THE USE OF SCAFFOLDING AS AN INSTRUCTIONAL STRATEGY TO TEACH WRITING IN ENGLISH CLUB COURSE OF PGSD USD

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DEDICATION PAGE

I humbly dedicate this thesis to:

Ibuk and Bapak for always supporting my every activity, community, hobby, competition, and choice. I thank them for the unconditional love!

My beloved communities below:

Student Staff HUMAS USD 2015/2016
The one that always pops in my mind whenever I crave for endless laugh and entertainment, especially during the process of writing this thesis. I thank them for the joy, laugh, love, and care all of you have shared. I also thank them for bringing along superb working experiences.

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Thank you for the lessons that have transformed the old me into the better me. All of the lessons are beneficial for writing this thesis and for my future.
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.

Yogyakarta, 21 January 2015

The writer

Maria Dewi Rosari
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ABSTRACT

Rosari, Maria Dewi. 2015. The Use of Scaffolding as an Instructional Strategy to Teach Writing in English Club Course of PGSD USD. Yogyakarta: Sanata Dharma University.

English Club course in PGSD (Pendidikan Guru Sekolah Dasar) USD (Universitas Sanata Dharma) is one of the proofs that the department seriously prepares its students to be qualified teachers. In fact, the course is not only able to enrich its teacher candidates in mastering English proficiency, but is also able to answer the need of English competency nowadays, especially regarding ASEAN Economic Community (AEC). Therefore, to succeed the effort of enriching the students’ English competency, English Club tutors need an effective teaching strategy that can improve the students’ competency. One of the effective teaching strategies is scaffolding. In this research, scaffolding was implemented in English Club Class 1D.1 Academic Year 2015/2016 and in the learning process of writing. This research aims to find out the extent to which scaffolding as an instructional strategy can help student learn writing and to identify the advantages of using scaffolding in learning writing.

There were two research problems in this research. The first was “To what extent can scaffolding as an instructional strategy help students learn writing?” and the second was “What are the advantages of using scaffolding in learning writing in English Club Course of PGSD USD Class 1D.1?” The researcher conducted a case study in this research. The data were gathered by conducting tests, focus group interview (FGI), and asking an observer to fill in observation checklist. Test and FGI were used as the primary instruments, whereas observation checklist functioned as the supportive data to make the result stronger. Besides, there is another instrument, namely interview, which was used to gather data in one of the pre-research activities.

The result of this research showed that scaffolding could help the students to have better awareness, attentiveness, understanding, and critical thinking in writing, especially in using writing elements. Meanwhile, the advantages of learning English using scaffolding were drawing students’ interest and motivation, simplifying task to be more manageable, controlling frustration and risk in problem solving, maintaining the pursuit of goal, modelling an idealized version of the task that needs accomplishing, and making the students independent. In conclusion, scaffolding does give benefit to the students so that English Club tutors are able to use scaffolding as one of the effective and useful teaching strategies.

Keywords: scaffolding as an instructional strategy, writing, English Club PGSD USD
ABSTRAK
Rosari, Maria Dewi. 2015. The Use of Scaffolding as an Instructional Strategy to Teach Writing in English Club Course of PGSD USD. Yogyakarta: Sanata Dharma University.

Mata kuliah English Club di PGSD (Pendidikan Guru Sekolah Dasar) USD (Universitas Sanata Dharma) merupakan salah satu bukti keseriusan program studi ini dalam menyiapkan para mahasiswanya menjadi guru yang berkualitas. Ternyata, mata kuliah ini tidak hanya mampu memperkaya para calon guru dari program studi ini dalam penguasaan berbahasa Inggris, namun juga mampu menjawab kebutuhan akan kemampuan Bahasa Inggris dewasa ini, terutama yang berkaitan dengan adanya ASEAN Economic Community (AEC). Maka dari itu, untuk mensukseskan usaha memperkaya kemampuan Berbahasa Inggris para mahasiswa tersebut, para pengajar English Club membutuhkan sebuah strategi mengajar yang efektif dan yang mampu meningkatkan level kompetensi para mahasiswa tersebut. Salah satu strategi mengajar yang efektif adalah scaffolding. Dalam penelitian ini, scaffolding diimplementasikan di English Club kelas 1D.1 Tahun Akademik 2015/2016 dalam proses belajar menulis. Tujuan dari penelitian ini adalah untuk mengetahui sejauh apa scaffolding sebagai sebuah instructional strategy dapat membantu para mahasiswa belajar menulis dan apa saja keuntungan dari penggunaan scaffolding sebagai sebuah strategi belajar.

Terdapat dua rumusan masalah di penelitian ini. Yang pertama adalah “Seberapa jauh scaffolding sebagai sebuah instructional strategy dapat membantu mahasiswa belajar menulis?” dan yang kedua adalah “Apakah saja keuntungan penggunaan scaffolding dalam belajar menulis di English Club PGSD USD kelas 1D.1?” Penulis menggunakan studi kasus sebagai metode penelitian. Pengumpulan data ditempuh melalui pelaksanaan tes dan pemberian tugas, focus group interview (FGI), dan meminta seorang observer untuk mengisi observation checklist. Tes dan FGI digunakan sebagai instrumen penelitian primer, sedangkan observation checklist berperan sebagai instumen tambahan untuk memperkuat data. Di samping itu, terdapat satu instrument penelitian yang lain, yaitu wawancara, yang digunakan untuk pengambilan data di salah satu kegiatan pra-penelitian.

