

The implementation of scaffolding technique to improve students' writing skill

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ABSTRACT

Scaffolding is a technique that help the students to improve their ability by giving them aids or supports through five basic steps of this technique consisted of intentionality, appropriatenes, structure, collaboration and internalization. The scaffolding technique was applied in order to improve the students' ability in writing skill. This study was conducted on the fifth semester students of IAIN Palopo by applying classroom action research. The data and the source data of this study was all of the students in English department. The result of this study showed that there increasing points from cycle I and the cycle II. The first cycle showed that two students obtained good score (13.3%) and 14 students obtained poor score (86.7%) which the mean score was 61.8. in the second cycle there was a development wherein 10 students obtained good score (66.7%) and five students where in fair score (33.3%) which the mean score was 75. The difference between two cycles was on the improvement of given support or appropriate scaffolding to the students. The five steps of scaffolding technique did not mean to help students from the beginning until finishing the works but to give them a guidance where the certain parts still have difficulty to solve.

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1. Introduction

English has essential role in people lives nowadays because it has been used by million people over the world to communicate. Knowing the importance of this language, Indonesia imported it in education curriculum as foreign language (EFL) learning. EFL was started in 1950 by giving a lesson through Grammar-Translation method then changed by using a direct method and communicative approach in learning language (Madya, 2013: 219). In every language learning the four skills such as listening, speaking, reading, and writing become the main points in learning English. Writing, the one of the essential parts in English should be owned because sometimes people can not express their idea through speaking, but they can freely express it by writing (Harders and Wise, 2009: 2). By writing, the students can their idea and opinion freely.

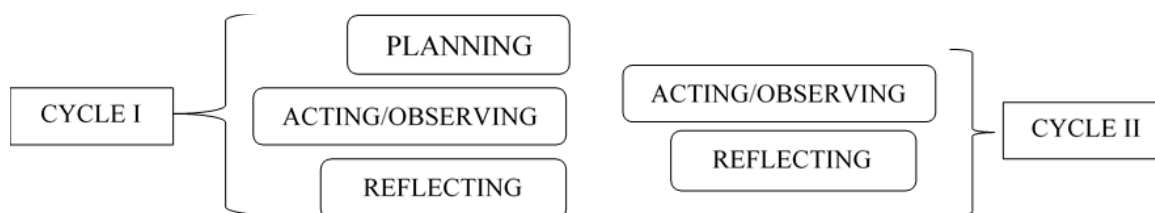
However writing has a complicated problem rather than speaking. Writing is not easy as speaking focused on understanding between the speakers even though the grammar and structure are not structured well. This matter as well supported by the interview of the students in IAIN Palopo especially in fifth semster which stated that the speaking is easier than writing because speaking is giving a statement without paying more attention to grammar. The core is between two people or the speaker understand the meaning that is not a problem. While writing, people should consider many parts such as focusing the grammatical aspect, generating the ideas, electing the appropriate words or vocabulary, and constructing a vague sentence into paragraph organization (Vonna, Yulia et.al, 2015; 227). Lots of students faced these problems in writing L2 language. The difference of organizing text. Some languages even value some text types more than others will. For example, some prefer using poems, songs; depending on the type of information, others will prefer prose. Different language may use different style. Second language writers may therefore be mixed up while writing in cases where the second language writing process is different from the native language (Alfaqiri, 2018; 26-27). This statement gives a sign that writing has a rather complicated problem especially in forming some components therefore the students should have a great attempt to improve the writing skill.

Improving the writing skill for students would be effortless if it is supported by the teacher to use a good technique. One of the techniques which is applied in this study is scaffolding technique. Scaffolding literally means a temporary structure for holding workers and materials. Whereas using in educational context means support (Axford, et al, 2009: 2). Scaffolding is a good technique coming with some steps that make writing process will be easier. Through five basic steps-based Applebee and Langer (via Apriyanti, 2011: 15) are intentionality, appropriateness, structure, collaboration and internalization bring an interactive relationship between students and teacher.

Scaffolding technique has been used in many studies and has shown positive result. It is proved by Kasmaini (2010) with the thesis *The Implementation of Scaffolding in Improving Students' Activeness in Writing of Senior High 15 Padang* can improve the learning process and student activeness in learning writing process. It is running parallel with the study by Belland, Glazewski and Richardson (inVeeraapan, 2011: 935) on their study in scaffolding where problem-based learning was used as an approach with middle school students in order to help to build their critical reasoning skills. A small group of students were engage in an authentic, ill-structured problem.

