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Journal of Research

By

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F42111039



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2016

THE USE OF SCAFFOLDING TECHNIQUE TO TEACH RECOUNT TEXT WRITING

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Abstrak: Tujuan dari penelitian ini adalah untuk menyelidiki seberapa efektif penggunaan teknik scaffolding dalam menulis terutama dalam menulis teks recount terhadap siswa-siswa kelas X SMA Karya Sekadau tahun ajaran 2015/2016. Penelitian ini adalah penelitian pre-eksperimental dengan rancangan penelitian satu grup pre-test dan post-test. Sampel dalam penelitian ini adalah siswa kelas XE yang terdiri dari 29 siswa. Data penelitian dikumpulkan dengan memberikan pre-test sebelum perlakuan dan post-test setelah perlakuan dalam bentuk soal menulis. Test ini dilakukan dalam test performa berbentuk test menulis. Soal pre-test dan post-test adalah sama dengan perintah yang sama. Data kemudian dianalisis dengan menggunakan rumus tingkat efektifitas. Hasil dari penelitian menunjukkan bahwa tingkat efektifitas dari menulis menggunakan teknik scaffolding adalah 1.2101 (ES > 0.50) dan dikategorikan tinggi.

Kata Kunci: Teks Recount, Teknik Scaffolding

Abstract: The purpose of this research was to investigate the effectiveness of using scaffolding technique in teaching writing especially recount text writing to Year-10 Students of SMA Karya Sekadau in Academic Year 2015/2016. It was a pre-experimental study with a single group pre-test post-test design. The sample was Year-10 students that consisted of 29 students. The data were collected by giving pre-test before the treatment and post-test after the treatment in writing test. The test was performance test in written form.. Pre-test and post-test were the same test with the same command. The data were analyzed by Effect Size (ES) formula. The finding showed that the effect size of teaching recount text writing by using scaffolding technique was 1.210 (ES > 0.5) and categorized high.

Key Words: Recount Text, Scaffolding Technique

Writing is an important part in teaching English. Writing has relationship with the process of thinking and the process of expression. Raimes (1983, p. 3) claims that several reasons why writing is important for students because “writing reinforces the grammatical structure, idioms, and vocabulary that teachers have been teaching to students, when students write, they have chances to go beyond the word, the students become involved with new language as they write”. Another reason why writing is important is that writing is one essential way to assess the student’s performance, progress and intelligence. Writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students’ writing skill, the teaching

and learning process of writing needs to be done well with developed input and effective activities. Writing is like reading, it is a process as well as a product. As a process, McKay (2006, p. 245) and Seow (2002, pp. 315-320) define that writing covers “pre-writing, writing, revising and editing processes that writers go through to produce a piece of writing”. Urquhart & Monette (2005, p. 5) state “writing as a recursive process, which means students’ revise throughout the process, frequently moving back and forth among the stages”.

Writing is also a process of expressing ideas by putting words into good arrangement in the written form. The process of putting words into a good paragraph needs a process from getting an idea into scrambled writing, and finally good paragraphs writing. Prewriting is any activity in the classroom that encourages students to write. Drafting focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Seow, 2002, p. 317). Revising is the process in which the writer reads and analyzes the draft to make some improvement of writing. Editing focuses on grammar, spelling, punctuation, diction, sentences structure and accuracy.

According to Curriculum 2006 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 of Curriculum 2006, there are several kinds of texts that students need to master. One of the texts is a recount text.

Recount text is used to tell a chronological event that happened in the past. It can be to inform or entertain the reader. Wahidi (2009, p. 58) refers recount to a written record 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 evaluate their significance in some way (Priyana, Renitasari, & Irjayanti, 2008, p. 10). It expressed attitude 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 an incident that happened in the past. Recount text is a kind of text that uses to recall an event in a chronological order to inform or entertain the readers.