Hasil dari penelitian menunjukkan bahwa scaffolding mampu meningkatkan kesadaran, perhatian, pemahaman, dan pemikiran kritis mahasiswa dalam menulis, terutama dalam mengaplikasikan elemen-elemen penulisan. Sementara itu, keuntungan dari belajar Bahasa Inggris menggunakan scaffolding adalah menarik minat dan motivasi mahasiswa, menyederhanakan pekerjaan sehingga lebih mudah dikerjakan, mengendalikan frustrasi dan resiko dalam memecahkan masalah, mempertahankan usaha pencapaian tujuan, memberikan contoh pekerjaan ideal yang perlu ditiru, dan membuat mahasiswa menjadi mandiri. Kesimpulan dari penelitian ini adalah scaffolding memberi keuntungan bagi mahasiswa. Maka dari itu, para pengajar mata kuliah English Club dapat menggunakan scaffolding sebagai salah satu strategi mengajar.

Keywords: scaffolding as an instructional strategy, writing, English Club PGSD USD
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
CHAPTER I
INTRODUCTION

Through this chapter, the researcher amplifies six major underlying sections. The first section is research background. In this section, the researcher discusses the rationale of the study and explains the background knowledge of the research. The second section is problem formulation that presents the research question derived from the background of the study. The fourth section is problem limitation that presents the focus of the study. The fifth section is research objective that explicates the purpose of the study. The sixth section is research benefits that present the benefits of conducting this research. The last section is definition of terms that explains some definition to which the researcher refers in conducting the research.

A. RESEARCH BACKGROUND

Pendidikan Guru Sekolah Dasar (PGSD) or Primary School Teacher Education is one of the study programs in Universitas Sanata Dharma (USD). As one of the study programs in teacher training and education faculty, PGSD seriously prepares its students to be qualified teachers even from semester one. From the first year, the study program earnestly enriches its students with various skills and knowledge. One of the skills and knowledge is English. How the study program prepares the students to have sufficient ability in English can be seen in two compulsory English courses offered by the study program. The two courses are
Bahasa Inggris and English Club. These courses are even offered from semester one up to semester four. It shows that the study program would like to enrich the students’ English skill as early as possible.

Preparing students to possess English skill as early as possible is undeniably important due to nowadays needs in communication, especially due to the fact that Indonesia is now officially in ASEAN Economic Community (AEC). Joining AEC means Indonesian people need to possess English proficiency. English will be the commercial language connecting people from any countries in AEC. Despite of AEC, English becomes important for it is a language spoken by one of five people in the world (Mahu, 2012). In this research, the researcher focuses on how PGSD study program prepares its students to possess English skill through English Club course.

In the description of the course, English Club is one of the compulsory courses that aims to improve PGSD students’ competency in English. This course has some goals. Representing PGSD, Bu Yunia as the coordinator of English Club course stated that some of the goals are helping students to develop all four skills in English and developing the human resource quality of PGSD USD. Therefore, English course aims not only to improve English skill but also to enrich students’ self-quality. Further, in conducting English Club course, the study program underlines not only on the improvement of students’ oral English but also on the improvement of students’ written skill. The tutors who teach the courses are then given freedom to design learning activities and materials. In this research, the
researcher as one of English Club tutors focuses on the learning of language in written form.

Choosing writing as the focus of the research is not only because of the tutors’ freedom in designing materials. It is also because writing helps students learn. Raimes (1983) explains that writing reinforces the grammatical structures, idioms, and vocabulary that teachers have been teaching to their students. Further, she also explained that when students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risk. Moreover, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning. As the students struggle to put words down on paper, they often discover something new to write or a new way of expressing their idea, the right word, and the right sentence. Raimes (1983, p.3) further explains, “The close relationship between writing and thinking makes writing a valuable part of any language course”. Raimes’ theory (1983) is already old; however, the theory is still suitable for nowadays writing learning process, especially in supporting the goal of English course stated by the study program. For this reason, choosing writing can be a good way to prepare PGSD students to have English ability as early as possible. By learning writing, PGSD students can improve their own quality. Later, after graduating, not only can the students teach English, but also can contribute to the process of making learning materials, for example. It becomes important for realizing the fact that they may be assigned to teach in a remote area where a learning book or learning media are limited or not
sufficient. By learning writing, they will learn to put down their ideas about anything on a paper then combine them to the learning activities to accomplish learning goals, for example.

However, writing is not a simple matter to deal with. Writing is complex. This complexity is like what was developed by Hedge (2005), who states that writing is more than producing accurate and complete sentence and phrases. Hedge (2005, p. 10) states that “writing is about guiding students to: produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers…” Moreover, when someone is writing, not only does he deal with the arrangement of writing content, but also standards forms of grammar, vocabulary, and organization (Raimes, 1983). This complexity is also supported by the respondents’ opinion gathered from pre-research questionnaire. In the questionnaire analysis, the respondents stated that their difficulties in producing an English text cover using correct grammar, finding right dictions, and organizing ideas.

