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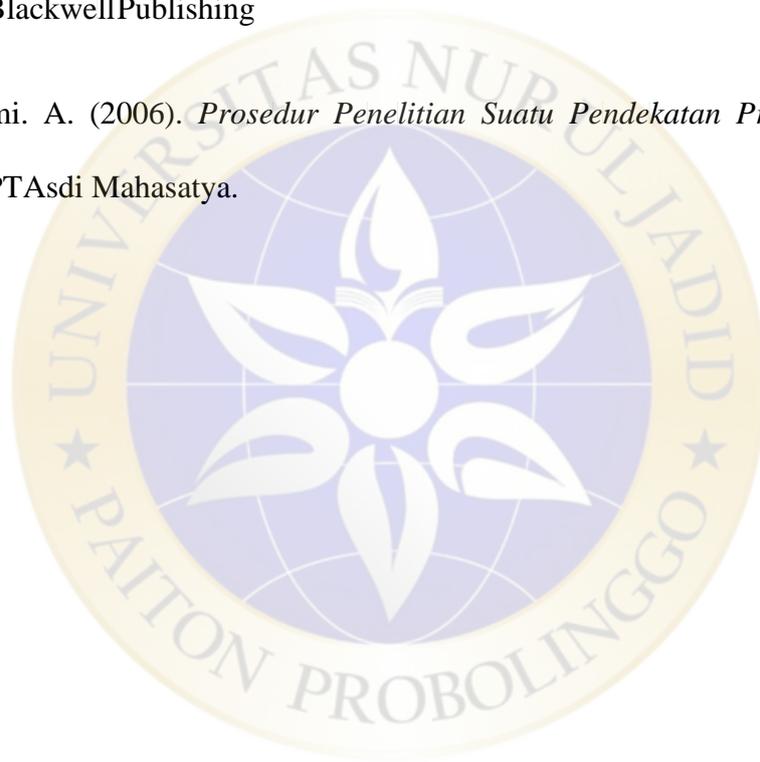
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Observation I

In the first observation, before starting the class the teacher opened the class by greeting, because greeting is one of the ways to make the students more focus and ready to learn the subject. Then the teacher start to explain the material that will be discussed more especially in writing to the students. After that, the teacher asked the students to choose about the topic that they are going to write. They might choose three topics. The first topic was people should be judge by their social media posting, benefits of having homework, and school uniform is important for a student, which is written in a small paper.

After writing those topics, the teacher rolled the paper and asked each student to take that paper and write the paragraph based on the topic that they got. There are 9 students who got the first topic, 7 students got the second topic, and 5 students got the last topic. Before starting to write the paragraph, teacher gave an instruction and clear explanation about each topic. Besides, not all students directly understand well about the topic they chose, so that teacher gave a chance to the students to ask some questions that they did not understand before the students start to write the paragraph because if students do not really understand about the topic they will not be able to write the paragraph well.

Teacher asked students begin to make an outline or brainstorming in order it can help the students to write the paragraph easily. After that, students developed the ideas following the topic sentence that have been written. After students write the paragraph, they exchange the result of their writing with the friends who got the same topic, then correct it together.

The first topic was about people should be judge by their social media posting and the result was some students could develop the ideas and some of them still difficult because they were not sure how to strengthen the ideas that

they wrote and confused how to write about what judge means in that topic because it has several purpose. The second topic was about the benefits of having homework. Students who got this topic were easier to write the paragraph because it could be their activities, therefore the students could write the paragraph based on their experience what has been gotten from doing the homework itself. The last topic was school uniform is important for the students. In this case, the students also easier to write the ideas because they did it every day for getting school, but some students also disagree about the topic that wearing uniform is important because they think it was to awkward and students better wear their daily dress but it have to be neat.

After correcting and listening about their comments for the friends result of writing, the teacher gave a feedback from all the topics change by change. Then asked the students which part was the most difficult in writing the paragraph and the students responds they were too difficult just to develop the ideas because they need to be more diligent in reading in order can write well. So far, from all the explanation about how to have a good writing they could understand it and feeling comfortable to write the paragraph.

