

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

**(A Script)**

By  
**DESY MUTIA SARI**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF ARTS AND LANGUAGE EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
2018**

## 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**

Desy Mutia Sari

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*

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

By  
**Desy Mutia Sari**

**A Script**  
**Submitted in a Partial Fulfillment of**  
**The Requirements for S-1 Degree**  
**in**  
**The Language and Arts Education Department of**  
**Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2018**

Research Title           **THE EFFECTIVENESS OF SCAFFOLDING  
TECHNIQUE TO IMPROVE STUDENTS' WRITING  
SKILL AT THE SECOND GRADE STUDENTS OF  
SMAN 7 BANDAR LAMPUNG**

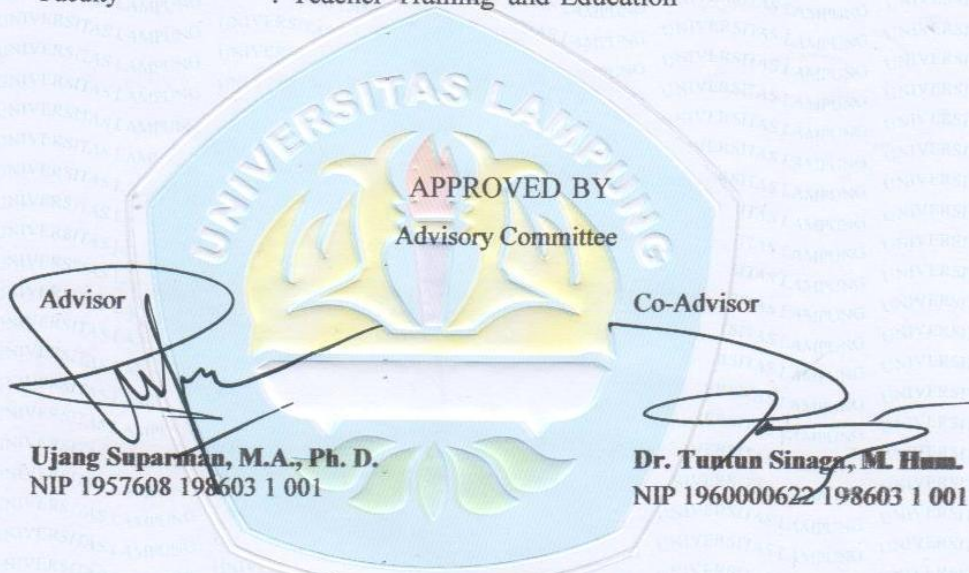
Student's Name       : Desy Mutia Sari

Student's Number   : 1213042034

Department           : Language and Arts Education

Study Program       : English Education

Faculty               : Teacher Training and Education



**Ujang Suparman, M.A., Ph. D.**  
NIP 1957608 198603 1 001

**Dr. Tuptun Sinaga, M. Hum.**  
NIP 1960000622 198603 1 001

The Chairperson of  
The Department of Language and Arts Education

**Dr. Mulyanto Widodo, M.Pd.**  
NIP 620203 198811 1 001



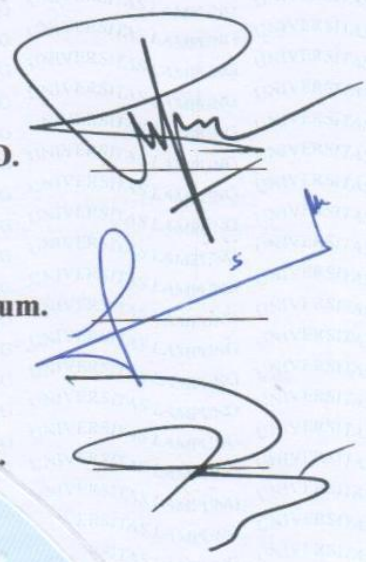
ADMITTED BY

1. Examination Committee

Chairperson : **Ujang Suparman, M.A., Ph.D.**

Examiner : **Dr. Feni Munifatullah, M.Hum.**

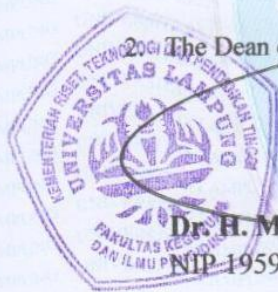
Secretary : **Dr. Tuntun Sinaga, M. Hum.**



2. The Dean of Teacher Training and Education Faculty

**Dr. H. Muhammad Euad, M. Hum.**

NIP. 19590722 198603 1 003



Graduated on: **June 05<sup>th</sup>, 2018**

## SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan di bawah ini:

Nama : Desy Mutia Sari  
NPM : 1313042092  
Judul Skripsi : The Effectiveness of Scaffolding Technique to Improve Students' Writing Skill at the Second Grade Students of SMAN 7 Bandar Lampung  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa

1. Karya tulis ini bukan saduran / terjemahan, mumi gagasan, rumusan, dan pelaksanaan penelitian/ implementasi saya sendiri tanpa bantuan dari pihak manapun kecuali arahan pembimbing akademik dan narasumber di organisasi tempat pelaksanaan riset.
2. Dalam karya tulis ini terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali secara tertulis dengan dicantumkan sebagai acuan dalam naskah dengan disebutkan nama pengarang dan dicantumkan dalam daftar pustaka.
3. Pernyataan ini saya buat dan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dalam pernyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya tulis, serta sanksi lainnya dengan norma yang berlaku di Universitas Lampung.

Bandar Lampung, 05 Juni 2018 yang  
membuat pernyataan,



Desy Mutia Sari  
NPM 1313042092

## **CURRICULUM VITAE**

Desy Mutia Sari was born on December 13<sup>th</sup>, 1995 in Bandar Lampung, Lampung. She is the first of two daughters of Drs. Joharuddin, M.M. and Dewi Kumala, S. Pd. She started her study by enrolling SDN 2 Rawa Laut Pahoman in 2001 and graduated in 2007. In the same year, she was registered as the junior high school student in SMPN 10 Bandar Lampung. After graduating from SMPN 10 Bandar Lampung in 2010, she continued her study to SMAN 3 Bandar Lampung and graduated in 2013.

Having graduated from Senior High School, she was accepted through SNMPTN invitation in Agricultural Faculty, University of Lampung. Her struggle in the first year as an agricultural student made her decided to move to English Education Study Program at the same campus in 2014. Realizing her passion in English and her willingness to be a lecturer are the reasons for this decision.

Besides studying, she also joined English Society (ESo), the only one English organization at the university level. She has had a knack of getting her point very well, she frequently joined some programs. She succeeded to place as the semi-finalist of News Casting in National English Competition at the University of Indonesia in 2017. She took part as the Chief Executive of Lampung Newbie Debate and Scrabble in Lampung province level organized by ESo in 2016. She became a part of intern buddy for Foreign Students in Youth Entrepreneurial Project 2.0 held by AIESEC in 2016. In 2017, she was appointed as the Head of Creativity and Financial Support in ESo. From 2017 to 2018, she was assigned as the Lecturer assistant of TOEFL course in Teacher Training and Education Faculty and Law Faculty initiated by Language Center, University of Lampung.

## ACKNOWLEDGMENTS

*Bismillahirrohmanirrohim*, to Alloh the al-Mighty, the most Magnificent, and the most Merciful I kneel down for His countless blessings, for the strength and patience. He has granted me with to accomplish this thesis entitled “*The effectiveness of Scaffolding Technique to Increase Students’ Writing Skill on Analytical Expository Text at the Second Grade Students of SMAN 7 Bandar Lampung.*”

Exceptional appreciation goes to my advisors, Ujang Suparman, M.A., Ph. D. and Dr. Tuntun Sinaga, M. Hum. I am extremely thankful and indebted to him for sharing expertise, sincere and valuable guidance and encouragement extended to me.

I would like to express my sincere gratitude to my examiner, Dr. Feni Munifatullah, M. Hum. for her insightful comments, suggestions and continuous encouragement, which incented me to get results of better quality.

I must express my very profound gratitude to my father, Drs. Joharuddin, M.M., my mother, Dewi Kumala, S.pd. and my sister, Dela hardiana for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them.

Special thanks go to my beloved sister from another mother, Retanisa Mentari who has become my sharing partner since our first year as the transferred students in English Education Study Program.

