

# The implementation of Scaffolding on students' writing ability in English online classes

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## ABSTRACT

The objectives of this research were to find out the improvement of the students' writing achievement before and after the implementation of scaffolding and also to find 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. The analysis of SPSS 20 shows that there was an improvement of students' writing ability after the implementation of scaffolding. Besides, 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 increased the most than other.

**Keyword:** scaffolding, writing, online classes.

## I. INTRODUCTION

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, 2006)

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 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, 2006). By the use of scaffolding, it is expected to help students improve their writing achievements. Moreover, according to (Susanti, 2014) scaffolding strategy is effective to be used to make students have better performance of writing because in the activity involving scaffolding enables students to do write certain English text.

Based on the previous finding, scaffolding improve 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. The reason why analytical exposition text is being implemented was 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.

Furthermore, 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. Thus, this research was focusing on the implementation of scaffolding in teaching writing. The researcher used scaffolding 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 has not been applied by teacher of SMA N 1 Sendang Agung. The reason why the researcher chose teaching writing by using scaffolding because it had never been taught by the teacher of SMA N1 Sendang Agung and finally the researcher carried out a research under a title "The Implementation of Scaffolding on Student's Writing Ability in English Online Classes to Eleventh Grade of Senior High School 1 Sendang Agung".

## **II. METHODOLOGY**

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. The researcher gave pre-test to students then gave them treatment. After giving treatment, the researcher gave students a post-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 can be described as follows:

## T1 X T2

Description:

T1 : Pre-test

X : Treatment (Scaffolding )

T2 : Post-test

### **Population and Sample**

The population in this study was 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 have the same opportunity to be a research sample.

### **Research Instrument**

Research instruments are tools or facilities used by researchers 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:

a. 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.

b. Post-test

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

## **III. RESULTS AND DISCUSSION**

### **3.1 The Result of the Pre-test**

The pre-test was administered to find out students' writing ability before the treatment was given by using scaffolding strategy in teaching analytical exposition text. The result of students' pre-test was obtained by using inter-rater. There were two raters to score students' writing, the first rater was the researcher and the second rater was the English teacher. The result showed that the mean of pre-test was 64.97 with the lower score of 57.5 and the highest 71.5. By scoring the students' pre-test, the researcher found there

were several errors that the students made, especially in the use of punctuation, capitalization, and the use of proper grammar.

### 3.2 The result of Students' Post-test

The post-test was administered after the researcher applied scaffolding to the treatment during the research. It aimed to find out whether or not there is a significant improvement after the implementation of scaffolding in teaching writing analytical exposition text. The result showed that the mean score of post-test was 68.31, with the lowest score 61.0 and the highest score 77.0.

**Table 3.2 Table of the Gain of Pre-test and Post-test**

Mean Score	Pre-test	Post-test	Gain
		64.97	68.31

As can be seen in the table, the result of pre-test showed that the score was 64.97. It was compared to the result of the post-test mean which increased to 68.31. By comparing the score of pre-test and post-test, the gain was 3.34. In conclusion, it can be said that there was an improvement of students' writing ability after the implementation of scaffolding in teaching writing.

### 3.3 Normality Test

Normality test was used to investigate whether or not the data were distributed normally. The data was accepted as a normal distribution if the result of the normality test was higher than 0.05 (sig. >  $\alpha$ ). The researcher used SPSS 20 to analyze the normality data. The result of normality test was presented as follows:

**Table 3.3 Table of Normality Test Result**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.142	34	.082	.956	34	.181
Posttest	.080	34	.200*	.989	34	.978
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

From the table, it can be seen that the significance value (2-tailed) of the normality test of pre-test was 0.082 and the post-test is 0.200 which were higher than 0.05. Further, it can be concluded that the data were distributed normally.

