

AN UNDERGRADUATED THESIS

**THE INFLUENCE OF USING SCAFFOLDING STRATEGY TOWARD
THE STUDENTS' TEXT WRITING PERFORMANCE AT THE THIRD
SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF STATE
ISLAMIC COLLEGE OF JURAI SIWO METRO**



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**THE INFLUENCE OF USING SCAFFOLDING STRATEGY
TOWARD THE STUDENTS' TEXT WRITING PERFORMANCE
AT THE THIRD SEMESTER OF ENGLISH EDUCATION STUDY
PROGRAM OF STATE ISLAMIC COLLEGE OF JURAI SIWO
METRO**

Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
in English Education Program

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**STATE ISLAMIC COLLEGE
(STAIN) JURAI SIWO METRO
1434 H / 2013 M**

THE INFLUENCE OF USING SCAFFOLDING STRATEGY TOWARD THE STUDENTS' TEXTS WRITING PERFORMANCE AT THE THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF STATE ISLAMIC COLLEGE JURAI SIWO METRO

ABSTRACT

By:

FAJAR LUTFI

Writing is one of the important aspects in language learning. By writing, the learners can share information and ideas with others through written text. Writing performance can help them to think critically and to clarify their thoughts smoothly. So that, it needs an appropriate strategy in it's implementing. Therefore, Scaffolding Strategy is applied to increase the students text writing performance. 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 awaits students' result without guiding them in the process.

The objective of this research is to find out the influence of using Scaffolding Strategy toward the students' writing paragraph performance. This research was an experimental research in the form of descriptive quantitative. Its implementing has used the collaboration both the researcher and the teacher accomplish the planning, implementing, observing, and reflecting. To collect data, the researcher used administer test and obsevation.

Finally, the result of data analysis ilustrated that the average of experimental class was higher (83.07) than the average of control class (71.55). The result of data analysis by using t-test was $t_{\text{observed}} = 6.798$ and t_{table} in level 5% = 1.980, 1% = 2.617. It means that t_{observed} was higher than t_{table} . Ha, therefore, can be received. It can be concluded that there were positive and significant influence of using Scaffolding Strategy toward the students' writing text performance at the third semester of English Education Program of State Islamic College Jurai Siwo Metro.

Key words: Scaffolding Strategy, texts, and writing performance

PENGARUH PENGGUNAAN SCAFFOLDING STRATEGY TERHADAP KEMAMPUAN SISWA DALAM MENULIS TEKS PADA SEMESTER TIGA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS SEKOLAH TINGGI AGAMA ISLAM NEGERI JURAI SIWO METRO

ABSTRAK

Oleh:

FAJAR LUTFI

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. Kemampuan menulis dapat membantu mereka untuk berfikir kritis dan menyampaikan pemikiran mereka secara benar. Sehingga dalam pelaksanaannya membutuhkan strategy yang sesuai. Oleh karena itu, Scaffolding Strategy diaplikasikan untuk meningkatkan kemampuan siswa menulis teks. Terdapat tiga keuntungan dalam penggunaan Scaffolding Strategy dalam pembelajaran menulis. Pertama, siswa lebih aktif dan termotivasi ketika pelaksanaan strategy ini. Kedua, siswa mampu menyelesaikan tugas menulis. Ketiga, hasil nilai menulis dari siswa meningkat. Secara umum penyebabnya adalah pelaksanaannya menggunakan pendekatan yang berpusat pada hasil. Guru kelas hanya menunggu hasil siswa.

Tujuan dari penelitian ini adalah untuk menemukan pengaruh penggunaan Scaffolding Strategy terhadap kemampuan siswa dalam menulis sebuah teks. Penelitian ini adalah penelitian experiment dengan pendekatan kuantitatif. Dimana dalam penerapannya merupakan kolaborasi antara peneliti dan guru pengajar melaksanakan perencanaan, penerapan, pengamatan, dan perbaikan. Dalam pengumpulan data, peneliti menggunakan test dan observasi.

Akhirnya, data hasil penelitian menunjukkan bahwa skor rata – rata dari kelas eksperimen lebih besar (83.07) daripada skor rata rata kelas kontrol (71.55). Hasil dari analisis data menggunakan t-test adalah $t_{hitung} = 6.798$ dan t_{table} di level 5% adalah 1.980. 1 % adalah 2.617. Ini berarti t_{hitung} lebih tinggi nilainya daripada t_{table} . Sehingga H_0 dapat diterima. Ini kemudian dapat disimpulkan bahwa terdapat pengaruh yang positif dan signifikan dalam penggunaan Scaffolding Strategy terhadap kemampuan menulis teks pada semester tiga Program Studi Bahasa Inggris Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro.

Kata kunci: Strategi Scaffolding, teks, dan kemampuan menulis

APPROVAL PAGE

Title : THE INFLUENCE OF USING SCAFFOLDING STRATEGY TOWARD THE STUDENTS' TEXT WRITING PERFORMANCE AT THE THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

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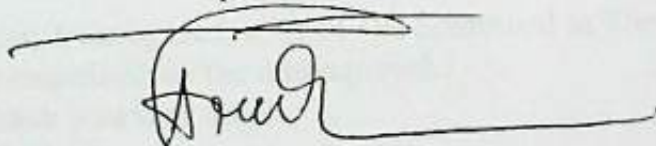
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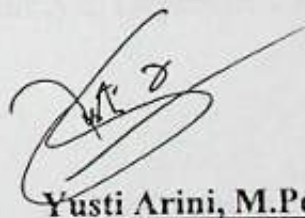
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The undergraduated thesis entitled: THE INFLUENCE OF USING SCAFFOLDING STRATEGY TOWARD THE STUDENTS TEXT WRITING PERFORMANCE AT THE THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF STATE ISLAMIC COLLEGE JURAI SIWO METRO written by Fajar Lutfi, Student Number 0845157 English Education Study Program, has been examined (Munaqosah) in Tarbiyah Departement on Friday, March 8, 2013 at 10.30-12.00.

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Metro, February 20, 2013

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penenlitan saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 20 Februari 2013



Penulis

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DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

- ❖ Allah SWT, the Most Gracious, the Most Merciful, who has taught us with pen and has taught human beings of what they don't know.
- ❖ My beloved father, mother, my uncle, and my aunt who always support me in their endless love. Thanks for everything that the smile and advice you bring to me is nothing compare.
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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ ﴿٣﴾
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Al Alaq 1-5:

1. Read with the Name of Allah, Who has created (everything).
2. He created man from a hanging mass (clinging) like a leech (in the mother's womb).
3. Read and your Lord is Most Generous,
4. Who taught man (reading and writing) by the pen,
5. Who (besides that) taught man (all that) which he did not know.

“Life is like riding bicycle, we don't fall off unless we plan to stop peddling.”

(Claude Peper)

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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 who has led us from the darkness to the lightness.

This undergraduate thesis entitles "The Influence of Using Scaffolding Strategy toward the Students' Paragraph Text Performance at the Third Semester of English Study Program of State Islamic College Jurai Siwo Metro". The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan Islam (S.Pd.I) in English Department.

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Nobody is perfect. The writer do apologizes for all mistakes she has made in writing and presentation items. Hopefully, this research proposal can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, February 20, 2013

The Writer,

FAJAR LUTFI

ST.N 0845157

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that is used and learned by many people in the world. Almost every non-European country uses English as foreign language, including Indonesia. English puts a country in dealing with the other countries. As a result, it is largely learned to communicate one and another. In addition, English mastery is one of the requirements for an Indonesian who wants to go to study abroad. This fact shows that English is very urgent as an international language.

The use of English is very important within Indonesian context. It has been the first foreign language which is learned and taught at school from kindergarten to university. English has been a part of the education curriculum system in Indonesia. Consequently, every formal level education in Indonesia provides English teaching. This aimed at improving the Indonesians' comprehension of English.

In the university level, English is discussed more deeply, especially in English Education Program. The students graduated from the department are expected to master the four basic skills in English, namely listening, speaking, reading, and writing. Therefore, English in university is directed to developing the four skills in order that the students can improve their knowledge.

Writing is one of the important aspects in language learning. By writing, the learners can share information and ideas with others through written text. Writing performance can help them to think critically and to clarify their thoughts smoothly. They often discover what they really think and feel about people, ideas, issues, and events only in the actual process of writing. Writing is also as a learning tool, helping them to understand what they have discovered.

Writing itself is divided into some layers, namely phrase, clause, sentence, paragraph, and discourse. Usually, the implementation of writing phrase and writing sentence are introduced in the beginning level of language learners, while the writing paragraph and writing an article are implemented in the intermediate level of language learners. Paragraph writing is designed to help low intermediate students analyze paragraph models, find ideas for their writing, put their ideas into sentences, and organize their sentence into paragraph.

According to Alice Oshima : "A paragraph is a basic unit organization in writing in which a group of related sentences develop one main idea. A paragraph can be as short as one sentence or as long as ten sentences."¹ It means that the paragraph is a group of sentences which have one sentence as the main idea.

The common problems in writing for the language learners itself are universal. Usually, the language learners are still confused about how to start the

¹ Alice Oshima, Ann Hogue, *Writing Academic English*, (California: Addison Wesley Publishing Company, 1988), p. 3

writing some sentences or paragraphs. Most of them do not know what they will write. There are some internal factors that influence the student's writing performance such as morphology, vocabulary, grammar, and so forth. Besides, there are also some external factors such as the writing teacher, the composing strategy, text books availability, classroom situation, and so on.