. The researcher conducted an observation in SMA Karya Sekadau, most students were not motivated to write because the students think that writing was not important and the students are difficult to express their idea. In line with the problem, the writer focus on how to make writing is interesting. There are actually numbers of teaching techniques which can be used to solve this problem. One of the techniques is scaffolding technique.

Scaffolding is a technique in writing English class in order to engage the students in writing activity. Scaffolding allows the student to complete the task as much as possible unassisted. The teacher only attempts to help the student with tasks that are just beyond his current capability. Once students are able to complete or master the task, the scaffolding is gradually remove or fades away and the responsibility of learning shifts from the instructor to the student. In scaffolding technique, there is a distance between what the students can do by themselves and which can be attained with the help of the teacher. The researcher believes that this technique can be effective to solve the problem.

Lipscomb, Swanson, & West (2004, p. 226) state that the term scaffolding comes from the works of Wood, Bruner and Ross. The term scaffolding was developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning. The original notion of scaffolding assumed that a single more knowledgeable person, such as a parent or a teacher, helps individual learners, providing them with exactly the support they need to move forward. However, Zhao and Oreyas cited in Lipscomb, Swanson, & West (2004, p. 228) summarize, scaffolding is a metaphor to characterize a special type of instructional process which works in a task-sharing situation between the teacher and the learner. The authors further delineate this basic idea into two key aspects or rules: First, help the learner with those aspects of the task that the learner cannot manage yet; second, allow the learner to do as much as he or she can without help.

Inherent in scaffolding instruction is Lev Vygotsky's idea of the zones of proximal development. The zone of proximal development is the distance between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers (Vygotsky, 1978, p. 86). The zone of proximal development can be defined as an area of what the student can do by their self between which can be attained with the help of the teacher. Until the students can master the topic, the students will be given assistance or support from a teacher.

The application of scaffolding technique is adapted from Northern Illinois University, Faculty Development and Instructional Design Center. The strategy begins by teaching the nature of recount text that has three parts as its generic structure. They are orientation, sequence of events, and re-orientation. This strategy helps the students to think on the flow of a recount. Each part of recount has key point that can be summarized into simple form so that the students can easily memorize.

Applebee & Langer (1986, p. 185) explain that the scaffolding has several criteria that can be used as guidelines to makes it effective in its applications in the classroom. The criteria of scaffolding technique are student ownership of the learning event, appropriateness of the instructional task, a structured learning environment, shared responsibility and transfer of control.

Using scaffolding technique, the researcher does several steps in the preparation. There are, 1) the instructor provides a partially completed of recount text. 2) The instructor then provides a rubric of how each paper criteria will be assessed. 3) Students would then work on those criteria and at the same time and self-evaluate their progress. 4) The pattern would continue until the task is complete (although scaffolds might not be necessary in all parts of the task).

After the preparation is complete, the procedures are set as follows; 1) the researcher models how to perform a new or difficult task by completing partially recount text and describing the structures of recount text. 2) The teacher and student work together to perform the task. The students may suggest information to be added to the recount text. As the researcher write the suggestions on the

board, the students fill in their own copies of the paper. 3) The individual does it. This is the independent practice stage where individual students can demonstrate their task mastering. The students are asked to write as much as possible based on their basic knowledge about recount text. The researcher gives some advised if the students face a difficulty, in order to help them to perform the task automatically and quickly.

METHOD

To investigate the effectiveness of using the scaffolding technique to teaching recount text writing, a pre-experimental research was conducted. Since it is used to see the effect of the treatment on a certain group, the pre-experimental study is conducted by choosing a cluster sampling to be subjects of a research. This research applied both pre-test and post-test. Pre-test was aimed to measure students' prior knowledge before a treatment given. The post-test was applied to measure the students' knowledge after the treatment given. Cohen, Manion, & Morrison (2007, p. 282) describe this type of research as follow,

O₁ X O₂

Legends: O₁: Pre-test
 X: Treatment
 O₂: Post-Test

The above design describes that O1 symbolizes the pre-test, O2 the posttest which was administered to experimental class. X represents the treatment that is the use of scaffolding technique. The research participants were Year-10 students of SMA Karya Sekadau. The participants consisted of 29 students.

