

The Effectiveness of Scaffolding Technique on Students' Writing Analytical Expository Text

*Desy Mutia Sari, Ujang Suparman, Tuntun Sinaga

English Education Study Program
Teacher Training and Education Faculty, University of Lampung
*Desymutia13@gmail.com

Abstrak: Penelitian ini bertujuan untuk menginvestigasi keefektifan teknik *scaffolding* terhadap kemampuan menulis eksposisi analitis siswa. Penelitian ini merupakan penelitian kuantitatif dengan desain eksperimental. Subyek penelitian ini adalah siswa kelas dua sekolah menengah atas dengan jumlah peserta adalah 35 siswa. Tes menulis digunakan sebagai instrumen untuk memperoleh data. Data dianalisis dengan menggunakan *Repeated Measure t-test*. Hasil penelitian menunjukkan bahwa *scaffolding* secara signifikan dapat meningkatkan kemampuan menulis siswa dengan tingkat signifikansi 0.05. Hal ini menandakan bahwa teknik *scaffolding* dapat diterapkan untuk meningkatkan keterampilan menulis siswa.

Kata Kunci: teknik *scaffolding*, eksposisi analitik, kemampuan menulis.

Abstract: This paper reports the study investigating the effectiveness of scaffolding technique on the students' analytical writing achievement. This study is quantitative research with the experimental design. The subjects of this research were the second-grade students of senior high school with 35 students in total. The writing test was used as the instrument to elicit the data. The data were analyzed by using Repeated Measure t-test. The results showed that scaffolding significantly improved the students' writing achievement with the significant level 0.05. This suggests that scaffolding technique facilitates the students to improve their ability in writing.

Keywords: *scaffolding technique, analytical exposition, writing achievement.*

INTRODUCTION

Writing is one of the indicators of academic success since it is an active and productive skill. As noted by Celce-Murcia (1991), writing in a second or foreign language with good accuracy and coherence is a great achievement. Graham and Perin (2007) divide writing as 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 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 in Singh and Rajalingan (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, being particularly when they have to express the knowledge they have required as they do in tests or exams (Carvalho, 2005).

Students are expected to be able to express their ideas in written form, especially in form of effective passage or text. Since writing analytical exposition text is included in the 2013 Curriculum for senior high school, all the second-grade students of the senior high school must accomplish it well. In fact, Richard and Renandya (2002) stated that many students face many 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. The students suffer difficulties due to lack of grammar. Moreover, they experienced problems in getting ideas, organizing the ideas, developing the ideas into paragraphs, and maintaining paragraph unity. The challenges also arise when they do not have enough knowledge about mechanics, style, content, as well as writing strategy.

As a consequence, the need to implement innovative teaching techniques which help the students to improve their writing achievement is crucial. The researcher, hence, proposes 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 or action and collaboration with more capable peers (Vygotsky, in Walqui, 2006).

According to Stuyf (2002), the scaffolding techniques provided 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 a supportive environment, be motivated in learning, and experience less frustration situation in completing the writing task.

The researcher provides three previous studies that are related to this research. 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 Hadziqiyah Jepara. Based on her findings, it can be concluded that scaffolding processes met the students' needs in constructing their writing, while most of them have had difficulty in the basic elements of writing, e.g. grammar. As a result, in this research, the researcher will apply scaffolding in writing analytical exposition text.

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. The result shows the approach assisted scaffolding to help students build critical thinking skills and creativity of students. The provision of scaffolding in learning can facilitate the students to read and write is an effective way to support the students with low English skills. Since the previous research has taken in junior high school level, the researcher will try to conduct further research at the senior high school level.

A study, which is conducted by Vonna, Mukminatien, Laksmi (2015) demonstrated the application of scaffolding learning method in improving students' writing achievement at English Education Department at Abulyatama University. Based on the research findings, it can be concluded that 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 and developing the ideas into readable text.

Scaffolding will be implemented in teaching writing to the second-grade students since the second-grade students are learned by many kinds of genre. Scaffolding to not only help them well organized and generate their ideas but also to guide them constructing and arranging the ideas into a cohesive and coherent paragraph. This study will take analytical exposition text to be applied to scaffolding. By using this technique to analytical exposition, the students are directed to persuade by presenting an argument in details systematically.

Those previous studies above show that the students had difficulties in using appropriate vocabulary, getting ideas, organizing the ideas, developing the ideas into paragraphs, and maintaining paragraph unity. To solve those problems, Nihlah (2012), Yasinta (2014), and Vonna, Mukminatien, Laksmi (2015) implemented scaffolding technique. In short, those previous studies have proven that scaffolding technique was effective to improve students' writing skills in various levels of the learners and types of writing.

