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

(A Thesis)

By
VIKE APRILIANIN MARWINTARIA SAPUTRI

MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017

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

By:
VIKE APRILIANIN MARWINTARIA SAPUTRI

A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree

MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017

ABSTRACT

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

By

VIKE APRILIANIN MARWINTARIA SAPUTRI

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: learning autonomy, scaffolding strategy based writing instruction, writing skill

Research Title : **SCAFFOLDING STRATEGY BASED WRITING INSTRUCTION TO PROMOTE STUDENTS' AUTONOMY IN WRITING**
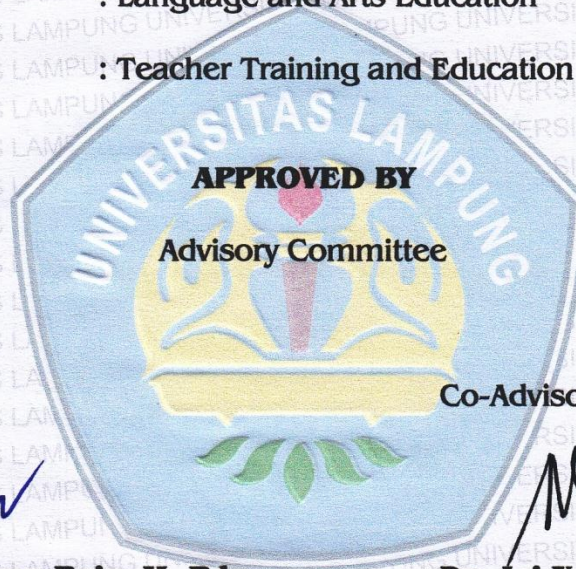
Student's Name : *Vike Aprilianin Marwintaria Saputri*

Student's Number : 1523042015

Study Program : Master in English Language Teaching

Department : Language and Arts Education
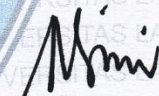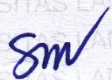
Faculty : Teacher Training and Education

APPROVED BY

Advisory Committee

Advisor   Co-Advisor
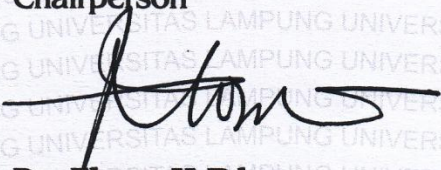
Prof. Dr. Patuan Raja, M. Pd.   **Dr. Ari Nurweni, M.A.**
NIP. 19620804 198905 1 001   NIP. 19630302 198703 2 001

Language and Arts Education Department   Master in English Language
Chairperson   Teaching Study Program
                                                 Chairperson

Dr. Mulyanto Widodo, M.Pd.   **Dr. Flora, M.Pd.**
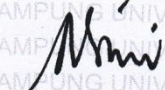NIP 19620203 198811 1 001   NIP 19600713 198603 2 001

ADMITTED BY

1. Examination Committee

   Chairperson : **Prof. Dr. Patuan Raja, M. Pd.**

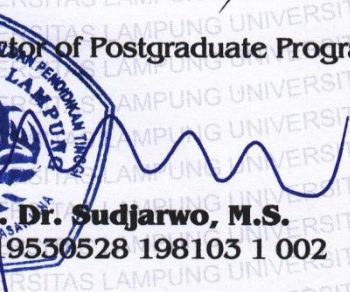   Secretary : **Dr. Ari Nurweni, M.A.**

   Examiners : **I. Dr. Muhammad Sukirlan, M.A.**

   II. Prof. Dr. Cucu Sutarsyah, M.A.

2. Dean of Teacher Training and Education Faculty

   Dr. Muhammad Fuad, M.Hum.
   NIP 19590722 198603 1 003

3. Director of Postgraduate Program

   Prof. Dr. Sudjarwo, M.S.
   NIP 19530528 198103 1 002

4. Graduated on: September 29th , 2017

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul "Scaffolding Strategy Based Writing Instruction To Promote Students' Autonomy In Writing" adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.

2. Hak intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini, apabila di kemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar lampung, 29 September 2017
Yang membuat pernyataan,

Vike Aprilianin Marwintaria Saputri
NPM. 1523042015

CURRICULUM VITAE

The writer's name is Vike Aprilianin Marwintaria Saputri. She was born on April 30th, 1990 in Pamekasan - Madura. She is the first daughter of Marwi (Alm.) and Kamariyah Hania.

She initially attended her formal educational institution at TK Kartika Chandra Kirana in 1994 and graduated in 1996. In elementary level, she continued her study at SDN Pajagalan II Sumenep - Madura, East Java and graduated in 2002. In primary level, she continued her study at SMPN 1 Pamekasan - Madura and graduated in 2005. In secondary level, she continued her study at SMAN 3 Pamekasan - Madura and graduated in 2008. In tertiary level, she continued her bachelor's degree at UNIRA (University of Madura) Pamekasan - Madura majoring English and Education Study Program. She finished her bachelor's degree in 4 years and graduated in 2012. Then, in September 2015, she was registered as a student of the 3rd batch of Master of English Education at University of Lampung. She graduated on September 29th, 2017.

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved husband, Mohtadi
- My beloved mother, Kamariyah Hania
- My fabulous friends of the 3rd batch of Master of English Education.
- My almamater, University of Lampung.

MOTTO

"Dimanapun Engkau Berada Selalulah Menjadi Yang Terbaik Dan Berikan Yang
Terbaik Dari Yang Bisa Kita Berikan."
- B.J Habibie (The 3rd President of Indonesia) -

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin, praise to Allah SWT, the Almighty and Merciful God, for blessing the writer with faith, health, and opportunity to finish this thesis entitled "Scaffolding Strategy Based Writing Instruction To Promote Students' Autonomy In Writing." It is submitted as a compulsory fulfillment of the requirements for Master's Degree of English Language Teaching Study Program in Language and Arts Education Department of Teacher Training and Education Faculty at University of Lampung.

Gratitude and honor are addressed to all persons who have helped and supported the writer until completing this thesis, since it is necessary to be known that it will never have come into its existence without any supports, encouragements, and assistances by several outstanding people and institutions. Therefore, the writer would like to acknowledge her respect and sincere gratitude to:

1. Prof. Dr. Patuan Raja, M.Pd., as the first advisor, for his advice, carefulness, criticism, and cooperation in encouraging the writer to think more critically and simply.

2. Dr. Ari Nurweni, M.A., as the second advisor, for her assistance, ideas, advice, and cooperation in triggering the writer's spirit for conducting seminars and final examination and also as the Head of English Education Study Program of Lampung University, for her help and full support.

3. Dr. Muhammad Sukirlan, M.A., as the 1st examiner, for his advice, ideas, and carefulness in reviewing this thesis.

4. Dr. Flora, M.Pd., as the Chief of Master of English Education Study Program, for her unconditional help, support, and motivation, and all lecturers of Master of English Education Study Program who have contributed during the completion process until accomplishing this thesis.

5. Prof. Dr. Cucu Sutarsyah, M.A., as the 2nd examiner, for his contribution, ideas, and support.

6. All beloved students of the tenth grade of Senior High School of Madarijul 'Ulum Bandar Lampung, academic year 2016 - 2017, for their participation as the subject of this present study.

7. Her beloved parent, Kamariyah Hania who has always prayed and supported the writer.

8. Her beloved husband, Mohtadi for his prayer.

9. All lovely friends of the 3rd batch of Master of English Education, for their solidarity, care, cooperation, togetherness, and irreplaceably unforgettable happy moments.

Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, September 29th, 2017

The writer,

Vike Aprilianin Marwintaria Saputri

CONTENTS

TABLES

FIGURES

APPENDICES

I. INTRODUCTION

In this chapter, the researcher will describe background of the study, problems of the study, objectives of the study, uses of the study, scope of the study, and definition of terms.

1.1 Background of the Study

Writing is a cognitive process where writers make conscious decisions of what and how they will write. It means that writing is a thinking process, not a product so that writers go through some processes in their mind throughout the writing assignment. In this way, the writing process is a sharp tool to discover meaning, to perfect a piece of writing both in thoughts and in grammatical accuracy and to bring intelligence to the writing. This statement is supported by Muray's opinion as cited in Razali (2015) who states that writing should be taught as a process, not a product.

Writing is generally considered as one of the most difficult skill among other skills for foreign language students. This case is caused by in English learning classroom, the teacher aims at developing the four skills. Besides that, the teacher wants the students' ability to understand to speak, to read and to write. In this case, the ability to write occupies the last place in this order, but it does not mean that it is least important.

The students face various problems in writing, such as (1) integrating new information, (2) presenting appropriate details, (3) organizing information a texts, (4) the students lack of writing practice and teacher's guidance in class, (5) the students have limited vocabulary so that the students end up repeating the same words. Besides that, this case hinders their creativity, (6) the students are unwilling to share their work with other the students and of course this case causes they do not get the suitable feedback. So that, the students do not know their mistakes moreover they could not distinguish whether what they write is right or wrong.

In this present study, the students lack of writing practice and teacher's guidance become the topic which will be discussed because the researcher has consideration that continuous practice and guidance will bring good results. Moreover, if it is implemented in writing skill. As it was explained that writing is a thinking process, not a product. Therefore, the process becomes the important and decisive thing during English writing skills instruction in writing class.

Furthermore, Grabe and Ahn (as cited in Habibi, 2015) believes that among language learning skills, writing has been consistently referred to as a complicated skill particularly for non-native speakers of English due to the fact that they are not exposed to English compared with English native speakers. Tangpermpoon (as cited in Habibi, 2015) gives addition about cause writing problems, that is during writing production, students of English as a foreign language (EFL) are required to focus on different tasks such as choosing proper words, using correct grammatical patterns and checking spelling of words. Therefore, for writers

should make a balance between multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics because suitable written assignments can stimulate classroom writers to enhance their active learning spontaneously.

In the English language teaching, writing is important to be investigated because it is one of the language skills that will never be left in education because it is very essential part of the lesson, not only in language class, but also in other classes such as biology, mathematics, history, etc. Although writing is considered as one of the most difficult skill among others skills, the students are expected to know how to write a good text, how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media, how to make official texts, for the purposes of communication or other business, etc. In other words, the students are expected also to know some of writing's special conventions (punctuation, paragraph, construction etc). Therefore, writing plays important role in our life.