For this reason, the researcher finds it important to find a strategy to teach students writing. The strategy must enable them to solve their difficulties of writing. However, this strategy is not only aimed to solve the learning difficulties, but also to promote a new teaching and learning strategy in English Club.

The new strategy, carried out by the researcher, is scaffolding as an instructional strategy. In fact, some English Club tutors have already used scaffolding in the previous semesters. From some handouts used in the previous semesters, some tutors already used graphic organizer in teaching writing, listing
difficult words before listening activity, and many others, all of which belong to scaffolding, an assistance given by an expert to students to accomplish a certain goal of learning (Bruner, 1984). However, most of the tutors did not know that they were actually using scaffolding when the researcher asked them. The use of scaffolding in the previous semesters were quite random and not well organized and structured, although scaffolding is proved that it can reduce learning ambiguity and thereby increase growth opportunities (Doyle, 1986 as cited by Hogan and Pressley, 1997). For this reason, in this research, the researcher would like to organize and implement a scaffolding learning to find out the extent to which scaffolding as an instructional strategy can help PGSD students learn writing and the advantages of using scaffolding in learning writing. The result of the research, therefore, can be new reference for teaching and learning activities in English Club PGSD, whether this strategy is worth applying in the following semesters.

B. RESEARCH PROBLEM

Based on the research background above, the problems are formulated as follows:

1. To what extent can scaffolding as an instructional strategy help students learn writing?

2. What are the advantages of using scaffolding in learning writing in English Club PGSD class 1D.1?
C. PROBLEM LIMITATION

This research is limited to the analysis of the extent to which scaffolding as an instructional strategy can help students learn writing and the advantages of using scaffolding in learning writing. Scaffolding aims to be a new teaching and learning writing in mastering recount text. The writing itself was also limited to the mastery of the use of past tense, vocabulary, idea organization, and minimum requirements of writing. This limitation was chosen to answer the respondents’ difficulties in constructing an English text, which are organizing ideas, choosing correct words in writing, and using correct grammar, which can be completely seen in the result of pre-research questionnaire analysis in Appendix 4. These difficulties were then covered in teaching the three writing elements: idea organization, vocabulary, and minimum requirements of writing. Further, the scaffolding itself was also limited. This study made the focus of the use of scaffolding on the five types of scaffolding as a teaching writing technique proposed by Roehler and Cantlon as cited in Hogan and Pressley (1997). Equally important, the researcher also made a limitation on the writing teaching approach. The process approach, an approach focusing on process rather product, was chosen as a way to apply the scaffolding. This approach aimed to enable chunks of help called scaffolding to happen in the learning process.

Afterwards, the researcher also made a limitation to the research methodology. Due to the lack of resources and time, the researcher could not involve another teacher as the scorer of students’ writing. However, the researcher employed a scoring rubric to keep the scoring process as reliable as possible. Last, the researcher made a limitation to the research’ participants. The participants of
the research were the semester-one PGSD USD students taking English Club course. The students who became the participants of the research were the ones belonging to Class 1D.1 in academic year 2015/2016. Semester-one students were selected because they are still in the early year of studying in college. Besides, they also belong to the early year of learning English in university level. It is hoped that the scaffolding organized by the researcher can help them to be independent English learner in the next semesters.

D. RESEARCH OBJECTIVES

The objectives of this research were determined based on the formulated research problems. The objective of the research was to find out the extent to which scaffolding as an instructional strategy can help students learn writing. The answer of this first research question was then strengthened by the answer of the second research question, namely the advantages of using scaffolding in learning writing. All of the answers from those two research questions were then analyzed to be a consideration of a new teaching strategy to teach students in English Club of PGSD USD in the following semesters.

E. RESEARCH BENEFITS

By conducting this research, the researcher hopes that this research provides benefits for:
1. English Club tutors

The researcher has taught EC for four semesters. In each semester, the researcher always mingles with other tutors to dig information about learning topics and learning method. The researcher found that some tutors have already used chunks of help called scaffolding. However, not all of them realize that what they are using are actually scaffolding, chunks of help which are beneficial for students to understand a new concept. Even, by using the scaffolding not consistently and randomly they do not know how important the chunks of help are.

By conducting the research, the researcher would like to provide a new teaching and learning strategy reference for the upcoming tutors of English Club. It is hoped that by finding the answers of the two formulated problems, there will be more tutors who realize what scaffolding is and how to implement scaffolding in the class. As a result, there will be more tutors who can provide beneficial ways for students in understanding and mastering new concepts and skills. In a nutshell, the researcher would like to build awareness and consciousness of the upcoming English Club tutors in using teaching strategy. This awareness and consciousness are significant for they show the tutors’ intention on particular strategy, whether it is random or spontaneous, planned or structured to meet the target.

2. English Club students

The end goal of scaffolding learning is to transform learners into independent learners and so is the end goal of the research. Through the scaffolding implemented and organized in the class, the students can realize the steps of learning new concept in learning English. This goal is firmly underlined by the
researcher since the students will only have English classes up to semester 4. Further, the research also can afford to benefit the students’ ability to teach English in the future, especially in making teaching and learning material for children.

