THE IMPLEMENTATION OF SCAFFOLDING IN WRITING RECOUNT TEXTS IN SMP JOANNES BOSCO YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of Requirements to obtain the Sarjana Pendidikan Degree in English Language Education

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A Sarjana Pendidikan Thesis on

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I dedicate this thesis to:

My beloved mother and father for always taking care of me and giving me support, love, and prayers
STATEMENT OF WORK’S ORIGINALITY

I honestly declared that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

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ABSTRACT


There are some compulsory subjects in junior high schools and English is one of them. As a compulsory subject, English needs to be mastered by the students. Therefore, English teachers are required to teach it well so that the students are able to master English. In teaching English, there is a need to use new techniques. Teachers need to vary the teaching techniques so that the students can learn English in different ways. One of the new techniques in teaching English is scaffolding. In this research, scaffolding is implemented in English class of the 8th grade students of SMP Joannes Bosco Yogyakarta when they learn about recount text. This research aims to find out the process of how scaffolding is implemented and to know what the benefits of scaffolding in writing recount text.

There were two research problems. The first was “How is scaffolding for the 8th grade students of SMP Joannes Bosco in writing a recount text?” and the second was “What are the benefits of scaffolding in writing a recount text in SMP Joannes Bosco Yogyakarta?” The researcher conducted a descriptive qualitative research in this study. The data was gathered by interviewing the English teacher, writing on the field notes, distributing the questionnaires, and interviewing the students. Analyzing the students’ writings were used as the supplementary data to make the result stronger.

The result of this study showed that the implementation of scaffolding gave benefits for the students. The benefits were challenging the students through deep learning and discovery, engaging the students in meaningful and dynamic discussions in the small and the large classes, and motivating the learners to become better students. In conclusion, scaffolding does give benefits for the students so that teachers are able to use scaffolding as one of the effective teaching techniques.

**Keywords:** scaffolding, writing, recount text, SMP Joannes Bosco
ABSTRAK


Hasil dari penelitian ini menunjukkan bahwa implementasi scaffolding memberikan keuntungan bagi siswa. Keuntungan tersebut adalah menantang siswa melalui pembelajaran yang mendalam dan penemuan, mengikutsertakan siswa dalam diskusi yang bermakna dan dinamis dalam kelas kecil dan besar, dan memotivasi siswa untuk menjadi siswa yang lebih baik. Kesimpulan dari penelitian ini adalah scaffolding memberikan keuntungan bagi siswa. Maka dari itu, guru dapat menggunakan scaffolding sebagai salah satu teknik mengajar bagi siswa.

Kata kunci: scaffolding, writing, recount text, SMP Joannes Bosco
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CHAPTER I

INTRODUCTION

This chapter is divided into six parts. They are the research background, the research problems, the problem limitation, the research objectives, the research benefits, and the definition of terms. In research background part, the researcher explains the background information about this study. In the research problems, there are two questions of the formulated problems that the researcher is going to analyze. Then, in the problem limitation part, the researcher gives the limitation of this study. In the research objectives, there are two aims of this study. The researcher writes down the benefits of the study for some parties (English teacher, students, future researchers, and English Language Education Study Program students) in the research benefit part. The last, in the definition of terms part, there are some keywords of this study and the definitions according to some experts.

A. Research Background

Nowadays, English has been a language for international communication. It includes the spoken and written communication. As the international language, it is common that most of companies require the workers to have good skills in English so that they can build wider relation with other companies. It shows that English has become a need for people all around the world. Since it has become a need, there are many countries, such as Indonesia, that put English as one of the
compulsory subjects in schools. It is taught from the elementary schools, the junior high schools, and the senior high schools. The reason why English is taught in schools is that the students would learn better and they have been introduced to English since they are young. Besides, it is taught in the school because having a good grade in English is one of the requirements to enter good high schools or universities. As Gebhard (2000) states that in many countries where English is a foreign language, the primary goal for children studying in the educational system is to pass English entrance exams to enter good high schools and universities.

As the compulsory subject, the students are required to master English. There are four English skills that should be mastered, such as reading, writing, listening, and speaking (Bright & McGregor, 1973). Usually, writing skill is emphasized in learning English because it is stated in the curriculum that the students need to be able to write some texts in English. Writing in schools deals with some texts. They are the recount text, the descriptive text, the narrative text, and the procedure text. The students are required to be able to write those texts in English. The teachers are also required to teach well because they need to make the students master English.

When the students learn to write, they need others’ feedbacks so that they can write well. Providing feedback is the teacher’s technique to teach writing for their students in SMP Joannes Bosco. The teacher usually provides feedback in the form of checking the incorrect sentences that the students write. The teacher also explains the incorrect sentence generally in the class. However, before the teacher requires the students to write the text, he or she are also required to provide
some of the same text types so that the students get the model of the text. The students can observe the language feature and also the generic structure of the text by reading the text given. The teacher gives more exposures to the language feature by giving an exercise to fill in the blank on the text.

This way of teaching needs to be improved. The students already get the model of the right texts, are also given the feedback for their writing, and get further general explanation in the class. Yet, they do not get the individual further explanation which makes the feedback more specific and focus. The students also need to get a chance to write more than once so that they can really know how to write well. Therefore, there is a need to use new techniques in teaching writing.

One of the new teaching techniques that can be implemented is by using scaffolding. Scaffolding means providing the help for the students to support their learning process. The help is in the form of others’ assistance. Others’ assistance can be from the teachers, the more capable peers, or their seniors. According to Huggins and Edwards (2011), the others’ assistance is called scaffolding. Therefore, when the learning activity uses others’ assistance, it means that scaffolding is implemented. Scaffolding is one of the teaching techniques that is invented by Bruner. Scaffolding refers to providing support for learners as they build their understanding of a text and their linguistic competence (Hyland, 2003). This theory is also developed by Vygotsky, who also invented the concept of a Zone of Proximal Development or ZPD (as cited in Komalasari & Iswardari, 2014). According to Vasta, Haith, and Miller (1995), “This zone is defined as the difference between what a child can do on his or her own and what a child can do
with help” (p. 386). In this case, scaffolding can be implemented to help less capable students by more capable students.

This research focuses on the students in SMP Joannes Bosco because the researcher sees that there is a need to use a new technique in teaching the students. Scaffolding is implemented when they learn the recount texts. Since scaffolding is a technique to help the students, it is expected that scaffolding could really help the students in writing a recount text well. The researcher would like to see how it is implemented and what benefits of scaffolding in writing recount text in SMP Joannes Bosco.

It is hoped that the research can give information for English teachers that they can use scaffolding as one of their effective teaching techniques so that they can help the students in the teaching and learning process. Besides, it is also expected that this research can give information for English Language Education Study Program (ELESP) students that they can also use scaffolding when they do the pre service teacher internship program (Program Pengalaman Lapangan).

B. Research Problems

The research problems that the researcher is going to answer are:

1. How is scaffolding implemented for the 8th grade students of SMP Joannes Bosco in writing a recount text?

2. What are the benefits of scaffolding in writing a recount text for the 8th grade students of SMP Joannes Bosco Yogyakarta?
C. Problem Limitation

This research focuses on recount text lesson and the implementation of scaffolding in the class. Scaffolding that is used in this research is the scaffolding in the form of guidance by checking the students’ writing and providing further explanation of the words (verbs) checked in the form of letter. The participants in this research are the students of SMP Joannes Bosco grade VIII class Happiness as the ones who are scaffolded and the English Language Education Study Program (ELESP) students class Critical and Reading (CRW) II as the ones who scaffold the writings. The benefits of scaffolding are limited to the recount text in SMP Joannes Bosco.

D. Research Objectives

This research aims to:

1. Find out how the implementation of scaffolding for the 8th grade students of SMP Joannes Bosco in writing a recount text
2. Find out the benefits of scaffolding in writing a recount text for the 8th grade students of SMP Joannes Bosco Yogyakarta

E. Research Benefits

This research is expected to benefit for some parties, such as English teachers, students, future researchers, and English Language Education Study Program (ELESP) students.
1. **For English Teachers**

   This research helps English teachers to see how to implement scaffolding. It also enriches their knowledge that scaffolding gives benefits for students in writing a recount text. After reading and understanding the results, English teachers can use this technique for their teaching so that they will have more techniques to be implemented.

2. **For Students**

   This research can be the source of knowledge for the students. Therefore, when the teacher uses scaffolding again as the teaching technique, the students can maximize the use of scaffolding and can be more aware with their errors when they are writing so that they can have better writings.

3. **For Future Researchers**

   This research can help the future researchers who want to take the same field of research on scaffolding. This research can be one of the additional references if they are going to use scaffolding as their research topic. Besides, this research can inspire future researchers to conduct a research on education.

4. **For ELESP Students**

   This research can enrich ELESP students’ knowledge on the scaffolding technique. Besides, since ELESP students are required to do the pre service teacher internship program (*Program Pengalaman Lapangan*), they need to
understand some teaching techniques. This study can help them to know one of the teaching technique, named scaffolding. They can use it in writing class when they have the pre service teacher internship program at the school.

F. Definition of Terms

In order to give a clear explanation and to avoid the readers’ misunderstanding, the researcher provides some definition of terms that are used in this research. It can help readers to understand the theories used in this research.

1. Scaffolding

According to Pol, Volman, and Beishuizen (2010), scaffolding is a technique to provide support for the task that learners could not complete. The support can be from the teachers, peers, or seniors. Scaffolding in this research is checking the students’ writings on the use of verbs (including linking verbs) and giving some explanations why the verbs are incorrect. Scaffolding is related to Zone of Proximal Development (ZPD). Verekenikina (2003) writes that the notion of the zone of proximal development is at the heart of the concept of scaffolding. The scaffolding itself is done by ELESP students.

2. Writing

Langan (2008) explains that writing skill is a process of transferring thought and feelings by words on the papers (p.14). When someone wants to
communicate his or her ideas through a writing, she or he should have capable writing skill in order to hinder misunderstanding. As Brown (2007) states that writing is a kind of skill that requires learners to product a correct written language (p.391).

3. **Recount text**

According to Hyland (2003), a recount text tells what happened. Its purpose is to reconstruct past experiences by retelling events in original sequence. It is stated in Government of South Australia Department for Education and Child Development (2012) that the generic structure of recount text is the orientation, sequence of events, and the re-orientation. In this research, the teacher uses recount text as the material given for the students. The students have the privilege to write what kind of theme they choose. They may write a recount text about their experience on the last holiday or the study tour, in having a new pet, or in joining a competition. Besides, in relation with scaffolding, the focus of feedback that the scaffolders give is related to the use of verbs (including linking verbs).

4. **SMP Joannes Bosco**

SMP Joannes Bosco is one of junior high schools in Yogyakarta. SMP Joannes Bosco is a Dominican school. The vision of this school is having good faith, intelligence, achievement, and character based on Dominican spirituality values. Based on a book titled *Pin Sekolah dan Artinya* (2014), every member of this community should always miss the truthfulness by seeking, finding, and
doing it in their lives for the souls salvation. SMP Joannes Bosco is located at Jalan Melati Wetan no.21, Baciro, Yogyakarta. There were fifteen classes in this school. Each class consists of twenty seven up to thirty students. In this research, scaffolding is used to help the students of SMP Joannes Bosco grade VIII class Happiness to write recount texts.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter aims to discuss some theories related to the topic. There are two sections in this chapter. They are the theoretical description and the theoretical framework. In the theoretical description, there are some theories and researches which are relevant to the topic. In the theoretical framework, the researcher relates the topic with the theories and researches.

