

The Effect of Scaffolding Technique in Teaching Writing of Recount Text at SMK Pembangunan Bukittinggi

Novia Shinta

Institut Agama Islam Negeri Bukittinggi, Indonesia

Noviashinta72@gmail.com

Abstract

This research was aimed to know the effect of using scaffolding technique in teaching writing of recount text at first of SMK Pembangunan. The method used in this research was a quantitative method. To attain the reliability of the test instrument, the researcher used rubric of scoring namely an analytic scoring which was adopted from John Anderson to score the students' writing on the pre-test and the post-test. To analyze the data the researcher used t-test formula and consulted the result into t-table with the level of significance $\alpha = 0.05$. The research findings showed that the result of the pre-test and post-test score of the experimental class t_0 (-7,578) was higher than t table (1.717). H_0 was rejected and H_a was accepted. It means that there is a significant effect of using scaffolding technique in teaching writing of recount text. Then, the calculation of the post-test both classes: was experimental class and control class, it was obtained that the t_0 (8,307) was higher than the t table () with a degree of freedom (DF) = 22. So, the alternative hypothesis (H_a) were accepted, which means that there is a significant difference between using scaffolding technique and conventional. It can be concluded that the hypothesis is accepted. It is proved that using Scaffolding Technique can help the students in improving their ability in writing recount text.

Keywords: Scaffolding technique; writing recount text; English writing method

INTRODUCTION

Writing is one of the important skills that must be learned by students. It becomes important since writing is one of the ways to communicate besides speaking. Considering the importance of writing, students should be able to write well. According to Harmer, being able

to write is very important for everyone who learns English (Jeremy Harmer, 2006, p. 46). Writing can help students to learn and develop their English by expressing their knowledge, experience, and so on. It can be expressed in the form of essays, a paragraph, a letter, a short, etc.

Writing is considered as one of the challenging and difficult skills by the students. Nunan states that writing is a difficult skill, as it needs the coordination of motor skills and the brain. Many factors make the students feel difficult when they are doing the writing. In other words, they do not have an idea to write a text, such as an example of a recount text. In writing, they often lack vocabulary, have a lot of mistakes of spelling and choice of words, lack ideas.

According to Curriculums 2013, the students are taught to express meaning in a short functional written text or write a simple essay accurately and fluently. Based on the syllabus, there are several kinds of texts that students need to master, one of them is recount text. Recount text is used to tell a chronological event that happened in the past. It is used to inform or entertain the reader. Wahidi refers recount to a written recount of recall of events, with attention to sequence, accuracy, and often detail. The purpose of the story is to tell a series/sequence of events and check their significance in some way. It expresses attitudes and feelings about events. The social function of a recount text is to give a sequential and detailed account of an event, series of events, or incidents that happen in the past. Recount text is a kind of text which uses to recall events in chronological order to informing to entertaining the readers.

The preliminary research which was conducted on the students' ability in writing recount text at first grade in SMK Pembangunan Bukittinggi found that most of the students a got low score in their writing. This phenomenon was indicated through the value of students under minimal completeness criteria. Meanwhile, the minimal completeness criterion is 65. Then, the students had low competency in organizing ideas into a good paragraph. It can occur because the students do not know what to do or what to write. This happened because of some problems that are faced by students when they start to write. First, students have a lack of vocabulary. Second, they still confused about how to organize sentences into a good paragraph.

Besides, the teachers just used the conventional technique in teaching and forced the students to memorize, which can make the students felt bored. Therefore, the students were not interested in the

subject then some students had low scores. This phenomenon creates the students writing ability will never develop.

Scaffolding is one kind of technique in learning. Wood et al define scaffolding as the support provided by teacher/parent (tutor) that allows students to meaningfully in and gain skill at problem solving (Brian R. Belland, 2017, p. 4). It could be defined as the role of teacher and others in supporting the learners' development and providing support structures to get to that next stage or level (Wang Yuanying, 2011, p. 46). By understanding the definition of scaffolding technique, this technique can be used in teaching writing. Scaffolding writing is intended to be a temporary technique in order to make the learner be an independent writer. In teaching writing, the teacher does modeling what should the students do to start writing.

