

**THE IMPLEMENTATION OF SCAFFOLDING ON STUDENTS'  
WRITING ABILITY IN ENGLISH ONLINE CLASSES TO  
THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1  
SENDANG AGUNG**

**(Undergraduate Thesis)**

**By:  
Rindudinnia Aidaintan**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
2021**

## **ABSTRACT**

### **THE IMPLEMENTATION OF SCAFFOLDING ON STUDENTS' WRITING ABILITY IN ENGLISH ONLINE CLASSES TO THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1 SENDANG AGUNG**

**By**  
**Rindudinnia Aidaintan**

Scaffolding is the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning. Scaffolding is a process in which students are given support until they can apply new skills and strategies independently. It consists of four stages: (1) bridging; (2) modelling; (3) joint Construction; and (4) independent writing text.

The objectives of this research were to found out the improvement of the students' writing achievement before and after the implementation of scaffolding and also to found out what aspects of writing improved the most after the implementation of scaffolding at SMA N 1 Sendang Agung. The subject of this research was students of eleventh-grade (class XI IPA 1) in the academic year 2020/2021. This research was conducted virtually through Google Classroom. This research was a quantitative research and the method was one group pretest and post-test design. Paired sample T-test was used to analyze data and the result shows that:

1. Scaffolding was applicable to increase the students' writing ability in analytical exposition text, especially in terms of content, grammar, vocabulary, organization, and mechanic. It could be seen from the finding of the research in pre-test and post-test. The analysis of SPSS 20 shows that there was an improvement of students' writing ability after the implementation of scaffolding.
2. Based on seeing the analysis of students' worked in pre-test and post-test on each aspect of writing. It could be found that content was the aspect that inci the most than other.

**Keyword:** *Scaffolding, Writing, Online Classes.*

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**By:  
Rindudinnia Aidaintan**

**Undergraduate Thesis**

**Submitted in a Partial Fulfillment  
of the Requirement for S-1 Degree**

**In  
Department of Language and Arts Education  
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
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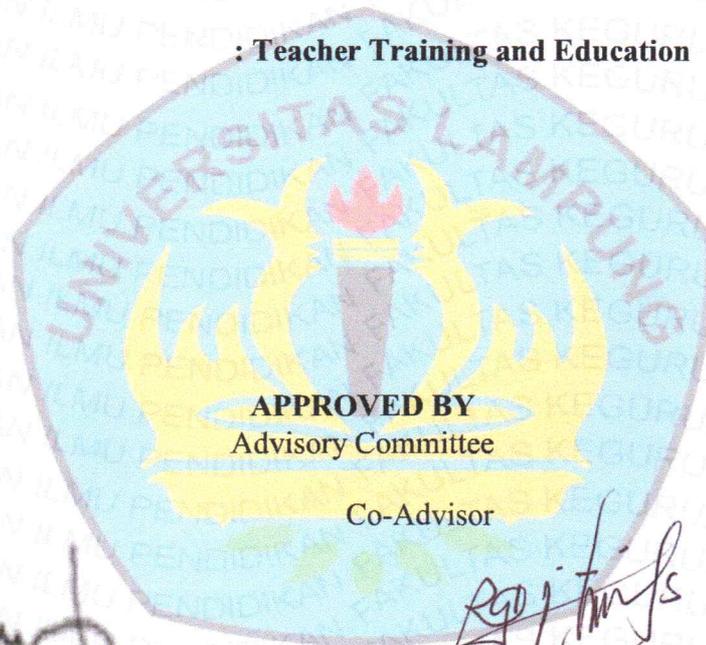
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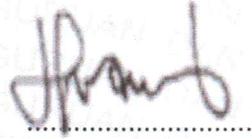
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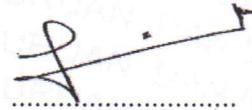
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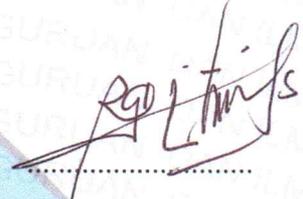
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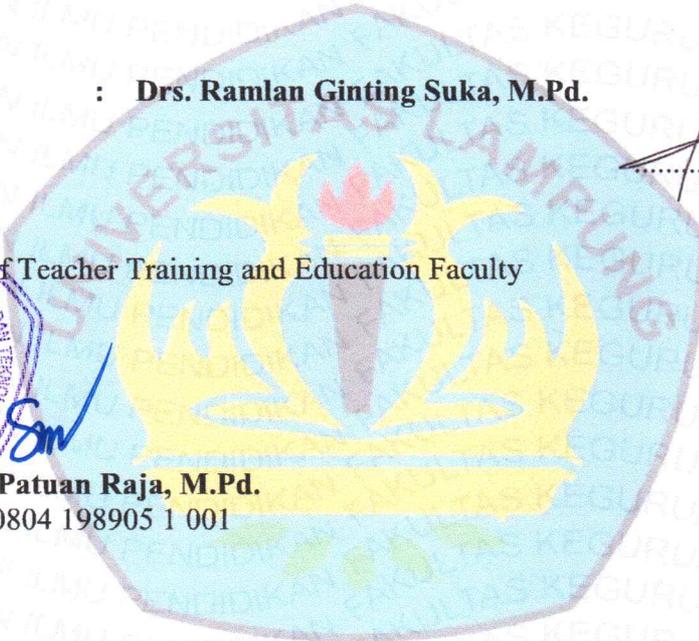
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan, saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 17 Juni 2021

Yang membuat pernyataan,

A 10,000 Rupiah Indonesian postage stamp is shown, featuring the Garuda Pancasila emblem and the text 'SEPUULUH RIBU RUPIAH', '10000', 'TGL. 20', 'METERAI TEMPEL', and 'D804AJX027025130'. A black ink signature is written over the stamp.