The treatment applied was the use of scaffolding technique to teach recount text writing. At the beginning of the lesson, the researcher asked some students to the students, it aimed to found out the students prior knowledge about recount text. The researcher also explained to the students the meaning of scaffolding and the function in writing learning

This research applied the measurement technique in collecting the data. Pretest and post-test were applied in this research to know the interval before and after the treatment. Both performances were measured. To measure the students' score in both pre-test and post-test of writing recount text, the scoring rubric introduced by Weigle, 2002, p. 116 was applied. Since it is a pre-experimental research and it aims to find out the effectiveness of the treatment, the effect size formula is used.

(Burns, 2000, p. 167)

$$ES = t \sqrt{\frac{1}{N}}$$

Legends: "ES" is the Effect Size
 "t" is the result of t-test
 "N" is total number of student

The calculation is then categorized into the qualification of the effectiveness shown in the following table:

Table 1
The Criteria of the Effect Size

Effect Size	ES < 0.3	ES 0.3 – 0.5	ES > 0.5
Qualification	Low	Moderate	High

(Muijs, 2004, p. 145)

In the effect size formula, the formulas to compute the “t” test ratio (t) of each group and the mean of difference score of pre-test and post-test are needed. First, to compute the mean difference of each group, the researcher subtracts the mean score of post-test (M2) with the mean score of pre-test (M1) as described in the following formula. To compute “t” of the above formula, the following formula (Ary et al, p. 177) was applied

$$t = \frac{MD}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

To compute t ratio, the difference of students mean score in post-test and pre-test is divided by difference score squared ($\sum D$) subtracted by difference scores summed then squared ($(\sum D)^2$) which divided by number of students (N), then divided by df $N(N-1)$ then rooted. To compute difference score of post-test and pre-test, the researcher uses this following formula.

$$MD = M_2 - M_1$$

To compute the difference score of post-test and pre-test, the researcher subtracts the mean score of students in post-test (M2) with the mean score in pre-test (M1). “M1” and “M2” of the above formula are computed by this following formula

$$M_1 = \frac{\sum X_1}{N}$$

$$M_2 = \frac{\sum X_2}{N}$$

Van Blerkom (2009, p. 245) defines M1 as represents of pre-test. It is computed by dividing the total score of students in pre-test ($\sum X_1$) by the number of students (N). M2 represents post-test. It is computed by dividing the total score of students in post-test ($\sum X_2$) by the number of students (N)

FINDING AND DISCUSSION

Findings

After conducting a research to find out how effective the use of scaffolding techniques to improve students' recount text writing, the writer got substantial data for testing the hypothesis and research problem. To answer the research problem, the collected data are analyzed.

The total score of pre-test of the group is 1443. Therefore, to obtain the mean score, this score is divided with the number of students in the group. The calculation is $1433 / 29 = 49.41$. Meanwhile, the total score of post-test of the group is 1771 therefore, the mean score is $1771 / 29 = 61.06$.

The researcher administering the pre-test to the Year-10 students of SMA Karya Sekadau in Academic Year 2015-2016 on April 8th 2016. Pre-test was conducted to obtained the students pre-condition of writing skill of recount text before being given the treatment

After analyzing the result of pre-test, the researcher gave a treatment to the students. The treatment applied was the use of scaffolding technique to teach recount text writing. The treatment was given two times on April 11th 2016 and April 14th 2016. The time allocation for two meeting is 4 X 45 minutes. The number of students was 29 students. At the beginning of the lesson, the researcher asked some students to the students, it aimed to found out the students prior knowledge about recount text. The researcher also explained to the students the meaning of scaffolding and the function in writing learning. The students were enthusiastic when studying using Scaffolding Technique. It could be seen from the students' seriousness in writing and some questions about their writing task.