As an alternative technique, scaffolding may help the teacher to know the weakness of the students in writing so the teacher can build up the students' knowledge. Furthermore, it supports the notion that writing process that involves growth, development, and learning as well as a product. It also helps students to become actively involved in growth, development and learning as well as a product. It also helps students to become actively involved in assessing their needs, progress, achievement, and effort (Rose et.al, 2003, p. 42).

Based on the background of the study described above, the researcher interested in conducting the study "The Effect of Using Scaffolding Technique in teaching writing of Recount text at the first grade of SMK Pembangunan." The conceptual framework of this research can be created as follows :

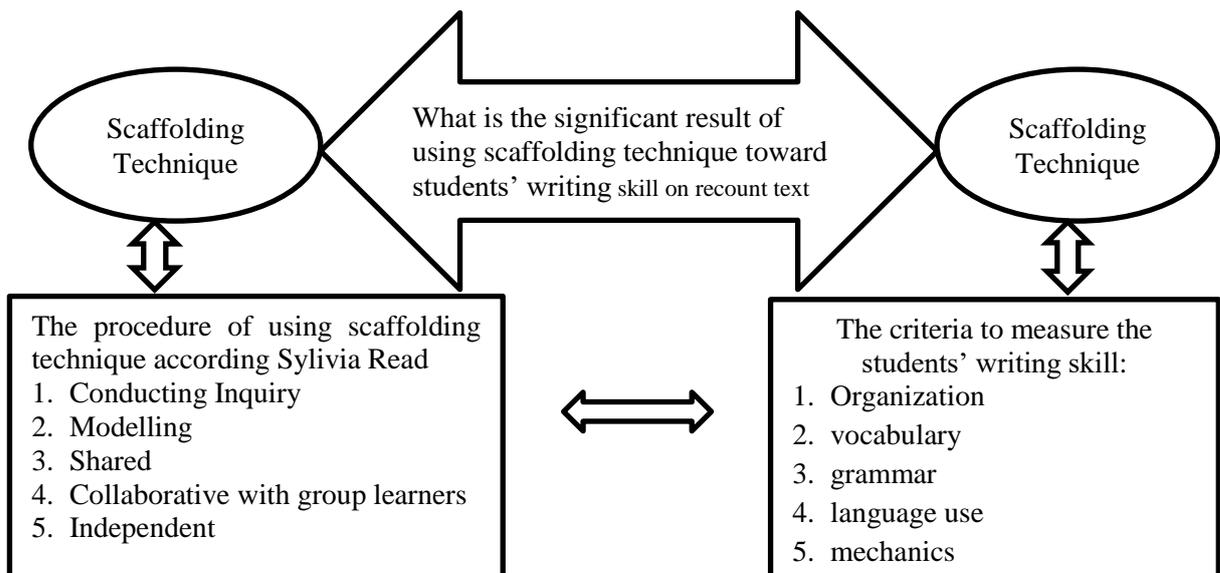


Figure 1. Conceptual Framework of Research

A hypothesis is an explanation for certain behaviors, phenomena, or events that are occurring or will be occurring. L.R Gay state that the hypothesis is formulated after the review of related literature and before the execution of the study. Based on the conceptual framework above, the hypothesis of this research could be formulated as follows:

1. H_a : There is a significant effect of using scaffolding toward a student's ability in writing recount text.

$$(H_a : \mu_1 \neq 0)$$

H_o : There is no significant effect of using Scaffolding toward the student's ability in writing recount text.

$$(H_o : \mu_1 = 0)$$

2. H_a : There is a significant difference in the student's writing skills between the students who use Scaffolding and the students who use the conventional technique in writing recount text.

$$(H_a : \mu_1 \neq \mu_2)$$

H_o : There is no significant difference in the students writing skills among the students who use Scaffolding and the students who use the conventional technique in writing recount text.

$$(H_o : \mu_1 \neq \mu_2)$$

3. H_a : The writing skill on recount text of the students who use scaffolding better than the writing recount text of the students who do not use scaffolding.

$$(H_a : \mu_1 \geq \mu_2)$$

H_o : The writing skill on recount text of the students who use scaffolding worse than the writing recount text for the students who do not use scaffolding.