There are some reasonable strategies that can be applied in teaching writing. One of them is scaffolding strategy. Scaffolding is an instructional strategy whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. Scaffolding essentially means doing some of the works for the student who is not quite ready to accomplish a task independently or individually. Like the supports that construction workers use on buildings, scaffolding is intended to be temporary. It is there to help the completion of a task and it is eventually removed. This strategy consists of some stages namely planning, acting, observing, and reflecting action.

To start writing, the researcher might introduce one of the important stages in writing namely pre writing. Scaffolding strategy can be elaborated even since the pre writing stage. Such elaboration can be implemented through some phases namely encouraging question-answer, webbing word, showing picture, presenting list of vocabulary, typing draft, and discussing writing product.

The quality writing product of the students of English Language Teaching Department of State Islamic College STAIN Jurai Siwo Metro is still far from satisfactory. Realizing the low performance of the third semester students in writing English paragraph, the research on the influence of scaffolding strategy toward students' writing performance deserve the reseachers' attention. The cause of this low performance of the students' writing itself is the use of approach which foccus on the result and not on the process. Moreover, the lecturer concerns with in the students' final result without guiding them in their writing process.

Furthermore, the data of pre survey conducted in May 29, 2012 among the second semester students of English language Teaching Department of STAIN Jurai Siwo Metro in the academic year of 2011/2012 illustrates the levels of writing performances. The level of writing performances among 48 students is that 8 students are included into high category for the score 80 – 90 (17 %), 10 students belong into average category for the score 70 – 80 (21 %), and 34 students are in low category for the score 50 - 70 (62 %). Therefore, the scaffolding strategy is in need to be applied to increase the students' writing performance.

Based on all explanations above, it can be concluded that 20 % of the students are basically capable enough to build a good paragraph. On the contrary, the other students are categorized into the low category. Taking all the explanations, evidences, and data into account, the writer would like to investigate whether there is

positive and significant influence of scaffolding strategy toward the students' writing paragraph performance. Therefore, the writer would like to conduct a research entitled "The Influence of Using Scaffolding Strategy toward the Students' Writing Paragraph Performance in the Third Semester Students of English Education Program of STAIN Jurai Siwo Metro in the Academic Year of 2012/2013".

B. Problem Identification

In the case of the background of the study, the writer identifies the problem as follow:

1. The students are lack of writing paragraph experiences.
2. The students are not interested in the writing activity.
3. The students have low vocabulary.
4. The students have low performance in writing paragraph.
5. The techniques used in the learning process are not suitable enough.

C. Problem Limitation

In line with the problems mentioned above, the writer limits the problem only the student's writing text performance in the third semester students of English Education Program of STAIN Jurai Siwo Metro in the Academic Year of 2012/2013".

The writer conducted this research in STAIN Jurai Siwo Metro and specifically chooses the third semester students of English Education Program

because the students have already learned the types of paragraph before in their subject of writing. Writing is considered as the important basic skill that have to know by the students in order that they can create a good writing in their final thesis. It needs the guided writing to do this, and the Scaffolding Strategy is almost identical to guided writing. Moreover, the writer considers that this materials is greatly important to be able to write good composition of text.

D. Problem Formulation

Concerning the background of the study and problem identifications above, the writer formulates the problem in this research is “ Is there any influence of using scaffolding strategy toward the students’ writing text performance ?

E. Objective and Benefit of the Study

1. Objective of the Study

The objectives of the study is to find out the influence of using scaffolding strategy toward the students’ writing paragraph performance.

2. Benefit of the Study

a. For the students

Hopefully, this results of the research is hoped can stimulate the students of English Education Program of Islamic State College of Jurai Siwo to more active in writing activity.

b. For the lecturer

This research is expected to support the lecturers of English Education Program of Islamic State College of Jurai Siwo Metro in teaching writing subject.

c. For further research

This research is expected as a contribution for other researchers to conduct further studies.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

This chapter contains some related theories on writing and scaffolding. It includes the concept of writing, paragraph, writing strategy, and writing evaluation. At the same time, it embraces the concept of scaffolding and the strategy of how to implement scaffolding strategy within the instructional context.

1. Concept of Writing

This subtitle entails the basic definition of writing and types of writing proposed by the experts on the field.

a. Definition of Writing

According to Jordan, writing is a method used by human to conduct intercommunication by means of conventional visible marks or symbols. It is also used to deliver or to communicate non verbal message, idea, expression, feeling, or thought. Through a piece of writing human being construct their communication in various ways.¹ Meanwhile, Ahmed argued that writing is a reflective activity which

¹ R.R Jordan, *Academic Writing Course*, (England: Longman, 2003), p. 41

takes time to think about a specific topic. It also deals with analyzing and classifying any background knowledge possessed by a writer.²

On the other hand, Brown explains that writing is a process of composing multiple drafts in order to make an effective product. It can be organized a thought, ideas, and feeling. In composing process, the draft is crucially needed as a first step to develop ideas. Without drafting it is hard to begin that process. After developing the thought or ideas, the revision should be applied in order that it gained a good product. Written products are frequently produced from the result of thinking, drafting, and revising procedures.³

Furthermore, Paul Davies suggested that writing is probably the linguistic skill that is least used by most people in their native language. Everyone has some ways to interpret their knowledge including by linguistics. Because of writing, people make use of their linguistics skill in presenting what they think. In other words, by writing people are able to sharpen their competencies in linguistics continually.⁴

² Literacy Information and Computer Education Journal (LICEJ), Vol. 1, Issue 4, December 2010

³ H. Douglas Brown, *Teaching by Principle*, (London: Longman, 1998), p.335

⁴ Paul Davies and Eric Pearse, *Success in English Teaching*, (New York: Oxford University Press, 2002), p. 96

According to Marianne, writing is the process to gain a product. The product of writing is the written word that results in a text but the text must be read and comprehended in order for communication to take place. Similarly, writing is one of the communication tools in various aspects that help the people in realizing their communication.⁵

Based on the above quotations, it can be inferred that writing is one of non verbal communications that requires the linguistic skill. It is used by the people to share their thoughts, feelings, and ideas with others. It needs a composing process in order that it produces a good product. The products of writing takes a form in written result that it should be comprehended in order for a good communication to take place.

b. Types of Writing

To decide which strategy will be used in the act of writing, George and Yulia propose five types in writing:⁶

⁵ Marianne Celce-Murcia, *Discourse and Context in Language Teaching*, (United States of America: Cambridge University Press, 2000), p.142

⁶ George E. Wishon and Julia M. Burks, *Let's Write English*, (Canada: Van Nostrand Reinhold Ltd, 1980), p.147

1) Description

Description is presenting a verbal portrait of a person, place, or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture of “what it looks like”. Moreover, it usually describes merely in one object. There is an example of descriptive paragraph:

Sunset

Sunset is the time of day where our sky meets the outer space solar winds. There are blue, pink, and purple swirls, spinning and twisting like a cloud of balloons caught in a blender. The sun moves slowly beyond the horizon, while the moon races to take its place in prominence atop the night sky. People slow to a crawl, entranced, fully forgetting the deeds that still must get done. There is coolness... calmness... whenever the sun does set.⁷

2) Argumentation

Argumentation means supporting one side or the other of a controversial topic. Its method is to make a general statement and support it. In addition, sometimes to lead logically to a general conclusion by a series of facts. There is an example of argumentative paragraph:

⁷ http://patternbasedwriting.com/elementary_writing_success/paragraph-examples-%E2%80%93-narrative-persuasive-descriptive-and-many-more/

Why my neighbor should attend the school fair

The school fair is just around the corner and tickets have just gone on sale. Even though you may be busy, you will still want to take just one day out of the entire year to relax and have fun at the school fair. Even if you don't have much money, you won't have to worry. The school fair is a great bargain! Maybe you feel you are too old for fairs, or you just don't like them. Well, that's what my grandpa thought until he came to last year's fair and had the best time of his life. For every reason you can think of not to come, I know you can also find two reasons why you should come. I'll see you there!⁸

3) Narration

Narration is the form of writing used to relate story of acts of events. Narration places occurrences in time and tells what happened according to natural time sequence. It can be about biographies, autobiographies, historical event, instructions, and processes. It is sequential events which are ordered, and are not merely random. There is an example of narrative paragraph:

An event that changed my life

Last year was the first time I had ever been the new kid at school. For the first four days I was completely alone. I don't think I even spoke to a single person. Finally, at lunch on the fifth day, Karen Watson approached me and sat down next to me. Even though I was new, I had already figured out who Karen Watson was. She was popular. Pretty soon all of Karen's friends were sitting right there next to me. I never became great friends with Karen, but after that, it seemed like all sorts of people started becoming my friend. You cannot convince me that Karen did not know what she was

⁸ http://patternbasedwriting.com/elementary_writing_success/paragraph-examples-%E2%80%93-narrative-persuasive-descriptive-and-many-more/

doing. I have a great respect for her and I learned a lot about what a true leader is.⁹

4) Persuasion

A persuasive paragraph gives the writer's opinion on the topic and tries to get the reader to agree with it. There is an example of persuasive paragraph:

Buy tickets to the school fair

The school fair is just around the corner and tickets have just gone on sale. We are only selling a limited number of tickets so you will want to move fast and get your tickets while they are still available. This will be an event you will not want to miss! First off, the school fair is a great value when compared with other forms of entertainment. Also, your ticket purchase will help our school, and when you help the school, it helps the entire community. There is even more exciting news; every ticket you purchase enters you in a drawing in which you can win fabulous prizes. Don't forget, you are going to have tons of fun! There are lots of great rides, fun games, and many other attractions. Spend time with your family and friend at your community's school fair. Buy your tickets now!¹⁰

5) Exposition

Exposition is used to provide information, making explanation and interpreting meaning. It includes editorials, essays, and informative and instructional material. There is an example of expository paragraph:

⁹ *Ibid*

¹⁰ *Ibid*

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⁹ *Ibid*

¹⁰ *Ibid*

IBD

A disease that causes chronic gastrological disorders, IBD, is envisioned in a spectrum of severities. Cats can vomit heavily, and suffer from continuous diarrhea. Reasons for the disease are yet unknown. Bacterial infections, gastrological irritation, lack of vitamins are often quoted as factors contributing to the development of the disease. Veterinarians, treating IBD in cats, usually prescribe medicine and advice on the dietary management as well as make surgical choices. If untreated, IBD can be fatal for cats. Research - conducted mostly by pet owners - shows that a cat's diet can be critical. Further research will include inspection of several vaccines. So far, grain-free, raw meat diet has already proved to be largely beneficial.¹¹

Based on the above quotations, the types of writing is divided into some types namely description, argumentation, narration, prsuasion, and exposition. Every types have the characteristic it self and also different one anothers.

c. Stages of Writing

Writing is the one of four basic skills in English which in it implementing needs several strategies. Some linguists propose some strategies in writing.