I thank my friends in the B class for having supportive environment in our learning process and special thank my fellow mates, for working together before deadlines, and



for accepting nothing less than excellence from me. For all the fun, we have had in the last four years. In particular, Reta, Nurul, Nabilla, Nyoman, Gia, Haifa, Vivien, Nana, Octa, Zahra, Dati, Nday, Rafika, Hasty, Ratu and Arnoi.

Another thank goes to my best buddies of senior high school, Anca, and Tei who always cheer me up in overcoming numerous obstacles I have been facing through my research.

I place on record to my beloved organization, English Society, A place where I get marvelous experiences, friends, and networking. It is more than an organization, but a family.

Last but by no means least, my sense of gratitude to one and all, who directly or indirectly, have left their hand in this venture.

At the end, I hope that this thesis can be beneficial for the readers and those who want to carry out similar research further.

Bandar Lampung, 2018

Desy Mutia Sari

**MOTTO**

*“When one door closes, another open; but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us”*

**-Alexander Graham Bell-**

## DEDICATION

This script is fully dedicated to:

- ❖ My Parents, Drs. Joharuddin, M.M. and Dewi Kumala, S. pd.
- ❖ My Sister, Dela Hardiana
- ❖ My Almamater, University of Lampung

## CONTENTS

	Page
ABSTRACT .....	i
CURRICULUM VITAE .....	ii
DEDICATION .....	iii
MOTTO.....	iv
ACKNOWLEDGEMENT .....	v
CONTENTS .....	vii
TABLES.....	viii
GRAPH .....	ix
APPENDICES.....	x
<b>I. INTRODUCTION</b>	
1.1. Background .....	1
1.2. Identification .....	5
1.3. Limitation.....	6
1.4. Research Questions .....	6
1.5. Objectives .....	7
1.6. Uses.....	7
1.7. Scope.....	7
1.8. Definition of Terms.....	8
<b>II. THEORETICAL FRAMEWORK</b>	
2.1. Review of Previous Research .....	9
2.2. Review of Related Literature .....	13
2.2.1. Writing .....	13
2.2.2. Aspect of Writing .....	14
2.2.3. Teaching Writing .....	16
2.2.4. Analytical Exposition Text .....	18
2.2.5. Scaffolding Technique .....	19
2.2.6. Advantages and Disadvantages of Scaffolding Technique.....	20
2.2.7. Procedure of Teaching Writing Analytical Exposition Text Using Scaffolding Technique .....	22
2.2.8. Theoretical Assumptions .....	23
2.2.9. Hypotheses.....	24
<b>III. RESEARCH METHOD</b>	
3.1. Design .....	25
3.2. Population and Sample .....	26
3.3. Data Collecting Technique .....	26
3.4. Instrument .....	27
3.5. Validity .....	27
3.5.1. Content Validity.....	27
3.5.2. Construct Validity .....	28
3.5.3. Face Validity.....	28

3.6. Reliability.....	28
3.7. Procedures.....	30
3.8. Data Analysis .....	33
3.9. Data Treatment.....	35
3.10. Hypothesis Testing.....	36

#### **IV. RESULT AND DISCUSSION**

4.1. Result of Data Analysis .....	37
4.1.1. Treatment Implementation.....	37
4.1.2. Result of Pre Test .....	40
4.1.3. Result of Post Test .....	42
4.1.4. The Distribution of Students' Pretest and Posttest Scores.....	43
4.1.5. Normality Test .....	44
4.1.6. Hypothesis Testing.....	45
4.1.7. Students' Improvement in Writing Analytical Exposition Text .....	46
4.2. Discussion .....	48

#### **V. CONCLUSION AND SUGGESTIONS**

5.1. Conclusion .....	53
5.2. Suggestions .....	54

#### **REFERENCES**

#### **APPENDICES**



**TABLES**

Table	Page
4.1. Students' Average Score for Each Aspect in Pretest .....	42
4.2. Students' Average Score for Each Aspect in Posttest.....	43
4.3. Distribution of Students' Pretest and Posttest Score.....	44
4.4. Result of Normality Test in the Pretest and Posttest.....	46
4.5. T-test Result of Pretest and Posttest.....	46
4.6. Students' Score in Pretest and Posttest .....	47
4.7. The Increase of Students' Ability in Writing Analytical Exposition Text in each Aspect .....	48

**GRAPH**

Graph	Page
4.1. The Increase of Students' Ability in Writing Analytical Exposition Text in each Aspect.....	48

## APPENDICES

Appendices	Page
1. Preliminary Research Test .....	1
2. Preliminary Research Result.....	2
3. Research Schedule .....	3
4. Writing Instrument Pretest.....	6
5. Writing Instrument Posttest .....	7
6. Lesson Plan I.....	8
7. Lesson Plan II .....	21
8. Lesson Plan III .....	32
9. Result of Students' Pretest in Experimental Class .....	43
10. Result of Students' Posttest in Experimental Class .....	44
11. The Score of Each Aspect in Pretest.....	45
12. The Score of Each Aspect in Posttest .....	47
13. Reliability in Pretest .....	49
14. Reliability in Posttest .....	51
15. Pretest.....	53
16. Posttest .....	56
17. Surat Izin Penelitian Pendahuluan .....	59
18. Surat Izin Penelitian .....	60
19. Surat Telah Melaksanakan Penelitian.....	61

## **I. INTRODUCTION**

This chapter discusses certain points; introduction that deals with background, identification, limitation, research questions, objectives, uses, scope, and definition of terms clarified like the following.

### **1.1. Background**

In basic competence of 2013 curriculum for the senior high school, writing is one of the four-language skills students' need to master and one of the indicators of academic success since it is an active and productive skill. English teaching is intended to develop students' ability to use English as a means of communication. Students are expected to use English communicatively both oral and written form. As noted by Celce-Murcia (1991), writing in second or foreign language with good accuracy and coherence is a great achievement.

Graham and Perin (2007) divide writing into two complementary roles. First, it is a skill that needs the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning a subject matter.

Writing skill should also be practiced and mastered by experiences starting from paragraph writing into essay writing such as expository and argumentative writing. In other words, it takes some processes to make the students' writing skill develops. The students should bring their knowledge into practices. According to

Hadley as quoted by Singh and Rajalingam (2012), writing is a continuum of activity starting from mechanical aspects to more complicated actions of composition writing as the final stage. Writing also has important role in evaluation of student performance at school, particularly when they have to express the knowledge they have required as they do in tests or exams (Carvalho, 2005).

In spite of the important roles of writing, many students face some difficulties to correctly translate their ideas into a readable text. The difficulties lie on how the students generate and construct the ideas using appropriate vocabulary, sentence, and paragraph organization (Richard and Renandya, 2002). Laksmi (2006) and Manphonsri, et. al (2013) say that the learners suffer difficulties due to lack of grammar. Moreover, the students experienced problems in getting ideas, organizing the ideas, developing the ideas into paragraphs, and maintaining paragraph unity. The challenges also arise when the students do not have enough knowledge about mechanics, style, content, as well as writing strategy. To put it another way, writing is a complex activity that should be mastered since students need to express the ideas in written form.

Observing these problems, the researcher conducted preliminary-research to justify the writing ability of the students are poor. The subjects of this study were the XI grade students in SMAN 7 Bandar Lampung. There were five classes that involved in this research; each class consists of 35-40 students. The researcher took four samples randomly of each class to gather the data. At the beginning of the research, the researcher explained briefly about an analytical expository text and asked them to work in pair and write analytical expository text with the theme given. As a result, 14 out of 20 students were being analyzed, the researcher found that the students have a high apprehension level to construct the ideas using appropriate vocabulary, and develop their ideas in a well-written form. Here is one of the writing examples produced by the student.



### Social Medias Are Bad For Teenagers

Social Media is the collective of online communication dedicated to community based input, content sharing, and collaboration.

Firstly, social media can make we to negative things like forget a time and running the mind.

Secondly, social media can see anything content, for example, see porn content (17+) and making a broken mind.

Third, social media can make we far a way from our family, like lazy if told by parents.

In conclusion, we should be better to use social media well and correctly and can divide the time to use social media.