$$(H_o : \mu_1 \leq \mu_2)$$

METHODS

In this research, the researcher used quantitative research. Quantitative research is a kind of research that collects the data in the

form of the number. According to Sugiono (2009, p. 13), research is called quantitative because the data of research use numeric and using statistical analysis. There are many types of quantitative research. Dealing with the problem of study states before, the researcher used the experimental research type in this research. According to Suharsimi Arikunto (1995, p. 105), the experimental research is the research to know whether any cause or not from the treatment that is given to the subject. Thus, the researcher used experimental research, since the researcher wanted to know whether any cause or nor after using scaffolding in the study recount text.

A Quasi-experimental research design used in this research in which it is a kind of experimental research design that has less control in extraneous variables (Donald Ary, et.al., 1996, p. 328). There is a random assignment of the subject into two groups: experimental class and control class. Both classes, conduct the pre-test and post-test and only the experimental class give treatment.

FINDINGS

The data used for this research was obtained from the result of the students' writing test. The data collected were analyzed to answer the research questions as follows :

1. Is there any significant effect of using Scaffolding technique towards students' mastery in writing recount text at the first grade of SMK Pembangunan Bukittinggi?
2. Is there any significant differences in students' writing recount text between the students' who are taught by using scaffolding technique and those who are not taught?
3. Is the recount text which is written by the students who are taught using scaffolding technique better than those who are not taught?

The findings were intended to explain whether there is any significant effect of using scaffolding techniques on students' writing recount text. Besides, they were analyzed to know whether or there are not any significant differences of the students' writing recount text among the students who use scaffolding technique and the students who do not use scaffolding technique and to know whether the writing recount text of the students who use scaffolding technique is better than the writing recount text of the students who do not use scaffolding technique.

This study was conducted by applying experimental research. There were two groups in the research, namely the experimental and control group. This research applied a writing test in which the total

score is 100. The pre-test was given before the treatment and the post-test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying Scaffolding Technique.

After conducting the research, the researcher got the data of students' scores on the pre-test and post-test from the experimental and control group.

Table 1. The Score of Pre Test and Post Test of Experimental Group

No	Students' Initial	Pre Test	Post Test
1	ARA	40	78
2	AA	46	80
3	AS	64	76
4	DGA	68	86
5	FA	42	68
6	NP	50	80
7	MF	42	86
8	RP	48	78
9	RPP	68	70
10	SA	42	78
11	TFN	62	88
12	VR	44	76
Total		$\Sigma = 616$	$\Sigma = 944$
Mean		51.33	78.66

Based on the table above, the student's achievement in writing recount text in the experimental group showed the lowest score of the pre- test was 40, and the highest score of the pre-test was 68 and the mean of pre-test was 51.33. On the other hand, the lowest score of the post-test was 68, and the highest score of the post-test was 88 and the mean of the post- test was 78.66.

Table 2. The Score of Pre Test and Post Test of Control Group

No	Students' Initial	Pre Test	Post Test
1	AP	56	60
2	AR	60	62
3	FT	52	58
4	FWW	56	64
5	NE	44	56
6	RD	56	58
7	RS	60	65
8	RF	52	60
9	RP	40	58
10	SS	68	70
11	SW	44	64
12	IZ	40	55
	T	Σ =628	Σ =739
	M	52.	60.

Based on the table above, the student's score in writing recount text in the control group showed the lowest score of pre-test was 40, and the highest score of pre-test was 68 and the mean of pre-test was 52.33, On the other hand, the lowest score of post-test was 68, and the highest score of post-test was 88 and the mean of post-test was 6.83

Based on the explanation above, it shows that the student's score in the experimental group was higher than the student's score in the control group, wherein the pre-test (51.33) and the score in post-test (78.66). The total score of the mean score in the experimental and control group showed that there was a significant effect on the improvement of student's scores between pre-test and post-test.

DISCUSSION

The research is conducted in three steps. The first step is pretest. Pretest is used to check the students' knowledge about recount text before being taught by using scaffolding technique. The second step is treatment; in this treatment the researcher applies their technique in teaching recount text. And the last step is posttest, in this posttest is the result of applying the scaffolding technique in teaching writing recount text.