2. Method

This study was conducted in IAIN Palopo especially on the students in the fifth semester of English department by applying classroom action research. This CAR used four stages they are: planning, action, observation and reflection which was conducted on two cycles where the second cycle would be the improvement of the first cycle.



The researcher used writing test. The objective scores were modified into five scales. The components that involved: content was the substance of writing, the ideal expressed; organization was

the purpose of organization material in writing which happen from beginning to the end; vocabulary was all the word that used by students; grammar was the correct used of syntactic pattern and structural words; and mechanic was used of graphic convention of the language.

3. Result and Discussion

3.1. Result

The instruments of this research are writing test (pre-test and post test) and observation note. The data of this research were collected from the result of students writing test (pre-test and post test) first cycle and the second cycle. The data was analyzed by J.B Heaton criteria in writing consisted on content, organization, vocabulary, grammar and mechanic.

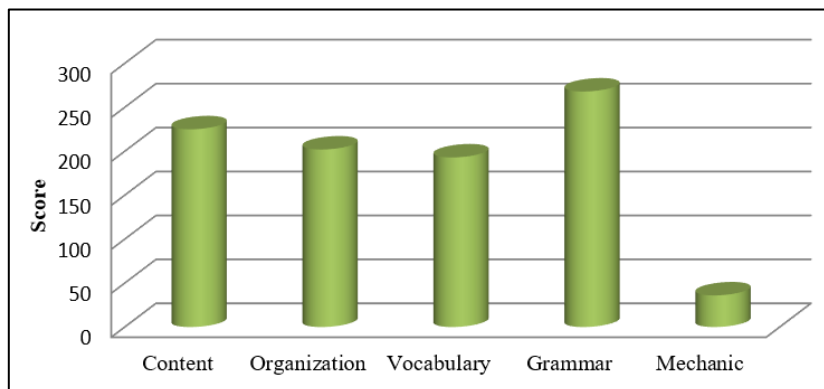
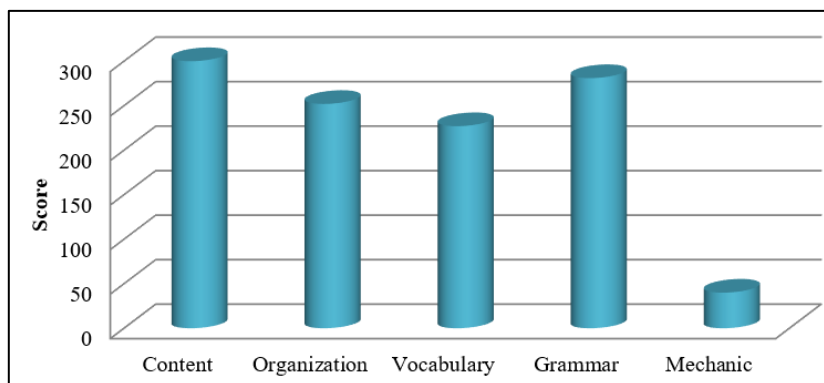


Fig. 1. The result of students' first cycle post test

After giving a treatments in the first cycle, the students were given post test. The post test show result from 15 students where two students obtained good score (13,3%) and 14 students got poor score (86,7%) where the mean score is 61,8.



In this cycle, there were an improvement from the first cycle where 15 students got score ≥ 70 . In second cycle 2 the score developed which 10 students got good score (66,7) and 5 students fair score (33,3%) where the mean score is 75. It is implied that there is an improvement on students in writing skills.

3.2. Discussion

The standard score used in this study refers to writing subject score is 75. Therefore, the researcher decided that the score would be used as the learning target for this research. It means that the cycle will be finished if the students' writing score has reached the standardized score. In this study, the improvement of students' writing ability to write descriptive text was showed in each cycle which had been conducted. The second cycle was required to be done because their score average had not reached the average score stated (75). In the first cycle, every step of scaffolding technique was used to help the students in improving their writing with all themes that had been given.

Respondent number 3. In my class, there are many fasilitations like whiteboard, chair, table, lamp and etc. Sometimes we get dirty class, so that, make us bored. Study to long time, get hot

class. Beside that, the lecturer make us laugh when we study. Although get nice class, my friends are online, Beside that, there is my friend bubble mouth. Studying together in class, we get many Experience which is unforgettable, many knowledges from the lecturers and friends. So that we can mutual helping about sharing knowledge.

