



AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING PEER SCAFFOLDING STRATEGY ON THE
WRITING PERFORMANCE OF THE ELEVENTH GRADERS OF SMA
KESUMA BHAKTI LAMPUNG TENGAH
ACADEMIC YEAR 2014/2015



Presented by:

Lindawati Puspitasari

Student Number: 1065007

Tarbiyah Department
English Education Study Program

STATE ISLAMIC COLLEGE OF JURAI SIWO
STAIN JURAI SIWO METRO

2015

421
Uji
1
C1

FAKTUR No / TANGGAL	
TOKO BUKU / PENERBIT	
URGA ASAL / TOKO	Mudiah
TANGGAL PENERIMAAN	22-6-2015
STAMBUK No.	182 / Tar / 15

**THE INFLUENCE OF USING PEER SCAFFOLDING STRATEGY
ON THE WRITING PERFORMANCE OF THE ELEVENTH
GRADERS OF SMA KESUMA BHAKTI LAMPUNG TENGAH
ACADEMIC YEAR 2014/2015**

**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program**

Written By:

LINDAWATI PUSPITASARI

Student Number: 1005007

**Tarbiyah Department
English Education Study Program**

Sponsor : Drs. Kuryani Utih, M.Pd

Co-sponsor : Dra. Yerni Amir, M.Pd

**STATE ISLAMIC COLLEGE OF JURAI SIWO
STAIN JURAI SIWO METRO
2015**

ABSTRACT

THE INFLUENCE OF USING PEER SCAFFOLDING STRATEGY TOWARD THE STUDENTS' WRITING PERFORMANCE AT THE ELEVENTH GRADERS OF SMA KESUMA BHAKTI LAMPUNG TENGAH

BY :
LINDAWATI PUSPITASARI

Writing is one of the important aspects in language learning. By writing, the learners can share information and ideas with others through written text. So that, it needs an appropriate strategy especially in writing recount text. Therefore, Scaffolding Strategy is applied to increase the students text writing performance. The cause of the students deficient in writing English text is the implementing of teaching writing itself used the approach that concern in writing product. The teacher only awaits students' result without guiding them in the process.

The research is a quantitative research, the population of the research was the eleventh graders students' and the sample of the research were 30 students. The researcher conducted true experimental, by applying pretest and post-test as the instrument. The data was analyzed by using *t-test* that enable to investigate the differences between the result of pre-test before treatment and the result of post-test after treatment.

The result of data analysis illustrates that $t_{observed} = 7,69$. Next, $t_{observed}$ is consulted to t_{table} at the significant level of $5\% = 2,048$ and $1\% = 2,763$. Finally, the data confirms $t_{observed}$ is higher than t_{table} . Thus, it can be inferred that the Alternative Hypothesis (H_a) is accepted and Nul Hypothesis (H_o) is rejected. It means that there is positive and significant influence of using Peer Scaffolding Strategy toward the students' writing performance at the eleventh graders of SMA Kesuma Bhakti Lampung Tengah.

ABSTRAK

PENGARUH PENGGUNAAN STRATEGI PEER SCAFFOLDING TERHADAP HASIL MENULIS SISWA SISWI DI KELAS SEBELAS DI SMA KESUMA BHAKTI LAMPUNG TENGAH

By:

LINDAWATI PUSPITASARI

Menulis adalah salah satu aspek penting dalam pembelajaran bahasa. Dengan menulis, pelajar dapat berbagi informasi dan berbagai ide satu sama lain melalui tulisan atau teks. Sehingga dalam pelaksanaannya membutuhkan strategy yang sesuai. Oleh karena itu, Scaffolding Strategy diaplikasikan untuk meningkatkan kemampuan siswa menulis teks. Secara umum penyebabnya adalah pelaksanaannya menggunakan pendekatan yang berpusat pada hasil. Guru kelas hanya menunggu hasil siswa.

Penelitian ini adalah penelitian kuantitatif, populasi penelitian ini adalah siswa kelas XI dan sampel penelitian ini berjumlah 30 siswa. Peneliti melaksanakan *True Experimental* dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Data di analisis dengan menggunakan *t-test* yang memungkinkan untuk mengetahui perbedaan antara hasil *pre-test* yang diberikan sebelum treatment dan hasil *post-test* yang diberikan setelah treatment.

Hasil penelitian menunjukan bahwa $t_{\text{observasi}} = 7,69$. Selanjutnya, $t_{\text{observasi}}$ konsultasikan dengan t_{table} dengan taraf signifikan $5\% = 2,048$ dan $1\% = 2,763$, data tersebut menyatakan bahwa $t_{\text{observasi}}$ lebih besar dari pada t_{table} , ini dapat di artikan bahwa H_a diterima, dan H_o ditolak. Sehingga dapat disimpulkan bahwa adanya pengaruh positif dan signifikan dari penggunaan *Strategi Peer Scaffolding* terhadap hasil menulis siswa kelas XI di SMA KesumaBhakti Lampung Tengah.



**KEMENTRIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO**

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Kota Metro Lampung 34111
Telp.(0725) 4726 E-mail: stainjusi@stainmetro.ac.id, Website: www.stainmetro.ac.id

NOTA DINAS

Number :	Metro, September 2014
Appendix :	
Matter : In Order to Hold the Munaqosyah of LINDAWATI PUSPITASARI	To: The Honorable, The Head of Tarbiyah Department of State Islamic College (STAIN) Jurai Siwo Metro

Assalamu'alaikum, Wr.Wb.

We have given guidance and enough improvement to the undergraduate thesis script which is written by:

Nama : LINDAWATI PUSPITASARI
Student number: 1065007
Title : THE INFLUENCE OF USING PEER SCAFFOLDING
STRATEGY TOWARD THE STUDENTS' WRITING
PERFORMANCE

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosah. Thank you very much.

Wassalamu'alaikum, Wr.Wb.

Sponsor

Drs. Kuryani Utih, MPd
NIP. 196202151995031001

Co Sponsor

Dra. Yerni Amir, MPd
NIP.196109301993032001



**KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO**

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Kota Metro Lampung 34111
Telp.(0725) 4726 E-mail: stainjusi@stainmetro.ac.id, Website: www.stainmetro.ac.id

APPROVAL PAGE

Title : THE INFLUENCE OF USING PEER SCAFFOLDING
STRATEGY TOWARD THE STUDENTS' WRITING
PERFORMANCE

Name : LINDAWATI PUSPITASARI

Student Number : 1065007

Study Program : English Language Teaching Program (PBI)

Department : Tarbiyah

APPROVED BY:

To be examined (munaqosyah) in Tarbiyah Department of State Islamic College of
Jurai Siwo Metro.

Sponsor

Drs. Kuryani Utih, MPd
NIP. 196202151995031001

Co - Sponsor

Dra. Yerni Amir, MPd
NIP.196109301993032001



Drs. M. Hariplish, MA
NIP. 196610091997031002



KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111
Telp. (0725) 4157, Fax (0725) 47296 Email: stainmetro@yahoo.com website: www.stain_metro.ac.id

RATIFICATION PAGE

No: St.13 / 5 / 0035 / 2015

The undergraduated thesis entitled: Using Peer Scaffolding Strategy On The Writing Performance of The Eleventh Graders of SMA Kesuma Bhakti Lampung Tengah, written by Lindawati Puspitasari, student number 1065007 English Education Study Program, had been examined (Munaqosyah) in Tarbiyah Department in March 09, 2015 at 11.00-13.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Drs. Kuryani Utih, M.Pd

Secretary : Aulia Hanifah Q. M.Pd

Examiner I : Dr. Mahrus As'ad, M.Ag

Examiner II : Dra. Yerni Amir, M.Pd

(.....)
(.....)
(.....)
(.....)

Principal,

Prof. Dr. Hj. Enizar, M.Ag
IP. 10600918-198703 2 003

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Lindawati Puspitasari
NPM : 1065007
Study Program : English Education Study Program (PBI)
Department : Tarbiyah

States that this undergraduate thesis is originally the result of the writer research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, February 2015



The writer

Lindawati Puspitasari
St. 1065007

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَأَسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ وَإِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى الْخَاشِعِينَ

Nay, seek (Allah's) help with patient perseverance and prayer: it is indeed hard,
except to those who are humble

Writing is easy. All you have to do is stare at a blank piece of paper until drops of
blood form on your forehead. — *Gene Fowler*

DEDICATION PAGE

1. Thanks to my beloved parents (Mr. Sumariyono (alm) and Mrs. Sudiati) for giving their endless love.
2. Thanks to my beloved brothers (Santo Thomas, Indra Agung Saputra and Yohana Desi Ardianto) for your support.
3. Thanks to my beloved husband (Puji Hartono) for your support.
4. Thanks to my longlastin friends in curious class, and
5. My grateful almamater (STAIN JuraiSiwo Metro)

ACKNOWLEDGEMENT

As human beings who constantly have faith and believe in Allah the Almighty, let us continuously offer our praise to Him for all abundant blessing, especially the precious health to the writer that she could accomplish this undergraduate thesis. Peace be upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

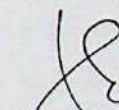
This Undergraduated Thesis entitles 'The Influence of Using Peer Scaffolding Strategy Toward Students' Writing Performance At The Eleventh Grade of SMA Kesuma Bhakti Lampung Tengah Academic Year 2014/2015'. The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd) in English Education Study Program.

There were many helpful individuals involved in accomplishing this undergraduate thesis. My acknowledgements go to both of her advisors, Kuryani Utih, M. Pd and Dra. Yerni Amir, M.Pd. May Allah SWT give them reward for supporting and guiding during the research process. Her deepest gratitude goes to my family who strongly inspire. Furthermore, I also would like to express my inner thanks to the lecturers of English Education Study Program, the students of English Department and all friends of mine.

