THE IMPLEMENTATION OF SCAFFOLDING STRATEGY BY USING GENRE BASED APPROACH IN WRITING CLASS OF THE TENTH GRADERS OF MAN 1 JOMBANG

THESIS

by:

Nur Intan Lukmawardani

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ENGLISH EDUCATION DEPARTMENT

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

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THESIS

Submitted to the Faculty of Education and Teacher Training as a Requirement for the Bachelor Degree of Education (S. Pd) in Department of English Education

by:

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June, 2022

APPROVAL SHEET

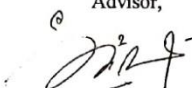**THE IMPLEMENTATION OF SCAFFOLDING STRATEGY BY USING GENRE BASED APPROACH IN WRITING CLASS OF THE TENTH GRADERS OF MAN 1 JOMBANG**

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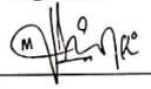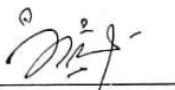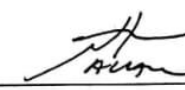NIP.197110142003121001

LEGITIMATION SHEET

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THE IMPLEMENTATION OF SCAFFOLDING STRATEGY BY USING GENRE BASED APPROACH IN WRITING CLASS OF THE TENTH GRADERS OF MAN 1 JOMBANG

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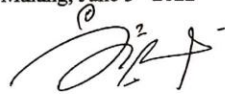
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APPROVAL

This is to certify that the thesis of Nur Intan Lukmawardani has been approved by the advisors for further approval by the board of examiners.

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Matters   : Thesis of Nur Intan Lukmawardani
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The Honorable,
To the Dean of Faculty of Education and Teacher Training
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Assalamu'alikum Wr.Wb

After conducting several times of guidance in terms of content, language, writing teachniques and after reading students thesis as follow:

Name   : Nur Intan Lukmawardani
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Skripsi   : The Implementation of Scaffolding Strategy by Using Genre Base Approach In Writing Writing Class Of Tenth Graders Of MAN 1 Jombang

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DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

The Undersigned.

Name   : Nur Intan Lukmawardani
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Faculty   : Education and Teacher Training

Declare that this thesis entitled "*The Implementation of Scaffolding Strategy by Using Genre Based Approach in Writing Class of Tenth Graders of MAN 1 Jombang*" has never been submitted to any other tertiary education institution for any other academic degree. This thesis is the sole work of the author and has not been written in collaboration with any other person. Due the fact, I am the only who responsible for the thesis if there is any objection or claim from others.

Malang, June 6th 2022
The Researcher

Nur Intan Lukmawardani
NIM. 18180014

DEDICATION

All praises are to Allah SWT who has been given graces, mercies, and strengths so the author can be finished this thesis. Shalawat and greetings are always poured out to our Prophet Muhammad SAW who brought us from the dark ages to the bright ages.

I dedicate this thesis to my beloved parents, Sugito and Nur Hikmah, who always support, accompany me with their love, and provide a lot of motivation with their patience. To my beloved older brother, M. Lukman Nur Khakim who always being my side and supporting me. The last, I would like thank to myself for trying to become a stronger person every day.

MOTTO

"Keberhasilan tidaklah milik orang yang pintar. Keberhasilan merupakan

kepunyaan mereka yang senantiasa berusaha."

Success does not belong to smart people. Success belongs to those who always

try.

(B.J Habibie)

ACKNOWLEDGEMENT

All Praise is due to Allah SWT who has blessed the author so she can complete this study as the requirement for a bachelor's degree with the title "Implementation of Scaffolding Strategy by Using a Genre Based Approach in Writing Class of Tenth Graders of MAN 1 Jombang". Shalawat and greetings are always delivered to our Prophet Muhammad SAW who has guided us from darkness to the lightness.

The author realizes that this research would not have been possible without the help and support of various parties. Therefore, with respect and sincerity, the author give highest appreciation to those who have contributed this thesis, especially to my Advisor, who has given advice, motivation, and time and for my parents for always support me.

In this occasion the author would also like to thank and appreciate to:

1. Prof. Dr. H. M. Zainuddin, M.A, as the Rector of Maulana Malik Ibrahim State Islamic University of Malang., Prof. Dr. H. Nur Ali, M.Pd, as the Dean of Tarbiyah and Teaching Training Faculty.

2. Dr. H. Langgeng Budianto, M. Pd as the Head of English Education Department.

3. Mrs. Ima Mutholliatil Badriyah, M.Pd as my advisor for her guidence, suggestion, patient and her time until this study finished.

4. To myself, my parents, my older brother, my younger brother, to my grandmother, my sister in law, my nephew and all of my family for their support and cheer me up.

5. All of lectures at English education department, thank you for your knowledge and motivation until I finished this study.

6. To Siti Kharishunisaa', S.Pd as the English teacher and tenth graders who have helped in completing this study.

7. For my best friends, those are Farda Muslimah, Annisa Jihan Salsabil and Wan Aini Nur Aididatin who always accompany and support me.

8. And all of my friends who always give support and happiness.

Malang, June 6th 2022

Nur Intan Lukmawardani
NIM. 18180014

TRANSLITERATURE GUIDELINES OF LATIN ARABIC

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on the joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543 b/U/1987 which can be broadly described as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	s	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	`
ذ	=	z	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vowel

Long (a) Vowel = â

Long (i) Vowel = î

Long (u) Vowel = û

C. Diphthong Vowel

اؤ	=	aw
اي	=	ay
او	=	û
ائ	=	î

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LIST OF ABBREVIATION

Abbreviation	Meaning
GBA	Genre Based Approach
BKOF	Building Knowledge of the Field
MOT	Modeling of the Text
JCOT	Joint Construction of the Text
ICOT	Independent Construction of the text
SFL-GBA	Systemic Functional Linguistic-Genre Based Approach
PPT	PowerPoint

LIST OF APPENDICES

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ABSTRACT

Lukmawardani, Nur Intan. 2022. The Implementation of Scaffolding Strategy by Using Genre Based Approach in Writing Class of The Tenth Graders of MAN 1 Jombang. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State of Islamic University of Maulana Malik Ibrahim Malang, Advisor: Ima Mutholliatil Badriyah, M. Pd

Keywords: Scaffolding, Genre Based Approach, Writing

Teaching writing skills in English lessons needs to get more attention from the teacher because it is one of the difficult skills to understand. In teaching, the teacher must apply the strategies according to the students' need and make it easier for students to understand what they are learning. The implementation of scaffolding in the genre based approach is one of the choices by the teacher. Using scaffolding strategy in genre based approach is also implemented by the teacher of MAN 1 Jombang. Therefore, this study aims to discuss the types of scaffolding strategies used by teachers and the way how the teacher implement these strategies in the classroom using a genre based approach.

In this study, the author uses a qualitative method with a case study research design. In collecting data, researchers used two research instruments, namely: observation and interviews. Then, the data was analyzed using three ways. These are of data reduction, presenting the data in the form of tables and transcripts, and the last step is making conclusions.

The results showed that in carrying out activities in the classroom by applying genre based approach, the teacher applied eight types of scaffolding from the nine types of scaffolding designed in this study. The eight types of strategies and their implementation in the classroom are bridging, which is applied by the teacher by asking about students' experiences regarding the material being taught, contextualizing is applied by the teacher by providing pictures that match the story, inviting students' participation by the teacher by inviting students to actively discuss, schema building is applied by inviting students. to read the material to be discussed, explaining is applied by explaining the material in detail to students, modeling is applied by providing examples of text, verifying and clarifying students' understanding is applied by asking questions about the material, and developing metacognitive by giving practice questions that have been provided. Of the eight types, most are applied to the modeling of the text stage.

This study also showed that the scaffolding strategy can be used by a teacher as a reference in managing a class. Scaffolding strategies provide more benefits to students because they can encourage students' abilities to reach the zone of proximal development. In addition, the scaffolding strategy can also be used by teachers by using other approaches or methods that the teacher wants to apply in teaching writing.

ABSTRAK

Lukmawardani, Nur Intan. 2022. Penerapan Strategy Scaffolding Menggunakan Pendekatan Berbasis Teks di Kelas Menulis Pada Kelas Sepuluh di MAN 1 Jombang. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan , Universitas Islam Negeri Maulana Malik Ibrahim Malang, Dosen P: Ima Mutholliatil Badriyah, M. Pd

Keywords: Scaffolding, Pendekatan Berbasis Teks, Menulis

Pengajaran keterampilan menulis dalam pelajaran bahasa inggris perlu mendapatkan perhatian lebih oleh guru karena salah satu keterampilan yang sulit untuk dipahami. Dalam mengajar guru harus menerapkan strategi yang dibutuhkan siswa dan memudahkan siswa untuk memahami apa yang mereka pelajari. Pengimplementasian scaffolding di genre based approach menjadi salah satu pilihan yang dilakukan guru. Penggunaan strategi scaffolding dalam pendekatan berbasis genre juga diterapkan oleh guru MAN 1 Jombang. Oleh karena itu, penelitian ini dilakukan untuk membahas mengenai tipe strategy scaffolding yang digunakan guru dan bagaimana guru dalam menerapkan strategi tersebut dikelas menggunakan pendekatan berbasis teks

Dalam penelitian ini, penulis menggunakan metode kualitatif dengan desain penelitian studi kasus. Dalam pengambilan data, peneliti menggunakan dua instrumen penelitian yakni: observasi dan wawancara. Kemudian, data akan dianalisis menggguakan tiga cara reduksi data, menyajikan data dalam bentuk tabel dan transkrip, dan langkah terakhir melakukan kesimpulan.

Hasil penelitian menunjukkan bahwa dalam melakukan aktivitas di kelas dengan menerapkan pendekatan berbasis teks, guru menerapkan delapan tipe scaffolding dari sembilan tipe scaffolding yang di design dalam penelitian ini. Kedelapan tipe strategi dan pelaksanaannya dalam kelas yaitu *bridging* diterapkan guru dengan menanyakan pengalaman siswa mengenai materi yang diajarkan, *contextualizing* diterapkan guru dengan memberikan gambar yang sesuai dengan cerita, *inviting students' participant* diterapkan guru dengan mengajak siswa untuk berdiskusi aktif, *schema building* diterapkan dengan mengajak siswa untuk membaca materi yang akan dibahas, *offering explanation* diterapkan dengan menerangkan materi secara detail kepada siswa, *modeling* diterapkan dengan memberikan contoh teks, *verifying and clarifying* students understanding diterapkan dengan memberikan pertanyaan seputar materi, and *developing metacognitive* dengan diberikan soal latihan yang telah disediakan. Dari kedelapan tipe tersebut, kebanyakan diterapkan pada tahapan modeling of the text.

Dari penelitian ini juga menunjukkan bahwa strategi scaffolding dapat dijadikan guru untuk acuan dalam mengatur sebuah kelas. Scaffolding strategi memberikan manfaat lebih terhadap siswa karena bisa mendorong kemampuan siswa mencapai *zone proximal development*. Selain itu, strategi scaffolding juga bisa digunakan oleh guru dengan menggunakan pendekatan atau metode lain yang ingin diterapkan guru dalam mengajar menulis.

التلخيص

لوكماوارداني، نور إنتان. 2022. تطبيق استراتيجية التعليم Scaffolding باستخدام نهج على النص في فصل الكتابة بالصف العاشر في المدرسة ثانوية الإسلامية الحكومية جومبانج. رسالة البحث. قسم تعليم اللغة الإنجليزية، كلية علوم التربية والتعليم ، جامعة مولانا مالك إبراهم لإسلامية الحكومية، المشريف: إيما مطالاتيل البدرية الماجستير.

الكلمات الدالة : Scaffolding، منهج التعليم بالنص، الكتابة.

يحتاج تدريس مهارات الكتابة في دروس اللغة الإنجليزية إلى مزيد من الاهتمام من قبل المعلم لأنها إحدى المهارات التي يصعب فهمها. لذلك ، يجب على المعلمين تطيق الاستراتيجيات التي يحتاجها الطلاب وتسهيل فهم الطلاب لما يتعلمونه. يعد تطبيق Scaffolding في النهج القائم على النوع أحد الخيارات التي نقوم بها المعلم إجراء هذا البحث لتحديد تطيق Scaffolding في النهج القائم على النوع في التغلب على مشاكل الطلاب. يقوم هذا البحث لتحديد نوع استراتيجية Scaffolding التي يستخدمها المعلم وكيف طبقها المعلم في حجرة الدراسة باستخدام منهج قائم على النص

في هذه الدراسة ، يستخدم المؤلف طريقة نوعية مع تصميم بحث دراسة الحالة.. في جمع البيانات استخدم الباحثة أداتين بحثيتين هما: الملاحظة والمقابلات. بعد ذلك ، قامت تحليل البيانات باستخدام ثلاث طرق لتقليل البيانات ، وتقديم البيانات في شكل جداول ونصوص ، والخطوة الأخيرة هي التوصل إلى استنتاجات.