Rindudinnia Aidaintan

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## **CURRICULUM VITAE**

The researcher's name is Rindudinnia Aidaintan. She was born on March 06, 2000 in Central Lampung. She is the second daughter of Ir. Saepudin and Nurmalia. She has one siblings namely Ridho Hanggara Yuda.

Her educational background started at SD N 1 Karang Sari, Central Lampung. Then, she graduated in 2012. After that, she registered in SMP N 3 Padang Ratu and graduated in 2013. Then, in 2014, she studied in SMA N 1 Sendang Agung and graduated in 2017.

In 2017, she was registered as one of students in English Education Study Program at Faculty of Teacher Training and Education in University of Lampung. In August to September 2021, she precisely carried out a Field Experience Program (PLP) in SMA N 1 Sendang Agung, Central Lampung.

## **DEDICATION**

With love and appreciation, this script is proudly dedicated to:

My lovely father, Ir. Saepudin, who always love me, pray for me, and give me  
encouragement.

Light of my life, Nurmalia, who always support me, gives me love, and prays for  
me every time.

My beloved brother, Ridho Hanggara Yuda

My friends in English Education Study Program batch 2017.

My almamater, University of Lampung.

**MOTTO**

*“I do, I can”*

-Rindudinnia Aidaintan-

## ACKNOWLEDGEMENT

Praise is only for Allah, the Almighty God, for blessing the author with health, determination, and perseverance to finish this script. This script with respect to “The Implementation of Scaffolding on Students’ Writing Ability in English Online Classes” is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree. Having done this work, the author realized that there are many individuals who gave a generous suggestion for finishing this script; therefore, the author would like to express her sincere gratitude and respect to:

1. Her beloved parents, Ir. Saepudin and Nurmalia for their support and help.
2. Gede Eka Putrawan, S.S., M. Hum., as the first advisor, for his advice, carefulness, and cooperation in encouraging the writer to think more critically and simply.
3. Drs. Ramlan Ginting Suka., as the second advisor, who guided the writer patiently in writing the script, for her support and kindness.
4. Dr. Feni Munifatullah, M. Hum., as the examiner, for his advice, ideas, and carefulness in reviewing this script.
5. Dr. Ari Nurweni, M.A., as the Head of English Education Study Program.

6. All lectures who have educated and broadened the writer's knowledge especially about English during study in this university.
7. The lectures and administration staffs of Language and Arts Department.
8. Her brother Ridho Hanggara Yuda; her grandma Mardiyannah; and her aunt Nurdiana for always support and pray for her.
9. Her lovely friends Mita, Tuti, Porti, Feri, Deri, Nur, and Bagas for all the beautiful and amazing moments that had been spent together.
10. All friends of English Department 17 for the beautiful moments of which they had been through together, and anyone who cannot be mentioned directly who has contributed to finish this research.

Finally, the author believes that her writing is still distant from perfection. There might be flaws in this research. Thus, comments, criticism, and suggestions are always acceptable for better research. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers and to those who want to conduct further research.

Bandar Lampung, 19 August 2021

The writer,

Rindudinnia Aidaintan

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## **I. INTRODUCTION**

In this chapter, the researcher describes 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 plays an important part in English language learning. It seems to be the most difficult language skill for language learners to acquire in academic contexts (Negari, 2011). According to Hasan (2017) the process of writing contains a number of stages which can be represented in a number of activities: setting goals, generating ideas, organizing information, selecting an appropriate language, making a draft, reading and reviewing it, then revising and editing. However, those activities become a complex process which is not easy for many second language learners.

In a teaching learning process, writing is important to be investigated because it is considered as one of the most difficult skills (Tribble, 1997). It involves several components that should be considered for students to make a writing product, not only involving the ability to arrange word to sentence, but also involving the ability to express the ideas. Moreover, students are expected to know how to write a good text, how to write letters, how to write using electronic media, how to

make official texts, for the purposes of communication or other business (Negari, 2011). In the writing process, the writer has to pay attention to five basic aspects of writing; they are content, organization, vocabulary, language use, and mechanics (Brown, 2001)

In addition, writing is described as a skill in which we express ideas, feelings, and thoughts into words, sentences, or paragraphs by using eyes, brain and hand (Raimes, 1983). It can also give the writer an experience to be able to compose a writing product based on the topic of their own. Sometimes, the students find it difficult to start writing. That is the reason why most students could not be able to generate an idea and pour it into coherent sentences. Wahyudin (2012) stated that when a teacher asks the students to compose a writing product, they feel confused to express their ideas into a written form.

During a pre-research conducted by the researcher in SMA N 1 Sendang Agung, it was found that the students' writing ability was still low, especially English is used as the main language of instructions. The researcher found a serious problem when students compose a writing product. It was indicated by seeing the result of students' writing products consisting of incoherent paragraphs, incorrect use of grammar, missing vocabulary, unorganized sentences, and less understanding of mechanic use

To overcome the problem explained above, English teachers should find a suitable strategy to help the students write a text based in a well-organized way. The researcher finally decided to use scaffolding strategy to be taught for teacher

writing because it has several advantages. In addition, this strategy has not been implemented by teachers at the school yet.

It is common in the literature that scaffolding can motivate and link student interest with learning tasks, simplify learning tasks so that they can be more manageable and achievable by students, provide instructions to help students focus on achieving goals, clearly shows the difference between child labor and standard or expected solutions, reduces frustration and risk, provide a model and clearly define expectations about the activities to be carried out (Brown, 2000). By the use of scaffolding, it is expected to help students improve their writing achievements. Moreover, according to Kamil (2018) scaffolding is effective to be used to make students have better performance of writing because in the activity involving scaffolding strategy enables students to do write certain English text.