According to Harmer the writing strategy and the writing process were categorized identically. It has four main elements:

¹¹ <http://suite101.com/article/example-of-an-expository-paragraph-a106749>

Planning → drafting → editing → final draft¹²

1) Planning

Before starting to write, the writer decides what they are going to write. In this case, the writers should be thought about three main issues. The first is they have to consider the purpose of their writing, including the information that they will choose to construct their writing. Secondly, the writer has to think of the audience who read their writing. For example, it is formal or informal writing. Thirdly, the writer has to consider the content structure of their writing. It is about how to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

The first action in making a piece of writing is drafting. It should be arranged after planning. In other words, the writer start to write their ideas based on their planning before. It will be the first version of writing that produced by the writer.

3) Editing and Revising

The writer needs to correct the draft which they have produced. Perhaps the order of the informaton in the text is not clear. The

¹² Jeremy Harmer, *op cit*, p.4-5

content of the text may be equivocated or confused so that it hard to understand by the reader. Consequently, the writer has to make an editing that whised for changed in correct writing. In other words, the writer revises his writing to make appropriate revisions.

4) Final Draft

After the writer edited their draft, making the changes what they consider to be necessary, they produce their final draft. It considerably different from both the original plan and the first draft, because it have changed in the editing process. It becomes the final version that will be read by the audience.

In line with Harmer, Brown explains that the writing process tend to be framed in three stages of writing namely prewriting, while writing (drafting), and post writing (revising).¹³

1) Prewriting

Prewriting is an essential step in the writing process which doing before the writer is going to write. It puts citical thinking into action. Before start writing, the writer is asserted to find ideas to write about. This way is known as brainstorming. It can help the writers get started when they have no topic to develop. It also can identify

¹³ H. Douglas Brown, *op cit*, p.345

information which needed 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)

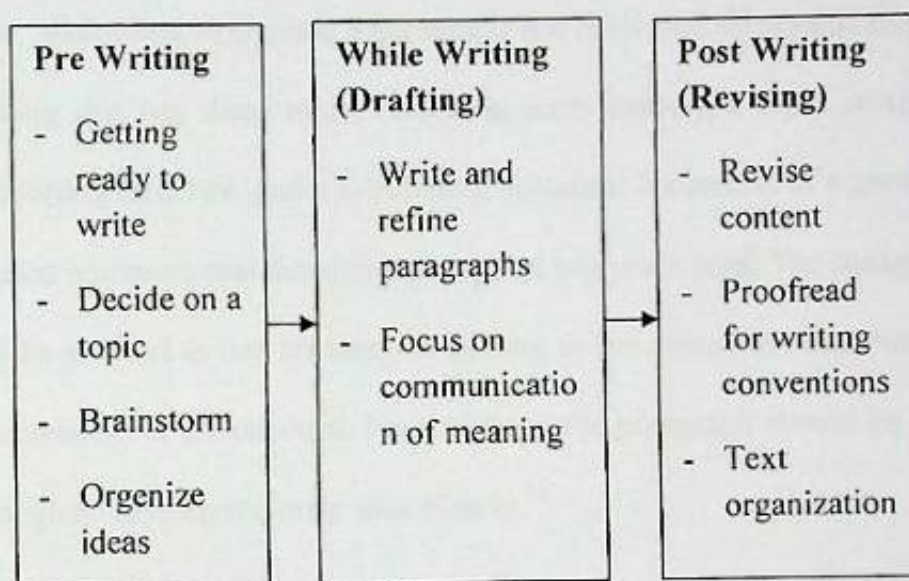
While writing is the time when the writers have been writing. It is commonly known as drafting process. It is started by write down the objective or the main idea. Ideally, this should be in one sentence. After deciding the main idea then the writers include additional informations they need as the supporting 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 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.

Table 1

The writing process



Adopted from Kamehameha School, The Writing Process

From the above quotations, it can be inferred that the writing strategy involves prewriting, while writing, and post writing. Prewriting is an essential step in writing process. It is relevant to the asserting the main idea of writing, the content structure of writing, and brainstorming. Furthermore, while writing is the process of drafting. It is the implementation of prewriting that needs the real action of writing such as developing the main idea. In addition, the post writing is the revising process like verify the ideas, scratch out the irrelevant information, find out the grammatical errors, and change the text order or make some additions.

2. Concept of Paragraph

a. Definition of Paragraph

According to Oshima a paragraph is a basic unit of organization in writing that has three major structural parts namely a topic sentence, supporting sentence, and a concluding sentence. It consists of a group of related sentences that develop and support one main idea. The paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant. Nevertheless, the paragraph should be long enough to develop the main idea clearly.¹⁴

Barli Bram suggested that a paragraph is a group of sentences which contains relevant information about one main or central idea that usually called as a topic sentence. It becomes a reference in choosing the other relevant sentences to express the supporting ideas. This topic sentence functions to control the contents of the paragraph. In other words, a paragraph has a topic sentence preferably placed at the beginning, some supporting sentences, and a concluding sentence.¹⁵

Dorothy also highlights that a paragraph is a group of about 6-12 sentences discussing one certain topic. The main idea or topic sentence

¹⁴ Alice Oshima, Ann Hogue, *Writing Academic English*, (California: Addison Wesley Publishing Company, 1988), p. 3

¹⁵ Barli Bram, *Write Well*, (Yogyakarta: Kanisius, 1995), p.13

becomes the center of a paragraph because it controls or influences other supporting sentences.¹⁶ The main idea is commonly placed in the very beginning of paragraph though it could be inserted somewhere in the middle or in the last part of the paragraph. Although the main idea could be attached in the beginning, in the middle, and in the last part of paragraph, the principle remains the same. That is the main idea should be supported by the other sentences functioning as details, examples or explanations.

From the above quotations, it can be inferred that a paragraph is a group of several sentences focusing or explaining one topic. Every sentence in the paragraph should be in line with the main topic. A paragraph functions as a means to spread information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the readers can understand the writer's messages easily. A paragraph possesses a topic sentence that directly tells the readers the main idea. The other sentences in the paragraph called supporting sentences which give more information about the topic. The topic sentence usually placed at the beginning of the paragraph.

¹⁶ Dorothy E Zemach, Carlos Islam, *Paragraph Writing from Sentence to Paragraph*, (New York: Macmillan, 1997), p.9

b. Topic Sentence and Supporting Sentence

Every good paragraph has a topic sentence as a main idea which clearly states the topic and controlling idea of the paragraph. It also completed by some supporting sentences as the supporting idea to construct the main idea.

1) Topic Sentence

Oshima explains that a topic sentence is the most important sentence in the paragraph. It gives only the main idea and the most general statement in the paragraph. It briefly indicates what the paragraph is going to discuss. The topic sentence is a helpful guide to both the writer and the reader. The writer can add what information that included to the paragraph or not. In addition, the reader can see what the paragraph is going to be about and make it understand easily. The topic sentence may be at the first or the last sentence in paragraph.¹⁷

According to Barli Bram a topic sentence is the summary of all information in the paragraph. Basically it contains the writer's useful information to inform the readers. This sentence functions to help the writer to include relevant information and to exclude what is

¹⁷ Alice Oshima, *op.cit*, p. 6



irrelevant. The position of the topic sentence can be at the beginning, in the middle, or at the end of the paragraph.¹⁸

Sanggam Siahaan suggested that the topic sentence is the most important part of the paragraph. It introduces the main topic of the paragraph. It became the standard meaning of the paragraph in developing supporting sentence. The topic sentence is usually at the beginning of the paragraph.¹⁹

Based on the above quotations, it can be inferred that topic sentence is the prime sentence in the paragraph which indicates what the paragraph is going to discuss in order that the reader be able to understand the information easily. It can be at the beginning, in the middle, or at the end of the paragraph.

2) Supporting Sentence

According to Sanggam Siahaan the supporting sentences of the paragraph develop its topic sentence. It functions as the body of the paragraph. Moreover, the supporting sentences clarify the main idea

¹⁸ Barli Bram. *op cit*, p.16

¹⁹ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.21

to support the topic sentence. It contains some information related to the main idea which is introduced as the topic sentence.²⁰

As it was excerpt by Oshima that the supporting sentence is the sentences which develop the topic sentence. It is needed to support the main idea in the paragraph. Usually it explains the topic sentence by giving reasons in contact with the main idea in the paragraph. In addition, the supporting sentences also mention the examples or the facts that belonging to topic sentence.²¹

From the above quotations, it is obvious that the supporting sentences composed to develop the topic sentence. Its function is giving some additional information that related to the topic sentence. That information is devised by giving reasons, examples, and kindred facts.

c. Cohesion and Coherence

Composing a good paragraph, however, it also needs both cohesion and coherence. They have important role in the making the

²⁰ *Ibid.* p.32

²¹ Alice Oshima, *Loc.Cit*

good paragraph. Without cohesion, it hard to understand about it and without having coherence is difficult to comprehend the paragraph.

