

## **ABSTRACT**

### **SCAFFOLDING STRATEGY BASED WRITING INSTRUCTION TO PROMOTE STUDENTS' AUTONOMY IN WRITING**

**By**

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Scaffolding strategy, as an instructional strategy, is a significant tool to contribute to the learning process because it provides opportunities for the students to solve their learning problems. The purpose of this present study was to find out the impact of scaffolding strategy based writing instruction to the students' autonomy in writing. To carry out this present study, twenty first year students of Senior High School of Madarijul 'Ulum, Teluk Betung Barat, Bandar Lampung in academic year 2016 – 2017 were selected as the participants. This present study used quantitative and qualitative method. Afterward, it included one sample group, namely experimental group so that the researcher only used one class in this present study in which was called as the experimental class. To collect the required data, three instruments (writing test (pretest and posttest), questionnaire (pretest and posttest), and interview ) were administered to the sample group during the experimentation. Subsequently, the students' scores were collected through the administration of different tests and the results were statistically analyzed. The results of these analyses revealed that the sample group had increased especially independence in writing. The researcher believes that scaffolding strategy based writing instruction can promote the students' writing ability and the students' autonomy in writing of the first year students of Senior High School of Madarijul 'Ulum. Besides that, the students has also positive response to scaffolding strategy based-writing instruction.

**Keywords:** scaffolding strategy, writing instruction, writing autonomy, writing ability

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Strategi *scaffolding*, sebagai sebuah strategi pembelajaran, adalah sebuah alat yang significant untuk membantu terhadap proses pembelajaran karena strategi ini menyediakan kesempatan bagi para siswa untuk menyelesaikan masalah pembelajaran mereka. Tujuan dari penelitian ini adalah untuk mengetahui dampak dari *scaffolding strategy based writing instruction* terhadap kemandirian siswa di dalam menulis. Untuk melaksanakan penelitian ini, dua puluh siswa kelas X, MA Madarijul 'Ulum, Teluk Betung Barat, Bandar Lampung tahun pelajaran 2016-2017 telah dipilih sebagai pengambil bagian dalam penelitian ini. Penelitian ini menggunakan metode kuantitatif dan kualitatif. Selanjutnya, penelitian ini melibatkan satu kelompok penelitian, bernama kelompok eksperimental sehingga peneliti hanya menggunakan satu kelas di dalam penelitian ini yang mana disebut kelas eksperimental. Untuk mengumpulkan data yang dibutuhkan, tiga instrumen (tes menulis (pretest dan posttest), kuestioner (pretest dan posttest), dan wawancara) dikelola terhadap kelompok percobaan selama penelitian. Kemudian, nilai para siswa dikumpulkan melalui pemberian test yang berbeda dan hasilnya dianalisis secara statistik. Hasil analisis ini menunjukkan bahwa kelompok penelitian telah meningkat khususnya dalam hal kemandirian siswa di dalam menulis. Peneliti percaya bahwa *scaffolding strategy based writing instruction* dapat meningkatkan kemampuan menulis siswa dan kemandirian siswa di dalam menulis dari para siswa kelas X MA Madarijul 'Ulum. Disamping itu, para siswa mempunyai respon yang positif terhadap *scaffolding strategy based writing instruction*.

**Kata kunci:** strategi *scaffolding*, pengajaran menulis, kemandirian menulis, kemampuan menulis