3. **Other researchers and further research**

   Although the research only focuses on the implementation of scaffolding as an instructional strategy in learning writing, it aims that other researchers can use the result of the research as a reference to analyze the use of scaffolding as an instructional strategy in teaching other English skills and or other materials in English. Therefore, there will be more reference of helpful ways to understand any new concepts for English learners.

F. **DEFINITION OF TERMS**

   This study concerns with some variables. Therefore, it is significant to define some variables to make the concern clearer and to avoid misunderstanding. The terms that are needed to be defined in this research are as the following:

1. **Scaffolding**

   Bruner (1984) stated that scaffolding is an assistance given by an expert to students to accomplish a certain goal of learning, both in accomplishing a certain task and in mastering a particular new concept. This definition is supported by Rogoff (1990), like cited by Hogan and Pressley (1997), stating that scaffolding refers to the supportive situations adults create to help children extend current skills and knowledge to a higher level of competence. As the students gradually gain
control of the task, they take over more of the responsibility and finally the teacher gradually remove the scaffolding (Hogan and Pressley, 1997).

2. **Scaffolding as an instructional strategy**

   The definition of scaffolding as an instructional strategy in this research refers to the definition of instructional scaffolding coined by Faculty of Development and Instructional Design Center, Northern Illinois University. The faculty defined it as temporary support structures faculty put to help students in accomplishing a certain task and in mastering a particular new concept that they cannot do on their own (2008). The word temporary here means that the support will be gradually drawn as the learners can master the task and the concept.

3. **Writing skill**

   According to Wright, et al. (2006), writing purpose is to communicate something to somebody in a written way. Meanwhile, Brubacher (2007, p. 391) states that writing is a kind of skill that “requires learners to produce a correct written language”. For this reason, writing skill is a skill to produce a correct written communication. However, the producing requires some elements of a good writing, which are syntax, grammar, mechanics, organization, word choice, purpose, audience, the writer’s process, and content (Raimes, 1983). In this research, the writing teaching and learning employed some of the elements above. They are organization, word choice, grammar, and mechanics, which are summarized on the teaching writing limitation of this research.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter has two major parts, namely theoretical description and theoretical framework. The theoretical description presents some theories related to the research. This part covers the theories of (1) scaffolding as an instructional strategy and (2) writing. Meanwhile, the theoretical framework presents the summary of the theories that is used to solve the formulated research problems.

A. Theoretical Description

In this section, the researcher discusses the theories underlying this study. There are two major theories explained in this section. Firstly, the researcher elaborates the theories of scaffolding that includes scaffolding definition, scaffolding as an instructional strategy, five types of scaffolding, and the characteristics of scaffolding learning activities. Next, in the second section, the researcher presents the theories of writing that covers the nature of writing and teaching writing.

1. Scaffolding

In this section, the researcher reviews some points about scaffolding: the definition of scaffolding used in this research, the meaning of scaffolding as an instructional strategy, the types of scaffolding, and the characteristics of scaffolding. All of the theories are essential to be presented in this section for they
limit the focus of the research and the way this research is conducted to be able to answer the formulated problems.

a. **Scaffolding Definition**

   Generally, a scaffold is a support. One of the examples of a scaffold is such as the temporary framework that supports workers in constructing a building. Then, the concept of scaffolding as a support was brought to education field. The concept of scaffolding was popularized by Bruner (Wood, Bruner, & Ross, 1976) and was grounded in the developmental theories of Vygotsky (1978) as cited in Hogan and Pressley (1997), who proposed that adult guidance could help children to develop higher psychological functioning. This definition was also in line with what Rogoff (1990) says about scaffolding, which is a supportive situation adults create to help children extend current skills and knowledge to a higher level of competence. In brief, all of the definitions above refer to the same points, namely a support for children coming from an adult.

   Afterwards, this assistance or guidance needs to take an ideal place. Hogan and Pressley (1997) explicate that scaffolding should happen in a convivial, collaborative environment, where children’s contributions are accepted as worthy of considerations and where their understanding is frequently assessed. Under an adult’s assistance and guidance, students internalize knowledge. This knowledge is their guidance to accomplish future tasks. As they grow in competence, the assistance and guidance are withdrawn, and the students have more responsibility for completing the task given.
In summary, scaffolding means explaining, demonstrating, and jointly constructing a performance. It employs students’ interest, reduces the number of steps to be more achievable, maintains their motivation on the learning goal, and controls frustration and risk (p. 47).

b. Scaffolding as an Instructional Strategy

After knowing to which definition of scaffolding this research refers, the researcher then reviewed the meaning of scaffolding as an instructional strategy. Northern Illinois University (2008, p.1) states “instructional scaffolding is a temporary support structures faculty put in place to assist students in accomplishing new task and concepts they could not typically achieve on their own”. Further stated, the support is temporary and is removed once students are able to master or accomplish the task given. The removing signs that the responsibility of learning shifts from the teacher to the students.