1) Cohesion

According to Eli Hinkel cohesion is the connectivity of ideas in discourse and sentences to one another in text. It becomes a notable aspect in composing ideas to make a sentence so that the good paragraph will be produced. Moreover, in textbooks on writing and the composition of cohesion can also refer to the ways of connecting sentences and paragraphs into a unified whole.²²

As stated by Widdowson, cohesion is the ties that connect up units of language to form a text. Basically, a language is consisting of some units in its construction. Therefore, a text assessed as a good writing when having an excellent pattern cohesively. That is why cohesion also considered as linking phrases together so that the whole text is clear and readable.²³

Based on the above quotations, the writer assumes that cohesion is an important aspect within composing sentences. Its function is to harmonize the sentence in order that it is be able to read

279 ²² Hinkel Eli, *Teaching Academic ESL Writing*, (New Jersey: publishers mahwah, 2004), p.

²³ Widdowson G.H *Linguistics*, (England: Oxford University Press, 2003), p.67

obviously. Therefore, a very good sentence contains some cohesiveness.

2) Coherence

According to Ahmed coherence is the organization of discourse with all elements present and fitting together logically. That elements should be appropriate to each other. In other words, a topic sentence in contact with the supporting sentences should be related. It refers to the coherence is achieved by arranging the sentences chronologically.²⁴

Harmer also argued that coherence is frequency achieved by the way in which a writer sequences information. It indicates that the reader should be able to understand what the writer's information in the text of writing. Therefore, when a text is coherent, the reader can understand what the information in a whole of text.²⁵

Oshima argued that coherence means that a paragraph is easy to read and to understand. In addition, both main idea and supporting idea should be comprehend by the reader. It also means there is a connectivity between topic sentence and supporting sentence. It is in

²⁴ Abdel Hamid Ahmed *Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives* Literacy Information and Computer Education Journal (LICEJ), Volume 1, Issue 4, December 2010

²⁵ Jeremy Harmer, *How to Teach Writing*, (England: Longman Pearson Education Limited, 2004), p.24

some kind of logical order and the ideas are connected by the use of appropriate transition instructions.²⁶

Barli explains that coherent paragraph contains smoothly-connected idea. To achieve coherence, the writer need to use the transitions. A paragraph consist of interrelated sentences so that it must be linked by transitions. Without transition, it is difficult to produce a coherent paragraph.²⁷

Table 2
Words and Phrases Transitioning

Concepts and Relationships	Transitional Words or Phrases
Addition	also, and, finally, first (second, etc.), in addition, likewise, similarly
Comparison	in the same way, likewise, similarly
Contrast	although, but, however, in contrast, on the other hand, yet
Illustration	for example, for instance, in other words, to illustrate
Cause-effect	as a result of, because, consequently, hence, so, therefore, thus
Time or space	above, earlier, later, next, to the right (left, west,

²⁶ Alice Oshima, *op cit*, p. 4

²⁷ Barli Bram, *op cit*, p.21

	etc.), soon, then
Conclusion	at last, finally, in conclusion, to conclude, to summarize

Adapted from Mike Markel, Technical Communication

Based on above quotations, it can be inferred that coherence plays a crucial role in making a paragraph read well. It becomes a connectivity between the topic sentence and supporting sentence in the paragraph. It is connected by the use of appropriate transition instructions.

3. Concept of Scaffolding Strategy

The term scaffolding is tutoring or other assistance provided in a learning setting to assist students with attaining levels of understanding impossible for them to achieve without assistance. Scaffolding is an educational context is a process by which a teacher provides students with a temporary framework for learning. It is doing correctly, such as structuring encourages a student to develop his or her own initiative, motivation and resourcefulness. Once students build knowledge and develop skills on their own, element of the framework are dismantled. Eventually, the initial scaffolding is removed altogether, the students no longer need it. In English teaching, scaffolding can be applied in any skills such as listening, speaking, reading, or writing.

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.²⁸

Moreover, Vygotsky stated that scaffolding strategy in learning process is similar to mediated learning. It is briefly in contact with Zona Proximal Development. Actually, children level ability is divided into two layers namely actual ability (owned by children) and potential capability (possible to be mastered). Zona between both the actual ability and potential capability is zona proximal development. The children need the bridges to achieve their potential capability. In other words, one of the bridges is assistance from the teacher that recognized as the *scaffolding* for the students.²⁹

²⁸ Kasihani K.E Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p.11

²⁹ Endah Tri Priyatni, et.al., *Peningkatan Kompetensi Menulis paragraf dengan Teknik Scaffolding*, (Malang: Universitas Negeri Malang, 2004), p. 4

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 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 above quotations, it can be inferred that the scaffolding strategy is the strategy that required the students to improve their knowledge by themselves. The teacher as the facilitator on this learning process in the classroom, assist the students to solve their problem, and stimulate the students in order that they can explore their skills.

Therefore, the teachers play important roles in the success of communication through their talks to perform effective teaching and facilitate the students' learning and development. Teacher's scaffolding talk is used in language teaching. It is teacher's utterances that accompany his or her action in language classroom to provide scaffold or assistance for the students'

³⁰ *Ibid.*;

understandings and facilitate the learners' ability to interpret new information and complete their tasks.

4. Writing Evaluation

Every writing product needs to be evaluated in order that should be the good product will be achieved in evaluating the writing process. There are some categories in writing evaluation proposed by some experts.

According to Brown, there are six general categories that considered in evaluation fo students' writing are as follows:³¹

a. Content

Content puts the crucial roles in the writing product. It becomes important when it indicated what the writing is giong to discuss. It usually consists of thesis statement, related ideas, development of ideas through personal experience, illustration, facts, and opinions. It also needs to use of description, cause/effect, comparison/contrast and consistent focus.

b. Organization

Organization is absolutely needed in writing. The writers have to understand about organization in order that they can create a good writing. It also becomes important in evaluation of writing. The

³¹ H.Douglas brown, *op cit*, p.356-357

organization are includes effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length.

c. Discourse

Discourse is one of languages aspect that implied in writing product in order to see how the different parts of a text are connected. In other words, it is a grammatical aspect in language learning. Discourse are include topic sentence, paragraph unity, transitions, discourse marker, cohesion, rhetorical conventions, reference, fluency, economy, and variation.

d. Syntax

Syntax is the discipline that examines the rules of language that dictate how the various parts of sentence can be harmonize. Syntax deals with thenumber of things.

e. Vocabulary

Vocabularies are the basic part in writing. It is the impotant thing that help the writer to develop their writing. Without vocabulary mastery is hard to interpret the writer's feeling into the written form. A good writing can be appraised the enrichment of vocabularies.

f. Mechanics

Mechanics in writing consist of spelling, punctuation, citation of refernce (if applicable), neatness and appearance.

Based on above quotations, it can be inferred that good writing should have good content, good organization, good discourse, good syntax, good vocabularies, and good mechanics. Every categories contribute the percentage of writing score.

5. English Syllabus for the Third Semester of English Education Program

This research will be conducted in the third semester students of English Education Program. The fourth semester students are predicted that they have gotten four levels of writing subject. It means that they must have understood how to make a good composition of writing but it is not to be a guarantee that they have the best writing without any error. Subject Writing 3 has the syllabus that will be the guide to teach the students.³² The standard competence of the syllabus is the students are able to write and to compose an outline to be good writing texts such as narrative, descriptive, expository, persuasive, and argumentative.

The students learn how to make good writing texts. Referring to the standard competence, there is the basic competence. It includes the students are able to write an outline of some writing texts and to compose an outline to

³² Kurikulum dan Silabus prodi Pendidikan Bahasa Inggris (PBI) Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Juri Siwo Metro 2010

be some compositions of writing texts. The students make an outline then compose the outline into good compositions. The syllabus

also has the indicator to guide the learning process of the students. The indicators are making an outline for narration composition, making an outline for description composition, modifying and describing the concept of narration, description, exposition, and persuasion. The aims of the learning are students make an outline of some types of text to be the good compositions. The assessment of the learning process is in the forms of discussion, take home assignment and Porto folio.

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 Scaffolding Strategy. Then the dependent variable (Y) is the students' writing paragraph performance.

Essentially, children level ability is divided into two layers namely actual ability (owned by children) and potential capability (possible to be mastered). Zona between both the actual ability and potential capability is zona proximal development. The children need the scaffolding to achieve their potential capability.

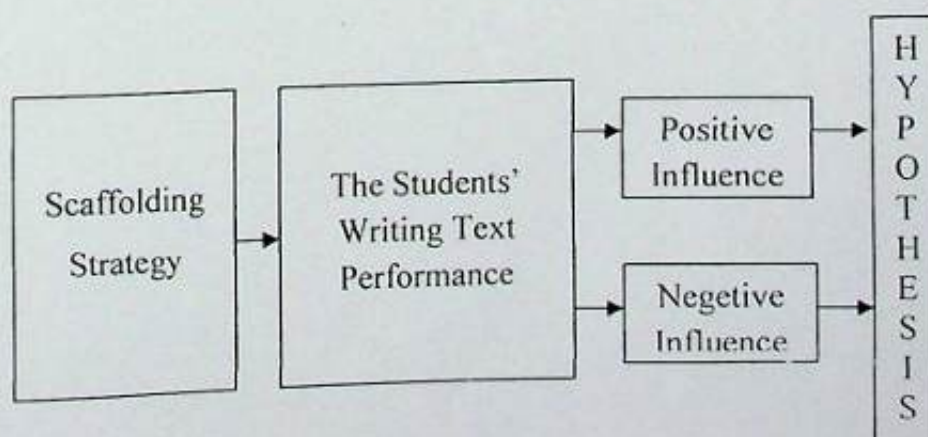
Scaffolding Strategy is almost identical to guided writing. The importance of using Scaffolding Strategy is to guide students in order that they can explore their skills in composing sentence to the paragraph. Moreover, this strategy can stimulate the potential capability of the students. This strategy is look like guiding strategy because the teacher guides the student in every steps of writing. This strategy requires the teacher to give the direct correction to the students when the teaching-learning of writing take places in order to minimize the students' mistake. Therefore, by using Scaffolding Strategy will be able to increase the students' writing text performance of the students at third semester of English Education Study Program of State Islamic College STAIN Jurai Siwo Metro in academic year 2012/2013.