What had been shown above was the writing of respondent. To measure the score of respondent number 3, the researcher used writing assessment based on J.B Heaton criteria where consisted of five criteria; content, organization, vocabulary, grammar and mechanics. Based on the content, respondent's writing still got lack in logical sequence, it looked the respondent still confused to develop and connect the sentences. In organization, the detail of the conclusion was still incomplete and made confusion to read; then in vocabulary the respondent still got lack precision in using words such as *fasilitation* meant facilities. In using "s" the respondent still confused to place and unplaced the "s" letter on the last word especially on the noun; chair(s), lamp(s) and knowledge (no "s" because it is uncountable noun). In grammar, the respondent still had a major problem in simple construction of the words such as in using *Study to long time, get hot class, and when we study*. It should *studying too long time, getting hot class, and when we are studying*. Beside that on the last paragraph, the respondent wrote *we can mutually helping about sharing knowledge*. The sentence of respondent was error because it was not consisted of sentence criteria where there were a subject, verb and object. Properly it would be good when "be" was placed after can. So, it was looked; *we can be mutual helping about sharing knowledge* or replaced the *mutual helping* became *help each other*, therefore the sentence; *we can help each other about sharing knowledge* or *we can help about sharing knowledge each other*. In mechanics, the respondent got some errors in placing capital words such as *beside that* and *experience* that placed in the middle of the sentence with capital word initially. Therefore, the accumulated of the entire scores was 62. Based on the students' work, it can be concluded that the students were able to write but there were still some weakness found in this cycle. The students were still confused in selecting word. Beside that, the word order, conjunction and punctuation still became the problem. The complicated problem was lacking idea which possibly made some students confused to string up and make a new paragraph to be united with the one before.

In the second cycle, to overcome the problems, the scaffolding technique was used with the same steps in the first cycle. What made it different was adjustment on scaffolding step based on the students' situation such as in appropriateness step and structure step. In appropriateness step, the explanation was given with a clear direction about what they have to do. Besides the addition of another activity to improve their understanding was committed such as giving running to the board activity which made students to explore their vocabulary related on the topic given. In structure step, the students were given a cue card contained the construction of conjunction and some vocabulary to help them in the writing process. Work in pairs were given in this phase as well in order that the students can share with their partners the insight and idea of the topic. The result as shown as below.

Respondent number 3. As we know that, the Teacher is someone who always gives us (students) motivation, knowledge and the teacher can be called by the second parent. When I studied, I do like if my teacher always gives me motivation, so that I have spirit to do the best for my dream in future. A teacher who is giving learning to students, it's good if a teacher as motivator. In addition, the teacher as motivator, I like a teacher have a good skill. Especially, have many knowledge. So that, the teacher can give many information to the students and it will add knowledge to the students. Beside that, the people know that the teacher as second parent, because why, the teacher can educate the students beside of giving knowledge, the teacher can educate our attitude from good to well. That is a good teacher who gives education to students and the teacher can help us (students) to Reach our dream.

Based on the respondent's writing above, there was an improvement which better than before. Respondent had more figured out the material. The content of the writing more clear than in cycle 1 even though overall result may not especially captivating, but it was good. In organization, the writing was clearly stated, the writing was more sequence; then vocabulary, the words choices were better than before; it had a few errors even though it sometimes had some mistakes such as *from good to well*. The meaning was unclear, maybe the respondent wanted to write *from bad to well*. Then in using *much* and *many*, the respondent had confused to place the *much* or *many* on it. Knowledge was uncountable noun, so it properly wrote by using *much*. In grammar point. The last in mechanics, there were some mistake like using the capital word. The capital should use to begin the sentence but the respondent still did the mistake such as placed *Teacher* and *Reach* with capital words. From the

accumulated of the overall result, the respondent got 87. These actions gave a difference result from the first cycle. The mean score at this cycle is 75. It can be assumed that the students could improve their writing ability in constructing a good narrative text. They also understood about in selecting good word, put the punctuation in the correct place and could decrease mistakes in every aspects of writing.

4. Conclusion

The scaffolding technique can be effectively applied by focusing some steps are: intentionality step, appropriateness step, structure step, collaboration step and internalization step. These steps should be fit with students' situation and various ways should be implemented. In this study structure step is a successful key in using scaffolding technique because in this step will force the teachers to innovate which means the teacher should not limited on one way to teach, teacher may use cue cards and make them work in pairs. Scaffolding does not means the teacher helps the students from beginning until finishing the material and expropriating the student's assignments, but the teacher here just gives the students some guidance so that the students' thought is more guided and it will make students find a new concept to write by them.

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