تظهر نتائج البحث الذي تم إجراؤه أنه عند تطبيق الأنشطة في الفصل من خلال تطبيق نهج قائم على النص ، تقوم المعلم بتطبيق ثمانية أنواع من Scaffolding من تسعة أنواع من Scaffolding المصممة في هذه الدراسة. الأنواع الثمانية من الاستراتيجيات و في الممارسة العملية ، يتم تطبيق التجسير من قبل المعلم عن طريق سؤال خبرات الطلاب حول المواد التي يتم تدريسها ، ويتم تطبيق السياق من قبل المعلم من خلال تقديم صور تطابق القصة ، ويتم تطبيق دعوة الطلاب للمشاركة من قبل المعلم من خلال دعوة الطلاب لإجراء مناقشات نشطة ، يتم تطبيق بناء المخطط عن طريق دعوة الطلاب لقراءة المواد المراد تدريسها. مناقشتها ، يتم تطبيق تقديم الشرح من خلال شرح المواد بالتفصيل للطلاب ، ويتم تطبيق النمذجة من خلال تقديم أمثلة على النص ، والتحقق من فهم الطلاب وتوضيحه يتم تطبيقه من خلال طرح الأسئلة حول المادة ، وتطوير ما وراء المعرفي من خلال إعطاء أسئلة الممارسة التي تم توفيرها. من بين الأنواع الثمانية ، يتم تطبيق معظمها على نمذجة مرحلة النص.

تظهر هذه الدراسة أيضًا أنه يمكن استخدام استراتيجية السقالات كمدرس كمرجع في إدارة الفصل. توفر استراتيجيات السقالات المزيد من الفوائد للطلاب لأنها يمكن أن تشجع قدرات الطلاب على الوصول إلى منطقة التنمية القريبة. بالإضافة إلى ذلك ، يمكن أيضًا استخدام استراتيجية السقالات من قبل المعلمين باستخدام مناهج أو طرق أخرى يريد المعلم تطبيقها في تدريس الكتابة.

CHAPTER I

INTRODUCTION

This chapter starts with a discussion about the background of the study, research questions, objectives of the study, significance of the study, limitation of the study, and definition of key terms.

1.1   Background of the Study

Currently, learning English is a must for various groups of people, especially for students from elementary school to college. English can be found anywhere, both in writing and orally. Learning English can bridge students reaching their dreams. The important purposes for students in Indonesia to learn English are; to get the opportunity to work more in another country; to expand relationships; to make the task easier especially operating a computer; to build up knowledge (Dhika & Sulhan, 2021). Viewed today, English has an important role for students to take part in scholarships both domestically and abroad. The existence of English language lessons, especially at the senior high school level, is needed because at this level there are lots of scholarships or student exchanges among countries.

In senior high school, English lesson is a compulsory subject that must be taken by students. At this level, students are expected to be able to use English both in speaking and in writing. There are two parts to the English language skills that students must master, namely productive and receptive skills. Productive skills are two abilities to produce language, which include writing and speaking, while receptive skills are abilities to receive information, namely reading and listening.

This research focuses on writing activities. According to Hutabarat (2021), writing can be used as a tool for writers to elaborate their thoughts, ideas, opinions into written form. Writing is a complex skill because when someone writes, s/he must have critical skills to develop her/his writing, good in choosing appropriate words and making paragraphs with correct sentences. Therefore, after about a year of online classes due to the pandemic, the teachers worked hard to make students able to write according to the objectives of the lesson.

Pandemic has brought changes in many aspects of human life, including aspects of teaching and learning activities. Learning activities that are always carried out offline become online, teachers who can usually interact directly with students must be able to find the right method to convey the material effectively synchronously, students who usually get direct guidance from the teacher must make extra efforts in understanding the material, completing assignments and of course restore students' motivation to learn. This is in accordance with the opinion of Syaharuddin et al. (2021) during the pandemic students cannot interact and discuss with their friends in completing school assignments. Communication with teachers also faces obstacles in online learning.

After online learning has passed, of course all teachers get new challenges in offline learning, including English teachers. In English subjects, there are some competencies that must be mastered by students, at all levels, one of them is writing skill. Writing is considered the most difficult skill among other skills such as speaking, listening and writing. This is line with the opinion from Haryanti and Sari (2019) writing is appraised to be the most difficult language skill to teach and to

learn. Therefore the teacher must understand and evaluate the teaching and learning process to find out any difficulties experienced by the students in order to be able to design appropriate learning plans that students need in writing classes.

The curriculum 2013 which is supported by the Law on the National Education System in language teaching states that it is necessary to have writing skills by combining listening, speaking, reading and writing skills. This shows that writing is one of the skills that must be mastered by students. The syllabus design in English subject also emphasizes providing experience in teaching texts.

The policy made by the government regarding the mastery of writing skills is in line with the word of Allah in the Qur'an which also emphasizes the importance of writing. In the word of Allah surah Al-Alaq 1-5, after the command to read Allah ordered His people to write. This can be interpreted in the use of Qalam which means pen.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ (٢)

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ (٥) (العلق [٩٦]):(١-٥)

1-5. (Al-Alaq: 30) Read! In the name of your Lord who created (1) Created man from an inherent substance (2) Read! And your Lord is Most Gracious (3) Who teaches with a pen (4) Teaches man what he does not know (5).

The command to write can also be found in Surah Al Qalam verse 1 which explains the features of the pen (Al-Qalam) as a writing instrument. In addition,

Rasulullah also emphasized the importance of writing to maintain knowledge narrated by Imam Ahmad.

إِنَّ أَوَّلَ مَا خَلَقَ اللَّهُ الْقَلَمَ. فَقَالَ لَهُ: اُكْتُبْ. قَالَ يَا رَبِّ وَمَا أَكْتُبُ؟ قَالَ: أُكْتُبِ الْقَدَرَ وَمَا هُوَ كَائِنٌ إِلَى الْأَبَدِ (رواه أحمد)

"Indeed, the first creature that Allah created was the pen. Then Allah said, "Write down". So he asked Allah, "What shall I write, O Lord?" Allah replied, "Write down all what I have ordained and what is until the end of time." (HR Ahmad)

نْ ۚ وَالْقَلَمِ وَمَا يَسْطُرُونَ (القلم [٦٨]: ١

1.   (Al-Qalam: 29) Nun. For the sake of pens and what they write (1).

From the verses of the Qur'an and the hadith above, it can be concluded that writing is also something that must be learned because writing has an important role. Through writing someone can preserve and develop their knowledge. Therefore, the existence of these verses can trigger students to always have high motivation to develop their writing skills. From the several paragraphs above, it can be closed that writing is a very good skill.

Nowadays, after the pandemic and as the impact of online class, most students have lack of motivation. In writing class, the students have difficulties in linguistics, in interacting with teachers and peers, and in starting to write. To bridge the problems with the teaching and learning objectives, the teacher must be able to provide effective methods, appropriate strategies, accurate techniques and good approaches. So that the difficulties faced by the students in writing that cannot be solved in online class can be overcome.

One of the approach and strategy that can be used by teachers in writing class is scaffolding strategy by using genre-based approach (GBA). Scaffolding is a strategy to provide the students support, help, and guidance in learning in which at the initial stage it is given more structured to the students, then gradually it leads them to perform independent study. Whereas genre-based approach is one of alternative approaches which is recommended by Curriculum of 2013 since it allows students to learn the kinds of text concerning purpose, social context, and form and language features of a text (Zebua & Rozimela, 2020). Through the implementation of scaffolding strategy in genre based approach, the students more assisted, helped and guided since this strategy and approach consist of gradual stages that are structured and able to lead the students from learning collaboratively to independently.

There are some types of scaffolding strategy that teachers can implement to support the students completing the task given. According to Walqui (2006) there are six types of scaffolding namely bridging, contextualizing, schema building, modeing, re-presenting text, and developing metacognitive. In addition, there are six types of scaffolding classified by Dewi (2013) including bridging, contextualizing, inviting students participant, offering explanation, modeling, verifying and clarifying students understanding.

Scaffolding strategies are suitable to be implemented in genre-based approach since they have the same goal. Genre based approach has four learning stages that can be applied. Building knowledge of the field (BKOF), modelling of the text (MOT), Joint construction of the text (JCOT), and independent construction

of the text (ICOT). Each stage has a cycle to make students easier to understand text both in a social context and language patterns to get a good writing. Maulani (2021) gives his opinion that with a genre-based approach, students can increase their insight and skills to hand out both spoken and written texts in social contexts. That way, students are expected to be able to complete in student competency standards.

Some previous studies are related to this study. The first previous study was from Hutabarat and Gunawan (2021) that investigated a genre-based approach in online learning to scaffold students writing skills. The results of this study indicated that the implementing of a genre-based approach in online learning is less effective to scaffold students because the teachers and the students did not meet face to face so that the stages could not be carried out properly. This previous study was carried out in junior high school and this study was carried out in senior high school. This previous study focus on scaffolding in general and this study mention the scaffolding strategies used by the teacher.

The second previous study was conducted from Syarifah and Gunawan (2015) discussed how the scaffolding processes are implemented in the teaching writing of discussion texts based on SFL-GBA and how the processes improving students' writing skill. The result of the study shows that the scaffolding process is feasible to be applied in a teaching activities and learning process, especially in teaching writing activities under SFL-Genre Based approach and type of scaffolding is widely applied in modelling of the text.

Another study conducted from Vonna, Mukminatien, and Laksmi (2015) which discussed the effect of scaffolding technique on students' writing skill achievement. The result of this study demonstrated that scaffolding techniques were effective in increasing writing skills. The application of scaffolding techniques in learning to write has decreased the level of fear of writing in students.

From explanation above, the researcher is interested in investigating the English teacher strategy using scaffolding by using genre based approach in the tenth grade of MAN 1 Jombang. The gaps of this study with previous study are in setting of time, place, object of the study and types of scaffolding strategy implemented. In addition, the researcher is interested in knowing how the teacher implements scaffolding strategy by using genre based approach in classroom.

1.2 Research Questions

Based on the background of the study, the researcher interests to explore the implementation of genre based approach in senior high school. The research questions of this research are:

1. What types of scaffolding strategy are implemented by the teacher in genre based approach in writing class of the tenth graders of MAN 1 Jombang?

2. How is the implementation of scaffolding strategy in genre based approach by the teacher in writing class of the tenth graders of MAN 1 Jombang?

1.3   Objectives of the Study

Based on the research questions, the objectives of this study are:

1. To know the types of scaffolding strategy implemented in genre based approach by the teacher in writing class of the tenth graders of MAN 1 Jombang.

2. To know the implementation of scaffolding strategy in genre based approach by the teacher in writing class of the tenth graders of MAN 1 Jombang.

1.4   Significance of the Study

This research is expected can be beneficial for several parties (such as English teachers, students, education institutions, and further researchers) both theoretically and practically:

1. Theoretically, the benefits of this study provide knowledge on how to implement scaffolding strategy using genre-based approach that supports student learning experiences. The results of this study are also hoped to be able to provide benefits to academics about implementing scaffolding strategy by using genre-based approach in the learning process on students writing class. The results of this study can also provide give information to English teachers that the use scaffolding strategy using genre-based approach has good potentials in students writing class in learning English. This research also provide information and become a reference for further researchers who want to do further research on the implementing scaffolding strategy using genre-based approach.

2. Practically, the benefits of this research are aimed at educational institutions that are looking for an effective approach and strategy in English

writing class lessons. From this study, the researcher hopes that research on the genre-based approach can be a reference for educational institutions to be more aggressive in providing direction to teachers so that they can implement this approach and strategy.