2. Paradigm

Based on the theoritical framework above the writer describes the paradigm as follows:

Figure 1

The Influence of Scaffolding Strategy toward Writing Performance



Based on the above figure, it can be described that applying Scaffolding Strategy is possible to increase the students' writing text performance.

C. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the writer formulates the hypothesis is as follow:

There is influence of scaffolding strategy toward the students' writing paragraph performance.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was an experimental research in the form of descriptive quantitative. This research has been conducted in STAIN Jurai Siwo Metro which has seven Study Programs, one of which is English Education Program. In this research, the writer will investigate the second semester students English Education Program of STAIN Jurai Siwo Metro in the academic year of 2011/2012 which consists of 234 students divided into five classes.

This influence research focuses on the influence between independent variable and dependent variable. This research contained two variables, the independent variable that is Using Scaffolding Strategy (X) and the dependent variable that is Writing Text Performance (Y).

The writer uses the quantitative research. Quantitative research is the research by which the numeric data are used to find knowledge. Since it is a true experimental research which applying pre-test, post-test control group design. The writer administered pre-test and post-test to both experimental and control group.

Furthermore, this design can be formulated as follows:

E O1 X O2
K O3 X O4

O₁ : Pre - test score (before giving treatment)

O₂ : Post - test score (after giving treatment)

E : Experimental group

K : Control group

X : Treatment to apply the material.¹

B. Population, Sample, and Sampling Technique

1. Population

According to Kumar Singh, "population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed"². It means that the population is all subject which will be presumed in this research.

Jack R. Fraenkel and Norman E. Wallen explain that "The population, in other words, is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study."³

Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 2006), p. 86

² Yogesh Kumarsingh, *Fundemental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited, 2006), p. 82

³ Jack R. Frankel and Norman E. Wallen, *How to Design and Evaluate Research*, (England: McGraw-Hill Inc, 2008), p.80

Donald Ary et.al., argued that "A population is defined as all members of any well-defined class of people, events, or objects."⁴

The population of this research is students of the third semester of English Education Program of STAIN Jurai Siwo Metro in the academic year of 2012/2013. The total population in this research was 234 students which are divided into five classes.

2. Sample

In this research, the writer would used cluster sampling to take the sample. There are two classes as the sample. By using cluster sampling the writer take the class D and class E in the third semester class of English Education Program. The sample totally seventy five students in class D and class E.

3. Sampling Technique

Sample is needed in this research to describe population condition. Marczyk *et.al* defined sample as "a subset of the population."⁵ It means that sample is the part of population which represents that population which will be researched.

The researcher used the non probability sampling technique namely Cluster Sampling. It is the technique that determine the sample that has the

⁴ Donald Ary et.al., *Introduction to Research in Education*, (United States: Northern Illionis University, 2006), p.167

⁵ Geoffrey Marczyk *et.al.*, *Essential of Research Design and Methodology*, (New Jersey: Jhon Willey and Sons Inc., 2005), p.84

same characteristic. This taking technique is not about personal but about the group or class. The scale is submitted, even though it occur taken ten percent of the population.

In order that each member of the population in this research has an opportunity to become a sample, the writer decided to use a control class and an experimental class as the sampling technique in this research.

The researcher randomly divided a group of class with writing scores into two groups. One of the classes, the experimental class, would receive the instruction by scaffolding strategy. The other class, the control class, would receive the different instruction with the experimental class.

Based on the data score students' writing paragraph on the class E in the third semester of English Education Program can be categorized into low category. So, the sample of the research is the students at the class E which consists of 28 students as the experimental class. Meanwhile, the students at the class D which consist of 47 students as the control class in order to find the influence of the variable.

C. Operational Definitions of Variables

Operational definitions of variables in this research are:

1. Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment. Independent variable of this research is

Scaffolding Strategy which is defined as an instructional strategy whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. In writing paragraph there are some indicators that indicated the students be able to arrange a good paragraph as follows:

- a. The competence to determine the topic sentence and supporting sentence.
- b. The competence to arrange the main mapping of the content.
- c. The competence to develop the content become a good paragraph.

The writer uses the several ways to measure the scaffolding strategy by making the paragraph or writing text. The writer also establish the measurement of good paragraph in writing. The good paragraph must consist of some sentences that have good cohesion and coherence. Obviously, the writer decided some measurement as follows:

- a. The good topic sentence and supporting sentence that appropriate in cohesion and coherence.
- b. The good content of the paragraph has a good cohesion.
- c. The good paragraph that consist of the sentences that coherence each other.

Moreover, based on the explanation above, in this research the writer will use the scaffolding strategy to conduct a treatment for the students in the third semester of English Education Program of STAIN Jurai Siwo Metro in the academic year of 2012/2013.

In addition, the writer will collect the data by using a single essay test. That is making a free paragraph essay depends on the students.

2. Dependent Variable

Dependent variables are variables that depend on the independent variable: they are the outcomes or results of the influence of the independent variable. Dependent variable of this research is writing paragraph performance that is including content, organization, vocabulary, grammar and mechanic.

Moreover, based on the statment above, that is the indicators of good paragraph in writing paragraph. It is refers to the level of students' performance in the writing paragraph.

The writer used the several ways to measure the writing paragraph performance by making the paragraph or writing text. The writer also establish the measurement of good paragraph in writing. The good paragraph must consist of some sentences that have good content, organization, vocabulary, grammar and mechanic. Obviously, the writer decided some specifications as follows:

Table 3
Specification of Writing Text Performance

Measurement	Indicators	Score
Content	1. The competence to make thesis statement 2. The competence to make the related idea 3. The competence to make the procedure	0-25

Organization	1. The competence in effectiveness of introduction 2. The competence in logical sequence of ideas 3. The competence to make conclusion	0-15
Discourse	1. The competence in making goal 2. The competence in making material 3. The competence in making steps	0-15
Vocabulary	1. The competence in choosing vocabularies	0-15
Mechanics	1. The competence in spelling 2. The competence in punctuation	0-15
Grammar	1. The competence in using appropriate grammar	0-15
Total		100

D. Data Collection Method

1. Test

Anderson with Arsenault said that "instrument includes test and questionnaire, observation schedules and any other tool used to collect data".⁶ It means that the valid data can be gained through several techniques of data collection method, one of which test. "Test is the string of question or exercises

⁶ Gary Anderson with Nancy Arsenault, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), p. 94

to measure the knowledge skill, intelligence, ability or talent that have by individual or group.”⁷ It implies that the test should be done to get the real data before accomplishing the research.

Therefore, in this research, test would be used as data collection method to measure both variables. The writer used writing text test of some texts to measure students’ prior knowledge in writing paragraph. Furthermore, the writer used test to collect the data that consist of pre-test and post-test as data collection method to measure of the students’ writing paragraph performance.

a. Pre-test

The pre-test would be administred in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

The post-test would be administred in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students’ achievement in the class or not.

2. Observation

Observation is the election modification, recognition, and coding combination in behavior and organism situation that suitable with empires goals.⁸

⁷ Edi Kusnadi, *Metodologi Penelitian*, (Metro: Ramayana Pers & STAIN Metro, 2008), p. 90

The writer used the method to get the data about student's activities such as students' comprehend in question answer, students' writing activity, and students' good participant. The lecturer and students' activities are observed and notice by the observer.

E. Research Instrument

Suharsimi Arikunto defines instrument as "The tool of research which is used in each method."⁹ Furthermore, the research instrument involves:

1. Instrument Blueprint

To obtain the data relate to the research problems, the researcher used two kinds of instruments. Those are (a) instrument for the treatment and (b) pre-test and post-test instrument. Research instrument which was used for the test are the using of scaffolding strategy.

a) Instrument for a treatment

The instrument which was used in present research is in the form of using scaffolding strategy and exercises. The exercise was designed for the control and experimental group, while scaffolding strategy were designed for experimental group only. In the control group, after reviewing the students' knowledge about texts in writing, they were asked to make the texts based on the title given. In the experimental group, after reviewing the students' knowledge about texts of writing and scaffolding

⁸ Edi Kusnadi, *Metode Penelitian*, (Metro: STAIN Metro, 2008), p. 115

⁹ Suharsimi Arikunto, *op.cit*, p. 192

strategy, the students were given a title and they must make the outline of text and they develop their ideas in drafting process based on the title given using scaffolding strategy. Afterwards, they are asked to start writing their draft in writing process and revising.

b) Pre-test and Post-test instrument

The researcher used the same type of pre-test and post-test instrument for both control and experimental groups. The pre-test instrument is different with the post-test instrument but of the same difficulty. The pre-test and the post-test instruments which were used in present research were in the form of writing test. Kinds of the instrument were in the same type with the instrument for the treatment but in the different title of the writing text.