In teaching learning process, writing is challenging for students because the difficulties not only lay on generating and organizing ideas, but also on translating those ideas into a written form. Despite these difficulties, writing skills are possible to be taught through providing temporary support as an instructional strategy, the support is then called scaffolding.

In the classroom, scaffolding is a process by which a teacher provides students with a temporary framework for learning. In scaffolding instruction a more

knowledgeable others (teacher, peers, etc) provides scaffold or support. The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. It provides activities and tasks which motivate or enlist the students' interest related to the task, simplify the task to make it more manageable and achieveable for a learner, provide some direction in order to help the learners focus on achieving the goal, clearly indicate differences between the learner's work and the standard or desired solution, reduce frustration and risk, and model and clearly define the expectations of the activity to be performed.

One of the main benefits of scaffolding instruction is that it provides with a supportive learning environment. In a scaffold learning environment, the students are free to ask questions, provide feedback and support their peers in learning new material. When the teacher incorporates scaffolding in the classroom, the teacher becomes more of a mentor and facilitator of knowledge rather than the dominant content expert. This teaching style provides the incentive for the students to take a more active role in their own learning. The students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels. Through this interaction, the students are able to take ownership of the learning event. In this case, independence in learning begins to emerge in the students.

Scaffolding is one of the concepts introduced by Vygotsky as cited in Poorahmadi (2009). He considers that all knowledge is social in nature and believes that learning occurs in a context of social interactions leading to understanding. In his theory, learning is formed effectively through the zone of proximal development

(ZPD) in social interaction with others. ZPD is "the distance between the actual development level, as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky as cited in Poorahmadi, 2009). In other words, ZPD is the space between what students can carry out independently and what they are not able to do, even with assistance (Cole & Cole; Bockarie; Hill; Holzman as cited in Poorahmadi, 2009).

The relationship between scaffolding strategy and ZPD is that scaffolding strategy provides individualized support based on the learners' ZPD. There is a consensus among scholars that the notion of the ZPD is at the heart of the concept of scaffolding. However, scaffolding should provide opportunities for the students to learn how to solve problems and do the tasks (to transform the information) and not just to memorize some actions. To achieve this purpose, assistance should be presented reasonably and systematically and be carefully harmonized with the students' level of development. It should be offered temporarily and it begins at a minimal level and be increased only if indicated by learners' needs. Consequently, it must be decreased slowly as students' ability increases or as they become more and more independent in their learning, making sure that they have bridged the gap between what they knew and what they have learned (Berk; Krause, Bochner, & Duchesne; McDevitt & Ormrod as cited in Poorahmadi 2009). By and large scaffolding must be consistent, temporary, supportive, flexible, and appropriate for them (Poorahmadi, 2009).

Scaffolding strategy has been used in many studies and it has shown positive result. In this case, there are some previous studies about scaffolding strategy in teaching learning process. The first, Zarandi (2014) measured the effectiveness of interactive strategies of scaffolding on English as a Foreign Language (EFL) learners' speaking ability. The second, Haghparast (2015), this study was an attempt to seek the impact of scaffolding on reading comprehension ability of intermediate EFL learners. The third, Veerappan (2011) primarily designed to look at the effectiveness of scaffolding strategy in journal writing among the L2 undergraduate university college students. This research wants to analyze the progress of L2 university college students in using accurate grammar through the application of scaffolding strategy in writing journal.

The fourth, Talley (2014) investigated the students' response to scaffolding during English communication skills instruction in a classroom setting. The fifth, Majid (2012) investigated how ESL students perceive the use of blended scaffolding strategy through facebook for learning and in improving the writing process and writing performance. The sixth, Huggin (2011) assessed the effectiveness of utilizing instructional scaffolding in reading and writing courses on the college level. Its purpose was to determine if instructional scaffolding would make an impact on students' reading and writing performance.

The seventh, Sukyadi (2012) investigated the effectiveness of using think–aloud instructional scaffolding in teaching reading to the first year students of a Senior High School in Indonesia. The eighth, Poorahmadi (2012) investigated the effect of scaffolding strategies and classroom tasks on teaching reading comprehension

to Iranian EFL learners. The ninth, Samawa (2013) investigated the scaffolding from a teacher and from classmates while students were doing tasks in the classroom setting.

The studies mentioned above are examples of scaffolding techniques used in the learning process in developing communication skills, reading comprehension, and writing. The studies above also show that scaffolding can be used in developing many learning process and language skills. The major concern would be the language development process through scaffolding. Although a number of studies have been conducted to investigate the role of scaffolding in other language skills, but very few studies have focused on examining the effectiveness of scaffolding strategy based writing instruction in promoting the students' autonomy in writing. This present study tries to find out the impact of scaffolding strategy based writing instruction in promoting the students' autonomy in writing. Next, the researcher's consideration in this case is writing plays important role in our life whereas writing is generally considered one of the most difficult than other skills for foreign language students. Therefore, the researcher tries to develop scaffolding strategy and writing process so that it is called scaffolding strategy based writing instruction. In this case, the researcher wants to improve the students' writing ability and the students' autonomy in writing.

Furthermore, this present study relies on some theories, such as Vygotsky theory (as cited in Poorahmadi, 2009) which in his theory, he has mentioned that learning is formed effectively through the zone of proximal development in social interaction with others. It means that learning occurs when the learners work to

finish their duties which those duties are not learnt before but those duties are within range of their ability. It means that those duties are in the zone proximal development.

Then, there is a consensus among the scholars that the notion of the ZPD is at the heart of the concept of scaffolding (Poorahmadi, 2009), which scaffolding is giving a number of ability by the teacher to the learners at stages the beginning of learning, and then its reducing and give opportunities to the learners to take over responsibility when the students capable. The ability that is given to the learners, such as guidance, reminder, encouragement, analyze the problems at the steps of solution, and giving example. So, it can be concluded that scaffolding strategy make possible the learners to grow alone. And this case is appropriate with consensus of opinions in the literature that learner autonomy emerges from the individual learner undertaking responsibility for his or her own learning.

Besides that, the reseacher relies also her study on the Veerappan theory (2011), which in his study mentions that the autonomous learners are the ideal aim of scaffolding. Then, Bryan and Christianson theory as cited in Veerappan (2011) also mention that the using of scaffolding strategy can improve learners' writing skill. Next, the researcher relies her study on the Haghparast (2015) theory which in this theory has explained that scaffolding strategies has implication for language learners, helps the learners autonomy and independence in learning and keeps students on tasks, and for language teachers, guide the students to have more collaboration, discussion, group work, get learners engaged in learning by both initiating and sustaining their interest.

1.2 Problems of the Study

Based on the background previously presented, the researcher formulated the problems in the following questions :

1. Is there any differences of the sudents' writing achievement after the implementation of scaffolding strategy based writing instruction?

2. Is there any differences of the students' writing autonomy after the implementation of scaffolding strategy based writing instruction?

3. How are the students' responses to scaffolding strategy based writing instruction during English writing skills instruction in writing class?

1.3 Objectives of the Study

Related to the problems of the study in the previous discussion, the researcher formulates the objectives of the study as follows :

1. To find out the difference of the students' writing achievement after the implementation of scaffolding strategy based writing instruction.

2. To investigate the difference of the students' writing autonomy after the implementation of scaffolding strategy based writing instruction.

3. To describe the students' responses to scaffolding strategy based writing instruction during English writing skills instruction in writing class.

1.4 Uses of the Study

This present study is expected to give the following benefits :

1. Theoretically, this present study is expected to give contribution in teaching learning process in senior high school, especially in writing class. In other words, this present study may provide students with suitable ways of learning which can help them obtain the improvement of writing and get more interested in learning writing skill as well. Besides that, this present study give contribution, is that it can make autonomous students, especially in writing class.

2. Practically, the finding of this present study will help students, teachers, and also readers who are interested in teaching English to improve the quality of teacher-students relationship, especially in writing class. In addition, this present study is also expected to inform to the English teachers that many students are not aware of the importance of studying writing skill. Therefore, the English teachers must give solution is that giving the suitable strategy to the students, for instance scaffolding strategy based writing instruction. This strategy is not only to give guidance and support to be a good writer but also it makes autonomous students in writing skill.

1.5 Scope of the Study

This present study is conducted in the senior high school of Madarijul 'Ulum, Teluk Betung Barat, Bandar Lampung in academic year 2016 – 2017, especially in the tenth grade. This case is done by the researcher because the students get

recount text material in the second semester. In this present study, the researcher chooses recount text as a text which it is used to measure the students' writing ability and the students' autonomy in writing. Unfortunately, the students often feel to be difficult when the teacher asks them to make a recount text in writing form. Moreover, there are some students who often cheat to the work result of their own friend. They have reason why they do that, is that the students are not confident when they are writing. This indicates that the students lack of being autonomous. Therefore, this present study is intended to design scaffolding strategy and writing activities in order that the students becomes an independent student, especially in writing.

1.6 Definition of Terms

1. Writing is a way to product language that comes from our thought. By using writing, we can share our ideas, feeling, or anything that exist in our mind.

2. Scaffolding strategy refers to a variety of instructional techniques used to move students progressively toward stronger understanding, and ultimately greater independence in the learning process.

3. Autonomous learning is the ability to take charge of their own learning, including the establishment of learning objectives, self monitoring and self evaluation.

That is the introduction of this present study. Then, the next chapter will discuss the literature review of this present study.

II. LITERATURE REVIEW

In this chapter, the researcher describes literature review that concern to the topic of the study that include to the writing, autonomous learning, scaffolding strategy, scaffolding strategy in teaching writing, scaffolding strategy to autonomous learning, scaffolding strategy based writing instruction, theoritical assumption, and hypothesis.

2.1 Writing

Writing in a second or foreign language seems to be the most difficult language skill for language learners to acquire in academic contexts (Negari, 2011). The ability to write something in a productive way is an indicator of success during the learning process (Geiser and Studly as cited in Javed, 2013). Academic achievement is considered as a token of a good indicator in language learning process (Benjamin and Chun as cited in Javed, 2013). Therefore, writing is one of the most important skills in studying English because not only is writing an academic skill, but it is also an important skill that translates into any career fields (Huy, 2015).

