Scaffolding Strategy Based Writing Instruction To Promote Students' Autonomy In Writing

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Abstract: The purposes of research are to find out the difference of the students' writing achievement after the implementation of SSBWI, 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.

Keywords: *Scaffolding strategy, writing ability, writing autonomy, writing instruction.*

Abstrak: Tujuan penelitian adalah menentukan perbedaan prestasi menulis siswa setelah penerapan *SSBWI*, meneliti perbedaan kemandirian menulis siswa setelah penerapan *SSBWI*, dan mendeskripsikan respon siswa terhadap *SSBWI* selama di kelas. Subjek penelitian adalah dua puluh siswa kelas X di MA Madarijul 'Ulum. Penelitian ini adalah penelitian kuantitatif dan kualitatif dengan menggunakan satu kelompok desain pretest posttest. Instrumen penelitian adalah tes tulis, kuestioner, dan wawancara. Hasil dari penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan di dalam prestasi menulis siswa. *SSBWI* dapat lebih meningkatkan kemandirian siswa di dalam menulis. Hasil kuestioner menunjukkan bahwa siswa memberikan respon positif terhadap penerapan *SSBWI* di kelas. Kesimpulan dari penelitian ini, setelah para siswa diberi *SSBWI*, bersamaan dengan peningkatan kemampuan di dalam menulis, kemandirian siswa di dalam menulis pun meningkat.

Kata kunci: Kemampuan menulis, kemandirian dalam menulis, pengajaran menulis, scaffolding strategy.

INTRODUCTION

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

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

Writing is generally considered as one of the most difficult skill among other skills for foreign language students.The students face various problems in writing, such as integrating new information, presenting appropriate details, organizing information a texts, the students lack of writing practice and teacher's guidance in class, the students have limited vocabulary so that the students end up repeating the same words. Besides that, this case hinders their creativity. The last, the students are unwilling to share their work with other the students and of course this case causes they do not get the suitable feedback. So that, the students do not know their mistakes moreover they could not distinguish whether what they write is right or wrong.

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

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

In the classroom, scaffolding is a process by which a teacher provides students with a temporary framework for learning. In scaffolding instruction a more knowledgeable others (teacher, peers, etc) provides scaffold or support. One of the main benefits of scaffolding instruction is that it provides with a supportive learning environment. In a scaffold learning environment, the

students are free to ask questions, provide feedback and support their peers in learning new material.

Scaffolding is one of the concepts introduced by Vygotsky as cited in Poorahmadi (2009). He considers that all knowledge is social in nature and believes that learning occurs in a context of social interactions leading to understanding. In his theory, learning is formed effectively through the zone of proximal development (ZPD) in social interaction with others.ZPD is "the distance between the actual development level, as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky as cited in Poorahmadi, 2009). In other words, ZPD is the space between what students can carry out independently and what they are not able to do, even with assistance (Cole & Cole; Bockarie; Hill; Holzman as cited in Poorahmadi, 2009). The relationship between scaffolding strategy and ZPD is that scaffolding strategy provides individualized support based on the learners' ZPD.

Scaffolding strategy has been used in many studies and it has shown positive result. In this case, there are some previous studies about scaffolding strategy in teaching learning process. The first, Zarandi (2014) measured the effectiveness of interactive strategies of scaffolding on English as a Foreign Language (EFL) learners' speaking ability. The second, Haghparast (2015), this study was an attempt to seek the impact of scaffolding on reading comprehension ability of intermediate EFL learners. The third, Veerappan (2011) primarily designed to look at the effectiveness of

scaffolding strategy in journal writing among the L2 undergraduate university college students. This research wants to analyze the progress of L2 university college students in using accurate grammar through the application of scaffolding strategy in writing journal.

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

The seventh, Sukyadi (2012) investigated the effectiveness of using think– aloud instructional scaffolding in teaching reading to the first year students of a Senior High School in Indonesia. The eighth, Poorahmadi (2012) investigated the effect of scaffolding strategies and classroom tasks on teaching readingcomprehension to Iranian EFL learners. The ninth, Samawa (2013) investigated the scaffolding from a teacher and from classmates while students were doing tasks in the classroom setting.