### 3.4 Hypothesis Testing

Hypothesis testing was used to decide which hypothesis should be accepted and rejected. The researcher used Paired Sample T-Test to analyze the data through SPSS 20. The result was presented as follows:

**Table 3.4 Table of Paired Sample T-Test Result**

Paired Samples Test									
		Paired Differences						df	Sig. (2-tailed)
Pair	Postt est – Prete st	Mean	Std. Deviatio n	Std. Error Mean	95% Confidence Interval of the Difference		T		
					Lower	Upper			
1		3.338	2.0952	.3593	2.607	4.069	9.290	33	.000

As can be seen in table, the result of sig 2-tailed was 0.000 of where the result was lower than the level of significance 0.05. It can be said that H1 was accepted and H0 was rejected. Additionally, the result of t-value was 9.383 and it higher than the t-table of 34 students (N-34) ( $9.383 > 2.034$ ). Therefore, it can be highly proved that there was a significant difference between the pre-test and post-test score.

### 3.5 The Result of Students' Writing in Each Aspect of Writing

This section attempted to find out which aspects improved the most after the implementation of scaffolding strategy in teaching writing. The result is presented as follows:

**Table 3.5 Table of the Summary of Pre-test and Post-test**

Paired Samples Test									
		Paired Differences						df	Sig. (2-tailed)
Pair	Postt est – Prete st	Mean	Std. Deviatio n	Std. Error Mean	95% Confidence Interval of the Difference		T		
					Lower	Upper			
1		3.338	2.0952	.3593	2.607	4.069	9.290	33	.000

#### A. Content

Scaffolding strategy gave a positive influence toward the ability of student in producing a writing text. Content was the aspects of writing which improved the most. The students were given several examples about the phenomena which was going around and the researcher facilitated the students to produce an analytical exposition text individually based on their prior knowledge and the knowledge they have gotten

during teaching and learning process. It is proved by the result of the mean score of content aspect 1.38 which equal to 41%.

#### B. Grammar

Scaffolding strategy also gave a positive influence in helping students to use the grammar properly. The researcher gave a brief explanation of the language features used in analytical exposition text. The gain of writing in the aspect of grammar was 0.74 which equal to 22%. In the use of grammar, the students were able to use simple present tense properly. The students were also able to determine that simple present use subject and followed by the first verb.

#### C. Organization

The gain of writing in the aspect of organization presented the lowest percentage which was 0.34 and equal to 10%. The students still find difficulties in organizing analytical exposition text. It was indicated by the ability of students to differentiate argument and thesis. It was found that the students still included thesis in the last part of their writing work.

#### D. Vocabulary

Scaffolding strategy was focusing on the teacher as the facilitator. The researcher provided the students several examples of analytical exposition text and tried to analyze the text based on the generic structure and language features. During the discussion process between the students and the researcher, the students were able to find several new vocabularies, for example the use of “firstly” to give the first argument. The gain of vocabulary was 0.46 which equal to 14%. It can be said that scaffolding strategy also help the students to gain new words.

#### E. Mechanic

After the researcher gave a brief explanation about how to write an analytical exposition text, the students were able to use punctuation and capitalization properly. The gain of writing in the aspect of writing was 0.43 which equal to 13%.

In conclusion, the aspects of writing that have been investigated are content, grammar, organization, vocabulary, and mechanic. Among the five aspects of writing, content is the aspect that improved the most. It was indicated by the ability of students to develop their ideas into a writing form and it was investigated by comparing their pre-test and post-test result.

### IV. CONCLUSION AND SUGGESTION

In line to the findings that the researcher has found in the previous chapter, the conclusions draw in the following:

Scaffolding gives significant improvement on students' writing ability in writing analytical exposition text. It can 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 can be highly said that there was a significant improvement of students' writing.

The aspects of writing were all improved significantly. 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.

Refer to the previous conclusion, the researcher proposed suggestions as follows: First, suggestions for English teacher. English teachers are suggested to use scaffolding in teaching English. It can encourage students to think critically and to help their friends. Next, 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. Last, 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.

Second, suggestions for further researcher. This research was done in senior high school level. Therefore, further researcher can conduct a research in junior high school or university level. 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. 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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