1.5   Limitations of the Study

In this study, the researcher made several scopes to limit the discussion of this study. The researcher focused on investigating the implementation of scaffolding strategy by using genre based approach in writing class by the teacher of the tenth graders of MAN 1 Jombang. The researcher only investigated the scaffolding strategy by using genre based approach. The researcher conducted the research in language class and involved 1 English teacher of the tenth grade of MAN 1 Jombang.

1.6   Definition of Key Terms

To make it clearer and easier to be understood, it is necessary for the researcher to explain the key terms which commonly used in this study. Some of the key terms that are discussed in this study are as follows:

1. Writing skill

    Writing skill is an ability that should be learned by students in language learning. There are several components of writing ability that must be learned by students including; content, organization, vocabulary, and grammar. Writing skill is a process that gives birth to thoughts in written form because the author writes down all the ideas he has. From this understanding, it can be concluded that writing is an activity that is difficult

to do because it does not only write a sentence or paragraph but also gives a feeling to the writing.

2. Genre-based approach

A genre-based approach is an approach that involves various forms of similar text as instructions to prepare students to develop writing skills. This approach has four steps, those are building knowledge of the field, modelling of text, joint construction of the text, and independent construction of text. From each stage, this approach has two strategies, first, providing a process before writing until finally. It means, students understand the stages in writing a text from pre-writing, drafting, revising, editing and publishing. Second, students have a product of writing from expressing their ideas.

3. Scaffolding strategy

Scaffolding strategy is a technique used to provide structured learning support and solve problems for students so as to allow students to have a better understanding.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains some of the theories that are related to this study. This chapter contains the definition of writing skill, writing process, criteria of writing, students' difficulties, the definition of genre-based approach, activities of genre-based approach, the definition scaffolding, scaffolding strategy and previous study.

2.1 Writing Skill

Writing skill is one of language learning skills that must be learned in English. Writing is a productive skill. As a productive skill, writing is an important skill to produce a language.

2.1.1 The Nature of Writing Skill

Centered on the education system of teaching English in Indonesia, there are four skills that students can acquire in the educational process: listening, speaking, reading, and writing (Herman, Purba, Thoa, & Purba, 2020). Language skill which is one of the indirect communication tools is writing. Writing skill for students can be started by writing simple things such as their experiences or the simplest thing is to record the lessons taught by the teacher and writing activities will continue to develop not just stop there. Writing itself has been taught since elementary school and will be more complex at later levels because writing is not just about taking notes or copying. Writing is one of the most problematic skills; it is a difficult activity for most people, both in their mother tongue and in a foreign

language (Visser & Sukavatee, 2020). Therefore, without having the ability to write a student will be difficult to start these activities.

In education, students must have writing skills, especially in language lessons. The syllabus of English lesson aims to develop communication competence in spoken and written language (Hutabarat & Gunawan, 2021). In a sense, not only speaking skills must be mastered by students, but writing skills must also be mastered. In addition, Hutabarat and Gunawan (2021) states writing is considered as the most challenging and important skill among all skills.

Writing is a complex process to convey ideas, thoughts, opinions, and feelings by using a combination of letters in written language that can be understood by others (Hidayah, Mulyati, & Suprijadi, 2019). From this explanation, it is known that someone can express their ideas or information in written form, not only from speaking. For students, writing has many benefits because by writing someone will learn vocabulary and grammar. Not only that, but writing also learns to form a sentence, a sentence becomes a paragraph and a paragraph becomes a text. This opinion is following the statement that writing is not only about ideas to write but also how they arrange the elements of writing well (Setyowati, 2016). In addition, Visser and Sukavatee (2020) state writing is not just the skill of grouping the letters of the alphabet together, but it requires planning skills – outlining and organizing ideas – as well as writing abilities including grammar proficiency, discourse competence, sociolinguistic competence, and strategic competence. In addition, Javed, Juan, and Nazli (2013) argues that writing is more complicated than other

language skills. From this opinion, it is known that writing must have the ability to process the ideas that are owned so that the resulting writing has value.

2.1.2 The Process of Writing

Writing is an activity that requires steps in the process to produce good writing. These steps will support authors to make it easier for them to express their ideas. According to Laksmi (2006), there are 5 steps in writing, namely pre-writing, drafting, revising, editing, and publishing.

1. Prewriting

At the first stage, pre-writing is the stage where students determine ideas or ideas and look for a lot of information about the ideas they will write. There are several activities in this stage; choosing a topic, gathering ideas, organizing ideas, defining a topic sentence, and outlining (Faraj, 2015).

2. Drafting

After students determine their ideas or ideas, the next step is to make a draft. At this stage, students begin to organize and write down their ideas and do not focus too much on grammar so that there will be many mistakes at this stage. According to Laksmi (2006) to help students negate this idea and emphasize the idea that writing is not writing in an instant thought, they are assigned to label a rough draft of their paper. This label keeps reminding them to simply write down their ideas.

3. Revising

In this stage, students improve their writing in terms of content, adding or subtracting content from the previous process. Faraj (2015) claims "revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material". He believes that revising is a good opportunity for students to improve their writing ability.

There are two activities in this stage; self-revision and peer-revision. In self-revision, students will reread their writing and make changes to fit. Meanwhile, peer revision is a revision that involves a friend or teacher to get a new perspective so that the writing will be better.

4. Editing

At this stage, the writing is checked as a whole including technical errors such as grammar, spelling, and punctuation. In editing, students act to make their writings optimally readable (Laksmi, 2006). To make it easier for students to edit, two activities can be done. First, students reread the entire writing to make sure there are errors or not which is called proofreading. Second, correcting mistakes, students justify the mistakes they find during proofreading.

5.   Publishing

In publishing, their writing is a final draft so they can publish their writing. At this stage, the teacher and friends are the first readers for each student. Teachers are not only readers but also judges.

2.1.3 The Components of Writing

Several components become criteria in measuring students' writing abilities. According Megawati and Anugerahwati (2012) there are five criteria, those are content, organization, vocabulary, syntax (grammar), and mechanics. Each criterion will be explained below:

1. Content

Content is about the content of the writing such as a thesis statement, main idea, supporting details, or developments of an idea.

2. Organization

In this case, the organization is the composition containing a complete generic structure according to the text being written. It means the organization of the generic structure must be sequenced.

3. Vocabulary

Vocabulary is related to students' ability to choose the correct and appropriate vocabulary. The more vocabulary students have, the more opportunities for students to produce better writing.

4. Syntax (Grammar)

The syntax is a structure in compiling correct sentences according to language rules. The author at least knows the rules in composing sentences so that his writing can be understood and the sentence structure is controlled.

5. Mechanics

Mechanics is about spelling, punctuation, capitalization, and paragraphing. Writers must pay attention to mechanics in writing because it can affect the results of their writing.

2.1.4 The Difficulties in Writing

In Indonesia, high school students must master all language skills, including skill. On the other hand, as English foreign language learners, most students have some difficulties in writing. Noviariana, Sumardi, and Tarjana (2018) found some difficulties that are often encountered by the students.

The first is lack of kowledge about writing stages. Students do not really understand the stages of how to write. they tend to be confused about what stages they should do to start writing down the ideas and ideas they have. Therefore, writing is said to be a complex skill.

The second is lack of learners motivation. Motivation in writing is important to make good writing. Students are motivated in learning will affect student satisfaction at the end of learning. If students' motivation decreases, their achievement will also decrease.Therefore, learning motivation is an important factor in learning.

The last is lack of practice. Writing is an ability that must be practiced frequently to get students used to writing well and correctly. When students rarely write, they will find it difficult to express their ideas and ideas in written form. Therefore, it is necessary to practice continuously to familiarize students in producing a good writing.

Alfaki (2015) gives his opinion about students difficulties. He divided the students difficulties into three categories. The first is about linguistic difficulty that include linguistic aspect such as grammar, language use, and vocabulary (word choice). The second categories is physiological difficulty that focuses in the writer difficulty include interaction and feedback from the reader (teacher as the evaluator). It means, this category focus on material and content in the writing. The last is cognitive difficulty which include punctuation, capitalization, spelling and paragraphing.

2.2 Genre Based Approach

In the late 1980s, there was a concept that emphasized the importance of text in learning English which was often referred to as a text-based approach or genre-based approach (GBA) (Mukminatien, 2016). In Indonesia, the genre-based approach began to be applied in 2004 when a competency-based curriculum was implemented. In the 2013 curriculum, teachers are recommended to apply an alternative approach to teaching and the genre-based approach or text based approach is one of the recommended approaches so that this approach is increasingly recognized. In addition Herman, Purba, Thoa, and Purba (2020) states the use of genres is visible in the new Indonesian curriculum (known as Curriculum 2013 or K-13).

2.2.1 The Definition of Genre Based Approach

Genre based approach is also called as text based instruction which text-based mastery of different texts that are used in specific context in specific ways

(Richards, 2006). Genre-based approach sees communicative competence as involving mastery of various types of texts (Richards, 2006). By mastering different texts, students will get new knowledge about the language. Following one of the concepts contained in this approach, students will learn a language, meaning that students will understand how to use a language orally or in writing.

"Genre based approach gives the features of similar groups of text based on the social context of the creation and use" (Zebua & Rozimela, 2019). In a sense, the genre-based approach provides opportunities for students to be able to compose texts with various contexts appropriately. Through various text models, students will improve their information of a text and produce it according to the desired type of text, especially at the modelling, joint construction, and independent construction stages (Wardani, Gunawan, Emilia, & Kurniawan, 2021). Therefore, this approach involves mastering various types of texts so that students are provided with clear knowledge of how language is used in certain contexts (genres) (Mukminatien, 2016).

A genre-based approach is a teaching approach that teaches students how to use language patterns to make coherent and purposeful writing (Hayland, 2003). The Genre based approach studies the entire text as a unit of focus rather than a sentence. Focus on the whole text shows that there is a higher level of order and pattern in language than only in sentence grammar at the level of discourse organization and meta-patterns of grammatical features. The genre based approach emphasizes that a higher-order must be observed for the effective use of language.

2.2.2 The Activities of Genre Based Approach

This approach has steps in which there is a cycle of teaching. The stages and cycles in this approach are useful for helping students to easily understand and learn various types of texts. According Emilia (2016) the activities of the genre-based approach in teaching process: building knowledge of the field; modelling of the text; joint construction of the text; independent construction of the text.
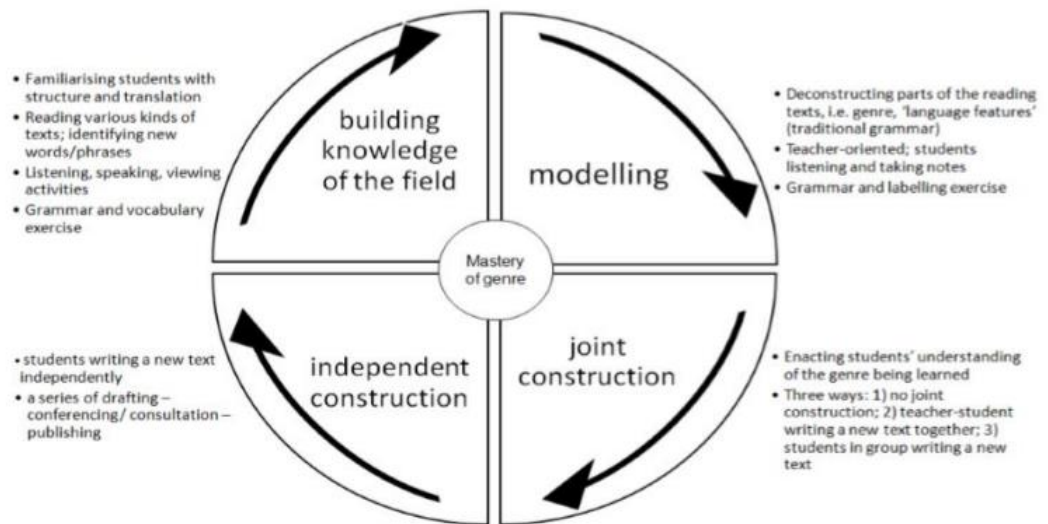
*Picture 2.1 **A model of teaching cycle in GBA** (Nurlaelawati, Lengkanawati, & Gunawan, 2020)*

a. Building Knowledge of the Field (BKOF)