Related to the background of the problem mentioned above, the formulation of the problems are: (1) Is there any differences of the students' writing achievement after the implementation of scaffolding strategy based writing instruction?, (2) Is there any differences of the students' writing

autonomy after the implementation of scaffolding strategy based writing instruction?, and (3) How are the students' responses to scaffolding strategy based writing instruction during English writing skills instruction in writing class?

METHODS

The design of this present study was pretest posttest experimental group design. The population of this present study were the students of Senior High School of Madarijul 'Ulum, Teluk Betung Barat, Bandar Lampung in academic year 2016 - 2017. The researcher would like to choose the tenth grade as the sample. The students were taught in the same class, during ninety minutes in each treatment. The researcher used writing test, questionnaire, and interview as the instruments of collecting the data.The item of test was valid, it showed from the sig. tailed < 0.05 and reliable of the analysis result was obtained 0.834.

In analyzing the data, the researcher used Statistical Package for Social Science (SPSS) version 23program. The data obtained from writing test and questionnaire for measuring learning autonomy were calculated before and after treatment. Repeated Measures T-test was used to compare the means score from the result of pretest and posttest. Besides that, the researcher gave also the questionnaire and interview after posttest was done. This case was done to know the students' responses to scaffolding strategy based writing instruction during English writing skills instruction in writing class. Since this study dealt with the effect of scaffolding strategy based writing instruction on the students' writing achievement and their writing autonomy, Repeated Measures T-test was used to compare two types of data or mean coming from the same sample. This was to see whether there was difference of the students' writing achievement and the students' writing autonomy after the implementation of scaffolding strategy based writing instruction.

RESULTS AND DISCUSSION

RESULTS

The Students' Writing Achievement

This subsection answered the first research question that was *"Is there any differences of the students' writing achievement after the implementation of scaffolding strategy based writing instruction?"*.

The students' pretest and posttest scores from writing test were calculated through descriptive statistics by using SPSS version 23. Paired Sample T- Test was administered to see if there was any statistically significant improvement between their pretest and posttest score of their writing.

Table 1. Descriptive Statistical Values Concerning Pre Test and Post Test Scores of the Students' Writing.

	Paired Differences							Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
				Lower	Upper			
Pair 1 Posttest-Pretest	12.90000	7.62199	1.70433	9.33280	16.46720	7.569	19	.000

As seen in table above, the students' pretest and posttest score had significant difference in their writing.

The result of Paired Sample T- Test indicated the influence of the treatment on the students' scores was significant, since the value of variable sig. (2-tailed) was *.000*. Futhermore, aspect of writing that mostly improved after the treatment was "organization" (mean: 4.6).

The Students' Writing Autonomy

This subsection answered the second research question that is *"Is there any differences of the students' writing autonomy after the implementation of scaffolding strategy based writing instruction?"*.

The students' pretest and posttest scores from questionnaire for measuring learning autonomy were calculated through descriptive statistics by using SPSS version 23. Paired Sample T- Test was administered to see if there was any statistically significant improvement between their pretest and posttest score of their learning autonomy.

Table 2 Descriptive Statistical Values Concerning Pre Test and Post Test Scores of the Students' Learning Autonomy.

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 Post test-Pretest	1.1609 4	.90827	.16056	.8334 7	1.488 40	7.230	31	.000

As seen in table above, the students' pretest and posttest score had significant improvement in their writing autonomy. The result of Paired Sample T- Test showed the influence of the treatment on the students' scores was significant, since the value of variable sig. (2-tailed) was *.000*.

The Students' Responses to Scaffolding Strategy Based Writing Instruction in Writing Class

This subsection answered the third research question that is *"How are the students' responses to scaffolding strategy based writing instruction during English writing skills instruction in writing class?"*.

The data were collected by giving likert-scale questionnaire which consisted of sixteen items were distributed to the students. The data from the likert-scale questionnaire was also supported by data from interview. In this case, the interview used also to find out the other responses arising from the students about scaffolding strategy based writing instruction during English writing skills instruction.

