

REFERENCES

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ENCLOSURES

Enclosure 1: Participants' Consent Form

CONSENT FORM

1. I have understood the information regarding the research and agree to take part in the following research project:
**Title: Exploring Indonesian EFL Learners' Poetry Writing:
Nested Ecosystem Theory**
2. I have had the project, so far as it affects me, fully explained to my satisfaction by the research worker. My consent is given freely.
3. Although I understand the purpose of the research project, it has also been explained that involvement may be of any benefit to me.
4. I have been informed that, while information gained during the study may be published, I will not be identified and my personal results will not be divulged.
5. I understand that I am free to withdraw from the project at any time.
6. I agree to the interview being audio recorded. Yes No

Participant to complete:

Name : [REDACTED]
 Age : 21
 Gender : Female
 Date : 1 Februari 2019

Signature : 
 [REDACTED]

Researcher/Witness to complete:

I have described the nature of the research to

[REDACTED] *(name of participant)*
 and in my opinion she/he understood the explanation.

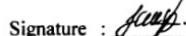
Signature: 
 Date: 1 February 2019

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4. I have been informed that, while information gained during the study may be published, I will not be identified and my personal results will not be divulged.
5. I understand that I am free to withdraw from the project at any time.
6. I agree to the interview being audio recorded. Yes No

Participant to complete:

Name : [REDACTED]
Age : 22
Gender : Male
Date : 30 January 2019

Signature : 

Researcher/Witness to complete:

I have described the nature of the research to

[REDACTED] *(name of participant)*
and in my opinion she/he understood the explanation.

Signature: 
Devi MERINA A. Date: 30 Jan, 2019

Enclosure 2: Interview Question for Learners

Data Identity

- Date :
- Duration :
- Site/Venue :
- Interviewer :
- Role of Interviewer :
- Interviewees :

Interview Goals:

Investigate the participants' experience and provide evidence to clarify what factors influencing them in writing poetry in mesosystem and exosystem.

Type of interview:

Semi-structured interview

Language Used:

Bahasa Indonesia

Nature of Interview Question

The following question can be expanded depending on students' responses

Interview Questions

Background/participants' profile

1. Bisakah anda mendeskripsikan diri?
2. Apakah anda suka menulis puisi?
3. Apa yang anda pikirkan tentang menulis puisi?

Participants' view about writing poem in two nested ecosystems

1. Pernahkah anda menulis puisi di dua tempat yang berbeda seperti di luar kelas dan di luar lingkungan kampus?
2. Apa saja yang anda lihat dan rasakan ketika menulis puisi di luar kelas?
3. Apa yang menarik perhatian anda ketika menulis puisi di luar kelas?
4. Apakah anda menulis puisi berdasarkan apa yang anda lihat dan rasakan ketika di luar kelas?
5. Bagaimana hal-hal tersebut mempengaruhi anda ketika menulis puisi di luar kelas?

6. Apa saja yang anda lihat dan rasakan ketika menuis puisi di luar lingkungan kampus?
7. Apa yang menarik perhatian anda ketika menulis puisi di luar kelas?
8. Apakah anda menulis puisi berdasarkan apa yang anda lihat dan rasakan ketika di luar lingkungan kampus?
9. Bagaimana hal-hal tersebut mempengaruhi anda ketika menulis puisi di luar lingkungan kampus?
10. Apa yang anda capai ketika menulis puisi di dua tempat yang berbeda tersebut? Di luar kelas dan di lingkungan kampus?
11. Apa tantangan anda ketika menulis di dua tempat tersebut?
12. Apa yang anda dapatkan setelah menulis puisi di dua tempat yang berbeda tersebut?