The implementation of scaffolding as an instructional strategy will occur when an instructor realizes a student is not progressing on some aspects of a task or unable to master a particular concept. Knowing that inability, scaffolding happens to break the task or the concept into smaller and more manageable parts. Briefly, scaffolds are used to support students when they begin to work on objectives that are more difficult to accomplish.

Some examples of a teacher providing scaffolding as an instructional strategy are stopping by a student’s desk to ask questions to determine his/her progress, providing hints, offering suggestions, and guiding to move the student along (Roehler & Cantlon, 1997). By conducting such activities, the teacher is
providing support to allow a child to grow. Meanwhile, in providing the scaffolding as an instructional strategy, there are several principles that need fulfilling. The first is the balance between challenge and support. Challenge is provided through learner’s interest in completing the task, whereas support is provided through scaffolding. Next, the second principle is temporary forms of scaffolding. Then, the last principle is the role of modelling dispositions and character units, e.g. respect for evidence, willingness to suspend decisions and openness to competing ideas (Roehler & Cantlon, 1997)

c. Five Types of Scaffolding

After presenting the definition of scaffolding as an instructional strategy used in the research, the researcher presents the types of scaffolding implemented in the learning process. They are offering explanation, inviting student’s participation, verifying and clarifying students’ understanding, modelling of desired behavior, and inviting students to contribute clues. The types of scaffolding were derived from Roehler’s and Cantlon’s analysis which is about five types of scaffolding which are able to help students gain conceptual understanding (1997). The following is the detailed explanation of each type of scaffolding.

1) Offering explanations

The first type of scaffolding is offering explanations. This type of scaffolding, which consists of explanations delivery, marks the beginning of the learning. The explanations offered to students are meant to help them contribute in the learning process. In other words, the explanations are used to prepare them to go further to the material they are going to learn. Therefore, teacher needs to provide
detailed and explicit explanations to them about the knowledge they are going to learn, the significance of learning it, when they need to apply the knowledge, and how to apply the knowledge.

2) Inviting student’s participation

The second type of scaffolding is inviting student participation. Applying this type of scaffolding means that a teacher gives students opportunity to join in the process of learning. However, before requiring them to participate in the learning process, teacher firstly needs to give them the example of thinking, feeling, or actions that are needed to accomplish particular task. These activities of inviting students’ participation will allow the students to practice the knowledge they possess.

3) Verifying and clarifying student’s understanding

The third type of scaffolding proposed by Roehler and Cantlon as cited in Hogan and Pressley (1997) is verifying student’s understanding. In this type of scaffolding, teachers are required to check students’ understanding. Students are then asked to share their understanding. In the meantime, teachers verify their understanding if it is reasonable or teachers offer clarification if the understanding is not reasonable. Effort is acknowledged, and the knowledge is signaled as important and useful. When confusing is indicated, the teacher provided information.

4) Modelling of desired behavior

The fourth type of scaffolding is modeling of desired behavior. Duffy, Roehler, & Herrman (1988), as cited in Roehler and Cantlon (1997), define it as a
teaching behavior that shows how one should feel, think, or act within a given situation. Employing this step, a teacher is required to be a role model for students. A teacher needs to demonstrate the thought process underlying successive steps in a task. For this reason, the students are given a model of feeling, thought, and action that the students need to accomplish a particular task. Hereby, the students can accomplish the task by following and or imitating what are modelled.

Further, the modeling, in Duffy’s, Roehler’s and Herman’s analysis, is broken down into two main functions. The first function is making thinking visible, which includes think-aloud modeling. In this process, teachers firstly give a model of their approach to a task. Then, the participants are encouraged to do the same by thinking through their emerging understanding to solve the problem or issue. Next, the second function is modeling of question and comment generation, which includes talk-aloud modeling. In this process, a teacher firstly models an elaborated comment or a question. Then, students are encouraged to generate comments and ask questions during the lesson. Students’ elaborated comments found in the process of learning sign the students have already made a connection in their knowledge. This process can be continued by modeling elaborated comments and questions that help the students to offer their own comments and questions that are related to the content of the learning. Scaffolding decreases as the progress of learning occurred.

5) Inviting students to contribute clues

The fifth type of scaffolding is inviting students to contribute clues. In this process, a teacher needs to give students motivation to contribute clues for
reasoning in completing the task given. The teacher needs to encourage the students
to take part in contributing clues. In the process of contributing clues, the teacher
can help the students to say aloud what they are going to tell, then to interpret and
to verbalize their opinion.

In a nutshell, there are five types of scaffolding that occur in the learning
process, namely offering explanations, inviting students participation, verifying and
clarifying student understanding, and modeling desired behavior. The five types of
scaffolding above are not meant to be implemented in the order as they appear in
the list above. Further, these types of scaffolding are gradually reduced as the
students gained responsibility for their learning. Eventually, the students are the one
who are in control, signaling that they are already considered independent in the
learning process.

d. The Characteristics of Scaffolding

The five types of scaffolding by Roehler and Cantlon as cited in Hogan and
Pressley (1997) above answer the question of how scaffolding learning was
conducted in the learning process in the class. Further, those five types of
scaffolding happened in the class with some characteristics. Below is the list of the
characteristics that had to be fulfilled during conducting scaffolding learning
process. The characteristics of scaffolding learning activities were coined by
Bransford, Brown, and Cooking (2000). The characteristics are:

1) Drawing interest of students in the task;
2) Simplifying the task to be more manageable in achieving learning goal
3) Maintaining the pursuit of the goal
4) Indicating the difference between the student’s current work and the desired standard of work;

5) Controlling frustration and risk in problem solving; and

6) Modelling an idealized version of the task that needs accomplishing

The six characteristics of learning activities above show how a scaffolding learning is supposed to be conducted. In other words, those features need fulfilling by a teacher who is taking a role as a scaffolder.

