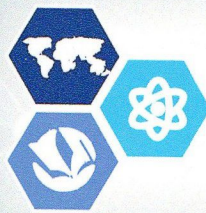


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## DAFTAR ISI

Dewan Redaksi .....	i
Daftar Isi .....	ii
 <i>Manah Tarman</i>	
Peranan Komitmen Organisasional Pengurus Dalam Mempertahankan Eksistensi Koperasi Pegawai Republik Indonesia (KPRI) Di Madura .....	1-13
 <i>Ely Masnawati</i>	
Pembinaan Profesionalitas Guru Berbasis Budaya Lingkungan Pesantren (Etnografi Madura) .....	14-24
 <i>Abmad Yani</i>	
Segmental Kontoid Bahasa Madura Dialek Kangean (Kajian Geografi Dialek) .....	25-40
 <i>Arfiyan Ridwan</i>	
A Needs Analysis on Maritime English for Vocational High Schools .....	41-48
 <i>Enny Listiawati, Hefi Rusnita Dewi</i>	
Pemahaman Siswa Sd Yang Berkemampuan Matematika Rendah Pada Masalah Kalimat Matematika .....	49-60
 <i>Muawwinatul Laili, Masyitah Noviyanti, Ana Christanti.</i>	
Potret Gerakan Literasi Sekolah di SMPN I Taman Sidoarjo .....	61-68
 <i>Moh. Hafidz</i>	
Constructivism Learning Model in Developing Paragraph at Islamic Boarding School .....	69-74
 <i>Ria Kristia Fatmasari, Husniyatul Fitriyah</i>	
Efektivitas buku ajar keterampilan membaca mahasiswa program studi pendidikan bahasa dan sastra Indonesia .....	75-86
 <i>Mohammad Arief Wahyudi, Mat Heri</i>	
The Effects of Short Cartoon Movies on Students' Speaking Ability at The Second Grade Students of SMPN 1 Kamal .....	87-99
 <i>Iin Rachmawati, S.S., M.Hum.</i>	
Teaching Translation Through Cultural Interactive Storytelling By Using Three-step Interview Technique .....	100-115
 <i>Mariyatul Kiptiyah, Siti Anisak</i>	

Spider Diagram Of Semantic Mind Mapping Strategy On Students' Reading (A Qualitative Research) .....	116-124
<i>Maulana Yusuf Aditya</i> The Use of Cooperative Learning Model Student Team Achievement Division In Teaching Speaking .....	125-133
<i>Faisol, Mustain</i> Comparing Instagram Application And Textbook By Using Prewriting Technique On Writing Skill .....	134-144
<i>Maslaha Rifai, Tera Athena</i> The Impact of Yahoo Group on the Students' Writing Skill .....	145-156
<i>Diah Retna Yuniarti</i> Metode <i>Ta'zir</i> dalam Pendidikan Kontemporer di Perguruan Tinggi .....	157-169

## CONSTRUCTIVISM LEARNING MODEL IN DEVELOPING PARAGRAPH AT ISLAMIC BOARDING SCHOOL

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### 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 pronunciation, 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 transferring 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 purposes 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 products 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 consists 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 students make a paragraph in complete design, while there are some of writing aspects needed to be corrected such as format and grammar (Oshima & Hogue, 2007). The students writing performance opened a constructivism learning model to applied 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

## **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 investigation are observastion checklist, interview and documentation, thsoe are synchronized to get valid ad reliable data (Tuncela & Bahtiyarb, 2014).

### **b. Data Sources**

The primarily data gained from the students of Islamic Boarding School which the tutor preparaly 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 transferring 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 exhaustively which emerged out of the checklist in the class. Than, derifying those data to take a meaningful 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 liberty 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 information 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 pronunciation 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 criteria (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 pronunciation, 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 simple example only.

The tutors’ guidance of writing paragraph is simply and freely format which does not encourage students to drill academic writing. 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.

#### **4. 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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