THE USE OF SCAFFOLDING IN TEACHING WRITING

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ABSTRACT

The research paper entitled "The Use of scaffolding in Teaching Writing". This research aimed to know whether or not scaffolding technique is effective to teach writing ability and to know the students' responses toward using Scaffolding technique in learning writing. The research was quantitative research and it was conducted by using pre-experimental design which consists of one group and it also investigated by using pre-test, treatment and post-test. This research chose the eighth grade of MTs Al-Falah Banjaran as population and 30 students of VIII B class taken as the sample of the research. The researcher used questionnaire to know students' responses towards learning writing by using scaffolding as research instruments. To analyse the data, the mean score of pre-test was compared to the mean score of post-test. The research findings show that the mean score of pre-test is 44.83 and the mean score of post-test is 64.66. The increase of the means from pre-test to post test was significant, proved by the derived t is higher than critical t (13.24 > 2.045). It means that there was significant difference between mean score after using scaffolding in teaching students writing. The questionnaire was distributed to know students responses towards the use of scaffolding. The result showed that almost all of students liked and agreed with the use of scaffolding technique and help student to write recount text and it means that students gave the positive responses to the use of scaffolding technique. In conclusion, the use of scaffolding in teach writing is effective, and the students also like being taught writing using this technique.

Keywords: *Scaffolding, Writing, Teaching Writing, Recount Text*

INTRODUCTION

English is one of the most commonly communicated languages in the world. Some people in non-speaking country consider English as a crucial foreign languageto master. In Indonesia, English is taught from grade of school to college and a far off language that is used as a medium of instruction at college, and lots of students find English to be the foremost difficult subject.

There are four language skills that you simply must learn to find out English. There are writing, reading, speaking and listening. One of the important English proficiency you have to master is writing. Writing is considered more of a fundamental skill than other techniques.

Therefore, it's clear that writing skill is vital. But after all, students think that their writing isn't successful yet. Most students might agree that writing is quite difficult to be mastered. Harmer (2004: 31) states that when writing, students frequently have more time to think than they do in oral activities. The students also believe they are having difficulties because they are concerned with vocabulary, grammar, organizing thoughts, improving critical thinking, and other issues that lead to poor writing quality.

Based on the statement, the most important thing for the researcher to do when dealing with these issues is to find the best teaching approach. So, it is necessary to

find a solution in technique of teaching to be applied to improve their writing ability. Based on the current problems, it is important for the writer to purpose scaffolding technique techniques to develop the students' writing skills.

Based on the explanation above, the researcher is involved in conducting research entitled "The Use of scaffolding in Teaching Writing" for second grade of MTs Al-Falah Banjaran. And the researecher wants to know whether or not Scaffolding technique is effective to teach writing and the students' responses toward using Scaffolding technique in learning writing.

LITERARY REVIEW

Writing

Marianne (2001: 233) states that writing is the ability to express one's ideas in written form is a second or foreign language. It means that writing is an activity to express our ideas in written form. Writing is an activity that produces something from the mind to become a text. By using writing, we can share and expressing our idea with meaningful sentences. From the explanation above the writer can conclude that writing is an activity that produces something from the mind to become a text to share and expressing our idea with meaningful sentences.

The Process of Writing

Writing as one of productive skill that needs a process. Harmer (2004: 12) suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.

1. Planning
   Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influences not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequences the facts, ideas, or arguments which they have decided to include.

2. Drafting
   Refer to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that is will be amended later. As the writing process procedure into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)
   After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final version
   Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may look considerably

different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Teaching Writing

A teacher should have technique to teaching especially in writing. According to Nunan (2003: 96-97), there are few techniques and strategies that can use in teaching writing.

a. Brainstorming can be done individually or in pairs or groups of students. In a brainstorming session, students list all the ideas they can think related to a topic, either in writing or a loud, quickly and without planning. If no topic is given, then the student can brainstorm possible topics.

b. Quick writing is where students begin with a topic, but then write rapidly about it.

c. Word mapping is a more visual form of brainstorming. When students create word maps, they begin with an idea at the top or center a blank piece of paper. They then think of related ideas or words and draw relationships with a series of boxes, circles, and arrows.

Harmer (2004) states that the teaching of writing only focuses on the writing product rather than on its process. The students' attention was directed to the 'what' rather than to the 'how' of text construction. As a result the teacher needs to have strategies and the teacher should apply the appropriate approaches in teaching writing to deal with this kind of matter.