Wise-man said "No Body is Perfect". I apologize for all mistakes I have made in writing and presentation items. Hopefully this Research Proposal can be benefit to us and English Language Teaching.

Metro, February , 2015

The Writer



Lindawati Puspitasari
St. Id. 1065007

TABLE OF CONTENTS

COVER	i
TITLE.....	ii
ABSTRACT	iii
NOTA DINAS.....	v
APPROVAL PAGE.....	vi
RATIFICATION PAGE.....	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTOS	ix
DEDICATION PAGE.....	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS.....	xii
LIST OF APPENDIX.....	xv
LIST OF TABLE.....	xvi
LIST OF FIGURES	xvii
CHAPTER I INTRODUCTION.....	1
A. The Background of Study	1
B. The Problem Identification.....	4
C. The Problem Limitation	4
D. The Problem Formulation	4
E. The Objective and Benefit of The Reseach.....	5
1. The Objective	5
2. The Benefit.....	5
CHAPTER II THEORETICAL REVIEW.....	7
A. Theoretical Review	7
1. The Concept of Writing Performance	7

a. Definition of Writing Performance	7
b. Genre of Writing	13
c. Writing Process	15
d. Teaching Writing.....	17
e. Type of Good Writing	18
f. The Writing of Recount Paragraph	19
2. The Concept of Peer Scaffolding	22
a. Definition of Peer Scaffolding	22
b. Advantages	25
c. Steps of Peer Scaffolding	25
B. Theoretical Framework and Paradigm	26
1. Theoretical Framework	26
2. Paradigm.....	27
C. Hypotheses Formulation	29

CHAPTER III RESEARCH METHODOLOGY30

A. Research Design.....	30
B. The Population, Sampling and Sampling Technique	31
1. The Population	31
2. The Sample.....	31
3. The Sampling Technique	31
C. The Operational Definition of Variable	32
1. Independent Variable	32
2. Dependent Variable.....	33
D. The Data Collecting Method	36
1. Test	36
2. Documentation	36
3. Observation	36

E. Research Instrument	37
F. The Data Analysis Technique	38
CHAPTER IV RESULT OF THE RESEARCH.....	41
A. The Description of Data	41
1. Research Setting	41
a. The Short Story About the Establishment.....	41
b. The Condition of Teacher and Official	42
c. The Building of the School	43
2. The Research Data.....	43
a. The Result of Pre-Test.....	43
b. The Result of Post-Test	47
B. Hypothesis Testing	51
C. Interpretation	54
D. Limitation of Research	56
CHAPTER V CONCLUSION AND SUGGESTION	56
A. Conclusion.....	56
B. Suggestion	57

BIBLIOGRAPHY

APPENDICES

LIST OF APPENDICES

Syllabus	63
Lesson Plan	66
Pre - test Instrument	71
Post - test Instrument	72
Result Pre test and Post test	73
Pre – survey License Letter	80
Research License Letter	81
Assignment Letter from The Principle of STAIN Jurai Siwo Metro	82
Assignment Thesis Consultation Card	83
Curriculum Vitae	85

LIST OF TABLES

Table 1 Table Standarization Measurement of writing performance.....	34
Table 2 Table of the result of pre-test experimental group	44
Table 3 Table of the frequency distribution pre-test experimental group.....	45
Table 4 Table of the result of pre test control group	46
Table 5 Table of the frequency distribution of pre-test control group	47
Table 6 Table of the result of post-test experimental group.....	48
Table 7 Table of the frequency distribution post-test experimental group.....	49
Table 8 Table of the result of post-test control group	50
Table 9 Table of the frequency distribution post-test control group.....	51
Table 10 Table authentication experimental group.....	52
Table 9 Table of interpolation of t-table	54

LIST OF FIGURES

Figure 1 Figure of research's paradigm	29
Figure 2 Figure of pre-test experimental group	45
Figure 3 Figure of pre-test control group	47
Figure 4 Figure of post-test experimental group	49
Figure 5 Figure of post -test of control group	51

CHAPTER I

INTRODUCTION

A. The Background of Study

English is language that learnt by everyone in the world, including Indonesia. From the start of kindergarden, elementary school, junior high school, senior high school to College is already obliged to learn English, because English has become compulsory in school curricula. It aims to improve the ability and understanding of the people of Indonesia the English. In mastering English someone need to master the four basic skills. They are listening, speaking, reading and writing.

Writing is the productive skill in the written mode that is more complicated skill than it seems at first, and often seems to be the hardest of the skills, but the development and presentation of thoughts in a structural way. Writing is a language in a textual medium using a set of signs or symbols. The best way to learn writing is letting students to write what they want to write. It makes student to learn how to compose the good sentences and paragraphs. Mostly students like to write their experience. It means that the students like to writing a recount text to retell their experience to someone.

According to the argument above, the teacher should have the proper strategies to assist students' in writing. There are some strategies that can be

applied in the teaching of writing, one of the strategy is scaffolding strategy. Scaffolding learning strategy is where the teacher models the desired learning strategy, to help the students by guiding the students' to take their own responsibility. Scaffolding essentially is the students' can do the assessment who are not quite ready to complete the assessment independently or individually. This strategy consists of several stages: planning, action, observation, reflection and action. To start writing, researchers may introduce one of the stages in writing. There are three advantages in applying the Scaffolding Strategy in teaching writing. First, the students are more active and motivated when this strategy was applying. Second, the students are able to complete the writing tasks according to the purpose of learning in each step of writing process. Third, the result of the students' final score in writing was increased. The cause of the students deficient in writing English text is the implementing of teaching writing itself used the approach that concern in writing product. The teacher only await students' result without guiding them in the process.

The scaffolding strategy can be described even since the writing stage of pre-production, such elaboration may be executed through several stages that encourage questioning, said Wicker, shows pictures, lists of vocabulary, typing, and discusses the concept of writing performance. The students' must have characters as follow: 1) Students' have to understand well about content, objective, vocabulary, grammatical and mechanics; 2) The students must have

good relationship with the teacher and the other students'; 3) The students' can elaborate the material to their friends.

Inversely proportional to the reality at the site, many students' have been low and unsatisfying value in writing performance, although they were getting best value of the elements in writing performance especially in recount paragraph performance. This condition also found at the students' of the eleventh graders of SMA Kesuma Bhakti Lampung Tengah. It can be seen from their daily score in writing performance.

Furthermore, the data of pre survey on September 23, 2014 in the eleventh graders of SMA Kesuma Bhakti Lampung Tengah in academic year 2014/ 2015. Based on the result of data writing recount paragraph, the writer find problems on writing performance. The illustrates the result of recount text exercise through 30 students. It shows that 5 % students got high score in the scale of 90 – 75, 25% students got enough score it is about 74 – 65 and 25 % students got low score it is about 64 - 45.

Based on explanation above it has been known that the majority of students have problems on writing performance because they get low score on the writing performance. It caused the students' are not good enough in grammatical and low vocabulary. It is the problems will be investigated and examined carefully by the researcher. The researcher will examine how the influence of learning English by using peer scaffolding strategy to improve the students' skill in writing.

B. Problem Identification

1. Students' writing ability are not good enough especially in recount paragraph performance.
2. Students have low vocabulary and grammatical in writing recount paragraph performance.
3. The strategy used in the learning process does not quite fit.

C. The Problem Limitation

Based on the background of study and the identification of problem, the study is limited the problem only in the influence of using peer scaffolding strategy toward the students' recount paragraph performance of the eleventh graders in SMA Kesuma Bhakti Lampung Tengah in academic year 2014/2015.

D. The Problem Formulation

Based on the above background of study and problem, the researcher focuses on one problem formulation as follows:

Is there any positive and significant influence of using peer scaffolding strategy toward the students' recount paragraph performance of the eleventh graders in SMA Kesuma Bhakti Lampung Tengah in academic year 2014/2015?

E. The Objectives and Benefits of The Research

1. The Objectives

To find out whether there is any positive and significant influence of using peer scaffolding strategy based on the writing performance toward the students' recount paragraph.

2. The Benefits

In conducting research, every researcher has the aim and purpose. At the final, the researcher hopes that this research will give advantages to broaden teaching and learning process. Moreover, this research will give contribution to the teachers, students and researcher herself.

a. For the Teacher

To give information for the English teacher, especially in the eleventh grade of senior high school to know more about peer scaffolding strategy and to design students' strategy the most effective strategy to improve students' writing performance.

b. For the Students

To motivate the students who have the treatment to master peer scaffolding strategy and to enrich their knowledge as well as to improve their writing performance.

c. For the Researcher

The researcher will know about the students' writing especially by finding out their writing performance by using peer scaffolding strategy. The researcher will get some new experience in controlling teaching and learning situation. It is also give much new knowledge to do learning process.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Writing Performance

a. Definition writing performance

Brown's in *Teaching by Principles* defines "human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society and usually only if someone teaches us"¹.

"Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally".

In order word, writing is the process of thinking that happen naturally in every body. Writing is the one of result of thinking, drafting, and revising procedures.

¹ Brown H. Douglas, *Teaching by Principles*, (San Francisco: State University, 2001), p.334

Moreover, McCrimon states that writing is hard work. But writing is also opportunity: to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something. To make good use of those opportunities, you need to develop the confidence that will enable you to overcome whatever frustrations a writing assignment may present².

Peni R. Pramono states that a writing as a process of expressing ideas or thoughts in words should be done at our leisure. How can we do something that we do not enjoy? Writing can be very enjoyable as long as we have the ideas and the means to achieve it³. Furthermore, Siahaan states that “the written productive language skill is called writing”. It is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language s/he is writing to transfer the information s/he has in her or his mind to her or his readers (s) effectively⁴.