In this case, writing seems to have taken on different definitions for different groups of people in order to suit their different needs and purposes for writing. Writing is a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes (Huy, 2015). Graham as cited in Huy (2015) identified the following four vital areas in the writing process:(1) knowledge of writing and writing topics,(2) skill for producing and drafting text,(3) processes for energizing and motivating participants to write with enthusiasm, and (4) directing thought and actions through strategies to archive writing goals. In this way, the writing process is a sharp tool to discover meaning, to perfect a piece of writing both in thoughts and in grammatical accuracy and to bring intelligence to the writing (Tuan, 2012).

Furthermore, writing is not a skill that can be learned or developed in isolation (Rivers as cited in Arikan, 2006), but it should be taught and developed in cooperation with other skills and aspects of the language studied (Arikan, 2006).In a writing classroom, during a cooperative learning process, students review and comment on each other's writing as peers who collaborate in order to give insight and knowledge to each other (Arikan, 2006).

Writing is a thinking process. Writers go through some processes in their mind throughout the writing assignment (Zakaria, 2014).Writers go through a process that normally starts with brainstorming then planning and then goes through stages of drafting and revision before the text is finally produced (Al − Busaidi, 2013).

Based on the explanation above, it shows that learning writing is assumed to be difficult and the students should develop a full understanding of the writing process, so they are able to express themselves more confidently, effectively, and efficiently in order to create a piece of writing.

In writing activity, writers can be said successful in their writing contains some aspects of writing follows:

1. Treatment of content : the ability to think creatively and develop thoughts, excluding all irrelevant information.

2. Judgement skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise, and order relevant information.

3. Stylistic skills : the ability to manipulate sentences and paragraphs, and use language effectively.

4. Language use : the ability to write correct and appropriate sentences.

5. Mechanical skills : the ability to use correctly those conventions peculiar to the written language, e..g. punctuation, spelling.

(Heaton, 1988 : 135)

Based on the explanation above, the researcher can conclude that writing is a way of indirect communication that referred to the productive and expressive activity. In this case, the students are expected to be able to express their ideas, feeling, and thought in written language.

2.1.1 Process of Writing

Teaching EFL writing differs from teaching other language skills. Writing, unlike speaking, fosters a different connection between the writer and the reader (Gutierrez, 2015). In this regard, Díaz as cited in Gutiérrez1 (2015) affirms that "the competence of producing and understanding written discourses is different from producing and understanding oral discourses". The most obvious dissimilarity between writing and speaking has to do with the processes writers and speakers go through. In face to face interaction, there is a little time between production and reception: while in writing the mental process to produce a text involves the chance to write and edit ideas (Harmer as cited in Gutiérrez1, 2015).

Harmer also affirms that in writing, the "final product is not nearly so instant, and as a result, the writer has a chance to plan and modify what will finally appear as the finished product". This attribute makes writing a more complex skill to master since learning to write, unlike speaking, requires systematic instruction and practice (Gutierrez, 2015). Graves as cited inGutiérrez1 (2015) also identified five stages of the writing process, such as prewriting, drafting, revising, editing, and publishing/sharing.

Table 2.1. Stages of The writing Process

Stage 1 : Prewriting
• Students write on topics based on their own experiences.
• Students gather and organize ideas.
• Students define a topic sentence.
• Students write an outline for their writing.
Stage 2 : Drafting
• Students write a rough draft.
• Students emphasize content rather than mechanics.

Stage 3 : Revising
- Students reread their writings.
- Students share their writings with teacher.
- Students participate constructively in discussion about their writing with teacher.
- Students make changes in their compositions to reflect the reactions and comments of teacher. Also,students make substantive rather than only minor changes.

Stage 4 : Editing
- Students proofread their own writings.
- Students increasingly identify and correct their own mechanical errors.

Stage 5 : Publishing
- Students make the final copy of their writings.
- Students publish their writings in appropriate forms.
- Students share their finished writings with the teacher.

(Adapted from Laksmi as cited in Faraj, (2015)).

In addition, Hedge as cited in Gutiérrez1 (2015) states that writing is a complex process where several operations interact and occur simultaneously. Hedge's cognitive vision of writing is in line with White and Arndt as cited in Gutiérrez1 (2015) who introduce a clear and practical view of process writing. They suggest that writing is a complex-cognitive process that requires intellectual effort over a considerable period of time. White and Arndt as cited in Gutierrez (2015) identified six procedures before producing a final draft as Figure 2.2 indicates:

Figure 2.1. Procedures involved in producing a written text

The diagram above explains the cyclical nature of how the process approach helps learners to develop skills to produce a written text. These procedures are connected to one another so that the learner can move freely through the creative process of arranging ideas on a piece of paper. These stages do not take place in a linear manner; rather, they involve recurring cycles.

All in all, it is clear from the review of the literature presented in this section that the writing skill is a cognitive process (White and Arndt as cited in Gutiérrez1, 2015) that involves the activation of a series of non − linear mental operations (Hedge as cited in Gutiérrez1 (2015)) to organize and arrange the ideas on a piece of paper.

2.1.2 Teaching Writing

Teaching EFL writing differs from teaching other language skills (Gutierrez, 2015). The most important factor in writing exercises is the students need to be personally involved in order to make the learning experience of great value.

Encouraging the students to participate in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By pragmatically combining these objectives, the teacher can expect both enthusiasm and effective learning (Adas, 2013).

In teaching writing, especially in genre-based writing, the students are asked to write texts in certain genre. In this case, the students are not only to write texts they want, but they have to consider the texts' social function, schematic structures, and their lexicogrammatical features (Mulatsih, 2011). Although genre-based writing offers explicit and systematic ways of writing (Hyland as cited in Mulatsih, 2011), ESL students still found difficulties in developing the idea that support the social function, constructing correct schematic structure, and using appropriate lexicogrammatical features of certain text type. Therefore, scaffolding is very needed to apply to make the students' competence in writing better (Mulatsih, 2011).

Furthermore, the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, language style, and most importantly writing as a skill in its own right (Harmer as cited in Riswanto, 2012). Reinforcement is some students acquire languages in a purely oral/aural way, but

most of us benefit greatly from seeing the language written down. Language development, it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. Learning style is some students are fantastically quick at picking up language just by looking and listening. The last is writing as a skill, by far the most important reason for teaching writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media (Riswanto, 2012).

2.1.3   Recount Text

Recount text is a text that tells the reader about one story, action or activity. The purpose of the story is to tell a series/sequences of events and evaluate their significance. Social function isto retell events for the purpose of informing or entertaining. The generic structure of recount text :

1. Orientation   : Provides the setting and introduces participants.
2. Events   : Tell what happened, in what sequence.
3. Re – orientation   : Optional – closure of events.

The grammatical patterns of the text include :

1. Use of nouns and pronouns to identify people or things involved.
2. Use of action verbs to refer to events.
3. Use of past tense to locate events in relation to writer's time.
4. Use of conjunction and time connectives to sequence the events.
5. Use of adverbs and adverbial phrases to indicate place and time.
6. Use of adjectives to describe nouns.

The text is organized to include :

1. An information about "who", "where", and "when".
2. A record of events usually in chronological order.
3. Personal comments or evaluative remark, which are arranged over throughout the record of events.
4. A reorientation which "round off" the sequences of events.

The example of recount text :

Joining The Traditional Dance Competition

Orientation

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

Events

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement.

Re – orientation

Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

(Suparmin, 2013)

The types of recount :

1. Personal Recount
   This usually retells an event that the writer was personally involved in.
2. Biography Recount
   This usually retells accounts of a person's life.
3. Factual Recount
   This records an incident, e.g. a science experiment, police report.
4. Imaginative Recount
   The writer writes an imaginary role and giving details of events in the recount, e.g. a day in the life of a pirate, a story of a mango tree.
5. Historical Recount
   This retells historical events in the past.

(Sudarwati, 2013)

2.2 Autonomous Learning

Autonomous learning in English learning is not a new concept. Autonomous learning is a continuum, and learner autonomy is a state of being in a state of complete independence and self - being. In this case, the students should recognize the "successful language learners' ability of self - management are generally more strongly, they not only master the engaged in various learning activities and solving a variety of learning difficulties of skills and strategies, but also to choose appropriate treatment according to the specific learning task (Liu, 2016).

Autonomous-learning is a modern learning theory based on the theory of constructivism. It is also a student-focused learning model which emphasizes the learning environment and cooperative learning (Wang, 2010). Autonomous learning allows students to be agents (enabling them to be the doers rather than

the recipients of learning action) which is one way of helping to sustain their motivation (Harmer as cited in Padmadewi, 2016). Autonomous learning was first developed by Holec as cited in Wang (2010), which means that students take charge of their own learning by carrying out their own learning plans according to their own needs.

In education, one of the primary perspectives in learning which has been extensively discussed is "learner autonomy" (Foroutan, 2013). An autonomous classroom places a strong emphasis on pair and group work as means to develop learner autonomy. The fact is that learners become less dependent on the teacher by learning to collaborate with their peers (Kulsirisawad, 2012). Learner autonomy should be responsible for learning content, learning methods, learning progress, learning time, learning materials, self monitoring, and self testing. Learner autonomy is put forward by the teachers and peers, but in the school education environment, the learner autonomy is not without any restrictions, it should be the autonomy of teachers under the guidance of teachers. From this level, it is understood that autonomous learning is a continuum, and learner autonomy is a state of being in a state of complete independence and self - being. Therefore, students should recognize the "successful language learners' ability of self - management are generally more strongly, they not only master the engaged in various learning activities and solving a variety of learning difficulties of skills and strategies, but also to choose appropriate treatment according to the specific learning task. It can be seen that autonomous learning is the ability to take charge

of their own learning, including the establishment of learning objectives, self monitoring and self evaluation (Liu, 2016).

Holec (as cited in Gai, 2014) has introduced the concept of "autonomous learning" in *Autonomy and Foreign Language Learning*. He defines it from five aspects: (1) determining objectives, (2) defining content and progressions, (3) selecting methods and techniques to be used, (4) monitoring procedure of acquisition, and (5) evaluating what has happened.

