			
2	Drafting			
	a. Lecturer asks the students to write their data into a first draft			
	b. Lecturer helps students to understand their own draft.			
	c. Lecturer gives the students time to write			
	d. Lecturer helps the students to build repertories strategies for drafting			
	e. Lecturer assists the students who are having difficulties with how to start write.			
	f. Lecturer helps students understand their own composing process			
3	Revising			

	a. Lecturer helps the students to build repertoires strategies for revising			
	b. Lecturers places the central importance of the revision			
	c. Lecturer gives the students chance to encourage feedback from the lecturer and their friend			
	d. Lecturer provides individual conferences between teacher and students during the process of composition			
	e. Lecturer asks the students to do self-revision and pair or group revision			
	f. Lecturer revises the students' draft			
	g. Lecturer gives the students feedback of their writing			
	h. Lecturer checks the content, context, assessing impact, connection and organization of the students text			
	i. Lecturer checks the originality of students' writing			
4	Editing			
	a. Lecturer asks the students to edit their text (read aloud, check the sentences and the organization)			
	b. Lecturer gives the students time to conduct the editing process			
	c. Lecturer conducts individual conferences between lecturer and students during the process of composition			
	d. Lecturer gives the students feedback throughout the process of writing not only in the final product, as the students attempt to bring their expression closer and closer to the intention			
	e. Lecturer gives the students chance to encourage feedback from the instructor and the peers			
	f. Lecturer helps the students in editing process			
	g. Lecturer gives students feedback of their writing			
	h. Lecturer asks the students to do a final revising with their pair or group			
	i. Lecturer helps students to build repertoires of strategies for editing			
5	Publishing			
	a. Lecturer asks the students to publish their writing (reading aloud, stick it on the wall or upload it)			

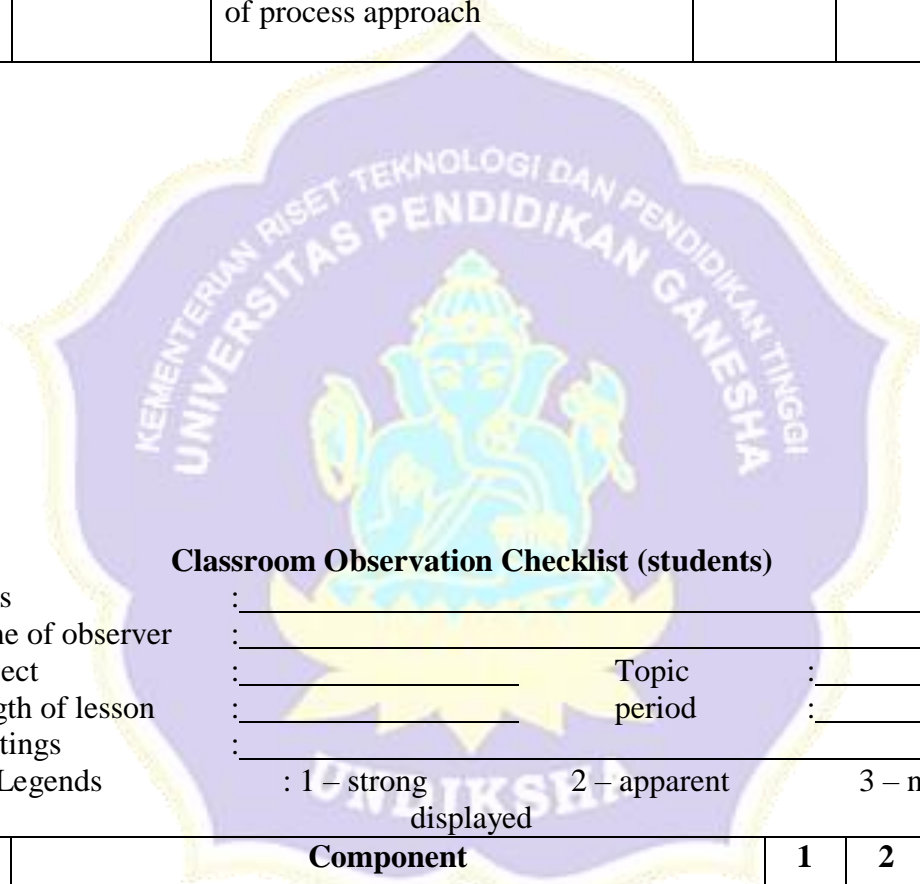
	b. Lecturer facilitates the students to share their writing product			
	c. Lecturer gives feedback on the students final writing			
6 The assessment that is given to the students				
	a. The assessment is carried out during the process of writing and it is not only done on the students' final writing product.			
	b. Lecturer uses writing scoring rubric to assess the students writing			
Note:				

3. Observation Protocol (Checklist) of the Students' Activity of the Implementation of Process Approach

Observation Guideline (students)

No	Dimension	Explanation	Item number	Total
1	Pre-activity	Activities that are done by the students before the main activity will have been conducted.	1a, 1b,1c	3
2	Procedures	Prewriting	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j,	10
		Drafting	3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j,	10
		Revising	4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j,	10

		Editing	5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j	10
		Publishing	6a, 6b, 6c	3
3	Post-activity	The activity that is done by the students after the implementation of process approach	7a,	1



Classroom Observation Checklist (students)

Class : _____
 Name of observer : _____
 Subject : _____ Topic : _____
 Length of lesson : _____ period : _____
 Meetings : _____
 Legends : 1 – strong displayed 2 – apparent 3 – not

No	Component	1	2	3
1	Pre activity			
	a. Students get general description of the activity that is going to be carried out.			
	b. Students review the previous activity			
	c. Students follow some processes in writing a text such as brainstorming, word-mapping, quick-writing, writing (drafting, feedback and revising), proofreading and editing			