There are many reasons why writing is important to be learnt. One reason is simply that by adding another skill, the students can learn the target pattern more deeply. One skill supports another, and helps the students look at

²James M. McCrimon, *Writing with a Purpose*, (New Jersey: The State University of New Jersey, Houghton Mifflin Company, 2008), p. 6.

³ Peni R. Pramono, *Essay Writing, Writing is Easy*, (Yogyakarta: CV. Andi Offset, 2005), p.26.

⁴ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 2.

the same patterns from various angles which are crucial in the process of internalization.

In conclusion, writing is very important to develop the students' ability in English because writing is the one of main parts in English.

Writing is an activity of using language in written text consisting of a sentence or clause or even only a phrase to express thought to the reader in written form so that it will be easily understood by the reader.

Etymologically, writing is derived from the word 'write'. In Oxford Advanced Learner's Dictionary the word 'write' is defined as: (1) make letters or other symbols (e.g. ideographs) on a surface, especially with a pen or pencil on paper (2) put down (on paper) by means of words.⁵

Terminologically, as it was cited by R.R Jordan, stated that writing is method of human intercommunication by means of conventional visible marks.⁶ It means that writing is a medium communicate one's thought, feeling, wanted, and opinion by nonverbal means. Furthermore, Sanggam Siahaan assumed that, writing is a psychological activity of the language user to put information in the written text. It should be noted that writing involves physic and mental activities of someone in the form of written about certain topic in a context. Moreover, Jeremy harmer explained that, writing has

⁵ A.S Homby, *Oxford Advenced Learner's Dictionary*, (New York: Oxford University Press, 1995), P.996

⁶ R.R Jordan, *Academic Writing Course*, (England: Longman, 2003), P.41

always been used as a means of reinforcing language that has been taught.⁷ It can be explained that the teacher can ask students to write recently material such as grammar, genre, phonetic, and others. Students can then be asked to write a story about something that happened to them. It can be added that reinforcement writing guides the students to improve their performance.

Thus, Performance is derived from the word "perform". In Oxford Advanced Learner's Dictionary, it has mean as do a piece of work, something one is ordered to do, or something one has promised to do.⁸

Furthermore, Brown stated that, performance is the overtly observable and concrete manifestation or realization of competence.⁹ It might be assumed that performance is an actual doing of something that people are competed in its. In other words, it can be inferred that writing performance is the productive language to communicate each other for any purposes that is involved the physic and mental activities.

Based on Oxford Advanced Learner's Dictionary, writing is the activity of writing, in contrast to reading, speaking etc. According to Sanggam, the writer productive language skill is called writing. It is a skill of a writer to communicate information to reader or group of readers. The writer skill is also realized by his or her ability to apply the rule of the language s/he

⁷ Jeremi Harmer, *How to Teach Writing*, (England: Pearson Longman), P.32

⁸ A.S, Homby, Op.Cit, P.623

⁹ Douglas Brown, *Principle by Language Learning and Teaching (4th Ed)*, (New York: Eddison Wesley longman.Inc, 2000), P.30

is writing to transfer the information s/he has in her or his mind readers effectively.¹⁰ It means that writing is ability of the writer to show his or her feeling or thought with easy language which hopefully the readers understand about his or her minds.

Writing is a psychological activity of the language user to put information in the written text. Such writing is commonly about a certain topic in which the writers as first collect the data, and then elaborates the topic based on certain idea in order to answer question, or proves a statement, or describes an object, or exposes a new truth of a certain fact an object, or convinces the readers to believe or not a statement, or persuades those readers to take a certain course of action related to the believe or disbelieve.¹¹ It means that writing is activities which used by the writer to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the writer written.

Moreover, Davies said that, writing is probably the linguistic skill that is least used most people in their native language.¹² It means that writing learning process needs specific skill to be successful in writing such content, organization, vocabulary, grammar and mechanic.

¹⁰ Sanggam Siahaan, *The English Paragraph*, (Pematang Siantar: Graha Ilmu, 2007), p. 2

¹¹ Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta: Graham Ilmu 2008), p. 215

¹² Paul Davies and Eric Pearse, *Success in English Teaching*, (New York: Oxford University Press, 2002), p. 96

In addition, Brown states that in measurement of English writing performance included five core components, such as content, organization, vocabulary, grammar, and mechanical considerations.¹³ Here is the table concept of measurement of English writing performance which has been adapted from Jacob (et.al) with analytical scoring.¹⁴

As one of four basic skill of language, writing is very important because constitutes the clarification of someone's through and feeling. Through this skill the students can explore their own thinking, various feeling, and also the concept by using word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

According to Davies, good writing skills usually develop from extensive reading, some specific training, and a good deal of practice. Writing involved the following basic skills: hand writing or typing, spelling, constructing grammatical sentences, punctuating.¹⁵ The writer aim is the beautiful written need the knowledge which get from reading, training writing and also practice of writing itself and it has basic skill which develop writing, for instant, the hand writing or typing, spelling, the grammar, punctuation.

¹³ *Ibid*, p.357

¹⁴ H. D. Brown, *Language Assessment: Principles and classroom practice*. (San Francisco: Longman, 2001) P. 244-246

¹⁵ Paul Davies and Eric Perse, loc. cit

b. Genre of Writing

There are some genres of writing based on Professional Development Service for Teacher, they are:

1) Narrative

It entertains and engages the reader in an imaginative experience. Narrative texts are organized according to setting, event leading to a problem and solution.¹⁶ Narrative is an account or description of events in the past, which entails following a time sequence or chronological order.¹⁷ It illustrates that narrative is to retell about the story in the past especially about fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, legends, historical narratives, ballads, personal experience, and slice of life. The generic structures of narrative text are orientation, complication and resolution.

2) Procedure

It is written to explain how something is done, in a series of sequenced steps. They are organized by goal, material, method

¹⁶ Professional Development Service for Teacher. *Writing Genre – A Structured Approach*. (Australia: Education Department of Western Australia, 2013), P. 3

¹⁷ Vivian M. Rosenberg. *Reading: Writing and Thinking*, (New York: Random House, 1989), P. 79

and evaluation.¹⁸ It is writing text that has purpose to tell how make and do something.

3) Report

It is written to describe or classify the way things are or seem to be. They organize and record information.¹⁹ It is a writing text that has purpose to describe the ways things are, with reference to a range of natural, man-made and social phenomenon in our environment.

4) Explanation

It is written to explain how something works or the process involved in actions, events or behavior. The explanation texts are organized by: a definition or statement, and a sequenced explanation.²⁰ It means that explanation is written to explain the process involved in the formatting or working on natural or sociocultural phenomenon.

5) Persuasive

It is written to argue or persuade. They promote the researchers point of view. Persuasive texts are organized with: Proposition to

¹⁸ Professional Development Service for Teacher. *Op.cit*, P. 11

¹⁹ Professional Development Service for Teacher. *Ibid*, P. 14

²⁰ *Ibid*, P. 17

be argued, arguments in logical order, reiteration.²¹ It explained that persuasive is a written text that have purpose to persuade the readers.

6) Recount

Recount tells the reader what happened and this may involve the author's personal interpretation of events. There are different types of recounts which including personal, factual and imaginative recounts. Recount writing is organized by setting, events in chronological order and a concluding statement. The main features of recount writing are specific participants, action verbs and past tense.²²

c. Writing Process

Writing, as productive skills, requires certain process to be used, and it usually needs mental activities that make this performance possible to create a good writing performance. Paul Davies pointed out that "writing in an English course may be handled in different ways for different purposes".²³ It means that different purpose in writing performance needs appropriate and certain process.

Writing is one of the four basic skills in English that need strategies to be able to write well and true. Brown explains that the

²¹ Ibid, P. 20

²² Ibid, P. 8

²³ Davies, Paul and Eric Pearse, *Op.cit.* P.96

writing process tend to be framed in three stages of writing namely prewriting, while writing (drafting), and post writing (revising).²⁴

1) Prewriting

Prewriting is an essential step in the writing process which doing before the writer is going to write. It puts critical thinking into action. Before start writing, the writer is asserted to find ideas to write about it. This way is known as brainstorming. It can help the writer start when they have no topic to develop. It also can identify information which need to support the point of view quickly. In other words, brainstorming is one of the several different ways to begin writing.

2) While writing (drafting)

While writing is the time when the writer have been writing. It is commonly known as drafting process. It is started by writer down the objective or the main idea. Ideally, this should be in one sentence. After deciding the main idea then the writer include additional informations they need as the supporting idea. In addition, the writer needs to develop their thought in order that enhance their writing.

3) Post writing (revising)

Before finishing their writing, the writers need to asses their draft in order that they produce a good writing. They accomplish

²⁴ H. Douglas Brown, *op cit*, p.345

proofreading before. They also make corrections directly in their first draft to make it clearer and more convincing. This step called as the process revising. They ought to consider some facets in the text such as content, clarity, form, errors in grammar, and punctuation. The writer might change that order or insert additions to make an appropriate revisions.

d. Teaching Writing

Brown stated that in teaching writing can be clarified as follows:

- 1) Focus on the process of writing that leads to the final written product.
- 2) Help students' writers to understand their own composing process.
- 3) Help them to build repertoires of strategies for prewriting, drafting and rewriting.
- 4) Give students time to write and rewrite.
- 5) Place central importance on the process of revision.
- 6) Let students discover that they want to say as they write.
- 7) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention.
- 8) Encourage feedback from both the instructor and peers.

- 9) Include individual conferences between teacher and student during the process of composition.²⁵

e. Type of Good Writing

There are five characteristics of good writing based on Harcourt B.J.'s explanation in his book *the Writing Commitment*.²⁶

- 1) Good writing is interesting

Writers generally stimulate interest by presenting some knowledge or insight that is new and important to readers.

- 2) Good writing is clear

Its ideas have been organized so logically, words selected so carefully, and sentences crafted so skillfully that readers do not need to struggle to understand what the writer means.

