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DAFTAR ISI

CONSTRUCTIVISM LEARNING MODEL IN DEVELOPING PARAGRAPH AT ISLAMIC BOARDING SCHOOL

This paper is presented in National Seminar
"Research for Educational Development"

Presenters:
Moh. Hafidz, M.Pd
Moh. Arief Wahyudi, M.Pd

LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT (LPPM)
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
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PREFACE

Praise the author presents to the presence of God Almighty, because for his grace and guidance, the author can complete a paper entitled "*Constructivism Learning Model in Developing Paragraph at Islamic Boarding School*". This study conducted to contribute on the educational development in Indonesia especially at English Department of STKIP PGRI Bangkalan.

The author thanks to the committee of national seminar who prepare and give the author a chance to present a paper, the head of LPPM and his staffs and the dean of STKIP PGRI Bangkalan who held this conference entitled "*Research for Educational Development*". Also, the participants who participate in this academic forum.

The author realizes that this paper has weaknesses to be discussed in this seminar and be completed by the next researcher. He also believes that the participants able to give a constructive suggestion in both result and process of the research.

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CHAPTER I
INTRODUCTION

Students writing skills have variously uniqueness which constructed by their environment, experiences and writing background (Wahyuni, 2013). Students writing habitual absolutely effects on transfering information which stored in their brain to formulate in written texts. To concieve the ideas into the text requires a gradually writing process to be an academic writer because of graduation needs and level of professional career. Students opportunities are widely and naturally constructed by their own ideas to promote into written text.

In contrast, The number of students consume some information written based hardly as crucial frame to mix an individual knowledge with the current issues of student's writing porposes because reading passage is unfamiliar writing activities in or outside the class. So, most of students have limited actual ideas (Darmawan, 2013) . These, influence to students written poducts which have distinct types (Hafidz, 2018) to be considered in learning model of writing skill to unite all of principles of language learning into the aim of writing, it accumulated in student's chance to chose an appropriate topic with the basic background which related with selected reading input becomes written output (Graham & Harris, 1994).

In addition, the student's results get some challenges to provide those have a good organization of paragraph, unrepeating words or embarrass to produce in written text (Rahmatunisa, 2014) to neglect the unpredictable meaning on each sentence or paragraph. The general simple structure of good paragraph cosists of three points which are topic sentence, supporting sentence and concluding sentence (Oshima & Hogue, 2007). Students organize the paragraph well and get difficulty to identify all of aspects of each paragraph because of their lack of understanding and drilling to compose a passage.

The submitted writing tasks amazed that a lot of studets make a paragraph in comlplete design, while there are some of writing aspects needed to be corrected such as format ad grammar (Oshima & Hogue, 2007). The students writing performance opened a constructivism learning model to applaied in the classroom which focuses on developing through Explanation, Detail and Example (EDE) (Zemac & Rumisek, 2005) on each points of paragraph. It implies to reduce some gaps between learning activities and students competences, skill and experience (Keiny, 1994). These defiances and interesting passage become initial reason to conduct a constructivism learning model in developing paragraph at Islamic Boarding School

CHAPTER II
DISCUSSION

In teaching writing skill, tutor deliberately instructs students to make a written text in vocabulary based which students emphasized on their own memorized words. The process of remembering words, the students libertly remain them in front of tutor out of class, this activity focuses on numbers of vocabularies, pronounciation and meaning. The most of students' vocabulary mastery is daily vocabulary in islamic boading school. Then, Tutor selects the familiarly topics such as " islamization, democracy, the holly qur'an etc.". Students independently determine those topics to write a paragraph essay. The students' written text is built up by own vocabularies and its content presents the students' ideas and experiences (Wahyuni, 2013) into paragraph and minimizing some obstacles in writing process, although students still requires more drilling in writing paragraph and access more inforamation of current topics (Darmawan, 2013) in developing paragraph.

Teaching writing skill is not only empowering its aspects but also automatically training other skills such as pronounciation and reading some references (Graham & Harris, 1994) because of integrated language skill. In this case, The tutor evaluate student's writing aspects such as content, grammatical, organization and format (Oshima & Hogue, 2007), the lowest aspect is grammatical aspect, there are 70% students gain bad score or under minimum creteria (20), than the the lower aspect is format which students are inaccurately in punctuation marks, there 65% students get bad score. In addition, tutor directly evaluates student's mastery whom memorize vocabulary well either pronounciation, meaning or number of words.

Most of student's approach in writing a paragraph is islamic content-based, its mean that the students describe their ideas referes to the Al-Qur'an an Al-Hadist, then quote from the other references such as book, internet etc. Some times, students get a gap between their idea and resources because of the generally accessed information which effects on developing paragraph (Zemac & Rumisek, 2005). The students are unable to specify their common idea into main idea and support it by using explanation and detail but simlple example only.

The tutors' guidance of writing paragraph is simply and freely format which does not encourage students to drill academic wriring. It just services students to write more informations based on the current topics, then tutor asks to enrich students' vocabularies on guidance format. The format consists of name, title, opening and closing. The date and supervisor's signature are also despised on the writing format.