This stage is the initial stage which has a class-teacher and student-student cycle. The initial activity carried out was for the teacher and students to direct students' thoughts on the material to be taught by introducing the appropriate type of text model. What students learning is exploring the social context, the function of the text, and the teacher will also connect the material with the experiences of students, making it easier for students to understand a text. Therefore, at the first stage, students already have initial

knowledge of various genres in texts and understand the function of genres in situational and cultural contexts. (Wardani, Gunawan, Emilia, & Kurniawan, 2021). In addition, Nurlaelawati and Novianti (2017) states that this stage gives opportunities for students to explore the cultural and situational aspects of the target text's social context.

b. Modelling of the Text (MOT)

In this stage, the teacher has a full role in running the activity. The teacher gives some texts as examples for the learning model. By giving examples of some of these texts can make students better able to understand the structure in the text. In the modelling of the text (MOT), students learn grammar on the text (present tense, personal pronoun, etc.) (Wardani, Gunawan, Emilia, & Kurniawan, 2021). Richard in his book states there are two activities in this stage: students investigate the language features and structural pattern of the model of text; compare the model text with other examples of the same text type. Therefore, the activities at this stage are more focused on reading, identifying, and analyzing the text that becomes the learning model.

c. Joint Construction of the Text (JCOT)

In this stage, the cycle has same cycle in building knowledge of the field (BKOF). Students learn to arrange a text at this stage according to what they have learned. In the joint construction stage, students are divided into several groups, either class groups or small groups, and under the guidance

of the teacher, they begin to make texts according to the genres that have been studied in the previous stage (Wardani, Gunawan, Emilia, & Kurniawan, 2021). At this stage too, the teacher's contribution in making texts is gradually reduced so that students can go to their potential performance in making texts (Mukminatien, 2016). This is done to prepare students to be able to compose texts independently. "Joint construction activities include questioning, discussing and editing the whole class construction, skeleton texts, jigsaw and information gap activities, small group construction of texts, Dictogloss or self-assessment, and peer-assessment activities" (Dhika & Sulhan, 2021).

d. Independent Construction of the Text (ICOT)

In this stage, "students create their texts independently and individually through the process of drafting, revising, and editing the texts" (Wardani, Gunawan, Emilia, & Kurniawan, 2021). Therefore, the teachers should be sure that students understand genre-specific features such as communicative purposes, elements of text structure, use of grammatical patterns, use of relevant vocabulary, and textual devices as well (Dirgeyasa, 2016). Drafts that have been written by students can be consulted with teachers or friends for later editing (Mukminatien, 2016). The seriousness and performance of students will be a measure of student abilities and an assessment for teachers.

2.3 Scaffolding

Scaffolding is a strategy in the constructivist approach that creates its own knowledge from what is learned.

2.3.1 The Definition of Scaffolding

Scaffolding in education is the process of providing a learning framework from educators to students. Learning using scaffolding has various advantages. The provision of scaffolding will encourage students to develop innovation, increase their motivation and knowledge.

Scaffolding is a practice that is in line with Vygotsky's concept of the zone of proximal development. This concept discusses the ability of students who have difficulty in carrying out their own tasks so that they need the help of others such as teachers, parents or colleagues who have higher abilities. According to Kurniasih (2012) the concept of scaffolding is used to explain the role of adults or groups who are more capable in supporting student learning and development.

Scaffolding in learning is a teacher's strategy to teach a skill that is difficult and need to help in completing the task. The teacher provides full and continuous assistance until students are able to build an understanding of the material being taught. After students gain understanding, the provision of scaffolding by the teacher must be reduced. Isniani, Saukah, and Prayogo (2015) stated that teachers should provide students with optimal support to complete the task, and then step by step reduce the level assistance until students become able to work independently.

2.3.2 The Strategy of Scaffolding

There are several theories that apply scaffolding strategies according to Walqui (2006); Dewi (2013); Hammond and Gibbons (2005). According to Hammond and Gibbons (2005), there are six types namely linking to prior experience (pointing forward), recapping/meta comment, appropriating, recasting, cued elicitation, increasing prospectiveness. Walqui (2006) categorized scaffolding into six types namely brindging, contextualizing, schema building, re-presenting text, and developing metacognitive. There are seven types of scaffolding implementation including bridging, contextualizing, inviting students participant, offering explanation, modeling, verifying and clarifying students understanding (Dewi, 2013). Here, the researcher uses or combines theories from several theories of scaffolding implementation proposed by (Walqui, 2006) and (Dewi, 2013) into eight types.

1. Bridging

   Bridging is an activity carried out to activate students' prior knowledge so that students can produce good writing as a spoken language. It means, students have the initiation of knowledge. Besides that, important aspect of bridging is build a personal relationship between students and subject matter, showing how the new material is relevant to student life. The teacher's way of bridging is by ask students to share experience related to the theme to be introduced in lessons or learned.

2. Contextualizing

In this type of scaffolding, the teacher can make analogies based on student experience. Using the language used in everyday life. Thus it will help students to understand what is being taught easily. According to Walqui (2006), contextualizing is the teacher's way of embedding material by making analogies, illustrations, pictures, short videos so that students can easily understand a reading and students are motivated in the process of learning.

3. Inviting Students Participant

Inviting Students Participant is an activity that is carried out after the teacher provide illustrations of some thoughts, feelings, or actions, students given the opportunity to participate in process that occurs.

4. Schema Building

Schema building relates to students' general knowledge that can guide them to a detailed understanding. To build students' understanding, the teacher provides various activities in learning. As an example, in preparing reading assignments, teacher can ask students to preview text by noting the head and subtitle, illustrations and captions, chart titles, etc. In this way, students begin their readings with a general understanding of the topic and its organization, with their schemas activated and ready for accept new connection. This means that students connect previous knowledge with new concepts.

5. Offering Explanation

The teacher offers an explanation that refers to explicit statement and adapted to students in order to emerge an understanding of what is being studied (declarative or prepositional knowledge), why and when used (conditional or situational knowledge), and how used (procedural knowledge).

6. Modeling

Modeling is an activity by giving clear examples according to the material. Student asked to investigate the text with describe, compare, summarize, evaluate, and so on. Students need clear examples to follow.

7. Re-presenting text

Re-presenting text is the strategy used by teacher to invite students to check the language used in one text with another. This activity can help students engage in the learning process so that they can improve their skills capacity. Less proficient students can be helped by a friend who is more proficient.

8. Verifying and Clarifying Students understanding

Verification and clarification is an activity to check understanding of students, teachers verify and clarify students' understanding comprehensively through their response.

9. Metacognitive awareness

Metacognition awareness refers to the way in which students manage their thoughts or knowledge, apply what they have learned, and have gained understanding in completing their job.

2.4 Previous Study

Some relevant previous studies support the use of a genre-based approach in teaching writing. Some summaries of previous studies will be described in the following paragraphs. Previous research was used by researchers as a guide in conducting this research.

The first previous study was from Hutabarat and Gunawan (2021) by the title "Genre-Based Approach to Scaffold Students Writing Skills in Online Learning". The results of this study indicate that the use of a genre-based approach in online learning is less effective to scaffold students because teachers and students do not meet face to face so the stages cannot be carried out properly. However, the application of GBA has proven to support students to be able to write genre-focused. What distinguishes this research from previous research is the object of research. Previous research discusses learning activities in the online class and this study discusses learning activities in offline class

The second previous study was conducted from Syarifah and Gunawan (2015) with the tittle "Scaffolding in the Teaching of Writing Discussion Texts Based on SFL Genre Based Approach". The result of the study states that the scaffolding is feasible to be applied in a teaching activities and learning process, especially in teaching writing activities under SFL-Genre Based approach and type

of scaffolding is mostly applied in modelling of the text. This research include ten scaffolding process. What distinguishes between this previous study and this study, the previous study is discussed the scaffolding that is implemented in learning to write discussion texts based on GBA. Meanwhile, this study discusses the use of scaffolding that is implemented in narrative text. Another distinguishes, this previous study incorporating scaffolding types from Roehler and Cantlon (1997) and Walqui (2006) while this study combines those from Walqui (2006) and Dewi (2013).

Another study conducted from Vonna, Mukminatien, and Laksmi (2015) by the title "The Effect of Scaffolding Techniques on Students' Writing". The result of this study shows that scaffolding techniques were effective in increasing students writing abilities. The application of scaffolding techniques in learning to write has decreased the level of fear of writing in students. What distinguishes this research from previous research is the objective research. This previous research only discusses the effectiveness of scaffolding in students' writing achievement while this study focuses on types of scaffolding strategy with GBA and investigates the use of scaffolding strategy in writing classes using GBA.

Overall, the first and the third previous studies focused on the implementation of general strategy of scaffolding that were implemented in genre based approach. The implementation of the stages of genre based approach is in accordance with the purpose of scaffolding especially in the concept of learning. The second previous study combined the theories of two different sources, in which it implemented ten types; giving explanation, inviting students' participation,

verifying and clarifying students understanding, inviting students to contribute clues, modeling, bridging, contextualization, schema building, re-presenting text and developing metacognition of scaffolding in genre based approach in writing class. Different from all previous studies, this study focuses on nine types of scaffolding implemented by the teacher in writing class of the tenth grade of MAN 1 Jombang. The nine types of scaffolding are bridging, contextualizing, inviting students participant, schema building, offering explanation, modelling, re-presenting text, verifying and clarifying students understanding and metacognitive awareness.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method used in this study. The explanation involves of research design, subject of the study, research instrument, data collection, data analysis, and the verifying the data.

3.1 Research Design

As stated in the research question of this study, this study is conducted to describe the implementation scaffolding strategy by using genre-based approach in writing class. So to answer the research problems about the types of scaffolding implemented in genre-based approach and its effectiveness, the researcher planned a research design that employed class and document observation as well as interview to collect the data from the examined teacher.

This study used a qualitative approach that analysed the data and presented the research findings descriptively to gain depth of understanding about the implementation scaffolding strategy by using genre-based approach in writing class. Qualitative approach is research that produces findings that are not obtained by statistical procedures or other means of quantification (Rahman, 2016). So, the data was not processed, displayed and presented in numerical analysis.

The design of this research is a case study that examined the teacher of writing class as a single typical subject of the study. The teacher is the only English teacher who implemented scaffolding strategy by using genre-based approach in writing class at tenth grade in MAN 1 Jombang. A case study is a type of qualitative

research that focuses on a single unit, such as an individual, a group, an organization, or a program (Ary, Jacobs, Sorensen, & Asghar, 2010). Hutabarat and Gunawan (2021) suggests that descriptive case studies "are set to describe the natural phenomena which occur within the data in question".

3.2 Subject of the Study

This research was conducted at MAN 1 Jombang which is located in Jombang, East Java. MAN 1 Jombang is a madrasa that integrates general education and Islamic education. Religious activities are supported by the existence of dormitories for the students. Competent teaching staff with a bachelor's, master's and even a doctor's educational background make this madrasa become one of the favorite schools in Jombang.

The subject of the study consisted of one English teacher of the tenth grade who implemented a scaffolding strategy by using genre-based approach in students learning activity in writing class. There are 6 classes at the tenth grade level being taught and she has been teaching for approximately 20 years in MAN 1 Jombang. In the learning process, she has applied the genre-based approach for about 15 years and he automatically used this strategy for about 15 years too. There were no other teachers to be examined in this study since she was the only English teacher of MAN 1 Jombang who taught writing in the tenth grade of that school who implemented a scaffolding strategy by using genre-based approach.

3.3 Research Instrument

A research instrument is a tool used to obtain information or collect data. In this study the researcher had a major role in the research instruments because she

was as the key instrument of a qualitative research. So, the main instrument of this study was the researcher herself. To collect the data, the researcher conducted observation and interview.

In observation, the researcher conducted class and document observation. Through observing the class, the researcher got the information about the implementation scaffolding types and the stages of using genre based approach (GBA) in writing class. Whereas the interview gave deeper information that strengthen the information gotten from class observation. It was also used to triangulate the data of the observation.

3.4 Data Collection

In this study, the researcher performed several techniques to collect data. Those are observation and interview. Data collection was done from several sources such as the teacher activities in writing class and the lesson plan of it. The data collection techniques were significant in this study because the objectives of the study were to obtain data about the implementation of scaffolding strategy by using genre-based approach and its effectiveness.

As a qualitative research, the form of the data was in the narratives form obtained through data collection techniques and then was analysed to obtain research results that answered the research questions. The data collection techniques employed in this study were:

3.4.1 Observation

The researcher conducted class observation and document observation. In observing the class, the research investigated the types of scaffolding strategy

implemented in genre based approach in students writing class. Whereas in document observation, the researcher analysed the lesson plan that described the teacher activities in the class and students' scores of pre-test and post-test to figure out the effectiveness the strategy implemented by the teacher in writing class.