A. Theoretical Description

This section is divided into three parts, which are scaffolding, writing, and recount text.

1. Scaffolding

There are four sections discussed in this part. They are the nature of scaffolding, the types of scaffolding, the advantages of scaffolding, and the zone of proximal development. The discussion is as follows:

a. The Nature of Scaffolding

Scaffolding is a teaching technique to help students by providing assistance from adult or more capable peers. Scaffolding was invented by Lev Vygotsky (1978). The main point of scaffolding is to provide help or assistance for the learners in learning something. The assistance allows the students to be independent learners as what Slavin (2012) states:
Scaffolding is the support for learning and problem solving; might include clues, reminders, encouragement, breaking the problem down into steps, providing an example or anything else that allows the student to grow in independence as a learner (p. 42).

Similarly, Victoria State Government (2014) argues that “scaffolding is a learning through the joint construction of language and gradually withdrawing the adult support as the children master the language.” Bruner states that with an adult assistance, children could accomplish the tasks that they ordinarily could not perform independently (as cited in Huggins & Edwards, 2011). The aim to involve scaffolding in the students’ learning process is to make them independent learners so that they are able to accomplish a task by themselves. Teachers provide input and instruction that support and challenge the students as they move toward independence (Hyland, 2003).

b. Types of Scaffolding

Scaffolding for students can be in the form of providing things like advance organizer, cue cards, mindmaps, etc. and guiding students in their learning process. According to Alibali (2006), as cited in Northern Illinois University, Faculty Development and Instructional Design Center (n.d.), the types of scaffolding that provides things for students are advance organizers, cue cards, concept and mindmaps, examples, explanations, handouts, hints, prompts, question cards, question stems, stories, and visual scaffolds.

1) Advance organizers

Advance organizers have some information about the material that is being learned. It is used to introduce new content and tasks to help the students to learn
about the topic. The example of advance organizers are venn diagrams, flow charts, outlines that represent content, and mnemonics. Venn diagrams can be used to provide information in comparing and contrasting something. Figure 2.1 is the example of venn diagram:

Figure 2.1 Venn Diagram

The other type of advance organizers is a flow chart. It can be used to illustrate processes. The next one is organizational chart. It is for illustrating hierarchies. Scaffolding can also be in the form of outlines that represent content of the material being learned. The last is mnemonics. Mnemonics are used to help our memory. Figure 2.2 is the example of mnemonics.

Figure 2.2 Example of Mnemonics
Adapted from: https://en.wikipedia.org/wiki/Mnemonic
2) Cue cards

Cue cards are cards for helping students in their discussion about a particular topic. The content of the cards can be vocabulary words to prepare for exams, content-specific stem sentences to complete, formulae to associate with a problem, and concepts to define. Figure 2.3 is the example of cue cards that is made to tell the writer’s personal information.

![Figure 2.3 Example of a Cue Card](image)

 Adapted from: International Reading Association, 2006

3) Concept and mindmaps

Concept and mindmaps are maps that show relationship between things on the topic learned. Students can make the map themselves, or the teacher can provide an incomplete map for their students to complete. Figure 2.4 is the example of concept or mindmaps.
Figure 2.4 Example of Concept or Mindmaps
Adapted from Think Buzan: Inventors of Mindmapping, n.d.

4) Examples

In examples, a teacher gives samples, specimens, illustrations, and problems to illustrate something. Examples are used to help students having better understanding on the learned materials.

5) Explanations

Explanations are more detailed information to help students understanding a concept. Explanations can be in a written form (instruction for a task) or an oral form (explanation of how a process works).

6) Handout

A handout is a mean that includes task, information of the material being learned, but with less detail and room for student’s note taking.

7) Hints

Hints are like suggestions and clues. They can be in the form of written and oral. The example of written hints is the instruction given before the other
part begins. For example, ‘Answer the questions in a complete sentence!’
Meanwhile, the examples of oral hints are saying “Find the subject of the verb” and “Add water first and then the acid” to the students.

8) Prompts

Prompts are physical or verbal cues to remind students. For example body movements such as pointing, nodding the head, blinking an eye, and tapping the foot. For verbal prompts, there are words, statements, and questions such as, “Go!”, “Stop!”, “Tell me now”, “What tense do you use for procedure text?”

9) Question cards

Question cards contain the questions of particular topic or content area in the form of card. It can be used in a reading comprehension so that the students could understand better about the text by having those questions in the form of a card. Figure 2.5 is the example of a question card.

1. Who were the characters on the story above?
2. Who helped Cinderella to go to the ballroom?
3. When did Cinderella need to go back home?
4. Why should Cinderella go back home?
5. Did the prince charming find Cinderella?

Figure 2.5 Example of a Question Card
10) Question stems

It is an incomplete sentence which students have to complete. Question stems help students to have deep high order thinking skill. It uses what-if questions.

11) Stories

Stories are used to make the students become more familiar with a complex and an abstract material.

12) Visual scaffolds

There are some kinds of visual scaffolds, such as a gesture, a diagram, or visual information. The gestures are pointing to call attention to an object and holding curved hands apart to illustrate roundness. For diagrams, there are charts or graphs.

Furthermore, there is another type of scaffolding which is not in the form of tools in helping the students. It is in the form of guidance for the students’ learning process. This type is developed by Frey, Fisher, and Everlove as cited in Komalasari and Iswandari (2014). This type requires the students to become independent learners. An independent learner requires an independent learning which means that the students can do the learning process by themselves, without the teachers’ guiding. Figure 2.6 is the figure of an independent learning:
As we can see in figure 2.6, the more students do their independent work, the less teacher’s responsibility needs to be included. While, in the collaborative work, the teacher’s responsibility or role is still needed so that the teacher’s responsibility has the equal role with the student responsibility. Similar with figure 2.6, Northern Illinois University, Faculty Development and Instructional Design Center (n.d.) also states the same. Figure 2.7 is the figure of scaffolding model:
As figure 2.7 shows, scaffolding is implemented when the students cannot do the task on their own. As a result of the scaffolding implementation, students can do the task on their own. At this time, scaffolding is removed. Students do not need assistance anymore for their learning process.

c. The Advantages of Using Scaffolding

Implementing scaffolding in the learning process gives some advantages. When it has advantages, the learning process can run well. A study of Instructional Scaffolding to Improve Learning by Northern Illinois University, Faculty Development and Instructional Design Center (n.d.) presents a proof that the instructional scaffolding has some advantages. They are:

1) Challenging students through deep learning and discovery
With the guidance or tools to help students in learning, students have more exposure to the material given. They pay more attention and they can discover things related to the material so that they get better understanding.

2) Engaging students in meaningful and dynamic discussions in small and large classes

By implementing the type of scaffolding that is using guidance for students, students can have meaningful and dynamic discussion because they can get feedback for their learning process.

3) Motivating learners to become better students

Scaffolding also makes students motivated in learning because the scaffold can give motivation for the students to learn.

4) Increasing the likelihood for students to meet instructional objectives

Students have better understanding of what they should achieve by learning the topic.

5) Providing individualized instruction (especially in smaller classrooms)

When there is individualized instruction, the students can really know what to do in the learning process so that they can understand better.

6) Affording the opportunity for peer-teaching and learning

Peer-teaching gives benefits for students because they can learn from their friends. It improves their awareness of errors that they or their friends make.

From the advantages of scaffolding implementation above, the researcher concludes that scaffolding can help students learning. In relation to writing, scaffolding can help students to understand how to write well since it includes the
students’ deep learning. Deep learning means they are not only knowing a few things related to writing, but they can know it deeper. For example, the students have the chance to know better on how English grammar is implemented. By having the assistance from other people, students can know how subject and verb agreement is implemented on the text they write or what tense that they should use. Besides, the students can also have the chance to know how to organize their ideas in writing a text. Moreover, since it gives the opportunity for peer-teaching and learning, the students can learn from their friends writing too.

d. Zone of Proximal Development (ZPD)

According to Verenikina (2003), Zone of Proximal Development is the distance between what a person can do with and without help. ZPD is introduced by Vygotsky. Learning takes place when children are working within their zone of proximal development, where child cannot yet accomplish alone but could with the assistance of more competent peers or adults (Slavin, 2012).

The concept of zone proximal development is related to scaffolding. Verekenikina (2003) writes that there is a consensus that Vygotskian socio-cultural psychology and the notion of the zone of proximal development are at the heart of the concept of scaffolding. Besides, Wells (1999) states scaffolding is a way of operationalising Vygotsky's concept of working in the zone of proximal development.

e. Scaffolding in English Writing

In the English subject, especially in writing, the help that the students tend to need is grammar. When scaffolding is implemented in a writing class, it can
help the students in grammar, such as the use of subject, verbs, linking verbs, pronoun, punctuation, noun, adjective, adverbs, and article. According to Boscolo (2008), the active role of a teacher in helping the children to develop writing is the form of scaffolding in specific phases of literacy learning, where the adult mediation turns out to be effective for the children’s subsequent learning. It means that students’ ability in writing can be developed after scaffolding is implemented. The help is not only from the teacher, it can be from more capable peers or seniors. One student is different from other students. Therefore, there are capable peers and more capable peers and it affects their learning process. The less capable students need others’ assistance as they cannot solve their problem in learning process independently. When seniors are the ones who scaffold in the scaffolding process, they are included in providing help from the adult. They are not more capable peers since they are older. They are categorized as more competent people since they have been through the lesson that the students do not understand or need help.

There are some ways in implementing scaffolding in the writing class. One of them is providing adults’ guidance (not the teacher) to help students writing a text. In this research, the role of the adults is to check whether the students make errors in writing or not. After it has been checked, the adults give the explanation in the form of letter to explain the errors.

This way of implementing scaffolding is also implemented in a research that was done by Komalasari and Iswandari (2014). On the research that entitled Employing Scaffolding Strategy to Facilitate Students with Different English
Learning Circumstances, the researchers chose a Paragraph Writing class and a Reading II class from different universities. The universities were Sanata Dharma University (SDU) and Universitas Respati Yogyakarta (UNRIYO). The SDU students were in the Paragraph Writing class and the UNRIYO students were in Reading II class. The SDU students wrote their writings and then the writing text were delivered to the UNRIYO students. After that, the UNRIYO students read the SDU students’ writings. They had to analyze the writings so that they had the model of how to write well. Next, the UNRIYO students wrote their writings and they were sent to the SDU students. From the research findings, it was explained that the ability of the SDU students to analyze the paragraphs that were written by the UNRIYO students helped them to produce the good paragraphs. It was also stated that their awareness of minimum requirements, such as the agreements, the verb group, the tenses, the punctuation, and the spelling were improved. It meant that the implementation of scaffolding in this research helped the students writing skill.

2. Writing

This part is divided into two sections. The first is the nature of writing and the second section is the types of writing.

a. The Nature of Writing

According to Besserat and Errad (2008), writing is a general term for a visual system distinct from art, and a mode of language use that is distinguished from speaking, whereas writing system refers to a specific type of graphic marks that represent types of linguistic units. Since writing deals with linguistic units, it
means that writing includes grammars. Hyland (2003) states that writing is seen as a product constructed from the writer’s command of the grammatical and lexical knowledge. Writing aims to share ideas and thought.