We examined preschool teachers' use of six scaffolding strategies representing two general categories: high support strategies and low-support strategies. High-support strategies are those that provide high amounts of guidance to children to help them successfully complete a task. Low-support strategies can not only help to maintain a child within a given task but may also provide additional challenge to a child for whom a particular task is too easy.

Based on the previous finding, scaffolding can improve students' writing achievement, especially in writing an English text. Basically there are several English texts that can be taught in teaching writing, they are descriptive, narrative, procedure, analytical exposition, and etc. In this case, the researcher decided to focus on teaching writing analytical exposition text. Analytical exposition text

was being implemented because the researcher expected the students to be able to present their argument and explain about “how” and “why” in social context. Thus, it is also expected for the students to be involved in social life who could be able to present various phenomenon about what is happening around.

It is basically possible for every students and teachers to conduct teaching writing process directly in the classroom, but it seems impossible for both of them to conduct it during this pandemic era. Both of students and teachers are only able to have teaching and learning process virtually. According to Sakshi (2014), online learning is education that takes place over the Internet. It is often referred to as “e-learning” among other terms. However, online learning is just one type of “distance learning” the umbrella term for any learning that takes place across distance and not in a traditional classroom. Online learning requires a great deal of resources and careful planning. In this, teachers act as facilitators (Huy, 2015) rather than transmitters of content knowledge, and ICT is regarded as resource that enhances the learning experience of students (Sakshi, 2014).

Furthermore, this research was focusing on the implementation of scaffolding in teaching writing. The researcher used this term to investigate what aspect of writing most improved when scaffolding was implemented in teaching writing. Based on the information from the teacher and observation from the researcher, scaffolding strategy has not been applied by teacher of SMA Negeri 1 Sendang Agung. The reason why the researcher chose teaching writing by using scaffolding technique because it had never been taught by the teacher of SMA Negeri 1 Sendang Agung and finally the researcher carried out a research under a

title “The Implementation of Scaffolding on Students’ Writing Ability in English Online Classes to the Eleventh Grade of Senior High School 1 Sendang Agung”.

## **1.2 Research Question**

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

1. Is there any significant improvement of the eleventh-grade students of SMA Negeri 1 Sendang Agung on their analytical exposition text writing ability after the implementation of scaffolding?
2. What aspect of writing improves the most after the implementation of scaffolding?

## **1.3 Objectives of the Study**

Related to the problems of the study in the previous research, the researcher formulated the objectives of the study as follows:

1. To find out the improvement of the students' writing achievement before and after the implementation of scaffolding.
2. To find out what aspects of writing improved the most after the implementation of scaffolding

## **1.4 Uses of the Study**

Related to the problems of the study in the previous research, the researcher formulated the objective. 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. 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.
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. In addition, this present study is also expected to inform to 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.

### **1.5 Scope of the Study**

The scope of this research was about the implementation of scaffolding to student achievement in writing skills using English actively, fun. It aimed not only to give the students learning how to write well but also guide the students through a set of processes and instructions in the right order. In addition, it could made the writing process easier, especially for finding the sources of materials since it was practiced in group. Besides, scaffolding could be an alternative tool in teaching English, especially to teach writing. The teachers creativity in creating fun and powerful teach through this strategy would help students to achieve better teaching performance.

This research has been carried out at the eleventh-grade students of Senior High School 1 Sendang Agung, Central Lampung. In this study, the researcher used one class as the experimental class which consists of 34 students. Moreover, this research was focusing on the implementation of scaffolding in teaching writing analytical exposition text. This also focused on finding out students' writing achievement in terms of five writing aspects; they were content, grammar, organization, vocabulary, and mechanics.

### **1.6 Definition of Terms**

1. Writing 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 (Hamid et al., 2021).
2. Analytical exposition texts is text to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation (Priyana, 2008).
3. Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding, and ultimately greater independence in the learning process (Poorahmadi, 2009 ).
4. Online learning is an activity which involves a range of technologies such as the worldwide web, email, chat, new groups and text, audio and video conference. (Sakshi, 2014).

That was the introduction of this present study. Then, the next chapter would 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, process of writing, scaffolding, scaffolding in teaching writing, theoretical assumption, and hypothesis.

### **2.1 Review of the Previous Studies**

The term ‘Scaffolding’ was first introduced by Wood et al. (1976) which defined scaffolding as a learning strategy which aimed to capture the nature of support and guidance in learning. This term aimed to observe both teacher and students’ performance in the activity of teaching and learning process. Scaffolding also defined as an activity of where the more professional and knowledgeable teacher helps the learners to achieve learning process, the more students able to reach the same goal (Reiser, 2018).

Based on research finding of Vonna et al. (2015) reports a study which investigated the effect of scaffolding strategy on students’ writing achievement. This study was quasi-experimental research with nonrandomized control group design. The total number of participants was 36 students who were in two different groups: experimental group and control group. There were twenty students in the experimental group and six teen students in the control group. The result of the pre- test showed that both the experimental group and the control

group were equal and homogenous. Since the statistical computation yielded significant value  $p = 0.890$  which was higher than  $\alpha = 0.05$ . The analysis of writing test in post-test yielded  $p = .027$  which was smaller than  $\alpha = 0.05$ . Thus, it can be concluded that scaffolding strategy can significantly improve the students' writing achievement.

Further, Faraj (2015) on his research, investigated the effect of scaffolding on EFL students' writing. In his study, 30 students have been selected as the sample of the research. The students were involved in writing activity using scaffolding strategy from the beginning until the end of writing process. The result revealed that there was a significant improvement. It was proved by comparing pre-test and post-test result. Resulting the improvement of students' writing ability, the conclusion was drawn to scaffolding strategy which was effective to students' needs in EFL writing.