- 3) Good writing is Concise

It contains no unnecessary words, phrases, or sentences. Consequently, readers will not feel that their time is wasted.

- 4) Good writing is effective

It conveys a message to readers in such a way that it will achieve the effect that the writer intended.

²⁵ Douglas Brown. *Op. Cit.*, P. 336

²⁶ Harcourt Brace Jovanovich, *The Writing Commitment*, (United States of America: Orlando Publisher, 1984), p. 4

f. The Writing of Recount Paragraph

Recount is writing to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of informing or entertaining (or both) the reader. There are some types of recount they are personal recount, factual recount and imaginative recount. Personal recount is the writing these usually retell an event that the researcher was personally involved in. Factual recount is the writing that record an incident. Imaginative recount is writing an imaginary role and giving details of events. It means that Recount is the writing designed which retells past events or experience for the purpose of informing or entertaining. This could include personal events, factual incidents or imaginary incidents. Recount has some generic structure they are:

1. Orientation

Setting scene and giving the necessary background information such as, who, when, where, what, and why.

2. Events

Retelling the event in chronological order or logical sequences, usually in past (there is no complication in recount).

3. Reorientation

Including a personal comment or opinion and closing a statement.²⁷

Except the generic structure recount have some special characteristic because a good recount:

1. Is well organized and relates events in sequence by using appropriate linking verb and cohesive devices.
2. Focuses on the important participants in event.
3. Includes detail and personal responses to add to the readers' interest or humor.
4. Personal recount should be written in the first person (using personal pronouns I or We and other). Factual recount should be written in the third person (he, she, it, and other)
5. Figurative language may be used (alliteration, onomatopoeia, simile, metaphor, personification).
6. The passive voice may be used (the bottle was filled with ink) in a factual recount.

²⁷ VIRGINIA P. ROJAS Language Education Consultant (732) 940-1860 VPRojas@aol.com.
Adopte from: [http:// www.tki.org.nz/r/esolonline/](http://www.tki.org.nz/r/esolonline/). 15-01- 2014

7. Events are described using past tense of verbs (she yelled, she walked) and adverbs to add more detail to the verbs.
8. Frequent use of words or phrases which link events in time: next, later, when, then, after, before, first, at the same time, as soon as, late in the afternoon.²⁸

Narrative and recount text in some ways are similar. Both are telling something in the past. So narrative and recount usually apply Past Tense; whether simple past tense, simple past continuous tense, or past perfect tense. The ways narrative and recount told are in chronological order using time or place. Commonly narrative text is found in story book; myth, fable, folklore, etc while recount text is found in biography.

The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social conflict, or psychological conflict. In some ways narrative text combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of event as the basic structure.

²⁸ *Ibid.*;



2. The Concept of Peer Scaffolding Strategy

a. The Definition of Peer Scaffolding Strategy

Scaffolding is a process that requires direct or complementary teaching conducted by the teacher or someone more expert. To be successful with these teaching strategies, teachers must provide all information required a student to complete a task. Thus a student will be able to resolve the problem.

Bruner states that language is the most important thing in cognitive developing. That is why he scrutinizes how could the adult used the language dealing with the reality to the children and help them to solve their problems. In conversing with children by doing activity is possible to help them verbally. This activity might be conducted in the classroom through conversation between teacher and students. It is widely known as *scaffolding* to support students' learning process. Nevertheless, it is important that the teacher has to entail the students since a beginning of learning process actively in order that they can find the knowledge by their own comprehension. Therefore, the true learning comes through children personal discovery.²⁹

Klausmeier also emphasizes that scaffolding is the important notion in constructivism modern. The paradigm of behaviorism that adopted by the teachers in preceding time should be changed. It indicated the failure in producing ideal graduated. This paradigm should be changed by

²⁹ Kasihani K.E Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p.11

constructivism paradigm radically. The characteristic of constructivism are the involment of the students in learning process. The students used their own prior knowledge to learn while the teacher as the facilitator to help them in their learning activity.³⁰

Based on the quotation above, it can be inferred that the scaffolding strategy is a strategy that required students to improve their own knowledge. Teachers as facilitators in the learning process in the classroom and teachers also help students to solve their problems, and stimulate the students so that they can explore their skills.

Vygotsky stated that scaffolding strategy in the learning process is an effect of the mean idea of the zone of proximal development. According to him, the child's ability level is divided into two levels, namely the actual ability (owned by children) and potential capabililty (maybe to master). The zone between the actual ability and potential ability is proximal development zone. Children need a bridge to reach their potential capabilities. In other words, one of the bridges is assistance from the teacher or peer in order to provide help for troubles in learning proces.³¹

In line with the statement above, the scaffolding strategy can be done by peers is more mastered the material in order to help other students. Vygotsky

³⁰ *Ibid.*;

³¹ Endah Tri Priyatni, et.al., *Peningkatan Kompetensi Menulis paragraf dengan Teknik Scaffolding*, (Malang: Universitas Negeri Malang, 2004), p. 207

advocated was peer scaffolding. By letting students of similar but differing abilities work in groups, they can help each other: often a lot more effectively than a teacher would be able to. The teacher's main interventions can be with the more advanced students who do not have anyone more knowledgeable to help, but who are best able to communicate with the teacher because of a smaller *knowledge gap*.

Strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.³² Strategy can also be defined as "a general direction set for the company and its various components to achieve a desired state in the future. Strategy results from the detailed strategic planning process".³³

It means that strategy is a plan that has chosen to get one goal or purpose. In this case, to get a goal in writing side. Peer scaffolding strategy is a planned that required students to improve their own knowledge, usually related to the ability of study itself that can help students to gain writing skills.

³² <http://www.businessdictionary.com/definition/strategy.html>

³³ <http://www.managementstudyguide.com/strategy-definition.html>

b. The Advantages of Peer Scaffolding Strategy

According to Millis and Cottell there are ten advantages in using scaffolding strategy that follows:³⁴

- a. greater quantity and quality of achievement, complex reasoning, and creative problem solving;
- b. higher-quality decision making;
- c. healthier cognitive, social and psychological development by being better able
- d. to deal with more stress and cope with unforeseen adversities;
- e. increased motivation and energy to take action;
- f. higher-quality relationships with friends, co-workers and family members;
- g. a greater sense of caring, commitment, joint identity and cohesiveness with an
- h. emphasis on increased liking, respect and trust;
- i. heightened awareness that a problem exists that needs to be solved;
- j. increased incentive to change.

c. Steps of Peer Scaffolding Strategy

According to the Applebe and Langer there are five steps in applying strategy of scaffolding that is:

1) Intentionality

Grouping of tasks that would have mastered the students into several parts which are specific and clear.

2) Appropriateness

The granting of assistance focus on aspects that can not be controlled by the students to the maximum.

³⁴ Nancy Falchikov, *Learning Together: Peer Tutoring in Higher Education*, (London and New York: RoudledgeFalmer, 2001), p. 78

3) Structure

provide model so that students can learn from model shown.

4) Collaboration

The teacher provide a response at the level of the tasks students, the role of teachers here not as an evaluator, but as collaborators.

5) Internalization Researching the ability or the knowledge that students so that students can master the material properly.³⁵

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is peer scaffolding strategy. And the dependent variable (Y) is the students' writing performance especially in recount paragraph performance. So this research is aimed to know the influence of peer scaffolding strategy toward the students' recount paragraph performance.

Scaffolding is a learning process that requires direct teaching or companion can be done by teachers or people who are more expert in order to help students to understand what was learned

³⁵ Ibid, P.209

Writing performance is ability to arrange the sentences of certain language being used in writing communication to sending message or information from the writing to the readers.

Recount paragraph is the material in English learning that must be master by the students. This is the skill that students are required to produce written work in all their core subjects. They are required to hand in reports, narrative and descriptive essays, biographies, as well as other forms of writing needed in their various class and homework assignments. Therefore, there is an important need for them to be instructed and provided with practice activities to develop their writing skill in order to ensure their success in their school life.

The writer will use peer scaffolding strategy to influence the students' writing performance. If the grade of peer scaffolding strategy is perfect so students writing performance is also good. However, if the grade of peer scaffolding strategy is less so students writing performance are also bad.

2. Paradigm

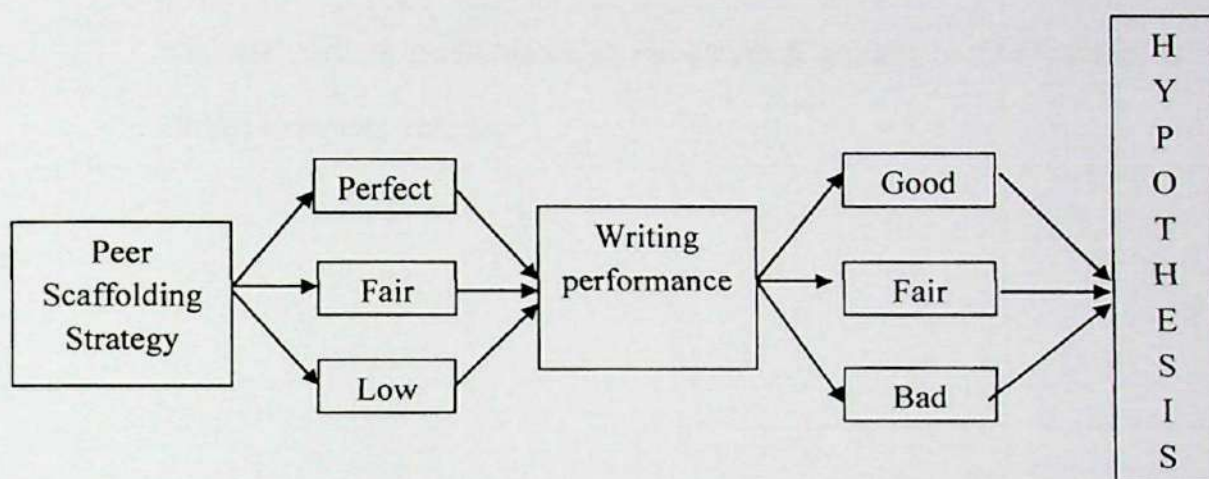
"Research paradigm is link pattern between one and other variable that will be researched."³⁶

³⁶ Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Edisi Revisi*, (Metro: STAIN Jurai Siwo Metro, 2011), P. 42

Based on that explanation, the researcher describes the paradigm as follows:

Figure 1

The Paradigm of peer scaffolding strategy and students' writing performance the eleventh graders of SMA Kesuma Bhakti Lampung Tengah



Based on the paradigm above, the researcher concluded that if the students get the high grade in their writing performance when they use peer scaffolding strategy. So, there is a positive influence of using peer scaffolding strategy and the students' writing performance. If they get the low score on writing performance when use peer scaffolding strategy. So, there is not a positive influence of using peer scaffolding strategy and the students' writing performance.

