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ENCLOSURES

Enclosure 1 Participant Consent & Release Form for *Participant*

PARTICIPANT CONSENT & RELEASE FORM

FOR *PARTICIPANT*:

I, Argi Santoso Aji , in connection with this research program, hereby authorize the researcher and its program to conduct the semi-structured interview and analyze its result.

Additionally, I hereby authorize the researcher to release, publish, or quote such material from the result of interview, but withhold my identity, in connection with all research activities.

With respect to this research program, I understand that content may be included in future speeches, on the internet, and through multiple broadcast channels and print media.

I understand that I may decline to give my consent (by not signing this form) and still continue to participate in all research activities without being disadvantaged with respect to those activities.

_____

Participant's Signature

Argi Santoso Aji

Printed Name

Tasikmalaya

Participant's Home City & Country

oktober 2018

Date

argisantoso11@gmail.com

e-Mail Address

Enclosure 2 Transcript Interview Data

I: Well, it means that there is a response from the students here. So, what can Mr. X conclude from the response?

P: It is difficult if there is instruction from me, it is still digested, so I have to give double instructions. Starting from wrote it on the board until explained it orally, even if there are some students who still do not understand, so I gave them the instructions one by one, "you should be like this" and giving clear instructions.

(Audio recording participant's interview, 6th March 2019, Author's translation)

I: This is the last question about instructing, what did you see from the students after giving instructing? What the benefits did you see?

P: well, if I give them double instructing through oral and written instruction, the result Alhamdulillah good. Although at the first time after I gave them double instruction, there are some students who still misunderstand with the instruction. But after I repeat it two to three times, Alhamdulillah finally they got it. And after this, when I gave the assignment with the same model, surely the result is not much different. And that's the benefit.

(Audio recording participant's interview, 6th March 2019, Author's translation)

I: the next question is about explaining. Well, surely there is explaining step, and how did Mr. X explain?

P: is it the way how I explain?

I: yes, of course.

P: I explained according to the contents of the material. Sometimes I cannot motionless, I like stand up and not sit down, and it can make the students more engage to the lesson. Sometimes, when I speak too fast, the student asked me to re explain the material. The standard of my explanation is the textbooks, but I also confused whether it is student center or teacher center. And then,

> *because there is no projector, so I don't really use it at all times, sometime I used my phone or laptop to give video example and explain it. But usually, I only used whiteboard, black book, and visual aids such as picture to explain the video. So, that's all the way I explain when I was teaching.*

(Audio recording participant's interview, 6th March 2019, Author's translation)

> *I: Okay, Mr. X did you find challenges in giving questioning stage?*
>
> *P: At the first, I tried to use English and the challenge here is the students' response in not maximum. But when I used Indonesian the response is Alhamdulillah good. There are no many challenges in this stage, because it just giving questions.*
>
> *I: May be, is it most likely repeating?*
>
> *P: yes, each class has the same challenge like that.*

(Audio recording participant's interview, 6th March 2019, Author's translation)

Enclosure 3 Transcript Video Recording Data

> T: if it is from 00 until 12 o'clock, it means included to? A.m. Are you confused? Or you are not dizzy at all? (the teacher asks the students about their understanding)
> Try the fourth, discuss it completely
> (the teacher asks students to discuss before answer and discuss the next number)
> What is the answer?
> S: Keisya does her homework at 8 o'clock
> (Some students answer)

(Video recording of pre-service teacher' guidance, December 2018, Author's translation)

> T: If the morning included in A.M. What is about P.M?
> Beware, don't get me wrong. Yesterday, there was someone who wrote 14.00. Now, you understand. There is no 13.00 but using A.M and P.M. don't say it wrong. If I asked at 2 o'clock in the afternoon, what is the answer?
> S: 02.00 P.M.
> T: its call 14.00 in Indonesia time. And what is 1 o'clock in the morning?
> S: 01.00 A.M.

(Video recording of pre-service teacher' guidance, December 2018, Author's translation)

> T: Open the worksheet page 41 and the textbook is on page 37. Okay, from what you learned in chapter 3, does anyone understand? What did you learn in the previous meeting?
> S: Time
> S: Hours
> T: Yeah ... any students have a board marker?
> S: Yes, sir.
> T: Hey, what did we learn yesterday?
> S: Ordinal Cardinal Number
> T: What else?
> S: that's all, Sir.
> T: Do you completely understand about time?
> S: not yet, Sir.