Moreover, according to Maryantini (2020), the implementation of scaffolding strategy on students' writing competency shown a significant progress. Students were actively involved in the class during writing discussion. They also shown the ability to activate their background knowledge, model, check, and give correction to peer's writing which was involved in scaffolding collaboration stage. Further, scaffolding was not only focusing on students' task in peer but also it helped students to engage and motivate themselves to be independent doing the task. Besides, a study carried out by Marwintaria et al. (2017) the purposes of this research are to find out the difference of the students' writing achievement after the implementation of SSBWI (Scaffolding Strategy Based on Writing

Instruction), to investigate the difference of the students' writing autonomy after the implementation of SSBWI, and to describe the students' response to SSBWI in writing class. The sample is twenty students of the tenth grade at Senior High School of Madarijul 'Ulum. This research is quantitative and qualitative by using one group pre-test posttest design. The instruments are writing test, questionnaire, and interview. The result of data analysis shows that there is a significant difference in the students' writing achievement. Furthermore, SSBWI can further promote the students' autonomy in writing significantly. The result of the questionnaire shows that the students give the positive response towards applying SSBWI in writing class. The conclusion of this present study, after the students are given SSBWI, along with the improvement in writing ability, the students' autonomy in writing improves significantly.

Moreover, according to Widiyana & Sabiq (2021) this study aimed to investigate the scaffolding strategy in teaching writing recount text and describe the teacher in implementing scaffolding strategy in teaching writing recount text and their efforts in dealing with the problems that occurred in teaching writing. This qualitative research investigated the English teacher and the students of 10th grade (X-AK 2) of a Vocational High School in Banyumas Regency, Indonesia. This research used triangulation of data to collect the data, namely observation, interviews, and documentation. The outcomes of this research showed that the teacher used a scaffolding strategy to develop students' critical thinking and high-level thinking skills. The process consisted of four curriculum cycles, such as field development, modeling, joint construction, and independent writing. This research also found that the teacher encountered some challenges, such as various levels of

students' academic achievements, the lack of interest among students in engaging classroom activities, lack of vocabulary, and the difficulty of motivating them. However, the teacher tried to respond to the challenges by looking at students' ZPD on previous assessments, making icebreaking, encouraging students' engagement, and facilitating them to use the dictionary effectively.

Furthermore, Proctor et al. (2007) in his research investigated scaffolding strategy in English literacy. The participants were 33.000 students in southern California. The result showed that scaffolding can encourage students to study because it involves the ability of students to support each other, both for low and high cognitive level student, especially when they were struggling for composing ideas in writing.

The previous studies above discussed a study which investigated the effect of scaffolding on students' writing achievement. But in this study, the researcher wants to know the difference of the students' writing achievement before and after the implementation of scaffolding strategy, and also to know whether scaffolding teaching strategy can improve writing skill of the eleventh-grade students of SMA N 1 Sendang Agung

## **2.2 Concept of Writing**

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) 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 (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.

Writing is a thinking process. Writers go through some processes in their mind throughout the writing assignment (Zakaria et al., 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 as 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, organize, 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).
6. 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.

### **2.3 Process of Writing**

Teaching EFL writing differs from teaching other language skills. Writing, unlike speaking, fosters a different connection between the writer and thereader (Gutiérrez et al., 2015). In this regard, Gutiérrez et al. (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 (Gutiérrez et al., 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. Graves as cited in Gutiérrez et al. (2015) also identified five stages of the writing process, such as prewriting, drafting, revising, editing, and publishing/sharing.

Table 1 Stages of the Writing Process

|  |
|--|
| <p>Stage 1: Prewriting</p> <ol style="list-style-type: none"> <li>1. Students write on topics based on their own experiences.</li> <li>2. Students gather and organize ideas.</li> <li>3. Students define a topic sentence.</li> <li>4. Students write an outline for their writing.</li> </ol> <p>Stage 2: Drafting</p> <ol style="list-style-type: none"> <li>1. Students write a rough draft.</li> <li>2. Students emphasize content rather than mechanics.</li> </ol> <p>Stage 3: Revising</p> <ol style="list-style-type: none"> <li>1. Students reread their writings.</li> <li>2. Students share their writings with teacher.</li> <li>3. Students participate constructively in discussion about their writing with teacher.</li> <li>4. Students make changes in their compositions to reflect the reactions and comments of teacher. Also, students make substantive rather than only minor changes.</li> </ol> <p>Stage 4: Editing</p> <ol style="list-style-type: none"> <li>1. Students proofread their own writings.</li> <li>2. Students increasingly identify and correct their own mechanical errors.</li> </ol> <p>Stage 5: Publishing</p> <ol style="list-style-type: none"> <li>1. Students make the final copy of their writings.</li> <li>2. Students publish their writings in appropriate forms.</li> <li>3. Students share their finished writings with the teacher.</li> </ol> |
|--|

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

## 2.4 Teaching Writing

Teaching EFL writing differs from teaching other language skills (Gutiérrez et al., 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 (Bataineh & Obeiah, 2016). 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 (Bataineh & Obeiah, 2016). 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 (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 (Vygotsky, 1978).

Furthermore, it also become 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 (Abidin & 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 (Abidin & Riswanto, 2012).

## **2.5 Analytical Exposition Text**

In literary theory, a text is any object that can be "read", whether this object is a work of literature, a street sign, an arrangement of buildings on a city block, or styles of clothing. This set of signs is considered in terms of the informative message's *content*, rather than in terms of its physical form or the medium in which it is represented.

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case, and to make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case (Kurniawati, 2017). This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are

popular among science, academic community and educated people. The generic structure of analytical exposition usually has three components: (1) Thesis, (2) Arguments and (3) Reiteration or conclusion (Martin, 1989).