Writing in English as Foreign Language (EFL) is different from writing in English as Second Language (ESL). According to Gebhard (2000), in many countries where English is a foreign language, the primary goal for children to study in the educational system is to pass the English entrance exams to enter good high schools and universities. Since students are required to master the language, they also face some problems. Some students simply do not like to write (Gebhard, 2000). He also states that students tend to believe that they cannot write, have a defeatist attitude toward writing, and disengage themselves from the writing process. The students show those attitude because they consider English as a hard subject, especially for the writing skill.

b. Types of Writing

According to Butt et al., (2000) as cited in Hyland (2003), there are five factual genres in writing. They are as follows:

1) Recount

A recount text tells about past experience. It is written in an original sequence. The example of recount text is My Holiday to Candi Borobudur or Celebrating Last Chrismast in Germany.
2) Procedure

A procedure text is to tell a process of how something is done. The examples are How to Make a Fried Rice, How to Operate Computers, or How to Make a Doll.

3) Description

A description text is to describe an imagined or factual events or things. The examples are My Dogs, and Sultan Palace in Yogyakarta.

4) Report

A report text is to present factual information about a class of things, usually by classifying them and describing their characteristics.

5) Explanation

An explanation text is to give reasons for something. The examples of explanation are Why Students Should not Bring Mobile to the School and Why the National Examination Should be Removed.

Besides, according to Gerson and Gerson (2003), there are four types of writing. Those types are:

1) Fiction

In a fiction writing, the authors might draw on an experience to create their texts, but the writing is imaginative. A narrative text and a short story are included as a fiction writing.

2) Expressive writing

An expressive writing is to express one’s feelings through a description and a narration. A recount text is included in this type.
3) Expository writing

An expository writing analyzes a topic objectively to explain a subject. The example of expository writing is explanation.

4) Persuasive writing

In persuasive writing, it combines the emotionalism of expressive writing with the analytical traits of expository writing. This type of writing aims to persuade the readers.

From those types of writing, the recount text is one of the challenging texts to be mastered by the students, especially for EFL students. As Hyland (2003) states that teaching writing to EFL students need to be more focused on the language structure. English is not the EFL students’ first language so that their L1 sometimes interfere their English writings. Moreover, the tense that is used in recount text is Simple Past Tense. It is easier for the students if the tense is in present since it is usually used. Students sometimes get confused with the rule of using past verbs and linking verbs.

3. Recount text

This part deals with a recount text. It consists of four sections. They are the definition, the generic structure, the language feature, and the social function.

a. The Definition

Recount texts are introduced to the students when they are in junior high school. Recount texts are texts about past events or a text which retells past events, usually they are written orderly (Anderson, 1997 as cited in Indah, 2010). They tell about something in the past. The examples of recount texts are My
Christmas Holiday, Study Tour in Bali, Family Gathering at Grandmother’s House, etc. Furthermore, as Hyland (2003) states that recounts tell what happened. Writers are able to add their feelings when they are writing a recount text. According to Hyland (2003), a recount text generally includes the writer’s expressions of attitude about certain events. For example, if the writers want to write a recount text about My Christmas Holiday, they may write their feelings when they are on the holiday as the topic.

b. The Generic structure

According to Hyland (2003), the generic structure of a recount text is an orientation, a record of events, and a reorientation. On the orientation, there are informations about who, when, and where or the background information of the text (Government of South Australia, 2012). Hyland (2003) also states the same. He writes that an orientation provides information about who, where, and when. ‘Who’ refers to the character on the recount text, ‘where’ refers to the setting of place on the recount text, and ‘when’ refers to the setting of time on the recount text. In a record of events, it is usually recounted in a chronological order. Government of South Australia (2012) uses different terms. They use sequence of events but the content is the same. There are series of events in a chronological order. Writers are able to express their feelings in this part. “It is appropriate to include personal comments and evaluative remarks throughout the text” (Government of South Australia, 2012). The last part of the generic structure in recount text is reorientation. It is a summary of the whole text. Hyland (2003) stated that a reorientation rounds off the sequence of events.
c. Language feature

According to Hyland (2003), the language features of recount text are as follows:

1) Use nouns and pronouns to identify people, animals, or things involved, for example, I, we, they, she, he, it.

2) Use action verb to refer to events, for example, run, go, went, do, did, etc.

3) Use of past tense to locate events in relation to the writer’s time, for example cooked, swam, did, took, etc.

4) Use of conjunctions and time connectives to sequence the events. It is also for organizing the text (Government of South Australia, 2012). They are then, after that, afterwards, etc.

5) Use of adverbs and adverbial phrases to indicate place and time, for example yesterday, last year, at my grandmother’s house, in Jakarta, etc.

6) Use of adjectives to describe nouns, for example beautiful, happy, hot, etc.

d. Social function

The social functions of a recount text are to tell others about the writer’s or others’ experience and amuse readers. By writing a recount text, people can share their personal experiences. People can be amused to listen to the story. As in Government of South Australia (2012) writes that recount texts are “used to relate experiences or retell events for the purpose of informing, entertaining or reflecting”. Moreover, according to Hyland (2003), the purpose of a recount text is “to relate a sequence of events so that it entertains” (p.124).
4. SMP Joannes Bosco

SMP Joannes Bosco is one of private junior high schools in Yogyakarta. It is located at Jl. Melati Wetan no.51, Baciro, Yogyakarta. The school gets an A accreditation from the government. There are fifteen classes in this school and each grade has five classes. For the seventh grade, the classes are VII Peace, Appreciation, Love, Freedom, and Compassion. Then, for the eighth grade, there are VIII Tolerance, Happiness, Responsibility, Simplicity, and Democracy. The last, there are IX Cooperation, Humbleness, Honesty, Unity, and Creativity for ninth grade. Each class has twenty seven up to thirty students. The vision of this school is to have good faith, intelligence, achievement, and character based on Dominican spirituality values. SMP Joannes Bosco has a motto. The motto is Veritas, which means truthfulness. Based on a book titled *Pin Sekolah dan Artinya* (2014), every member of this community should always miss the truthfulness by seeking, finding, and doing it in their lives for the soul salvation.

Students in SMP Joannes Bosco must wear a pin in their uniform collar. The pin represents the school’s image, vision, and mission. On the pin, there are pictures of lily flowers, a torch with YSD writing, a rope that connects the flowers, the torch, and the star, a black-and-white cross with gold border, gold colour, red-and-white flag, a Veritas writing, and a star. Figure 2.8 presents the pin of SMP Joannes Bosco.
a. Lily flowers

Based on a book titled *Pin Sekolah dan Artinya* (2014), the lily flowers are pictured in three phases. They are the bud, the little blossom lily flower, and the blossom lily flower.

b. A torch with YSD writing

A torch represents big power which lights something. In revealing truthfulness, a torch symbolizes cultivation, generosity, and a feeling that has great power which lights something. It is in the form of hardskill developed by YSD (*Yayasan Santo Dominikus*). YSD writing is a sign of a place, *Yayasan Santo Dominikus*, which develops the students’ and all of the community members’ hardskill to be a person who loves truthfulness.

c. A rope that connects the flowers, the torch, and the star

A rope symbolizes the intact identity. Intact identity means a person that understands and develops his or her hardskill and softskill as the means to love truthfulness. In other words, it means a person who masters the concept of hardskill and softskill as the preparation to love truthfulness.
d. A black-and-white cross with gold border

Black and white colour on the cross represents negative and positive things in this world. The cross is pictured in a vertical and a horizontal line. The vertical line symbolizes a strong relation with God while the horizontal line symbolizes relation with other people.

e. Gold colour

Gold colour represents a goal, science, and feeling to adore. As students of Saint Dominic, students need to have a goal, need to study with feeling to adore so that they become critical and creative in seeking and finding truthfulness.

f. A red-and-white flag

A red-and-white flag is an Indonesian flag. It symbolizes their identity as Indonesian.

g. A Veritas writing

Veritas is the motto of Dominican school in Indonesia. It means truthfulness.

h. A star

There is a star when Saint Dominic is baptized. It is the sign of his passion to always love truthfulness. The star symbolizes person who love truthfulness.

B. Theoretical Framework

In order to conduct the research, the researcher uses the theories of scaffolding, writing, and recount text. This research is using scaffolding as the technique to be implemented in the writing lesson, especially writing a recount
text. Therefore, the theories of scaffolding by Northern Illinois University, Faculty Development and Instructional Design Center (n.d.) are used to identify what types of scaffolding that the researcher uses. It is also used to analyze how the scaffolding is implemented in SMP Joannes Bosco.

The next one is the theory of the advantages of scaffolding from a study of Instructional Scaffolding to Improve Learning by Northern Illinois University, Faculty Development and Instructional Design Center (n.d.). It is used to explain that scaffolding has benefits if it is implemented. The researcher relates the advantages of scaffolding from the theory with the benefits of scaffolding that the students in SMP Joannes Bosco have been through. The next one is the theory of recount text. The theory of language feature in recount text by Hyland (2003) is also given to give clearer information about the limitation of this research.
CHAPTER III

RESEARCH METHODOLOGY

This chapter is divided into seven parts. They are the research method, the research setting, the research participants, the instrument and the data gathering technique, the data triangulation, the data analysis technique, and the research procedure.

A. Research Method

In this research, there are two research problems. The first research question is: How is scaffolding implemented for the 8th grade students of SMP Joannes Bosco in writing a recount text? Then, the second research question is: What are the benefits of scaffolding in writing a recount text for the 8th grade students of SMP Joannes Bosco Yogyakarta?

To answer the research questions, the researcher conducted descriptive qualitative research. According to Bogdan and Biklen (1998), descriptive qualitative research data collection is taken in the form of words or pictures rather than numbers. The data includes the interview transcripts, the fieldnotes, the photographs, the videotapes, the personal documents, the memos, and the other official records (Bogdan & Biklen, 1998). To answer the first research question, the researcher described how scaffolding was implemented in SMP Joannes Bosco. Then, to answer the second research question, the researcher distributed
the questionnaires in order to gather the information about the benefits that the students get in writing recount texts after the implementation of scaffolding in their class and did the interviews in order to get the further explanation on information that the students wrote unclearly. The researcher also analyzed the students’ writings as the supplementary data.

B. Research Setting

The research was conducted in SMP Joannes Bosco. It is located at Jalan Melati Wetan no.21, Baciro, Yogyakarta. There were fifteen classes in this school. Each class consists of twenty seven until thirty students. The 8th grade class Happiness was the class to conduct this research. There were twenty eight students in this class. The researcher chose this class because it was the only class that was available to be researched due to the limited time. The English teacher also suggested the researcher to choose this class considering that this class had three times meetings each week. Even though class Happiness was the only class that was available, it could still represent what the researcher needed since there was a need to have a new technique to teach the students.

C. Research Participants

In this research, there were students of SMP Joannes Bosco and English Language Education Study Program (ELESP) students as the participants. The ones who scaffolded the students’ writings were the ELESP students and the ones who were scaffolded were SMP Joannes Bosco students. The researcher chose
one class (VIII Happiness) in this study. There were twenty eight students in this class in the academic year 2014/2015. ELESP students were also the participants in this study. They were from class C batch 2013 class Critical Reading and Writing (CRW) II. The researcher chose students of CRW II because they have been majoring English Language Education Study Program (ELESP) for two years. It means that they are considered as more capable students as they are the ones who scaffold the SMP Joannes Bosco students’ writings. There were fourteen students who were at the same level of writing skill. The ELESP students’ A score on CRW I were the base to choose the fourteen students. Since there were fourteen ELESP students, one student of ELESP got two writings of class VIII Happiness to be checked. The ELESP students checked the errors in the use of verbs (including linking verbs).

D. Instrument and Data Gathering Technique

The researcher used field notes and teacher interview to answer the first research problem. Then, questionnaire, students’ interview, and students’ writings were used as the instrument to gather the data for answering the second research problem.