T: Are you sure? What *setengah jam* in English?
S: A half
T: What about exactly in one hour?
S: O 'clock
T: what about *seperempat* in English?
S: A Quarter
T: how do we say it if it more than quarter?
S: A quarter past
T: How if it less than quarter?
S: A quarter to
T: you already understand, right? So, why did you fail in the previous test?
S: it's common problem, Sir. We are careless.
S: have a lot of thought, Sir.
T: What do we use to say from one to 30?
S: Past
T: and what about 31 to 60?
S: to
T: What do we use to say 41?
S: to
T: how about 31?
S: to
T: and 30?
S: Past
T: beware, don't change it. And how about 50?
S: to

(Video recording of pre-service teacher' guidance, December 2018, Author's translation)

T: Okay, repeat
S: Sunday Monday Tuesday Wednesday Thursday Friday Saturday
T: okay, what is the day after Saturday? (The teacher asks to check students' understanding)
S: Wednesday
S: would you like to speak slower, Sir?
T: alright, be focus.
S: Sunday Monday Tuesday Wednesday Thursday Friday Saturday
T: what is the day before Wednesday?
S: Tuesday

(Video recording of pre-service teacher' guidance, December 2018, Author's translation)

Enclosure 4 Thematic Analyzed Data

The data was analyzed using thematic analysis. It was a method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). There are six stages of analysis:

1. **Familiarizing the data**: The researcher transcribed the data from the interview. Then, it was read repeatedly in order to be familiar with the data thoroughly.

Figure 3.1 Interview transcription translated from Indonesian Language

I: the next question is about explaining. Well, surely there is explaining step, and how did Mr. X explain?

P: is it the way how I explain?

I: yes, of course.

P: I explained according to the contents of the material. Sometimes I cannot motionless, I like stand up and not sit down, and it can make the students more engage to the lesson. Sometimes, when I speak too fast, the student asked me to re explain the material. The standard of my explanation is the textbooks, but I also confused whether it is student center or teacher center. And then, because there is no projector, so I don't really use it at all times, sometime I used my phone or laptop to give video example and explain it. But usually, I only used whiteboard, black book, and visual aids such as picture to explain the video. So, that's all the way I explain when I was teaching.

2. **Generating initial codes**: The researcher marked the codes in the data which related to the purpose of the study by coloring them in order to ease analyzing the data in the next stages.

Figure 3.2 The process of initiating general codes

T: If the morning included in A.M. What is about P.M? Beware, don't get me wrong. Yesterday, there was someone who wrote 14.00. Now, you understand. There is no 13.00 but using A.M and P.M. don't say it wrong. If I asked at 2 o'clock in the afternoon, what is the answer?	Reviewing previous material Delivering knowledge to students Examining students' comprehension
S: 02.00 P.M.	
T: its call 14.00 in Indonesia time. And what is 1 o'clock in the morning?	Examining students' comprehension
S: 01.00 a.m	

3. **Searching for themes**: The researcher grouped the codes which possibly

   included in the same theme to make it easy to be analyzed.

Figure 3.3 Grouping the codes

Giving Feedback		Explaining	
• Teacher's assessment • Correcting student's mistake • Teacher's concern (fairness)	2 2 1	• Delivering knowledge to students • Teacher's clarifying	17 4
Giving hints		Modelling	
• Informing the aims and strategies of study • Informing next topic	1 1	• Demonstrating a thing for modelling • Giving expression in pronunciation	
Instructing		Questioning	
• Commanding students to open exercise book • Asking the students to discuss task	2 1 1 3	• Reviewing previous material • Cross-checking student's comprehension	15 10 10 2

• Asking students to practice task • Asking a student to answer the question of task		• Examining students' comprehension	16
		• Questioning related to the material "time"	5
		• Questioning related to the material "day"	1
		• Questioning related to the material "calendar"	1
		• Encourage student's curiosity	3
		• Giving students a chance to ask more	
		• Questioning related to the material "tenses"	

4. **Reviewing the themes**: The researcher was reviewed the themes repeatedly to

ensure whether the themes were appropriate or not. If it wasn't appropriate, I

removed or replaced the themes.

Figure 3.4 Reviewing the themes

1. Explaining	2. Questioning	3. Instructing
Facilitating the students with clear information related to the cognitive process	Assisting the students based on the cognitive aspect	Describing the students about doing the tasks

5. **Naming the themes**: The themes were named as the representation of its

following sub-themes and became the findings of this study. The process of

naming the themes was based on the classification of scaffolding means or

techniques proposed by Pol, Volman and Beishuizen (2010). Those techniques

are giving feedback, giving hints, instructing, explaining, modelling, and questioning.

6. **Producing the report**: The researcher reported what obtained from this study in a way which can convince the reader of the benefit and validity of the analysis.