### **2.5.1 Generic Structure of Analytical Exposition Text**

1. Thesis: Introduces the topic and shows speaker or writer's position; Outlines of the arguments are presented.
2. Arguments: It consists about Point and Elaboration.
  - Point, states the main argument.
  - Elaboration, develops and supports each point of argument.
3. Conclusion: Reiteration (restatement), restates speaker or writer's position.

### **2.5.2 Generic Features of Analytical Exposition Text**

1. An analytical exposition focuses on generic human and non-human participants. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.
2. It uses emotive and evaluative words. It often needs material processes. It is used to state what happens, e.g...has polluted... etc.
3. It usually uses Simple Present Tense and Present Perfect Tense.
4. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly ..., Finally, etc.

The examples of analytical exposition:

"Corruption and Indonesian Culture"

Thesis: Corruption has happened for many years and today it becomes a bad culture in Indonesia for three reasons

Argument 1:

Most adult Indonesian or foreigners have known and admitted that corruptions happen in many places. The daily newspapers, news programs on TV and radio have reported corruptions are done everywhere, almost in all departments or public services of this country. Corruptions happen in health, education departments and banks. When we manage to get some documents in public service offices, we usually need much money to pay. Manipulations happen everywhere.

Argument 2:

The actions to eliminate corruption are weak. The ever stronger culture seems not to come to an end when the responsible institutions who have to reinforce the justice today commit corruption. This is the worst. Corruptions happen in police department, courts where judges, public prosecutors, lawyers make deals to do corruption. All of us also heard in the end of 2004, Probosutejo reported that he had bribed the Supreme Court, or called Mahkamah Agung which becomes the highest level where the justice can be obtained. Perhaps you have to try to come to the local courts and see what happen there. You will see practices of bribery and other kinds of corruption. Therefore, we can say that corruptions become our culture. Do you like it?

Argument 3:

The citizens have no goodwill to fight against the corruption. They create the situations in which people have opportunities to do corruptions. The citizens like to break the rules because they are not disciplined. For example, in the street when they drive a car or ride motorcycle, they do not have the driving license or necessary documents. Then, they are caught by the local policemen. To avoid more difficulties, they like to bribe the officer. The officer let them go then. In other words, the citizens and officers are the same, doing corruption together. If only the people were critical, disciplined, and obey the rules, and willing to report any wrong behaviors, this country will not be number one corrupting country in the world.

Reiteration/ conclusion:

Conclusion Based on the reasons, we can conclude that corruption is becoming a bad culture in Indonesia if it is not ended soon by all of us. It seems that there must be more severe penalty for the Corruptors. Do we still care about the future of this country?

(Kurniawati & Kurniawan, 2017)

## **2.6 Scaffolding**

### **2.6.1 The Understanding of Scaffolding**

The term scaffolding was first coined and defined by Wood et al. (1976). They defined scaffolding as a support system that helps children achieve success on tasks that would be too difficult for them to achieve themselves. Since there are

many rich descriptions of scaffolding, the current study aims to research scaffolding in a top-down manner by building on existing literature to work toward a more unified understanding of scaffolding (Mahan, 2020). Scaffolding can generally be thought of as spanning a continuum of low to high support strategies, which serves to differentiate the amount of support the adult provides to the child while engaged in a given task. Low levels of support featuring minimal levels of adult assistance are those scaffolding strategies provided when a child is nearing maturation in a given area of development or skill; these include such strategies as generalizing, reasoning, and predicting (O'Connor et al. 2005). In the classroom, Scaffolding portrays the “temporary, but essential, nature of the mentor’s assistance” in supporting learners to carry out tasks successfully. However, scaffolding is not simply another word for help. It is a special kind of help that assists learners in moving toward new skills, concepts, or levels of understanding (Maybin et al., 1992).

Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone. It is future oriented and aimed at increasing a learner’s autonomy. It can be from friends, tutor or teacher. Facilitator (teacher) helps the students to get an independent understanding about the material (Verhagen, 1996).

A study on scaffolding can be carried out on two propositions: the first deals with scaffolding or providing support to students to acquire a skill with a supportive mentor who acts as a scaffold until students are comfortable to do it on their own. At this point, the teacher may remove scaffolding if the students are deemed to

have acquired expertise in a particular concept or skill. The second presupposition involves Vygotsky's zone of proximal development, which observes that often acquisition of a skill is beyond students' learning even if support or scaffold is provided. A pertinent example could be asking a novice student, who has just learned how to write a sentence, to write an argumentative essay with distinct thesis statements, body paragraphs and conclusion. Since the student has learned only how to write elementary sentences, the in-depth essay writing would definitely be outside his zone of proximal development (Hasan & Karim, 2019).

Scott et al. (2006) explained scaffolding as a form of coaching and modeling support to students as they develop new skills or learn new concepts and when the children achieve competence, the support is removed. The student then continues to develop the skills or knowledge on his/her own. They further stated that scaffolding allows students to perform tasks that would normally be slightly beyond their ability without the assistance and guidance from the teacher.

(Hogan & Pressley, 1997) state that:

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

It can be implied that scaffolding is derived from Vygotsky insights with his central idea zone proximal development which is 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 (Vygotsky, 1978).

### **2.6.2 Stages of Scaffolding**

There are four stages of scaffolding; building the field or bridging, modeling, joint construction, and independent writing. The field building stage is the first cycle as a crucial factor in improving students' writing. In the classroom, it is possible to share experience in order to develop successful language and literacy before expanding awareness by reading and writing (Hammond, 2001). The next step is modeling, which refers to the step of describing, analyzing, and discussing the text model. The third stage is collaborative construction step in which the students and the teachers jointly compose a specific text. The last stage is independent writing, which refers to the stage where scaffolding is taken off (Kamil, 2018).