1. Field notes

The researcher took some notes when the researcher interviewed the English teacher. The researcher wrote some keywords to what the English teacher said.
2. Questionnaires

In this research, the questionnaire was designed in Bahasa Indonesia so that the students could understand the statement better. The researcher used Likert scale consisted of four scale of measurement in the questionnaires. They were sangat tidak setuju (strongly disagree), tidak setuju (disagree), setuju (agree), and sangat setuju (strongly agree). For the close-ended questions, the students answered them by putting a tick on the column of the measurements. Then, for the open-ended questions, the students answered them by writing short answers.

The questionnaires were distributed to the students so that the researcher got the information that the researcher needed. A questionnaire is a quick and simple way to obtain rich information about aspects of the classroom and the teaching method (Hopkins, 2008). Therefore, the researcher used the questionnaires to collect the information. Table 3.1 presents the organization of questionnaire that the researcher used.

<table>
<thead>
<tr>
<th>NO</th>
<th>STATEMENT (PERNYATAAN)</th>
<th>SD (STS)</th>
<th>D (TS)</th>
<th>A (S)</th>
<th>SA (SS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD (STS)</td>
<td>= Strongly Disagree (Sangat Tidak Setuju)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D (TS)</td>
<td>= Disagree (Tidak Setuju)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A (S)</td>
<td>= Agree (Setuju)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA (SS)</td>
<td>= Strongly Agree (Sangat Setuju)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Interview

The researcher also interviewed two students whose answers were unclear to get additional information. According to Gall, Gall, and Borg (2007), interview involves asking a series of structured questions and then probing more deeply with open-form questions to obtain additional information. The researcher got the
complete answers from the interview from the students and also from the teacher.

Table 3.2 shows the list of questions for the interview.

<table>
<thead>
<tr>
<th>Std</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Hello (student’s name), I want to ask you about your answer on the questionnaire that I distributed yesterday. Do you still remember? I do not really understand with your answer on the question: what are the reasons if the use of scaffolding does not help you in writing recount text? You answered the explanation. Does it mean that you do not understand how the ELESP students explain your wrong sentence?</td>
</tr>
<tr>
<td>9</td>
<td>Hello (student’s name), I want to ask you about your answer on the questionnaire that I distributed yesterday. Do you still remember? I do not really understand with your answer on the question: Does the use of scaffolding help you in writing recount text? You answered I know which one is correct and which one is wrong. What do you mean? Can you give me further explanation?</td>
</tr>
</tbody>
</table>

E. Data Triangulation

In this research, the researcher used more than one data collection. It means triangulation is used. According to Creswell (2015), triangulation is the process of proofing evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research. Moreover, according to Gall, Gall, and Borg (2007), the use of multiple methods to collect data can enhance the validity of findings through a process called triangulation. Data triangulation is used to make the findings accurate.
F. Data Analysis Technique

This section presents the data analysis technique of this research. They are as follows:

1. Field Note Data

The data from the field notes were analyzed to gather the information on how scaffolding is implemented and the technique that the teacher usually used to teach recount text for students.

2. Questionnaire Data

The researchers distributed the questionnaires to the students of SMP Joannes Bosco at the end of their learning process about recount text in the class. It was distributed in order to get the information about the implementation of scaffolding and the benefits. The questionnaires included twelve close-ended questions and seven open-ended questions. The researcher calculated the data into percentage. The formula to get the percentage was:

\[
\frac{\sum x}{\sum n} \times 100\%
\]

in which:

\(\sum x\) = the number of students’ response based on the degree of agreement

\(\sum n\) = the total students
3. **Data from Interview**

The researcher interviewed the teacher to get the information about how scaffolding was implemented and the technique that the teacher usually used to teach recount text for the students. The researcher analyzed the data from the interview in the form of field notes.

**G. Research Procedure**

Before conducting the research, the researcher gathered the data about the technique that the teacher usually used in teaching a recount text to the students and the process of implementing the scaffolding in writing a recount text in the 8th grade Happiness SMP Joannes Bosco. After having enough information about the process of implementing the scaffolding, the researcher distributed the questionnaires to the students after they wrote the recount texts three times. After analyzing the data in the questionnaires, the researcher interviewed some students to clarify some questions that they answered unclearly. Then, the researcher also analyzed the students’ error in the first, second, and third writings. The researcher described the data and analyzed them to see what the benefits of implementing scaffolding.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is divided into two parts. The first part is the research findings and the second part is the discussion. In the first part, the researcher presents the data which was gathered by interviewing the teacher, writing some notes in field notes, distributing questionnaires, interviewing the students, and also analyzing the students’ writings on recount text as the additional data. Then, in the second part, the researcher discusses the research findings in order to answer the research questions.

A. Research Findings

In this part, there are two sections. The first section is the process of scaffolding implemented for the 8th grade students of SMP Joannes Bosco in writing recount texts. The next section is the benefits of scaffolding in writing recount texts for the 8th grade students of SMP Joannes Bosco Yogyakarta.

1. The Process of Scaffolding Implemented for the 8th Grade Students of SMP Joannes Bosco in Writing Recount Texts

Before implementing the scaffolding, the teacher explained about the recount text briefly to the students. The explanation is related to the aim, the generic structure, and the language feature of recount text. Here, the students already knew the basic knowledge of writing a recount text. After the students already got the information about recount text, they started writing their recount
texts. The first writing was held on 10 April 2015. At that time, there were some students who joined a Science Olympiad so that they submitted their writings late. From the questionnaires, most of students agreed that they like writing a recount text. Even though they liked writing a recount text, they still made some errors in writing their texts. Here, the students needed others’ assistance to help them.

After all of the students’ writings had already been submitted, those writings were given to the English Language Education Study Program (ELESP) students to be scaffolded. It was done to help the students producing better writings. The ELESP students scaffolded the writings by checking only the use of verbs (including linking verbs) in the students’ recount texts. They found that the students still made some errors. They revised the inappropriate verbs (including linking verbs), and then they gave a letter to explain how the verbs should be corrected and gave spirit to the students. They wrote the letter themselves. Figure 4.1 presents the Student 12 first writing that had been checked by the ELESP student and the scaffolding from ELESP student in the form of letter.
Let me tell you about my experience in Bali. I went to Bali at December 15th. I went with my friends and teachers. In fact, I went to Tanah Lot. This place is very beautiful. I'm very excited. In this place, I took a picture and played with my friends.

I interviewed the tourist for my English task. I saw the ocean. The wave is very big. After that, I went back to Yogyakarta by plane.

I was very happy.

1. was
2. was
3. was
4. come back

Figure 4.1 Student 12 First Writing and the Scaffolding in the Form of Letter
Then, the second writing was held on 17 April 2015. Before the students wrote their second writings, they read the letter from the ELESP students. They respond it in some ways. There were some students who were very excited to get a letter from the ELESP students. They asked their friends who gave them the letter, or asked their friends whether the ELESP students were girls or boys. Some students seriously read the letter and some other students asked the teacher about the explanation because they did not understand. After they had already done reading the letter and paid attention to their first writing, they checked which words were right and wrong. Then, they started writing their second recount text. After that, those writings were delivered to the ELESP students. When the ELESP students read their writings, they found that the students had some improvements. They began to write the correct form of the past form of the verbs and linking verbs. Figure 4.1 is the Student 19’s first and second writing.

Table 4.1 Student 19’s First and Second Writing

<table>
<thead>
<tr>
<th>Std</th>
<th>First Writing</th>
<th>Second Writing</th>
</tr>
</thead>
</table>
| 19  | Swimming Tournament in Yogyakarta  
On Saturday, 5 March 2012, I will follow a swimming tournament in UNY. I feel nervous because the tournament is big. When I swimming, I feel I can’t win because I was not sure. And that time, I lose. My feel very nervouse. I’m not sad because I’m happy to follow a swimming tournament. I have to do better in the next tournament. | Basketball Tournament in Yogyakarta  
On Sunday, 24 September 2013, I followed a basketball tournament in GOR Sleman, Yogyakarta. I felt very happy because I can wined the basketball tournament. I played a basketball with my basketball club. My basketball club is Yuso. A finaly I winning the basketball tournamen. My team got therd grade. |
From the writings above, it could be seen that Student 19 became aware with the previous incorrect verbs Student 19 made. On the first writing, Student 19 wrote:

On Saturday, 5 March 2012, I will follow a swimming tournament in UNY.

The words ‘will follow’ should be changed into ‘followed’. The ELESP student revised the error and explained why it was wrong. Meanwhile, in the second writing, Student 19 did not make the same error in the verb ‘follow’ anymore. Student 19 wrote:

On Sunday, 24 September 2013, I followed a basketball tournament in GOR Sleman, Yogyakarta.

Student 19 was aware with the use of ‘follow’ after it was explained.

The next one, in the first writing, Student 19 made some errors in the use of the word ‘feel’. The student wrote it in a present form.

I feel nervous because the tournament is big. When I swimming, I feel I can’t win because I was not sure. And that time, I lose. My feel very nervous.

Student 19 made three times errors in the word ‘feel’. Then, after the student got the explanation in the letter given, the student did not make the same error anymore. In the second writing, the student wrote:

I felt very happy because I can win the basketball tournament.

Student 19 did not write the word ‘felt’ in the present form anymore. He wrote it in the past form. It could be seen that the student became aware of their previous errors and tried not to make the same errors again. In the third writing,
most of the students got fewer errors than the first and the second writing. For example, Student 1 got nine errors in the first writing, two errors in the second writing, and one error in the third writing. It was the same as Student 12. Student 12 also got fewer errors in the second and third writing. The student got four errors in the first writing, three errors in the second writing, and one error in the last writing. It could be concluded that the students began to pay attention in their verbs (including linking verbs) in writing their recount texts. The fewer errors the students made, the better writings they wrote. The students’ awareness to the use of verbs made them able to write recount texts well. The assistance could be removed after the students were already able to write it well.

2. The Benefits of Scaffolding in Writing a Recount Text for the 8th Grade Students of SMP Joannes Bosco Yogyakarta

Scaffolding benefits the students’ writings. It could be seen from the questionnaires that were given after the third writing had been done. From the questionnaires, there were four benefits for the students after the implementation of the scaffolding. They were having the students’ awareness of the use of verbs (including linking verbs), having the students awareness of the spellings, having individual feedback, and feeling motivated.

a. Having the Students’ Awareness of the Use of Verbs (Including Linking Verbs)

From the questionnaires that were distributed, the students agreed that the use of scaffolding in a recount text helped them to choose the right verbs (present
and past verbs) in the recount text. Then, in statement number seven, all of the students agreed that the use of scaffolding in recount text helped them in choosing the right past verbs that are used in recount text. The next one was related to the use of linking verbs. Twenty six out of twenty eight students agreed that the use of scaffolding in recount text helped them in choosing the right linking verbs in recount text. Furthermore, the all of the student agree that the use of scaffolding in recount text helped them in choosing the right linking verbs in recount text (was, were).

Those answers were strengthened by the open ended question. On the open ended question, the researcher asked whether the use of scaffolding helped the students writing recount text. In general, they answered that scaffolding helped them to be aware of the use of verbs (including linking verbs).

Student 7 stated:

Yes, because sometimes I wrote wrong past verbs. *(Iya, karena kadang-kadang aku salah tulis v2nya)*

It is also stated by Student 28:

Yes, it helps me in using linking verbs and verbs. *(Ya, membantu dalam penggunaan to be dan pemakaian verb)*

It showed that the use of scaffolding helped the students to understand and aware with the use of verbs (including linking verbs) in recount text.

b. Having the Students’ Awareness of the Spellings

Students become more aware of spellings. Some students were helped to know the right spelling of a certain word. Student 28 had ever misspelled in the second writing. In Student 28 second writing:
We *compit* with BoSa school, SMPN 4, and SMP 1.

