THE EFFECT OF SCAFFOLDING THROUGH WRITING PRROCESS APPROACH IN STUDENTS' WRITING RECOUNT TEXT ON 8ᵀᴴ GRADE STUDENTS

PENGARUH PENGGUNAAN TEKNIK *SCAFFOLDING* DENGAN *WRITING PROCESS APPROACH* PADA KEMAMPUAN MENULIS TEKS *RECOUNT* SISWA KELAS 8

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Abstract

Using scaffolding technique in the educational field becomes a new innovation, by using a technique it is hoped that it will be able to help the students who comes from a dependent learner become an independent learner. With treatment that is given in the form of guidance and instruction whenever the students are facing a problem, and step by step the treatment will be reduced until the students are able to be independent. In this quantitative research, the researcher used quasi-experimental design. The instrument of the research is test, consist of pre test and post test. The participants of this research are 60 students, 30 students in experiment class and 30 students in control class. From all of the result that is earned by the researcher, the researcher had done the data analysis by using ANCOVA. The significant value of scaffolding through writing process approach is 0.043. It shows that Ho is rejected and Ha is accepted, it means that there is significant difference in using scaffolding through writing process approach in students' writing recount text on eighth grade students of Junior High School.
Keyword: *Recount text, Scaffolding, Writing process approach, Writing skill*

Abstrak

Penggunaan teknik scaffolding dalam dunia pendidikan menjadi sebuah inovasi yang baru, dengan menggunakan teknik yang dikatakan mampu membantu siswa yang bergantung pada guru, menjadi siswa yang mandiri. Dengan perlakuan yang diberikan berupa bantuan atau panduan setiap saat siswa menghadapi masalah, dan sedikit demi sedikit bantuan yang diberikan akan di kurangi seiring berjalannya waktu. Oleh sebab itu, peneliti tertarik untuk melakukan penelitian dengan teknik *scaffolding* melalui *writing process approach* dalam kemampuan menulis siswa SMP kelas 8, dalam menulis teks *recount*. Dalam penelitian kuantitatif ini, peneliti menggunakan *quasi-experimentaldesign*. Instrumen yang digunakan yaitu tes, terdiri dari *pre test* dan *post test*. Partisipan dalam penelitian ini sebanyak 60 siswa, 30 siswa kelas eksperimen dan 30 siswa kelas kontrol. Dari semua hasil yang didapatkan, peneliti telah melakukan analisis data dengan menggunakan ANCOVA. Hasil dari nilai signifikan teknik *scaffolding through writing process approach* adalah 0.043. Hal tersebut menunjukkan bahwa Ho ditolak dan Ha diterima, yang berarti ada perbedaan yang signifikan dalam penggunaan teknik *scaffolding* melalui *writing process approach* dalam kemampuan menulis siswa SMP kelas 8 dalam menulis teks recount.
Kata kunci: *Teks recount, Scaffolding, Writing process approach, Kemampuan Menulis*

Introduction

Writing is a skill that relates to an activity in making or creating a text. According to Clark (2003) writing is when a writer creates and produces a text. Before students write, students must understand what contents are in the text. In a text, there must be words, phrases, conjunctions, punctuations, etc. Students must understand those things well. Here, teachers should explain to students all of them before they start writing at class. Then, teachers need a new technique in teaching English writing at class.

Scaffolding is one of techniques that can be used by teachers in the whole world. Scaffolding provides some instructions from teachers to students in teaching and learning process. According to Dewi & Iswandari (2016), scaffolding is a way that can help students in learning something by providing guidance from adult and more capable peers. The purpose of scaffolding is to make students more independent so that they can finish their task by themselves. Gibbons (2015) said that "scaffolding is a special kind of help that assist learners in moving towards new skill, concepts or level of understanding". It means that scaffolding is very useful in helping students in teaching and learning process

because scaffolding provides support, help, or assistance that is done by teachers to students.