C. Hypothesis Formulation

The hypothesis of this research can be described as follows:

1. Alternative Hypothesis (H_a)

There is a positive influence of using peer scaffolding strategy on the students' writing performance at the eleventh graders of SMA Kesuma Bhakti Lampung Tengah.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses the quantitative research. Moreover, quantitative research is the research by which the numeric data are used to find knowledge.¹ Based on the problem in the class, the writer can prepare the design that would be researched. The writer used the quantitative research to identify the influence of using peer scaffolding strategy toward students' writing performance at the eleventh graders of SMA Kesuma Bhakti Lampung Tengah.

This research to find out whether the peer scaffolding strategy can be used to increase the students' writing performance. To investigate the achievement of the research, the students was gave the question from the teacher to know the knowledge of writing recount paragraph in the pre-test, the teacher was got the pre-test score from the student and teacher was found the student who get the low score and high score. After the teacher knows the score of student, the teacher give the treatment for all students by using peer scaffolding strategy and writing recount paragraph to increase their knowledge.

After the treatment has been conducted by the students, the writer administered the post-test to know the result from the treatment. The writer identifies the students' achievement in writing performance. If the scores were higher than post-test, it indicated that peer scaffolding strategy cannot be used to

¹ John W.Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, London, 2002, P.18

increase the writing performance but if the result were higher than pre-test, it shows that peer scaffolding strategy can influence the students' writing performance in the eleventh graders of SMA Kesuma Bhakti Lampung Tengah.

B. Population, Sample and Sampling Technique

1. Population

The population is the whole subject that would be researched in the research. The population in this research is the students at the eleventh grade of SMA Kesuma Bhakti Lampung Tengah in academic year of 2014/2015. The total population in this research is 237 students which are divided into nine classes. The students are students of saints' class and students of social class.

2. Sample

The sample of the research is the eleventh graders of SMA Kesuma Bhakti Lampung Tengah in academic year 2014/2015 in the class XI IPA which consists of 30 students. So the writer takes class XI IPA as the sample of this research because the writer thought it is enough and that class could represent others.

3. Sampling Technique

In this research, the writer would use *Cluster Random Sampling Technique*. Cluster random sampling is used to take the sample of this research. That is to select the intact group as a whole is known as a Cluster sampling. In Cluster sampling, the sample units contain groups of elements

(clusters) instead of individual members or items in the population. In this research, the writer only use one class because the writer thought it is enough and that class could represent others.

C. Operational Definition of Variables

There are two variables in this research are consisted of peer scaffolding strategy and the students' writing performance, while the operational definitions of variables are follows:

1. Independent Variable (Peer Scaffolding Strategy)

Independent variable is variable selected by the researcher to determine their effect on or relationship with the dependent variable.² Independent variable of this research is peer scaffolding strategy at the eleventh graders of SMA Kesuma Bhakti Lampung Tengah in academic year 2014/2015. The researcher ordered the students to write a recount paragraph by using peer scaffolding strategy.

There are several indicators in applying peer scaffolding strategy as follows; 1) Grouping tasks to be mastered students into specific sections and clear (intentionality). 2) The provision of assistance to focus on those aspects that cannot be controlled by the student to the maximum (appropriateness). 3) Provide models so that students can learn from the model shown (structure). 4) The teacher gives a response at the level of students' assignments, the teacher's role here not as an evaluator, but as collaborators (Collaboration). 5. Internalization

² James dean brown, *Understanding research in second language learning*, Cambridge: Cambridge university press.1988, p. 10

Researching the ability or knowledge of the students so that students can master the material well. The writer would use several ways to measure the influence of using peer scaffolding strategy toward the student's writing performance by making test to make recount paragraph.

2. Dependent Variable

Dependent variable is observed to determine what effect, if any the other types of variables may have on it.³ Dependent variable in this research is the students' writing performance in recount text. Furthermore, the writer decides some indicators in mastering writing performance in recount paragraph.

The indicators of writing performance in recount paragraph are: 1) the students have the competence of content. 2) The students have the competence of organization. 3) The students have the competence of vocabulary 4) the students have the competence of grammar. And 5) the students have the competence of mechanicals.

This variable can be measured by using written test especially test to make recount text. The students have to write three paragraphs of recount texts with the duration of 30 minutes. The writer also establishes the measurement of good paragraph in writing. The good paragraph should consist of the content, organization, use of language, vocabulary, and writing mechanics. Some specifications would be decided by the writer as follows:

³ James dean brown *Ibid*, p. 10

Table.1

The Standardization Measurement of English Writing Performance

Competences	Scores	Levels	Standardization
Content	30-27	Excellent	a. Essay addresses the certain topic; the ideas are concrete and thoroughly developed; no irrelevant material; essay reflect thoughts.
	26-22	Good	b. Essay addresses the issues but misses some points; ideas could be more fully developed; some irrelevant materials are present.
	21-17	Fair	c. Development of ideas not complete or ideas is somewhat off the topic; paragraphs are not divided exactly right.
	16-13	Poor	d. Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; less enough effort in area of content.
Organization (introduction, body, conclusion)	20-18	Excellent	a. Appropriate title, effective introductory, topic is stated, leads to body; transitional expression used; supporting evidence is existed; conclusion logical and complete.
	17-14	Good	b. Enough title; introduction, body and conclusion is acceptable; but lack of evidence and the idea not developed well; sequence is logical but transitional expression is missed.
	13-10	Fair	c. Less of introduction and conclusion; problems with the ideas of the body; not supported evidence.
	9-7	Poor	d. Minimally introduction; fully problems of ideas and

			organization; no evidence and illogical conclusion.
Vocabulary	20-18	Excellent	a.Appropriate vocabulary usage use of parallel structures; brief.
	17-14	Good	b.Good vocabulary and not wordy.
	13-10	Fair	c.Some of vocabulary misused and too wordy.
	9-7	Poor	d. Problems in vocabulary and lack of variety structure.
Grammar	25-22	Excellent	a.Fluency grammar; correct of clauses, preposition, articles, verb forms, modals, tense sequencing.
	21-18	Good	b.Advanced in grammar although the reader aware of them.
	17-11	Fair	c.The readers get the ideas but the grammars are in the problem.
	10-5	Poor	d.Much problems of grammar appears so as to make the reader difficult to read.
Mechanical consideration (punctuation and spelling)	5	Excellent	a.No errors of spelling and correct punctuation usage.
	4	Good	b.Some problems of punctuation and error spelling.
	3	Fair	c.Spelling problems disturb the reader and punctuation errors disturb the ideas.
	2	Poor	d.Serious problems of punctuation in sentence and spelling.

D. Data Collection Method

In collecting the data, the writer uses the techniques as follows:

1. Test

a) Pre-test: the researcher gives the pre-test to the students. The purpose of the test is to know how far the students English mastery before giving treatment.

b) Post-test: the researcher administrates the post-test after giving the treatment to know the result at the end the research

2. Documentation

The writer also would use documentation as the instrument. According to dictionary "Documentation is the documents that are required for something, or that give evidence or proof or something".⁴In executing of documentation method, the researcher investigate object written like books, magazine, document, regulations, minutes of meeting, daily note, and so on.

3. Observation

According to Seltiz in Edi, observation can be defined as election, modification, registration, and coding of behavior circumstance which is connected with organism based on the empiric purpose.⁵ In this research, observation is used to know the teacher's performance in teaching and the student's participation in learning process.

⁴ Hornby, *Oxford Advanced Learner dictionary*, (New York: university press, 2000), p. 390

⁵ Edi Kusnadi, *Metodologi Penelitian*. (Metro : Ramayana Pers dan STAIN Jurai Siwo Metro, 2008), p. 98

E. Research Instrument

The research instrument in this research would be tests which describe as follow:

1. Instrument Blueprint

Instrument in this research is designed and adjusted with the indicators which have been specified. Moreover, instrument which is used in the test for that consist of pre-test and post-test. The researcher gave pre-test before the students get more learning about making a paragraph by their own idea and before using peer scaffolding strategy, and post-test given after using peer scaffolding strategy. The types of the test is written test the question is about the writer ordered the student to compose the recount paragraph. This test is chosen as the instrument because it is required the students to express their own idea and to decide the scale of instrument It purposed to motivate the students in improving their writing ability especially in writing recount paragraph.

2. Instrument Calibration

Instrument calibration used to know the validity and reliability of instrument standard which would be used. The total score of written test is 100. The score determined based on the writing product that student made. The research instruments which would be using in this research are:

- a. The instruments which would be used by writer is written test. In forming writing product, the researcher would order the student to make writing product that used the instruction from the researcher.