From data analysis, the objective of this study was to know if there was an effect of using scaffolding technique in teaching writing of SMK Pembangunan Bukittinggi. Then the result of writing recount text was significantly different before and after taught by using scaffolding. This result shows that the students more can write a good writing by using scaffolding technique.

Based on the result of posttest that showed the score is higher than pretest. The score of pretest is 60.83 and the score of posttest is 70.66. From this result it can answer the research objective, that is, Is there any significant difference on the students' achievement in recount text skill before and after being taught by scaffolding technique in first grade of SMK Pembangunan Bukittinggi? It means that there is a significant difference in the students' writing of recount text before and after by using scaffolding technique because the value of posttest is higher than pretest. Here the advantages of using Scaffolding in writing. From students' the advantages are: 1. Challenge but reasonable tasks that stimulate thinking and motivate efforts to learn. 2. Meaningful instruction and feedback that helps drive further development at an appropriate pace. 3. A learning environment where they are valued as individuals, a collaborative, group and a class. 4. A learning environment where their creativity and thought processes are acknowledged and accepted. And from teacher are: 1. Identify and use areas of strength and weakness to tailor learning experiences at the individual and group level. 2. Engage students in social interactions to enable learning. 3. Better understand students as individual learners, learners in a small group setting and learners in a larger social setting. 4. Discover unique through processes that different students may use to solve problem.

From the findings it can be stated that the scaffolding technique is effective in teaching writing. This statement was supported by Wood et al. used the term scaffolding to refer to the instructionally supportive activities and social interactions that occur between the child and other individuals as they guide effective learning and development in the ZDP (Mackiewicz and Isabella, 2013, p. 45). So in teaching writing is

necessary to use scaffolding as the technique to make easier the students write something.

If we back to the previous study, this research has the same result from the previous studies that stated scaffolding techniques effective in teaching writing. From the result, this research supported the previous study from Yulia Yasinta entitled the effectiveness of using scaffolding

Technique toward students' skill in writing descriptive text, and from Kasmaini entitled the implementation of scaffolding in improving students' activeness in writing.

Based on the explanation above, the use of scaffolding technique gives positive effect in students' writing ability. It has been verified by the result of data analysis in that there is a significant difference between students writing ability before and after being taught by using scaffolding technique. It can be concluded that the used of scaffolding techniques is effective in teaching writing of recount text in first grade of SMK Pembangunan Bukittinggi.

CONCLUSION AND SUGGESTION

After obtaining the data analysis of the scores obtained in English test, it could answer the problem of the study, which to measure the effect of scaffolding technique in the teaching of recount text at first grade in SMK Pembangunan Bukittinggi, it was concluded that The students taught by concept scaffolding technique gain better than those taught by non-concept scaffolding technique. It was proved by mean score of the students who were taught by scaffolding technique was 78.66 and the students who were taught without concept scaffolding technique was 60.83. Based on the result of hypothesis test calculation, it was found that the value of significant probability (sig,2-tailed) is 0.00. The result is 0.00. The result is $0.00 < 0.05$, it means H_1 was accepted and H_0 is rejected. From the result of testing hypothesis using the calculation of t-test, it is shown that the students taught by concept scaffolding technique gain better than those taught without concept scaffolding technique. The finding of the study interpreted that the alternative hypothesis stating that there is a significant effect of scaffolding technique in teaching of writing recount text at SMK Pembangunan Bukittinggi.

The finding of the study interpreted that the alternative hypothesis stating that There is a significant effect of scaffolding technique toward writing recount text ability of the first graders of SMK Pembangunan Bukittinggi.

Based on the research that the researcher has done. It showed that the technique that usually used by the teacher at school didn't influence the students' ability in writing. Therefore the researcher wants to suggest :

1. All English teachers should use Scaffolding Technique as one alternative technique in teaching writing. It could increase the students' interest in learning English, especially in writing, and change their views that learning writing is not difficult.
2. Scaffolding technique that could help the students in writing a paragraph
3. The next researcher could develop the Scaffolding Technique to apply in the teaching and learning process in the future.

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