Enclosure 5 Lembar Penetapan Proyek Tugas Akhir S-1

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Lembar Penetapan Proyek Tugas Akhir S-1 dan Tim Dosen Pembimbing

Kepada Yth. Bapak/Ibu Dosen Prodi Pendidikan Bahasa Inggris

Kami Dewan Bimbingan penulisan Tugas Akhir Studi Pendidikan Bahasa Inggris menyatakan bahwa

Nama Mahasiswa   : ACENG MALIKI

NIM   : 152122139

telah mengajukan usulan proyek tugas akhir S-1 (Skripsi) dengan informasi berikut:

Tema Penelitian (Maksimal 5 Kata Kunci)

Scaffolding Technique, Case study, Thematic analysis

Judul Riset Tentatif (Maksimal 21 Kata)

Exploring Pre-service Teacher's Scaffolding in Teaching Practicum: A Case Study

Rasional (40-70 Kata)

Scaffolding emerges as an important issue in an educational field. A lot of studies have observed the scaffolding. First, a study was conducted by Janneke van de Pol at al (2010) which focused on the three key characteristics of scaffolding, scaffolding strategies, and the effectiveness of scaffolding. The second study was conducted by Janneke van de Pol at al (2014) which focused on The use of classroom scaffolding. Unless, a study focusing on technique of scaffolding has not been discussed. Thus, this research will try to investigate technique of scaffolding in teaching EFL classroom. Hopefully, this study will help the teachers understand how to scaffold the students which can bring them to be a professional English teacher in the future and be beneficial as a way to promote it to be implemented in education.

Rumusan Masalah (20-40 Kata)

1. What technique of scaffolding are employed by pre-service teacher during a period of guidance in teaching practicum?

2. What are the student's perception about teacher's scaffolding to them?

Landasan Teori dan Konsep (20-40 Kata)

The literature review of my proposed study will overview the conceptualization of scaffolding. For almost two decades, the concept of scaffolding has become an important focus to be discussed in the classroom research. Scaffolding is originated by Vygotsky (1978) to describe a kind of assistance given by an expert to a novice when he introduced the concept of "Zone of Proximal Development" (Samana, 2013). Wood et al (1976 as cited in Pol et al, 2010) adopted the scaffolding metaphor to explain the role of adults can play in joint problem solving activities. In addition, the term of scaffolding can be interpreted as guideline from someone with higher competence (e.g teacher or parent) to assist novice (apprentic learner).

Desain Penelitian (20-30 kata)

1. A Case Study: Yin argues "it aims only to present a detailed, contextualized picture of particular phenomenon" "Hegham & Crocker, 2009 p. 70- 71)

2. Thematic analysis: a method used for 'identifying, analyzing, and reporting patterns (themes) within the data' (Braun and Clarke, 2006)

Metode Pengambilan Data dan Analisis Data (20-30 kata)

The briefieng, proses rekrutmennya.

1. The lesson was once video recording until the end of the session. The video recording provides detail information about what student- teacher interaction especially the way the teacher scaffold in teaching learning process.

2. Conducting the semi-structured interview to group members selected to gain personal perception from the students.

45

Tujuan dan Kontribusi (20-40 Kata)

- This research can be used to develop Scaffolding Theory in constructing professional English teacher.

- With the existence of this reseach, the teachers are expected to apply interested technique of scaffolding in teaching EFL Classroom.

- This research also gives the evidence how students' learning competence improved for learning EFL in Indonesia.

Acuan Bacaan dan Jadwal Pelaksanaan Tugas Akhir

Van de Pol, J., Volman, M., &Beishuizen, J. (2010). Scaffolding in teacher–student interaction: A decade of research. *Educational psychology review*, *22*(3), 271-296.

Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2014). Teacher scaffolding in small-group work: An intervention study. *Journal of the Learning Sciences*, *23*(4), 600-650.

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Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101.

Berdasarkan informasi di atas, Kami Dewan Bimbingan Skripsi program Studi Pendidikan Bahasa Inggris menyetujui usulan proyek penelitian atas nama mahasiswa yang bersangkutan. Untuk penyelesaian proposal penelitian secara lengkap serta pembimbingan penelitian dan penulisan skripsi sampai selesai, Kami menyerahkan tugas dan kewajiban ini kepada Tim Dosen Pembimbing. Untuk itu, Kami mohon kesediaan Bapak/Ibu untuk menjadi dosen pembimbing utama dan dosen pembimbing pendamping.
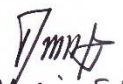
Tanda Tangan Kesediaan

Nama : _Metty Agustie P._ sebagai Pembimbing Utama (_____)

Nama : _Junjun M. Ramdani_ sebagai Pembimbing Pendamping (_____)

Terima kasih atas kesediaan Bapak/Ibu atas kesediaan untuk memberi pembimbingan kepada mahasiswa yang bersangkutan.