Kamil (2017) stated that there are six types of scaffolding. They are bridging, contextualizing, inviting students' participation, offeringexplanation, modeling, and verifying and clarifying. Scaffolding can be assumed as a process that provide students temporary framework in the classroom (Kamil, 2017). In the scaffolding technique, the students are encouraged to improve their own creativity and motivation if scaffolding is done correctly. Here, the teacher is acted as a tutor which is more personal than another roles in teaching and learning. There are some importance of scaffolding, they are: (1) provides clear direction and reduces students' confusion, it means that scaffolding develops step by step instructions; (2) clarifies purpose which means it assists the students to realize the reason and the importance of doing a certain task; (3) keeps students on task by providing pathways (the designated tasks) for students, it enables the students to decide the task and the things that must be explored along it without wandering off the designateed task; (4) clarifies expectation and incorporates assessment and feedback: such as exemplary work, rubrics, and standards of excellence are shown to the students because expectations are clear form the beginning of the activity; (5) directs the students to use worthy sources provided by teachers, thereby confusion, frustation, and time are reduced when students become able to choose suitable resources; (6) reduces uncertainty, surprise, and disappointment, it happens when teachers diagnose the possible problems which appear in the lesson (Majeed & Muhammad, 2015).

The researcher combines scaffolding technique with writing process approach in this study. This combination is needed because the researcher want to know whether scaffolding technique and writing process approach give some effects to students. According to Coffine, et. al. (2003), writing is an iterative process. It can be stated that writing is a process that is done again and again, to improve students' writing. Here, there are 5 stages of writing process approach. They are prewriting, drafting, revising, editing, and publishing (Faraj, 2015).

There are some previous studies that discuss scaffolding in teaching and learning process. The first previous study is a research that was conducted by Ng and Cheung, proved that those stages of Walqui's instructional scaffolding framework and Hyland's principle of writing instruction gave 95% in student's learning outcomes could help students' reach a higher stage of independence of when planning and writing a narrative. The second previous study is conducted by Vonna, Mukminatien, and Laksmi. Based on the result of analysis, the implementation of scaffolding techniques in the experimental group could

increase the students' writing achievement comparedto the control group. The third previous study was conducted by Prabandani. In the result, the researcher concluded that the students' response in teaching writing of descriptive text by using scaffolding was good and they enjoyed it. All of those previous studies apply scaffolding technique in treaching and learning process but in different material and level of students. In the result, those researchers find good result after applying scaffolding technique and suggest that scaffolding can be used in teaching and learning process in all students' level.

The last previous study is conducted by Faraj (2015). The result of this study concludes that the students' achievement in post-test revealed significant improvement. This is due to the fact, that using writing process approach with teacher's scaffolding technique in teaching writing skill provides a better basis for enhancing the students to write in the better way.

In this research, the researcher used teacher feedback that is done in revising stage of writing process approach which contains verifying and clarifying type of scaffolding technique. This is different with Faraj's research. In Faraj's research, the subject used self revision or peer feedback. Whereas in present research, the researcher did teacher feedback. Teacher feedback here provides corrections for errors to students' writing from teacher. It is very useful to improve students' knowledge and understanding in writing.

Here, a school that is given treatment of scaffolding and writing process approach by researcher is MTs Darussalam Ngoro. In this school, the teacher rarely uses an new technique or approach to students. So, the researcher did treatment to students of experimental class in MTs Darussalam Ngoro especially in 8th grade students.

Based on those previous studies and background of study, the research studied about the effect of scaffolding thorugh writing process approach in students' writing recount text on 8th grade students of MTs Darussalam Ngoro.

Research Methods

This research uses quantitative research. It uses numerical analysis to answer the hypotheses. The design of this research is quasi-experimental research because the researcher is not the teacher of the school, so the researcher could not make a new class because it would disrupt the schedule of the school and activity. It is in line with Ary, et. al. (2010), that researcher can use quasi-experimental design when the research is conducted in a school and researcher cannot disrupt the schedule. In this research, the subjects of the

research are 60 students from 8B and 8C class, 8B as the control group and 8C as the experimental group. The researcher uses achievement test that consist of pre- and posttest to give to both groups, experimental and control group.

Results

Before conducting ANCOVA in analyzing the data, the researcher should do the assumption tests. They are normality test, homogeneity test, linearity test and homogeneity of regression slopes. The result of normality test is 0.271 for experimental group, and 0.803 for control group; the result of homogeneity test is 0.529; the result of linearity test is 0.170; and the result of homogeneity of regression slope is 0.120. The result of all assumption test are fulfilled and more than 0.05, or the alpha value. Because all of the assumption tests are fulfilled, the researcher can analyze the data by using ANCOVA.