	The implementation of process approach			
2	Prewriting			
	a. Students choose their own topic			
	b. Students determine the goal of their writing			
	c. Students determine the audience of their writing			
	d. Students revise and assess their idea			
	e. Students plan the strategies of prewriting			
	f. Students do brainstorming			
	g. Students collect their data (reading, exploring the internet, conducting discussion, listing, noting and outlining)			
	h. Students organize their idea (word-mapping, clustering, mind mapping and branching)			
	i. Students conduct free-writing (free-writing and quick writing)			
	j. Students prepare the scratch outline of their writing			
3	Drafting			
	a. Students prepare the enjoyable workspace			
	b. Students specify the topic			
	c. Students develop meaning from the idea			
	d. Students remove or add information			
	e. Students write a rough draft			
	f. Students use the outline as a guide to write the draft			
	g. Students determine the form of organization that is going to be written			
	h. Students search a good strategy to attract the reader			
	i. Students move ahead and focus on the content rather than mechanics			
	j. Students getting or giving feedback			

4	Revising			
	a. Students read aloud the text			
	b. Students fix the significant issues of content, context and organization			
	c. Students add, delete, modify and re-arranging details that is appropriate with the topic			
	d. Students do proofreading			
	e. Students pretends to be the reader of their writing			
	f. Students do group or pair revising by making discussion			
	g. Students Add or check all of the sources as a quotation			
	h. Students conduct self-revising			
	i. Students conduct peer/group revising			
	j. Students conducting expert revising			
5	Editing			
	a. Students check the language use (grammar, vocabulary, linkers),punctuation (and layout), spelling, sentence structure and the unnecessary word or information repetition			
	b. Students check the unity and coherence of their paragraph			
	c. Students check the gap of their writing			
	d. Students conduct self-editing			
	e. Students conduct pair/group editing			
	f. Students use computer to edit their paragraph			
	g. Students take advantages from other input			
	h. Students review slowly and repeatedly			
	i. Students track the error types			
	j. Students write the final copy of their writing			

6	Publishing			
	a. Students produce their final document			
	b. Students publish their writing into the appropriate form (reading aloud, display it on the classroom or school wall, send it to learning sites that others can read it)			
	c. Students share their writing to the teacher			
7 Post-activity				
	a. Students discuss with the lecturer about the activity that they have been done			
Note:				

4. Questionnaire

Questionnaire guideline

No	Dimension	Explanation	Item number	Total
1	Benefits	The benefits of the implementation of process approach in writing activity	1, 2, 3, 5, 6,	5
2	Motivation	The attitude of the students in writing activity during the implementation of process approach	4, 7, 8, 11, 14	5
3	Importance	The importance of the implementation of process approach	9, 10, 12, 13, 15	5



KUISIONER

Petunjuk umum:

1. Jawablah semua pertanyaan dalam kuisisioner di bawah ini dengan cara memberikan tanda (X) pada kolom yang disediakan.
 - a. SS : Sangat Setuju
 - b. S : Setuju
 - c. RR : Ragu-ragu
 - d. TS : Tidak Setuju
 - e. STS : Sangat Tidak Setuju
2. Semua jawaban benar sesuai dengan keadaan anda masing masing.

No	Pernyataan	SS	S	RR	TS	STS
1	Belajar menulis dengan mengikuti proses-proses menulis mulai dari <i>prewriting</i> hingga <i>publishing</i> sangat bermanfaat dalam mengembangkan keterampilan menulis					
2	Menulis dengan mengikuti langkah-langkah penulisan sangat efektif diterapkan dalam pelajaran bahasa Inggris khususnya pembelajaran writing					

3	Kemampuan menulis meningkat setelah mengikuti proses penulisan mulai dari <i>prewriting</i> hingga <i>publishing</i>					
4	Kepercayaan diri meningkat dalam menyampaikan ide secara tertulis setelah mengikuti proses penulisan mulai dari <i>prewriting</i> hingga <i>publishing</i>					
5	Menulis dengan mengikuti proses penulisan mulai dari <i>prewriting</i> hingga <i>publishing</i> memberikan kesempatan bekerja sama dalam belajar menulis dalam bahasa Inggris					
6	Keaktifan dalam belajar menulis dalam bahasa Inggris meningkat setelah penerapan mengikuti proses penulisan mulai dari <i>prewriting</i> hingga <i>publishing</i>					
7	Kepercayaan diri untuk bertanya, merevisi dan mengedit meningkat setelah mengikuti proses penulisan mulai dari <i>prewriting</i> hingga <i>publishing</i>					
8	Mengikuti proses penulisan mulai dari <i>prewriting</i> hingga <i>publishing</i> meningkatkan kelancaran dan keterampilan menulis dalam bahasa Inggris					
9	<i>Prewriting (choosing the topic, determining the goal and audience, revising and assessing the idea, planning the strategies of prewriting, brainstorming, collecting data, organizing the data, free-writing and preparing the scratch outline)</i> penting dilakukan sebelum kegiatan menulis					
10	<i>Revising</i> dan <i>editing</i> penting dilakukan untuk memperbaiki kesalahan-kesalahan yang mungkin dibuat					
11	Mengikuti proses penulisan mulai dari <i>prewriting</i> hingga <i>publishing</i> memberikan					

	motivasi yang tinggi dalam menulis sebuah teks dalam bahasa Inggris					
12	Membagi kegiatan menulis menjadi langkah-langkah sistematis (<i>prewriting, drafting, revising, editing</i> dan <i>publishing</i>) penting dilakukan untuk menghasilkan tulisan yang baik					
13	Penerapan pendekatan menulis dengan mengikuti langkah langkah menulis dari <i>prewriting</i> hingga <i>publishing</i> penting diterapkan dalam pembelajaran menulis, khususnya dalam menulis paragraf					
14	Hasil final dari tulisan yang telah dibuat memberikan kebanggaan dan kepuasan					
15	Proses menulis dari <i>prewriting, drafting, revising, editing</i> dan <i>publishing</i> penting diterapkan dalam setiap kegiatan menulis					