Observation 2

The second observation, Teacher recognized and explained about the new material for the students especially in writing itself. The purpose was to increase the students anxiety in writing a paragraph so that, teacher gave a little bit easier and fun. Teacher explained about the topic which the students' going to use for writing process. The topic was about "my life my adventure". The teacher chose this topic because it is a good topic in which easy for the students to develop the idea. In addition, according to the teacher, writing a paragraph does not need a

difficult topic because the goals itself just to help the students understand how to be a good writer with a good structure.

Teacher asked the students to make an outline and write a topic sentence, then develop the paragraph individually because the teacher wants to know about the students' skill in writing one by one. Every student has different capacity in understanding writing skill. Teacher gave a chance for the students to ask some questions related with the topic for 5 minutes. It was just two students who asked some questions to the teacher. It was about what kind of adventure that means. The teacher answered it was about all adventure, about the students journey on having travelling either with their family or friends which can develop their excited feeling when the start to write the paragraph. Teacher gave the students time for 15-20 minutes writing a paragraph, besides the teacher looked around them to control either they got difficulties or not.

Observation 3

The observation was conducted on 11th of April 2024. The teacher opened the classroom by greeting and salaam. Greeting is one of the ways to make the students more focus and ready to learn the subject. Then, students gave a chance to ask some questions about the last week material. It took for 15 minutes to answer all the questions. The teacher explained about a new strategy in which the students have to write a paragraph and asked to find the topic outside the class around the school.

Then, the teacher asked the students to exchange the topic with their friends and begin to write the paragraph using the topic that they got from the friend. The students were very enthusiastic and directly find a partner to be exchanged. After that, they write the paragraph as the usual. The students more

happy and enjoy when they were learning outside the class because they could see
the fresh air rather than learning inside the class.



English Teacher in Foreign Language Development

Interviewer : What kind of methods that you use in teaching writing at FLDI of Nurul Jadid Islamic Boarding School?

Interviewee : I use Direct Method to teach my students in this institution.

Interviewer : Why do you use that method in teaching writing itself?

Interviewee : In my consideration, using Direct Method is beneficial enough especially for students which is still in the intermediate level of understanding the English. And it is so much different with the students that the understanding still in a very basic or elementary level that have to use a method where the teacher become the main character in the classroom or it can be called as “teacher centre”. So that, it is centered to the teacher. Therefore, the learning process is not 100% done by the teacher for the students but, in that class we also did some question and answer about the material they did not understand.

Interviewer : What kind of activities usually you use in teaching writing?

Interviewee : The first time, I give the topic the students and ask them to make an outline or brainstorming before they start to write a paragraph based on the passage or using their own words. Then, I ask the students to work individually to easiest value their skill. I explain directly a little bit about what they are going to write based on the passage that has been taught orally or their own experience and after that, ask the students to make the topic sentence then, develop the paragraph into 5-6 paragraph using the right organization structure that have been taught before.

Interviewer : Did you give a specific topic for the students? 47

Interviewee : Yes, because it can help the students to write the paragraph easier and structured well. Sometimes, I give them chance to find the topic by themselves. It is beneficial in order the students feel more comfortable in writing the paragraph, because most of students think that writing is the most difficult lesson rather than the other skills in learning English (speaking, listening, and reading). Therefore, I try to enjoy the students in writing the paragraph.

Interviewer : How do the students respond toward the method that you use in teaching writing?

Interviewee : The first time, the students always be sleepy inside the classroom and I try to wake by pointing them to answer the question that I asked and give them a new strategy that twice in a month the students will learn outside the classroom. They will be more fun enjoyable and help them to increase their enthusiasm in learning about writing.