As a consequence, the need to implement innovative teaching techniques which help the students to improve their writing achievement is crucial. The researcher, hence, proposed to utilize scaffolding techniques as the teaching technique to solve the problem. Scaffolding techniques can also be implemented through the process writing approach. Vernon (2002) suggests that scaffolding should be given to the students from prewriting until the final draft. It is essential to implement scaffolding techniques since scaffolding in teaching writing is one process that allows the teachers to organize writing activities systematically to meet the needs of the students.

Scaffolding is the term originated from Vygotsky's concept of the Zone of Proximal Development (ZPD). Vygotsky defines ZPD as the distance between the actual development level of the learner, as determined by independent problem solving, and the level of potential development, as determined through problem-solving under teacher guidance and interaction and collaboration with more capable peers (Vygotsky, in Walqui, 2006). A learning model based on this concept suggests two things about language learning (in MGMP module Ministry of National Education, 2009); (a) if a teacher only concerns with what students can already do with language, then the students will never progress and (b) if the

teacher supports the students so that they move through the zone of proximal development to their potential level of performance, real learning, and progress is possible.

According to Stuyf (2002), the scaffolding techniques provide activities and tasks that (1) motivate or enlist the student's interest related to the task, (2) simplify the task to make it more manageable and achievable for a student, (3) provide some direction in order to help the students focus on achieving the goal, (4) reduce frustration, (5) model and clearly define the expectations of the activity to be performed. Therefore, scaffolding techniques can be assumed to decrease the writing apprehension level of student since students engage in the supportive environment, be motivated in learning, and experience less frustration situation in completing the writing task. Moreover, when students learn through scaffolding techniques they experience the process of writing and get guidance when they need it. It is better to see writing as the process the students go through. Laksmi (2006) says that the process of writing drafts until publication that counts. She also reports that it increases the students' confidence in writing and helps them to commit to their work. They are also not worried about the judgment of the work they do. They feel teacher's support and increase motivation.

To strengthen this research, the researcher provides three previous researches that are related to this research. Faraj (2015) conducted a study about scaffolding EFL students' writing through the writing process approach at English language Department at Koya University Iraq. By practicing the outline and coaching comment for motivational purposes, the result showed that scaffolding students' writings through writing process approach met the students' needs in EFL writing, and then it has improved their writing skill, while most of them have had difficulty in the basic elements of writing, e.g. grammar. In addition, learners could more confidentially express their ideas in their writings.

One of many examples of a study on scaffolding is the study by Krishnamurthi (2009) about scaffolding techniques for improving Engineering students' writing skills at Northern Illinois University. Providing model, discussion, feedback are necessary processes that used in this study. As a result, he found that Scaffolding is an effective way to develop the necessary writing skills and confidence in their abilities. Besides, it has been proved that Scaffolding helps the students learning about the concepts, assigning homework activities that build on the previous steps and providing clarifications and support resources to help students in the learning process.

Another study conducted by Veeramuthu (2011) conducted his study with respect to the effect of scaffolding technique in journal writing among the second language learners. By giving the learners with temporary supports, such as literal facts, details, key names, and dates related to the concepts or ideas, most of the learners were able to construct proper sentences, reduce too many grammatical errors, and use appropriate vocabulary. Furthermore, the learners show improvement in expressing their ideas clearly and effectively in their journal writing.

Consequently, scaffolding technique is believed to develop students' writing skill. Based on the background of the study described above, the researcher interested in investigating the study to apply scaffolding as a technique aim at improving students' achievement in writing analytical expository text at the second-grade students of SMAN 7 Bandar Lampung.

## **1.2. Identification**

In line with the background of the problem above, the following problems are identified:

1. The students' capabilities to develop sentences and use suitable word choices were still poor.
2. The students made errors in grammar, spelling, and punctuation while producing writing text.
3. The students lack motivation in doing the writing activities.
4. The students lack exposure to elaborate their ideas on well arrangement sentences.
5. The technique of teaching writing applied by the teacher might not be suitable.
6. The facilities provided in the school did not support the students to learn.
7. The environment had not supported the students to build such kind of motivation to work on.

### **1.3. Limitation**

Based on the identification of the problem above, the research will focus on:

1. The students' capabilities to develop sentences and use suitable word choices were still poor.
2. The technique of teaching writing applied by the teacher might not be suitable.

### **1.4. Research Questions**

The problems of this research are formulated as follow:

1. Do the learners perform better after being taught by using Scaffolding technique?

2. Which aspect of writing does improve the most after being taught by using scaffolding technique?

### **1.5. Objectives**

It is expected of the research are:

1. To find out whether there is an improvement of students' writing ability in an analytical expository text after being taught with Scaffolding technique.
2. To find out which aspect of writing does the most after being taught with scaffolding technique.

### **1.6. Uses**

This research aims at having the following uses:

1. Theoretically, it could support the theory that scaffolding technique could be applied to improve students' analytical expository writing ability.
2. Practically, it could inform the English teachers that teaching writing using scaffolding technique could be developed in English teaching method further.

### **1.7. Scope**

The research was limited to teaching and learning process of writing analytical expository text. Writing analytical expository test was administered in this study. To support this research, the second-grade students of SMAN 7 Bandar Lampung were taken as the subject. Many techniques could help the teacher in teaching learning process to reach the goals of it. In this case, the researcher used scaffolding technique in teaching writing. Based on 2013 curriculum of the senior high school, the researcher finds that there are many kinds of writing forms, which



are supposed to be learned and mastered by students. However, this research was limited to the investigation of scaffolding technique in teaching analytical expository text.

### **1.8. Definition of Terms**

There are some terms that are used by the researcher to give the basic understanding that related to the concept, they were stated below:

1. Writing is one of language skills in which the students learn how to get ideas and expresses the ideas in written form by applying content, grammar, vocabulary, mechanics, and organization.
2. Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is an important matter.
3. The term Scaffolding is tutoring or other assistance provided in a learning setting to assist students with attaining the level of understanding impossible for them to achieve without assistance. Scaffolding in the educational context is a process by which a teacher provides students with a temporary framework for learning.

This chapter above has discussed background, identification, limitation, research questions, objectives, uses, scope, and definition of terms.

## **II. THEORETICAL FRAMEWORK**

This chapter deals with two important points. Those are review of previous research and review of related literature.

### **2.1. Review of Previous Research**

One way to get students to have a good writing is using Scaffolding Technique. Some previous researchers had investigated the use of Scaffolding Technique to improve students' skills as follow.

Various studies on scaffolding learning methods showed positive results, research was conducted by Akhgar, Talebinejad (2015) entitled The Impact of Teacher Scaffolding on Iranian Intermediate EFL Learner's Listening Comprehension Achievement. This investigation attempted to determine the impact of teacher scaffolding on listening comprehension of Iranian EFL learners. The results confirmed the significant impact of teacher scaffolding on listening achievement in male and female EFL learners. The researchers used some ways proposed by scaffolding such as matching, selecting, note-taking and completing the task aim to guide the students with regard to listening tasks. Additionally, by considering gender, it was shown that there was no relationship between gender and listening achievement through teacher scaffolding.

Rahmawati in 2014 conducted her study in MTS Negeri Andong in the Academic Year of 2013/2014. Her research is aimed to develop the students' Speaking Skill through Scaffolding Talk technique. The methodology of this research is Classroom Action Research (CAR). It was conducted in two cycles. Each cycle

consists of planning, action, observation, and reflection. She found that there was a development of students' speaking skill. Students' grammar, vocabulary better than before being taught with scaffolding technique. They are more confident in conveying ideas. Students became more active and not afraid to speak up. It showed that Scaffolding Talk technique is successful in improving the students' speaking skill.

Another study conducted by Vonna, Mukminatien, Laksmi (2015) demonstrated the application of scaffolding learning method could improve students' writing achievement. The first year students at English Education Department at Abulyatama University in academic year 2014/2015 became the subject of this study. Based on the research findings, it can be concluded that the use of webbing organizer and outlining as the ways of scaffolding techniques improve the students' achievement in writing. The students who are taught using scaffolding techniques produced a higher score in writing achievement than the students who were taught without using scaffolding technique. Moreover, the students showed a better performance in constructing the ideas into readable text.

A study conducted by Nihlah (2012) who investigated the implementation of scaffolding technique in writing descriptive text at the seventh-grade students of SMP Terpadu Hadziqiyyah Jepara in the Academic Year 2011/2012. Based on her research, it can be concluded that the use of pictures, guiding questions, outline, and feedback in scaffolding technique improved the students' writing ability. Meanwhile, students found that the use of scaffolding as a fun way where they can collect all ideas that they have to produce a composition. The students had no worried to write the ideas since the activities provided in scaffolding instructions supported them to achieve with competent assistance.