2. Instrument Calibration

In this research, the writer used the logical validity in the form of content validity. "Content validity for an instrument is show a condition of an instrument which composed based on the subject matter content which evaluated."¹⁰

The researcher had composed the instrument based on subject matter content which was researched. The instrument which was composed had represented the subject that was measured. Before gave the test, the researcher

¹⁰ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1999), p. 66

had consulted to the lecturer who have competence in writing. It is called expert judgement. Therefore it can be inferred that the test have good validity.

The grade of the test was by using this standard:

Table 4
Writing Band Scales

A	80-100	It is well organized. The message is completely comprehensible. Arguments are relevant and related to writer's view. Main ideas and effective supporting ideas are clearly stated. The language is clear, smooth and interesting, and is consistently accurate, showing a full command of complex structure. There are no major errors of vocabulary, spelling, punctuation, or grammar.
B	67-79	It is well organized and highly comprehensible. Arguments are quite relevant in relation to writer's view. Main ideas and effective supporting ideas are almost clearly stated. There is a clear message with only minor loss of detail and little need for correction of vocabulary, spelling, punctuation, or grammar. The language is clear and interesting.
C	55-66	It is rather well organized. Arguments are rather relevant in relation to writer's view. Main ideas and supporting ideas rather clear. The message is almost clear but with some loss of detail. Many corrections of vocabulary, spelling, punctuation, or grammar are needed.
D	41-54	Its organization and message are rather difficult to be followed. Arguments are only slightly relevant in relation to writer's view. Main ideas and supporting ideas rather trouble the readers. The language is rather unclear and has frequent errors of vocabulary, spelling, punctuation, or grammar.
E	40 or less	Its organization and message are difficult to be followed. Arguments are not relevant or not related to writer's view. Main ideas and supporting ideas are not clearly stated. The language is not clear and has frequent, serious errors of vocabulary, spelling, punctuation, or grammar. ¹¹

F. Data Analysis Technique

In applying experimental research to find out the differences between two samples is utilized T-test formulation. It is divided into two types appropriate to

¹¹ Sutjanto Leo. *English for Academic Purpose Essay Writing*, (Yogyakarta: Penerbit ANDI, 2007), p.vii

the subject as the samples namely T-test (independent sample) and T-test (correlated sample). On the condition that the samples is being derived from two different populations there was independent sample. On the contrary, if the samples merely consisted of same population referred to correlated sample.

To investigate whether there is any positive and significant influence of scaffolding strategy toward the students' writing text performance in the third semester students of English Education Program of STAIN Jurai Siwo Metro in the academic year of 2012/2013; the writer analyzed the data by using t-test.

The writer could investigate the differences between the uses of experimental and control group. According to Suharsimi Arikunto, the formulation of T-test is as follows:

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

M : The mean of score each group.

N : Subjects in the sample

X : Deviation of each grade X2 and X1

Y : Deviation of each grade Y2 and Y1¹²

¹² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 2006), p. 311-312

CHAPTER IV

RESULT OF THE RESEARCH

A. Research of the Data

1. Research Setting

a. A Brief History of the Establishment of STAIN Jurai Siwo Metro

STAIN Jurai Siwo Metro is only one of the State Islamic College in Metro. The existence of STAIN began from the request of Metro society, Lampung Tengah to Yayasan Kesejahteraan Islam Lampung (YKIL) to establish Tarbiyah and Syari'ah Faculty in Metro in 1967. Moreover, by the agreement of the dean of Tarbiyah Faculty IAIN Raden Fatah Palembang in Tanjung Karang, Tarbiyah Faculty in Metro was transformed into a long-distance class of Tarbiyah Faculty IAIN Raden Fatah Palembang in Tanjung Karang.

STAIN Jurai Siwo Metro was built on April 23-25, 1997 based on giving a Decree of President RI No. 11, 1997 on March 21, 1997. It was about the Changing and Ratifying Faculties outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). STAIN Jurai Siwo Metro is located in Jl. Ki Hajar Dewantara 15 A Iring Mulyo East Metro, Metro city. It has two faculties, namely Tarbiyah and Syari'ah.

STAIN Jurai Siwo metro has two faculties, Tarbiyah and Syari'ah. Tarbiyah faculty has 4 majors. They are PAI, PBA, PGMI, and PBI. And

Syari'ah faculty has 4 majors. They are AS, EI, PBS, and HESy. All of the majors have been accredited by National Accreditation Board. It has organization structure as follows:

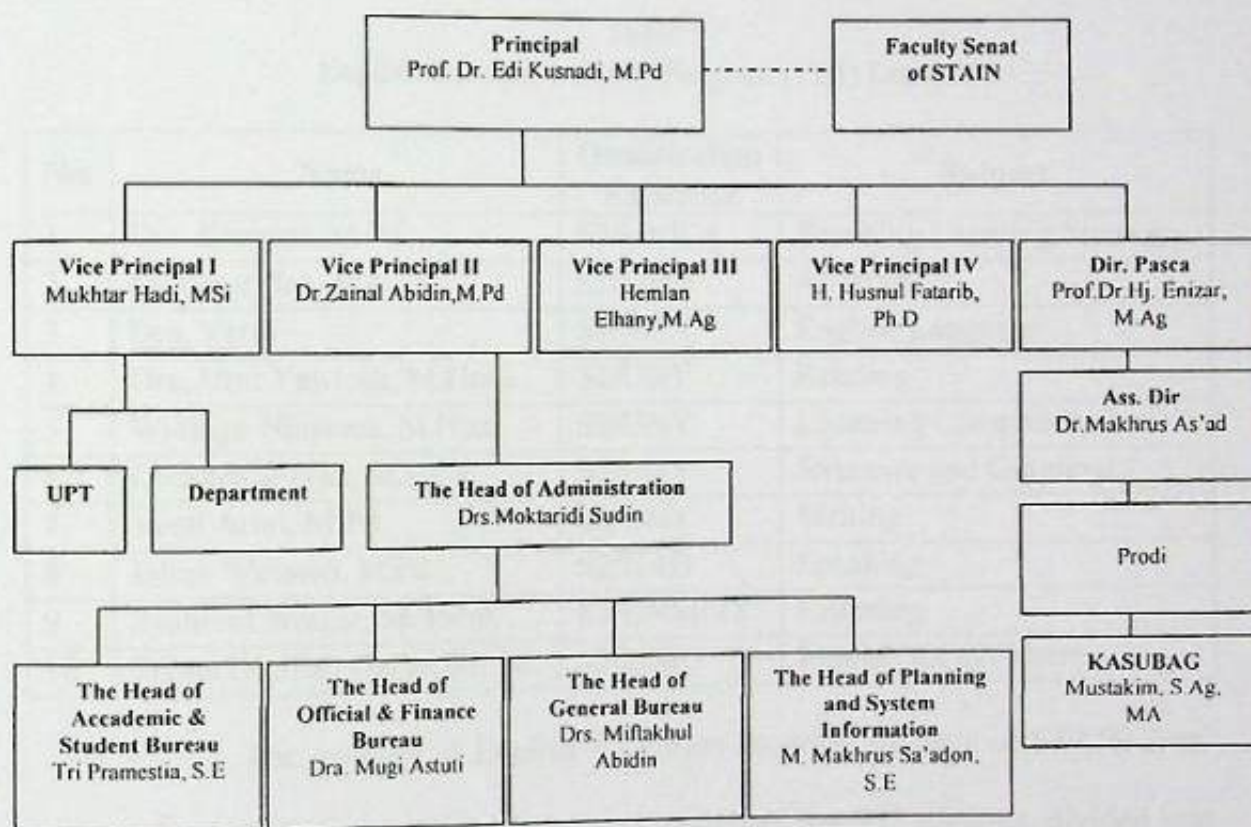


Figure 2. Organization Structure of STAIN Jurai Siwo Metro

b. English Education Program

English Education Program is one of study programs of Tarbiyah Department. The research was conducted toward seventy five of the third semester students of English Education Program of State Islamic College (STAIN) of Jurai Siwo Metro, Academic Year 2012/2013. The students have passed Writing 1 and 2 in lecturing processes.

The table below illustrates the condition of English Educational Study Program (PBI) lecturers based on their qualification expertise and subject in the academic year of 2012/2013. The data was taken from Official and Finance Bureau on October 23, 2012.

Table 5
English Education Study Program (PBI) Lecturers

No.	Name	Qualification Expertise	Subject
1	Drs. Kuryani, M.Pd	S2/UNILA	Teaching Learning Strategy
2	Masykurillah, MA	S2/UMY	Al-Islam
3	Dra. Yerni	S1/IAIN	English Language
4	Dra. Umi Yawisah, M.Hum	S2/UNY	Reading
5	Widhiya Ninsiana, M.Hum	S2/UNY	Listening Comprehension
6	Dedi Irwansyah, M.Hum	S2/UNY	Structure and Grammar
7	Yusti Arini, M.Pd	S2/UNY	Writing
8	Johan Wibowo, M.Pd	S2/UAD	Speaking
9	Syahreni Siregar, M. Hum.	S2/UNMED	Listening
10	Trisna Dinillah Harya, M. Pd.	S2/UNP	English for Children

The quantity of English Education Program students of STAIN Jurai Siwo Metro in the academic year of 2012/2013 are 937 students, divided into 226 males and 711 females.

2. Research Data

a. The Result of the Students' Pre-test

The researcher conducted pre-test in the first meeting of her research in order to find out the initial differences between the groups who have similar level. The pre-test used in this research is in the form of writing test. The result of pre-test can be identified as follows.