The result of the questionnaire of the students' responses showed that students' positive responses in applying scaffolding strategy based writing instruction, and also the students' acceptance of responsibility for their own learning.

DISCUSSION
The Students' Writing Achievement

This present study analyzed the increase of each aspect of writing; they were content (3.5), organization (4.6), vocabulary (2.7), language use (2.7), and mechanic (0.6). It was found that organization aspect increased more significantly than the other aspects. This finding was in line with some previous studies that dealt with

teaching writing skill in EFL context cited as follows: Faraj (2015) conducted study *"Scaffolding EFL Students' Writing through the Writing Process Approach"*. In general, findings of this present study revealed thatteacher gives the right instruction to the students through the mini-lesson they know how to organize their writings and how to make correction in both reviewing and editing stages independently before publishing stage. Furthermore, Majid(2012) carried out study *"Blended Scaffolding Strategies through Facebook to Aid Learning and Improving the Writing Process and Writing Performance"*. In general, findings of this present study revealedblended scaffolding strategies helped the students' writing process. The students mentioned that blended scaffolding strategies enabled them to generate ideas, edit their work, and improve their vocabulary and spelling. Not only that, they were also able to get help with the use of idioms and grammar.

The Students' Writing Autonomy

Related to the implementation of scaffolding strategy based writing instruction in writing class, the finding of this present study showed that The improvement of the students autonomy was not very high but this case could be seen as a positive result of the scaffolding strategy based writing instruction.This finding supported some previous studies that dealt with the application of scaffolding strategy based writing instruction in promoting the students' writing autonomy cited as follows: Bryan and Christianson as cited in Veerappan, Suan, and Sulaiman (2011) carried out study on *"The Effect of Scaffolding Technique in Journal Writing among the Second Language Learners"*. Their study

suggested that the scaffolding was entirely consistent with the notion of community where each student collaborated and assisted each other. The scaffolding here was implemented through peer collaboration where the students help each other in developing their writing abilities and move to a stage of autonomous writers. Furthermore, Faraj (2015) conducted study *"Scaffolding EFL Students' Writing through the Writing Process Approach"*. In general, findings of this present study revealed thatscaffolding technique helped educators develop themselves and become autonomous learners. In other words, the scaffolding technique presented in this study has helped the students to find out their weaknesses and strengths, and how to work on their weaknesses and improve them.

The Students' Responses to Scaffolding Strategy Based Writing Instruction in Writing Class

From the field notes which were included in the questionnaire and interview, clearly, the teaching and learning process through scaffolding strategy based writing instruction run well as expected by the researcher. The tenth grade of students actively participated in those four steps of scaffolding strategy based writing instruction, such as building the field stage, modeling stage, joint construction stage, and independent writing.

Based on the finding of qualitative data, it supported previous studies, that was Talley's study (2014) which in this study investigatedthe students' responses to scaffoldingduring English communication skill instruction in a classroom setting. To be specific, teachers have to understand individual

learner's strengths and weaknesses, and then to provide him or her with the necessary assistance through instruction so that he or she may meet the challenge independently the next time around.

CONCLUSION

In line with the analysis of the data gained during the research, the findings and the result of this present study in the previous section, the researcher draws to these following conclusions: the first, the scaffolding strategy based writing instruction has been implemented in the tenth grade students of Senior High School of Madarijul 'Ulum Bandar Lampung which has resulted the improvements in the students' writing ability. The second, the students seem to have ability to complete their writing assignments are easier as a result of the scaffolding activities in the classroom. Although statistically the improvement is not very high, it is encouraging seeing the fact that every aspect of writing improved. The third, after the students are given scaffolding strategy based writing instruction, along with the improvement in writing skill, the students' autonomy in writing also improve significantly. The fourth, scaffolding strategy based writing instruction seems to have benefit in teaching learning process, especially in writing class. In this case, the students, who previously struggled to write, now have a growing awareness of how to gather information and use it in their writing confidently.

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