3.4.2 Interview

Cohen, Manion, and Marrison (2007) stated "the research interview has been defined as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanations". It can be said, the interview technique was carried out verbally or directly to the teacher in MAN 1 Jombang. The teacher provided the data in the study. In the interview, the researcher tried to keep the interview moving forward, so the interviewer asked clearly questions and refer to the list of interview had been designed.

This study used interview as a method to obtain data according to the research objectives. Interviews conducted with English teachers at MAN 1 Jombang to get deep information regarding the implementation of scaffolding strategy by using genre-based approach. The interview process in this study was carried out face to face in MAN 1 Jombang.

3.5. Data Analysis

In this step, the researcher analysed the data that had been compiled. The researcher systematically processed the data obtained into the information about the

implementation of the types of scaffolding. The information about it is aimed to answer the research question

To analyze the data, the researcher used qualitative descriptive and the data analyzed using techniques by (Miles & Huberman, 1994). According Miles and Hubberman (1994) there are several techniques used in analyzing data. Among them are data reduction, data display, and drawing or verifying conclusions.

1. Data Reduction

For the first step of data analysis the researcher did data reduction. Data reduction means simplifying, selecting, and focusing on the important things from the data obtained. The researcher simplified, selected and selected the data. The data focused on gotten from the observation during writing class by only emphasizing and minimizing the data related to the ways of the teacher implementing the types of scaffolding in genre based approach. The researcher only focused on the data which were relevant with the implementation of types of scaffolding in genre based approach and its effectiveness for writing class. The irrelevant data which were not related to them were discorded. The selection process of the relevant and irrelevant data was conducted to get reliable data.

2. Data Display

The next step after reducing the data is data display. Data display is a way of presenting data to make it easier to conclude. Before displaying the data, the researcher transcribed the data. Then the transcript of the data that has been reduced was presented and displayed in the form of transcript and table. It was purposed to be understandable easily and no data is left behind.

The transcript is about the communication and interaction between the teacher and the students during the implementation of the types of scaffolding in genre based approach. The table is about the teacher's activities in implementing the types of scaffolding.

3. Drawing and verifying Conclusion

The last step in qualitative data analysis is drawing conclusions and verification. According to Miles and Huberman (1994) drawing or verifying conclusions is a part of one activity of the complete configuration. Conclusions is verified during the research.

Thre researcher validated the data through triagulation process. Data triagulation is consisted by combining from observation and interview result. The collected data is checked based on Walqui (2006) and Dewi (2013) for scaffolding strategy and Emilia (2016) for the genre based approach.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consists the research finding and discussion of scaffolding strategy in genre based approach that was used by the English teacher in tenth grade students of MAN 1 Jombang.

4.1 Research Finding

Language class is one of the majors in MAN 1 Jombang. This observation was conducted with the setting in the language class of the tenth grade consisting of 31 students. The focus of the study was the teaching way of the teacher in implementing scaffolding in genre-based approach.

4.1.1 Observation Result

The results of observations are the main data in finding data to answer the research question. The data obtained are valid in accordance with the teaching and learning process carried out by the teacher in the classroom. The researcher used an observation checklist consisting of 11 statements that referred to the use of scaffolding strategies when the teacher used a genre-based approach in writing narrative text.

ᴛable 4 1 Observation Result of the types scaffolding in implemented GBA

Dimension of Scaffolding	Activities	Yes	No	Teacher Activity
Bridging	The teacher builds student knowledge by relating the experiences that students have.	V		The teacher asks the student's favorite story and then the story is fiction or non-fiction.
	The teacher relates the student's experience to the material to be studied.	V		The teacher gives a story title that most of the students already know and asks briefly about the contents of the story.
Contextualizing	The teacher gives an analogy according to the material being studied.	V		The teacher provides an illustration of the story that is discussed.
Inviting Students Participant	The teacher provides opportunities for students to be active during the learning process.	V		- The teacher invites students to discuss the material in PPT that has been prepared. - The teacher asks the students. - The Students are asked to provide information they know about the story of *Tangkuban Perahu.*
Schema Building	The teacher gives time for the students to read and to find information that fits to the material.	V		The teacher asks the students to open the PPT and study the content of the PPT
Offering Explanation	The teacher gives an explanation to the students about the material.	V		The teacher explains the narrative text and the generic structure.
Modelling	The teacher gives an example of a text as a learning model.	V		The teacher gives an example of *Tangkuban Perahu* text
Re-presenting text	The teacher invites students to compare the language features used in one text with another text.		V	-
Verifying and Clarifying Students understanding	The teacher checks students' understanding by asking questions, or discussing.	V		The teacher asks what is the function of narrative text.
	The teacher gives students the opportunity to express their	V		The teacher asks one of the students to explain what narrative text is according to her understanding.

	income regarding the material being studied.			
Developing Metacognitive	The teacher provides opportunities for students to understand the text	V		- The teacher asks the moral message of the *Tangkuban Perahu* story. - The teacher asks students to answer some of the questions that have been provided

The results of the data indicated that the teacher applied a scaffolding strategy in the learning process by using a genre based approach. In its application, the teacher applied eight strategies from the nine strategies studied in this study; bridging, inviting students' participant, schema building, offering explanation, modelling, re-presenting, verifying and clarifying students understanding, and developing metacognitive. The following are the instructions used by the teacher in the classroom that indicate each scaffolding strategy.

Bridging

Bridging was the teacher's way of activating students' knowledge before they get new material. This type of scaffolding can be identified from the way the teacher wanted to know and shared students' experiences regarding the theme to be studied. In this following example, the teacher tried to verify the students' knowledge by asking the stories that the students know and whether the students have heard of narrative text before.

Teacher : I wanna give you a story. Do you like story? What is your favorit story?
Students : Yes, (depens on students answer)
Teacher : The stories you mention are fictitious and non-fictional. Who knows what fiction and non-fiction stories are?
Students : fiction is an imaginary story, if non-fiction is a fact, Mrs.

Teacher   : Have you heard of narrative stories before in junior high school or elsewhere?
Student : Ever Mrs. But forget.

Contextualizing

Contextualizing is a way of embedding material by making analogies, illustrations, pictures, short videos so that students can easily understand a reading and students are interested in learning more about a text. (Walqui, 2006). Contextualizing is a teacher way to connect students' academic language by using relevant analogy or illustration (Dewi, 2013). In this example, the teacher provided an illustration according to the story that would be discussed.

Teacher   : Please see the picture, there are 4 pictures that identify the material that we will study.

Inviting Students Participant

This type of scaffolding strategy is identified by the time the teacher provided opportunities for students to participate in the learning process. So that the students were actively involved in teaching and learning activities. An example of this scaffolding was presented by the teacher. In this example, the teacher invited the students to participate in the discussion by asking questions about the content of the story that had been discussed.

Teacher   : So, in the complication paragraph, what is the problem of the story? Fadhil
Student   : Sangkuriang had feelings for Dayang Sumbi and Dayang Sumbi rejected it.

Schema Building

Schema building is a way for teachers to organize students' knowledge and understanding (Walqui, 2006). This type was identified from various activities, for

example, the teacher asked the students to read, took notes or the teacher guided the students to find the most important part of the information to be learned. In the following example, the teacher asked students to read the students or review the text first.

Teacher   : Open your handphone and see the ppt, there is a story about the legend of Tangkuban Perahu. Read the ppt I sent first. Then, guess if it's fictitious or non-fictional.
Students   : Yes Mrs.
Teacher   : Oke start.
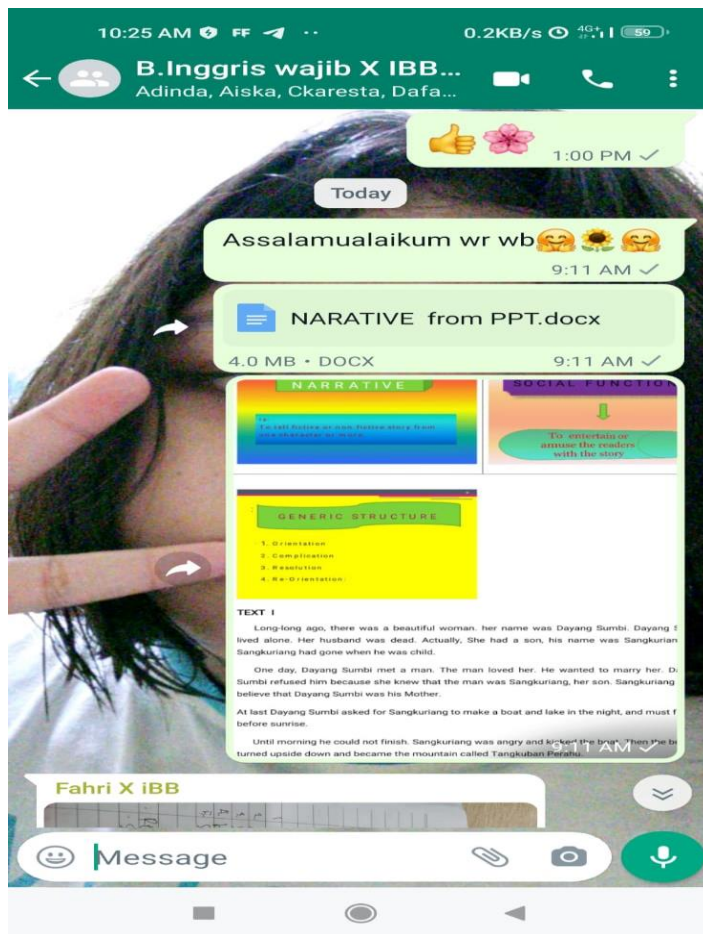
Picture 4. 1 The English teacher send material before coming to the class

Offering Explanation

The scaffolding strategy that appeared in this teaching activity was in the form of declarative knowledge. Declarative knowledge could be identified when the teacher explained the narrative text being studied by students explicitly, such as explaining the structure and narrative language features. In the following example, the teacher asked whether the students know the generic structure of narrative text. After the students knew the structure of narrative text, the students were invited to analyze the structure of the given text.

Teacher   : *How many structure of narrative text?*
Students   : *No response.*
Teacher   : *If you want to make a narrative reading, you must know the outline of the essay. There are four structures in narrative text; orientation, complication, resolution, and re-orientation.*

Picture 4. 2 The teacher giving explanation in the class

Modeling

Modeling is defined as teaching activities about how students must feel, think or act in a given situation. The following example reflected modeling when the teacher showed a text as a model for the students to learn.

Teacher   : We have narrative story. Now, we will discuss about legend of Tangkuban Perahu.

Picture 4. 3 The English teacher read the model of text

Verifying and Clarifying Students Understanding

At the end of the lesson, the teacher gave questions to the students to determine their understanding and memory. After explaining the material, the teacher asked again the material had been explained. If the students were able to answer, it meant that they knew what was being discussed. In this following example, the teacher asked questions and provided feedback.

Teacher   : Eka, can you give me the example of simple past tense in the story?
Student`   : Dayang Sumbi asked for sangkuriang to make boat and lake Mrs.
Teacher   : Okay, Good. The sentence uses "asked" which is verb 2.

Developing Metacognitive

This scaffolding strategy can be identified in the teaching phase. For example, the teacher provided model questions to monitor or evaluate students' abilities during these activities and activities as a practice medium for all students before working in pairs or small groups (Walqui, 2006). In this following excerpt, the teacher invited the students to practice finding moral messages as a way for the teacher to find out the level of students' abilities and the teacher gave some questions before the students were asked to practice analyzing or making texts independently, in pairs or in groups.

Teacher   : In a story there must be a message to be conveyed. As in the Spiderman story, the moral message is that we must be a good person by helping each other. From the story of Sangkuriang and Dayang Sumbi, what moral message can you take?
Students   : Don't force anything mrs.
Teacher   : Where part you can find the problem in this text?
Students   : in the second paragraph Mrs.
Teacher   : Good answer. Now check your ppt and there is some task. Let's do it together.

4.1.2 Interview Result

The results of the interview were used to strengthen and to triangulate the results of the data obtained from observations. It was a means of re-checking or proving the data obtained previously from the observation. From the results of the interview, it was found that the teacher applied all the scaffolding strategies that were as the focus of the study. This result is in line with the results of the observation conducted before the interview.