- b. The instrument which would be used in documentation method is documentation guidance, as follow:
 - 1. Documentation about condition of the teacher, and officials in the SMA Kesuma Bhakti Lampung Tengah.
 - 2. Documentation about the students of SMA Kesuma Bhakti Lampung Tengah.
 - 3. Documentation of syllabus, lesson plan and the material that the teacher used.
- c. The instrument which would be used in test in this research is writing performance achievement using Peer Scaffolding Strategy.

F. Data Analysis Technique

To investigate whether there is any the influence of using peer scaffolding strategy toward students' writing performance, the result of the pre-test and post-test would be analyzed data by using T-test formula.

By using $t_{\text{-test}}$, the writer can examine the differences between the means of control class and experimental class and decide whether those differences are likely to happen by chance or by treatment effect. The $t_{\text{-test}}$ in this research would be formulated as follow:

$$t = \frac{M_x - M_y}{\sqrt{\frac{\sum X^2 + \sum Y^2}{N_x + N_y} - \frac{1}{N_x} + \frac{1}{N_y}}}$$

Note:

M_y : Mean sample experiment

M_x : Mean sample control

N_x : Number study control

N_y : Number study experiment

$\sum X$: Deviation of each X_2 and X_1

$\sum Y$: Deviation of each Y_2 and Y_1

In this research, the writer used t_{test} to determine criteria of the significance of the test.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Short Story about the Establishment of SMA Kesuma Bhakti Lampung Tengah

SMA Kesuma Bhakti Lampung Tengah is located in Kesumadadi village Bekri Lampung Tengah. It was established on 1983. It had purpose to increase the quality of Indonesian people especially in Lampung Tengah. It needs high dedication from all of the members. Such as: principle, the teachers, officer staff, and the stakeholders.

The principle of SMA Kesuma Bhakti Lampung Tengah in that time is Sutrisno, S. Kom, while for the teachers is all honorary teacher, and had been led by the following principles:

- | | |
|--------------------|-------------|
| 1. Drs. Subardi | 1983 – 1988 |
| 2. Mujiman, BA | 1989 – 1991 |
| 3. Suminto, BA | 1992 – 1995 |
| 4. Drs. Suwarti | 1996 – 1999 |
| 5. Sutrisno, S.Kom | 2000 – Now |

SMA Kesuma Bhakti Lampung Tengah has believed from the Government of Indonesia and B accreditation status. It happened because SMA Kesuma Bhakti Lampung Tengah develop and keep on the quality of education.

b. The Condition of Teachers and Official Employers in SMA Kesuma Bhakti Lampung Tengah

SMA Kesuma Bhakti Lampung Tengah has many professional teachers and officers from various universities and level of education. It was due to get the better quality of the graduates of SMA Kesuma Bhakti Lampung Tengah who continue in the next level of education. The description of human source in SMA Kesuma Bhakti Lampung Tengah is as follows:

The total of the teachers and officers in SMA Kesuma Bhakti Lampung Tengah were 30 people. It divided into 8 civil servant teachers and 11 honorary teachers, an honorary librarian, an honorary computer laboratory, 8 honorary officers, and an honorary security. The human sources in SMA Kesuma Bhakti Lampung Tengah are the people who graduated from various level of education. It is as follows: a people who graduated from S2, 16 people who graduated from S1, a people who graduated from D3 and 12 people who graduated from SMA.

c. The Building of Senior High School 3 Metro

The condition of facilities and the building in SMA Kesuma Bhakti Lampung Tengah was good. The description of building in SMA Kesuma Bhakti Lampung Tengah is as follows:

SMA Kesuma Bhakti Lampung Tengah had 9 classrooms, a computer laboratory, a mosque, an administration room, a library, a principle room, an UKS, park area, a teacher room, a canteen, a kitchen and 3 toilets.

2. Research Data

a. The Result of Pre – Test

To know the ability of the students in writing performance before giving the treatment, the students were given a pre-test that must be done individually. The researcher asked the students a question that the students must write some paragraphs with choose an interesting topic by their selves. The result of pre-test can be identified as follows:

Table 2

The result of pre-test experimental Group

No	Students Initial	The Grade of Pre-Test
1	AK	52
2	AI	56
3	ANH	54
4	BP	60
5	DA	53
6	DMS	57
7	DY	62
8	INW	62
9	LHS	50
10	P	57
11	RC	57
12	SAS	53
13	TA	54
14	TK	57
15	UER	50
Total		834
Average		55,6

Source: The result of pre-test in experimental group on January 15, 2015.

Based on the table above, the researcher measured the class interval by using Anas Sudijono formulation as follows:

$R = H - L$ $= 62 - 50$ $= 12$	$K = 1 + 3,3 \log n$ $= 1 + 3,3 \log 15$ $= 1 + 3,881$ $= 4,881$ $= 5$	$P = \frac{R}{K}$ $= \frac{12}{5}$ $= 2,4 \rightarrow 2$
--------------------------------	--	--

Note:

R : Range

K : The Number of Class Interval

H : The Highest Grade

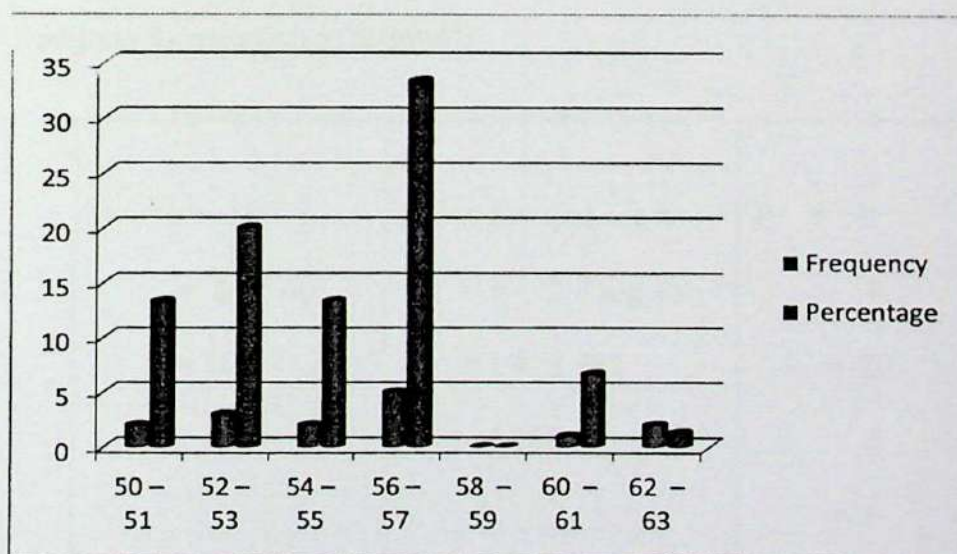
P : The Length of Class Interval¹

L : The Lowest Grade

Table 3
Frequency distribution of students' score in pre-test (experimental group)

Class Interval	Frequency	Percentage %
50 – 51	2	13,33
52 – 53	3	20
54 – 55	2	13,33
56 – 57	5	33,33
58 – 59	0	0
60 – 61	1	6,67
62 – 63	2	1,333
Total	15	100%

Figure 2
Frequency distribution of students' score in pre-test (experimental group)



¹ Sudijono. Anas, *Statistik Pendidikan*, PT. Praja Grafindo Persada, Jakarta, 1987, p. 44

Table 4
The result of pre-test of control group

No	Students Initial	The grade of pre-test
1	APN	67
2	DP	80
3	F	67
4	FA	79
5	IF	74
6	IFH	69
7	IN	63
8	KWP	65
9	LA	78
10	LAA	68
11	MS	69
12	RRP	60
13	SIR	77
14	W	63
15	Y	60
Total		1039
Average		69,26667

Source: The result of pre-test (control group) on January 15, 2015.

Furthermore, the researcher measured the class interval by using Anas Sudijono formulation as follows²:

$R = H - L$ $= 80 - 60$ $= 20$	$K = 1 + 3,3 \log n$ $= 1 + 3,3 \log 15$ $= 1 + 3,881$ $= 4,881$ $= 5$	$P = \frac{R}{K}$ $= \frac{20}{5}$ $= 4$
--------------------------------------	--	--

² Ibid;

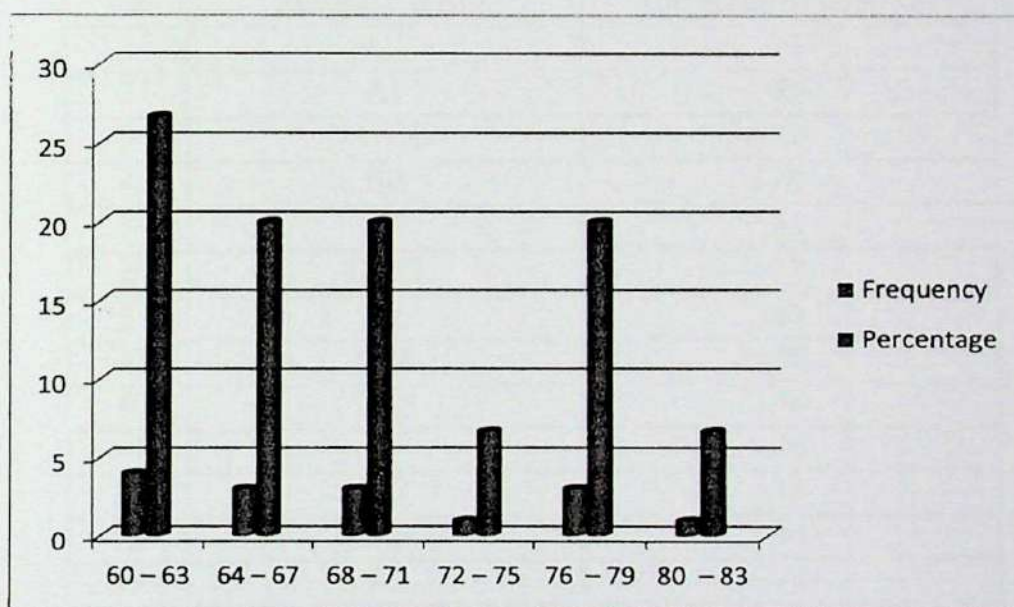
Table 5

Frequency distribution of students' score in pre-test (control group)

Class Interval	Frequency	Percentage %
60 – 63	4	26,67
64 – 67	3	20
68 – 71	3	20
72 – 75	1	6,67
76 – 79	3	20
80 – 83	1	6,66
Total	15	100%

Figure 3

Frequency distribution of students' score in pre-test (control group)



b. Result of Post – Test

After delivering the material with the topic of Recount paragraph, the post test was given both experimental and control class. The type of pre-test and the post-test were the same but in post-test the students just choose one of

the topics that researcher was given. The post –test was carried out in order to know the students' achievement after the treatment.