According to Benson & Voller as cited in Gai Fangpeng (2014), it should cover five elements when talking about autonomous learning : (1) for situation in which learners study entirely on their own, (2) for a set of skills which can be learned and applied in self-directed learning, (3)for an inborn capacity which is suppressed by institutional education, (4) for the exercise of learner's responsibility for their own learning and (5) for the right of learners to determine the direction of their own learning.

After that, a great deal has been done to define what autonomous learning is. Dickinson as cited in Gai Fangpeng (2014) argues "situation in which the learner is totally responsible for all of the decision concerned with his/her learning and the implementation of these decisions". Some domestic scholars also conduct their research and give understanding of this term. For example, Cheng Xiaotang as cited in Gai Fangpeng (2014) defines it in the following way : (1) it is an intrinsic mechanism comprehensively formed by learners' attitude, aptitude, and learning strategy, (2) it is the free choice of learners' objective, learning content,

and learning methodology and material, and (3) it is a learning mode tailored to learners' need, in the mean time, directed and affected by the entire teaching objectives and teacher's guidance.

Although an accurate and widely accepted definition of autonomous learning has not been concluded by far, the common core components can be drawn as follow: (1) generate one's own learning goal, (2) set one's own learning plan, (3) choose one's own learning methodology, (4) monitor one's own learning process, (5) self-evaluate one's own learning progression (6) adjust one's learning strategy according to the evaluation. Autonomous learning is the way how one learns with a special concern of whether the learning is driven, controlled, assessed and managed by oneself. To be specific, if a student's learning motivation is self driven, learning contents, materials and strategies are self-chosen, learning process is self-regulated, learning outcome is self-evaluated, it can be said his/her learning is autonomous. Otherwise, if the students' learning motivation, learning contents, materials, strategies, and etc, mainly depends on other's guidance and regulation, then theirlearning is passive and non-autonomous (Gai, 2014).

Based on the explanation above, it can be concluded that learner autonomy and autonomous learning are two sides that can not be separated from one another. In this case, learner autonomy is essentially a matter of the learner's psychological relation to the processes and content of learning. While, autonomous learning is the ability to take charge of their own learning, including the establishment of learning objectives, self monitoring and self evaluation.

2.3 Scaffolding Strategy

Scaffolding is developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning. In the process of scaffolding, the teacher helps the student master a task or concept that the student is initially unable to grasp independently. The teacher offers assistance with only those skills that are beyond the student's capability. Most importantly, allowing the student to complete as much of the unassisted tasks as possible, is a significant feature. Student errors are expected, but, with teacher feedback and prompting, the student is able to achieve the task or goal. When the student takes responsibility for or masters the task, the teacher begins the process of 'fading', or the gradual removal of the scaffolding, which allows the student to work independently (Zarandi, 2014).

When scaffolding is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness (Veerappan, 2011). This can be analogous, when a new building is constructed the builder uses scaffolding on the outside of the building to give the builder access to the emerging structure as it is being created. When the building is able to support itself, the builder removes the scaffolding. Like the builder the classroom, it must provide essential but temporary support to their students. This temporary support will assist students to develop new understandings, new concepts, and new abilities. As students develop control of these abilities, the teachers need to withdraw support and only provide further help for extended or new tasks, understandings, and concepts. In the classroom, scaffolding is a process by which a teacher provides students with

a temporary framework for learning (Vacca, 2012). Scaffolding is actually a bridge used to build upon what students already know toarrive at something they do not know (Haghparast, 2015).

Furthermore, teaching learning process is the most effective is in the Zone of Proximal Development (ZPD). Vygotsky as cited in Birjandi (2014) highlights the crucial roleof the Zone of Proximal Development (ZPD) that is, "thedistance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers".

Scaffolding is one of the concepts introduced by Lev Vygotsky. It can help learners to decrease the distance between their actual developmental level and their potential development through problem solving of adult or peer guidance. It is done by a number of strategies such as recruiting learners' interest, reducing their choices, maintaining their goal orientation, highlighting critical aspects of the task, controlling their frustration, and demonstrating activity paths to them (Wood, Bruner & Ross as cited in Zarandi, 2014). Scaffolding,as an instructional strategy, is a significant tool to contribute to the learning process because it provides opportunities for students to solve their learning problems (Poorahmadi, 2009). The procedure for the presentation of scaffolding should be done systematically considering the students' needs and their current level of development; it should be gradually decreased as the teacher ensures that students have become independent in their learning (Berk as cited in Zarandi, 2014).

Based on the explanation above, the reseacher can conclude that scaffolding is a kind of supportive help which enhances an individual to achieve a task.

2.3.1 Types of Scaffolding Instruction

There are seven types of scaffolding in teaching writing which are synthesized from the literature. These include bridging, contextualizing, inviting students' participation, schema building, offering explanation, modeling, and verifying and clarifying students' understanding (Roehler and Cantlon; Hogan and Pressley; McKenzie; Gibbons; Sam; Walqui as cited in Dewi, 2013). Each type will be discussed below.

Bridging refers to activating students' prior knowledge before new concept is delivered (McKenzie; Walqui as cited in Dewi, 2013). Another type is **contextualizing** as a way to connect students' everyday language and academic language by providing relevant illustration or metaphor (Sam; Walqui as cited in Dewi, 2013). **Inviting students' participation** is another type of scaffolding which gives students opportunities to complete task after illustration is given (Roehler and Cantlon as cited in Dewi, 2013). Besides, **schema building** is defined as a way to connect students' prior knowledge and new information or concept through organizing knowledge and understanding (Gibbons; Rubin as cited in Dewi, 2013).

Offering explanation is to do with explicit teaching to develop students' understanding about declarative knowledge, conditional knowledge, and procedural knowledge (Roehler and Cantlon as cited in Dewi, 2013). Another type

is **modeling** which is to show how one should feel, think, or act within a given situation when the desired of learning behavior is modeled (Roehler and Cantlon; Herrmann as cited in Dewi, 2013). The last type is **verifying and clarifying students' understanding** as the activity when a teacher checks students' emerging understanding as suggested by Roehler and Cantlon as cited in Dewi (2013).

Based on the explanation above, the reseacher can conclude that the seven types clearly illustrate the scaffolding technique and its cooperative learning strategy. The technique requires active involvement of the instructor (teacher) as well as the students, and it calls for a detailed instructional plan and support system for students. Due to the problem-based learning nature of the scaffolding technique, it is most suited for teaching writing which it is generally considered one of the most difficult skill among other skills for foreign language. Therefore, scaffolding is an effective technique for teaching students good writing skills.

2.4 Scaffolding Strategy in Teaching Writing

In the classroom, scaffolding is a process by which a teacher provides students with a temporary framework for learning. When scaffolding is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. As students gather knowledge and increase their skills on their own, fundamentals of the framework are dismantled. At the completion of the lesson, the scaffolding is removed altogether and students no longer need it (Lawson as cited in Veerappan, 2011).

In the context of teaching writing, scaffolding occurrs during stages of the instruction itself.The stages are known as curriculum cycle which has four cycles. Those will be elaborated below.

Building the field is the first cycle as a core element of critical thinking to strengthen students' background knowledge of writing (Emilia as cited in Dewi, 2013). This stage is the point at which overall knowledge of the cultural and social context of the topic is built and developed. It is important for all learners to have an understanding of the topic before being expected to write about. Classroom tasks and activities at this stage enable learners to :

1. Explore cultural similarities and differences related to the topic or text type.
2. Practice grammatical patterns relevant to the topic or text type.
3. Build up and extend vocabulary relevant to the topic or text type.

(Mulatsih, 2011)

The next stage is **Modeling** which refers to a stage involving explicit explanation, analysis, and discussion of a text model (Hammond, Emilia as cited in Dewi, 2013). This stage involves introducing the learners to a model of the genre they will be writing. In this stage, there is explicit focus on analyzing the genre through a model text related to the course topic. Besides that, in modeling stage, the teacher shows the real steps of writing process to the students. This stage involves preparing the learners for writing by :

1. Focusing on genre
2. Discussing the social function/ purpose of the genre
3. Discussing the schematic structure of the genre
4. Discussing the grammatical features of the genre

(Mulatsih, 2011)

The third stage is **Joint Construction** as a stage when teacher and students cooperatively write a particular text (Hammond, Gibbons, Emilia as cited in Dewi, 2013). At this stage, the aim is for the teachers to work with the learners to construct a similar text. The teacher first need to access the extent of the learners' knowledge and understanding of the field. Further work may need to be done before the actual construction of the texts begin. For example : gathering relevant information, researching the topic through additional reading, etc. The emphasis at this stage is on the teacher providing guidance and support in order to convert and reshape language form spoken to the written mode (Mulatsih, 2011).

And the final stage is **Independent Writing** which refers to the stage where scaffolding is removed (Hammond, Gibbons, Emilia as cited in Dewi, 2013). Before moving on to this stage, the teacher needs to assess if the learners are ready to construct the text independently. Independent construction occurs only after group or pair construction has shown that the learners have gained control of the field and the mode. Classrooms tasks and activities at this satge enable learners to: incorporate knowledge of schematic structure and grammatical features into their own writing, produce written texts that approximate control of the genre, read other examples of the genre in context outside the classroom, feel confident about writing the genre in contexts outside the classroom (Mulatsih, 2011).