Based on the explanation above, it can conclude that the four stages clearly illustrate scaffolding. The researcher found that students needed a lot of guidance or scaffolding to write compositions in English. It was believed that scaffolding could be given in different ways to facilitate the teaching and learning of writing skills (Kaur et al., 2020). It 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 strategy, 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 strategy for teaching students good writing skills.

## **2.7 Scaffolding 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 (Veerappan et al., 2011). In the context of teaching writing, scaffolding occurs 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 (Dewi, 2013).

Veerappan et al. (2011) argued understanding of the purpose and scaffolding learning include: 1) Spur the development of students 2) Stimulate students' creativity 3) Enhance and improve the teaching process, 4) Assist the development of students' self- concept, 5) Giving attention and guidance to the students, 6) Stimulate student reflection, 7) Help and straighten the learning objectives.

The following examples serve to illustrated a few common of scaffolding:

1. The teacher gives students a simplified version of a lesson or assignment, and then gradually increases the complexity, difficulty, or sophistication over time.
2. The teacher described or illustrated a concept, problem, or process in multiple ways to ensure understanding.
3. Students were given an exemplar or model of an assignment they would be asked to complete.
4. Students were given a writing lesson before they write a difficult text. The teacher clearly described the purpose of a learning activity, the directions students need to follow, and the learning goals they were expected to achieve.
5. The teacher explicitly described how the new lesson builds on the knowledge and skills students were taught in a previous lesson.

Moreover, since this research was conducted virtually, the steps of teaching writing were modified into the situation of virtual class mentioned as follows:

1. Explain the learning materials.

This step have done virtually used Google Classroom. The researcher gave brief explanation about definition, generic structure, and language features of analytical exposition text.

2. Determining the students based on their cognitive level

This step follows the first step of which students were monitored to be classified based on their cognitive level.

3. Grouping students according to their cognitive level

Following the previous step, grouping students was aimed to gather the students based on their cognitive level. It was classified by dividing the students with the lower and higher score of pre-test. It was expected to develop students' value to the following learning outcomes.

4. Providing learning assignments

Students were asked to work on their assignment related to the learning material that have been provided by the teacher

5. Encouraging students to work and learn

This step was quite difficult for most of teachers especially when it comes to an online class. To overcome the problem, the researcher gave motivation to students in purpose to make the students feel more courageous during teaching and learning process.

6. Providing assistance

It was necessary for the researcher to give guidance and motivation as the role of instructor in the class. The researcher did not necessarily to keep explaining the material, but the students have the opportunity to work by themselves and the researcher was there to be a guide.

7. Interacting with higher and lower students

The researcher provides the opportunity to the students to work by themselves. The researcher invited the high students to help students with low cognitive level. It aimed to build relationship between both of low and high students expecting themselves to encourage each other. The teacher gave them the opportunity to share what they feel about the learning process.

#### 8. Summarize the lesson and give assignments

The last step was summarizing the activity that had been done in the class. The use of giving assignments to students was to make sure whether or not the students have understood the specific topic that had been learnt.

### **2.8 Theoretical Assumption**

The first step in composing or writing a text is gathering the ideas to be written. Scaffolding 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 based writing instruction has effect or influence toward the students' ability in writing, especially in writing analytical exposition text. This is because analytical exposition text is usually made based on life experience and familiar language.

Furthermore, scaffolding 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 were able to take ownership of the learning event. So, the students become more independent, especially in writing. Besides that, it also develops the aspects of writing (content, organization, vocabulary, language use, and mechanic).

## 2.9 Hypothesis

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

$H_1$  : There is a significant improvement after the implementation of scaffolding strategy in teaching writing.

$H_0$  : There is no significant improvement after the implementation of scaffolding strategy in teaching writing

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

### **III. METHODOLOGY**

In this chapter, the researcher attempted to present the methodology used in this research. The description was presented as follows:

#### **3.1 Design**

The approach used in this research was a quantitative approach. The type of research that used was one-group pretest-posttest design, there was no control group. In the process of research, there were five meetings that have been conducted to collect the data, they were one meeting for pre-test, three meetings for treatments, and one meeting for post-test. The pre-test was conducted to find out students' writing ability before the treatment was given and to find out students' error in writing. After conducting pre-test, the researcher conducted three meetings for treatment. The treatment was applied in accordance to the use of scaffolding strategy in teaching writing analytical exposition text.

During each treatment, the students were focusing on the observation of the phenomena that was going around. The researcher asked the students what kind of phenomena became the popular one to be discussed as the topic. Afterwards, the students were asked to develop

the ideas about the topic based on what they have chosen. The researcher was being around as a facilitator for students.

In the last meeting, the post-test was administered to investigate whether or not the students do better in composing analytical exposition text. During this pandemic era, it was impossible for the researcher to collect the data directly from the students. However, the post-test was administered virtually through Google Classroom as was done previously for the pre-test. (Sugiyono, 2019). The purpose of experimental testing was to test existing hypotheses set. The test was used to determine differences in ability writing analytical exposition text in the form of application scaffolding in the experimental group. The researcher used one-group pre-test and post-test design as stated in (Setiyadi, 2018). Initial test design and tests end of the experimental group in this study could be described as follows:

|                |
|----------------|
| <b>T1 X T2</b> |
|----------------|

Description:

T1 : Pre-test

X : Treatment (Scaffolding)

T2 : Post-test

### **3.2 Variable of the Research**

Variables are a variety of symptoms, which are the object of research (Arikunto, 2011). In this study, there were two variables, the independent variable and the dependent variable. The independent variable is a variable

that affects or be the cause of the emergence of the dependent variable, while the dependent variable is variables that are affected. The variables contained in this research were independent variable is the implementation of scaffolding strategy and the dependent variable is students writing analytical exposition text ability.