The result of the students' pre-test and the result of the students' post-test to find out whether the treatment by using peer scaffolding strategy in students writing performance. The result of post–test can be identified as follows:

Table 6
The result of post-test in experimental group

No	Students' Initial	The grade of post-test
1	AK	79
2	AI	85
3	ANH	79
4	BP	78
5	DA	81
6	DMS	77
7	DY	83
8	INW	85
9	LHS	78
10	P	76
11	RC	74
12	SAS	80
13	TA	75
14	TK	78
15	UER	76
Total		1184
Average		78.93333

Source: The result of post test in experimental group by using Peer Scaffolding Strategy toward students' recount paragraph performance on January 29, 2015.

Based on the table above, the researcher measured the class interval by using Anas Sudijono formulation as follows³:

$R = H - L$ $= 85 - 74$ $= 11$	$K = 1 + 3,3 \log n$ $= 1 + 3,3 \log 3$ $= 1 + 4,875$ $= 5,875$ $= 6$	$P = \frac{R}{K}$ $= \frac{11}{6}$ $= 1,8$ $= 2$
--------------------------------------	---	---

Table 7
Frequency distribution of students' score in pre-test (experimental group)

Class Interval	Frequency	Percentage %
74 – 75	2	13,33
76 – 77	3	20
78 – 79	5	33,33
80 – 81	2	13,33
82 – 83	1	6,67
84 – 85	2	13,33
Total	15	100%

³ *Ibid*;

Figure 4
Frequency distribution of students' score in pre-test (experimental group)

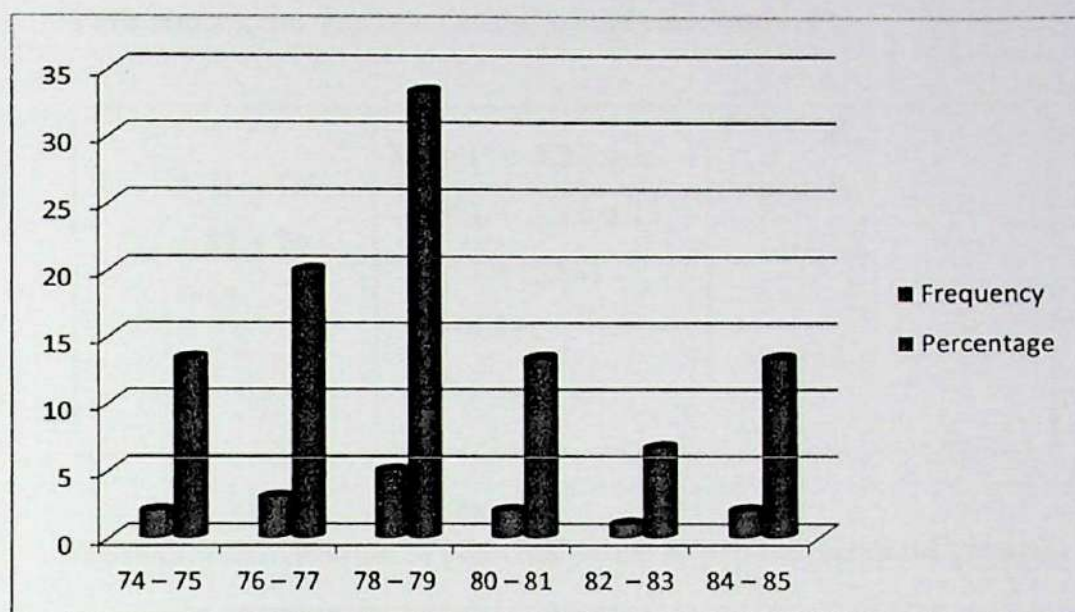


Table 8
The result of student's post-test in control group

No	Students Initial	The grade of post-test
1	APN	85
2	DP	89
3	F	75
4	FA	83
5	IF	85
6	IFH	79
7	IN	75
8	KWP	76
9	LA	80
10	LAA	82
11	MS	83
12	RRP	75
13	SIR	82
14	W	74
15	Y	79
Total		1202
Average		80,13

Source: The result of post-test (control group) students' recount paragraph performance on January 29, 2015.

Furthermore, the researcher measured the class interval⁴:

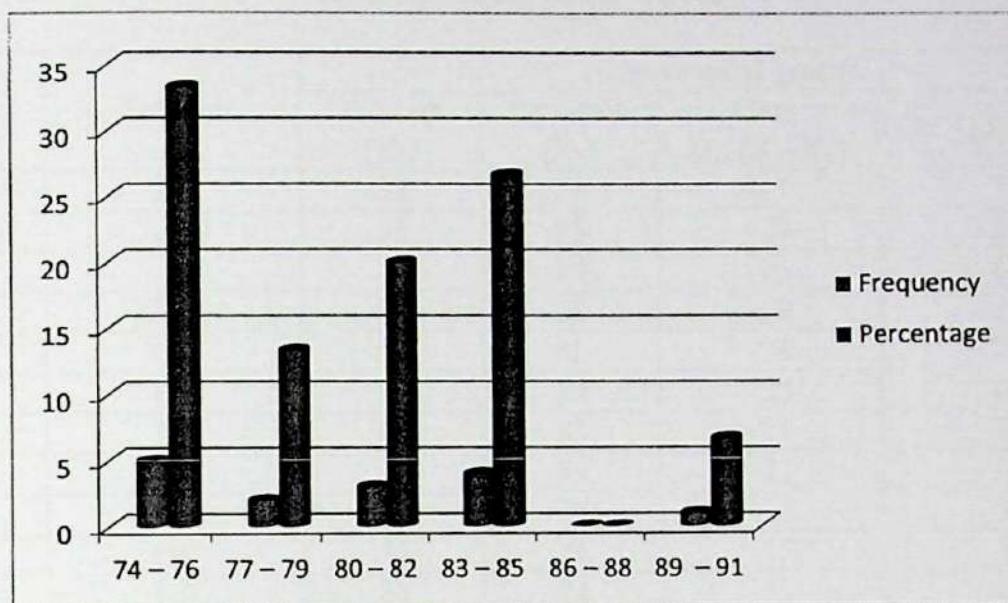
$R = H - L$ $= 89 - 74$ $= 15$	$K = 1 + 3,3 \log n$ $= 1 + 3,3 \log 15$ $= 1 + 3,881$ $= 4,881$ $= 5$	$P = \frac{R}{K}$ $= \frac{15}{5}$ $= 3$
--------------------------------------	--	--

Table 9
Frequency distribution of students' score in pre-test (control group)

Class Interval	Frequency	Percentage %
74 – 76	5	33,33
77 – 79	2	13,33
80 – 82	3	20
83 – 85	4	26,67
86 – 88	0	0
89 – 91	1	6,67
Total	15	100%

⁴ Ibid;

Figure 5
Frequency distribution of students' score in pre-test (control group)



B. Hypothesis Testing

After applying the strategy, the researcher analyzed the data by using T-test in order to prove whether there is any influence of using Peer Scaffolding Strategy toward students' recount paragraph performance at SMA Kesuma Bhakti Lampung Tengah.

Preparing the table in order to prove whether there is any difference between experimental class and control class at the eleventh grade of SMA Kesuma Bhakti Lampung Tengah.

Table 10

The authentication of the result of experimental group at the eleventh grade in Academic Year of 2014/2015

No	Subject	Experimental group			
		Pre-test (X ₁)	Post-test (X ₂)	Gain Dx (X ₁ -X ₂)	Dx ² (X ₁ - X ₂) ²
1	AF	52	79	-27	729
2	ADN	56	85	-29	841
3	AWA	54	79	-25	625
4	CRA	60	78	-18	324
5	CO	53	81	-28	784
6	CK	57	77	-20	400
7	DP	62	83	-21	441
8	DK	62	85	-23	529
9	DM	50	78	-28	784
10	DK	57	76	-19	361
11	DS	57	74	-17	289
12	FA	53	80	-27	729
13	FN	54	75	-21	441
14	FA	57	78	-21	441
15	FOT	50	76	-26	676
Total		∑ X ₁ = 834	∑ X ₂ = 1184	∑ Dx = - 350	∑ Dx ² = 8394
Mean		55,6	78,93333	23,33333	559,6

Putting the data above into the formula of t-test in order to get t-observation.

$$Mx = \frac{350}{15} = 23,33$$

$$\begin{aligned}\sum X^2 &= \sum Dx^2 - \left(\frac{\sum Dx}{N} \right)^2 \\ &= 8394 - \frac{(350)^2}{15} \\ &= 8394 - 8166,67 \\ &= 227,33\end{aligned}$$

$$My = \frac{163}{15} = 10,86$$

$$\begin{aligned}\sum Y^2 &= \sum Dy^2 - \left(\frac{\sum Dy}{N} \right)^2 \\ &= 2099 - \frac{(163)^2}{15} \\ &= 2099 - 1771,27 \\ &= 327,73\end{aligned}$$