2.4.1 Scaffolding Strategy in Teaching Writing Recount Text

Types of scaffolding which are applied by the teacher during writing instruction will be discussed below.

a. **Bridging occurred in Building the Field** when the teacher used pictures to stimulate the students' understanding. Gray & Cazden and Harrel & Jordan as cited in Dewi (2013) state that to develop effective language and literacy, a shared basis of experience can be drawn upon in classroom talk by using visual scaffolding.

b. **Contextualizing occurred in Building the Field and Modeling.** In Building the Field, it occurs when the teacher used relevant pictures in ice-breaking session. It is categorized as appropriate decision because Sam as cited in Dewi (2013) and Walqui as cited in Dewi (2013) assert that pictures give relevant illustration and meaningful metaphor. In Modeling, contextualizing occurs when the teacher used analogy. This activity is recommended by Walqui as cited in Dewi (2013) because analogy simplifies a current topic.

c. **Inviting Students' Participation is provided by the teacher in Modeling and Joint Construction** through checking students' understanding of the concept of recount text. Those activities are relevant to Roehler and Cantlon as cited in Dewi (2013), Stuyf as cited in Dewi (2013), and Ramey as cited in Dewi (2013) belief that giving students opportunities to complete task is a way to transverse the zone of proximal development.

d. **Schema Building is applied by the teacher in Building the Field and Modeling.** It occurs when the teacher asks the students to guess the content of a text based on its title. It is good decision because schema can reduce ambiguity which probably occurs in writing a text (Gibbons; Rubin as cited in Dewi, 2013).

e. **Offering Explanation is applied in Modeling and Joint Construction** which is reflected in explaining and re-explaining materials. Those activities are appropriate because learning activity is more beneficial when it is conducted more than once (Callaghan and Rothery as cited in Dewi, 2013).

f. **Modeling is reflected in Modeling stage** when showing a model text, giving clear explanation about recount text, and also demonstrating how to construct an ideal recount text. Those activities help students to see or hear what a developing product looks like, its purpose, structures, and language features when a new task or working format is introduced as also asserted by McKenzie; Gibbons; Sam; and Walqui as cited in Dewi (2013).

g. **Verifying and clarifying students' understanding occurred in Building the Field, Modeling, and Joint Construction.** Verification gives is in line with Hammond's idea as cited in Dewi (2013) that supportive feedback is a push for students to engage in further talk or activity. Meanwhile, clarification gives is confirmed Roehler and Cantlon; Cameron; and Hammond's idea as cited in Dewi (2013) that corrective

feedback triggers students to perform their maximal performance when confusion is indicated.

2.5 Scaffolding Strategy to Autonomous Learning

Learner autonomy has an important role to play for successful lifelong language learning, particularly in the EFL context where learners tend to have infrequent contact with native speakers of English and thus limited opportunities to use English. Successful language learning is unlikely to occur unless the learner as an active agent endeavors to take charge of his/her own foreign language learning throughout his/her life (Nakata, 2014).
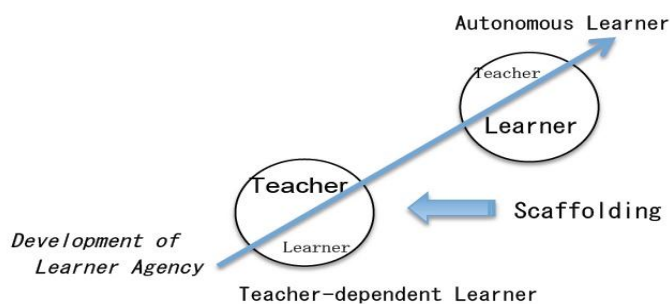
Figure 2.2. Development of Learner Autonomy

The figure above depicts the development of learner agency toward the achievement of learner autonomy, showing how learner characteristics change when provided with the right kind of scaffolding. It postulates that, given appropriate support in the quality and quantity of learning, learners can be encouraged to become more self-regulated in learning a foreign language and gradually start to take more responsibility for their learning. In other words,

agency is considered as a prerequisite for the development of learner autonomy (Nakata, 2014).

Furthermore, the core areas for scaffolding the development of learner autonomy: 1) to facilitate learner involvement through including them in definition of learning goals, selection of contents and techniques, 2) to promote learner reflection through supporting self-monitoring and self-evaluation of the learners and 3) as far as possible, to scaffold the immersion of learners in an authentic learning environment and community of practice. In this way, learners can develop their autonomy and their main target skills in interaction with each other (Ribbe, 2013).

2.6 Scaffolding Strategy Based Writing Instruction

The students who are the writer of the text can be called as creator or writer of the text (Britton and Emig as cited in Faraj, 2015). In this case, they need to have enough experience about what writers do as they write so as to help them to have enough experience in writing (Laksmi as cited in Faraj, 2015).

The researcher introduces stage of the writing process which it is going to combine with the scaffolding strategy, so that it is called as scaffolding strategy based writing instruction. It means that assisting the students to build up their writing skill. Using scaffolding strategy in the process of EFL students' writing is a tool of instructor to help the students transition from the assisted tasks to independent performance. In scaffolding strategy, a teacher step by step provides the students with enough guidance till the students can learn the process, then

teacher gradually give up the students' support in order to transfer the responsibility to learners for completing the task (Bodrova and Leong as cited in Faraj, 2015).

On the other hand, teaching writing allow the students to follow the process of writing. In this present study, the researcher tries to put scaffolding strategy in writing process. To combine those two things, the researcher will use five stages of writing process based on Laksmi as cited in Faraj (2015) and theory of Dewi (2013) for scaffolding strategy in teaching writing which is mentioned in the table of scaffolding strategy and writing process combination below.

No.	Stages of The Writing Process	The Ways A Teacher Provides Scaffolding in Each Stage
1.	**Stage 1 : Pre – Writing** ✓ Students choose a topic. ✓ Students gather ideas. 1. Brainstorming (diagram (clustering) or randomly listing ideas) 2. Reading 3. Interviewing ✓ Students organize ideas. ✓ Students define a topic sentence. ✓ Students write an outline for their writing.	**Stage 1 : Building Knowledge of The Field** ❖ Students explore cultural similarities and differences related to the topic or text type. ❖ Students practice grammatical pattern relevant to the topic or text type. ❖ Students build up and extend vocabulary relevant to the topic or text type.
2.	**Stage 2 : Drafting** ✓ Students write a rough draft. ✓ Students emphasize content rather than mechanics.	**Stage 2: Modeling of Text** ❖ Students focus on the text type. ❖ Students discuss the social function or purpose of the text type. ❖ Students discuss the schematic structure of the text type. ❖ Students discuss the grammatical features of the text type. ❖ Giving the real steps of writing process
3.	**Stage 3 : Revising** ✓ Students re – read their writing. ✓ Students share their writing with teacher.	**Stage 3 : Joint Construction of Text** ❖ Students and teacher work together to construct a similar text. ❖ The teacher provides guidance and support to the students.

	✓ Students participate constructively in discussion about their writing with teacher. ✓ Students make changes in their compositions to reflect the reactions and comments of teacher. Besides that, students make substantive rather than only minor changes.	
4.	**Stage 4 : Editing** ✓ Students proofread their own writing. ✓ Students increasingly identify and correct their own mechanical errors.	**Stage4: Independent Construction of Text.** ❖ Students incorporate knowledge of schematic structure and grammatical features into their own writing. ❖ Students produce written text that approximate control of the text type. ❖ Students feel confident when they write a text in context outside the classroom.
5.	**Stage 5 : Publishing** ✓ Students make the final copy of their writing. ✓ Students publish their writing in appropriate forms. ✓ Students share their finished writing with the teacher.	

2.6.1 Procedures of Scaffolding Strategy Based Writing Instruction

The procedure of scaffolding strategy based writing instruction are as follows.

> ➢ Students focus on the text type. In this case, the text type is recount text.
>
> ➢ Students discuss the social function or purpose of the recount text.
>
> ➢ Students discuss the schematic structure of the recount text.
>
> ➢ Srtudents discuss the language features of the recount text.
>
> ➢ Students choose a topic.

➢ Students gather ideas.

➢ Students explore cultural similarities and differences related to the topic or ideas.

➢ Students organize ideas.

➢ Students define a topic sentence.

➢ Students practice grammatical pattern relevant to the recount text.

➢ Students build up and extend vocabulary relevant to the recount text.

➢ Students and teacher work together to construct a recount text.

➢ The teacher provides guidance and support to the students.

➢ Students write an outline for their writing.

➢ Students write a rough draft.

➢ Students re – read their writing.

➢ Students proofread their own writing.

➢ Students increasingly identify and correct their own mechanical errors.

➢ Students pay attention toward their aspect of writing, such as content, organization, vocabulary, language use, and mechanic.

➢ Students share their writing with teacher.

➢ Students participate constructively in discussion about their writing with teacher.

➢ Students incorporate knowledge of schematic structure and grammatical features from their teacher into their own writing.

- ➢ Students make changes in their compositions to reflect their reactions and comments of teacher. Besides that, students make substantive rather than only minor changes.
- ➢ Students produce the final copy of their writing.
- ➢ Students publish their writing in appropriate forms.
- ➢ Students share their finished writing with the teacher.
- ➢ Students feel confident and comfort when they write a recount text in writing class. Moreover, it happens in context outside the classroom.

This is a part of the procedure in implementing scaffolding strategy and writing process. After working in a group writing, the students have time to work individually in writing their paragraph. For the complete one, lesson plan is also provided in the appendix which shows the more complete procedure for the students' writing activities in the implementation of the treatment. In the procedure of implementing this treatment, the teacher will be as a controller and in the beginning of the meeting, the researcher will make sure that the students are in a right track by giving some correction for the students' activity such as their writing and their comment in giving feedback.

The researcher will conduct this present study for seven meetings. There are five meetings for giving treatments by using scaffolding strategy based writing instruction in teaching writing. Then, two meetings for giving pre-test in the beginning and post-test in the last meeting.

2.6.2 The Benefits and Challenges of Scaffolding Strategy Based Writing Instruction

There are four advantages of providing scaffolding. Those are connecting students' prior knowledge to new concept, engaging students' attention, minimizing the level of students' confusion, and building students' self-confidence. Those confirmed Stuyf as cited in Dewi (2013) and Reiser's notion as cited in Dewi (2013) that scaffolding helps students to internalize new information to have more general knowledge and to reach their maximal performance.

In addition, there are four challenges of instructional scaffolding, is that planning for and implementing scaffolds is time consuming and demanding, selecting appropriate scaffolds that match the diverse learning and communication styles of students, knowing when to remove the scaffold so the student does not rely on the support, and it does not know the students well enough (their cognitive and affective abilities) to provide appropriate scaffolds.

It can be conclude that instructional scaffolds promote learning through dialogue, feedback and shared responsibility. Through the supportive and challenging learning experiences gained from carefully planned scaffolded learning, instructors can help students become lifelong, independent learners.