DBS PRODI PEND. B. INGGRIS

)* Ketua/Sekretaris/Anggota

Melisa Sri

Enclosure 6 Kartu Bimbingan

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JUDUL
Exploring A Pre-service Teacher's Scaffolding in A Teaching Practicum: A Case Study

PEMBIMBING I	PEMBIMBING II
Hari/Tanggal : 15-01-2019 Materi Bimbingan : Acc proposal sebelah UP Acc outline tulis Bab 1,2,3, Konsul 2/lu ke pemb 1 & 2 Paraf	Hari/Tanggal : 16-01-2019 Materi Bimbingan : Acc proposal setelah UP selanjutnya chapter 1-3 Paraf
Hari/Tanggal : 25-01-2019 Materi Bimbingan : Bab 1,2,3 segera perbaiki B masih kurangnya Paraf	Hari/Tanggal : 21-01-2019 Materi Bimbingan : chapter 1-3 masih perlu ditambahkan Paraf
Hari/Tanggal : 8-02-2019 Materi Bimbingan : Bab 2 w/ contoh 2PD dibuat per 1 paragraf Paraf	Hari/Tanggal : 07-02-2019 Materi Bimbingan : chapter 2 perlu revisi lagi Paraf
Hari/Tanggal : 13-02-2019 Materi Bimbingan : Chapter 2 whttle contoh 2PD & lbl model dipahami oleh pembaca Paraf	Hari/Tanggal : 28-02-2019 Materi Bimbingan : masih ada perlu direvisi minor revisi Paraf
Hari/Tanggal : 6 Maret 2019 Materi Bimbingan : Acc Bab 2 & 3 lanjut ke transkrip dst. Paraf	Hari/Tanggal : 18-04-2019 Materi Bimbingan : perlu revisi lagi Paraf
Hari/Tanggal : 11/04/2019 Materi Bimbingan : Konsultasi tematik, silah perbaiki & baca ulg Paraf	Hari/Tanggal : 30-04-2019 Materi Bimbingan : Paraf

Diketahui,
a.n. Dekan
Pembantu Dekan I.

Ketua Program Studi

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JUDUL

Exploring A Pre-service Teacher's Scaffolding in A Teaching Practicum : A Case Study

PEMBIMBING I	PEMBIMBING II
Hari/Tanggal : 10/05/2019 Materi Bimbingan : Segera susun Bab 4 Paraf	Hari/Tanggal : 15/07/2019 Materi Bimbingan : banyak elaborasi Paraf
Hari/Tanggal : 29/06/2019 Materi Bimbingan : Koreksi Bab 4 awal Paraf	Hari/Tanggal : 25/07/2019 Materi Bimbingan : ACC all Chapter Paraf
Hari/Tanggal : 02/07/2019 Materi Bimbingan : Bab 4 → teori, grammar, spelling dan elaborasi Paraf	Hari/Tanggal : Materi Bimbingan : Paraf
Hari/Tanggal : 09/07/2019 Materi Bimbingan : Bab 4 sudah mulai OK, silakan perbaiki seperti yg disarankan oleh saya Paraf	Hari/Tanggal : Materi Bimbingan : Paraf
Hari/Tanggal : 12/07/2019 Materi Bimbingan : Bab 4 sudah OK hanya tabel di perjelas lagi Bab 5 segera buat Paraf	Hari/Tanggal : Materi Bimbingan : Paraf
Hari/Tanggal : 19/07/2019 Materi Bimbingan : Bab 4 & 5 → acc siapkan skripsi utuh & jurnal Paraf	Hari/Tanggal : Materi Bimbingan : Paraf

Diketahui,
a.n. Dekan

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NIDN   : 0091406.8902

JUDUL

Exploring A Preservice Teachers Scaffolding in A Teaching
Practicum : A Tare Study

PEMBIMBING I	PEMBIMBING II
Hari/Tanggal : 22/07/2019 Materi Bimbingan : Acc all chapter, acc jurnal siip daftar siday Paraf	Hari/Tanggal : Materi Bimbingan : Paraf

Hari/Tanggal   :
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Diketahui,
a.n. Dekan
Pembantu Dekan I

Ketua Program Studi

Enclosure 7 Surat Keputusan

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS SILIWANGI
FAKULTAS KEGURUAN & ILMU PENDIDIKAN
Jalan Siliwangi No.24 Kota Tasikmalaya Kode Pos 46115 Kotak Pos 164
Telepon (0265) 330634 Faksimile (0265) 325812 e-mail :
Laman :