Appendices 3
Results of the Observation



1. Observation Result of the Lesson Planning

Observation Checklist

Name of lecturer : I Komang Budiarta, S. Pd., M. Pd., M. Hum.
 Name of observer : I Kadek Yogi Setyawan
 Subject : 2nd semester lecturer's preparation of faculty of teacher training study program majoring English language education
 Course : Paragraph writing
 Length of lesson : 1.5 hours per meeting
 Meetings : 1st meeting – 28th meeting (8 face-to-face meeting and 20 online meeting)
 Legends : 1 – strong 2 – apparent 3 – not displayed

No	Component	1	2	3
1	The learning plan that is made by the lecturer before learning activity			
	a. Time management on the lesson plan is planned clearly	√		
	b. The Learning Objectives are communicated clearly to the students by using operational verb	√		
	c. learning objectives include goals to shape students' ability in remembering	√		
	d. learning objectives include goals to shape students' ability in understanding	√		
	e. learning objectives include goals to shape students' ability in applying	√		
	f. learning objectives include goals to shape students' ability in analyzing			√
	g. learning objectives include goals to shape students' ability in evaluating	√		
	h. learning objectives include goals to shape students' ability in creating	√		
	i. The learning materials are already planned and prepared by the lecturer	√		
	j. The criteria and the indicators of the assessment is stated clearly on the lesson plan	√		
	k. The scoring rubric is prepared by the lecturer clearly	√		
	l. The lesson is planned to be reviewed at the end of the lesson			√
	m. The material (including the definition of the genre of the paragraph and the sentences development and structure) is planned to be given before the approach implemented.	√		

	n. Lecturer explains to the students about the writing activity that will be conducted	√		
<p>Note:</p> <ul style="list-style-type: none"> - Although in the lesson plan learning objectives related to analyzing are not listed but in their application these two objectives seem to be done and achieved by students - The remembering objectives were written as defining when the it has similar concept that the students are expected to defining the material based on their memory. 				



2. Observation Result of the Lecturer's Activity in Implementing Process Approach

Classroom Observation Checklist

Name of lecturer : I Komang Budiarta, S. Pd., M. Pd., M. Hum.
 Name of observer : I Kadek Yogi Setyawan
 Subject : 2nd semester lecturer of faculty of teacher training study program majoring English language education
 Course : Paragraph writing
 Length of lesson : 1.5 hours per meeting
 Period : 10th February – 8th June (28 meetings)
 Meetings : 1st meeting – 28th meeting (8 face-to-face meeting and 20 online meeting)
 Legends : 1 – strong 2 – apparent 3 – not displayed

No	Component	1	2	3
	The implementation of process approach			
1	Prewriting			
	a. Lecturer focuses on the process of the writing not only the final product of the writing	√		
	b. Lecturer helps the students in the composing process of their writing	√		
	c. Lecturer helps the students in collecting and organizing the data		√	
	d. Lecturer provides sufficient time in the prewriting process	√		
	e. Lecturer give the students freedom in choosing the topic that they are going to write		√	
	f. Lecturer gives the students feedback for their outline	√		
	g. Lecturer invites the students to make discussion and getting feedback from the other students	√		
	h. Lecturer revise and assess the students' outline		√	
2	Drafting			
	a. Lecturer asks the students to write their data into a first draft	√		
	b. Lecturer helps the students to understand their own draft		√	

	c. Lecturer gives the students time to write	√		
	d. Lecturer helps the students to build repertoires strategies for drafting		√	
	e. Lecturer assists the students who are having difficulties with how to start write.	√		
	f. Lecturer helps students understand their own composing process			√
3	Revising			
	a. Lecturer helps the students to build repertoires strategies for revising	√		
	b. Lecturers places the central importance of the revision	√		
	c. Lecturer gives the students chance to encourage feedback from the lecturer and their friend	√		
	d. Lecturer provides individual conferences between teacher and students during the process of composition		√	
	e. Lecturer asks the students to do self-revision and pair or group revision	√		
	f. Lecturer revises the students' draft	√		
	g. Lecturer gives the students feedback of their writing	√		
	h. Lecturer checks the content, context, assessing impact, connection and organization of the students text	√		
	i. Lecturer checks the originality of students' writing	√		
4	Editing			
	a. Lecturer asks the students to edit their text (read aloud, check the sentences and the organization)	√		
	b. Lecturer gives the students time to conduct the editing process	√		
	c. Lecturer conducts individual conferences between lecturer and students during the process of composition		√	
	d. Lecturer gives the students feedback throughout the process of writing not only in the final product, as the students attempt to bring their expression closer and closer to the intention	√		
	e. Lecturer gives the students chance to encourage feedback from the instructor and the peers	√		
	f. Lecturer helps the students in editing process	√		

	g. Lecturer gives students feedback of their writing	√		
	h. Lecturer asks the students to do a final revising with their pair or group	√		
	i. Lecturer helps students to build repertoires of strategies for editing		√	
5	Publishing			
	a. Lecturer asks the students to publish their writing (reading aloud, stick it on the wall or upload it)	√		
	b. Lecturer facilitates the students to share their writing product	√		
	c. Lecturer gives feedback on the students final writing	√		
6	The assessment that is given to the students			
	a. The assessment is carried out during the process of writing and it is not only done on the students' final writing product.	√		
	b. Lecturer uses writing scoring rubric to assess the students writing	√		
<p>Note:</p> <p>In applying the process approach in the classroom, after observations that had been conducted, there are a number of problems that was seen faced by the lecturer:</p> <ol style="list-style-type: none"> 1. The activity of students is less than the maximum. Where the lecturer is still seen as a center of learning. The lecturer must still appoint students to direct them to contribute in class. 2. Inadequate time where there are several phases that are not enough emphasis such as prewriting in online classes, drafting and publishing (both in online classes and face-to-face). 3. The implementation of full online classroom where the interaction between teachers and students is not optimal where meetings are held in Schoology and several times in zoom meetings. 				