CHAPTER III
CONCLUSION

Developing paragraph at Islamic Boarding School constructively emphases on students' vocabularies mastery which are written based on the some prepared titles by tutors into paragraph. Students independently compose the texts in their background knowledge and cite some islamic references become simple essay. Tutors examine those aspects of writing indirectly based on their own paragraph format.

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CONSTRUCTIVISM LEARNING MODEL IN DEVELOPING PARAGRAPH AT ISLAMIC BOARDING SCHOOL

Moh. Hafidz
Prodi Bahasa Inggris STKIP PGRI Bangkalan
mohhafidz@stkippgri-bkl.ac.id
Moh. Arief Wahyudi
Prodi Bahasa Inggris STKIP PGRI Bangkalan
Arwah74@stkippgri-bkl.ac.id

Abstract

Paragraph is a student's product of gradually writing process and academical guidance. Students opportunities are widely and naturally constructed by their own ideas and environment to promote their written text. This purpose of this research is to describe the constructivism learning model in developing paragraph at Islamic Boarding School. The research method is single case design study which directly observes and documents the participants' activities and suit data in the field to be analyzed.

The result of this research covers tutor deliberately instructs students to make a written text in vocabulary based which students emphasized on their own memorized words, students independently determine those topics to write a paragraph essay, tutors indirectly evaluate student's writing aspects such as content, grammatical, organization and directly evaluates student's mastery whom memorize vocabulary well either pronounciation, meaning or number of words and tutors' guidance of writing paragraph is simply and freely format.

Keywords: *Constructivism, Learning, Paragraph and Free-format*

1. INTRODUCTION

Students writing skills have variously uniqueness which constructed by their environment, experiences and writing background (Wahyuni, 2013). Students writing habitual absolutely effects on transfering information which stored in their brain to formulate in written texts. To concieve the ideas into the text requires a gradually writing process to be an academic writer because of graduation needs and level of professional career. Students opportunities are widely and naturally constructed by their own ideas to promote into written text.

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In addition, the student's results get some challenges to provide those have a good organization of paragraph, unrepeating words or embarrass to produce in written text (Rahmatunisa, 2014) to neglect the unpredictable meaning on each sentence or paragraph. The general simple structure of good paragraph cosists of three points which are topic sentence, supporting sentence and concluding sentence (Oshima & Hogue, 2007). Students organize the paragraph well and get difficulty to identify all of aspects of each paragraph because of their lack of understanding and drilling to compose a passage.

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2. METHODOLOGY
a. Research Design

This research design is descriptively single case design study which focuses on questions to be observed and analyzed (Zainal, 2007) in implementation of constructivism learning model, the prepared instruments utilized in this ivestigation are observastion checklist, interview and documentation, thsoe are syncronized to get valid ad reliable data (Tuncela & Bahtiyarb, 2014).

b. Data Sources

The primarly data gained from the students of Islamic Boarding School which the tutor preparely instructed students through constructivism learning model . As long as investigation, the tutor who did some structured opening, main and closing activities were able to be included in some creterias of this research as a data source to be collected and analyzed (Driscoll, 2011). And also, the students were respondents to transfering some initially informations constructivism learning model in developing paragraph of students writing skill that connected with te researchers' porposes of this research. This interaction is head to head communication through semi-structured interviewing (Edwards & and Holland, 2013). Te last, the written data that related and support this research to describe the indefinitely data but it covers the students and tutor life (Mogalakwe, 2006).

c. Istruments and Data Collection Techique

Researcher have competely conducted this research in collecting the definitely data of implementation of constructivism learning model in developing paragraph of Islamic Boarding School students writing skill in the field. The prepared checklist was used to record the main points of this reserach porposes. In addition, the fieldnote taken a report to write the whole learning activities down exhautively which emerged out of the checklist in the class. Than, derifying those data to take a meanigful events and examining each items to be comprehend findings (Wilkinson & Birmingham, 2003). Researcer brought the check list into the area to observe constructivism learning model by noting all of sequencely actions accross the class.

d. Data Analyzed

After collecting the data, researcher distinctly formulated data to be analyzed through consolidating the appropriate documents with activities, topics and goals. The next, reducing data by selecting, correcting and arranging. The last, interpreting the data to draw some finding (Yazan, 2015).

3. RESULT AND DISCUSSION

In teaching writing skill, tutor deliberately instructs students to make a written text in vocabulary based which students emphasized on their own memorized words. The process of remembering words, the students libertly remain them in front of tutor out of class, this activity focuses on numbers of vocabularies, pronounciation and meaning. The most of students' vocabulary mastery is daily vocabulary in islamic boading school. Then, Tutor selects the familiarly topics such

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APPENDIXES

Figure 1. Presenting a paper

Figure 2. Sharing session

Figure 3. Photo session

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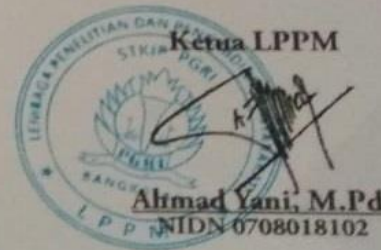*atas partisipasinya sebagai Pemakalah*

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Bangkalan, 3 November 2018

Ketua
STKIP PGRI BANGKALAN

Didik Hermanto, ST., M.Pd.
NIDN 0731076504

Ketua LPPM

Ahmad Yani, M.Pd.
NIDN 0708018102