Scaffolding

Hogan & Pressley (1997: 5) state that:

"Scaffolding is extremely social form of instruction, with peers and teachers interacting closely with students as she or he attempts a task. To be successful, scaffolding requires convivial atmosphere in which students can let their defenses down and in which teachers make students feel at ease to take individual risks. When these conditions are met, scaffolding helps to create thoughtful environments where both teachers and students are thinking deeply about classroom tasks."

Scaffolding is an assistance given for students to learn and solve their problems in which the role of the teacher also contributes to the needs of students in achieving their learning goals in classroom tasks.

Teaching Writing Using Scaffolding

In Scaffolding literacy, the writing plan is introduced into the teaching sequence at the point of reconstructed writing, as opposed to more traditional approaches in which learners are required to develop a writing plan before starting with their own specific piece of writing.

According to Sylivia Read (2010), the scaffolding in writing has some steps, the steps are following:

1) Inquiry, in this step the researcher integrated reading and writing instruction also focus on a particular genre and engaged the students" features of that genre.

2) Modelling, after the students could know the instruction well. Then, the researcher modeled how to write. She introduced some stages in writing processes.

3) Shared, in the third phase the students could share what they are going to write. They engage in making decision about topic, the sentence of structure and organize the writing
4) Collaborative, after reaching all stages in writing processes, the students will ask to have a collaborative in writing process. Two students work together to produce writing.
5) Independent, it is the last phase. After reaching all of the phases the students have to write their final writing.

Recount Text

According to Hyland in Hidayati (2015) recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The content of recount text are about experience, story, action or activity which happen in the past. A recount text is a piece of text that reconstructs past events in chronological order to amuse or entertain the reader.

RESEARCH METHODOLOGY

Research Design

This design involves the experimental design. Wireman (1991), explains that an experimental design is a research situation in which at least one independent variable, called the experimental variable, is deliberately manipulated or varied by the researcher, while quantitative research is the collection and analyses of numerical data in order to explain, predict, or control phenomena of interest by using a pre-experimental design to investigate whether or not the use scaffolding technique can significantly improving student's writing ability.

Pre-test and post-test are given for collecting data using the research instruments. One group pre-test and post-test design is used in this research. The pre-test was conducted to obtain the students' writing ability before given the treatment. While post-test was to know the students' improvement after taught writing by using scaffolding technique as treatment. Questionnaire is needed to investigate and know the responses of the students after being taught writing by using scaffolding.

Population and Sample

The population in this research is students of second grade MTs Al-Falah Banjaran in academic year of 2021/2022. Then, the researcher used one class as a sample, they were students of class VIII B which consists of 30 students.

The Research Procedure

The research procedures are as follows:
1) Giving the students a pre-test.
2) Analyzing the score of pre-test.
3) Giving the treatment using scaffolding technique in teaching writing from the first meeting until last meeting.
4) Giving the students a post-test.
5) Analyzing the score of post-test using t-test for dependent group.
6) Interpreting the result of the t-test.
7) Giving questionnaire to the students in order to know what their responses towards scaffolding in learning writing.

8) Analyzing the result of the questionnaire, it is done to know students responses toward scaffolding in learning writing.
9) Answering the research questions and testing the hypotheses.
10) Drawing conclusion.

The Data Analysis

- **The Test**

Analysis of student tests is used in order to support the result of hypothesis of the test. Students' tests took during the pre-test and post-test. This research used recount scoring rubric by Hyland (2004, p. 231) to obtain the data and to measure the data of students test.

After getting score by using recount scoring rubric, the researcher compute the result of students writing recount test by using formula below:

Content: _ + Structure: _ + language: _ = Score
Maximum score = 12

$$\mathbf{P} = \frac{score}{maximum\ score} x\ \mathbf{100}$$

Dependent t-test formula is applied to measure whether or not there is significant difference between the students' writing scores in pre-test and post-test. There are some steps to compute data by using t-test:

Step 1: Calculate pre-test ($\sum X_1$)
Step 2: Calculate post-test ($\sum X_2$)
Step 3: Calculate the mean of pre-test scores ($\bar{X}$)
Step 4: Calculate the mean of post-test scores ($\bar{X}$)
Step 5: Calculate the $\sum D$ to find the squares of the sum of the differences between the pre-test scores and the post-test scores
Step 6: Calculate the sum of the squares of the differences between pre- test scores and the post-test scores ($\sum D)^2$
Step 7: Calculate the squares of the sum of the differences between of the pre-test scores and the post-test scores ($\sum D2$)
Step 8: Enter the value obtained in step 1 - 7 into the formula t-test based on Coolidge (1998:144) in the following steps:

The formula for the Dependent t-test from Coolidge, [200: 160-161]:

$$t = \frac{\bar{X_1}+\bar{X_2}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N\ (N-1)}}$$