To justify the research question of this research, the researcher uses those previous studies as the turning point for a better research. The first difference between this research and those previous studies lies on focus. In this current research, the researcher is interested in investigating the study to promote scaffolding as a teaching technique aimed at improving students' achievement in writing analytical exposition text at the second-grade students of SMAN 7 Bandar Lampung.

METHODS

This study was quantitative research, which used one group pretest-posttest design. The population of this research was the second-grade of SMAN 7 Bandar Lampung. There were 11 classes in the second grade XI Science 1-6 – XI Social 1-4 and each class has the same opportunity to be chosen as the subject. The researcher used one class as the experimental class by using a lottery and the class was XI IPA 6 with the total number of participants was 35 students. The lottery was used to make sure that all classes have the same chance to be selected. The test was considered as valid in content validity since the test of writing constituted a representative sample of the language skill and structure and the material used were chosen based on 2013 English Curriculum for the second year of senior high school. Then, the test was constructed and scored based on writing theory by Jacob 1981. The students would be asked to produce analytical exposition text. The result of inter-rater reliability tends to be an average reliability, which was 0.487 in the pretest, and a very high reliability, which gained 0.606 in the posttest.

RESULTS

The result from the statistic calculation by using Repeated Measure T-Test (SPSS 23.0) shows the mean score of pretest result is 57.82 compare to the posttest score, which gain 73.71, improve up to 16.09 points. The level of significant (t-value) is 25.591 and the data is significantly based on t-table is 2.030 (t-value was higher than t-table) with the significant level 0.05. Therefore, it can be stated that H0 is rejected and H1 is accepted. The sig 2-tailed is 0.00 (< 0.05) which lower than 0.05. It is true that there is an improvement of students' analytical exposition text writing ability after they were taught through scaffolding. It can be seen from the following table.

Table 1. The Difference of Students' Score in Pretest and Posttest

Category	Pretest	Posttest	Gain
Total	2024	2580	556
Mean	57.82	73.71	16.09

From table 1, it implied that there is an improvement of students' analytical exposition text writing ability after they were taught through scaffolding.

While the result of the study shows that content is the aspect of writing which improves the most after the students were taught through scaffolding. The summary can be seen from the following table below.

Table 2. The summary of the students' result in each aspect

Aspect of Writing	Pretest Score (PrS)	Posttest Score (PoS)	Maximum Score (Ms)	Aspects Improvement (PoS - PrS)	(%)*
Content	17.64	24.11	30	6.67	33.35
Organization	10.68	11.62	20	0.94	4.7
Vocabulary	11.45	17.3	20	5.85	29.25
Grammar	14.7	17.3	25	2.6	13
Mechanic	3.34	3.37	5	0.03	0.15
Total	57.82	73.71	100	16.09	80.45

* $Pos-PrS/Msx100\%$

From table 2, it shows that the students' scores improve in all aspects of writing and aspect of content improve the most after the students were taught through scaffolding technique.

DISCUSSION

Scaffolding technique is an effective technique that can be used by the teacher to help the students brainstorm their ideas. Scaffolding prompts the learners to build on prior knowledge and form new knowledge. Moreover, 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.

The result of this research showed a statistical improvement in students' writing achievement in the pretest and the posttest. The improvement can be seen by comparing the mean score between the pretest (57.81) and the posttest (73.71). It proved that through collaborative writing, the students are engaged in groups where the experience shared. Thus, the students are greatly influenced by the peers around them. According to Schwieter (2010), scaffolding writing technique makes up the process where expert help novice learners to develop a higher level of writing skill. In short, scaffolding technique gave a contribution to brainstorm the ideas and put the ideas into well arrangements paragraphs so that their writing ability could improve.

Besides analyzing the students' performance after being taught by scaffolding technique, this research also analyzed the improvement of each aspect of writing, they were content (40.7%), organization (5.92%), vocabulary (36.82%), grammar (16.37.%) and mechanics (0.18%). Comparing the mean score of pretest and posttest of content aspect, the result showed that the mean score improved from 17.64 to 24.11. The improvement of this aspect is 6.47. This aspect is the highest among another aspect in the gain since the student did brainstorming and outlining so that they were able to write effective paragraphs. There were clear thesis statements and topic sentences. Students were able to meet one of the objectives of writing that is to provide relevant supporting details as well as interesting introduction and conclusion.