### **3.3 Population and Sample**

The population in this study was the eleventh grade students at SMA N 1 Sendang Agung in the 2020/2021 school year. The researcher chose one sample class as a representative. The sample was students of class XI IPA 1 which consists of 34 students. The sample was selected used random sampling so that all population classes had the same opportunity have been a researched sample. Random sampling ensures that results obtained from your sample should approximate what would have been obtained if the entire population had been measured. The simplest random sample allows all the units in the population to have an equal chance of being selected.

### **3.4 Research Instrument**

Research instruments are tools or facilities used by researcher in collecting data so that their work is easier with the results are better, in a more accurate, complete, and systematic sense easier to process (Arikunto, 2011).

There were two instruments used in this research mentioned as follows:

### **1. Pre-test**

Pre-test was used to measure the ability of students' writing before they were given the treatment. In this step, students were asked to compose an analytical exposition text about the topic given by the researcher.

### **2. Post-test**

Post-test is used to measure the ability of students' writing after they were given the treatment. It was also used to find out the gain of students' writing achievement by comparing the mean score of post-test and pre-test.

## **3.5 Data Collecting Procedures**

There were several stages in collecting the data of this research, the researcher was conducted a scaffolding in teaching writing analytical exposition text. There were four stages namely: building a field/bridging, modelling, joint construction, and independent writing.

### **1. Building the field (Bridging)**

The first cycle as a core element of critical thinking to strengthen students, background knowledge of writing (Hammond, 2001). 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)

## 2. Modeling

This stage refers to a stage involving explicit explanation, analysis, and discussion of a text model (Hammond, 2001). This stage involves introducing the learners to a model of the genre they will be writing. In this stage, there was 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)

## 3. Joint Construction

A stage when teacher and students cooperatively write a particular text (Hammond, 2001). 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).

#### 4. Independent Writing

Refers to the stage where scaffolding is removed. 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. Classroom 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).

### **3.6 Validity and Reliability**

In this section, there were two major points which will be discussed. The description would be elaborated in the following.

#### **3.6.1 Validity**

A test can be valid if the test measure what is going to be measured and suitable with the criteria (E. Hatch & Farhady, 1982). Validity test was used to validate the instruments that have been made. The instrument of a research should be valid

so that it could assess or measure what be measured. Instrument validation in this study was carried out by a rate or judgment from an expert to evaluated and assess the quality of the instrument that has been tested made. Test the validity of the instrument by involving assessors or assessments from the experts because what would be tested for validity is the content of the instrument. According to Sujarwadi, content validity is evidence based on test content involves the test's content and its relationship to the construct it is intended to measure. The Standards defines content-related evidence as the degree to which the sample of items, tasks, or questions a test are representative of some defined universe or domain of content. Content validity is the relationship of content to items or questions in a test that is representative of all domains of the content of the lesson or according to specific instructional objectives which have been specified".

According to Sujarwadi "content validity can only be determined based on the assessment of experts". This explanation can be interpreted that, validity is a type of validity where the instrument that has been made is feasible and can be used for research, namely based on the assessment of experts. Judgment from experts also determines that the instrument that has been made is valid based on the groomer that has been made previously. This rater test involves experts in assessing the items that we write to ensure that the items we make are relevant to what we write what we measure. According to Widhiarso, there are two reasons to involve assessors in a study:

- 1) Improving the quality of the measuring instruments developed. Involving experts in assessing the items that we write will ensure that the items we make

are relevant to what we are measuring and represent the entire domain of measurement.

- 2) The type of measuring instrument developed. If the self-report is an instrument filled out by the respondent himself, then the observation instrument uses a rater to provide an assessment.

There are two basic types of validity, they are content validity and construct validity. The researcher attempted to consider the content and construct validity to measure the writing test.

### 3.6.2 Reliability

A test will be considered reliable if the test has a consistent result. In order to emake sure the reliability. According to Heaton (1988), reliability is necessary characterize any good test for it to be valid at all and must be reliable as a measuring instrument. This, reliability is to measure the accuracy, dependability, consistency, or fairness of the score.

Reliability concerns with the consistency of the gain score from a test or an instrument (Setiyadi, 2018). To measure the coefficient of the reliability, the researcher used Pearson Product Moment Formula:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

(Evelyn Hatch & Hossein, 1982)

The design can further be explained as follows:

$R_{xy}$  refers to the correlation coefficient

$x$  concerns with Rater 1

y concerns with Rater 2

N refers to the constant number of students

After the result has been calculated, the researcher categorized the coefficient score into reliability criteria of which would be described as follows:

1. 0.800 – 1.000 indicates a very high reliability
2. 0.600 – 0.790 indicates a high reliability
3. 0.400 – 0.590 relates to average reliability
4. 0.400 – 0.390 indicates a low reliability
5. 0.200 – 0.390 concerns with very low reliability

**Table 2 Table of Reliability Result**

|                    | <b>Pre-test</b> | <b>Post-test</b> |
|--------------------|-----------------|------------------|
| <b>Reliability</b> | 0.659           | 0.694            |

Based on the result of reliability calculation above, it could be concluded that the writing tests used in this research was in the range of 0.600 – 0.790 which could be considered as a high reliability. The further description, the calculation was attached in appendix 5 and 6.

### **3.7 Data Analysis**

In order to get the result of this research, the data were analyzed in several steps described in the following:

1. Scoring pre-test and post-test
2. Determining the mean of pre-test and post-test by using this formula:

$$Md = \frac{\Sigma d}{N}$$

3. Drawing conclusion by comparing pre-test and post-test mean.
4. To saw significant improvement of the students' speaking achievement, the researcher used the Paired Sample T-Test in SPSS version 20. The Paired Samples t Test compares the means of two measurements taken from the same individual, object, or related units. The purpose of the test is to determine whether there is statistical evidence that the mean difference between paired observations is significantly different from zero.