Where:
$\bar{X}$ = the mean of the pre-test scores
$\bar{X}$ = the mean of the post-test scores
$\sum D^2$ = the sum of the squares of the differences between the pre-test scores and the post-test scores.
$(\sum D)^2$ = the squares of the sum of the differences between the pre-test scores and the post-test scores.
N = the number of pairs of scores
DF = the degree of freedom

DF   = N – 1
Step 9: Interpret the result of the computation of the t-test
Step 10: Supposing the result
- **Questionnaire**

The questionnaire focuses to find out the students' responses toward the use of scaffolding in learning writing text. The data which is collected from the questionnaire is analyzed by using the following steps.

$$P = \frac{F \ x \ 100}{N}$$

Where:
P   = Percentage of respondent
F   = Frequency of the answer
N   = Total number of respondent

Below is the percentage interpretation criteria of questionnaire based on Sudjana (2001:1289).

Table 3.4 Interpretation Criteria of Questionnaire

No	P %	Criterion
1	0	None
2	1-25	Small number of
3	26-49	Nearly half of
4	50	Half
5	51-75	More than half of
6	76-99	Almost all of
7	100	All of

FINDING AND DISCUSSION
Finding
- **Data of the test**

Data of the research was collected from the eighth grade of MTs Al-Falah Banjaran. After pre-test was conducted, the researcher scored the students' writing test by using analytic recount scoring rubric that introduced by Hyland (2004, p. 231).

After computly the scores of pre-test from 30 students as the sample of pre-test, it shows that the mean is 44.83. Most students got score less than 60. 6 students achieved the lowest score which is 25 and the highest score is 90 and it achieved by one student.

The researcher gave a post-test to the students used the same item of pre-test. The post-test was conducted to know the students' improvement and effectiveness after taught writing by using scaffolding technique as treatment. shows that the mean is 64.66, also the mean is higher than previous mean of pre-test which is 44.83.

The data calculated by using t-test with some steps:
Step 1: Calculate the mean of pre-test scores.

$(\bar{X})_1 = \dfrac{\Sigma \bar{x}}{N}$

$\dfrac{1.345}{30} = 44.83$

Step 2: Calculate the mean of post-test scores

$(\bar{X})_2 = \dfrac{\Sigma \bar{x}}{N}$

$\dfrac{1.940}{30} = 64.66$

Step 3: Calculate the ΣD to find the squares of the sum of the differences between the pre-test scores and the post-test scores.

$\Sigma D = \bullet 595$

Step 4: Calculate the sum of the squares of the differences between the pre-test scores and the post-test scores.

$(\Sigma D)^2 = (\bullet 595)^2 = 354.025$

Step 5: Calculate the squares of the sum of the differences between the pre-test scores and the post-test scores.

$\Sigma D^2 = 13.775$

Table 4.5 Comparison of the Test Result

Students' Initials	Pre-test	Post-test	$D = (X_1 - X_2)$	$D^2 = (X_1 - X_2)^2$
N	40	60	-20	400
A R	25	50	-25	625
P L A.	25	50	-25	625
I N R	40	70	-30	900
M.R J	40	60	-20	400
R	25	50	-25	625
R R N	30	60	-30	900
R P S.	50	60	-10	100
H N O	90	90	0	0
M. R P	25	50	-25	625
W	40	60	-20	400
S O	50	70	-20	400
D J	25	50	-25	625
A Z M,	30	50	-20	400
I N L	40	60	-20	400
S K	40	70	-30	900
A A.	30	50	-20	400
R A P.	30	60	-30	900
R A	70	80	-10	100
S R P	70	80	-10	100
T Y	75	90	-15	225
R	40	60	-20	400
T D	30	50	-20	400

T R N C	40	75	-35	1.225
R S	50	75	-25	625
T A	75	80	-5	25
I Y	50	60	-10	100
M R M.H	25	50	-25	625
HNO	75	90	-15	225
I N	70	80	-10	100
N: 30	$\sum X_1$ =1.345 $\overline{X_1}$ = 44.83	$\sum X_2$ = 1.940 $\overline{X_2}$ = 64.66	$\sum D$ = - 595 $(\sum D)^2$ = 354.025	$\sum D^2$ =13.775

Step 6: Enter the value obtained in step 1-5 into the formula for t-test based on Coolidge (1998:144) in the following steps:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D^2)}{N}}{N(N-1)}}}$$

$$= \frac{44,83 - 64,66}{\sqrt{\frac{13.775 - \frac{354.025}{30}}{30(30-1)}}}$$

$$= \frac{-19,83}{\sqrt{-\frac{13.775 = 11.800}{30(29)}}}$$

$$= \frac{-19,83}{\sqrt{\frac{1.975}{870}}}$$

$$= \frac{-19,83}{\sqrt{2,27}}$$

$$= \frac{-19,83}{1,50}$$

t = -13.22

Based on the calculation it is found that the value of derived t (t-test) is 13.22.