2.7 Theoretical Assumption

The first step in composing or writing a text is gathering the ideas to be written. Scaffolding strategy based writing instruction may become a familiar situation for the students to get the ideas to write. That is why, the researcher assumes that

scaffolding strategy based writing instruction has effect or influence toward the students' autonomy in writing, especially in writing recount text. This is because recount textis usually made based on life experience and familiar language.

Furthermore, scaffolding strategy based writing instruction provides for a supportive learning environment. In a scaffold learning environment, students are free to ask questions and provide feedback and support their peers in learning new material.When the teacher incorporates scaffolding in the classroom, the teacher become more of a mentor and facilitator of knowledge rather than the dominant content expert. This teaching style provides the incentive for students to take a more active role in their own learning. Students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels.

Through this interaction, students are able to take ownership of the learning event. So, the students become more independent and of course this scaffolding strategy based writing instruction will promote the students' autonomy, especially in writing. Besides that, it also develops the aspects of writing (content, organization, vocabulary, language use, and mechanic).

2.8 Hypotheses

The following hypotheses are proposed in order to answer the stated research questions:

1. For the first research question, the hypothesis is:

There are some differences on students' writing achievement after the implementation of scaffolding strategy based writing instruction.

2. For the second research question, the hypothesis is:

There are some differences on students' writing autonomy after the implementation of scaffolding strategy based writing instruction.

3. For the third research question, the researcher assumes that the students' response to scaffolding strategy based writing instruction in writing class is positive response. The students' response revealed that scaffolding strategy based writing instruction can improve the students' writing achievement and the students' autonomy in writing.

That is the literature review of this present study. Then, the next chapter will deal with the methods of this present study.

III. RESEARCH METHOD

In this chapter, the researcher would like to present design, population and sample, data collecting technique, research procedure, instruments, data analysis, and hypothesis testing.

3.1 Design

In this present study, the researcher used mixed - method, was that quantitative and qualitative method. The researcher used mixed – method because the researcher wanted to focus on process and product in this present study. The researcher collected both quantitative and qualitative data simultaneously during this present study. In this case, the researcher would like to combine scaffolding strategy and writing process, so that this strategy was called scaffolding strategy based writing instruction. This present study aimed to promote the students'

autonomy in writing. Then, this present study included one sample group, namely experimental group. Therefore, the researcher used one class in this present study which this class was used as experimental class.

Furthermore, the students were treated by using scaffolding stategy based writing instruction in teaching writing. In this design, this group was given pre-test before the treatment in order to know the basic ability on each student, not only in the students' writing ability but also in the students' autonomy in writing. After conducting this treatment, the post-test would be given to identify the students' writing performance, the students' autonomy in writing, and how are the students' responses to scaffolding strategy based writing instruction in writing class. The different results between the pre-test and post-test would be found in this group, and then these different results were compared in order to know whether the scaffolding strategy based writing instruction treatment produced a change was better than before (conventional way).

Table 3.1.Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Teaching writing by using scaffolding strategy based writing instruction	√

In this present study, the researcher used writing test to know the students' writing ability. Then, the researcher used questionnaire to know the students' autonomy in writing. Besides that, the researcher used also questionnaire and interview in this present study to know how are the students' responses to scaffolding strategy based writing instruction in the writing class.

3.2 Population and sample

The population of this present study were the students of senior high school of Madarijul 'Ulum, Teluk Betung Barat, Bandar Lampung in academic year 2016 - 2017. The researcher would like to choose the tenth grade as the sample. The reason of choosing the first year students of senior high school of Madarijul 'Ulum was that there was one standard competence of recount text was that in the second semester. The researcher chosen this class because the students felt be difficult when they learnt English especially in writing part meanwhile the teacher sometimes used media in teaching learning process. Besides that, the tenth grade of students had little interest in writing lesson. Therefore, the researcher tried to examine carefully their writing class. In this case, the researcher used scaffolding strategy based writing instruction, hopefully the researcher could promote the students' writing ability and the students' autonomy in writing. Then, the researcher wanted also to know how are the students' responses to scaffolding strategy based writing instruction in writing class. The total number of students as sample in this present study were 20 students.

3.3 Data collecting technique

In collecting the data, in the first and second research question, the data were collected by conducting the pre-test and post-test for students' writing ability and students' autonomy in writing. For the third research question was through questionnaire and interview which the data were collected after conducting the post – test. In this present study, questionnaire and interview was also conducted

to support the quantitative data. While for the objectivity of scoring in writing, inter-rating was done. The data collecting was conducted with the following steps:

1. The pre-test

   The pre-test was done in the first meeting before the treatment of scaffolding strategy based writing instruction was applied in the classroom. The researcher done this case to know the basic ability on each students. Besides that, the researcher also wanted to know the level of independence of each student in learning especially in writing. Therefore, the pre-test included pre-test of essay writing and pre – test of autonomy was through questionnaire.

2. The post-test

   The post-test was conducted in the classroom after the treatment of scaffolding strategy based writing instruction was given. The results of the post-test were later compared to the result of the pre-test to analyze the improvement of the students' writing ability and to see whether the students become more autonomous in learning especially in writing. The post-test also included the students'essay writing and post – test of autonomy was through questionnaire. Besides that, in post – test session, the researcher gave also the questionnaire sheet to the students. This questionnaire was used to know how are the students' responses to scaffolding strategy based writing instruction in writing class.

3. The interview

The students were also interviewed after the post-test was conducted to know whether they found some changes or ease in writing after scaffolding strategy based writing instruction was applied in the classroom. Besides that, this interview was done by the researcher to know the other students' responses to scaffolding strategy based writing instruction which these items were not in the questionnaire sheet. The interview was semi structured, in which some questions were provided, and some questions came on the spot to elaborate based on the response of the subjects. There were twenty students who to be interviewed.

3.4 Research procedure

The research procedures were as follows :

1. In this present study, the sample was only one class which this class was treated by using scaffolding strategy based writing instruction.

2. The researcher conducted the pre-test. All the pre-tests (writing and autonomy) were conducted in one session before the treatment of scaffolding strategy based writing instruction. The tests were in the forms of essay writing and likert scale. The pre-tests were conducted to find the basic ability on each student. For the essay writing, the students were asked to write an essay in one hour. Then, for measuring the students' autonomy in writing, the students were asked to fill out the questionnaire for thirty minutes. There were thirty two items in this questionnaire.

3. The researcher conducted the treatment of scaffolding strategy based writing instruction in writing class. In the context of teaching writing, scaffolding occurred during stages of the instruction itself. There were four stage in scaffolding strategy based writing instruction, the first stage was building the field. This stage was the point at which overall knowledge of the cultural and social context of the topic was built and developed. It was important for all learners to have an understanding of the topic before being expected to write about. The second stage was modeling. This stage involved introducing the learners to a model of the genre they would be writing. In this stage, there was explicit focus on analyzing the genre through a model text related to the course topic. In this present study, the researcher used recount text as a model of the genre. Then, the teacher gave also the real steps of writing process to the students. The third stage was joint construction. At this stage, the aim was for the teachers to work with the learners to construct a similar text. The teacher first need to access the extent of the learners' knowledge and understanding of the field. Further work may need to be done before the actual construction of the texts begin. For example : gathering relevant information, researching the topic through additional reading, etc. The emphasis at this stage is on the teacher providing guidance and support in order to convert and reshape language form spoken to the written mode (Mulatsih, 2011). The fourth stage was independent writing. Before moving on to this stage, the teacher needs to assess if the learners are ready to construct the text independently. Independent construction occurs only after group or pair construction has shown that the

learners have gained control of the field and the mode. Classrooms tasks and activities at this stage enable learners to: incorporate knowledge of schematic structure and grammatical features into their own writing, produce written texts that approximate control of the genre, read other examples of the genre in context outside the classroom, feel confident about writing the genre in contexts outside the classroom (Mulatsih, 2011).

4. The researcher conducted the post – test. The post-test was conducted after the scaffolding strategy based writing instruction was used during writing class. In this case, the researcher used the same tests given in the pre-test. The test took one session with the writing test taking one hour. The results were compared and analyzed to find whether there were better awareness toward the students' writing ability after scaffolding strategy based writing instruction was applied in writing class. Besides that, to find whether the students became more autonomous in writing, the researcher could compare the result of the questionnaire. This case was conducted for thirty minutes.

Furthermore, the researcher gave questionnaire sheet to the students again. This case was conducted by the researcher to know how were the students' responses to scaffolding strategy based writing instruction during English writing skills instruction in writing class. There are sixteen item in this questionnaire. The students completed this questionnaire for twenty minutes. The last, there were ten students who were interviewed by the researcher. This was done to give additional data to go deeper how were the students' responses

to scaffolding strategy based writing instruction. This interview was conducted for fourty minutes.

3.5 Instruments

There were three instruments that would be used in this present study. They were writing test, questionnaire, and interview.

1. Writing Test

The researcher used essay writing tasks as the instrument for collecting the data in this present study. Essay writing tasks were applied to measure the students' writing ability.The researcher made test based on the topic had already taught. In constructing the test in this present study, the consideration was made based on the suitable level between the learners and the material had given.

Basically, there were five aspects to be evaluated by the researcher and another rater. They are:

1. Treatment of content : the ability to think creatively and develop thoughts, excluding all irrelevant information.

2. Judgement skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise, and order relevant information.

3. Stylistic skills : the ability to manipulate sentences and paragraphs, and use language effectively.

4. Language use : the ability to write correct and appropriate sentences.

5. Mechanical skills : the ability to use correctly those conventions peculiar

to the written language, e..g. punctuation, spelling.

(Heaton, 1988 : 135)

In this case, the researcher used criteria of writing score based on Heaton

(1988 : 146).