Thus, the researcher gave a post-test to the students used the same items of pre-test. The post-test was conducted to know the students condition after the treatment given. The researcher administering the post-test to the Year-10 students of SMA Karya Sekadau in Academic Year 2015-2016 on April 18th 2016.

After conducting this research, the researcher discovers that concern to the effect size of teaching writing recount text by using scaffolding technique. The data were students' written performances that were collected. These data were analyzed to find out the interval of pre-test and post-test, and the effect size of the treatment. It is found that teaching writing recount text by using scaffolding technique is very effective. It can be concluded that the students' achievement in writing got improved. In pre-test, the mean score of the students' achievement was 1443. The treatments produced the significant difference between pre-test and posttest. In post-test, the mean score of the students in post-test was 1771. This progress showed that of teaching writing recount text by using scaffolding technique was successful to improve students' achievement. The improvement of the achievement was considered an effect of the treatment.

Based on the statistical analysis, the effect size (ES) is 1.210. The finding of the research showed that there is an improvement in the score of the students' post-test after applying Scaffolding technique in the teaching learning process as the treatment. The students' mean score of pre-test is 49.41 and the students' mean score of post-test is 61.06. As a result, the classification of the students'

average score moves positively from “poor” to “average to good” It means that the students’ achievement after the treatment is better than before the treatment was given.

The students’ performance in writing recount text using scaffolding text is significantly improved. The score indicated that the students’ performance in the post-test is better than in the pre-test. As a result, the classification of the students’ average score moves positively from “poor” to “average to good”. It means that the students’ achievement after the treatment is better than that before the treatment is given. Moreover, the result of the *t-test* is higher than *t-table* ($6.58 > 1.701$) at the level of significance 0.05. It means that there is a significant increase on the students writing achievement.

Discussion

Based on writer’s observation in SMA Karya Sekadau, most students are not motivated to write because the students think that writing is not important and the students are difficult to express their idea. The use of appropriate teaching technique applied in the classroom may contribute the solution to this problem.

There are actually numbers of teaching techniques which can be used to solve this problem. One of the techniques is scaffolding technique. To see the effectiveness of this technique to teach recount text, an experimental study will be conducted.

After conducting a research to find out how effective the use of scaffolding techniques to improve students’ recount text writing to Year-10 students of SMA Karya Sekadau in Academic Year 2015-2016, the writer got substantial data for testing the hypothesis and research problem. To answer the research problem, the collected data are analyzed. To analyze the data, the researcher computes the *t*-value. Before computing the *t*-value, the researcher computes the mean score of pre-test and post-test. The data of this research were acquired through writing test. The analysis will start from mean score of pre-test and post-test, the computation of *t*-test, and the computation of effect size.

From the data analysis the researcher found that the obtained *t*-value is 6.58. It is higher than *t*-table ($6.58 > 1.701$) and it indicated that the use of scaffolding technique was strongly effective to improve the students’ recount text writing skills.

The obtained *t*-value is 6.58. It is higher than *t*-table ($6.58 > 1.701$), at degree of freedom 28 ($df=28$) and at 95 % of confidence ($p= 0,05$).It is means that teaching recount text writing using scaffolding technique to Year-10 students of SMA Karya Sekadau in Academic Year 2015-2016 has significantly increased the students’ writing achievement. In this research, there were several steps that applied by the researcher. First, the researcher administering the pre-test to the Year-10 students of SMA Karya Sekadau in Academic Year 2015-2016 on April 8th 2016. Pre-test was conducted to obtained the students pre-condition of writing skill of recount text before being given the treatment. The students were asked to write a recount text about their holiday. The computation of students mean score of pre-test was 49.41.