Result of ANCOVA

Tests of Between-Subjects Effects

Dependent Variable:writing_skill

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	629.922ᵃ	2	314.961	2.369	.103	.077
Intercept	7631.372	1	7631.372	57.409	.000	.502
background_knowledge	59.505	1	59.505	.448	.506	.008
Method	567.678	1	567.678	4.270	**.043**	.070
Error	7577.062	57	132.931			
Total	264183.000	60				
Corrected Total	8206.983	59				

a. R Squared = ,077 (Adjusted R Squared = ,044)

After analyzing the data by using ANCOVA in SPSS 16.0, the result displayed the significant value of scaffolding through writing process approach. It showed that the significant value of scaffolding through writing process approach (method) is 0.043 which is lower than the alpha value 0.05 or sig (2-tailed) < 0.05. It proved that there is significant effect on scaffolding through writing process approach in the experimental group and it means that there is significant effect on scaffolding through writing process approach on students' writing

recount text in eighth grade students of MTs Darussalam Ngoro. It could be said that the experimental group got better achievement than the students who were taught by using conventional technique.

The effect of method and students' background knowlege can be seen in the Partial Eta Squared column. The percentage of the scaffolding through writing process approach and the percentage of students' background knowledge can be seen by multiplying the score with 100%. In scaffolding through writing process approach, the percentage is 7% whereas in students' background knowledge, the percentage is 0,8%. It shows that scaffolding through writing process approach has bigger effect to students' writing achievement in experimental group than their background knowledge.

Discussion

This study is focused on students' writing recount text in junior high school. The researcher used scaffolding through writing process approach that is involved three of six stages of scaffolding in writing based on Kamil (2017) in writing recount text to know whether there is a significant effect on students' writing which is implemented in the class. The stages that are used in this research are bridging, offering explanation and verifying and clarifying. Those stages are proved to be a assistance for students in understanding the material and doing the task that is given by the teacher. It means that the researcher is support the theory of Kamil (2017).

Based on the previous studies that have been reviewed by the researcher, some studies use scaffolding in junior high school, senior high school, college students and also teachers. Especially scaffolding through the writing process approach, the researcher finds a study that is implemented in the college students. The study was conducted by Faraj (2015) and found that scaffolding has positive impacts to college students' writing. Faraj (2015) also conclude that using writing process with teacher's scaffolding technique in teaching writing skill provides a better basis for enhancing students to write a good text and an academic piece of writing English. Here, the researcher purposely wanted to study the effect of scaffolding through a writing process approach to junior high school, especially in writing recount text. The researcher uses scaffolding through the writing process approach hoped as an innovation in that school, especially in teaching writing.

By the various steps, from collecting data until analyzing the data, scaffolding through writing process approach has advantages and disadvantage

to students' writing recount text of eighth grade of junior high school. The advantages of scaffolding through writing process are helping students in understanding the material and facilitating students who have not understood about the material by asking the teacher as supported by Prabandani (2016). It is in line with Vonna, et. al. (2015) that scaffolding was more effective to increase students' writing ability. In another journal article, as supported by Faraj (2015), practicing writing process through teacher's scaffold provides learners to write a good piece of writing and scaffold writing is an effective way to support students' writing with their background knowledge. This is proved by the result of students' mean score in experimental group that earned 68.40 points, while the control group earned 62.23 points. It shows that the experimental group experienced a better learning by applying scaffolding through writing process approach in treatment process. While, the disadvantage of the scaffolding through writing process approach is some students make noise in the class. But, it can be overcame by the teacher because the teacher always guides them in the class.

In this research, the researcher used three of six types of scaffolding, they are bridging, offering explanation and verifying and clarifying which is combined with writing process approach in experimental group. In prewriting stage, the teacher did bridging and offering explanation. Whereas verifying and clarifying was done in revising stage and teacher did teacher feedback to students' writing. This kind of feedback is done because the subject is from junior high school, that still need teacher's guidance. The teacher's feedback here gives positive impact to students' writing. It can be seen from the result score of students' post test in experimental group, compared with control group that only used conventional technique. From this result, it can be concluded that verifying and clarifying type in teacher's scaffold is predominantly affected the students' writing achievement.

Based on those findings, the researcher hopes that it will be kind of reference for future researcher to conduct new research with more maximum effort, so that it will give more positive impact to both the students and the teachers. If necessary, the researcher may add more time to do all stages of scaffolding in the higher level of students.

Conclusion

Based on the findings from the analysis and also from the discussion, it clearly showed that there is significant effect between students' who are taught

by using scaffolding through writing process approach. It is proved from the result point of ANCOVA, showed that the significant value is 0.043 which is lower than the alpha value 0.05 or the value of sig. (2-tailed) 0.05. It also showed that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

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