

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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TOWARD THE STUDENTS' TEXT WRITING PERFORMANCE
AT THE THIRD SEMESTER OF ENGLISH EDUCATION STUDY
PROGRAM OF STATE ISLAMIC COLLEGE OF JURAI SIWO
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**STATE ISLAMIC COLLEGE
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ABSTRACT

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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} . H_a , 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:

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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