

THE USE OF ACTIVE SCAFFOLDING IN EFL WRITING CLASS

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Abstract

Kanditha Kharisma Wijaya. 14520036. **IMPROVING STUDENTS' WRITING SKILL THROUGH ACTIVE SCAFFOLDING. (A Classroom Action Research for the Eight Grade Students of SMPN 27 Surakarta in 2018/2019 Academic Year)**. Thesis, Surakarta: English Education, Teacher Training and Education Faculty, Slamet Riyadi University, 2019.

The objectives of the research are : to find out whether Active Scaffolding can enhance students' writing skill on narrative text and to find out the implementation of Active Scaffolding in teaching and learning writing at the eight grade students of SMPN 27 Surakarta in 2018/2019 Academic Year especially in class VIII C.

The research was carried out at SMPN 27 Surakarta. It was conducted from August up to september 2018 The subject of the research was the students of eight grade. In implementation of the teaching and learning process, the researcher divided the research into two cycle. Cycle 1 into 2 meeting and cycle 2 into 2 meeting with post test in every cycle. Every cycle consists of 3 steps; exploration, elaboration, and confirmation. In collecting data, the reseacher used qualitative and quantitative data. The qualitative data consisted of observation, interview and questionare. The quantitative data consisted in Pre-Test, Post-Test 1 and Post Test 2.

The result of Cycle 1 showed that some students still less on grammar, and vocabulary. Therefore, Cycle II showed that the use of Active Scaffolding from content, organization, language use, vocabulary and mechanic are effective to enhance the students' writing skill. The findings are supported by the qualitative data of students' responses in field note, interview and questionare. The quantitative data enhanced from pre-test to post test 1 and post test 2. The students' mean score in pretest was 43,20, post test 1 was 60,00 and post test 2 was 70,74. Based on the result of the data from pre test, post test and questionare, it could be concluded that "The use of Active Scaffolding can improve students' writing skill on narrative text, and how far the implementation of Active Scaffolding in teaching and learning writing at the eight grade students of SMPN 27 Surakarta in 2018/2019 academic year especially in class VIII C".

Key word: *Writing Skill, Active Scaffolding, Classroom Action Research, Narrative Text.*

INTRODUCTION

Writing is one of the important aspects in English language. Teaching writing have a challenges since there are some steps and requirements that teachers must be prepare to solve the problem in classroom. In addition, curriculum of teaching writing will be another important factor to consider as well as research and practice in teaching writing. good composition in English, it needs complex steps such as brainstorming, prewriting, drafting, and editing. However, the new techniques in teaching writing are needed to develop the students' writing outcomes (Ariyani:2016).

Writing skill is the most of difficult language skill to master, and teaching writing skill is not a simple teach because the teacher must be innovative and creative in teaching learning process. Richard and Renandya (2002: 303) state that writing is the most difficult skill for second language and foreign language learners. Part of a research report on teaching writing in English at a senior high school in Surakarta. The researcher explained that such strategies as collaborative writing, sentence combining, prewriting, inquiry

activities, and study of models are conducted frequently in the classroom. The findings indicate that a variety of writing instruction strategies have been part of their teaching practice and that they are experienced in teaching writing skills in English to students. In the SMP N 27 Surakarta, problem of students are the students still struggle in writing English. For many reason, the students still writing ungrammatical sentence. They were still misuse of vocabulary, they write incomplete sentences. In this case, a good lesson and interesting method is really needed to solve the problem in teaching learning process. It has to be creative and lively applying in the class. Teacher should have a good knowledge and mastering in designing a good and interesting material for the students. The research demonstrating and explaining for the learner preferences and styles can be more effectively addressed and the could reach the minimum score or KKM (*kriteria Ketuntasan Minimum*). And there is a good solution to solve the students difficulties in teaching learning writing, it is the use of method. Interactive writing through active scaffolding by Pinnel & Mc Carrier, 1994 is a form of shared a writing or language experience lesson in which the teacher and students compose a story or text and share the pen in writing the

words down on a chart or writing paper. The study aims to find out the implementation of active scaffolding based instruction technique to teaching writing narrative text for the eight grade of SMPN 27 Surakarta 2017/2018 Academic year. And to describe how is the students participation when Active Scaffolding implemented in teaching writing skill.

RESEARCH METHOD

This study was held at SMP N 27 Surakarta. It is located at It is located in Jl. Transito no.8 Pajang, Laweyan Surakarta. 57161. The researcher was conduct on August untill September in 2017/2018 academic year. For second grade students (VIII C) which is consisted of 35 students. The method of this study was Classroom Action Research. According to Car and Kemmis (1986:162), action research is simply form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices are carried out. There were six phases of Classroom Action Research: Identifying, Planning, Implementing, Observing, Reflecting, and Revising. The study was conducted in two cycles. The data were collected through test and non-test. In collecting the data, it used

written test in pre-test, post-test 1, and post-test 2. Besides that to collect the non-test data, were used observation, interview, and documentation.

RESULT AND DISCUSSION

In this study, the researcher showed the result of the research by Active Scaffolding to improve students writing skill at the eighth grade students of SMP N 27 Surakarta 2017/2018 Academic Year. The students did the pre-test before the implementing Active Scaffolding to measure the students writing skill. The mean score was 43,20. It still far under the KKM (Kriteria Ketuntasan Minimal). The study was conducted through two cycles. Each cycle consisted of a series of steps consisting of identifying the problem, planning, implementing, observing, reflecting, and revising the plan.

The researcher held pre-test in case to know and verify the students' problem in English lesson, particularly writing activities. The mean of pre-test was 43,20 the score was too low. Because the minimum score or KKM (Kriteria Ketuntasan Minimum) was 68. The researcher used Active Scaffolding to improve students' writing skill at the eight grade grade of students SMP N 27 Surakarta. And it is dividet into two

cycles. Each cycle consisted of four steps: 1) Planning the action, 2) Implementing the action, 3) Observing the action, 4) Reflecting the action.

While teaching and learning process, the students paid more attention. They understand the explanation from the researcher about narrative text such as : social function, generic structure and language feature and focussed on the researcher's explanation about Narrative Text by using Active Scaffolding Method.

Based on the result of the post-test after the action, the researcher found the score was slowly going up from post-test 1 (60) and post-test 2 (70.74).

The researher also found the strength of Active Scaffolding as a method in teaching learning process. it can improves the students writing skill obviously from the data that showed the result of the score.

CONCLUSSION

After the researcher finished the Classroom Action Research using Active Scaffolding Method on narrative text at the eight grade students of SMPN 27 Surakarta in 2017/2018 academis year especially in class VIII C. Active Scaffolding Method can improve students' writing skill on narrative text at the eight grade students

of SMPN 27 Surakarta especially in class VIII C. Active Scaffolding can improved students writing skill cause it could be seen on the result of Pre-Test, Post-Test 1, and Post-Test 2. The students got mean score in the Pre-Test 43.20, in the Post-Test 1 became 60.00, and in the Post-Test 2 improved to be 70.74. It meant that by using Active Scaffolding Method, the students more paid attention to the material and they could understand about the teacher's explanation. All students could make a good sentences in narrative text, and most of them could practice it orally better than before.

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