3. Observation Result of the Students' Activity of the Implementation of Process Approach

Classroom Observation Checklist (students)

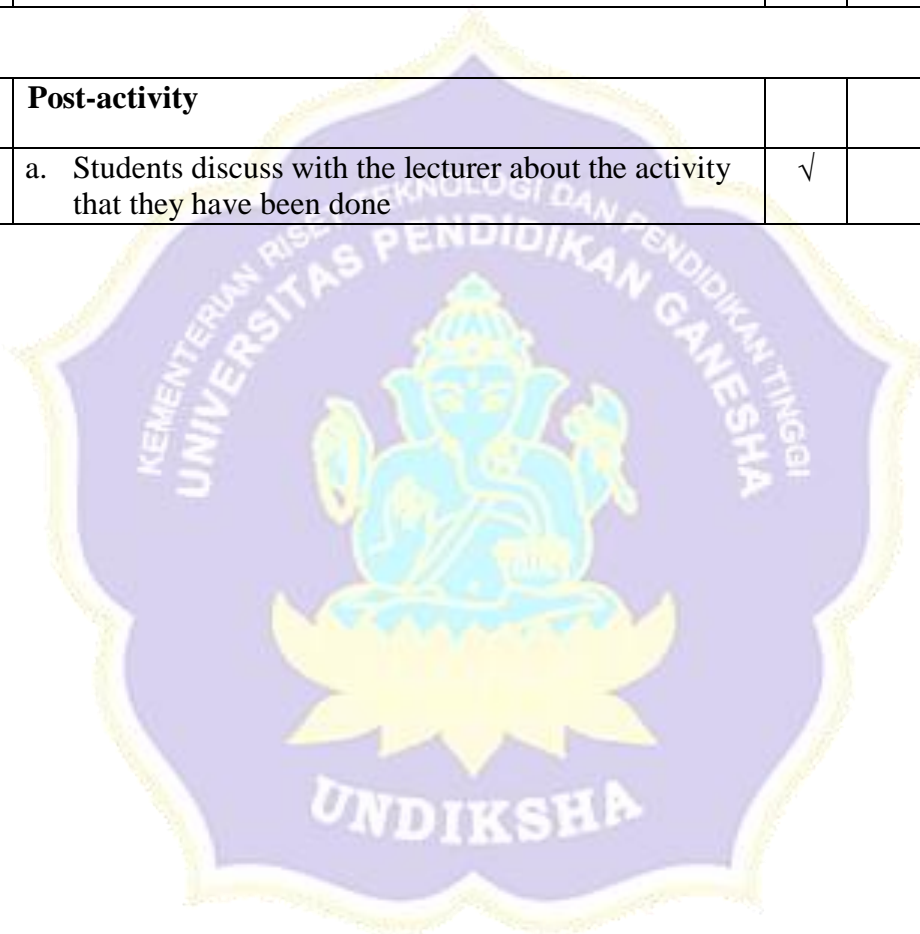
Subject : 2nd semester students of faculty of teacher training study program majoring English language education
 Name of observer : I Kadek Yogi Setyawan
 Class : II B
 Course : Paragraph Writing
 Length of lesson : 1,5 hours per meeting
 Period : 10th February – 8th June (28 meetings)
 Meetings : 1st meeting – 28th meeting (8 face-to-face meeting and 20 online meeting)
 Legends : 1 – strong 2 – apparent 3 – not displayed

No	Component	1	2	3
1	Pre activity			
	a. Students get general description of the activity that is going to be carried out.		√	
	b. Students review the previous activity		√	
	c. Students follow some processes in writing a text such as brainstorming, word-mapping, quick-writing, writing (drafting, feedback and revising), proofreading and editing	√		

	The implementation of process approach			
2	Prewriting			
	a. Students choose their own topic		√	
	b. Students determine the goal of their writing			√
	c. Students determine the audience of their writing			√
	d. Students revise and assess their idea		√	
	e. Students plan the strategies of prewriting		√	
	f. Students do brainstorming	√		
	g. Students collect their data (reading, exploring the internet, conducting discussion, listing, noting and outlining)	√		
	h. Students organize their idea (word-mapping, clustering, mind mapping and branching)	√		
	i. Students conduct free-writing (free-writing and quick writing)	√		
	j. Students prepare the scratch outline of their writing	√		
3	Drafting			
	a. Students prepare the enjoyable workspace			√
	b. Students specify the topic			√
	c. Students develop meaning from the idea		√	
	d. Students remove or add information		√	
	e. Students write a rough draft	√		
	f. Students use the outline as a guide to write the draft	√		
	g. Students determine the form of organization that is going to be written		√	
	h. Students search a good strategy to attract the reader			√
	i. Students move ahead and focus on the content rather than mechanics	√		

	j. Students getting or giving feedback	√		
4	Revising			
	a. Students read aloud the text			√
	b. Students fix the significant issues of content, context and organization	√		
	c. Students add, delete, modify and re-arranging details that is appropriate with the topic	√		
	d. Students do proofreading		√	
	e. Students pretends to be the reader of their writing			√
	f. Students do group or pair revising by making discussion	√		
	g. Students Add or check all of the sources as a quotation	√		
	h. Students conduct self-revising	√		
	i. Students conduct peer/group revising	√		
	j. Students conducting expert revising	√		
5	Editing			
	a. Students check the language use (grammar, vocabulary, linkers),punctuation (and layout), spelling, sentence structure and the unnecessary word or information repetition	√		
	b. Students check the unity and coherence of their paragraph	√		
	c. Students check the gap of their writing		√	
	d. Students conduct self-editing	√		
	e. Students conduct pair/group editing	√		
	f. Students use computer to edit their paragraph	√		
	g. Students take advantages from other input	√		
	h. Students review slowly and repeatedly	√		
	i. Students track the error types	√		
	j. Students write the final copy of their writing	√		