In bridging, the interview resulted of the teacher carried out it by activating students' knowledge by asking a question.

> *"Yes, I asked the students' favorite stories from their readings or films, then I asked what was fiction or non-fiction so that it could be related to the material and I would give examples of story texts and invite students to discuss the story after they knew the story. This makes it easier for students to understand the material to be studied."*

From the results of the interview which is in line with the results of observations, in the learning process the teacher built students' knowledge first so that students had initial knowledge about the material would be given. There were many ways conducted by the teacher in building students' knowledge and in this example, the teacher gave a question that provoked the students to remember their previous experiences related to the material. In the interview, the teacher also confirmed that in carrying out learning activities she applied other scaffolding strategies.

In making it easier for the students to understand what they were learning because some students had difficulty in understanding the material when using academic language, the teacher used daily language or illustration. In this lesson, the teacher illustrated narrative text in the form of pictures that explained the contents of the story. According to the results of the interviews conducted.

> *"To make it easier for students to understand the material being studied, I usually include an image to analyze first."*

From this statement, it can be seen that the teacher tried to connect students' daily language and academic language by using analogies related to the theme being discussed.

In every meeting, the teacher invited the students to actively participate in the learning process or in a scaffolding strategy called inviting student participants that was the activity of inviting students to join the process of learning can use in various ways. In this case, the teacher invited students to discuss the story that became the text model and gave the students questions to the whole class or randomly.

> "*Of course, the most frequently asked students questions when I explained to keep them focused. In addition, it invites students to have active discussions about the material so students can involve. If the class is made like that the class will be active and not only one or two students are active.*"

In the learning activity, the teacher also gave the students time to read so that they could build new concepts. In this step, the teacher made PPT for students to be studied first so that they were also ready to accept new concepts. In the scaffolding strategy, the activity is called schema building.

Likewise with other scaffolding strategies, offering explanations were carried out by the teacher by providing an overall explanation to make the students understand the theme being studied. Offering an explanation is an activity that the teacher must do to justify the concepts found by students.

In teaching narrative text, the teacher also provided an example of a text as a student learning model to help students develop reasoning and analyze things systematically and realistically. The activities were able to make students understand the material about the narrative text better.

Verifying and clarifying students' understanding is also done by the teacher in class to find out to what extent students understand the material that has been explained. This is confirmed by a statement from the teacher.

"Surely then. First I will ask students questions about the material that I have explained. When students can answer, it means I am sure to proceed to the next stage."

Developing metacognitive was also done by the teacher. This strategy was a plan carried out by the teacher to bring the students closer to academic tasks would be assigned. Therefore, metacognitive strategies need to be modelled for the whole class before the students tried to accomplish the task in pairs or groups. This is in accordance with the results of interviews with teachers in class.

"Certain. I ask students to analyze the content of the text and work on the questions that I have provided."

From these statements, students are given questions to evaluate and encourage the development of students' metacognition.

4.2 Discussion

Researcher discusses the findings of this study from the results of observations and interviews that have been described in the findings. The results of this study analyzed based on the theory of Walqui (2006) and Dewi (2013) which discusses the scaffolding strategy.

4.2.1 The Strategies Scaffolding Used in Teaching Writing Narrative Text

Following the theory from Walqui (2006) and Dewi (2013), there are nine scaffolding strategies and the teacher only applies eight strategies in the learning process. The strategies are bridging, contextualizing, inviting students to

participate, schema building, offering an explanation, modeling, verifying and clarifying students' understanding, and developing metacognitive.

The first scaffolding strategy is bridging. Bridging was provided by the teacher in building knowledge of the field. The purpose of this strategy is to activate students' prior knowledge about the material to be studied. Another goal of bridging is to build personal relationships between students and the subject matter, showing how the new theme is relevant to student's lives, as individuals, in the here and now (Walqui, 2006). The presence of bridging also shows that the teacher has a good understanding of the material (Dewi, 2013). In the research, bridging was reflected when the teacher provoked students to remember their experiences with narrative text. This activity is important to do so that students easily accept new concepts because students have initial knowledge.

The second scaffolding is contextualizing. Contextualizing occurred in building knowledge of the field. The purpose of contextualizing is to connect students' everyday language or academic language using relevant analogies or illustrations (Dewi, 2013). To make students understand the language, the teacher can use analogies based on students' experiences, for example in the finding of this research, the teacher gives some pictures as an ice breaker in the form of narrative text illustrations. The existence of scaffolding also helps students to understand the material well because contextualizing gives ideas that are complex but close to the student's world.

The third scaffolding is inviting student participants. This scaffolding is provided by the teacher in modeling the text and joint construction of the text.

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Inviting students to participate is provided by allowing students to join the process of learning. The purpose of this activity is to make students active in class and this can be used so that students also understand the material. This is following the opinion of Dewi (2013) that the teacher provides opportunities for students to participate in the process that occurs as a way to cross the zone of proximal development. This strategy is reflected when the teacher asked the students to join the discussion and gives some question in explaining.

The fourth scaffolding is schema building provided by the teacher in building knowledge of the field. The purpose of this strategy is almost the same as bridging, the difference is schema building how teachers organize students' new knowledge and understanding with previously acquired knowledge. Following the opinion of Walqui (2006) schema building or clusters of meaning that are interconnected, is how to organize students' knowledge and understanding. It is reflected when the teacher gives opportunities for students to read. The purpose of this goal is before students get the whole material in detail, students are given general knowledge about the broad picture.

The fifth scaffolding strategy is offering an explanation. This scaffolding occurs in the modeling of the text and joint construction of the text through explaining and re-explaining material (Dewi, 2013). At MAN 1 Jombang, the teacher offers an explanation to students with the help of the PPT provided. Providing explanations is very important for teachers to transfer teacher knowledge to students so that students have an understanding of what is being studied.

The sixth strategy provided by the teacher is modeling that is occurred in the modeling of the text by showing a model of text. Students need to be given examples of what they learn as an imitation. Introducing a new task or work format is very necessary so that students can see or hear what the product being studied looks like (Walqui, 2006). In this activity, students are given a narrative text which will make it easier for students to understand what they are learning because by providing modeling students have an overview and this activity also supports students' ability to discuss and analyze.

The next strategy is verifying and clarifying students' understanding. This strategy is applied in the modeling of text and joint construction. Verifying and clarifying students understanding is an activity when the teacher checks the understanding that students get during the learning process (Dewi, 2013). Based on the finding, the teacher gives a question and the teacher can also provide supportive feedback as a clarification of student answers. This activity is important to do to find out students' understanding so that teachers can proceed to the next stage.

The last strategy is developing metacognitive. This strategy was provided by the teacher in modeling text and joint construction. Metacognitive strategies should be practiced before students try to analyze in pairs or small groups (Walqui, 2006). When students begin to use strategies independently or tasks independently and teachers continue to monitor closely (Walqui, 2006). his strategy refers to the evaluation carried out by the teacher before students are given assignments in pairs or groups. The teacher gives assignments to the whole class in various ways, such as in finding in this study, the teacher gives a statement that leads to a question or

by giving them an assignment regarding the analysis of an available text. Important activities are carried out so that students can work independently and the teacher only helps when needed.

4.2.2 The Teacher Ways Provide Scaffolding in Genre based Approach Stage

This part discusses how the teacher applied the scaffolding strategy to the genre-based approach. The stages are building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text.

Building knowledge of the field is the first stage is GBA. In this stage, the activities conducted by the teacher; connecting students' experiences, inviting students to create schema before the teacher explains and inviting students to be active or join the process. This is following the purpose of building knowledge of the field to build knowledge or background knowledge of students about topics that will be studied by reading, speaking, and listening (Emilia, 2016).

Modeling of the text is the second stage in GBA. The activities provided by the teacher; giving a model text, explaining the material, and identifying the component of the text. From this method, it is known that at this stage the teacher gives or demonstrates the text that is the focus of the lesson. The purpose of this stage is to provide students with an understanding of the organizational structure and linguistic characteristics of a text so that this understanding will guide students to write faster (Emilia, 2016).

The next stage is a joint construction of the text. In this stage, some activities that providing by the teacher were re-explaining the material, and constructing narrative text collaboratively. The purpose of this stage is that students can

implement the understanding and abilities gained (Emilia, 2016). At this stage, the teacher can make observations on the students' ability to write texts before the next stage.

The last stage in GBA is the independent construction of the text. Some activities occurred in this stage are constructing text individually, pair checking with another student or the teacher. This activity is carried out when students are confident in their understanding of the type of text to be written. The purpose of this stage is of course to determine students' writing skills independently (Emilia, 2016).

4.2.3 The Benefit Using Scaffolding Strategy in Genre Based Approach in Teaching Narrative text

The advantages of using scaffolding in the narrative text writing class that was obtained from data searching through observation and interviews were many positive things were obtained.

Scaffolding in GBA can lead students to do a task at their own pace. This is following the statement from Mukminatien (2016) that the scaffolding strategy is increasingly freeing students to do their work after they practice with the teacher and their friends. From this statement, using scaffolding can lead students to improve their abilities from the beginner level to their maximum level.

In addition, the scaffolding step helps students to connect their previous knowledge to new concepts, draws students' attention to the theme to be discussed, minimizes student confusion, and manages their thinking and understanding.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides a conclusion and suggestion from the researcher in accordance with the results obtained from the research on the implementation of scaffolding strategy by using genre based approach in the tenth graders of MAN 1 Jombang.

5.1 Conclusion

Related to the implementation of scaffolding strategy in teaching narrative text by using a genre-based approach, the results of this research show that the eight types of scaffolding strategy were reflected in the stage of the genre-based approach. The researcher adopted the types of a scaffolding strategy from two combined theories. Based on the combined theory of Walqui (2006) and Dewi (2013), the teacher performs eight types of the nine types of scaffolding strategy, they are; bridging learning, contextualizing, inviting students to participate, schema building, offering an explanation, modeling, verifying and clarifying students' understanding, and developing metacognitive. One type of scaffolding strategy did not implement, that is re-presenting text.

In the implementation of the scaffolding strategy, the teacher uses several scaffolding strategies at the stages of the genre-based approach by activating or building students' knowledge, asking questions, inviting students to discuss, giving examples of texts, and giving tasks. This scaffolding strategy is found in the stages of building knowledge of the field, modeling of the text, and joint construction of

the text. These types of scaffolding strategy mostly provided in the modeling of the text.

The use of scaffolding in the implementation of the genre-based approach also has many benefits for students' success in learning. For students, the benefits of scaffolding can require students to be able to reach the zone of proximal development.

5.2 Suggestion

In this subchapter, the researcher would like to give two suggestions for future researchers who want to conduct the same topic related to this study.

The first suggestion is that further researchers can gain more scaffolding strategy which can be done using a genre based approach by finding from other sources. Another suggestion, the researcher suggests the future researchers to observe a scaffolding strategy by using other approaches or methods used by the teacher in the writing class or in other skills class such as speaking, listening or reading.

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APPENDICES

The Blueprint of Observation and Interview Guide Constructivist Learning Theory

Background

The blueprint draft was prepared to collect data on scaffolding in the implementation of GBA at MAN 1 Jombang. Based on previous studies conducted by other researchers, there are 8 dimensions that become a reference for researchers such as bridging, contextualizing, inviting students participant, schema building, offering explanation, modelling, verifying and clarifying students understanding and developing metacognitive.

Objective

The researcher uses the blueprint design as a guide in this qualitative approach. To collect the data, researcher use two instruments: observation, and interview.

Construct Theory	Dimension	Variable	Sub - Variable	Indicator	Question Number
Walqui (2006) scaffolding strategy has six strategy bridging, contextualizing, schema building, re-presenting text, and developing metacognitive. Dewi (2013), scaffolding	Bridging	Teacher	Content	This assistance makes it easier for students to build knowledge.	1,5,6
				This help builds a personal connection between the student and the subject matter.	2
	Contextualizing			Giving related analogies with the topic being discussed.	3,7
	Inviting Students Participant		Interaction	Teacher give the students opportunities to join in process that occurs.	4.8

strategy has six bridging, contextualizing, inviting students participant, offering explanation, modeling, verifying and clarifying students understanding.	Schema Building		Content	This stage is to make it easier for students to find new concepts.	5.9
	Offering Explanation			Providing an explanation of the material in the form of declarative and procedural.	6,10
	Modeling			Teacher shows sample text.	7,11
	Re-presenting text			The teacher invites students to check the language features used in one text with another text.	8, 12
	Verifying and Clarifying Students understanding			Teacher checks students' understanding of the material.	9,10,13
	Developing Metacognitive		Procedural	The ways how the teacher manage students thinking or apply what students have learned.	11,14

References

Dewi, M. S. (2013). Scaffolding Provided By A Teacher In Teaching Writing News Item Text. *Journal of English and Education*, 1(2), 31-38.