Another study conducted Yasinta (2014), which used scaffolding technique towards students' writing skill in descriptive text. The subjects of this study were

the second-grade students of SMP Al- Zahra Indonesia. She used modeling, questioning, and feedbacks to make successive engagements. Based on her findings, the approach assisted scaffolding to help students build critical thinking skills and creativity of students. The provision of scaffolding in learning can help facilitate students with the means to practice the skills that students learn to read and write is an effective way to support the students with low English skills.

A study conducted by Narmeen (2015), demonstrated the effectiveness of using scaffolding strategies on EFL students' reading comprehension achievement. The subjects of this study were students of College Education for Women Department of English during the academic year 2013/2014. Graphic organizers, pictures, and charts can all serve as scaffolding tools. All of them can help, guide and shape students' thinking when they apply them, i.e., students can discuss, write an essay, or use them with the difficult reading texts and new challenging information. It can be clearly stated that scaffolding strategies have a significant effect on EFL students' reading comprehension achievement.

Some of the studies above had proven that scaffolding technique was effective to improve students' skills in various skills such as reading, listening, writing, and speaking. Application of scaffolding learning methods in addition to improving students' skills at the same time also able to enhance students' creativity, because there is scaffolding in learning and understanding the goals related to the development of students' self- concept.

To justify the research question of this research, the researcher used those previous studies as the turning point for a better research. The differences between this research and those previous studies lied on focus. Based on the statements have been defined, the researcher is interested in investigating the current research.

No	Researcher/ Year	Focus	Design	Result of Study
1	Akhgar, Talebinejad/ 2015	Scaffolding on Iranian Intermediate EFL Learner's Listening Comprehension Achievement.	Matching, selecting, note-taking and completing the task.	Significant impact of teacher scaffolding on listening achievement in EFL learners.
2	Rahmawati/ 2014	Students' Speaking Skill through Scaffolding Talk technique in MTS Negeri Andong.	Classroom Action (Conversation).	Students' grammar, vocabulary better than before being taught with scaffolding technique.
3	Vonna, Mukminatien, Laksmi/ 2015	Scaffolding learning in writing at the first year students of Abulyama University.	Webbing organizer, outlining.	The students produced higher score and showed a better performance in constructing the ideas into readable text.
4	Nihlah/ 2012	Scaffolding technique in writing descriptive text at the seventh-grade students of SMP Terpadu Hadziqiyah Jepara.	Pictures, guiding questions, outline, and feedback.	Scaffolding instructions supported them to increase their writing achievement with competent assistance.
5	Yasinta/ 2014	Scaffolding technique towards students' writing skill in descriptive text at the second-grade students of SMP Al- Zahra Indonesia.	modeling, questioning, and feedbacks.	Scaffolding helps the students build critical thinking skills in developing coherent paragraphs.
6	Narmeen/ 2015	Scaffolding on EFL students' reading comprehension achievement.	Graphic organizers, pictures, and Charts.	Scaffolding guides the students' in difficult reading texts and new challenging information.

## **2.2. Review of Related Literature**

### **2.2.1. Writing**

Writing is one of the four skills in learning a language. The researcher focuses on this skill and tries to find out its definition; moreover, it may be the basic theory of this research.

According to Randal (2004: 160), writing is an ability to make a form of words that in general, it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly accepted by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing. Furthermore, Sudaryanto (2001: 64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his ideas down in the form of words, sentences, and paragraphs which are easy to understand for the readers.

Similarly, Nura (2003: 71) says that writing is an activity to express him/herself and to adapt to the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind. In addition, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It can be concluded that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all the statements above, it is clear that writing is an act of thinking after which it is expressed the ideas or taught, in a communicative written form. In expressing the thought into a written form, feeling plays an important role as well,

so that writing needs a process in which the idea can be understandable and expressed smoothly. To do so, of course, it needs a good ability to produce an ideas in words phrases, clauses, and sentences to bring out a logical relationship in a paragraph. In other words, writing is closely related to the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

### **2.2.2. Aspects of Writing**

Jacob et al (1981: 90) and Hosseinpour (2014: 4) stated that there are principles of writing in order to write. They include what to say (content), how to sequence what to say (organization and mechanic), and how to express what was said (language use and vocabulary). It can be said that a writer is a success if his writing contains the aspects of writing described as follows:

#### *1. Content*

Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as a unit in developing a subject. This term is related to the work of conveying ideas rather than fulfilling the special function of transition, restatement, and emphasis. Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to the idea, it should be omitted. In addition, Hosseinpour (2014: 4) states that content includes knowledge of a subject, development of the thesis, converge of topic, relevance of details, substance, and quality of details of writing.

#### *2. Organization*

Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. While smooth flow

refers to how well one idea or sentence leads into another. Organization concerns with the fluency of expression, clarity in the statement of ideas, support, an organization of ideas, sequencing and development of ideas (Hosseinpour, 2014: 4).

### *3. Vocabulary*

Vocabulary refers to the selection of words which are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he or she can. A general rule, clarity should be the primary objective. The selections of words express the meanings correctly are considered much. Furthermore, Hosseinpour (2014: 4) says that vocabulary concerns with range, the accuracy of word or idiom choice, mastery of word forms, appropriateness of register, effectiveness in the transmission of meaning.

### *4. Language use or grammar*

Language use refers to the use of correct grammatical and syntactic pattern or separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out a logical relationship in a paragraph. Grammar focuses on the accurate use of sentence structures and constructions; accuracy and correctness in the use of agreement, number, tense, word order, articles, pronouns, prepositions, and negations (Hosseinpour, 2014: 4).

### *5. Mechanic*

Mechanic refers to the use of graphic conventional of the language. For instance are the steps of arranging letters (spelling), punctuation, hyphenation, capitalization, and paragraph indentation (Hosseinpour, 2014: 4).

Thus, there are five aspects of writing: content, organization, vocabulary, language use, and mechanic (Jacob et al, 1981: 90 and Hosseinpour, 2014: 4). All of those



aspects should be covered so the intended readers can understand the message or information shared by the writer effectively.

### **2.2.3. Teaching Writing**

Generally, teaching is not only transferring knowledge to the students, yet it is guiding the students in order that they are able to succeed. The process of teaching has three main components, the components are teacher competency, students who accept the knowledge, and material or knowledge itself, which is taught. Therefore, teaching is about a guiding and facilitating learning, enabling the learner to learn getting condition for learning (Brown, 2007).

Teaching writing is to teach students how to express the ideas in written form. In order to be successful in writing, the material presented should be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even error (Finnochiaro, 1964). In other words, it is clear that the teacher should guide the students how to write or how to express their ideas in written form.

In relation to teaching writing, Harmer (1984:40) points out that there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangements, and coherence. Teaching writing requires the element of writing including grammar, sentence organization, vocabulary, and mechanics (Madsen, as quoted by Idrus 2003). It can be said that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give appropriate guidance in which the students are able to express their ideas in a proper written form. Moreover, in practicing their writing, the students have to follow some steps to make their writing more effective.

Unger and Fleischman in Ahlse and Lundh (2007: 9) said that there are some steps that accomplished writers engage in as they write: planning and organizing ideas,

translating ideas into text and reviewing and revising the result. In addition, Blanchard and Root (2003) state that there are three steps in writing process; prewriting, writing, and revising as follows:

### *1. Prewriting*

Pre-writing is the first step; it is preparation step before writing process. This step includes brainstorming, scaffolding ideas, and self-questioning. In the prewriting process, “writers form an internal representation of the knowledge that will be used in writing”; also, they “generate, develop, and organize ideas in memory” (Flower and Hayes, 1981: 372). Prewriting gives warming up the brain to gathering the ideas to write about.

### *2. Writing*

The next step is writing process. The result of brainstorming or scaffolding in prewriting process is guidance for the students to write a paragraph. As they write, the first draft of their paragraph, use the ideas that they generated from prewriting as a guide. In this step, a writer does translate process of representing one thought in mind into words (Flower and Hayes, 1981: 373).