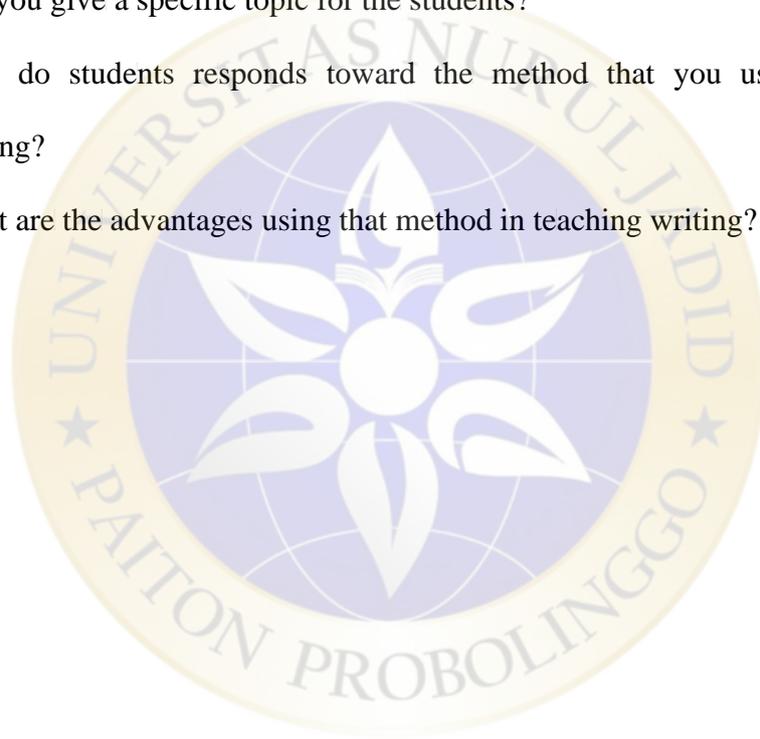
Interviewer : What are the advantages using that method in teaching writing?

Interviewee : By using the direct method can make the students to successfully express themselves with only the target language, without mixing words with their native language. It also is an activity method facilitating alertness and participation of the students. Due to application of the Direct Method itself, students are able to understand what they learn, think about it and then express their own ideas in correct English about what they have learnt.



Date : 10th - 11th of April 2024
Time : 09.30
Place : Nurul Jadid Islamic Boarding School
Interviewee : Teacher of Writing.

1. What kind of methods that you use in teaching writing at FLDI of NurulJadid Islamic Boarding School?
2. Why do you use that method in teaching writing itself?
3. What kind of activities usually you use in teaching writing?
4. Did you give a specific topic for the students?
5. How do students responds toward the method that you use in teaching writing?
6. What are the advantages using that method in teaching writing?





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KETERANGAN HASIL CHECK PLAGIASI

Yang bertanda tangan di bawah ini, tim check plagiasi Fakultas Sosial dan Humaniora menerangkan dengan sebenarnya, bahwa telah dilakukan check plagiasi dengan persentase 11 % (Exclude Quotes dan Exclude Bibliography) pada tugas akhir/skripsi mahasiswa berikut:

Nama : **DAVID BASTIANSYAH**

NIM : 1942300066

Judul Skripsi : **Methods of Teaching Writing at Foreign Language Development Institute of Nurul Jadid Islamic Boarding School Paiton Probolinggo**

Demikian keterangan ini dibuat dengan sebenarnya dan untuk dijadikan persyaratan kelayakan mengikuti sidang tugas akhir/skripsi.

Paiton, 21 Juli 2024

Ketua Tim,



RM. FARUQ, S.H.I



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BERITA ACARA BIMBINGAN SKRIPSI

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2. NIM : 1942300066
3. Prodi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Methods of Teaching Writing at Foreign Language Development Institute of Nurul Jadid Islamic Boarding School Paiton Probolinggo
5. Pembimbing : Moh. Sofyan Adi Pranata, M.Li.
6. Fokus Bimbingan : Aspek Relevansi Judul, Landasan Teori, Aktualisasi Data, Ketajaman Analisis, Aspek bahasa, metodologi, kesesuaian antar bab, dan sistematika penulisan
7. Konsultasi :

TANGGAL	MATERI BIMBINGAN	KETERANGAN KONSULTASI/ARAHAN	PARAF	
	Chapter I	Revise		
	Chapter I	Acc		
	Chapter II	Revise		
	chapter II	Acc		
	chapter III	Revise		
	chapter III	Acc		
	chapter IV	Revise		
	chapter IV	Acc		
	chapter V	Revise		
	chapter V	Acc		

8. Bimbingan telah selesai pada tanggal: Minggu, 14 Juli 2024
Dosen Pembimbing,

Moh. Sofyan Adi Pranata, M.Li.