2. Writing

In this section, there are some theories that are related to writing. They are the nature of writing and teaching writing theory. In the two parts, the researcher would like to review to which definition of writing and teaching writing the research referred.

a. The nature of writing

In general, writing is one of English basic skills. In details, it is one of productive skills for when someone writes, s/he produces something. Wright, et al. (2006) state that writing is a way to communicate in a written way. Further, Homstad & Thorson (1996) define writing in a deeper explanation by stating that writing has commonly been viewed as a support skill. Writing, further explained by them, can evoke students to learn more. Writing can reinforce the acquisition of grammar and the memorization of language, for example. Next, the definition above is similar to what is stated by Raimes (1983) in her book entitled Techniques in Teaching Writing. She states that writing helps students to learn for at least three
reasons. First, writing reinforces the grammatical structures, idioms, and vocabulary that a teacher has been teaching to students. Second, when students write, they are in an adventure of language, they will take risk on what they have just learned. Third, when they write, they are inevitably involved with the new language. They will put effort to express idea. In addition, the constant use of eye, hand, and brain is a unique way to reinforce learning. Moreover, in writing, they often discover many new things like new way of expressing idea, finding the right word, and constructing right sentences. All of these bring into a conclusion that there is a close relationship between writing and thinking.

For this reason, all of the definitions and the elaboration of writing above show that writing does not employ a single element only. In her explanation of approaches to teaching writing in ESL classes, Raimes (1983) explicates the elements of writing that writers have to deal with as they produce a piece of writing, which can be seen in the following diagram named Producing a Piece of Writing:
From the diagram above, it can be seen that there are 9 (nine) elements that a writer has to deal with in a writing process. However, in this research, there were only some of those nine (9) elements that were brought in the learning process. They were grammar, organization, word choice, purpose, audience, and the writer’s process. Grammar, organization, and word choice were chosen to answer the need of the respondents that are derived from the pre-research questionnaire analysis. Meanwhile, purpose and audience were chosen to make them focus on making a learning text for children and or people who are in their age. Lastly, the writer’s process was chosen as it was related to the teaching approach used by the researcher that was explained in the next sub section.
To sum up, choosing those six (6) out of nine (9) elements did not mean that the researcher wanted to ignore other important elements of writing. Instead, the researcher wanted to focus the research on the need of the respondents as found in the questionnaire and on the goal of English Club course.

b. Teaching writing

In this part, the researcher would like to review to which definition of teaching writing this research referred. The definition presented below is essential to be reviewed for it showed what kind of approach of teaching writing happened in the class. The teaching writing approach chosen by the researcher aimed to enable the chunks of help or the scaffolding to happen and thus help students in the class.

Teaching is defined as an arrangement and manipulation of a situation in which there are gaps and obstructions, which an individual will seek to overcome and from which s/he will learn in the course of doing so (Brubacher, 1939). Therefore, teaching writing can be defined as an arrangement and manipulation of writing knowledge that enables students to overcome their gaps and obstructions in producing a written language. Furthermore, in the research, the arrangement and the manipulation of writing were conducted under a teaching approach. The approach chosen by the researcher was aimed to enable the chunks of help called scaffolding to happen in the learning process.

The teaching writing approach used in the research was the process approach. Raimes (1983) states that process approach is an approach that moves away a concentration of writing process on the written product to an emphasis on the process of writing. Therefore, in the process approach, the students do not
produce a writing in a restricted time and then hand in the composition for the teacher to “correct” –which usually means to find the errors. Rather, they do some activities in advance: exploring a topic through writing, showing the teacher and each other their drafts, and using what they write to read over, think about, and move them on to new idea.

The characteristic of process approach is the existence of time and feedback for the students. The time is for the students to explore their ideas, whereas feedback is for the content of their writing. By giving time and feedback, a teacher enables a student to discover new ideas, new sentences, and new words as the student plans, writes a first draft, and revises what he has written for a second draft. In a nutshell, the approach will help the student find the discovery of new ideas and new language forms to express their ideas.