### *3. Revising*

The last step is revising; it is the important step to do after we have produced a draft. Students have to analyze the content of the draft may unclear, ambiguous or confusing. They have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. Graham (2003) writes about the importance of feedback regarding the process of writing. Since students will learn further about what should be written beside they have a chance to be adventurous with the target language. So, in this step students can enrich the writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant to the topic.

Briefly, there are three steps of teaching writing: prewriting, writing, revising Blanchard and Root (2003). Teaching writing involves these steps in order to produce a communicative paragraph. Therefore, the teacher can conduct the class applying these steps.

#### **2.2.4. Analytical Expository Text**

Analytical exposition is a piece of text that presents one side of an issue. The purpose of an exposition is to persuade the reader or listener by presenting one side of arguments, that is, the case for or the cast against. The examples of exposition texts included in advertisements, spoken arguments, editorials, and legal defenses (Anderson and Anderson, 1998).

According to Anderson and Anderson (1998), there are three exposition scaffold described as follow:

- 1. An introductory statement.** The author point of view is called the thesis of the arguments and this is given in the introduction. The introduction can include a preview of the arguments that will follow in the next section of the text. A question and emotional statement can be used to capture the audience's attention.
- 2. A series of arguments to convince the audience.** A new paragraph is used for each arguments. Each paragraph begins with a topic sentence that introduces the argument. Details supporting the argument follow the topic sentence. Emotive words are used to persuade the audience to believe the author.
- 3. A conclusion summing up the arguments.** The author restates his or her thesis (point of view). A summary of what has been stated in the section above may be included here.

### **2.2.5. Scaffolding Technique**

Scaffolding is a technique applied in this research. Scaffolding is closely related to the ZPD. The ZPD is characterized by Vygotsky (1978) as: "the distance 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". In other words, the zone of proximal development is the distance between what learners can do by themselves and the next learning that they can be helped to achieve with competent assistance. An important aspect of scaffolding instruction is that the scaffolds are temporary. As the learner's abilities increase the scaffolding provided by the more knowledgeable other is progressively withdrawn. Finally, the learner is able to complete the task or master the concepts independently.

There are several reasons, which support the use of this technique. In scaffolding learning technique, there are some common ways who teachers among others: 1) Using simple language, 2). Completing sentences or paragraphs by selecting the available answer, 3).Using images to convey information. In addition to helping improve students' writing skills at the same time also able to enhance students' creativity, because there is scaffolding in learning and understanding the goals related to the development of students' self- concept. The way that scaffolding is implemented in the classroom depends on students' abilities. Varying levels of support are possible, and the teacher and learner collaboratively redefine the task so that there is combined ownership of the task and the learner shares an understanding of the goal that he or she needs to accomplish it (Van Lier, 2004).

According to Hannafin (2001), scaffolding can be differentiated by mechanisms and functions. Mechanisms emphasize the methods by which scaffolding is provided while functions emphasize the purposes served. Scaffolding varies in complexity according to different contextual variables. Scaffolding approaches or methods,

therefore, vary accordingly. In some instances, where the problem or the task is very explicit, simple scaffolding can be closely linked to specific performance demands. But when the task is not well-known or is ill-defined, a scaffolding of a generic nature is generally provided. The teacher can use different types of scaffolds - conceptual, metacognitive, procedural and strategic.

1. Conceptual scaffolding is provided when the task is well defined and guides learners regarding what to consider. Conceptual scaffolding can be accomplished by several mechanisms such as cueing/hinting, coaching comments for motivational purposes, providing feedback and providing a model.
2. Metacognitive scaffolding provides guidance on how to think and how to relate the given information to previous knowledge.
3. Procedural scaffolding emphasizes, clarifies and aids the learner while she/he is performing the task until the task is accomplished.
4. Strategic scaffolding takes the form of response-sensitive guidance at key decision points. (Hannafin, 2001).

In this research, the researcher used procedural scaffolding in addition to guide, emphasize, and clarify the students in their writing activities. It provides the students with systematic activities so that at the end they can perform the task independently.

#### **2.2.6. Advantages and Disadvantages of Scaffolding Technique**

Based on this review of the literature, it had been clearly noticed that:

1. Scaffolding is a highly flexible and adaptable model of instruction that can be used to support learners at all levels.
2. Scaffolding engages the learner. The learner does not passively listen to the information presented. Instead, through teacher prompting the learner builds on prior knowledge and forms new knowledge.
3. In working with students who have low self-esteem and learning

disabilities, scaffolding provides an opportunity to give positive feedback. This makes them feel that they are capable of performing the task. This leads to another advantage of scaffolding in that, if done properly, scaffolding instruction motivates students so that they want to learn.

4. It can minimize the level of frustration of the learner. The learners will not feel pressure during the learning process because the teacher assisted them and helped them to perform better (Rachel & Van Der 2002).

However, scaffolding instruction has some disadvantages. Rachel & Van Der (2002) mention that the biggest disadvantage of scaffolding as follows :

1. If the teacher were to present scaffolded lessons to meet the needs of each individual, this would be extremely time-consuming. Implementation of individualized scaffolds in a classroom with a large number of students would be challenging.
2. Another disadvantage is that, unless properly trained, a teacher may not properly implement scaffolding instruction and therefore will not see the full effect.
3. Scaffolding also requires that the teacher give up some control and allow the students to make errors. This may be difficult for teachers to do. Finally, the teachers' manuals and curriculum guides do not include examples of scaffolds or outlines of scaffolding methods that would be appropriate for the specific lesson content.

Although there are some drawbacks to the use of scaffolding as a teaching strategy, the positive impact it can have on students' learning and development is far more important. Teachers should be aware that what suits some learners does not necessarily suit others. Each teacher should understand the nature of his/her students, what skills they have and what they do not have, so that appropriate

scaffolding activities can be well-designed and presented at a suitable time.

### **2.2.7. Procedures of Teaching Analytical Exposition Text Writing Using Scaffolding Technique**

A typical writing process consists of steps. Essentially, it is a method used by teachers to lead students from random thoughts to a cohesive, written paper. According to (Ellis, 2000), the basic writing process for the purpose of this packet includes six steps: brainstorming, outline, rough draft, evaluation, final draft, and publishing.

#### **Step 1: Brainstorming**

Brainstorming suggests a haphazard approach to getting thoughts out of the mind and onto some type of canvas (e.g., chalkboard, overhead, worksheet). Brainstorming can be and should be guided by the teacher before students are expected to complete this step independently. Graphic organizers, such as a web, map, or frame are relatively simple devices that can be used to guide this step.

#### **Step 2: Outline**

The outline is used to further organize the thoughts revealed in the Brainstorming step. Teacher-generated and later, co-constructed outlines allow students to visualize the different topics and paragraphs within the paper.

#### **Step 3: Rough Draft**

The transition between outline and the rough draft is a relatively small step. A solid outline visually identifies the sections of the paper so students can transfer the isolated sentences or details into flowing paragraphs.

#### Step 4: Evaluation

The evaluation step includes peer and teacher proofing as well as editing. The teacher provides a list of questions and instructions that are both general (e.g., spelling, grammar) and specific (e.g., number of paragraphs, sentence length) that guides the evaluator through this stage of the process. The writer uses the evaluation feedback to make corrections as necessary.

#### Step 5: Final Draft

After the suggestions from the evaluator(s) are considered, the student proceeds to the final draft. The final draft is usually a handwritten copy that the student submits for a grade. (Note: It may be necessary to require some or all students to review the corrections with the teacher before proceeding to this stage.)

#### Step 6: Publishing

This is considered an optional stage of the writing process. The students should be encouraged to produce some type of creative product that enhances the written work. This step incorporates technology, art, music, drama, and the like into the lesson and may provide an incentive for completing the writing task.

In this research, publishing was not included as the step of scaffolding. The researcher considered the time allocations that would not be enough to the students to publish their writing into creative products.

#### **2.2.8. Theoretical Assumptions**

The researcher assumed that teaching English through Scaffolding technique would give the improvement to students' writing ability in Analytical Expository



text and also the aspects of writing itself. Regarding some problems the researcher found in pre-research that the students still thought writing is a difficult skill to master because they have to produce and develop the text considering five aspects of writing; content, organization, vocabulary, grammar, and mechanics. Therefore, the researcher assumed that content would be the aspect of writing increase the most among the others because the use of outlining guide them to arrange ideas and produce well develop paragraphs.