KEPUTUSAN DEKAN FAKULTAS KEGURUAN & ILMU PENDIDIKAN UNIVERSITAS SILIWANGI
NOMOR : 0611/UN58.04/AK/2019
TENTANG
PEMBIMBING SKRIPSI/TUGAS AKHIR
MAHASISWA JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN & ILMU PENDIDIKAN UNIVERSITAS SILIWANGI
DEKAN FAKULTAS KEGURUAN & ILMU PENDIDIKAN UNIVERSITAS SILIWANGI

Menimbang
: a. Bahwa untuk kelancaran dalam penyusunan dan penulisan Skripsi/Tugas Akhir bagi mahasiswa Jurusan pendidikan bahasa inggris Fakultas keguruan & ilmu pendidikan perlu penunjukan Dosen Pembimbing.
b. bahwa untuk kepentingan tersebut di atas, perlu mempertimbangkan Keputusan Dekan Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi;

Mengingat
: 1. Undang-Undang Republik Indonesia :
a. Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
b. Nomor 14 tahun 2005 tentang Guru dan Dosen;
c. Nomor 12 tahun 2012 tentang Pendidikan Tinggi;
2. Peraturan Pemerintah Republik Indonesia :
a. Nomor 19 tahun 2005 tentang Standar Nasional
b. Nomor 13 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengeleolaan Perguruan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor 24 Tahun 2014 tentang Pendirian Universitas Siliwangi;
4. Keputusan Rektor Universitas Siliwangi Nomor 4928/UN58/KP/2018 tentang Pergantian Dekan Fakultas Teknik Universitas Siliwangi Periode Tahun 2018 - 2022.
5. Keputusan Rektor Universitas Siliwangi Nomor 5288/UN58/KP/2018 tentang Pengangkatan Dosen dengan tugas tambahan di lingkungan Universitas Siliwangi Periode Tahun 2018 - 2022.
6. Keputusan Rektor Universitas Siliwangi Nomor 938.SK/US-BU/SP.2.VIII/2012 tentang Penetapan Besarnya Biaya Kerja Praktek, Seminar dan Skripsi/Tugas Akhir bagi Mahasiswa Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi

MEMUTUSKAN

Menetapkan
: Pembimbing Skripsi/Tugas Akhir Mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi

KESATU
: Menunjuk kepada yang namanya tersebut dibawah ini :
1. Nama   : **Metty Agustine Primary S.Pd., M.Pd. (Reviewer)**
   NIDN   : 0430087601
2. Nama   : **Junjun Muhamad Ramdani M.Pd.**
   NIDN   : 0014068502
Sebagai pembimbing dalam penyusunan Skripsi/Tugas Akhir, untuk mahasiswa tersebut dibawah ini :
N a m a   : **ACENG MALIKI**
N P M   : **152122139**

KEDUA
: Pelaksanaan bimbingan penyusunan Skripsi/Tugas Akhir dilaksanakan sesuai jadwal yang telah di tentukan.

KETIGA
: Dalam melaksanakan tugasnya Pembimbing bertanggung jawab kepada Dekan.

KEEMPAT
: Keputusan ini berlaku untuk jangka waktu 6 bulan, sejak tanggal 01 Januari 2019 s.d 01 Januari 2020 dan dapat diperpanjang paling lama untuk jangka waktu 4 bulan.

KELIMA
: Apabila terdapat kekeliruan dalam Keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di Tasikmalaya
Pada tanggal : 20 Februari 2019
D e k a n,

Dr. H. Cucu Hidayat, Drs., M.Pd.
NIP 196304091989111001

Tembusan. :
1. Ketua Jurusan pendidikan bahasa inggris Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi
2. Bendahara Pengeluaran Pembantu Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi

BIOGRAPHY

Name	: Aceng Maliki	
Place and Date of Birth	: Tasikmalaya, 24th November 1996	
Sex	: Male	
Hobby	: Playing Football	
Religion	: Islam	
Nationality	: Indonesian	

Address   : *Kampung Sukagalih RT. 001/001 Desa Sirnasari Kecamatan Sariwangi Kabupaten Tasikmalaya 46465*

Education :
1. Elementary School, graduated from *SD Citatah Sodonghilir* (2008)
3. Junior High School, graduated from *MTs Asy- syuhada Sariwangi* (2011)
4. Vocational School, graduated from *SMK Al- Huda Sariwangi* (2014)
5. English Education Department, Faculty Of Educational Sciences and Teachers' Training, Siliwangi University (2019)