Enclosure 3: Result of Interview

Atari

Name	Data Transcription from Indonesian Language
Interviewer	Can you describe yourself? Name, age, and your grade.
Atari	My name is [REDACTED]. I am 21 years old and I am the 8th semester student of English education department of [REDACTED].
Interviewer	Have you ever written poetry in two different places such as out classroom and out school environment?
Atari	Yes, I've written poetry in that two different places
Interviewer	When you write poetry outside classroom, exactly where was it?
Atari	I wrote poetry at a campus' gazebo.
Interviewer	When you wrote poetry in a gazebo, what did you see? And what did you feel?
Atari	When I wrote poetry in a gazebo, I felt so comfort because it was morning, and then the air was fresh. There was everything I can see such as trees, another student. There was something interested for me which was a man who cleaned campus' environment so that I make him to be object of my poetry
Interviewer	How can you make him as an object or inspiration when you write poetry?
Atari	At that time, I felt sorry, I felt so touched to see that man cleaning campus environment. As we know that so many students who throw trashes everywhere but that man keep cleaning the campus environment so that the students felt comfort.
Interviewer	Is there anything influence you except a man cleaning campus area?
Atari	I think the weather. It was so cool. It was different with inside classroom. Outside classroom is cooler because there were trees, birdsongs, and those made my imagination developed.
Interviewer	How about your poetry? For example, grammatical or vocabulary, was there anything influence them?
Atari	Yes, it was. I can put the situation down into my poetry. Then, there was a part when I heard birdsongs so I wrote "The birds are singing for me". The vocabularies seemed real with what happened.

Imar

Interviewer	Can you describe yourself? Name, age, and your grade.
Imar	My name is [REDACTED], 22 years old. Now I am an English Education Department student of [REDACTED] in 8 th semester.
Interviewer	Have you ever written poetry in two different places such as out classroom and out school environment?
Imar	Yes, I have. When I took Creative Writing Course, I wrote poetry in a gazebo of campus area.
Interviewer	When you wrote in that place, what did you see and what did you feel?
Imar	I saw many students, many objects relating to the college environment.
Interviewer	How did you feel when you wrote poetry in that place?
Imar	I thought it was a little bit free to write there but since it was still in a campus area, I still felt be pressured from the classroom.
Interviewer	Which pressure?
Imar	I felt be pressure from the classroom activity because I was doing a project at that time.
Interviewer	What did you see?
Imar	I see Biological Education Department plants so that I wrote poetry about that plant. And I increased vocabularies by looking for all about that plants.
Interviewer	How about the atmosphere of outside classroom? Was there anything influence you?
Imar	Yes, there was. There were many inspirations. I could see and hear many things. Classroom pressure were minimized. But there was something distracted me. There were so many people so I was little bit disturbed me to concentrate.
Interviewer	How about your vocabularies?
Amar	My vocabularies increased when I wrote the poetry in that place because there were so much things too see.

*The data are attached partially due to research ethic.

Enclosure 4: *Surat Keputusan*



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Telepon (0265) 330634 Faksimile (0265) 325812 e-mail :
Laman :

KEPUTUSAN DEKAN FAKULTAS KEGURUAN & ILMU PENDIDIKAN UNIVERSITAS SILIWANGI
NOMOR : 0228/UNS8.04/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. Bawa untuk kelancaran dalam penyusunan dan penulisan Skripsi/Tugas Akhir bagi mahasiswa Jurusan pendidikan bahasa Inggris Fakultas Keguruan & Ilmu Pendidikan perlu penunjukan Dosen Pembimbing.
b. bawa 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/KPI/2018 tentang Pengantian Dekan Fakultas Teknik Universitas Siliwangi Periode Tahun 2018 - 2022.
5. Keputusan Rektor Universitas Siliwangi Nomor 5288/UN58/KPI/2018 tentang Pengangkatan Dosen dengan tugas tambahan di lingkungan Universitas Siliwangi Periode Tahun 2018 - 2022.
6. Keputusan Rektor Universitas Siliwangi Nomor 938/SKUS-BU/SP.2.VIII/2012 tentang Penetapan Besaranya Biaya Kerja Praktik, 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 : Junjun Muhamad Ramdani M.Pd, (Reviewer)
 NIDN : 0014068502
 2. Nama : Fera Sulastri S.Pd, M.Pd.
 NIDN : 0031128502
 Sebagai pembimbing dalam penyusunan Skripsi/Tugas Akhir, untuk mahasiswa tersebut dibawah ini :
 N a m a : DESI MERINA ANJANI
 N P M : 152122043
- KEDUA : Pelaksanaan bimbingan penyusunan Skripsi/Tugas Akhir dilaksanakan sesuai jadwal yang telah ditentukan.
- 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 lama untuk jangka waktu 4 bulan.
- KELIMA : Apabila terdapat kekeliruan dalam Keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di Tasikmalaya
Pada tanggal : 09 Juli 2019