Scaffolding technique is one of the best ways to help them improve their writing achievement, by implementing this technique it will make the students stimulate their creativity and have a guide to develop their ideas and construct a text effectively. So that, based on the frame theories above, Scaffolding Technique is a technique that can be effectively used to teach writing.

### **2.2.9. Hypotheses**

Based on the theoretical assumption above, the writer formulated the hypothesis:

1. There was an improvement of students' writing ability of Analytical Expository text after being taught through scaffolding technique.
2. Content was the aspect that increased the most among the other aspects of writing.

This Chapter has discussed review of previous research, and review of related literature.

### **III. METHODS**

This chapter discusses the methods of the research which cover research design, population, and sample, research instruments, criteria of evaluating students' writing, data collecting technique, research procedures, data analysis, data treatment and hypothesis testing.

#### **3.1. Design**

This was experimental quantitative research designed to discover the effect of scaffolding techniques on students' writing analytical expository text. The aim of this research was to find out whether there was a positive impact of using scaffolding technique on teaching writing. The design of this research was the one-group pretest-posttest design. It meant that in this research there were two tests which were pretest and posttest. The pretest would be given before the treatment and after the treatment, posttest would be conducted. The research design was presented as follows:

#### **T1 X T2**

T1: Pretest

T2: Posttest

X: Treatment (teaching writing analytical exposition text using scaffolding technique for three times) (Setiyadi, 2006: 143)

In conducting this research, the researcher used inter-rater reliability and computed the average score of the written test from the pretest and posttest of the group.

### **3.2. Population and Sample**

The population in this research was the second-grade students of SMAN 7 Bandar Lampung. There were 11 classes of second grade in this school. These classes were classified into science and social class. Their age ranges from 16-17 years old. To determine the sample, the researcher applied simple cluster random sampling method by choosing one class as the subject of this research. Relevant with all XI grade students in SMAN 7 Bandar Lampung had almost similar English background that made them had the same chance to be chosen the subjects. Thus, for this reason, XI science six was chosen from 11 classes, which exist in SMAN 7 Bandar Lampung.

### **3.3 Data Collecting Techniques**

To collect the data, the research instruments writing test, which were consisted of pretest and posttest.

#### **1. Pretest**

The pretest was conducted before the treatment administered. It was administered to the experimental class. The pretest was given before the treatment in order to know how far the competence of students in writing analytical exposition text. By giving the pretest, the researcher knew some problems of students in writing. The test was in written form and the materials that would be tested based on the curriculum that is used in the school.

#### **2. Posttest**

The posttest was given after the treatment in order to know whether there was any improvement of students' analytical exposition text writing that would be taught by scaffolding technique. The test was in written form and the materials that would be tested, related to the curriculum that is used in the school and

suitable for their level. The result of the posttest compared with the pretest in order to make sure whether scaffolding technique improved students' ability in writing analytical exposition text or not.

### **3.4. Instrument**

There was only one instrument which was employed in this research. The instrument of the research was analytical exposition text writing. The researcher administered writing test to find out whether there was an improvement of students' analytical exposition text writing ability after the implementation of scaffolding technique or not. Therefore, the students were asked to write an analytical exposition text. The students were given a chance to make writing composition in 90 minutes for both pretest and posttest.

### **3.5. Validity**

A test can be considered valid if the test measures the objectives to be measured and suitable for the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady (1982: 281), There are several types of validity, each of which offers a slightly different point of view on gathering and interpreting data.

#### **3.5.1. Content Validity**

The researcher correlated the test with the educational goal stated on 2013 English curriculum and the syllabus for the second year of senior high school students. It means in pretest and posttest, the materials are suitable for their level in the second grade of senior high school. Therefore, since the test is conducted to get the data of the students' writing ability, the content validity of the test is conducted by improving or developing the test based on the concept that had been clarified before organizing the test instrument.

### **3.5.2. Construct Validity**

This research focused on writing ability in forms of written text; moreover, the pretest and posttest measured certain aspect based on the indicators. It is examined by referring the aspects that are measured with the theories of the aspect namely, content, organization, vocabulary, language use, and mechanics. Therefore, it has fulfilled the requirement of construct validity.

### **3.5.3. Face Validity**

Writing test that given to the students has to be valid by test takers and other untrained observers. It is also concerned with writing test should look proper test in the eyes of the teachers and the students. Thus, in this research, an assessment has done by the teacher so that it has a connection with students' writing needs. Moreover, the tests had been conducted and provided clear directions so that the students would not be confused in doing the tests.

### **3.6. Reliability**

Writing is subjective scoring, to avoid the subjectivity of the research, the researcher used inter-rater reliability. This stands to ensure the reliability of scoring; as a result, two or more judges or raters independently estimate score on the test. In this case, the first rater is the researcher and the second is the English teacher in SMA Negeri 7 Bandar Lampung. Before scoring the students' analytical exposition text writing, it is important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised by Jacobs et al (1981: 90). To measure how reliable the scoring is, this study used *Rank – order Correlation* with the formula:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

### Reliability of Pretest

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6 \cdot (3662.5)}{35 \cdot (1225 - 1)}$$

$$p = 1 - \frac{21975}{42840}$$

$$p = 1 - 0.51295$$

$$p = 0.48 \text{ (An average reliability)}$$

### Reliability of Posttest

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6 \cdot (2787.5)}{35 \cdot (1225 - 1)}$$

$$p = 1 - \frac{16725}{42840}$$

$$p = 1 - 0.39040$$

$$p = 0.606 \text{ (A very high reliability)}$$

Notes:

$p$  = Coefficient of rank order

$N$  = Number of Students

$D$  = Different of Rank Correlation (mean score from R1 and R2)

1-6 = Constant Number

(Hatch and Farhady, 1982: 206)

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

- a) A very low reliability (range from 0.00 to 0.19)
- b) A low reliability (range from 0.20 to 0.39)
- c) An average reliability (range from 0.40 to 0.59)
- d) A high reliability (range from 0.60 to 0.79)
- e) A very high reliability (range from 0.80 to 0.100)

### **3.7. Procedures**

The researcher had to prepare the procedures for collecting data as follow:

#### **1. Selecting the material**

Selecting materials was the first way that the researcher should do. Selecting of the writing materials was determined by the levels of the students. Therefore, the researcher used the syllabus of the second year of senior high school students based on the school-based curriculum of 2013, which is the curriculum used by the school. The material should cover the goal of teaching analytical exposition text as the target of the achievement.

#### **2. Determining the instruments of the research**

The instrument in this research was writing test. The researcher conducted writing test for pretest and posttest, which covered five aspects of writing namely content, organization, vocabulary, language use, and mechanic in writing analytical exposition text. The purpose of these tests was to see the students' improvement in writing score before and after treatment.

#### **3. Choosing the sample**

The researcher needed a class consists of 35-40 students as the sample of experimental class to conduct this research. It was taken from one of eleven classes

in second-grade students. The researcher used lottery technique to choose the treatment class. Hence, all the classes would get same chance to be a sample.

#### **4. Conducting pretest**

The pretest was given to the experimental group before the treatment (teaching writing analytical exposition text using scaffolding technique). The test was writing test in the forms of written text based on the instruction of the test. The topic of the test was analytical exposition text. The pretest was administered to students before the treatment in an attempt to measure students' initial analytical exposition text writing ability and to make sure whether the students in the experimental group have the same initial ability in writing or not. The test was about making a written text. The test was held for 60 minutes. The scoring system was based on the rating scale by Jacob et al (1981).

#### **5. Giving treatment**

The researcher conducted teaching-learning of writing analytical exposition text in experimental group using scaffolding technique. The experimental group was trained to write. Therefore, researcher introduced scaffolding technique.

Researcher guided them through this step by giving brainstorming using some questions or hints in order to assist them to internalize new information then, made an outline of analytical exposition text. The researcher showed the students about how to arrange the idea into scaffolding. The structure of analytical exposition text was explained to them by showing the way to create it. Meaning that the researcher had to prepare one topic of analytical exposition text and she would generate it in front of the class. Moreover, all students joined the process of making it. The researcher also guided the students to concern about five aspects of writing and to



write the topic based on the particular structures such as thesis, arguments, and reiteration.

Students' knowledge about developing an idea to conduct the content had to be the most important. There were three times treatments in this research. Each treatment was held for 90 minutes. The procedures of teaching writing using scaffolding technique were as follows: Brainstorming, Outline, Rough Draft, Evaluation, Final Draft, and Publishing.