6	Publishing			
	a. Students produce their final document	√		
	b. Students publish their writing into the appropriate form (reading aloud, display it on the classroom or school wall, send it to learning sites that others can read it)	√		
	c. Students share their writing to the teacher	√		
7	Post-activity			
	a. Students discuss with the lecturer about the activity that they have been done	√		





Appendices 4
Observation Transcript and Students' Response of the Questionnaire

1. Observation Transcript of the Lesson Planning

Observation Transcript

No : 01
 Coding : LPO
 Period of observation : 10th February – 8th June (28 meetings)
 Time : 08:15 – 09:30 WITA (*Waktu Indonesia Tengah* / Indonesian Central Standard Time)
 Observed activities : The implementation of process approach

NO	Observed Aspect	Explanation
1	Lesson planning	<p>The lesson plan had been prepared by the lecturer before the writing class was begun. The lesson plan is entitled semester course plan. This lesson plan was made for paragraph writing course in second-semester students in Mahasaraswati Denpasar University.</p> <p>The learning outcome that was written in the lesson plan was students are expected “<i>being able to apply English in written communication fluently, accurately, and acceptably through different patterns of paragraph organizations both in academic and social contexts</i>”.</p> <p>In the lesson plan, the lecturer has stated the learning time management and the learning objective clearly. The learning objectives were using the operational verb. The learning objectives are included remembering, understanding, applying, evaluating, and creating. Although in the lesson plan learning objectives related to</p>

	<p>analyzing are not listed but in their application these two objectives seem to be done and achieved by students.</p> <p>Moreover, the learning materials (including the definition of the genre of the paragraph and the sentences development and structure) and the scoring rubric were planned in the lesson plan and it was prepared before the writing activity was conducted. The scoring rubric is also had been prepared by the lecturer in the lesson plan. Even though there was not a plan that the lecturer will review the lesson at the end of the section but in the implementation the lecturer had done it. Moreover the lecturer also explained about the writing activity that will be conducted.</p>
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2. Observation Transcript of the Lecturer's Activity in Implementing Process Approach

Observation Transcript

No : 01
Coding : LO
Period of observation : 10th February – 8th June (28 meetings)
Time : 08:15 – 09:30 WITA (*Waktu Indonesia Tengah* / Indonesian Central Standard Time)
Observed activities : The implementation of process approach

NO	Observed Aspect	Explanation
1	Prewriting	The implementation of process approach in English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University in academic year of 2019-2020 for the second-semester students in the paragraph writing course was started by the teacher by inviting the students to do prewriting activity. It was started in the face-to-face

meeting after the lecturer explaining about the genre of the paragraph that would be learnt by the students. The prewriting activity was done by the lecturer by inviting the students to do some strategies that led them in producing outline for their paragraph.

In explaining the genres of paragraph the lecturer provided materials that had been prepared in the hand out form, file, videos and the slide show on the LCD Projector. It is supported by some examples that were given to the students. Students were also invited to do some discussion in order to answer their question related to the genre of the paragraph that was discussed at that time. In the activity after the students were taught about the material of the genres of the paragraph that was being taught, the lecturer focused on the process of writing rather than asking the students to write the final writing product. The lecturer did not directly ask the students to write a paragraph but guide the students to conduct some strategies in prewriting.

In the process of prewriting strategies the students were assisted by the lecturer in brainstorming, collecting and organizing the data even though most of the students did it independently but the lecturer answered students question by guiding them. Lecturer also allowed the students to discuss with their friend so that they can see how their idea works in the other perception was. Students were given almost an hour to collecting the data for their outline when the topic of the paragraph is freely chosen by the students as long as the genre is still followed the type of paragraph that was being discussed. However, in several genres that is being observed taught by the lecturer, the topic of the paragraph that was written by the students is determined by the lecturer where the students were only allowed to create the paragraph with different title but still in the range of topic that had been determined before.

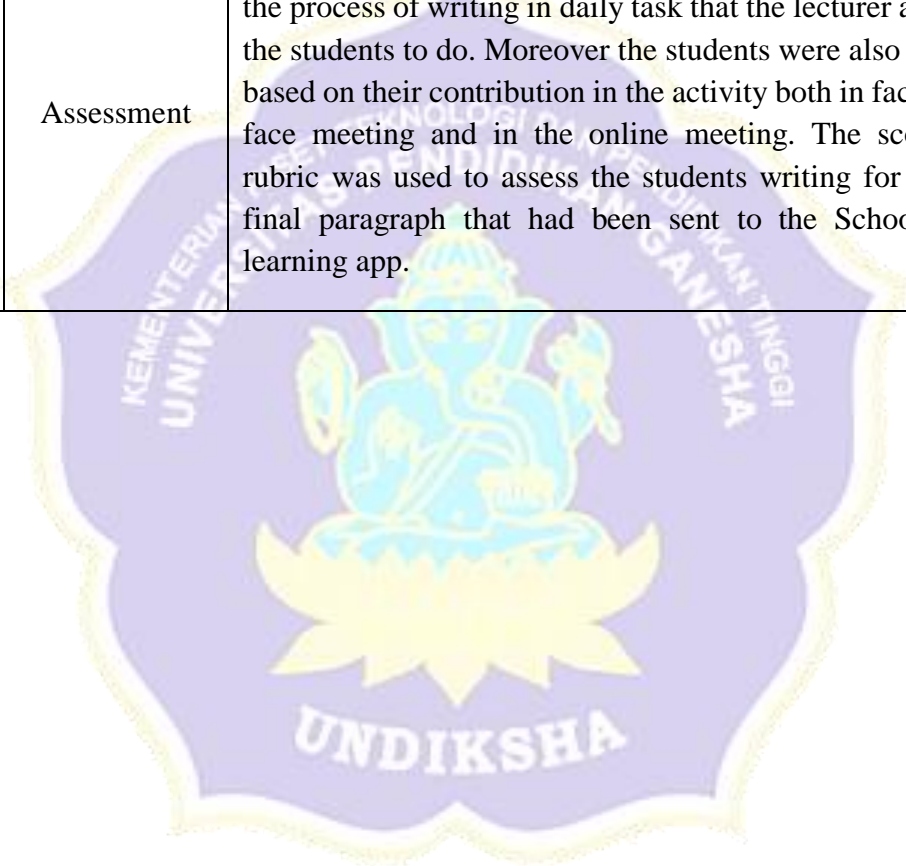
The strategy that was offered by the lecturer to be done by the students was brainstorming, free-writing, listing, searching and organizing information related to the topic that was taken by the students. In every strategy