The student misspelled the word ‘compit’. It should be ‘competed’ and it was corrected by the ELESP students.

In the open ended question, Student 11 stated:

Yes, it helps me in correcting the wrong verb spelling. (*Ya, membantuku membenarkan penulisan verb yang salah*)

Therefore, scaffolding also helped the student to be more aware with the spellings.

c. **Having Individual Feedback**

Using scaffolding in the recount text gave the students opportunity to have individual feedback. The feedback was not only discussed generally in the class, but each of student had the further explanation of their writings. The ELESP students’ scaffolding in the form of letter made the feedback in a discussion-like session. Even though it was not a direct discussion, the students got the feedback that focused on their own writings.

On the open ended question, Student 16 stated:

I am happy, the ELESP students explains well. (*Senang, kakak2 mahasiswa menjelaskan dengan tepat*).

It also stated by Student 17. He stated:

I am happy, the ELESP studens explains well so that I can place the past verb in a right position. (*Seneng, kakak-kakak jelasi jelas jadi bisa bedain V2 yang harus di pakek di bagian mana*).
d. Feeling Motivated

Another benefit for the students is feeling motivated. Based on the questionnaires, most of the students agreed that scaffolding made them enjoy learning English and it motivated them to learn English.

Based on the questionnaires, almost all of the students agreed that the use of scaffolding for recount text material impressed them. Since scaffolding impressed the students, they were very happy to use it as the technique to learn the recount text because they could really know their errors. In the open-ended question, Student 10 answered:

It helps me very much because I could know which one is correct and which one is wrong. *(Wah ya sangat membantu, karena menjadi tau mana yang benar dan yang salah)*

Student 15 also answered:

I am happy because I could know the right vocabularies and learn better. *(Senang, karena bisa mengetahui kata-kata yang benar dan mempelajari dengan lebih baik)*

It showed that the students could really know their errors in the previous writings and why it was wrong so that they would not do the same errors anymore for the next writings.

Furthermore, scaffolding encouraged the students to like English lesson. It could be seen from the questionnaires in statement number eleven. The statement stated whether the use of scaffolding for recount text material made the students like learning English. Almost all of the students agreed with it. The last statement stated whether the use of scaffolding for recount text material motivated the students to learn English. Twenty seven out of twenty eight students agreed about
it. It can be concluded that most of the students’ motivation to learn English was increased after they learned about recount text using scaffolding.

B. Discussion

In this part, the researcher answers the research questions. The research questions are: 1) How is scaffolding implemented for the 8th grade students of SMP Joannes Bosco in writing a recount text? 2) What are the benefits of scaffolding in writing a recount text for the 8th grade students of SMP Joannes Bosco Yogyakarta? This part is divided into two sections. The first section is the process of scaffolding implemented for the 8th grade students of SMP Joannes Bosco in writing a recount text. The second section is the benefits of scaffolding in writing a recount text for the 8th grade students of SMP Joannes Bosco Yogyakarta.

1. The Process of Scaffolding Implemented for the 8th Grade Students of SMP Joannes Bosco in Writing a Recount Text

The process of scaffolding that was implemented for the 8th grade students of SMP Joannes Bosco in writing a recount text was related to the model of scaffolding process that was adapted from Northern Illinois University, Faculty Development and Instructional Design Center (n.d.). Figure 4.5 presented the model.
As Figure 4.5 showed, as the foundational knowledge, there was ‘what the students can already do’. In this stage, the students were already able to do tasks that the teacher required them to do. In relation to this research, what the students could already do was they already knew how to write a recount text. It was because the teacher already explained about a recount text briefly to the students. After the teacher had already explained it, the students began to write their own recount texts. When they wrote their recount text, they still made some errors related to the use of verbs in their writings. It was related to the ‘new task’ stage, where ‘students cannot do on their own’. Students needed others’ assistance to help them writing a good recount text. In other words, they need scaffolding.

The role of ELESP students was as the scaffolders. They were included in the stage where ‘provided from the instructor’ was done. After the students had been through the scaffolding process, they came to the stage ‘what students can now do on their own as a result of the scaffold’. In this stage, scaffolding was
removed. The students were already able to write their recount texts alone with more awareness to the use of verbs. They became independent learners. The assistance allowed the students to be independent learners. It is related to Slavin’s statement (2012):

Scaffolding is the support for learning and problem solving; might include clues, reminders, encouragement, breaking the problem down into steps, providing an example or anything else that allows the student to grow in independence as a learner (p. 42).

After scaffolding was implemented in the class, the students became independent learners. They became aware with the use of verbs when they wrote their second and third recount texts.

2. The Benefits of Scaffolding in Writing a Recount Text for the 8th Grade Students of SMP Joannes Bosco Yogyakarta

When scaffolding was implemented in a writing recount text for the 8th grade students of SMP Joannes Bosco Yogyakarta, it could give some benefits. The benefits were having the students’ awareness of the use of verbs (including linking verbs), having the students awareness of the spellings, having individual feedback, and feeling motivated. Those benefits were related to the advantages of using scaffolding stated by Northern Illinois University, Faculty Development and Instructional Design Center (n.d.).

The first benefit that was stated by Northern Illinois University, Faculty Development and Instructional Design Center was challenging students through deep learning and discovery. The second benefit was engaging students in
meaningful and dynamic discussions in the small and the large class. The last benefit was motivating learners to become better students.

a. Challenging Students through Deep Learning and Discovery

With the guidance or tools to help students to learn, students had more exposures to the material given. They paid more attention and they could discover things related to the material so that they got better understanding. In relation with the findings on this research, the deep learning that the students had was the more exposures to write recount texts. The students wrote the recount text three times. They were also exposed to the use of verbs (including linking verbs) since the ELESP students checked the use of them. The exposures given made the students discovered things in a writing recount text. They became aware on the use of verbs (including linking verbs). Therefore, the benefits of scaffolding, that were having the students’ awareness of the use of verbs (including linking verbs) and spellings, were included as the benefits of scaffolding in challenging students through deep learning and discovery part.

b. Engaging Students in Meaningful and Dynamic Discussions in Small and Large Class

The next benefit was engaging students in meaningful and dynamic discussions in the small and the large class. By using the type of scaffolding, which was using guidance for students, students could have meaningful and dynamic discussion because they could get feedback for their learning process. In the research findings, each of the students got feedback from the ELESP students in the form of checking the incorrect verbs (including linking verbs) and writing
the explanation in the form of a letter. The feedback was not only discussed generally in the class, but each of student had the further explanation of their writings. The ELESP students’ scaffolding in the form of letter made the feedback became in a discussion. Even though it was not a direct discussion, the students got the feedback that focused on their own writings. As a result, the students still got the meaningful and dynamic discussion with the ELESP students since they could also really know why the verbs they wrote were wrong because there was explanation for it on the letter. Using scaffolding in the recount text gave the students opportunity to have individual feedback. Therefore, having individual feedback as the benefit was included in the benefits of engaging students in meaningful and dynamic discussions in the small and the large class part.

c. Motivating Learners to Become Better Students

The last benefit was motivating learners to become better students. Scaffolding also made students motivated in learning because the scaffoldelder could give motivation for the students to learn. Besides, the students could get individual feedback so that they really knew their errors. From the questionnaire, students agreed that scaffolding motivated them to learn English. It was because they could know their errors and know why it was wrong so that they would avoid making the same errors again. Therefore, the feedback that the ELESP students wrote motivated the students. Feeling motivated as the benefit of using scaffolding in the research finding part was included in the benefit of scaffolding in motivating learners to become better students part.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of this study and the suggestions. In the first part, it is about the conclusion of how scaffolding implemented for the 8th grade students of SMP Joannes Bosco in writing a recount text and the benefits of scaffolding in writing a recount text. In the second part, it contains the suggestions for teachers, students, and future researchers.

A. Conclusions

This research aims to find out how scaffolding is implemented for the 8th grade students of SMP Joannes Bosco in writing a recount text and to find out the benefits of scaffolding in writing a recount text for the 8th grade students of SMP Joannes Bosco Yogyakarta. There are two research problems. The first is how is scaffolding implemented for the 8th grade students of SMP Joannes Bosco in writing a recount text? The second is what are the benefits of scaffolding in writing a recount text for the 8th grade students of SMP Joannes Bosco Yogyakarta?

Based on the research findings in Chapter IV, how scaffolding implementation is, the first, the teacher gave explanation about a recount text to the students. After that, the students began to write their first recount text. Having finished with the recount text, their writings were scaffolded by the ELESP
students by checking the use of verbs (including linking verbs) and writing the explanation in the form of a letter. Before the students wrote their second writing, they got their writings back along with the ELESP students’ explanation which was in the form of a letter for each of them. The students paid attention to their errors and read the explanation. After that, they wrote their second writing. Their second writings were scaffolded again by the ELESP students and they were deliver back to the students. The last, students wrote their third writings as the final product.

For the second research problem, scaffolding gives benefits to the students. There are three benefits after the implementation of scaffolding. The benefits are challenging students through deep learning and discovery, engaging students in meaningful and dynamic discussions in the small and the large classes, and motivating learners to become better students. In conclusion, scaffolding benefits the students.

B. Suggestions

In this part, the researcher writes suggestions for some parties. There are suggestions for the teachers, the students, and the future researchers.

1. Teachers

This research proves that scaffolding gives benefits for learning writing a recount text. The researcher suggests that teachers can use scaffolding as one of their techniques in teaching writing for students. It does not only able to help the students, but it is interesting for them because it is a new thing for them.
Scaffolding does not only need seniors as the ones who scaffold. It can also be done by the students’ friends. Therefore, it is also suggested that scaffolding among students is also implemented.

2. **Students**

For students, the researcher suggests that they shall maximize the use of scaffolding so that they can learn better. Besides, they shall pay attention to the explanation given in the feedback so that they can really know why the statements they have written are wrong. The researcher suggests the students to be active in asking questions related to the scaffold explanation if there is something unclear about it.

3. **Future researchers**

For future researchers who are going to conduct research related to scaffolding, the researcher suggests that they shall allocate more time to conduct the research. Due to the limited time that the school gave to the researcher, the students could only get the scaffolding twice. It will be better if the scaffolding is given more than twice so that the researchers can have stronger data.
REFERENCES


Komalasari, A., & Iswandari, Y. A. (2014). *Proceedings of language and language teaching conference: Employing scaffolding strategy to facilitate students with different English circumstances*. Sanata Dharma University, Yogyakarta: English Language Education Study Program.


APPENDICES
APPENDIX 1

Permission Letter for the Headmaster of SMP
Joannes Bosco
Appendix 1. Permission Letter for the Headmaster of SMP Joannes Bosco

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 033 / PJK / 01 / 17
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Bw Ag. Noraniush Satrianun
Kepala Sekolah SMP Joannes Bosco
Jalan Melati Wetan 51
Yogyakarta

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Tiara Maria Dewi
No. Mhs : 111214050
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan dan Seni
Semester : VII (delapan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMP Joannes Bosco
Waktu : April-Mei 2015
Topik / Judul : The Use of Scaffolding to Improve Students’ Mastery of Writing Recount Texts in SMP Joannes Bosco Yogyakarta

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 8 April 2015
Kepala Jurusan Pendidikan Bahasa dan Seni

P. Kuswandono, Ph.D.
SNIP, P. 1665

Tembusan Yth:
1. Kepala Dinas Pendidikan Dusun Kota Yogyakarta
2. Dekan FKIP
3. Arsip
4.
APPENDIX 2

Field Note
Appendix 2. Field Note

Field Note from Interviewing the English Teacher

On December 4th 2014, the researcher went to SMP Joannes Bosco to have an interview with the English teacher. The interview was aimed to ask the usual technique that the teacher used to teach recount text. From the interview, the English teacher stated that usually she teaches text by teaching reading first. The teacher provides the students with the related texts and then requires the students to read and answer some questions related to the text (reading comprehension). The reading comprehension is not only done once, but more than once so that the students can know the model of texts learned. The students are sometimes asked to do ‘fill in the blank’ task in the form of the text so that the students can be more exposed to the language usage.