Walqui, A. (2006). Scaffolding Instruction for English Language Learners: A Conceptual Framework. *The International Journal of Bilingual Education and Bilingualism*, 9 (2), 159-180.

OBSERVATION CHECKLIST

Dimension of Scaffolding	No	Activities	Yes	No	Teacher Activity
Bridging	1.	The teacher builds student knowledge by relating the experiences that students have. *Guru membangun pengetahuan siswa dengan mengaitkan pengalaman yang dimiliki siswa.*			
	2.	The teacher relates the student's experience to the material to be studied. *Guru mengaitkan pengalaman siswa dengan materi yang akan dipelajari.*			
Contextualizing	3.	The teacher gives an analogy according to the material being studied. *Guru memberikan analogi sesuai dengan materi yang dipelari.*			
Inviting Students Participant	4.	Teachers provide opportunities for students to be active during the learning process. *Guru memberikan kesempatan kepada siswa untuk aktif saat proses pembelajaran.*			
Schema Building	5.	The teacher gives time for students to read to find information that fits the material. *Guru memberikan waktu kepada siswa untuk membaca untuk mencari informasi yang sesuai dengan materi.*			
Offering Explanation	6.	The teacher gives an explanation to the students about the material. *Guru memberikan penjelasan kepada siswa mengenai materi.*			
Modeling	7.	The teacher gives an example of a text as a learning model. *Guru memberikan contoh teks sebagai model pembelajaran.*			

Re-presenting text	8.	The teacher invites students to compare the language features used in one text with another text. *Guru mengajak siswa untuk membandingkan ciri kebahasaan yang digunakan dalam teks yang satu dengan teks yang lain.*			
Verifying and Clarifying Students understanding	9.	The teacher checks students' understanding by asking questions, or discussing. *Guru mengecek kepahaman siswa dengan bertanya, atau berdiskusi.*			
	10.	The teacher gives students the opportunity to express their income regarding the material being studied. *Guru memberikan kesempatan siswa untuk mengutarakan pendapatanya mengenai materi yang dipelajari.*			
Developing Metacognitive	11.	The teacher provides opportunities for students to practice writing individually, in pairs or in groups. *Guru memberikan kesempatan kepada siswa untuk berlatih menulis secara individu, berpasangan atau berkelompok.*			

INTERVIEW GUIDE QUESTION

This is the list of interview question serves to answer the formulation of the problem in the study entitled "The Implementation of Scaffolding Strategy by Using Genre Based Approach in Writing Class of Tenth Graders of MAN 1 Jombang"

The following is a list of interview question:

1. How long have you been teaching English?
   Sudah berapa lama anda mengajar bahasa Inggris?
2. In grade 10, how many classes do you teach?
   Di kelas 10, berapa banyak kelas yang anda ajar?
3. How long have you been teaching writing classes using a genre based approach?
   Sudah berapa lama anda mengajar kelas menulis menggunakan pendekatan berbasis genre?
4. Do you also apply a scaffolding strategy in teaching writing using a genre based approach?
   Apakah anda juga menerapkan strategi scaffolding dalam mengajar menulis menggunakan pendekatan berbasis genre?
5. Before starting the lesson, did you build students' knowledge by relating students' experiences? How do you do it?
   Sebelum memulai pelajaran, apakah anda membangun pengetahuan siswa dengan menghubungkan pengalaman siswa? Bagaimana anda melakukannya?
6. Do you relate student experiences to the material to be studied? How do you do it?
   Apakah anda menghubungkan pengalaman siswa dengan materi yang akan dipelajari? Bagaimana anda melakukannya?
7. Do you provide analogies according to the material to make a close understanding of the student's world?
   Apakah anda memberikan analogi sesuai materi untuk membuat pemahaman yang dekat tentang dunia siswa?
8. Do you invite each student during the learning process to actively participate in the learning process? How do you engage students to be active in the learning process?

Apakah anda mengajak setiap siswa selama proses pembelajaran untuk berpartisipasi aktif dalam proses pembelajaran? Bagaimana Anda melibatkan siswa untuk aktif dalam proses pembelajaran?

9. Do you give time for students to read information related to the material in building a new concept? In what media do you advise students to read?

Apakah Ibu memberikan waktu kepada siswa untuk membaca informasi terkait materi dalam membangun konsep baru? Di media apa anda menyarankan siswa untuk dibaca?

10. How do you explain the material in class?

bagaimana anda menjelaskan materi dalam kelas?

11. Genre based approach has a modeling of the text stage, do you provide an example of a text to be investigate thoroughly? What is investigated so that students understand the text?

Pendekatan berbasis genre memiliki pemodelan tahap teks, apakah anda memberikan contoh teks untuk diselidiki secara menyeluruh? Apa saja yang diinvestigasi agar siswa paham terhadap teks tersebut?

12. Do you invite students to compare the text they are studying with other texts?

Apakah anda mengajak siswa untuk membandingkan teks yang mereka pelajari dengan teks lain?

13. In class, you check students' understanding, how do you know or check students' understanding of the material being studied?

Di kelas, anda memeriksa pemahaman siswa, bagaimana Anda mengetahui atau memeriksa pemahaman siswa tentang materi yang dipelajari?

14. Did you give students the opportunity to practice writing text after explaining the material? How do you do it?

Apakah anda memberikan kesempatan kepada siswa untuk berlatih menulis teks setelah menjelaskan materi? Bagaimana anda melakukannya?

15. Scaffolding strategy carried out on the genre-based approach, is it effective to be carried out in the writing class?

Strategi scaffolding dilakukan pada pendekatan berbasis genre, apakah efektif dilakukan di kelas menulis?

Appendix 4 Validation Sheet

VALIDATION SHEET

Instrument Validation Sheet of observation and Interview Guide for Research Entitled

"The Implementation of Scaffolding Strategy by Using Genre Based Approach in Writing Class of Tenth Graders of MAN 1 Jombang"

Validator	:	Ima Mutholliatil Bisriyah, M.Pd
NIP	:	19831217201802012155
Expertise	:	English Writing
Instance	:	UIN Maulana Malik Ibrahim
Validation Date	:	April, 11th 2022

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. Please give a score on each statement item using (v) in the column white the scale as follows:

    1: Poor

    2: Average

    3: Good

2. Please give a comment and suggestion in the columns below

C. Validation Sheet

No.	Indicator	Scale		
		1	2	3
1.	Research instruments are relevant with research objective			
2.	Research instruments are used communicative language			
3.	Research instruments can dig up the information needed			
4.	Research instruments cover all categories that are the focus of research			
5.	The research instrument is clearly formulated			
6.	The format used is clear so that it is easy to do research			
7.	Research instrument use a correct punctuation			

8.	Research instruments in accordance with previous theory				
9.	Research instrument helps researchers to answer research questions				
10.	Research instrument does not cause misunderstanding				

D. Comment and Suggestion

E. Conclusion

Based on validation sheet above, it can be concluded that this instrument is:

1. ~~These instrument are proper to use to collect the data without revision.~~
2. These instrument are proper to use to collect data within revision.
3. ~~These instrument are not proper to use to collect the data.~~

Malang, April 11th 2022
Validator

Ima Mutholliatil Basriyah, M.Pd
NIP. 19831217201802012155

OBSERVATION CHECKLIST

Dimension of Scaffolding	No	Activities	Yes	No	Teacher Activity
Bridging	1.	The teacher builds student knowledge by relating the experiences that students have. *Guru membangun pengetahuan siswa dengan mengaitkan pengalaman yang dimiliki siswa.*	V		Guru menanyakan cerita yang menjadi favorit siswa lalu cerita tersebut fiksi atau non fiksi.
	2.	The teacher relates the student's experience to the material to be studied. *Guru mengaitkan pengalaman siswa dengan materi yang akan dipelajari.*	V		Guru memberikan sebuah judul cerita yang kebanyakan sudah diketahui siswa dan menanyakan isi cerita secara singkat
Contextualizing	3.	The teacher gives an analogy according to the material being studied. *Guru memberikan analogi sesuai dengan materi yang dipelari.*	V		Guru memberikan ilustrasi dari cerita yang dibahas
Inviting Students Participant	4.	Teachers provide opportunities for students to be active during the learning process. *Guru memberikan kesempatan kepada siswa untuk aktif saat proses pembelajaran.*	V		- Guru mengajak siswa untuk mendiskusikan PPT materi yang sudah disiapkan - Guru memberikan waktu kepada siswa untuk bertanya sehingga bisa didiskusikan bersama - Siswa diminta memberikan informasi yang mereka ketahui tentang cerita Sangkuriang
Schema Building	5.	The teacher gives time for students to read to find information that fits the material.	V		Guru meminta siswa untuk membuka PPT dan mempelajari isi dari PPT

		Guru memberikan waktu kepada siswa untuk membaca untuk mencari informasi yang sesuai dengan materi.			
Offering Explanation	6.	The teacher gives an explanation to the students about the material. *Guru memberikan penjelasan kepada siswa mengenai materi.*	V		Guru menjelaskan materi narrative text dan komponen yang membentuk narrative text
Modeling	7.	The teacher gives an example of a text as a learning model. *Guru memberikan contoh teks sebagai model pembelajaran.*	V		Guru memberikan contoh teks sangkuriang
Re-presenting text	8.	The teacher invites students to compare the language features used in one text with another text. *Guru mengajak siswa untuk membandingkan ciri kebahasaan yang digunakan dalam teks yang satu dengan teks yang lain.*		V	-
Verifying and Clarifying Students understanding	9.	The teacher checks students' understanding by asking questions, or discussing. *Guru mengecek kepahaman siswa dengan bertanya, atau berdiskusi.*	V		Guru mengecek kepahaman siswa dengan memberikan pertanyaa secara acak dan memberikan feedback. e.g. guru bertanya mengenai perbedaan narrtiv text dan recount text.
	10.	The teacher gives students the opportunity to express their income regarding the material being studied. *Guru memberikan kesempatan siswa untuk mengutarakan pendapatanya mengenai materi yang dipelajari.*	V		Guru meminta kepada salah satu siswa untuk menjelaskan apa itu narrative text sesuai dengan kepahamannya
Developing Metacognitive	11.	The teacher provides opportunities for students to understand the text *Guru mengajak siswa untuk berlatih memahami teks yang dipelajari.*	V		- Guru bertanya pesan moral dari cerita sangkuriang. - Guru meminta siswa untuk menjawab beberapa soal yang sudah disediakan

INTERVIEW RESULT

This is the list of interview question serves to answer the formulation of the problem in the study entitled "The Implementation of Scaffolding Strategy by Using Genre Based Approach in Writing Class of Tenth Graders of MAN 1 Jombang"

The following is a list of interview question:

1. How long have you been teaching English?
   Sudah berapa lama anda mengajar bahasa Inggris?
   = 20 tahun
2. In grade 10, how many classes do you teach?
   Di kelas 10, berapa banyak kelas yang anda ajar?
   *= **6 kelas***
3. How long have you been teaching writing classes using a genre based approach?
   Sudah berapa lama anda mengajar kelas menulis menggunakan pendekatan berbasis genre?
   *= **15 tahun***
4. Do you also apply a scaffolding strategy in teaching writing using a genre based approach?
   Apakah anda juga menerapkan strategi scaffolding dalam mengajar menulis menggunakan pendekatan berbasis genre?
   *= **Tentu***
5. Before starting the lesson, did you build students' knowledge by relating students' experiences? How do you do it?
   Sebelum memulai pelajaran, apakah anda membangun pengetahuan siswa dengan menghubungkan pengalaman siswa? Bagaimana anda melakukannya?
   *= **Iya, saya menyakan cerita yang menjadi favorit siswa dari bacaan mereka tau dari film, lalu saya bertanya apa itu fiksi atau non fiksi sehingga bisa dikaitkan dengan materi.***
6. Do you relate student experiences to the material to be studied? How do you do it?

