

ABSTRACT

THE EFFECTIVENESS OF SCAFFOLDING TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL ON ANALYTICAL EXPOSITORY TEXT AT THE SECOND GRADE STUDENTS' OF SMAN 7 BANDAR LAMPUNG

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This paper reports a study investigating the effectiveness of scaffolding technique on students' analytical writing achievement and the aspect of writing that improves the most after being taught by using scaffolding technique.

The approach of the current research was quantitative with the experimental design. Sampling random method was used to determine the sample. The sample of this research was 35 students of XI Science 6 of SMAN 7 Bandar Lampung in academic year 2017/ 2018. The data were in forms of writing scores that were taken from the pretest and the posttest and were analyzed by using Repeated Measure T-test.

The results of the research showed that the statistical computations yielded significant value of both pretest and posttest were 0.05. It could be inferred that there was an increase of students' score in writing achievement. Therefore the hypothesis of the research which stated that there is positive effect of scaffolding technique in improving students' writing ability was accepted. The mean score of pretest was 57.82 and the mean score of posttest was 73.71. It means the students improved about 15.89. It was followed by content with the gain of 6.47 in which aspect that improved the most over vocabulary, grammar, organization, and mechanic. It was due primary to scaffolding technique provides temporary guidance to the students to brainstorm their ideas and develop the ideas into readable text effectively. This suggests that scaffolding can be used as an effective technique to improve the students' writing achievement.

Keywords: writing, analytical exposition, scaffolding technique