Furthermore, the researcher accounted by using t-test formula⁵:

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 &= \frac{23,33 - 10,86}{\sqrt{\left(\frac{227,33 + 327,73}{15 + 15 - 2}\right) \left(\frac{1}{15} + \frac{1}{15}\right)}} \\
 &= \frac{12,47}{\sqrt{\left(\frac{555,06}{28}\right) (0,067 + 0,067)}} \\
 &= \frac{12,47}{\sqrt{19,82357 \times 0,134}} \\
 &= \frac{12,47}{1,62} \\
 &= 7,69
 \end{aligned}$$

Therefore, t- observation is 7, 69 as the result of the counting by using t - test formula above. To know critical value of t - test (t- observation). The researcher firstly counted df (degree of freedom) from $N_x + N_y - 2$ (number study of control + number study of experimant - 2). The formulation of df is:

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, PT Rineka Cipta, Jakarta, 2006, p. 354-355

Furthermore, the researcher accounted by using t-test formula⁵:

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 &= \frac{23,33 - 10,86}{\sqrt{\left(\frac{227,33 + 327,73}{15 + 15 - 2}\right) \left(\frac{1}{15} + \frac{1}{15}\right)}} \\
 &= \frac{12,47}{\sqrt{\left(\frac{555,06}{28}\right) (0,067 + 0,067)}} \\
 &= \frac{12,47}{\sqrt{19,82357 \times 0,134}} \\
 &= \frac{12,47}{1,62} \\
 &= 7,69
 \end{aligned}$$

Therefore, t- observation is 7, 69 as the result of the counting by using t - test formula above. To know critical value of t - test (t- observation). The researcher firstly counted df (degree of freedom) from $N_x + N_y - 2$ (number study of control + number study of experimant - 2). The formulation of df is:

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, PT Rineka Cipta, Jakarta, 2006, p. 354-355

$$\begin{aligned}
 df &= N_x + N_y - 2 \\
 &= 15 + 15 - 2 \\
 &= 28
 \end{aligned}$$

But, 28 are not found out in t -table, df in this research is 28. So the researcher must do interpolation as follows:

Table 11
Interpolation of t -table

Interpolation	5%	1%	0,1%
d.f 28	2,048	2,763	3,674

To df 28 with df 5% is 2, 048 and 1% is 2,763 the data confirmed that $t_{\text{observation}} 7,69 > t_{\text{table}} 2,048$. Because $t_{\text{observation}}$ is bigger than t_{table} both df 5% = 2,048 and 1 % = 2, 763.

C. Interpretations

The researcher has formulated the alternative hypothesis (H_a) as follows:

Alternative hypothesis (H_a)

There is a significant influence of using peer scaffolding strategy toward students' writing performance achievement at the eleventh grade of SMA Kesuma Bhakti Lampung Tengah.

After H_a and H_o above were formulated the researcher consulted $t_{\text{observation}}$ to t_{table} as follows:

If $t_{\text{observation}}$ is higher than t_{table} , H_i is accepted and H_o is rejected.

If $t_{\text{observation}}$ is smaller than t_{table} , H_i is rejected and H_o is accepted.

Finally the data confirmed that $t_{\text{observation}}$ is bigger than t_{table} 7, 69 > 2, 048. Therefore it can be inferred that H_i is accepted and H_o is rejected. It means that there is a significant influence of using peer scaffolding strategy toward students' writing performance achievement at the eleventh grade of SMA Kesuma Bhakti Lampung Tengah.

D. Limitation of Research

This research was conducted at the SMA Kesuma Bhakti Lampung Tengah. The subject of the research was the eleventh graders of SMA Kesuma Bhakti Lampung Tengah in the academic year of 2014/2015. The choice technique was the peer scaffolding strategy. The result of this research did not discuss all of the problems that faced by the students.

However, after considering the research and gaining the data from observation, documentation and test, the researcher found some problems faced by the students. The first problem was using peer scaffolding strategy. Most of the students seemed very confused how to make difference between the narrative text

and recount text. Consequently, many students could not make the good recount text. The second problem was conducting the writing text. Some students were confused how to improve their writing. It was caused by incorrect ways to use peer scaffolding strategy in the beginning. And the third problem was lacking vocabulary. In the first meeting, some of students had difficulty to write their writing because they could not generate their idea well in applying peer scaffolding strategy. They just use the strategy by their own strategy.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. The focus of the study is to explore the use of peer scaffolding strategy in teaching English at the eleventh graders of SMA Kesuma Bhakti Lampung Tengah. Using of peer scaffolding strategy in teaching English can influence the students' writing performance.
2. Teaching English through the peer scaffolding strategy can influence the students' writing performance ability, so peer scaffolding strategy making the students enjoy in instruction of writing performance by their own word with the appropriate vocabulary, the good grammar, the good ideas as the content, the good organization and the good mechanical consideration.
3. Based on the result of the hypothesis testing, the research concludes that using peer scaffolding strategy as an alternative strategy is influence in the students' writing performance achievement. In the pre-test, the average score of experiment class was 55,6, while in the post-test was 80,8. The mean of the post-test is higher than the pre-test. The average score of post-test 80,8 it means that using peer scaffolding strategy can influence the students' writing performance achievement after giving the treatment. The students were interest and active during the treatments, although they faced difficulties make the good paragraph especially in making recount paragraph.

4. The data confirmed that t_{observed} is higher than t_{table} or $7,69 > 2,048(5\%)$, $2,763 (1\%)$. That proves that there is positive and significant influence of using peer scaffolding strategy toward the students' writing performance ability at the eleventh graders of SMA Kesuma Bhakti Lampung Tengah.

B. Suggestions

After the researcher had done the research at the eleventh graders of SMA Kesuma Bhakti Lampung Tengah, the researcher would like to give some suggestion as follows:

1. For the Students

- a. The students should improve their writing ability especially in recount paragraph performance.
- b. The students should improve their background knowledge especially in english.

2. For the English Teacher

- a. The English teacher can use peer scaffolding strategy in English learning in the class.
- b. The teacher should be creative in choosing strategy to teach. It should be prepared by appropriating the level of the students. For example peer scaffolding strategy it is suitable in eleventh graders or advance level.

- c. The teacher should explain as clearly as possible and drill difficult material to the students, so peer scaffolding strategy can help to understand the given material.
- 3. For the Institution
 - a. The institution should support the English learning process by preparing the facilitation and instrument completely.

BIBLIOGRAPHY

- Brace Jovanovich, Harcourt, *The Writing Commitment*, Orlando Publisher, United States of America, 1984.
- Brown, H. Douglas. *Principle by Language Learning and Teaching (4th Ed)*, New York: Eddison Wesley longman.Inc, 2000.
- *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed)*. New York: Addison Wesley, 2001.
- *Teaching by Principles*, San Francisco: State University, 2001,
- *Language Assessment: Principles and classroom practice*. San Francisco: Longman, 2001
- Davies, Paul and Eric Pearse, *Success in English Teaching*, New York: Oxford University Press, 2002.
- Endah Tri Priyatni, et.al., *Peningkatan Kompetensi Menulis paragraf dengan Teknik Scaffolding*, Universitas Negeri Malang, 2004
- Falchikov Nancy, *Learning Together: Peer Tutoring in Higher Education*, London and New York: RoudledgeFalmer, 2001
- Harmer, Jeremy, *How to Teach Writing*, Longman Pearson Education Limited, England, 2004
- Homby, A.S. *Oxford Advenced Learner's Dictionary*, New York: Oxford University Press, 1995
- James dean Brown, *Understanding Research in Second Language Learning*, Cambridge: Cambridge University Press.1988.
- Kasihani K.E Suyanto, *English for Young Learners*, Jakarta: Bumi Aksara, 2007.
- Kumar Singh, Yogesth, *Fundamental of Research Methodology and Statistics*, New Age International Publishers, 2006.

M. McCrimon, James. *Writing with a Purpose*, The State University of New Jersey, Houghton Mifflin Company, 2008.

Peni R. Pramono, *Essay Writing, Writing is Easy*, CV. Andi Offset, Yogyakarta, 2005.

Professional Development Service for Teacher. *Writing Genre – A Structured Approach*. Education Department of Western Australia, Australia: 2013.

R.R Jordan, *Academic Writing Course*, England: Longman, 2003.

Sanggam Siahaan, *The English Paragraph*, Pematang Siantar: Graha Ilmu, 2007.

----- *Issue in Linguistic*, Yogyakarta: Graham Ilmu 2008.

Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, Bandung: Alfabeta, 2011.

Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Edisi Revisi*, STAIN Jurai Siwo Metro, Metro, 2011.

VIRGINIA P. ROJAS Language Education Consultant (732) 940-1860
VPRojas@aol.com. Adopte from: [http:// www.tki.org.nz/r/esolonline/](http://www.tki.org.nz/r/esolonline/). 15-01-2014

Vivian M. Rosenberg. *Reading: Writing and Thinking*, Random House, New York, 1989.

W.Creswell. John, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage Publications, 2002.

CURRICULUM VITAE



The name of the writer is Lindawati Puspitasari. The writer was born in Karang Sari, on February 17, 1990. She is last child of happy couple, Mr. Sumariyono and Mrs. Sudiati.

She was enrolled her study in Kindergarten at TK Darma wanita in 1997 and graduated in 1998. She continued his study at SD Negeri 01 Karang Sari in 1998 and graduated in 2004. She continued her study at MTs YPPTQMH Ambarawa Pringsewu in 2002 and graduated in 2005. She continued her study at SMK YPT Pringsewu in 2005 and graduated in 2007 and she was registered as S-1 student of English Education Program of State Islamic College Jurai Siwo Metro in 2010.