After the students already know the model and the language usage of the text, the teacher asks the students to write their own text. The teacher also provides feedback in the form of checking the students’ works and generally share it to the class. Usually, the students make the same errors so that it is easier and more practical when the teacher share it to the whole class.
APPENDIX 3

Questionnaire
Appendix 3. Questionnaire

Kuesioner

Nama : 
No.absen :

I. Jawablah pertanyaan di bawah ini berdasarkan pengalaman Anda selama belajar Recount Text dengan scaffolding dengan memberi tanda centang (√) pada kolom yang tersedia.

<table>
<thead>
<tr>
<th>NO.</th>
<th>PERNYATAAN</th>
<th>SANGAT SETUJU</th>
<th>TIDAK SETUJU</th>
<th>SETUJU</th>
<th>SANGAT SETUJU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya suka menulis <em>recount text</em> dalam bahasa Inggris</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Saya sering kesulitan dalam menulis <em>recount text</em> dalam bahasa Inggris</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Penggunaan <em>scaffolding</em> banyak membantu saya dalam menulis <em>recount text</em> dalam bahasa Inggris dengan baik dan benar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Penggunaan <em>scaffolding</em> banyak membantu saya dalam memahami elemen-elemen <em>recount text</em> (<em>generic structure</em>, <em>language feature</em>, dan <em>social purpose</em>)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>Penggunaan <em>scaffolding</em> dalam materi <em>recount text</em> membantu saya dalam memahami rumus kalimat <em>Simple Past Tense</em> yang digunakan dalam <em>recount text</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Penggunaan <em>scaffolding</em> dalam</td>
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</tr>
<tr>
<td></td>
<td>materi recount text membantu saya dalam memilih jenis kata kerja bentuk I, II, dan III yang tepat dalam recount text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Penggunaan scaffolding dalam materi recount text membantu saya dalam memilih kata kerja bentuk lampau yang tepat untuk digunakan dalam recount text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Penggunaan scaffolding dalam materi recount text membantu saya dalam memilih to be yang tepat dalam recount text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Penggunaan scaffolding dalam materi recount text membantu saya dalam memilih to be bentuk lampau (was, were) yang tepat untuk digunakan dalam recount text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Penggunaan scaffolding dalam materi recount text berkesan bagi saya</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Penggunaan scaffolding dalam materi recount text membuat saya merasa senang untuk belajar Bahasa Inggris</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Penggunaan scaffolding dalam materi recount text memotivasi saya untuk belajar Bahasa Inggris</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Jawablah sesuai dengan pengalaman Anda!

1. Kesulitan apa yang Anda alami saat belajar menulis recount text?

______________________________________________________________________________
______________________________________________________________________________

2. Bagaimana perasaan Anda tentang belajar menulis recount text menggunakan scaffolding?

______________________________________________________________________________
______________________________________________________________________________

3. Apakah penggunaan scaffolding untuk belajar menulis recount text dalam bahasa Inggris membantu Anda saat menulis? Jika ya, dalam hal apa sajakah ini membantumu?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. Apakah penggunaan scaffolding untuk belajar menulis recount text dalam bahasa Inggris membantu Anda untuk memahami rumus kalimat Simple Past Tense yang digunakan dalam recount text? Bagian apa saja?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5. Jika penggunaan scaffolding untuk belajar menulis recount text dalam bahasa Inggris tidak membantumu, apa alasannya?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. Hal apa saja yang diperbaiki dari recount text yang telah Anda buat oleh kakak mahasiswa?

______________________________________________________________________________
______________________________________________________________________________
7. Hal apa saja yang masih belum kamu pahami setelah kakak mahasiswa memperbaiki tulisanmu? Sebutkan!

________________________________________________________________________________________

________________________________________________________________________________________

Terima kasih
APPENDIX 4

Questionnaire Blueprint
## Appendix 4. Questionnaire Blueprint

### Questionnaire Blueprint

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ preference of recount text</td>
<td>Close Ended</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Open Ended</td>
</tr>
<tr>
<td>6-12</td>
<td>The benefits of implementing scaffolding</td>
<td>Close Ended</td>
</tr>
<tr>
<td>2, 3, 4, 6</td>
<td></td>
<td>Open Ended</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 5

Result of Close Ended Questions
Appendix 5. Result of Close Ended Questions

Results of Close Ended Questions

<table>
<thead>
<tr>
<th>NO.</th>
<th>PERNYATAAN</th>
<th>SANGAT SETUJU</th>
<th>TIDAK SETUJU</th>
<th>SETUJU</th>
<th>SANGAT SETUJU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya suka menulis <em>recount text</em> dalam bahasa Inggris</td>
<td>1 3.6%</td>
<td>5 17.9%</td>
<td>21 75%</td>
<td>1 3.6%</td>
</tr>
<tr>
<td>2.</td>
<td>Saya sering kesulitan dalam menulis <em>recount text</em> dalam bahasa Inggris</td>
<td>-</td>
<td>7 25%</td>
<td>18 64.3%</td>
<td>3 10.7%</td>
</tr>
<tr>
<td>3.</td>
<td>Penggunaan <em>scaffolding</em> banyak membantu saya dalam menulis <em>recount text</em> dalam bahasa Inggris dengan baik dan benar</td>
<td>-</td>
<td>-</td>
<td>8 28.6%</td>
<td>20 71.4%</td>
</tr>
<tr>
<td>4.</td>
<td>Penggunaan <em>scaffolding</em> banyak membantu saya dalam memahami elemen-elemen <em>recount text</em> (generic structure, language feature, dan social purpose)</td>
<td>-</td>
<td>-</td>
<td>11 39.3%</td>
<td>17 60.7%</td>
</tr>
<tr>
<td>5.</td>
<td>Penggunaan <em>scaffolding</em> dalam materi <em>recount text</em> membantu saya dalam memahami rumus kalimat <em>Simple Past Tense</em> yang digunakan dalam <em>recount text</em></td>
<td>-</td>
<td>-</td>
<td>15 53.6%</td>
<td>13 46.4%</td>
</tr>
<tr>
<td>6.</td>
<td>Penggunaan <em>scaffolding</em> dalam materi <em>recount text</em> membantu saya dalam memilih jenis kata kerja bentuk I, II, dan III yang tepat dalam <em>recount text</em></td>
<td>-</td>
<td>1 3.6%</td>
<td>12 42.9%</td>
<td>15 53.6%</td>
</tr>
<tr>
<td>7.</td>
<td>Penggunaan <em>scaffolding</em> dalam</td>
<td>-</td>
<td>-</td>
<td>14 50%</td>
<td>14 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>Penggunaan scaffolding dalam materi recount text membantu saya dalam memilih to be yang tepat dalam recount text</td>
<td>-</td>
<td>2 7.1% 13 46.4% 13 46.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Penggunaan scaffolding dalam materi recount text membantu saya dalam memilih to be bentuk lampau (was, were) yang tepat untuk digunakan dalam recount text</td>
<td>-</td>
<td>1 3.6% 18 64.3% 9 32.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Penggunaan scaffolding dalam materi recount text berkesan bagi saya</td>
<td>-</td>
<td>1 3.6% 18 64.3% 9 32.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Penggunaan scaffolding dalam materi recount text membuat saya merasa senang untuk belajar Bahasa Inggris</td>
<td>1 3.6% 1 3.6% 21 75% 5 17.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Penggunaan scaffolding dalam materi recount text memotivasi saya untuk belajar Bahasa Inggris</td>
<td>-</td>
<td>1 3.6% 20 71.4% 7 25%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 6

Result of Open Ended Questions
### Appendix 6. Result of Open Ended Questions

**Kesulitan yang dialami saat belajar menulis recount text**

<table>
<thead>
<tr>
<th>Student</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>dalam mengubah kalimat ke verb 2 dan menentukan kalimat agar nyambung</td>
</tr>
<tr>
<td>2</td>
<td>aku masih bingung dalam menyusun kata dan mengartikankan dalam bahasa Inggrisnya</td>
</tr>
<tr>
<td>3</td>
<td>Bingung verb 2, susah cari idenya, penempatan kata yang tepat, penempatan to be</td>
</tr>
<tr>
<td>4</td>
<td>kosakata</td>
</tr>
</tbody>
</table>
| 5       | *bingung kalimat awal yang akan digunakan  
*runutut kata yang baik dalam bahasa Inggris  
*lupa penggunaan bentuk lampau kalau ada modal di depan kalimat |
| 6       | menerjemahkan ke bahasa Inggrisnya, bingung pake was/were, bingung di verbnya dll |
| 7       | *kurang paham/kurang tau V2 dari kata-kata kerja  
*kurang fasih dgn bahasa inggris  
*buing ngulis Englishnya |
| 8       | membedakan verb 2 dan verb 3 karena agak lupa penggunaan to be, bingung mencari ide cerita |
| 9       | salah milih kata/verb/kalimat |
| 10      | ya bingungnya membahas inggriskan kalimatnya, dan kesulitan lainnya mencari tema |
| 11      | susahnya ketika menentukan menggunakan verb 1,2,3 |
| 12      | kesulitannya bingung mencari ide cerita dan kadang ada kata yang saya tidak tahu bahasa inggrisnya |
| 13      | bingung nge-bahasa inggrisannya sama bingung nyari verb |
| 14      | takut untuk kata kerja, penggunaan verbnya dan salah dalam berbahasa |
| 15      | mengubah kata active ke kata passive dan mengubah verb satu sampati tiga, memilih to be (was, were) |
| 16      | memilih to be, mengubah kata passive active, memilih kata yang tepat |
| 17      | kesulitan untuk memilih V2 dan membahas inggris dari indonesia. |
| 18      | Bingung buat ceritanya, ngebahas inggriskan kata, kata kerja V2, Bingung kalimat dalam ceritanya |
| 19      | saat saya bingung memilih verb 1/2/3, dan saat akan mentranlet bahasa indonesia ke b.inggris |
| 20      | penggunaan verb 2 yang kadang lupa |
| 21      | antara verb II dan verb III masih salah2 |
| 22      | bingung dari v2nya |
| 23      | kurang banyak tau kosakata |
| 24      | pada penggunaan bentuk kata verb 1,2,3 |
| 25      | membedakan kata V2 dengan V3 |
| 26      | kesulitan menggunakan to be yang tepat, bingung juga mencari cerita dan kata yang tepat |
| 27      | penyusunan kalimat dan penggunaan jenis kata kerja |
| 28      | penggunaan verb 1,2,3 dan pemakaian to be |
Perasaan tentang belajar menulis recount text menggunakan scaffolding