NOTA PEMBIMBING

Hal: Persetujuan Ujian Skripsi

Kepada:

Yth. Bapak Dekan Fakultas Sosial dan Humaniora

Universitas Nurul Jadid Paiton Probolinggo

Assalamu'alaikum Warahmatullahi Wabarakatuhu.

Setelah secara cermat kami baca, dan koreksi kembali serta setelah diadakan perbaikan/penyempurnaan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa:

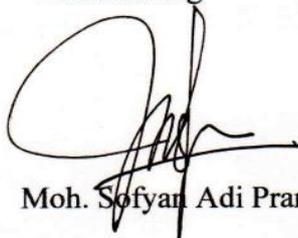
Nama : David Bastiansyah
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Prodi : Pendidikan Bahasa Inggris
Judul skripsi : Methods of Teaching Writing at Foreign Language Development Institute of Nurul Jadid Islamic Boarding School Paiton Probolinggo.

Telah memenuhi syarat untuk diajukan dalam Ujian Skripsi Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo.

Atas perhatian dan kerjasamanya, kami sampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuhu.

Pembimbing



Moh. Sofyan Adi Pranata, M.Li.



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مركز ترقية اللغة الأجنبية

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Nomor : NJ-H/09/0171/A.II/07.2024
Lampiran : -
Perihal : **Keterangan Penelitian**

Kepada :
Yth. Dekan Fakultas Sosial dan Humaniora
Universitas Nurul Jadid
di Tempat

Assalamu'alaikum War. Wab.

Salam sejahtera kami sampaikan semoga Bapak/Ibu tetap dalam naungan Taufiq dan Hidayahnya sehingga tetap mampu melaksanakan aktivitas sehari-hari.

Yang bertanda tangan dibawah ini adalah direktur Lembaga Pengembangan Bahasa Asing PP. Nurul Jadid Paiton Probolinggo Menerangkan dengan sebenarnya bahwa :

Nama : **David Bastiansyah**
NIM : 1942300066
Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : **"Methods of Teaching Writing at Foreign Language Development Institute of Nurul Jadid Islamic Boarding School Paiton Probolinggo"**

Telah melakukan kegiatan penelitian untuk menyelesaikan tugas akhir di Lembaga Pengembangan Bahasa Asing (LPBA) PP. Nurul Jadid Paiton Probolinggo.

Demikian surat keterangan ini kami buat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum War. Wab.

Paiton, 15 Juli 2024

Direktur LPBA,



YAMSURI HASAN, M.H.I.



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PENGESAHAN TIM PENGUJI SKRIPSI

Skripsi yang ditulis oleh mahasiswa :

Nama : David Bastiansyah

NIM : 1942300066

Prodi : Pendidikan Bahasa Inggris

Judul : Teaching Writing Method at FLDI Nurul Jadid Islamic Boarding School
Paiton Probolinggo

Telah dipertahankan di depan Sidang Tim Penguji Skripsi Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo pada hari Sabtu tanggal 29 bulan Juli tahun 2024 dan dinyatakan lulus serta telah direvisi sesuai dengan saran Tim Penguji.

Mengesahkan,
dekan.



Dr. CHUSNUL MUALI, M.Pd
NIDN: 2101127701

Tim Penguji:

1. Ketua Tim : Durratul Hikmah, M.Pd.
2. Penguji I : Bradhiansyah Tri Suryanto, M.Pd.
3. Penguji II : Mochlis Ekowijayanto, M.Pd.