Table 3.2.Writing Grading System

CONTENT
30 – 27 **Excellent to very good** : fluent expression, ideas clearly stated/supported, succinct, well organize, logical sequencing, cohesive. 26 – 22 **Good to average** : sure knowledge of the subject adequate range, limited development of thesis, mostly relevant to topic but lack detail. 21 – 17 **Fair to poor** : limited knowledge of subject, little substance, inadequate development of topic. 16 – 13 **Very poor** : does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
ORGANIZATION
20 – 18 **Excellent to very good** : fluent expression, ideas clearly stated/supported, succinct, well organize, logical sequencing, cohesive. 17 – 14 **Good to average** : somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. 13 – 10 **Fair to poor** : non fluent, ideas confused or disconnected, lacks logical sequencingand development. 9 – 7 **Very poor** : does not communicate, no organization, or not enough to evaluate.
VOCABULARY
20 – 18 **Excellent to very good**: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register. 17 – 14 **Good to average** : adequate range, occasional errors of word/idiom, choice, usage but meaning not obscured. 13 – 10 **Fair to poor** : limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured. 9 – 7 **Very poor**: essentially translation, little knowledge of English vocabulary, idioms,word form, or not enough to evaluate.
LANGUAGE USE
25 – 22 **Excellent to very good** : effective, complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. 21 – 19 **Good to average** : effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition, but meaning seldom obscured.

17 – 11 **Fair to poor** : major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, run-ons, deletion, meaning confused or obscured.
10 – 5 **Very poor** : virtual no mastery of sentences construction rules, dominated by errors, does not communicate, or not enough to evaluate.

MECHANICS

5 **Excellent to very good** : demonstrates mastery of construction, few errors of spelling, punctuation, capitalization, paragraphing.
4 **Good to average** : occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
3 **Fair to poor**: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
2 **Very poor** : No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible.

Heaton (1988 : 146).

For the average score, the student's writing ability could be concluded by using the standard taken from Reid as cited in Riswanto (2012).

Table 3.3.Writing Category

	SCORE	CATEGORY
A	**90 – 100**	**Excellent**
B	**80 – 90**	**Very Good**
C	**70 – 80**	**Average**
D	**60 – 70**	**Poor**
E	**Below 60**	**Very Poor**

2. Questionnaire

A learner autonomy questionnaire was used to measure the students' learning autonomy especially in writing skill. The questionnaire consisted of a sequence of thirty two questions which was related to core components of autonomous learning, that were : (1) generate one's own learning goal, (2) set one's own learning plan, (3) choose one's own learning methodology, (4) monitor one's own learning process, (5) self-

evaluate one's own learning progression (6) adjust one's learning strategy according to the evaluation. These core components of autonomous learning was adopted from Gai Fangpeng (2014).

Besides that, the learner autonomy questionnaire was adopted in this present study because it was the most comprehensive one in terms of the number of the core components of autonomous learning. Therefore, in terms content validity as compared to the other questionnaires available in the area of learner autonomy.

Collecting the data on autonomy, the autonomy learner questionnaire was administered in class with a thirty minutes allotted time period prior to the study as a pre – test and after the implementation of scaffolding strategy based writing instruction period at the end of the seven meeting as a post – test (See Appendix 1).

In addition, in this present study, questionnaires were also applied to know the students' responses to scaffolding strategy based writing instruction in writing class. All questionnaires were administered in Indonesian and they were completed and then these questionnaires were returned within a thirty minutes allotted time period. The questionnaire consisted of a sequence of sixteen statements related to the students' responses to scaffolding strategy based writing instruction during English writing skills instruction in writing class. Number 1 to Number 5 related to the students' writing ability. Then, the questionnaire number 6, 7, 8 and 16 related to the students' responses after the implementation of scaffolding strategy based

writing instruction especially in scaffolding strategy in teaching writing. Next, the questionnaire number 9, 10, 11, 12, 13, 14, and 15 related to the students' responses after the implementation of scaffolding strategy based writing instruction especially in teacher-student interaction (See Appendix 2).

3. **Interview**

Turner as cited in Habibi (2015) states that an interview is a dialogue happening between the interviewer and the interviewee for a specific purpose. Interview gave the researcher an opportunity to access the participants' perceptions, feelings and opinions those were unobservable. Therefore, the researcher used interview as instrument in this present study because the researcher wanted to know how are the students' responses to scaffolding strategy based writing instruction in writing class. In this case, the researcher provided four questions to interview the students. This case was done in order that the researcher knew the changes that was occurred to the students' writing ability and the students' autonomy in writing after the researcher applied the scaffolding strategy based writing instruction in writing class. The items of interview were not in the questionnaire sheet. The interview was done to go deeper in accessing the students' responses to scaffolding strategy based writing instruction in writing class (See Appendix 3).

4. **The Validity and Reliability of the Instruments**

Validity refers to the extent to which the test measures what is intended to measure. A test can be said valid if the test measures the object to be measured and suitable for the criteria (Farhady, 1982 : 251). The validity of the instruments in this present study was related to face validity, content validity and construct validity.

A good writing test must be valid and reliable. To get face validity, the instruction of writing test was previously examined by the advisors to check whether it had been clear, readable, and understandable to be done by the students or not. Then, the content validity is the extent to which a test measures a representative sample of the subject matter. The focus of content validity is on the adequacy of the sample and not simply on the appearance of a test. To assure ourselves of content validity of a test, the content of whatever we wish to measure must be carefully define (Farhady, 1982 : 251). To get content validity, the writing test emphasized on the equivalent between the material that has been given and the items tested. Simply, the item in the test must represent the material that has been taught. In addition, to get this validity of writing test, the material and the test were composed based on the basic competence in senior high school syllabus, academic year 2016 – 2017.

Then, these more specific and immediately practical uses, we sometimes wish to establish the validity of certain general psychological constructs. Whenever we wish to interpret test performance in terms of psychological

traits, we are concerned with construct validity (Farhady, 1982 : 252). For construct validity, it concerned on whether the test was actually in line with the theory of what writing was. It meant that the test measured certain aspects based on the scoring rubric of writing that used by the reseacher. In this case, the researcher examined it by referring to the theories of aspects of writing based on Heaton (1988 : 146).

While for the questionnaire, to get face validity, it was previously examined by the advisors to check whether the items in the questionnaire had been clear, readable, and understandable to be responded by the students. Then, to get content validity, the items in the questionnaire were equivalent to the strategy, which was scaffolding strategy based writing instruction, that the students have got in the treatment.

For construct validity, the items in the questionnaire concerned with whether the test was actually in line with the theory learning autonomy. It meant that the test measured certain aspects based on the indicator. The researcher examined it by referring to the theories of the indicators used in the questionnaire. The researcher refered to the theory of Gai Fangpeng (2014), they were: generate one's own learning goal, set one's own learning plan, choose one's own learning methodology, monitor one's own learning prcess, self-evaluate one's own learning progression, and adjust one's learning strategy according to the evaluation.

Furthermore, reliability can be defined as the extent to which a test produces consistent results when administered under similar conditions (Farhady, 1982 : 244). In this present study, inter-rater reliability was used to writing test instrument while for questionnaire, the researcher used SPSS 23 to get the reliability. It denotes to the concern that the students' score may vary from rater to rater. This present study used SPSS 23 to get the standart of reliability for writing test with the following:

The standard of reliability:

a very low reliability   ranges from 0.00 to 0.19

a low reliability   ranges from 0.20 to 0.39

an average reliability   ranges from 0.40 to 0.59

a high reliability   ranges from 0.60 to 0.79

a very high reliability   ranges from 0.80 to 0.100

Table 3.4. Reliability of Inter-raters' Scoring
Reliability Statistics

Cronbach's Alpha	N of Items
.60	2

Table 3.5. Reliability of Questionnaire for Measuring Learning Autonomy
Reliability Statistics

Cronbach's Alpha	N of Items
.834	32

Table 3.6. Reliability of Questionnaire for the Students' Responses to SSBWI

Reliability Statistics

Cronbach's Alpha	N of Items
.520	16

After tabulating the score of writing test, the researcher found that the reliability of it was 0.60. Based on the criteria of reliability, the writing test had high reliability. Then, for the questionnaire for measuring learning autonomy, the researcher found that the reliability of the questionnaire was 0.834. It meant that the questionnaire had very high reliability. While the questionnaire for measuring the students' responses to scaffolding strategy based writing instruction in writing class, the researcher found that the reliability of the questionnaire was 0.520. It meant that the questionnaire had average reliability.

3.6 Data analysis

The researcher analyzed the data that was gained from writing test, questionnaire, and interview. The data from the interview would be collected and interpreted to find out whether the students' response to scaffolding strategy based writing instruction during English writing skills instruction in writing class. Then, the researcher analyzed the improvement of the students' autonomy in writing by using Repeated Measures T-Test with the following procedures:

1. Scoring the pre-test and post-test.

2. Tabulating the result of the test and calculating the mean of the pre-test and post-test.

3. Comparing the data from the pre-test and post-test.

4. Relating the result of the pre-test post-test and the result of questionnaire and interview. This case was done to know whether there was something from the interview that could support the result of the test.

5. Drawing conclusion from the result of pre-test and post-test to find whether scaffolding strategy based writing instruction improved thestudents' autonomy in writing and how significant the improvement was. The qualitative data were supported by using the qualitative data from the result of the questionnaire and interview.

3.7 Hypothesis Testing

To prove the first and second hypothesis, SPSS version 23.0 was used by the researcher. The hypothesis was analyzed at significance level of 0.05 in which the hypothesis was approved if Sig < α. It meant that probability of error in hypothesis was only 5%. The hypotheses were stated as follow:

1. H0.1   : there is not any differences of the students' writing achievement after the implementation of scaffolding strategy based writing instruction.

2. H1.1   : there is any differences of the students' writing achievement after the implementation of scaffolding strategy based writing instruction.

The criteria for accepting the hypotheses was as follows:

H0.1 was accepted if the t-value was lower than t-table. Then, H1.1 was accepted if H0.1 was rejected.

3. H0.2   : there is not any differences of the students'writing autonomy after the implementation of scaffolding strategy based writing instruction.

4. H1.2   : there is any differences of the students' writing autonomy after the implementation of scaffolding strategy based writing instruction.

The criteria for accepting the hypotheses was as follows:

H0.2 was accepted if the t-value was lower than t-table. Then, H1.2 was accepted if H0.2 was rejected.

For the qualitative data of hypothesis 3, it was not required by statistical calculation. It was answered by analyzing the students' responses to scaffolding strategy based writing instruction during English writing skills instruction in writing class.

