

ABSTRACT

Wafa (2018): Promoting Students' Clarity of Argument through Derewianka Teaching Learning Cycle (A Case Study at a State Islamic University in Bandung Indonesia)

This study is intended to discover students' ability in using clarity of argument (CoA) particularly in writing. In the process of teaching, Derewianka Teaching Learning Cycle (TLC) is implemented as the model to promote the students' CoA. Then this paper is written to achieve the objectives: 1) to find out the process of promoting EFL learners' clarity of argument in writing through the Derewianka TLC, 2) to find out the progress of EFL learners' clarity in the argument, and 3) to reflect EFL learners responses to the use of TLC model.

This study adopted a qualitative research design, particularly a case study. The participants are seven students of the second-semester at the English education department in a public Islamic university in Bandung Indonesia. The participants were selected proposively based on students' high, mid and low achievement. To obtain the data, observation, document analysis, and interview were used. The observation was conducted in writing class. The observation data was aimed to discover the process of promoting EFL learners' CoA through Derewianka TLC. Then, the document analysis is conducted to students' writing. The data of students' writing were analyzed using the rubric proposed by Paul & Elder (2013) to find out the progression of students' CoA. Moreover, the students were interviewed to gain the responses regarding the implementation of Derewianka's TLC and teaching clarity of argument.

The finding shows that the process of promoting students' clarity of argument is established by the implementing of Derewianka TLC, such as BKOF, supported reading, modelling, joint construction, and independent construction (Derewianka & Jones, 2016). Moreover, the data from students' writing of the high, mid and low achieving students show the progression, particularly in CoA. The progression involved stating the points, providing further elaboration, illustration and example/evidence in writing argumentative text. However, every student shows the different progression. Furthermore, the data from interview reflect the positive response of the students. The students agree that their CoA in writing were promoted after the teaching learning process.

In summary, the finding shows that the implementation of Derewianka TLC could promote students' CoA, particularly in writing. Then it was recommended to implement this model more than three meetings to gain more optimal result and the next research was offered to see the various methods to promote students' CoA and using more detail assessment rubric.

DECLARATION

Name: Wafa Fadhilah Mahmudah

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I hereby declare that this paper entitled **Promoting EFL Learners' Clarity of Argument through Derewianka Teaching Learning Cycle** is my own research. This paper does not copy or plagiarize other's work. I am fully aware that I have quoted some statements and ideas from other sources and they are properly acknowledged in the text.

If this paper is proven to be plagiarism, I am ready to take the responsibility.

Bandung, August 2018

The Researcher,

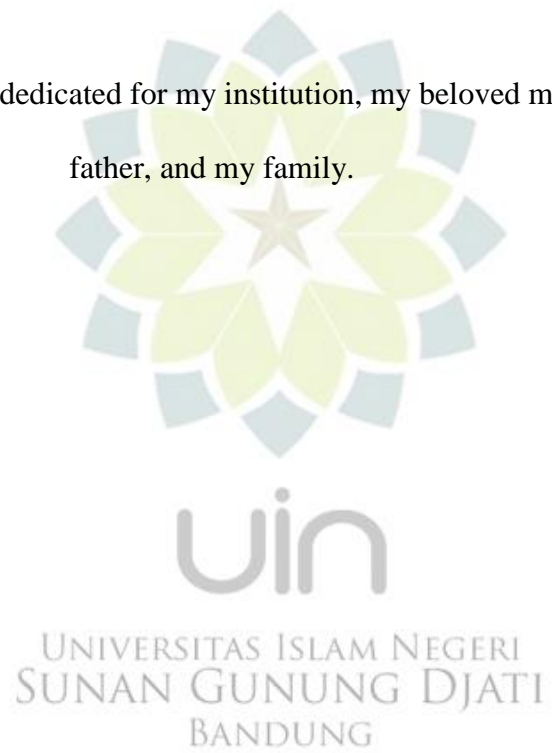


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Wafa

DEDICATION

This paper is dedicated for my institution, my beloved mother and father, and my family.



MOTTO

**SELF SUGGESTION MAKES YOU MASTER OF
YOURSELF**



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BIOGRAPHY

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PREFACE

Alhamdulillahirabbil'aalamiin. All praises are given to Allah the Almighty who has sent Muhammad SAW to be his Prophet for all mankind in the world. Because of Allah's merciful, blessing and guidance, the writer has accomplished writing this paper.

The title of this paper is "*Promoting EFL Learners' Clarity of Argument through Derewianka Teaching Learning*" (A Case Study at A State Islamic University in Bandung) This paper is submitted to English Education Department in partial fulfillment of the requirement for Scholar Degree (S1).

The writer realized that this paper is still far from being perfect because of knowledge and experience. She will be pleased to receive suggestions and criticism from the readers. However, the writer hopes that this paper can contribute a valuable thing for both educational importance and primary discourse.

Finally, the writer would like to thank all people who had helped finishing this paper, and all readers who had read this paper as their reference. Thus, hopefully, this paper would be useful and gives a great benefit both for the writer and the others.

Bandung, August 2018

The Writer

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9. All of my classmates in Class of C (COC) of English Education Department.

The writer realizes that this paper is still lack of perfection. Therefore, the writer expects some suggestions and criticism for this paper. Finally, the writer hopes that this paper will benefit for those who read it.

Bandung, August 2018



The Writer



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