<table>
<thead>
<tr>
<th>Student</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>sangat penting karena bisa membantu saya dalam mengerti bahasa inggris</td>
</tr>
<tr>
<td>2</td>
<td>senang, karena membantu aku dalam belajar b.inggris</td>
</tr>
<tr>
<td>3</td>
<td>Seneng, soalnya kakaknya ngasih tau yang bener</td>
</tr>
<tr>
<td>4</td>
<td>senang senang saja</td>
</tr>
<tr>
<td>5</td>
<td>senang, karena lebih terbantu dalam penulisan recount text</td>
</tr>
<tr>
<td>6</td>
<td>rasanya agak senang, karena jadi bisa tahu kesalahan di recount text. Rasanya juga agak ga seneng, soalnya terlalu ramah, dan mereka kayak ngomong sama anak TK</td>
</tr>
<tr>
<td>7</td>
<td>lumayan senang</td>
</tr>
<tr>
<td>8</td>
<td>senang, karena mudah untuk dapat pembenaran dan diberitahu tidak mengulangi kesalahan yang sama</td>
</tr>
<tr>
<td>9</td>
<td>tau kata yg tepat/verb/kalimat yang tepat</td>
</tr>
<tr>
<td>10</td>
<td>wah ya sangat membantu, karena menjadi tau mana yang benar dan yg salah.</td>
</tr>
<tr>
<td>11</td>
<td>senang, bisa lebih paham cara menulis recount text yang benar</td>
</tr>
<tr>
<td>12</td>
<td>senang dan lebih termotivasi untuk belajar bahasa inggris</td>
</tr>
<tr>
<td>13</td>
<td>sangat senang sekali sampai meluap-luap karena sangat membantu</td>
</tr>
<tr>
<td>14</td>
<td>ya lebih memahami kesalahannya dengan tepat</td>
</tr>
<tr>
<td>15</td>
<td>senang, karena bisa mengetahui kata-kata yang benar dan mempelajari dengan lebih baik</td>
</tr>
<tr>
<td>16</td>
<td>senang, kakak2 mahasiswa menjelaskan dengan tepat</td>
</tr>
<tr>
<td>17</td>
<td>seneng, kakak-kakak jelasin jelas aku jadi bisa bedain V2 yang harus di pakek di bagian mana</td>
</tr>
<tr>
<td>18</td>
<td>senang, lebih jelas dalam penulisan kalimat dan penggunaan V2</td>
</tr>
<tr>
<td>19</td>
<td>perasaan saya saya biasa saja</td>
</tr>
<tr>
<td>20</td>
<td>ya lumaya, biasa aja</td>
</tr>
<tr>
<td>21</td>
<td>sangat membantu bagi saya</td>
</tr>
<tr>
<td>22</td>
<td>sedikit bingung karena cari idenya susah karena sudah lama</td>
</tr>
<tr>
<td>23</td>
<td>senang karena dapat mengetahui letak kesalahan</td>
</tr>
<tr>
<td>24</td>
<td>saya senang, karena dapat menentukan bentuk kata dan bisa memotivasi saya untuk belajar bahasa inggris</td>
</tr>
<tr>
<td>25</td>
<td>Sangat senang, karena scaffoldingnya sangat membantu</td>
</tr>
<tr>
<td>26</td>
<td>biasa aja, sedikit membantu</td>
</tr>
<tr>
<td>27</td>
<td>senang</td>
</tr>
<tr>
<td>28</td>
<td>senang</td>
</tr>
</tbody>
</table>
Dalam hal apa saja penggunaan scaffolding untuk belajar menulis recount text dalam bahasa Inggris membantu saat menulis

<table>
<thead>
<tr>
<th>Student</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>sangat membantu, lebih mengerti membuat recount text dan bisa membuat sedikit lancar</td>
</tr>
<tr>
<td>2</td>
<td>aku jadi tau cara menulis recount yg baik walau aku belum begitu dong</td>
</tr>
<tr>
<td>3</td>
<td>Ya, untuk tau kapan verb 2 dipakai</td>
</tr>
<tr>
<td>4</td>
<td>ya, menambah kosakata</td>
</tr>
<tr>
<td>5</td>
<td>lebih mengerti penggunaan verb, serta atau tanpa modal seperti &quot;must&quot; dsb.</td>
</tr>
<tr>
<td>6</td>
<td>Ya, bisa jadi tahu dan bisa memperbaiki kesalahanku yang sebelumnya</td>
</tr>
<tr>
<td>7</td>
<td>iya karena kadang-kadang aku salah tulis v2nya</td>
</tr>
<tr>
<td>8</td>
<td>ya, perbedaan verb 2 dan verb 3 untuk penulisan cerita lampau, penggunaan was, wasn't, were</td>
</tr>
<tr>
<td>9</td>
<td>ya, Tau mana yang benar dan salah (penulisannya, kata kerjanya)</td>
</tr>
<tr>
<td>10</td>
<td>ya, untuk tau v2,v3 dipakai dan tambah jelas</td>
</tr>
<tr>
<td>11</td>
<td>ya, membantuku membenarkan penulisan verb yang salah</td>
</tr>
<tr>
<td>12</td>
<td>ya, membantuku untuk tahu penggunaan verb 2</td>
</tr>
<tr>
<td>13</td>
<td>membantu, untuk tau kapan verb 2 dipakai</td>
</tr>
<tr>
<td>14</td>
<td>ya, sangat membantu dalam verb</td>
</tr>
<tr>
<td>15</td>
<td>ya, karena bisa menjelaskan kesalahan2 yang masih salah dan menjadi lebih jelas</td>
</tr>
<tr>
<td>16</td>
<td>iya, mengubah passive active, dan memilih to be</td>
</tr>
<tr>
<td>17</td>
<td>nulis v2 dan kapan dipakek</td>
</tr>
<tr>
<td>18</td>
<td>Ya, membantu dalam V2 dan kalimat</td>
</tr>
<tr>
<td>19</td>
<td>ya, dalam hal memilih to be, memilih kata kerja bentuk I,II,III</td>
</tr>
<tr>
<td>20</td>
<td>ya, diberi tahu kakak-kakak kalau ada yang salah</td>
</tr>
<tr>
<td>21</td>
<td>iya, dalam membuat cerita karangan</td>
</tr>
<tr>
<td>22</td>
<td>iya, bahasa yang tepat; v2nya</td>
</tr>
<tr>
<td>23</td>
<td>selain dapat mengetahui letak kesalahan penggunaan scaffolding dapat menambah wawasan</td>
</tr>
<tr>
<td>24</td>
<td>iya, dalam verb 1,2,3 dan simple past tense</td>
</tr>
<tr>
<td>25</td>
<td>iya, dalam hal menulis pengalaman dan kapan memakai verb bentuk 2nya</td>
</tr>
<tr>
<td>26</td>
<td>ya, membantu menggunakan to be dan kata kerja yang tepat</td>
</tr>
<tr>
<td>27</td>
<td>iyaaaa, jadi tau jenis kata kerjanya</td>
</tr>
<tr>
<td>28</td>
<td>ya, penggunaan to be dan pemakaian verb</td>
</tr>
</tbody>
</table>
Bagian apa saja dari Simple Past Tense yang terbantu setelah penggunaan scaffolding untuk belajar menulis recount text dalam bahasa Inggris

<table>
<thead>
<tr>
<th>Student</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>iya sangat, dalam verb 1</td>
</tr>
<tr>
<td>2</td>
<td>ya, sangat membantu dalam rumus kalimat</td>
</tr>
<tr>
<td>3</td>
<td>Ya, bagian awal</td>
</tr>
<tr>
<td>4</td>
<td>ya, bagian yang salah (verb sama to be)</td>
</tr>
<tr>
<td>5</td>
<td>ya, penggunaan modal</td>
</tr>
<tr>
<td>6</td>
<td>ya, sedikit. Bagian yang was/were dll</td>
</tr>
<tr>
<td>7</td>
<td>iya karena aku lebih paham penggunaan kata kerja dan bahasa inggrisnya</td>
</tr>
<tr>
<td>8</td>
<td>social purpose, language feature</td>
</tr>
<tr>
<td>9</td>
<td>ya, tau macam2 verb dan to be</td>
</tr>
<tr>
<td>10</td>
<td>ya, yang bagian menggunakan v2</td>
</tr>
<tr>
<td>11</td>
<td>ya, bagian verbnya kadang aku masih salah</td>
</tr>
<tr>
<td>12</td>
<td>ya, membantu untuk tahu rumus simple past tense yang benar</td>
</tr>
<tr>
<td>13</td>
<td>Membantu</td>
</tr>
<tr>
<td>14</td>
<td>tidak sepenuhnya. akan lebih baik jika diberi tahu secara langsung. ya sedikit memahami</td>
</tr>
<tr>
<td>15</td>
<td>ya, bagian to be dan kalimat active</td>
</tr>
<tr>
<td>16</td>
<td>iya, to be dll</td>
</tr>
<tr>
<td>17</td>
<td>ya membantu, misalnya saat go menjadi went</td>
</tr>
<tr>
<td>18</td>
<td>ya, penggunaan kalimat</td>
</tr>
<tr>
<td>19</td>
<td>Ya, pada bagian verbnya</td>
</tr>
<tr>
<td>20</td>
<td>ya bagian verbnya</td>
</tr>
<tr>
<td>21</td>
<td>iya, bagian verb-verb yang salah</td>
</tr>
<tr>
<td>22</td>
<td>sedikit membantu dalam perkataan dan past tensenya</td>
</tr>
<tr>
<td>23</td>
<td>banyak bagian yang saya paham setelah dibenarkan oleh kakak-kakak mahasiswa, seperti verbnya</td>
</tr>
<tr>
<td>24</td>
<td>subject dan verb</td>
</tr>
<tr>
<td>25</td>
<td>bagian V2 dan V3</td>
</tr>
<tr>
<td>26</td>
<td>tidak terlalu karena sudah mengerti bagaimana menulis recount text</td>
</tr>
<tr>
<td>27</td>
<td>iya, subject sama verbnya</td>
</tr>
<tr>
<td>28</td>
<td>ya, verb</td>
</tr>
</tbody>
</table>
Alasan jika penggunaan scaffolding untuk belajar menulis recount text dalam bahasa Inggris tidak membantu

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<tr>
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</thead>
<tbody>
<tr>
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<td>-</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Penerangannya (cara menerangkan kesalahan)</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>alasannya tidak dijelaskan secara merinci penggunaannya</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>tidak setuju, sistem scaffolding malah membantuku</td>
</tr>
<tr>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>membantu saya</td>
</tr>
<tr>
<td>15</td>
<td>iya, tidak terlalu membantu</td>
</tr>
<tr>
<td>16</td>
<td>sangat membantu :)</td>
</tr>
<tr>
<td>17</td>
<td>sangat membantu</td>
</tr>
<tr>
<td>18</td>
<td>membantu, lebih tau menulis recount text</td>
</tr>
<tr>
<td>19</td>
<td>membantu kok miss, alasannya buat belajar memahami recount text</td>
</tr>
<tr>
<td>20</td>
<td>membantu kok</td>
</tr>
<tr>
<td>21</td>
<td>-</td>
</tr>
<tr>
<td>22</td>
<td>membantu dalam belajar kok</td>
</tr>
<tr>
<td>23</td>
<td>membantu kok!</td>
</tr>
<tr>
<td>24</td>
<td>iya, karena tidak butuh</td>
</tr>
<tr>
<td>25</td>
<td>-</td>
</tr>
<tr>
<td>26</td>
<td>membantu</td>
</tr>
<tr>
<td>27</td>
<td>membantu kok kak</td>
</tr>
<tr>
<td>28</td>
<td>-</td>
</tr>
</tbody>
</table>
Hal yang diperbaiki oleh kakak mahasiswa dari *recount text* yang telah dibuat