B. Theoretical Framework

In this research, there are two formulated problems. The first research problem is the extent to which scaffolding as an instructional strategy can help students learn writing. To answer the formulated problem, the researcher needed to implement the scaffolding as an instructional strategy in the teaching and learning writing based on the theories to which this research referred. Firstly, in the implementation of the chunks of help provided by an expert or an adult, the researcher referred to the implementation of the five types of scaffolding coined by Roehler and Cantlon (1997). They are offering explanation, inviting students’ participation, verifying and clarifying students’ understanding, modelling of
desired behavior, and inviting students to contribute clues. Next, in the implementation, the six elements of writing underlined by the researcher were brought to the teaching and learning process through the implementation of teaching writing theories stated by Raimes (1983). Furthermore, the five types of scaffolding were the learning activities happening in the class. By experiencing scaffolding learning through the implementation of those five types, the respondents experienced how the material and the tasks of writing they needed to master were broken down into simpler and more manageable steps. From the experience, the researcher could gather information about the extent to which scaffolding as an instructional strategy could help them learn writing.

Next, to answer the second research question, namely the advantages of using scaffolding in learning writing, the researcher designed the teaching activities using the features of learning activities proposed by Bransford, et al. (2000). Involving of the characteristics enabled the researcher to dig information about the advantages of using scaffolding in learning writing from the respondents. In brief, the theory of Bransford, et al. (2000) was used to answer the second research problem that sought for the answer of the advantages of using scaffolding in learning writing from the students’ experience.
CHAPTER III

METHODOLOGY

This chapter presents the methodology used in conducting the research. This chapter covers research method, research setting, research participants, instruments and data gathering technique, data analysis technique, and research procedure.

A. Research Method

The study was conducted by employing qualitative research. It was due to the reason that this study required the researcher to observe a phenomenon that naturally happens in a particular setting. According to Ary, Jacobs, & Sorensen (2010, p. 424), “Qualitative research studies behavior as it occurs naturally in a classroom, an entire school, a playground, or in an organization or community”.

In details, this research was conducted using a case study method. There are at least three reasons why this research is a case study. The reasons are the unit of the study, kind of data or answer this method tries to obtain, and the data collection. All of the reasons are derived from the explanation of case study by Ary, Jacobs, & Sorensen (2010).

The first two reasons are about the unit and kind of data or answer this method tries to obtain. Ary, Jacobs, & Sorensen (2010) explain that case study involves a single unit. However, the single unit can be an individual, a group, a site, a class, or a community. Further, from the single unit of study, the researcher
can obtain in-depth description that is rich and holistic. From the depth of
description, the researcher can find the answer of descriptive questions (what
happened) or attempt to explain why something happened by looking at process. It
is the answer of understanding on why the individual does what he/she does and
how behavior changes as the individual responds to the environment.

All of the explanations above are found in this research. In this study, the
researcher only focused on a single unit, which was the group of students named
Class 1D.1 in English Club PGSD USD. Further, from the group of students, the
researcher could obtain deep, rich, and holistic data by conducting scaffolding in
learning writing. From the learning process, the researcher could find the answer of
what happened to the students when they were learning writing using scaffolding
as an instructional strategy. This data were then used to answer the first formulated
problem: to what extent can scaffolding as an instructional strategy help students
learn writing? Moreover, from the learning process, the researcher could also find
the explanation of what advantages that the students experienced, felt, and found
when learning writing using scaffolding as an instructional strategy. Equally
important, the researcher found the explanations along with the reasons by looking
at learning process during all of the English Club meetings in semester one.

Afterwards, the third reason of why this research employed a case study
concerns with the manner in which the data were collected. Ary, Jacobs, & Sorensen
(2010) explain that as case study needs deep information, it employs multiple
methods of data collection. In their book, they mention some ways to collect data
in case study. They are test, interview, observation, document review, and other
methods. Although a case study uses various data collection methods, they are all focused on a single phenomenon or entity and attempt to collect information that can help understand or find out the answer of the study questions.

In this research, there were some ways for data collection. They were testing, observation, and interview that they are further discussed in the next section. Although there were three data collection methods, all of them were focused on the learning process happened in Class 1D.1, which was the unit of the research. Moreover, all of the data method attempted to support each other’s finding in answering the two formulated problems.

B. Research Setting

The research was conducted in PGSD USD. English Club (EC) is a compulsory course in PGSD USD for students who are in semester one to four. The course has two credits, each of which meeting takes 100 minutes. The learning activities in the class are under the guide of tutors coming from undergraduate students of English Language Education Department of the same university. The tutors are encouraged to help students develop all the four skills. Theresia Yunia, S.Pd., M.Hum., the coordinator of English Club, states that the goal of the course is to make the students more proficient in English in general, especially for the first semester students.

In organizing the English Club learning process, PGSD study program gives full authority to the tutors to decide what kind of language focus, topics, teaching method, teaching approach, and teaching technique the tutors may use. Moreover,
the tutors have their rights to design the learning handout, quizzes, assignments, and any kind of assignments. Furthermore, in the learning process of English Club, there is no specific competency that a student needs to accomplish in each English Club’s level.

In details, the research was conducted in Class 1D.1 during the odd semester of academic year 2015/2016. The research was conducted on Mondays, starting from August 21st, 2015 until November 30th, 2015. The allocation time of this lesson per each meeting was one hundred minutes. The research was started when the researcher conducted pre-research interview until the time when the researcher conducted post scaffolding learning process focus group interview. The scaffolding as an instructional strategy happened in the meetings between those two research activities.