### 3.8 Scoring System

In scoring students' writing draft, this research used scoring criteria which was adapted from (Jacobs et.al, 1981) elaborated as follows:

**Table 3 Table of Scoring Criteria**

| <b>Aspect</b>  | <b>Score</b> | <b>Performance Description</b>  |
|--|--------------|---|
| Content (C)<br>30%<br>- Topic<br>- Details                   | 4            | The topic is complete and clear and the details are relating to the topic                     |
|  | 3            | The topic is complete and clear but the details are almost relating to the topic              |
|  | 2            | The topic is complete and clear but the details are not relating to the topic                 |
|  | 1            | The topic is not clear and the details are not relating to the topic                          |
| Organization (O)<br>20%<br>- Identification -<br>Description | 4            | Identification in complete and descriptions are arranged with proper connectives              |
|  | 3            | Identification in almost complete and descriptions are managed with almost proper connectives |
|  | 2            | Identification is not complete and descriptions are arranged with few minus connectives       |
|  | 1            | Identification is not complete and descriptions are arranged with minus connectives           |
| Grammar (G) 20%<br>- Use present tense<br>- Agreement        | 4            | Very few grammatical or agreement in accuracies   |
|  | 3            | Few grammatical or agreement in accuracies but not effect on meaning                          |
|  | 2            | Numerous grammatical or agreement in accuracies   |

|  |   |  |
|--|---|--|
|  | 1 | Frequent grammatical or agreement in accuracies                        |
| Vocabulary (V)<br>15%  | 4 | Effective choice of words and word forms                               |
|  | 3 | Few misuse of vocabularies, word forms, but not change the meaning     |
|  | 2 | Limited range confusing words and word form                            |
|  | 1 | Very poor knowledge of words, word forms, and not understand able      |
| Mechanics (M)<br>15%<br>- Spelling<br>- Punctuation<br>- Capiatalization | 4 | It uses correct spelling, punctuation, and capitalization              |
|  | 3 | It has occasional errors of spelling, punctuation, and capitalization  |
|  | 2 | It has frequent errors of spelling, punctuation, and capitalization    |
|  | 1 | It is dominated by errors of spelling, punctuation, and capitalization |

### 3.9 Normality Test

This normality test was carried out to assess whether or not something was normal research data. Normality test important to understand because different statistical tools for analysis have different assumptions regarding the underlying distribution of the data that you are analyzing. For example, the t-test has an assumption that the data is normally distributed. In this study, the normality of the distribution of writing analytical exposition text score data was tested early analytical exposition text (through pre-test) and final writing analytical exposition text skills (post-test). The calculation of the normality test was done used a computer program SPSS 20. Data was said have been normal if the index obtained was good Kolmogorov-Smirnov and Shapiro-Wilk are  $P > 0.05$  (Nurgiyantoro, 2008).

### 3.10 Hypothesis Testing

Hypothesis testing was used to prove whether or not the hypothesis formulated in this research was accepted. The hypothesis was analyzed used Paired Sample T-

Test on SPSS. This study used significant level 0.05 in which the hypothesis is approved if  $\text{sign} < \alpha$ . The hypothesis was mentioned as follows:

$H_1$  : There is a significant improvement after the implementation of scaffolding in teaching writing.

$H_0$  : There is no significant improvement after the implementation of scaffolding in teaching writing

## V. CONCLUSION AND SUGGESTION

This chapter focuses on several points related to the previous result and discussion. Then, this chapter concluded several conclusions and suggestions for the further researcher presented as follows:

### 5.1 Conclusion

In line to the findings that the researcher has found in the previous chapter, the conclusion draws in the following:

1. Scaffolding gave significant improvement on students' writing ability in writing analytical exposition text. It could be seen by the result of pre-test and post-test mean. The pre-test mean was 64.97 and post-test was 68.31. By comparing the result of pre-test and post-test, there was a gain which was 3.31. Moreover, the result of Paired Sample T-Test was proved to decide which hypothesis should be accepted or rejected. In the result of hypothesis testing, the sig 2-tailed was 0.000 which was lower than the level of significance 0.05. Furthermore, the result of t-value (9.383) proved that it was higher than the t-table (2.034) which could be highly said that there was a significant improvement of students' writing.
2. The aspects of writing were all improved. The most improved aspect was content. Statistically, the result could be seen from the gain of pre-test and post-test mean in content aspect which was improved from 18.01 to 19.40. It

was encouraged by the researcher who gave several examples of analytical exposition text and how to give an argument directly.

## **5.2 Suggestion**

Refer to the previous conclusion, the researcher proposed suggestions as follows:

### **5.2.1 Suggestions for English Teacher**

- a. English teachers are suggested to use scaffolding in teaching English. It can encourage students to think critically and to help their friends.
- b. English teachers are suggested to build learning environment become interesting. Teachers should make sure that the students actively participated in the class especially during this pandemic era of which all of the lesson mostly taken virtually.
- c. This research was focusing on teaching writing analytical exposition text, but English teachers can apply scaffolding to teach other English texts such as descriptive text, recount text, narrative text, and etc.

### **5.2.2 Suggestions for Further Researcher**

- a. This research was done in senior high school level. Therefore, further researcher can conduct a research in junior high school or university level.
- b. In this study, the researcher conducted a research in an online class. Therefore, further researcher can also conduct the similar topic in an offline class.
- c. Future researchers are expected to be able to compile a better research because in this research there were still many lacks.

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