D e k a n,



Tembusan. :
1. Kelua Jurusan pendidikan bahasa Inggris Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi
2. Bendahara Pengeluaran Pemberita Fakultas Keguruan & Ilmu Pendidikan Universitas Siliwangi

Enclosure 5: Lembar Penetapan Proyek Tugas Akhir S-1



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 E-mail : fkip_unsil@unsil.ac.id Web Site : fkip.unsil.ac.id

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 : DESI MERINA ANJANI

NIM : 152122043

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

Tema Penelitian (Maksimal 5 Kata Kunci)

Poetry writing, Ecological approach, Mesosystem model, Exosystem model.

Cantumkan tema penelitian maksimal 5 kata kunci yang memberi gambaran riset Anda secara keseluruhan.

Judul Riset Tentatif (Maksimal 21 Kata)

1. EXPLORING INDONESIAN EFL LEARNERS' POETRY WRITING: NESTED ECOSYSTEM THEORY

Tulislah judul riset yang menggambarkan apa yang Anda ingin kaji atau teliti. Judul riset sementara maksimal 21 kata.

Rasional (40-70 Kata)

Most of Asian English language teaching deal with the acquisition of lexical and grammatical knowledge of English in which learners are exposed to exercise-based language activities (Iida, 2016; Widodo, 2015a). However, the students need to have the opportunity to express their own feelings, emotions, and their experiences. In the previous study, Widodo, Budi, & Wijayanti (2016) researched about poetry writing 2.0 in blended language learning environment that reached the three successes: the extended engagement of students, more efficient and intensive teaching and learning process, and there is humanistic manner in assessing students' poetry. This present research want to investigate how poetry could be catalyst for expressive and meaningful language learning in or out of school environment by using ecological approach.

Rumusan Masalah (20-40 Kata)

1. What are the factors that lead learning to write poetry from the standpoint of nested ecosystem theories?
 2. To what extent can an ecological perspective to the underlying factors of learners' ability in learning to write poetry?
- Jelaskan dengan singkat permasalahan yang ingin dikaji berupa pernyataan atau pertanyaan. Rumusan masalah ini menjadi landasan desain riset yang sesuai untuk mengtaji permasalahan.

↳ e-perspektif
✓

Landasan Teori dan Konsep (20-40 Kata)

1. Ecology (Ernst Haeckel 1866): the comprehensive science of the relationship of the organism to the environment.
2. Poetry writing as expressive and creative pedagogy (Widodo, Budil, & Wijayanti, 2016).
3. The ecology of human development (Bronfenbrenner, 1979): A series of interrelated structures labeled ecosystem within nested ecosystem model (microsystem, mesosystem, ecosystem and macrosystem)

Cantumkan teori dan konsep yang melandasi riset yang diusulkan beserta jasifikasi pemilihan teor/konsep ini.

Desain Penelitian (20-30 kata)

1. Classroom research: to examine naturally occurred to the phenomena while poetry writing activities that is integrated with an ecological understanding.