This was the end of the discussion in this chapter. The methods of this present study have been all discussed.

V. CONCLUSION AND SUGGESTION

This chapter provides the conclusions from the result of this present study and some suggestions related to scaffolding strategy based writing instruction for English teachers and others who want to give scaffolding strategy based writing instruction to their students or those who have interest to promote students' autonomy in writing.

5.1 Conclusion

In line to the findings that the researcher found after conducted this present study, the researcher draws several conclusions as follows:

1. The scaffolding strategy based writing instruction has been implemented in the tenth grade students of Senior High School of Madarijul 'Ulum Bandar Lampung which has resulted the improvements in the students' writing achievement. The students seem to have ability to complete their writing assignments are easier as a result of the scaffolding activities in the classroom. Although statistically the improvement is not very high, it is encouraging seeing the fact that every aspect of writing improved.

2. After the students are given scaffolding strategy based writing instruction, along with the improvement in writing skill, the students' autonomy in writing also improve significantly.

3. Scaffolding strategy based writing instruction seems to have benefit in teaching learning process, especially in writing class. In this case, the students, who previously struggled to write, now have a growing awareness of how to gather information and use it in their writing confidently.

5.2 Suggestions

Based on the result of this present study that scaffolding strategy based writing instruction that is given to the students can make the students more autonomous in learning and at the same time promote their writing ability. There are some suggestions that the researcher would like to propose based on the conclusion are as follows:

1. Scaffolding strategy based writing instruction should be taken into consideration in language classes. To be specific, the teacher has to understand the student's strengths and weaknesses individually, and then to provide him or her with the necessary assistance through instruction so that he or she may meet the challenge independently the next time around.

2. It is suggestible to use scaffolding strategy based writing instruction in teaching learning process, especially in writing class. Since it can promote students' autonomy in writing. This strategy can help learners

to decrease the distance between their actual developmental level and their potential development through problem solving of teacher or peer guidance. While we know that writing is a complex process. Therefore, the success of a product or a result depends on the process that has been implemented.

3. The teacher should provide a learning strategy which the students can use this learning strategy in the teaching learning process, especially in writing class for the whole process. So that, the students feel that writing is not a burden but a challenge and even an exciting activity. Therefore, the students' writing ability can improve well.

Those are the suggestions that can be considered for the teacher and also the further researcher.

REFERENCES

Adas, Dana., and Ayda Bakir. 2013. Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities.*International Journal of Humanities and Social Science, 03 (09) : 254-256.*

Al-Busaidi, Saleh. 2013. The Integration Myth: Reading and Writing. *Pertanika Journal Social Sciences and Humanities, 21 (3): 1231 – 1239.*

Arikan, Arda. 2006. The Value of Reflectıon in Wrıtıng Courses in ELT Preservıce Teacher Educatıon Programs. *The Asian EFL Journal, 16 (03) : 1-16.*

Birjandi, Parviz., and Sepideh Jazebi. 2014. A comparartive analysis of teachers' scaffolding practices. *International Journal of Language and Linguistics, 2(3): 154-164.*

Dewi, Mayang Sari Nirmala. 2013. Scaffolding Provided By A Teacher In Teaching Writing News Items Text. *Journal of English and Education, 1 (2) :31 – 38.*

Faraj, Avan Kamal Aziz. 2015. Scaffolding EFL Students' Writing through the Writing Process Approach. *Journal of Education and Practice, 6 (13) : 131-141.*

Farhady, Hatch. 1982. Research Design And Statistics For Applied Linguistics. London: Newburry House Publishers, Inc.

Foroutan, Maryam., and Nooreen Noordin. 2013. Weblog Promotes ESL Learners' Writing Autonomy. *Journal of Language Teaching and Research, 4 (5) : 994-1002.*

Gai, Fangpeng. 2014. The Application of Autonomous Learning to Fostering Cross-culturalCommunication Competence. *Journal of Theory and Practice in Language Studies, 4 (6) : 1291-1295.*

Gutierrez, Katia Gregoria Contreras., Miriam Nino Puello., and Luis Alberto Perez Galvis. 2015. Using Pictures Series Technique To Enhance Narrative Writing Among Ninth Grade Students At Institucion

Educativa Simon Araujo. Journal of English Language Teaching, 8 (5) : 45 – 71.

Habibi, Hadis., Awang Had Salleh., and Manvender Kaur Sarjit Singh. 2015. The Effect of Reading on Improving the Writing of EFL Students. *Pertanika Journal Social Sciences and Humanities, 23 (4): 1115 – 1138.*

Haghparast, Shahrzad., and Dr. Behdokht Mall – Amiri. 2015. The Comparative Effect Of Two Scaffolding Strategies On Intermediate EFL Learners' Reading Comprehension. *International Journal of Language Learning and Applied Linguistics World (IJLLALW), 8 (2) :217--231.*

Heaton, JB. 1988. *Writing English Language Test.* New York : Edinburg Gate.

Huggins, Gladys E., and Rita Edwards. 2011. Scaffolding to Improve Reading Comprehension and to Write a Scholarly Research Paper. *International Journal of Humanities and Social Science, 1(16) : 30-36.*

Huy, Nguyen Thanh. 2015. Problems Affecting Learning Writing Skill of Grade 11 At Thong Linh High School. *Asian Journal of Educational Research, 3 (2) : 53-69.*

Javed, Muhammad., Wu Xiao Juan., and Saima Nazli. 2013. A Study of Students' Assessment in Writing Skills of the English Language. *International Journal of Instruction, 6 (2) : 129-144.*

Kulsirisawad, Phnita. 2012. Developing Learner Autonomy in EFL Writing Classrooms via Peer Feedback. *CULI National Seminar 2012 Electronic Proceeding.*Retrieved on November 19-20, 2012.

Liu, Jun. 2016. Study on the Autonomous Learning of College English Based on Online Learning Platform. *International Journal of Smart Home 10(2) :165-174.*

Majid, Abdul Hamed Abdul., and Siti Hamin Stapa, Yuen Chee Keong. 2012. Blended Scaffolding Strategies through Facebook to Aid Learning and Improving the Writing Process and Writing Performance. *IOSR Journal of Humanities and Social Science (IOSRJHSS), 1 (4) :36-40.*

Mulatsih, Sri. 2011. The Use Of Scaffolding Technique To Improve The Students' Competence In Writing Genre-Based Texts. *Pengembangan Kurikulum Program Studi Bahasa dan Sastra Inggris Fakultas Ilmu Budaya Universitas Diponegoro, 2 (1) : 101 – 109.*

Nakata, Y. (2014). Self-regulation: Why is it important for promoting learner autonomy in the school context? *Studies in Self-Access Learning Journal, 5(4) :342-356.*

Negari, Giti Mousapour. 2011. A Study on Strategy Instruction and EFL Learners' Writing Skill. *International Journal of English Linguistics, 1 (2) : 299-307.*

Padmadewi, Ni Nyoman. 2016. Techniques Of Promoting Autonomous Learning In The Classroom. *Journal of Education and Social Sciences, 3 (2) : 45-52.*

Poorahmadi, Mahpareh. 2009. The Effect of Employing Scaffolding Strategies and Classroom Task in Teaching Reading Comprehension. *Journal of Teaching English as a Foreign Language and Literature 1 (3) : 87-106.*

Razali, Khairil. 2015. Pre-University Students' Strategies in Revising ESL Writing. *Pertanika Journal Social Sciences and Humanities, 23 (4): 1167 – 1178.*

Ribbe, Elisa. 2013. Scaffolding Learner Autonomy In Online University Courses.*Digital Education Review, 24 (5) : 98-113.*

Riswanto. 2012. The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3 Bengkulu, Indonesia. *International Journal of Humanities and Social Science, 2 (21) : 60-68.*

Samana, Warithorn. 2013. Teacher's and Students' Scaffolding in an EFL Classroom. *Academic Journal of Interdisciplinary Studies, 2 (8) : 338-343.*

Sudarwati, Th.M. 2013. *Pathway To English*. Jakarta: Penerbit Erlangga.

Sukyadi, Didi., and Eneng Uswatun Hasanah. 2010. Scaffolding Students' Reading Comprehension With Think Aloud Strategy. *The Language Center, Indonesia University of Education, Indonesia, 2 (4) : 1-19.*

Suparmin., and Adinda Widyawati. 2013. *Excellent*. Surakarta: Suara Media Sejahtera.

Suwirta, I Gusti Nyoman. 2016. *Developing Strategy Training To Improve Students' Autonomy In Writing.* Bandar Lampung. University of Lampung.

Talley, Paul C. 2014. Students' Responses to Scaffolded Learning in the Asian University ESL Classroom.*International Journal of Business and Social Science, 5 (3) : 235-244.*

Tuan, Luu Trong. 2012. Teaching Writing through Reading Integration. *Journal of Language Teaching and Research, 3 (3) :489-499.*

Vacca, James. S. 2012. Using Scaffolding Techniques to Teach a Lesson about the Civil War.*International Journal of Humanities and Social Science, 1 (18) : 150-161.*

Veerappan, Veeramuthu A/L., Wei Hui Suan., and Tajularipin Sulaiman. 2011. The Effect of Scaffolding Technique in Journal Writing among the Second Language Learners. *Journal of Language Teaching and Research 2 (4) : 934 – 940.*

Wang, Jihui. 2010. How to develop College Students' Autonomous English Learning Skills --- Take Reading Course in Joint-Program in HCFT as An Example. *Canadian Center of Science and Education 3 (3) : 221-228.*

Zakaria, Nursyuhada., Nursuhaila Ibrahim., Noor Hanim Rahmat., Maisarah Noorezam., Norhartini Aripin., and Nurul Nadiah Rasdi. 2014. ESL Writing Strategies Across Disciplines Among Diploma Students. *International Journal of Technical Research and Applications, 10 (2) :57-60.*

Zarandi, Sayedeh Zahra Arfaei., and Behzad Rahbar. 2014. The Impact of Interactive Scaffolding on Iranian EFL Learners' Speaking Ability. *Internasional Journal of Language Learning and Applied Linguistics World, 7 (2) : 344 – 353.*