After analyzing the result of pre-test, the researcher gave a treatment to the students. The treatment applied was the use of scaffolding technique to teach recount text writing. The treatment was given two times on April 11th 2016 and April 14th2016. The time allocation for two meeting is 4 X 45 minutes. The number of students was 29 students. At the beginning of the lesson, the researcher asked some students to the students, it aimed to found out the students prior knowledge about recount text. The researcher also explained to the students the meaning of scaffolding and the function in writing learning. The students were enthusiastic when studying using Scaffolding Technique. It could be seen from the students' seriousness in writing and some questions about their writing task.

They were really enthusiastic in the writing process, also they were interested when they provided with the media in order to help them to supporting their writing. Positive attitudes indicated by the students during the treatment. Those positive improvements comes from the technique which allowed them to write anything that the students know.

Some students still stayed idle when they asked to start to write. They write very little even though the direction of the test is clear. The reason why they write in such a little amount of words is the students did not know the vocabulary and lack of grammar. It makes them afraid to write.

Thus, the researcher gave a post-test to the students used the same item of pre-test. The post-test was conducted to know the students condition after the treatment given. The researcher administering the post-test to the Year-10 students of SMA Karya Sekadau in Academic Year 2015-2016 on April 18th 2016.

The total score of pre-test of the group is 1443. Therefore, to obtain the mean score, this score is divided with the number of students in the group. The calculation is $1433 / 29 = 49.41$. Meanwhile, the total score of post-test of the group is 1771 therefore, the mean score is $1771 / 29 = 61.06$. The students' mean score improves from the pre-test to post-test.

The finding of the research showed that there is an improvement in the score of the students' post-test after applying Scaffolding technique in the teaching learning process as the treatment. The students' mean score of pre-test is 49.41 and the students' mean score of post-test is 61.06. As a result, the classification of the students' average score moves positively from "poor" to "average to good" It means that the students' achievement after the treatment is better than before the treatment was given. Moreover, the result of the *t-test* is higher than *t-table* ($6.58 > 1.701$) at the level of significance 0.05. The obtain *t-value* is higher than *t-table* ($6.58 > 1.701$), it means that teaching recount text writing using scaffolding technique for year-10 students of SMA Karya Sekadau in academic years 2015/2016 has significantly increase the students writing achievement.

CONCLUSIONS AND SUGGESTIONS

Conclusion

There is an improvement in the score of the students' post-test after applying Scaffolding technique in the teaching learning process as the treatment.

The analysis of the test show that teaching recount text writing using scaffolding technique for year-10 students of SMA Karya Sekadau in academic years 2015/2016 is effective to increase the students' writing ability. The finding of the research showed that there is an improvement in the score of the students' post-test after applying Scaffolding technique in the teaching learning process as the treatment. The students' mean score of pre-test is 49.41 and the students' mean score of post-test is 61.06. The result of the *t-test* is higher than *t-table* ($6.58 > 1.701$) at the level of significance 0.05. The obtain *t-value* is higher than *t-table* ($6.58 > 1.701$), it means that teaching recount text writing using scaffolding technique for year-10 students of SMA Karya Sekadau in academic years 2015/2016 has significantly increase the students writing achievement

Suggestion

Research findings of this research come up with suggestions to improve students' achievement in writing recount text by using scaffolding technique at year-10 students. The suggestions are as follows. (a) The writer suggests giving clear instructions in using scaffolding technique to avoid the students from misunderstanding in performing writing recount text in classroom. (b) The writer suggests using teaching media which is able to make the classroom situation alive to avoid students from getting bored. (c) The teacher should be able to choose appropriate strategy that concerns to the classroom situations. (d) It is suggested to the teacher to use scaffolding technique in teaching writing recount text in improving students' achievement. (e) The teacher should be able to manage the time to avoid from running out the time. (f) The writer suggests preparing lesson plans before teaching the students. (g) It is suggested preparing materials and media that are related to topic that is taught in the meeting.

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