		<p>that was conducted by the students the lecturer gave the students feedback for their progress. The lecturer also gave some comment and suggestion related to the students' progress in making the outline of their writing. Lecturer emphasized the students that they did not need to worry about the formal correctness of their outline such as the grammatical correctness. Lecturer also allowed the students to check their outline and asking for the opinion from their friend so that they could discuss with their friend related to the outline that they will use in composing the draft. After the students finished their outline, the lecturer checked some of students outline by asking them to read it aloud and give some revision to some students outline. Moreover, the lecturer also assed the students activity by scoring the students' activeness in answering and asking question and their willingness to share their opinion. At the end of the prewriting phase the lecturer asked the students to form their outline into the first draft that the students may do it at their house that will be collected in the Schoology learning app.</p> <p>However, in the creating the list of the idea in prewriting strategies, the lecturer mentioned the outline of the students prewriting as a draft of the students writing which when it viewed from the several sources that draft is the students' result of the outline exposure into sentences in paragraph in the form of first layout. With the result that if it is compared to the sources, there is a slight difference in the language use that is used by the lecturer.</p>
2	Drafting	<p>Drafting process was done by the students at their house as a task that they need to submit in the Schoology learning app. Lecturer asked the students to write their draft (in this point the lecturer name the draft as the paragraph) when the lecturer remained the students not to worry about the grammatical correctness since the student were asked to focus in forming their outline into paragraph. Lecturer asked the students to use the outline as a guide in order to create their paragraph in writing the draft. Since the students made their draft at their house the lecturer the students has sufficient time to transcribe</p>

		<p>their outline into their draft. In creating the draft the students were given freedom to ask the lecturer about difficulties that they found in the process of drafting.</p> <p>In drafting phases, the lecturer had helped some the students to understand their draft by asking some question to stimulus students understanding. Moreover in the drafting process, when the result compared with the outline, students had specified their topic and adding some information in their draft. Students were also helped by the outline they had made in the previous meeting in creating the draft of their writing. Some students did not send their draft in the Schoology, which is why the lecturer asked the students to form their draft in the face-to-face meeting by giving them time to finish their draft. In classroom drafting the lecturer gave students time to create their draft and give them suggestion in writing it. Lecturer were also remain the students to not worrying about the formal correctness so they can move ahead in the writing their outline into the draft. It was difficult to see what the students actually done in drafting process because they had finished their draft at their house while just a few students had not finished it and sent it to the Schoology. Therefore, the strategies that were used by the students can be more or less than what their lecturer have suggested to them.</p>
3	Revising	<p>Revising activity is done by the lecturer after the editing process where the lecturer focused the students to see the major correctness of the paragraph such as the unity, coherence, the idea organization and the conclusion. In editing and revising process, the lecturer had changed the order if it is seen from some literature that revising (fixing the general error) came first before the editing process (fixing the mechanic error). In the revising activity the lecturer invited the students to fix the significant issues of their writing such as content, and the organization of the paragraph it was included with the unity and the coherence of the paragraph by asking students to check one of the students writing on the LCD projector. Revising and editing process were taken continuously and repeatedly since the lecturer tried to ask</p>

		<p>all the students participate in these activities. It showed that lecturer placed the central important of the activity in the revising and editing process. Moreover, by asking the students to conduct self, group and expert discussion the lecturer gives the students change to encourage feedback from others and there was individual conferences between students and lecturer even though not all of the students was able to discussed privately with the lecturer since the number of the class and the limited of time. In revising the students' draft, besides invite the students to do it independently and in group, the lecturer also invited the students to see their mistakes and try to solve it together in a class discussion so that the students did not directly get the answer from the lecturer but by searching and analyzing it together in the class discussion.</p> <p>Moreover, since the first activity of revising the lecturer try to push the students to work originally by showing the students how the lecturer track plagiarism on a paragraph. After that the lecturer also taught the students to make a proper quotation if it is needed in their paragraph. Therefore in the activity of revising the lecturer also check for the students' writing originality.</p>
4	Editing	<p>Editing process was done by the lecturer before the implementation of revising process but it was done consecutively in every paragraph that was taken by the lecturer as a model to help the students in revising and editing practice. Students were allowed to read aloud the text so that they can see the mistakes on their writing to see the sentences and grammar correctness and the organization. In editing and revising process the students were given time to see the error they friend or they had made in drafting process. By helping the students in the process of editing, lecturer conducted the same way as revising process was done. The feedbacks were given to the students by the lecturer and among them in the editing process as the students learn to fix the error by conducting classroom discussion by tracking the mistakes that had been done by their friend. Lecturer asked the students to conduct the final editing before publishing their writing. Lecturer also helps the students to use the appropriate</p>

		strategy in editing process such as self, group and expert editing and using the computer.
5	Publishing	At the end of the section in every genre the students were asked to publish their writing by sending it to the Schoology learning app so that all of the other students can read it. The paragraph that is send by the students was used by the lecturer to another point beside the point that was taken in daily activity during the process approach is conducted.
6	Assessment	The assessment was done by the lecturer during the process of writing in daily task that the lecturer asked the students to do. Moreover the students were also rated based on their contribution in the activity both in face-to-face meeting and in the online meeting. The scoring rubric was used to assess the students writing for their final paragraph that had been sent to the Schoology learning app.