Based on the gain score, mechanics aspect placed the least gained 3.34 to 3.37. Improved 0.03, this makes sense that the students already mastered the punctuation, spelling, and capitalization. The students have no difficulty in terms of mechanics aspect. Inevitably, the students' improvement was not significant comparing to another aspect of writing.

The findings confirmed the result of the study that was conducted by Yasinta in 2014 aimed to find out the improvement of descriptive students' writing achievement at the eighth-grade students of SMP Al-Zahra Indonesia. The data is obtained by giving pretest and posttest in each cycle. The result shows there is an improvement in students' writing skill. It can be seen in the mean of pretest and

posttest. In experimental class, the mean of pretest and posttest were 69.47 and 77.02. The mean of the pretest and posttest in control class were 71.73 and 73.79. Based on the result, there was an effect on students writing skill after the implementation of scaffolding in experimental class compared to the control class.

The previous finding conducted by Vonna, Mukminatien, Laksmi (2015) with respect to the effect of scaffolding technique on students' writing achievement, the result showed significant improvement on students' writing achievement in the experimental group. The analysis of the students' mean score from both of pretest and posttest gained 7.7 and 8.08. Thus, the researchers proved the students in the first year of Abulyama University perform better with the use of scaffolding comparing to those who were not. Moreover, scaffolding can effectively decrease the students' apprehension level and make them engage in the social interaction as well as build their confidence.

Another finding conducted by Nihlah (2012) in attempt to analyze the improvements in writing descriptive texts by using scaffolding technique. The data from students' texts showed the scaffolding processes as reflected in the teaching cycles improve the students writing performance in writing a discussion text in terms of social function, schematic structures, and language features. The improvement is shown by the increase of the percentage of the students achieving the score 70-79 in cycle 1 is 70 % (28 students of the class). It increases to 90 % (36 students of the class) in cycle 2. Therefore, it can be said that scaffolding processes have been feasible to be applied in a teaching and learning process.

According to the explanation above, it can be concluded that scaffolding applied is an effective technique. Besides, scaffolding technique can be used to improve students' writing achievement of analytical exposition text. It is due primarily to scaffolding prompted a guidance to build on the previous steps, provide clarifications, and support resources to assist students in the learning process. It was proved by the improvement of the total mean score of the test before and after the treatment is 15.9.

CONCLUSION AND SUGGESTIONS

The objective of this research was to find out whether there was a difference in students' writing ability in analytical exposition text after the implementation of scaffolding as a teaching technique. In relation to results of the study, it is proven to be true that scaffolding could significantly improve students' ability in all aspects of writing. Statistically, it could be seen from the gain of the students' writing mean score in the pretest and the posttest (57.81 to 71.73). Scaffolding technique could improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest of each aspect.

In addition, the reason why scaffolding can improve the students' achievement in writing analytical exposition text was that scaffolding provides a guidance since the prewriting until the final draft. The students assisted to brainstorm their ideas before they begin to draft. The students will develop their ideas by using the outline therefore, it will help them to express their ideas and develop their ideas in logical sequencing.

In reference to the conclusions above, the researcher gives some suggestions as follow:

- a. A suggestion is directed to English writing teachers to consider implementing scaffolding techniques in the classroom. The teachers can apply scaffolding techniques in learning and teaching process to improve the writing achievement of the students since it has already shown a positive effect and tested in this study.
- b. The next suggestion is for the future researchers who are interested to investigate the similar topic. The future researchers can consider the different level of students such as in Elementary level and different learning styles.

REFERENCES

- 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.
- 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.
- Nihlah, A. 2012. *The implementation of scaffolding technique in writing descriptive text of seventh-grade students of SMP terpadu hadziqiyyah Jepara.* Unpublished Script Universitas Way Jepara.
- Richard, J. C., & Renandya, W. A. 2002. *Methodology in language teaching: an anthology of current practice.* Cambridge: Cambridge University Press.
- 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

- 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).
- Stuyf, R.V.D. 2002. *Scaffolding as a teaching strategy*. (Online), (http://www.sandi.net/cms/lib/.../scaffolding_as_a_teaching_strategy.pdf, Accessed on January 12, 2018).
- Vernon, L. 2002. *The Writing process: a scaffolding approach*. (Online), (http://www.Wm.edu/TTAC/packets/writing_process.pdf, Accessed on April 9, 2018).
- 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
- 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 eighth grade SMP Al-Zahra Indonesia*. Unpublished Thesis, Surakarta: Education Department, Sebelas Maret University.