Table 6
The Results of the Students' Pre-test (Experimental Class)

No.	Students' Name	The Scores of Pre-test of Experiment Class
1.	LKS	82
2.	KA	78
3.	SM	75
4.	FIS	73
5.	AQ	72
6.	YSN	71
7.	HS	71
8.	UK	70
9.	AQS	70
10.	FK	65
11.	DA	64
12.	DP	62
13.	NLS	62
14.	YDS	62
15.	MRYP	61
16.	WBA	61
17.	AR	60
18.	EA	60
19.	KHO	58
20.	MA	58
21.	YA	58
22.	ELA	57
23.	SAR	56
24.	SR	54
25.	MB	50
26.	SYA	50
27.	ES	49
28.	FR	42
Total ($\sum X$)		1751
Average ($\bar{X}$)		$1751:28 = 62.53$

Source: taken on October 23, 2012

Based on the table above, it can be seen that total of the pre-test score of the experimental class is 1479 and average of the pre-test score of the experimental class is 62.53. Then the researcher measured the class interval by using the formula according to Suharsimi Arikunto, as follows:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 82 - 42$$

$$= 40$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 28$$

$$= 1 + 3.3 (1.447)$$

$$= 5.77$$

$$= 6$$

$$P = \frac{R}{K}$$

$$= 40/6$$

$$= 6.66$$

$$= 7$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 7
Frequency Distribution as the Results of Pre-test (Experimental Class)

Class Interval	Frequency	Percentage (%)
42-48	1	3.57
49-55	4	14.3
56-62	12	42.85
63-69	2	7.14
70-76	7	25
77-83	2	7.14
Total	28	100%

Based on the table of frequency distribution above, it can be inferred that most of the students got the scores below 70. Therefore, it can be inferred that the students' writing paragraph performance in pre-test is low.

The researcher also conducted pre-test for the control class. The result of the students pre-test at control class can be identified as follows:

Table 8
The Results of the Students' Pre-test (Control Class)

No.	Students' Name	The Score of Pre-test of Control Class
1.	SKN	76
2.	VAD	73
3.	TR	72
4.	YY	72
5.	SYAR	71
6.	RW	70
7.	RIY	70
8.	SM	70
9.	WP	70
10.	ALS	65
11.	SS	65
12.	TP	64
13.	UF	64
14.	YAM	63

15.	RN	62
16.	SBU	62
17.	SF	62
18.	SK	62
19.	SA	62
20.	SSI	62
21.	WS	61
22.	RY	60
23.	YNTI	60
24.	BPS	60
25.	RU	60
26.	EP	60
27.	UW	60
28.	UY	59
29.	YA	59
30.	REV	58
31.	RAS	58
32.	SD	58
33.	SN	56
34.	SNA	56
35.	TA	56
36.	YK	56
37.	NR	53
38.	YS	53
39.	YA	52
40.	SNK	50
41.	TPA	50
42.	WAN	50
43.	MA	48
44.	RS	48
45.	RP	45
46.	WS	45
47.	YA	44
Total ($\sum X$)		2812
Average ($\bar{X}$)		2812:47=59.82

Source: The Result of Pre-test (Control Class) on October 23, 2012

Based on the table above, it can be seen that total of the pre-test score of the control class is 2812 and average of the pre-test score of the control class is 59.82. Furthermore, the researcher measured the class interval as follows:

R = the highest score – the lowest score

$$= 76 - 44 = 32$$

K = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 47$$

$$= 1 + 3.3 (1.67)$$

$$= 7.18$$

$$= 7$$

P = $\frac{R}{K}$

$$= 32/6$$

$$= 5.33$$

$$= 5$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 9
Frequency Distribution as the Result of Pre-test (Control Class)

Class Interval	Frequency	Percentage (%)
44-48	5	10.638
49-53	6	12.765
54-58	7	14.893
59-63	16	34.042
64-68	4	8.510
69-73	8	17.021
74-78	1	2.127
Total	47	100%

Based on the table of frequency distribution above, it can be inferred that 9 students got more than 70. Therefore, it can be inferred that the students' writing paragraph performance of control class in pre-test is higher than the students' writing ability of experimental class.

a. The result of the students' post-test

Post-test was employed in the last program of this research after giving some treatments and exercises to the experimental and control groups in certain period of time. The test use in present research is the same type as pre-test but in the different title and it is more developed. The result of students' post-test can be identified as follows:

Table 10
The Result of Students' Post-test (Experiment Class)

No.	Students' Name	The Scores of Post-test of Experiment Class
1.	LKS	93
2.	KA	86
3.	SM	91
4.	FIS	87
5.	AQ	87
6.	YSN	80
7.	HS	85
8.	UK	84
9.	AQS	87
10.	FK	89
11.	DA	85
12.	DP	85
13.	NLS	87
14.	YDS	85
15.	MRYP	84
16.	WBA	86
17.	AR	84
18.	EA	80
19.	KHO	80
20.	MA	83
21.	YA	82
22.	ELA	78
23.	SAR	82
24.	SR	82
25.	MB	72
26.	SYA	76
27.	ES	74
28.	FR	72
Total ($\sum X$)		2326
Average ($\bar{X}$)		2326:28=83.07

Source: The Result of Post-test (Experimental Class) on December 4, 2012

Based on the table above, it can be seen that total of the post-test score of the experimental class is 2326 and average of the post-test score of the experimental class is 83.07. Then the researcher measured the class interval by using the formula according to Suharsimi Arikunto, as follows:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 93 - 72$$

$$= 21$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 28$$

$$= 1 + 3.3 (1.447)$$

$$= 6.17$$

$$= 6$$

$$P = \frac{R}{K}$$

$$= 21/6$$

$$= 3.5$$

$$= 4$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 11
Frequency Distribution as the Results of Post-test (Experimental Class)

Class Interval	Frequency	Percentage (%)
72-77	4	14.29
78-83	8	28.57
84-89	14	50
90-95	2	7.14
Total	28	100%

Based on the table of frequency distribution above, it can be inferred 25 students ($> 89.28\%$) got more than 75. Therefore, it can be inferred that the students' writing ability in post-test was improved.

The researcher also conducted post-test for the control class. The result of the students post-test at control class can be identified as follows:

Table 12
The Result of Students' Post-test (Control Class)

No.	Students' Name	The Score of Post-test of Control Class
1.	SKN	89
2.	VAD	82
3.	TR	70
4.	YY	83
5.	SYAR	74
6.	RW	76
7.	RIY	78
8.	SM	78
9.	WP	72
10.	ALS	74
11.	SS	77
12.	TP	73
13.	UF	78
14.	YAM	76
15.	RN	71
16.	SBU	74

17.	SF	75
18.	SK	76
19.	SA	74
20.	SSI	72
21.	WS	71
22.	RY	70
23.	YNTI	70
24.	BPS	66
25.	RU	70
26.	EP	70
27.	UW	68
28.	UY	68
29.	YA	70
30.	REV	70
31.	RAS	70
32.	SD	69
33.	SN	70
34.	SNA	74
35.	TA	70
36.	YK	71
37.	NR	65
38.	YS	65
39.	YA	65
40.	SNK	71
41.	TPA	67
42.	WAN	68
43.	MA	65
44.	RS	65
45.	RP	64
46.	WS	65
47.	YA	66
Total ($\sum X$)		3365
Average ($\bar{X}$)		3365:47= 71.59

Source: The Result of Post-test (Control Class) on December 4, 2012

Based on the table above, it can be seen that total of the post-test score of the control class is 3365 and average of the post-test score of the control class is 71.59.

Furthermore, the researcher measured the class interval as follows:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 89 - 64$$

$$= 25$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 47$$

$$= 1 + 3.3 (1.67)$$

$$= 7.18$$

$$= 7$$

$$P = \frac{R}{K}$$

$$= 25/7$$

$$= 3.57$$

$$= 4$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 13
Frequency Distribution as the Result of Post-test (Control Class)

Class Interval	Frequency	Percentage (%)
64-70	24	51.06
71-77	17	36.17
78-84	5	10.63
85-91	1	2.12
Total	47	100%

Based on the table of frequency distribution above, it can be seen that there are 23 students (>48.93%) whose score were more than 70. Therefore, it can be inferred that the result in experimental class are higher than the control class.

B. Hypothesis Testing

After applying test method, the researcher analyzed the data by using analysis of t_{test} in order to prove whether there is any difference between the experimental group (class using scaffolding strategy in learning writing text in subject writing) and the control group (class without using scaffolding strategy in learning writing text in subject writing) at the third semester of the English Education Program of State Islamic College (STAIN) of Jurai Siwo Metro in the Academic Year of 2012/2013 as follows:

1. Preparing the table in order to proved whether there is any difference between the experimental group and the control group at the third semester of the English Education Program of State Islamic College (STAIN) of Jurai Siwo Metro in the Academic Year of 2012/20

Table 14
The Table as the Authentication of the Difference between Experimental and Control Groups