<table>
<thead>
<tr>
<th>Student</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>dalam kata yang belum dijadikan v2</td>
</tr>
<tr>
<td>2</td>
<td>verb, dan kalimat yg masih salah</td>
</tr>
<tr>
<td>3</td>
<td>Penggunaan verb 2, to be</td>
</tr>
<tr>
<td>4</td>
<td>bentuk verb</td>
</tr>
<tr>
<td>5</td>
<td>penggunaan v2</td>
</tr>
<tr>
<td>6</td>
<td>yang bagian was/were, penggunaan verb 2 dll</td>
</tr>
<tr>
<td>7</td>
<td>kata kerja</td>
</tr>
<tr>
<td>8</td>
<td>penggunaan menulis to be, was</td>
</tr>
<tr>
<td>9</td>
<td>tulisan, kata/kalimat yg salah</td>
</tr>
<tr>
<td>10</td>
<td>yang diperbaiki di v2</td>
</tr>
<tr>
<td>11</td>
<td>penggunaan verbnya dan penggunaan to be</td>
</tr>
<tr>
<td>12</td>
<td>verb2 dan to be</td>
</tr>
<tr>
<td>13</td>
<td>bagian verb 2nya</td>
</tr>
<tr>
<td>14</td>
<td>verb, bahasa yang salah</td>
</tr>
<tr>
<td>15</td>
<td>kata to be dan verb</td>
</tr>
<tr>
<td>16</td>
<td>kata2 yang salah</td>
</tr>
<tr>
<td>17</td>
<td>tentang penggunaan V2</td>
</tr>
<tr>
<td>18</td>
<td>v2 dan kalimat</td>
</tr>
<tr>
<td>19</td>
<td>yang diperbaiki adalah penggunaan kata kerja bentuk 1,2,3</td>
</tr>
<tr>
<td>20</td>
<td>to be dan verb 2nya</td>
</tr>
<tr>
<td>21</td>
<td>bagian verbnya</td>
</tr>
<tr>
<td>22</td>
<td>kata-katanya</td>
</tr>
<tr>
<td>23</td>
<td>kosakata yang kurang tepat</td>
</tr>
<tr>
<td>24</td>
<td>verbnya</td>
</tr>
<tr>
<td>25</td>
<td>tulisannya, dan verb 2nya</td>
</tr>
<tr>
<td>26</td>
<td>dalam hal penggunaan verb II</td>
</tr>
<tr>
<td>27</td>
<td>jenis kata kerja, to be</td>
</tr>
<tr>
<td>28</td>
<td>verb dan to be</td>
</tr>
</tbody>
</table>
Hal yang masih belum dipahami setelah kakak mahasiswa memperbaiki tulisan recount text

<table>
<thead>
<tr>
<th>Student</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>penggunaan verb 2</td>
</tr>
<tr>
<td>4</td>
<td>kosakata yang sulit (dalam menerjemahkan)</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>v2</td>
</tr>
<tr>
<td>8</td>
<td>cara membedakan penggunaan verb 1, verb 2, dan verb 3 pada penulisan cerita lampau, dan penulisan I, I am, me</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>kadang aku masih bingung cara penempatan verb dan to be yang benar</td>
</tr>
<tr>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>penggunaan verb, bahasa inggrisnya</td>
</tr>
<tr>
<td>15</td>
<td>kata to be nya</td>
</tr>
<tr>
<td>16</td>
<td>kadang2 to be</td>
</tr>
<tr>
<td>17</td>
<td>Tidak ada</td>
</tr>
<tr>
<td>18</td>
<td>kalimatnya</td>
</tr>
<tr>
<td>19</td>
<td>tentang verb yg pertama, kedua, ketiga</td>
</tr>
<tr>
<td>20</td>
<td>mereka menjelaskan agak sulit dimengerti, kadang sih</td>
</tr>
<tr>
<td>21</td>
<td>-</td>
</tr>
<tr>
<td>22</td>
<td>tidak ada</td>
</tr>
<tr>
<td>23</td>
<td>sudah paham</td>
</tr>
<tr>
<td>24</td>
<td>verb, past tense</td>
</tr>
<tr>
<td>25</td>
<td>tidak ada</td>
</tr>
<tr>
<td>26</td>
<td>Sudah paham</td>
</tr>
<tr>
<td>27</td>
<td>tidak ada</td>
</tr>
<tr>
<td>28</td>
<td>-</td>
</tr>
</tbody>
</table>
APPENDIX 7

Result of Interview with the Students
Appendix 7. Result of Interview with the Students

Interview with Student 9

R: Halo *name*, Miss Tiara mau tanya2 nih ttg kuesioner yg kemarin. Masih inget kan ya? Miss Tiara ada yg kurang paham sama jawabannya *name*. Kan kemarin ada pertanyaan: apakah penggunaan scaffolding utk belajar menulis *recount text* dalam bahasa Inggris membantu Anda saat menulis? Jika ya, dalam hal apa sajakah ini membantumu? Nah, itu kan *name* jawab: ya, tau mana yang benar dan salah. Itu maksudnya gimana ya?

S9: Gimana miss? Maksudnya?

R: gini lho, kan kamu kemarin jawab kalo abis belajar pake scaffolding, yg surat2an itu, kamu jadi tau mana yg bener sama yg salah kan? Nah itu apanya yang jadi tau bener sama salahnya.

S9: Ooo00, ya kemarin aku banyak salah nulis kata kerjanya miss, trus dibenerin sama mbaknya. Ya jadi tau yg bener apa.

R: Oow, okay. Selain itu apa lagi? Gpapa, miss Tiara bingung aja, makanya tanya ke kamu.

S9: Apa ya. Kemarin juga ada salah tulisan juga. Ini tu buat skripsi ya miss?

R: Iya, Ikrar. Okay, sip deh kalo gitu. Makasih ya *name* 😊

S9: Ya miss sama2

Interview with Student 3

R: Halo *name*, Miss Tiara mau tanya2 nih ttg kuesioner yg kemarin. Masih inget kan ya? Miss Tiara ada yg kurang paham sama jawabannya *name*. Kan kemarin ada pertanyaan: jika penggunaan scaffolding untuk belajar menulis *recount text* dalam bahasa Inggris tidak membantumu, apa alasannya? Nah, itu kan *name* jawab: penerangannya. Itu maksudnya cara kakak mahasiswanya njelasin salahnya *name* di surat itu ya?

S3: Iyaaa miss. Kemarin tu aku ada yang gak ngerti. Kan ada yg salah, kak *name* njelasin sih, tp aku gak dong miss. Hehehehe

R: Oow gt. Ya udah, Miss Tiara cmn mau tanya itu aja kok. Makasih yaa *name* 😊

S9: Okeyyy miss
APPENDIX 8
Examples of Students Writing
Appendix 8. Examples of Students Writing

Student 1 First Writing

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Student 1 Second Writing

Holiday in Semarang

When holiday 1 and my family went to Semarang. In City of Semarang we went to some object, such as in Lawang Sewu. Lawang Sewu is very scary but we wanted to go there again. After the 1 1/2 hour Church, Temple, and The Hill Restaurant. Tomorrow we want to home with my family in afternoon and arrived in evening.

Very good!! :)

1. was
2. were
Holiday in Waterboom

When I graduated from Elementary School, my school held a holiday to Pandawa Waterboom. We went from school at Seven O’Clock and we arrived in Pandawa Waterboom at Nine O’Clock. We directly buy tickets at the counter, and directly into the vehicle as well as changing clothes. After that, I and my friends directly played in the vehicle there. After a long time there we went straight to the Solto to visit. Up at Seven in the evening we were returned to our school in Jogjakarta. And arrived there in eight O’Clock.

I laughed.
Watching Movie

my brother and I went to see a film in xx1. It was an American movie called X-men: Days of the future past. It showed how to change their future with back the time. It was interesting film about mutan crashed super robot in them place. After that my brother go out to buy some corn and two drinks for use. we are very enjoyed the film. I am happy.
Student 28 Second Writing

My friend and I went to SMPN 1 Yogyakarta. We went for play volleyball. We competed with Boso School, SMPN 4, SMP 13, and SMP 1. We won the O2SN and were the third. We were very happy.

1. competed
2. won
3. were
Student 28 Third Writing

Last year, my family and I spent our holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there early morning. We went to Borobudur Temple by private bus. I had prepared everything before we went to Jogja. While we were driving, we could see some beautiful views of mountains, forests, and waterfalls. My family and I arrived at Borobudur Temple at 11:30 in the afternoon. There, I saw many tourists. Borobudur Temple was crowded in that holiday vacation. After that, we went back at 04:30 in the evening. It was a very interesting vacation.
APPENDIX 9
Examples of Scaffolding
Appendix 9. Examples of Scaffolding

Scaffolding for Student 1 First Writing

Dear [Student],

Halo dari [Name].

Kita telah membaca esai Anda dan kita menganggap bahwa esai Anda adalah bagus. Paragraf pertama esai Anda adalah bagus.

Impornt is that you need to develop a strong conclusion. Ini adalah bagus.

Kita juga ingin memberi Anda beberapa saran. Anda perlu memperbaiki kesalahan kata dan bagian.


2. Dalam kalimat kedua, Anda menggunakan kata "well". Anda bisa memperbaiki kalimat tersebut.

3. Anda perlu memperbaiki kalimat ketiga.

4. Anda bisa memperbaiki kalimat keempat.

5. Setelah itu, Anda bisa memperbaiki kalimat kelima.

6. Anda bisa memperbaiki kalimat keenam.

7. Anda bisa memperbaiki kalimat ketujuh.

8. Anda bisa memperbaiki kalimat keempat belas.

Selamat belajar!

Semangat!
Scaffolding for Student 1 Second Writing

Dear,

Hello! I have a question about a task we did in class. We were asked to write a recount text about our favorite book. I'm not sure how to start. Could you give me some tips?

Thank you,

Best Regards,

[Handwritten text image]
Scaffolding for Student 28 First Writing

Halo kerabat ini Kak,


Coba dilihat lagi teksnya, kok kalo kita buat revisi buat kamu. Fokus di remajaan kata kerja (verb) yaa.

Ini kata kerjanya: Recount text selalu memakai kata kerja lampau (Vt) dan to be nya juga pada past tense yaa. Ingat ingat, tinggg.

Yuk dicermati lagi di bagian ini:....

1. The correct answer: by going back
   
   *itu nyatanya "cara" yang bisa digunakan preposisi "by" yang dikuasai V-ing.
   
   Yang kamu tulis "with back" itu kurang tepat, harus ada kata kerja sebelum kata "back" yang adalah "going" karena preposisi "by" harus. Nggak mau bacang kan? 😂

2. Duri kamu kurang teliti aja kok deh.
   
   Jangan lupa "go" harus diganti jadi Vt jadi "went".

3. Nih ini "to be" nya jual harus jadi past tense aja ganteng, are → were, sedangkan is → was, ya.

4. Kalau yang dimaksud "am" diubah jadi "was".

INGET: you, we, they → were,
he, she, it → was

Udah dulu ya, semoga nambah pengetahuan kamu. Nice to see you.
Scaffolding for Student 28 Second Writing

Dear,

Hai... udah tambah keren aja nih...
Kukul udah bosan lagi recount text kamu...
Keren!!! Cuma ada beberapa kereksi aja:

1. compete → competed (V3)
2. win → won (V3)
3. be → were (V3)

hehhehe jangan lupa Pakai past tense yaa!
Tapi segan ah ini udah keren kok!! ^^

Daebak!