3. Observation Transcript of the Students' Activity of the Implementation of Process Approach

Observation Transcript

No : 01
Coding : SO
Period of observation : 10th February – 8th June (28 meetings)
Time : 08:15 – 09:30 WITA (*Waktu Indonesia Tengah* / Indonesian Central Standard Time)
Observed activities : The implementation of process approach

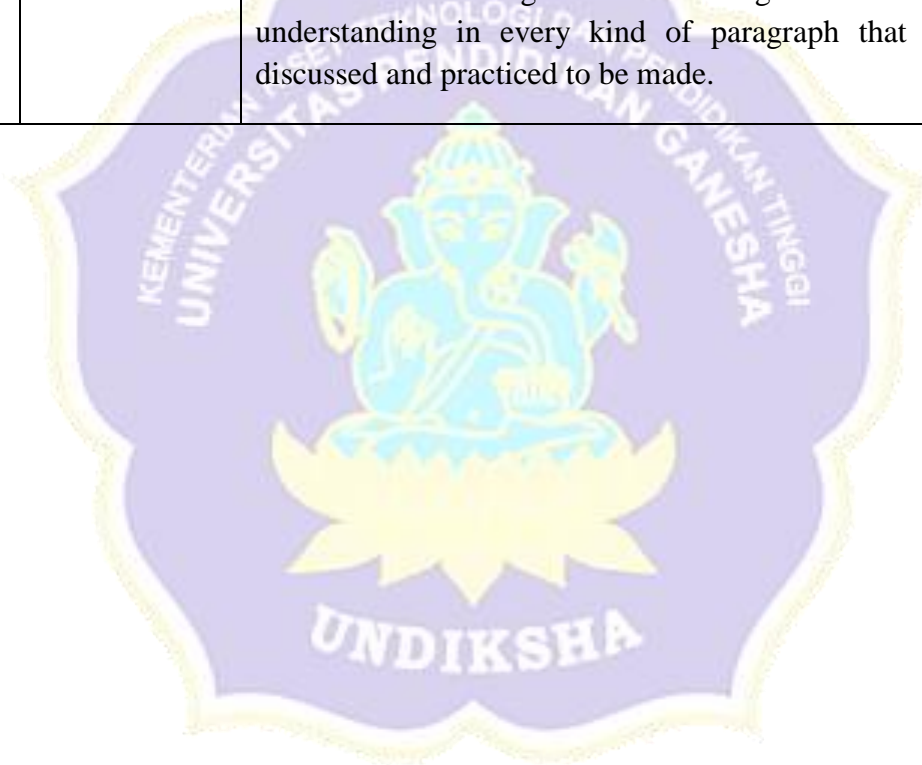
NO	Observed Aspect	Explanation
1	Pre-activity	Before the implementation of process approach was begun by the lecturer, the students had been given the material about the genre that they would learn at that moment. Students got the explanation about the kinds of paragraph that explained by the lecturer with the support of material, video, power point presentation and examples. The discussion is done in the activity to make sure that students were understood about the topic. Even though the description of the activity that would be carried out is not explained explicitly by the lecturer but the students were given a general description about what they are going to be done.

		<p>Students in some meetings review the previous activity with the lecturer. And after the materials were gotten by the students the activity of writing practice based on the genre that was going to be carried out. In the activity of writing practice the students followed some process in writing a text that leads them to produce the final writing product. Those activity such as such as brainstorming, word-mapping, quick-writing, writing (drafting, feedback and revising), proofreading and editing</p>
2	Prewriting	<p>Prewriting activity started by the students with the guidance by the lecturer by choosing the topic that is related to the main topic that was given by the lecturer. Students chose topics that is related to the main topic and that is appropriate to the genre of the paragraph that was being discussed. In the process of prewriting, the students did not show the activity of determining the goal and the audience of their writing. Students conducted some activity that support the in finding and organizing their idea into the outline that they need to present when they were finished. Students did brainstorming in the group discussion in order to get an idea that they are going to write. After that students collect the data and information by reading, exploring the internet, noting and discussing with their friends. After that students organize their data by form it into outline that they would use in the drafting process.</p> <p>Some students were asked to read their outline and it was given some comment and suggestion by the lecturer. Students revise and edit their outline based on the suggestion that was given by the lecturer. In forming the outline of their writing the students were able to make a discussion with their friend when the lecturer gave a sufficient time to the students to be able to finish their plan of their paragraph properly. Furthermore, at the end of the section the students were ready with the outline that they would use for their guidance in writing a draft.</p>
3	Drafting	<p>In drafting activity the students have done it at their house and they sent it to the Schoology when it is finished. In the face-to-face meeting some students did not finished</p>

		<p>their draft and they were asked by the teacher to finish it at that time in the classroom, so that the strategy of the students in forming the draft can be observed. In drafting activity that is done in the face-to-face learning, students were seen to develop their understanding from their idea based on the information that they had collected in the previous activity. Moreover, when their draft is compared with the outline, it shows that the students have remove and add some information on their draft.</p> <p>Even though the students use their outline as a guide in forming their draft, but it was not closed the opportunity to the students to revise it and add some information about it. By following the outline in writing, the some students also determined the form of organization that is going to be written in forming the draft that they write. In writing the draft, as it was remained by the lecturer, the students did not worrying to much about the grammatical correctness when they writing the draft. The main point that was emphasized on the drafting process by the lecturer was how the students transcribe their outline into the first draft that will be processed into their final writing so that the students writing on the drafting process focused on transcribing the outline into the draft. Moreover, the students during the activity of drafting were always accompanied by the lecturer that gave the students feedback about their writing.</p>
4	Revising	<p>Revising activity is done by the students in some strategies. Even though students were allowed by the lecturer to read aloud the text but the students tried to do the self-revision quietly. In the revising activity (that was done after the editing phase) the students fix the significant issues of their writing such as the content, context and the organization of their writing. In revising activity the students did it in three different way; self-revising, group revising (classroom discussion) and expert revising (with their lecturer). In group revising of the classroom discussion, students gets some paragraph from their friend that was showed in the LCD projector, after that they read it and tried to find the error related to</p>