No.	Experimental Group					Control Group				
	Subject	Pre-test (X_1)	Post-test (X_2)	Difference (X)	X^2	Subject	Pre-test (Y_1)	Post-test (Y_2)	Difference (Y)	Y^2
1.	LKS	82	93	11	121	SKN	76	89	13	169
2.	KA	78	86	8	64	VAD	73	82	9	81
3.	SM	75	91	16	256	TR	72	70	2	4
4.	FIS	73	87	14	196	YY	72	83	11	121
5.	AQ	72	87	15	225	SYAR	71	74	3	9
6.	YSN	71	80	9	81	RW	70	76	6	36
7.	HS	71	85	14	276	RIY	70	78	8	64
8.	UK	70	84	14	276	SM	70	78	8	64
9.	AQS	70	87	17	289	WP	70	72	2	4
10.	FK	65	89	24	576	ALS	65	74	9	81
11.	DA	64	85	21	441	SS	65	77	12	144
12.	DP	62	85	23	529	TP	64	73	9	81
13.	NLS	62	87	25	625	UF	64	78	16	256
14.	YDS	62	85	23	529	YAM	63	76	13	169
15.	MYP	61	84	23	529	RN	62	71	9	81
16.	WBA	61	86	25	625	SBU	62	74	12	144
17.	AR	60	84	24	576	SF	62	75	13	169
18.	EA	60	80	20	400	SK	62	76	14	196
19.	KHO	58	80	22	484	SA	62	74	12	144
20.	MA	58	83	25	625	SSI	62	72	10	100
21.	YA	58	82	24	576	WS	61	71	10	100
22.	ELA	57	78	21	441	RY	60	70	10	100
23.	SAR	56	82	26	676	YNTI	60	70	10	100
24.	SR	54	82	28	784	BPS	60	66	16	256
25.	MB	50	72	22	484	RU	60	70	10	100
26.	SYA	50	76	26	676	EP	60	70	10	100
27.	ES	49	74	25	625	UW	60	68	8	64
28.	FR	42	72	30	900	UY	59	68	9	81
29.						YA	59	70	11	121
30.						REV	58	70	12	144
31.						RAS	58	70	12	144
32.						SD	58	69	11	121
33.						SN	56	70	14	196
34.						SNA	56	74	18	324

35.						TA	56	70	14	196
36.						YK	56	71	15	225
37.						NR	53	65	12	144
38.						YS	53	65	12	144
39.						YA	52	65	13	169
40.						SNK	50	71	21	441
41.						TPA	50	67	17	289
42.						WAN	50	68	18	324
43.						MA	48	65	17	289
44.						RS	48	65	17	289
45.						RP	45	64	19	361
46.						WS	45	65	20	400
47.						YA	44	66	22	484
		1751	2326	$\sum_r =$ 575	12885		2812	3365	$\sum_r =$ 569	7823

2. Putting the data above into the formula of t-test for experiment research design in order to get "t_{observed}"

$$M_x = \frac{575}{28}$$

$$= 20.53$$

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= 12885 - \frac{(575)^2}{28}$$

$$= 12885 - \frac{330625}{28}$$

$$= 12885 - 11808.03$$

$$= 1076.97$$

$$M_y = \frac{569}{47}$$

$$= 12.10$$

$$\begin{aligned}
 \sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\
 &= 7823 - \frac{569^2}{47} \\
 &= 7823 - \frac{323761}{47} \\
 &= 7823 - 6888.53 \\
 &= 934.47
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 &= \frac{20.53 - 12.10}{\sqrt{\left(\frac{1076.97 + 934.47}{28 + 47 - 2}\right)\left(\frac{1}{28} + \frac{1}{47}\right)}} \\
 &= \frac{8.43}{\sqrt{\left(\frac{2011.44}{73}\right)\left(\frac{47 + 28}{1316}\right)}} \\
 &= \frac{8.43}{\sqrt{27.55(0.056)}} \\
 &= \frac{8.43}{\sqrt{1.54}} \\
 &= \frac{8.43}{1.24} \\
 &= 6.798
 \end{aligned}$$

To know whether the result of t_{observed} show the significance difference between control class and experimental class or no, the researcher used t_{table} . for knowing the critical value of t_{test} (t_{observed}), the researcher firstly counted df. df is Degree of Freedom. The formulation of $df = N_x + N_y - 2$.

$$df = N_x + N_y - 2$$

$$= 28 + 47 - 2$$

$$= 73$$

After considering the t_{test} by using df 61, the researcher not found it in t_{table} . So, the researcher did interpolation because 73 are higher than 60 and lower than 120.

Table 15
Critical Value of t_{table}

	5%	1%	0.1%
d.f 60	2.000	2.660	3.460
d.f 120	1.980	2.617	3.373

Source: Burhan Nurgiyantoro, 2002. *Statistik Terapan untuk Penelitian ilmu-ilmu Sosial*. Yogyakarta: Gajah Mada University Press. P. 385

Table 16
Interpolation

	5%	1%	0.1%
$\frac{df\ 60 + df\ 120}{2}$	$\frac{2.000 + 1.980}{2}$	$\frac{2.660 + 2.617}{2}$	$\frac{3.460 + 3.373}{2}$
	$= 1.99$	$= 2.64$	$= 3.42$

From all of data analysis above, it can be known that:

$$t_{\text{observed}} = 6.798$$

$$t_{\text{table}} = 1.99 (5\%)$$

After doing interpolation, all of the significance values 5% are smaller than t_{observed} . The data confirmed that " t_{observed} " is higher than t_{table} . Therefore, it can be inferred that H_i is accepted and H_o is rejected. It means that there is significance influence of using scaffolding strategy toward the students' text writing performance among the third semester students of English education program of state Islamic College (STAIN) of Jurai Siwo Metro in the academic year of 2012/2013.

C. Interpretation

1. Interpretation of t_{observed}

If $t_{\text{observed}} > t_{\text{table}}$, H_i is accepted and H_o is rejected

If $t_{\text{observed}} < t_{\text{table}}$, H_i is rejected and H_o is accepted.

The critical value " t_{observed} " is 6.789. If the researcher interprets it based on the statement above, it can be inferred that H_i is accepted.

Table 17
Guidance Scoring to give Interpretation

Interpretation Score	Standar Quality
0 - 49	Very Low
50 - 69	Low
70 - 79	Average
80 - 100	High

Based on the result of the research, it can be seen that concept scaffolding strategy can help students increasing their performance in writing and text writing. It can help them organize their idea before beginning to

write, and it helps students in memorize. The students can relate the ideas to each others and they can focus on their topic.

In conclusion, the using of scaffolding strategy can increase students' performance in writing text in subject of writing among the the third semester of the English Education Program of State Islamic College of Jurai Siwo Metro in the academic year of 2012/2013.

2. Statistical significance

The hypothesis applied in present research is the alternative hypothesis (H_a), that is: "There is positive and significance influence of using scaffolding strategy toward the students' text writing performance among the third semester students of English education program of state Islamic College (STAIN) of Jurai Siwo Metro in the academic year of 2012/2013.

Finally, the data confirmed that " t_{observed} " = 6.798 is higher than " t_{table} " = 1.99 (5%). Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is positive and significance influence of using scaffolding strategy on the students' performance in writing text of subject writing at the third semester of the English Education Program of State Islamic College (STAIN) of Jurai Siwo Metro in the academic year of 2012/2013. But in this research when the researcher gave the treatment, the students still face the problem. They still confused how to apply the concept of scaffolding. In the experimental class many students who had low motivation in writing. It was different in control class, their motivation was higher than experimental class.

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.¹ It was appropriate to the fact that basically the students in experimental class have the potential capability in writing text. We need to guide them periodically to gain their potential capability. So, the writer guided the students in every meeting by giving treatment based on the Scaffolding Strategy that concern in guiding the students to write the text

It can be seen in the data of pre-test result. By using scaffolding strategy, their motivation and performance in writing was increase. Although some of the students still had low motivation in writing, but their grade in post-test was higher than pre-test, and they were interested to write.

D. Limitation

This research was conducted at the State Islamic College (STAIN) of Jurai Siwo Metro. The subject of the research was the third semester of the English Education Program of the State Islamic College (STAIN) of Jurai Siwo Metro in the academic year of 2012/2013. The choice technique was the scaffolding strategy. The result of this research did not discuss all of the problems that faced by the students.

¹ Kasihani K.E Suyanto, *English for Young Learners*, Bumi Aksara, Jakarta, 2007, p.11

However, after considering the research and gaining the data from observation and test, the researcher found some problems faced by the students. The first problem was using scaffolding strategy. Most of the students seemed very confused how to make difference between the main topic and sub topic in scaffolding strategy. Consequently, many students could not make more lines. The second problem was building the writing. Some students were confused how to improve their writing. It was caused by incorrect ways to use scaffolding strategy in the beginning, especially about topic and sub topic. 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 scaffolding strategy. They just use the strategy by their own strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After considering the t_{test} by using df 61, the writer not found it in t_{table} . So, it's done interpolation because 73 is higher than 60 and smaller than 120. After considering interpolation by using df 73, it can be known that: the critical value of t_{table} for 5% level is 1.99. From all of data analysis, it can be seen that: $t_{observed}$ is 6.798, while t_{table} are 1.99 (5%).

The data confirmed that $t_{observed}$ is higher than t_{table} ($1.99 < 6.798$). Therefore, it can be inferred that H_i is accepted and H_o is rejected. The level of writing performances among 28 students in experimental class was that 23 students are included into high category for the score 80 – 100 (82 %), 5 students belong into average category for the score 70 – 79 (18 %), and there are not students were in low category for the score 50 - 69 (0 %).

It means that there is positive and significance influence of using scaffolding strategy toward the students' text writing performance among the third semester students of English Education Program of State Islamic College of Jurai Siwo Metro in the academic year of 2012/2013.

In conclusion, the scaffolding strategy is appropriate technique in teaching writing. Applying the scaffolding in prewriting stage was suitable to help the students to improve their writing ability and to memorize. The applying of the

scaffolding in writing text in subject writing not only improved the students' writing performance, but also brought students' positive attitude during the teaching and learning process, which at the end improved the students' writing performance in class.

B. Suggestion

1. For the students

The students are suggested to increase their interesting in writing activity, so it can help for raising their performance in writing, to add their vocabulary in order to help them in writing activity, to improve their grammatical mastery in order to make their text coherence well, for helping their activity in writing and to increase their performance in generating idea well.

2. For the lecturer

The lecturer is recommended to apply scaffolding strategy for improving students' performance in writing the other text types, such as narrative, expository, descriptive, and argumentative.

3. For the university

The university should support the English learning process by preparing the facilitation and instrument completely.

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CURRICULUM VITAE



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