Step 7: Interpret the result of computation

To answer the research question and to test the hypotheses, the result of t-test should be interpreted. The steps in interpreting the result of the t-test for dependent group can be seen below. With df = n – 1 = 30 – 29, at p = .05 of two tailed, the value of critical t is 2.045.

The result value shows that the result of derived t (t-test) is higher than that of the critical t (t-table) (13.22 > 2.045). Therefore the Null Hypothesis (Ho) is rejected, and the Alternative Hypotheses (Hα) is accepted, stating that there is significant difference in the students' mean score before the treatment and after treatment in the use of scaffolding in teaching writing.

- **Data of Questionnaire**

To investigate students' responses toward the use of scaffolding in teaching writing, questionnaire was conducted the same day after post-test. The form of questionnaire used in Indonesian to make the students understood the instructions. Students asked to mark and choose "yes" or "no" to each answer of 10 questions.

Table 4.6 Results and Percentage of Students' Questionnaire

No	Question	Students' Answer			
		Yes	%	No	%
1	Do you like writing subject? (Apakah kamu suka menulis?)	18	60	12	40
2	Is writing in English easy for you? (Apakah menurutmu menulis dalam bahasa inggris mudah?)	17	57	13	43
3	Do you think writing is important? (Apakah menurut kamu menulis penting?)	19	63	11	37
4	Do you have difficulties in making recount text? (Apakah kamu masih mengalami kesulitan dalam membuat teks recount?)	9	30	21	70
5	Do you know the scaffolding before? (Apakah kamu tahu scaffolding sebelumnya?)	3	10	27	90
6	(Do you like study writing by using scaffolding?) Apakah kamu suka belajar menulis dengan menggunakan scaffolding?	26	87	4	13
7	After studied by using scaffolding, is it easier for you to write recount text? (Setelah belajar dengan menggunakan scaffolding, apakah lebih mudah bagi kamu untuk menulis teks recount?)	26	87	4	13
8	Do you find difficulty in writing by using scaffolding? (Apakah kamu menemukan kesulitan dalam menulis dengan menggunakan scaffolding?)	8	27	22	73
9	Is there a difference in your writing skills after using scaffolding? (Apakah ada perbedaan dalam keterampilan menulis kamu setelah menggunakan scaffolding?)	22	73	8	27

10	Does your writing ability increase by using scaffolding? (Apakah kemampuan menulis kamu meningkat dengan menggunakan scaffolding?)	21	70	7	30

Based on the result of questionnaire, students' responses towards the use of scaffolding in learning writing was positive. It included that almost all of the students like using scaffolding in learning writing recount text and it make them easier in process of writing. More than half of students' writing ability has significant increase and decrease their difficulties after learning writing using scaffolding.

Discussion

The result showed that the derived t is higher than critical t. In addition, derived t (t-test) is 13.22, the critical t either at from df = 29 the level of 0.5 so the critical table is 2.045. In other words, we can read 13.24 > 2.045. It means Hα was accepted and Ho was rejected. It means that there is significant difference in the students' mean score before and after the treatment using scaffolding technique in teaching writing. This also means that teaching writing by using scaffolding technique was effective to the second grade students of of MTs Al-Falah Banjaran.

The students' responses toward the used of scaffolding in learning writing was positive. It included that almost all of 26 students answered based on the question no 6 (87 %) choose yes that they like using scaffolding and almost all of students' writing ability has significant increase. Result of question no 9 and 10 also showed that more than half of 22 students (73 %) had difference in writing skills after using scaffolding and more than half of 21 (70 %) students writing ability seems increased in learning writing recount text.

CONCLUSION

The researcher concluded that the use of scaffolding in teaching writing was effective and using scaffolding techniques greatly helped students write learning activities. According the data that has been collected and analyzed, the result of students' writing ability between pre-test and post-test showed that there was significance difference between the mean score of pre-test and mean score of post-test. The result of this research which showed that the use scaffolding in teaching writing could improve the second grade students of MTs Al-Falah Banjaran.

Using Scaffolding technique in teaching writing for students' writing skill can develop their writing more broadly and solves their difficulty of their writing. Based on the theory from Vygotsky in Gibbons (2015), one of the benefit of Scaffolding in teaching writing is it can give a freedom to student to think and to solve their problem. It has been proven ole the researcher in the process of learning.

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