		<p>the general correctness of their writing. Students in this activity were also done proofreading when they check the error of their writing by reread their writing. Moreover, since the lecturer emphasized about the originality of the students' writing, the students make sure that their writing is already original.</p>
5	Editing	<p>In editing process the students checked for the systematical correctness. Students check the language use of their writing such as the grammar, vocabulary, linkers, punctuation spelling, sentence structure, unnecessary word and information repetition. By the same way as revising activity the students were showed some paragraph that was written by their friend so that they can practice to analyze the mistake of the text. Students were also allowed to use their phone and computer to check the mistaken that they probably had done in the drafting process. In their self-editing and when the students did the group editing in the classroom discussion they were invited to understand and analyze the error that was done by their friend with the guidance by the lecturer.</p> <p>In this phase of writing, students were focused on the texts that were given and try to practice their text editing skill in writing when in one meeting the students can practice three until four paragraph. They were also given time by the lecturer to discuss in editing process to track the error that they were often made in writing. Even though not all of the students draft were shown to be edited and revised in the activity but the students were given opportunity to exchange their draft with their pair so that the draft can be edited and revised in different perspective. The lecturer in this activity facilitated the students with a rubric that help the students in revising and editing their partner text systematically and more organized. The assessment was also done by involving both parties so that in one text the lecturer will assess both the writer and the partner who edited and revised their writings so that there was no mistake in correcting the writing of their partners.</p>
6	Publishing	<p>After the students finished their draft they send their draft to Schoology as a publishing step. Students</p>

		<p>takes a day to collect their final paragraph so they can share it to their friend and the lecturer in the Schoology learning app. The assessment was given to the students during the process of writing in daily task and their activeness in showing their opinion, suggestion and how they answer the question that was given to them.</p> <p>Both in online and face-to-face meeting the students were always assessed in their activeness in contributing in the activity that was carried out.</p>
7	Post-activity	<p>After one genre of paragraph was done being discussed with the students and the teacher, the conclusion and suggestion was always done in order to close the meeting and checking the students understanding in every kind of paragraph that were discussed and practiced to be made.</p>



4. Students' Response of the Questionnaire

STATEMENT	Students																														Total			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
1	4	4	4	4	4	5	4	4	5	4	4	5	4	5	4	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	137
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3	5	4	4	4	4	4	4	4	4	4	3	5	4	5	4	4	5	5	4	4	3	4	5	4	3	3	3	3	3	3	3	3	118	
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9	4	4	4	5	5	4	4	4	5	4	4	5	4	5	4	4	5	5	4	5	4	5	4	5	4	5	5	5	5	5	5	5	135	
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11	5	4	4	4	4	4	4	4	3	4	4	5	4	5	4	4	5	5	4	4	4	5	5	5	5	5	5	5	5	5	5	5	133	
12	4	4	4	5	4	5	4	4	4	5	4	5	4	5	4	4	5	5	4	5	4	5	5	5	4	5	4	5	5	4	4	134		
13	4	4	4	4	4	5	4	5	4	5	4	5	4	5	4	4	5	5	4	5	4	5	5	5	4	5	4	5	5	4	4	134		

14	4	4	4	4	5	5	4	5	4	4	3	5	4	5	4	3	5	5	4	5	4	5	5	5	4	5	4	5	5	4	132	
15	4	4	4	4	4	4	4	5	5	5	4	5	4	5	4	5	5	5	4	5	4	5	5	5	5	5	5	4	5	5	4	136



Appendices 5
Appendices Related to the Research Permit





KEMENTERIAN RISET TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA
PASCASARJANA

Alamat Jalan Udayana, Kampus Tengah Singaraja, Telp (0362) 32558 Fax (0362) 32558

Nomor : 487 /UN48.14/KM/2020

Lamp : -

Hal : **Mohon Ijin Penelitian**

Kepada

Yth. : *Kelua Program Studi Pendidikan Bahasa Inggris fakultas
Keguruan dan Ilmu Pendidikan Universitas Mahasaraswati
di-
Denpasar.*

Tempat

Dengan hormat, dalam rangka menunjang data Tesis mahasiswa semester akhir Program Pascasarjana (S2) Universitas Pendidikan Ganesha Singaraja, kami mohon kepada Bapak/Ibu untuk bisa menerima mahasiswa kami:

Nama : I Kadek Yogi Setyawan
NIM/Semester : 1829081024/ IV
Program Studi : Pendidikan Bahasa Inggris (S2)
Judul Proposal : AN ANALYSIS OF THE IMPLEMENTATION OF
PROCESS APPROACH IN TEACHING WRITING
FOR UNDERGRADUATE STUDENTS

Untuk mendapatkan informasi-informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.

Atas perhatian, perkenaan dan kerja sama yang baik kami ucapkan terima kasih.



Singaraja, 24 Februari 2020

I Gusti Putu Suharta, M.Si.
NIP. 196212151988031002

CURRICULUM VITAE



I Kadek Yogi Setyawan: was born in the district of Tabanan on 30th of May 1996. He finished his Magister Degree (S2 Program) in English Education Departement, Ganesha University of Education in 2020. He is now an English Teacher in one of the private senior high school in Gianyar.