Tuliskan desain penelitian beserta alasan pemilihan desain ini.

e.g. Case study. ✓

Metode Pengambilan Data (20-30 kata)

1. Photo voice: to capture and analyze the session of creating poetry in and out of school the environment.
2. Interviews: all the students are interviewed after write poetry in different areas. It is aimed at capturing how their feeling while write poetry.
3. Participant's poetry: their poetry that created in mesosystem and ecosystem are graded to know the ecosystemic factors bring about writing poetry.

Tujuan dan Kontribusi (20-40 Kata)

The finding of this study contributed evidence the role of ecological understanding of the patterns and variables bounded in poetry writing. The aim of the research are to investigate what the ecosystem factors that bring about learning to write poetry from the point of view nested ecosystem theories including meso and exosystem and to what extent can an ecological perspective to the underlying factors of learners' ability in learning to write poetry.

Acuan Bacaan dan Jadwal Pelaksanaan Tugas Akhir

- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by design and nature*. Cambridge: Harvard Universitypress.
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- Illingworth, S., Jack, K. (2018). Rhyme and reason-using poetry to talk to underserved audiences about environmental change. *Climate Risk Management*, 120-129.
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- Khatib, M. (2011). A new approach to teaching english poetry to EFL students. *Journal of Language Teaching and Research*, 2(1), 184-189.
- Kirgoz, Y. (2014). Exploring poems to promote language learners' creative writing. *Procedia- Social and Behavioral Sciences* 158(2014), 394-401
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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 : Pitumar, S.Pd., M.Hum sebagai Pembimbing Utama

Nama : Fera Sulastri, S.Pd., M.Pd. sebagai Pembimbing Pendamping (____)

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

DBS PRODI PEND. B. INGGRIS

)* Ketua/Sekretaris/Anggota

Melisa Sri, S.Pd., M.Pd.

)* pilih salah satu

Enclosure 6: Kartu Bimbingan



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KARTU BIMBINGAN

Nama : DESI MERINA A.	Pembimbing I : RAHMAT, S.Pd., M.Hum.
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Jurusan : Pend. B. Inggris	Pembimbing II : PERA SULASTRI, S.Pd., M.Pd.
Prodi : Pend. B. Inggris	NIDN : 0031128502

JUDUL	
EXPLORING INDONESIAN EFL LEARNERS POETRY WRITING: NESTED ECOSYSTEM THEORY	
.....	
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PEMBIMBING I		PEMBIMBING II	
Hari/Tanggal : 6/2/19	Materi Bimbingan :	Hari/Tanggal : 30/01/2019	Materi Bimbingan :
Chapter 1-3, silahkan ambil bata.	Paraf	Para. 1 dibutulkan	Paraf
Chapter 3 konsultasikan tata tulis ke pembimbing 2		para chptr 2 tidak yang ranca dibutulkan	
Hari/Tanggal : 15/3/19	Materi Bimbingan :	Hari/Tanggal : 15/03/19	Materi Bimbingan :
Analisis bata blm resmi dg teori.	Paraf	Bab 3 ditambah proses editing prib	Paraf
Hari/Tanggal : 14/4/2019	Materi Bimbingan :	Hari/Tanggal : 24/04/19	Materi Bimbingan :
Kajian teori dari coverage meso dan eco.	Paraf	Tata tulis tema 1 penggunaan tense, cek spelling.	Paraf
Hari/Tanggal : 29/04/19	Materi Bimbingan :	Hari/Tanggal : 17/05/19	Materi Bimbingan :
Pemahaman teori nested di chapter 2.	Paraf	Link learning & writing	Paraf
Hari/Tanggal : 19/05/19.	Materi Bimbingan :	Hari/Tanggal : 20/05/19	Materi Bimbingan :
Chapter 3 teknik analisis bata	Paraf	Bab 4 ok! (kalimat) lanjut bab 5	Paraf
Hari/Tanggal : 29/06/19	Materi Bimbingan :	Hari/Tanggal : 22/05/19	Materi Bimbingan :
Chapter 2-7 fertiri lengkap.	Paraf	Bab 5 suggestion kalimat terpberryang.	Paraf

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