## **6. Conducting posttest**

Posttest was administered after treatment. It was conducted to find out the progress of students' analytical exposition text writing ability after being taught using scaffolding technique. Furthermore, it was to observe whether there was an improvement of students' analytical exposition text writing ability or not. Jacob et al (1981) base the scoring system on the ESL Composition Profile. Posttest was related to the material that had been discussed in the class during treatment so the students would not be confused. The students were asked to develop their analytical exposition text writing based on the topic, which was given by the teacher.

## **7. Analyzing, interpreting, and concluding the data**

After collecting the data which were students' handwriting in performing the text writing, the data was observed carefully by the two raters (pretest and posttest of the two groups by researcher and English teacher of the school). The data were analyzed based on the ESL Composition Profile which concerns the five aspects of writing. Researcher scored the pretest and posttest of the experimental group, then, put into a table the result of the test. Moreover, researcher calculated the mean of the pretest and posttest for experimental class. The last was drawing the conclusion from the result of the pretest and posttest which used *Repeated measure T-Test of SPSS (statistical package for social science) version 23.0 for windows*. It was used

to find out the means of pretest and posttest and how significant the improvement was.

### 3.8. Data Analysis

The researcher computes the students' scores in teaching writing by using scaffolding techniques as follows:

1. Scoring the pretest and posttest.

The criteria of scoring system were based on the rating sheet from Jacob et al (1981) which concerns the five aspects of writing. The researcher used computation as follows:

1. Content is scored as much as 30% of the total sentences support the main idea.
2. Organization is evaluated as much as 20% of the total sentences are written in chronological order.
3. Language use is scored as much as 25% from sentences use correct grammar.
4. Vocabulary is scored 20% as much as from vocabularies are used correctly.
5. Mechanic is evaluated as much as 5% from use punctuation, spelling and capitalization correctly.

**Table of specification**

Aspects of writing	Score	Criteria
<b>Content</b>	<b>30-27</b>	<b>Excellent to very good:</b> knowledgeable, substantive, through development of thesis, relevant to assigned topic
	<b>26-22</b>	<b>Good to average:</b> some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	<b>21-17</b>	<b>Fair to poor:</b> limited knowledge of subject, little substance, inadequate development of topic
	<b>16-13</b>	<b>Very poor:</b> does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate
<b>Organization</b>	<b>20-18</b>	<b>Excellent to very good:</b> fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	<b>17-14</b>	<b>Good to average:</b> somewhat choppy, loosely organized but main ideas stand out limited support, logical but incomplete sequencing
	<b>13-10</b>	<b>Fair to poor:</b> non-fluent, ideas confused or disconnected,

		lacks logical sequencing and development
	<b>9-7</b>	<b>Very poor:</b> does not communicate, no organization or not enough to evaluate
<b>Vocabulary</b>	<b>20-18</b>	<b>Excellent to very good:</b> sophisticated range, effective word or idiom choice, and usage, word form mastery, appropriate register
	<b>17-14</b>	<b>Good to average:</b> adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	<b>13-10</b>	<b>Fair to poor:</b> limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured
	<b>9-7</b>	<b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate
<b>Language use</b>	<b>25-22</b>	<b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	<b>21-18</b>	<b>Good to average:</b> effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured
	<b>17-11</b>	<b>Fair to poor:</b> major problem in simple or complex constructions; frequent errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured
	<b>10-5</b>	<b>Very poor:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
<b>Mechanics</b>	<b>5</b>	<b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	<b>4</b>	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	<b>3</b>	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	<b>2</b>	<b>Very poor:</b> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate
<b>Total score</b>		

The scores of writing based on five components could be compared to the percentage as follows:

Content	30%
Organization	20%
Vocabulary	20%
Language use	25%

Mechanics	5%
Total	= 100%

2. Tabulating the result of the test and calculating the score of pretest and posttest. The researcher used SPSS version 23.0 to calculate the scores then analyzed whether there is the improvement in students' writing achievement after the treatment by using scaffolding technique. After the data are collected, the researcher treated the data by using the following procedures:

**Data of score of pretest (T1) and posttest (T2) on the table below:**

S' code	Content		Organization		Vocabulary		Language use		Mechanics		Total	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1												
2												

3. Drawing the conclusion. The conclusion is developed from the result of statistical computerization that is repeated measure T-test in SPSS version 23.0.

### 3.9. Data Treatment

In order to find out the improvement of students' analytical expository text writing ability after being taught using scaffolding technique, the researcher uses a statistical calculation to analyze the data using the statistical computation i.e., Repeated measure T-Test of SPSS version 23.0.

According to Setiyadi (2006: 169-170), using repeated measure T-Test for hypothesis testing has 3 basic assumptions, namely:

1. The data is interval or ratio
2. The data is taken from a random sample of population (not absolute)
3. The data is distributed normally

### **3.10. Hypothesis Testing**

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not.

1. The hypothesis is analyzed by using repeated measure T-test of *Statistical Package for Social Sciences (SPSS)* windows version 23.0. The researcher used the level of significance 0,05 in which the hypothesis is approved if  $\alpha < 0,05$ . It means that the probability of error in the hypothesis is only 5%. The hypothesis testing stated as follows:

Ho: There is no improvement of students' analytical exposition text writing ability after being treated using scaffolding technique. The criteria Ho is accepted if the alpha level is higher than 0.05 ( $\alpha > 0.05$ ).

H<sub>1</sub> : There is an improvement of students' analytical exposition text writing ability after being treated using scaffolding technique. The criteria H<sub>1</sub> is accepted if the alpha level is lower than 0.05 ( $\alpha < 0.05$ ).

Briefly, this chapter has discussed research design, population, and sample, research instruments, criteria of evaluating students' writing, data collecting technique, research procedures, data analysis, data treatment, and hypothesis testing.

## V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use scaffolding technique in teaching writing and for those who want to conduct similar research.

### 5.1. Conclusion

The objectives in this research are to find whether there is an improvement of students' writing in writing analytical exposition text after the implementation of scaffolding technique, and what aspect improves the most after the implementation of scaffolding technique. In relation to results of the study, it was concluded that:

- a. It is proven to be true that with scaffolding, by the teacher's guidance the students were moved from zone of current development to a zone of proximal development. This happened because scaffolding technique can be used to build on the previous steps, provide clarifications, and support resources to help students in the learning process. Therefore, it will help them to write the analytical exposition text effectively. It is proved from the statistical result in the previous chapter it can be seen that t-value ( 25.591) was higher than t-table (2.030) and the significant value (0.00) was lower than (0.05).
- b. Besides, it significantly improves students' ability in all aspects of writing especially the aspect of content. Statistically, it could be seen from the gain of the students' mean score of content in the pretest and the posttest (17.64 to 24.11). Seeing that, the students were guided to make an outline before

constructing a text so that they could express their ideas and develop their ideas in logical sequencing.

## **5.2. Suggestions**

In reference to the conclusions above, the following suggestions are put forward:

### **1. Suggestions for English Teachers**

- a. English teachers are suggested to use scaffolding as a technique that can be used to improve students' writing ability in analytical exposition text effectively inasmuch as the researcher found that through scaffolding technique, the students are supported and guided to involve in the activities in which they share their knowledge and ideas to their peers.
- b. English teachers are suggested to create a positive environment and provide positive feedback to the students who have low self-esteem. Owing to the fact that, the researcher found many students have a high apprehension level to produce the text. Therefore, this makes them build their confidence during the process of teaching and learning and makes them feel that they are capable of performing the task independently.
- c. English teachers are suggested to provide students with vocabulary instructions, repeated exposures to new words, sufficient opportunities to use words in activities such as discussion and writing and provide a strategy to help determine words meaning independently. It due to the researcher found the students have limited vocabulary so that, they often get confused to express their ideas. Hence, the students will develop their writing with the suitable vocabulary.

## **2. Suggestions for Further Researchers**

- a. This study was conducted at the senior high school level. Therefore, the further researchers can try to find out the effect of scaffolding technique on a different level or different skills.
- b. In this study, analytical exposition text was employed as the media to measure the improvement of students' writing ability after the implementation of scaffolding technique. Further researchers can try to apply scaffolding in different type of texts, hortatory, discussion and report text by way of illustrations.