Apakah anda menghubungkan pengalaman siswa dengan materi yang akan dipelajari? Bagaimana anda melakukannya?

*= **Iya, biasaya saya akan memberikan contoh teks cerita dan mengajak siswa berdiskusi mengenai cerita tersebut, setelah mereka mengetahui isi cerita, saya akan kaitkan dengan materi yang akan mereka pelejari.***

7. Do you provide analogies according to the material to make a close understanding of the student's world?

   Apakah anda memberikan analogi sesuai materi untuk membuat pemahaman yang dekat tentang dunia siswa?

   *= **Iya, untuk memudahkan siswa dalam memahami materi yang sedang dipelajari, biasanya saya sertakan gambar untuk dianalisis terlebih dahulu***

8. Do you invite each student during the learning process to actively participate in the learning process? How do you engage students to be active in the learning process?

   Apakah anda mengajak setiap siswa selama proses pembelajaran untuk berpartisipasi aktif dalam proses pembelajaran? Bagaimana Anda melibatkan siswa untuk aktif dalam proses pembelajaran?

   *= **Tentu, yang paling sering memeberikan siswa pertanyaan waktu saya menjelaskan agar mereka tetap fokus. Selain itu, mengajak siswa untuk berdiskusi aktif tentang materi jadi saya gak terus menjelaskan tapi juga melibatkan siswa gitu. Kalau kelas dibuat seperti itu kelas akan aktif .***

9. Do you give time for students to read information related to the material in building a new concept? In what media do you advise students to read?

   Apakah Ibu memberikan waktu kepada siswa untuk membaca informasi terkait materi dalam membangun konsep baru? Di media apa anda menyarankan siswa untuk dibaca?

   *= **Pasti ya. Saat akan dimulai proses pembelajaran, saya mengirimkan file PPT untuk siswa pelajari terlebih dahulu. Biasanya, saya juga mengajak siswa untuk ke perpustakaan kalau ada waktu yang cukup.***

10. How do you explain the material in class?

    bagaimana anda menjelaskan materi dalam kelas?

    *= **Dalam mengajar tentunya saya akan menjelaskan atau memberikan informasi yang mudah dipahami siswa sehingga siswa paham apa yang ia pelajari.***

11. Genre based approach has a modeling of the text stage, do you provide an example of a text to be investigate thoroughly? What is investigated so that students understand the text?

Pendekatan berbasis genre memiliki pemodelan tahap teks, apakah anda memberikan contoh teks untuk diselidiki secara menyeluruh? Apa saja yang diinvestigasi agar siswa paham terhadap teks tersebut?

= iya, seperti kemarin saya memberikan cerita sangkuriang. Yang di investigasi tentunya komponen yangmembentuk narrative text; generic structure, language features, communicative pupose or function

12. Do you invite students to compare the text they are studying with other texts?

Apakah anda mengajak siswa untuk membandingkan teks yang mereka pelajari dengan teks lain?

= Kalau waktu saya ngajar kemarin ya mbak, saya tidak menyertakan siswa untuk membandingkan teks secara langsung, saya hanya menjelaskan perbedaannya saja.

13. In class, you check students' understanding, how do you know or check students' understanding of the material being studied?

Di kelas, anda memeriksa pemahaman siswa, bagaimana Anda mengetahui atau memeriksa pemahaman siswa tentang materi yang dipelajari?

= pasti kalau itu. yang pertama saya akan memberikan sisw pertanyaan tentang matei yang sudah saya jelaskan. Selain itu, saya juga memberikan latihan soal, ketika siswa mampu menjawab berarti saya yakin untuk melanjutkan ke tahap selanjutnya.

14. Did you give students the opportunity to apply what students have learned? How do you do it?

Apakah anda memberikan kesempatan kepada siswa untuk menerapkan apa yang sudah mereka pelajari? Bagaimana anda melakukannya?

= Tentu. Saya meminta siswa untuk manganalisis isi dari teks dan mengerjakan soal yang sudah saya sediakan.

15. Scaffolding strategy carried out on the genre-based approach, is it effective to be carried out in the writing class?

Strategi scaffolding dilakukan pada pendekatan berbasis genre, apakah efektif dilakukan di kelas menulis?

= Yes, karena strategi ini sejalan dengan genre based approach sehingga memudahkan saya untuk menjalankan kelas dari awal hingga akhir.

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**BUKTI KONSULTASI BIMBINGAN SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS**

Nama   : Nur Intan Lukmawardani

NIM   : 18180014

Judul   : **The Implementation of Scaffolding Strategy by Using Genre Based Approach in Writing Class of Tenth Graders of MAN I Jombang**

Dosen Pembimbing   : Ima Mutholliatil Badriyah, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Skripsi
1.	29 November 2021	Pemahaman proposal penelitian	
2.	30 Januari 2022	Konsultasi Chapter 1 dan revisi Chapter 1	
3.	7 Februari 2022	Pemahaman Chapter 1	
4.	23 Februari 2022	Konsultasi Chapter 1, 2, 3 & Instrument penelitian	
5.	27 Februari 2022	Revisi Chapter I, II, III dan Instrument penelitian	
6.	22 Maret 2022	Konsultasi revisi hasil sempro terkait chapter 1, 2, dan 3 dan berganti judul menjadi "The Implementation of Scaffolding Strategy by Using Genre Based Approach in Writing Class of Tenth Graders of MAN I Jombang"	

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7.	25 Maret 2011	Konsultasi Instrument penelitian	
8.	27 Mei 2022	Pembahasan dan revisi chapter 1, 2, dan 3	
9.	28 Mei 2022	Pembahasan dan revisi chapter 3 dan 4	
10.	03 juni 2022	Revisi bab 4-5 dan acc	

Malang, 03 Juni 2022

Menyetujui,
Dosen Pembimbing

Ima Mutholliatil Badriyah, M.Pd
NIP.19831217201802012155

Mengetahui,
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Nomor	: 736/Un.03.1/TL.00.1/03/2022	24 Maret 2022
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala Madrasah Aliyah Negeri 1 Jombang
di
    JL. Dr. Wahidin Sudirohusodo No.2, Sengon, Kec. Jombang, Kabupaten Jombang, Jawa Timur, Kode Pos 61418

Assalamu'aliakum Wr. Wb

Dengan hormat, dalam rangka menyelesaikan yugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon hormat agar mahasiswa berikut:

Nama	: Nur Intan Lukmawardani
NIM	: 18180014
Jurusan	: Tadris Bahasa Inggris
Semester-Tahun Akademik	: Genap – 2021/2022
Judul Skripsi	: **The Implementation of Scaffolding Strategy by Using Genre Base Approach In Writing Class Of Tenth Graders Of MAN 1 Jombang**
Lama Penelitian	: **Maret 2022** sampai dengan **Mei 2022** (3 bulan)

Diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenaan dan kerjasama Bapak/Ibu yang disampaikan terima kasih.
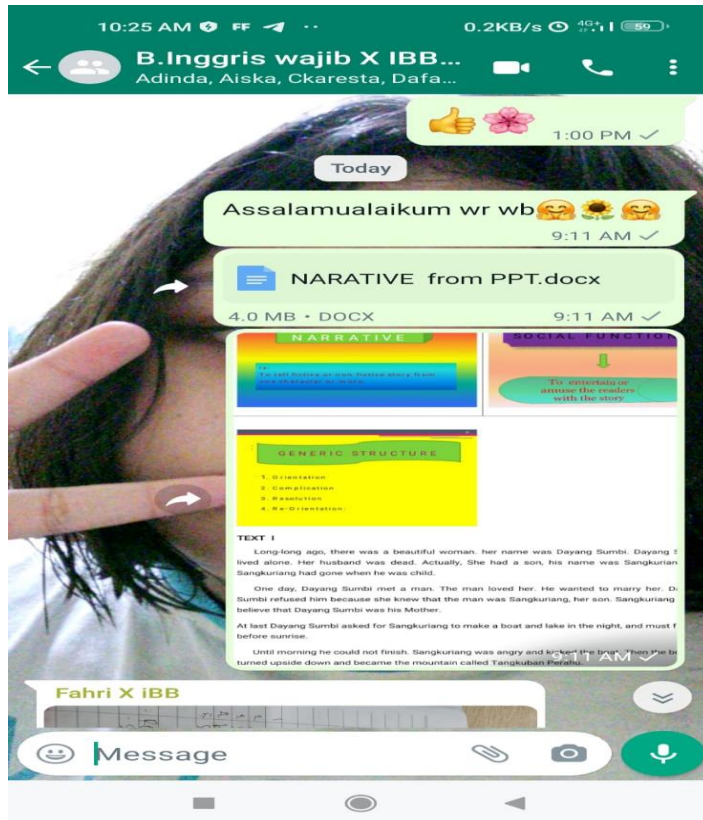
Wassalamu'alaikum Wr. Wb.

an Dekan
Wakil Dekan Bidang Akademik,

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 9 The Teacher send a material for students to read through WhatsApp

Appendix 10 The Teacher giving explanation to the students about the material

Appendix 11 The Teacher Show the Story to the Students and Tell the story

Appendix 12 Interview Section

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	MA Negeri Jombang
Mata Pelajaran	:	Bahasa Inggris (Wajib)
Kelas/Semester	:	X / Ganjil
Alokasi Waktu	:	2 x 45 menit

A. KOMPETENSI INTI :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR:

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Mensyukuri kesempatan mempelajari Bahasa Inggris 1.1.2 Memulai pelajaran dengan doa
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional	2.1.1 menunjukkan perilaku santun dan peduli dalam kegiatan kelas 2.1.2 menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam kegiatan kelas bahasa Inggris 2.1.3 menunjukkan perilaku tanggung jawab, kerjasama dan cinta damai
3.9. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.9.1 Menganalisa fungsi dari teks narrative 3.9.2 Menganalisa struktur dalam teks narrative 3.9.3 Menganalisa unsur kebahasaan dari teks narrative
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.13.1 Menangkap makna kata kata dari teks narrative yang dibaca 4.13.2 Mengangkap makna keseluruhan dari teks narrative yang dibaca. 4.14.1 Membuat teks narrative sederhana dengan mempertimangkan aspek aspek teks narrative yang telah dipelajari

C. MATERI AJAR

Tangkuban Perahu

Long-long ago, there was a beautiful woman. her name was Dayang Sumbi. Dayang Sumbi lived alone. Her husband was dead. Actually, She had a son, his name was Sangkuriang but Sangkuriang had gone when he was child.

One day, Dayang Sumbi met a man. The man loved her. He wanted to marry her. Dayang Sumbi refused him because she knew that the man was Sangkuriang, her son. Sangkuriang didn't believe that Dayang Sumbi was his Mother.

At last Dayang Sumbi asked for Sangkuriang to make a boat and lake in the night, and must finish before sunrise.

Until morning he could not finish. Sangkuriang was angry and kicked the boat. Then the boat turned upside down and became the mountain called Tangkuban Perahu.

(Adapted from encyclopedia)

D. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Membuka kelas dengan salam pembuka dan memandu peserta didik untuk berdo'a • Memeriksa kehadiran peserta didik melalui daftar hadir	10 menit
Inti	**a. Building knowledge of the field** • Siswa dimotivasi untuk membaca cerita Tangkuban Perahu • Siswa menerima penjelasan tentang tujuan pembelajaran dan topic yang akan dipelajari • Siswa ditunjukkan gambar yang memiliki hubungan dengan cerita **b. Modelling of the text** • Siswa disajikan teks narrative berupa cerita Tangkuban Perahu • Siswa mengidentifikasi susunan (structure) dari teks yang mereka baca • Siswa mengidentifikasi fungsi dari teks yang mereka baca • Siswa mengidentifikasi unsur kebahasaan (language features) dari teks yang mereka baca • Siswa menemukan makna kata kata sukar yang terdapat dalam teks • Siswa menjawab pertanyaan berdasarkan isi teks. **c. Joint construction of the text** • Siswa diajak untuk mencari informasi mengenai cerita narratif di Indonesia. • Siswa membuat kerangka karangan berdasarkan informasi yang sudah didapat. **d. Independent construction of the text** • Siswa menyusun karangan dalam bentuk autobiographical recount.	70menit
Penutup	• Siswa menunjukkan hasil karyanya kepada guru. • Siswa mendapatkan overall feedback • Siswa mereview hasil pembelajaran yang sudah didapat	10 menit

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