This final chapter has presented the conclusion of the research findings and suggestions for English teachers who want to use scaffolding as a technique in teaching writing and for those who want to conduct similar research.



## REFERENCES

- Anderson, M. and Anderson, K. (1998). *Text types in English edition 3*. Australia: Macmillan Education Australia
- Ahlsen, E. and Lundh, N. (2007). *Teaching writing in theory and practice*. Stockholm: Stockholm Institute of Education.
- Brown, H. D. (2007). *Principles of language learning and teaching*. White Plains, New York: Addison Wesley
- Longman. Carvalho, J.B. (2005). *Writing as a learning tool: a new conception of writing in the Portuguese curriculum*. In Pandis, M, et. Al (Ed), *reading, writing, thinking: proceedings of the 13th European conference on reading*. New York: The International Reading Association.
- Celce, M. (1991). *Language teaching methodology*. London: Prentice Hall.
- Ellis, E. S. (2000). *Project-based learning strategies for differentiation instructions*. The 'Makes Sense' Accommodation Series. Tuscaloosa, AL: Masterminds, LLC.
- Evelyn M.H., Hossein F. (1982). *Research design and statistics for applied linguistics*. Introduction, Newbury House.
- Faraj, A.K.A. (2015). Scaffolding EFL Students' writing through the writing process approach. *Journal of education and practice*. Vol.6, No.13
- Finocchiaro, M. (1964). *English as a second language: from theory to practice*. New York: Simon and Schuster.
- Flower, L. and Hayes, John R.(1981). *A cognitive process theory of writing*. Available online at <http://www.jstor.org/stable/356600> Accessed on October 22, 2017 at 8.56 p.m.
- Graham.S. 2003. *Approaches to process writing*. British council teaching English. New York.
- Graham, S & Perin, D. (2007). *Writing next: effective strategies to improve Writing adolescences in middle and high schools – a report to carnegie corporation of New York*. Washington, DC: alliance for excellent education.

- Hannafin, D. (2001). *Designing task for the communicative classroom*. Cambridge: Cambridge University Press.
- Harmer, J. (1984). *How to teach writing: effective sentences, paragraph, and essay*. New York: Longman.
- Harmer, J. (2007). *How to teach writing*. New York: Longman.
- Hartman, H. (2002). Scaffolding & cooperative learning. *Human learning and instruction* (pp. 23-69). New York: city college of city university of New York.
- Hasan, B. A. (2001). The relationship of writing apprehension and self-esteem to the writing quality and quantity of efl university students. ERIC. (Accessed on March 19, 2018, <http://eric.ed.gov/?id=ED459671>)
- Hosseinpour, N. (2014). *Improving Iranian EFL learners' writing through task-based collaboration*. Available online at <http://ojs.academypublisher.com/index.php/tpls/article/view/tpls041124282435> Accessed on March 20, 2017 at 7.05 a.m.
- Idrus, N. (2003). *Improving students writing ability through pictures*. University of Lampung. Unpublished Script.
- Jacobs, H., Zinkgraf, S., Wormuth, D., Hartfiel, V., & Hughey, J. (1981). *Testing ESL composition: a practical approach*. Rowley, MA: Newbury House.
- Karen B. & Christine R. (2003). *Ready to write; a first composition text 3ed*. Longman: Pearson Education.
- Krishnamurthi, M. (2009). *Scaffolding techniques for improving engineering students' writing skills*. Unpublished Thesis, Northern Illinois University.
- Laksmi. E.D. (2006). "Scaffolding" students' writing in EFL class. *TEFLIN Journal*. Vol 17, No. 2
- Module of MGMP. (2009). *Introduction to genre based approach*. Ministry of National Education.
- Manphonsari, et. Al. (2013). Reducing Thai high school students' writing apprehension by exploiting an instructional model based on Vygotsky's scaffolding techniques. *RMUJ (Humanities and Social Sciences)*,7(2):31–42.
- Narmen, M. (2015). *The effect of using scaffolding strategies on efl Students' reading comprehension achievement*. Unpublished script. University of Baghdad/ College Education For Women.

- Nura, A. (2003). Problematik pengajaran keterampilan menulis lanjut: Upaya menumbuh kembangkan minat menulis di usia dini. *Komposisi*, Vol. 4 No 1, 69-80. Padang: FBSS UNP Press.
- Nihlah, A. (2012). *The implementation of scaffolding technique in writing descriptive text of sevent grade students of SMP terpadu hadziqiyah Jepara*. Unpublished Script Universitas Way Jepara.
- Rachel, R., & Van Der S. (2002). *Scaffolding as a teaching strategy*. Needham Heights, MA: Allyn & Bacon, A Pearson Education Company.
- Rahmawati, T. (2014). *The use of scaffolding talk technique to improve Students' speaking skill (classroom action research) of the eighth grade students of MTS negeri andong in the academic year of 2013/2014*. A Graduating Paper. Educational Faculty. English Department. State Institute for Islamic Studies (STAIN). Consultant: Ruwandi, MA.
- Randal, H. (2004). *Literacy an introduction*. Edinburgh: Edinburgh University
- Richard, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: an anthology of current practice*. Cambridge: Cambridge University Press.
- Richards, J. C., & Renandya, W. A., Eds. (2002). *Methodology in language Teaching: an anthology of current practice*. The Edinburgh Building, Cambridge CB2 8RU, UK.
- Schwieter, J.W. (2010). Developing second language writing through Scaffolding in the ZPD: *A magazine project for an authentic audience. languages and literatures faculty publications*. Paper 7. (Accessed on March 10, 2018. [http://scholars.wlu.ca/lang\\_faculty/7](http://scholars.wlu.ca/lang_faculty/7)).
- Setiyadi, Ag B. (2006). *Metode penelitian untuk pengajaran bahasa asing pendekatan kualitatif dan kuantitatif*. Yogyakarta: Graha Ilmu
- Singh, T.K.R., & Rajalingam, S.K. (2012). The relationship of writing Apprehension level and self efficacy beliefs on writing proficiency level among pre university students. *English Language Teaching*. Vol. 5 No. 7
- Stuyf, R.V.D. (2002). Scaffolding as a teaching strategy. (online), ([http://www.sandi.net/cms/lib/.../scaffolding\\_as\\_a\\_teaching\\_strategy.pdf](http://www.sandi.net/cms/lib/.../scaffolding_as_a_teaching_strategy.pdf), Accessed on November 12, 2017).
- Sudaryanto, S. (2001). Peningkatan keterampilan menyusun wacana narasi melalui penerapan pendekatan eklektik. *Cakrawala Pendidikan*. Th XX, No 1, 61-69.
- Talebinejad MR., Akhgar F. (2015). *The impact of teacher scaffolding on Iranian*

*intermediate EFL learner's listening comprehension achievement.* Dept. of English, Faculty of Humanities, Shahreza Branch, Islamic Azad University, Iran

- Van Lier. (2004). *Teaching ESL writing through scaffolding technique.* New Jersey: Prentice Hall Regents.
- Veeramuthu, A. (2011). The effect of scaffolding technique in journal writing among the second language learners. *Journal of language teaching and research.* Vol. 2, No. 4, pp. 934-940.
- Vernon, L. (2002). *The writing process: a scaffolding approach.* (online), ([http://www.Wm.edu/TTAC/packets/writing process.pdf](http://www.Wm.edu/TTAC/packets/writing%20process.pdf), Accessed on Nov 9th, 2017).
- Vonna, Y. Mukminatien, N. Laksmi, E.D. (2015). The effect of scaffolding techniques on students' writing achievement. *Jurnal pendidikan humaniora.* Vol. 3 No. 1, Hal 227-233.
- Vygotsky, L.S. (1978). In M. Cole, V. John-Steiner, S. Scribner and E. Souberman, (Eds.), *Mind in society— The development of higher psychological processes.* Cambridge: Harvard University Press.
- Walqui, A. (2006). Scaffolding instruction for english language learners: A conceptual framework. *The international journal of bilingual education and bilingualism,* 9(2):159-178.
- Yasinta, Y. (2014). *The effectiveness of scaffolding technique to teach writing skill viewed from students' linguistic intelligence at eight grade smp al-zahra Indonesia.* Unpublished Thesis, Surakarta: Education Department, Sebelas Maret University.