C. Research Participants

The research was a qualitative research and thus the sample needed was purposive sample. Fraenkel, Wallen, and Hyun (2012) define purposive sample as research sample selected based on personal judgment of the researcher. The researcher is assumed to have worth knowledge that conveys whether or not the selected sample will be the representative of the study. Therefore, the first semester students were chosen as participants of the research as they were still in the first year in university learning. They just started their study in university level. Hence, it is needed to train them as soon as possible to be able to break down the steps of learning and or finishing a task as shown in scaffolding learning designed by the
researcher. Once they can identify steps of learning as they experienced in learning writing, they will be able to continue learning as independent English learner, as what the end goal of scaffolding is.

The participants who became the sample of the research were the English Club students in class 1D.1 academic year 2015/2016. The class consisted of twenty-one (21) female students and five (5) male students belonging to first semester. They have been learning English for 10 years in average. Taking English course, watching film in English, listening to songs in English, and playing games using English have been their favorite and effective ways to learn English. Their English ability is in basic level. In other words, they are beginner in English. It is also agreed by Theresia Yunia, S.Pd., M.Hum., the coordinator of English Club who said that PGSD freshmen’s English level was basic. However, one student is already in intermediate level. In fact, she once went abroad for a student exchange program. For the complete result of pre scaffolding learning writing evaluation, see Appendix 5.

In the meantime, the researcher also taught directly the materials in the class where the study was conducted. The researcher was the one who designed the material and the assessment. Besides, an observer was involved in this research to make field notes and to fill observation checklist as another source of data to avoid data analysis bias.
D. Research Instruments and Data Gathering Technique

In conducting a research, instruments are needed so the research will be easily organized and the data collection will be completely obtained. There were four types of instruments used in this research, namely interview, observation checklist, tests, and focus group interview. However, the researcher used three instruments only in the research activities and used one instrument in the pre-research activity. Interview was used in one of the pre-research activities beside pre-scaffolding learning, writing assignment, and questionnaire to gather the underlying data for designing the research. Tests were used to gather data to answer the first research problem, whereas focus group interview and observation checklist were used to answer the second research problem. The following is the detailed explanation of each instrument along with the technique of gathering the data.

1. Interview

Interview was the first instrument used by the researcher. However, interview was a pre-research instrument. The researcher conducted an interview before designing the research. The interview was conducted to find the detailed description of English Club course. The description was used to find out the background, the goal, and all of things about English Club in PGSD USD. This description was also used to make the research useful and in line with the goal of the course. However, since there was the changing policy of conducting English courses from the study program, the detailed description of English Club for this semester needed changing. Unfortunately, the document was not ready yet. In other words, the document about the description of the course was not revised yet. For
this reason, the researcher tried to obtain the course description from the interview with Theresia Yunia, S.Pd., M.Hum., the coordinator of English Club.

Further, in the interview, the researcher employed a guided interview. It is an interview using a list of questions or issues that need to be explored in the interview. The list, that became the researcher’s guide, helped the researcher to make the interview systematic and comprehensive by delimiting in advance some questions and issues needed exploring (Patton, 2002). The researcher’s interview guide could be found in the interview protocol in Appendix 1. Next, to obtain rich information, the researcher combined the guided interview with open-ended interview. By using open-ended interview, the interviewee was free to give answers. In other words, the researcher did not limit the answer to specific or particular options or alternatives. In brief, in this research, the researcher combined two interview approaches namely guided interview and open-ended interview.

2. Observation Checklist

The second instrument used in the research was observation checklist. It was a list of statements that was used by an observer to observe anything that happened in the learning process. The statements in the observation checklist were generated from the underlying theories of the research, namely the theory of five types of scaffolding by Roehler and Cantlon (1997) and of the characteristics of scaffolding learning by Bransford, et al. (2000). In addition, the observation checklist consisted of practical and or technical statements to record students’ activities, involvement, respond, understanding, and other aspects of the learning process.
There were two parts in the observation checklist. In the first part, the researcher tried to obtain the data about the extent to which scaffolding can help students learn writing. In this part, the statements were categorized into five types of scaffolding as proposed by Roehler and Cantlon (1997). From this part, the researcher was to check how the scaffolding happened to help the students understand the materials given and thus carry out the project. Meanwhile, in the second part, the eight characteristics of scaffolding learning activities proposed by Bransford et al. (2000) were transformed into other practical and or technical statements to get the answer of the second research problem, which was the advantages of using scaffolding in learning writing.

In this research, the observation checklist as shown in Appendix 7 was given to an observer. The observer was to attend every meeting of English Club in every week and observe the researcher who was teaching and any aspect of the learning process. During the observation, the observer had to check in the available column whenever any statement in the observation checklist emerged in the teaching and learning process. In addition, the observer was also to add additional notes to record specific events or activities that might be able to strengthen the answer of the formulated problems. Besides, the involvement of an observer also aimed to avoid bias. In this study, the researcher was both the teacher of the scaffolding learning process teacher and the researcher. Thus, the presence of the observer was to obtain another perspective in answering the research problems and to avoid subjectivity in analyzing the data. Besides, it was also difficult to teach and do the observation at
the same time. Eventually, the data obtained from the observation checklist was used to do the data analysis along with other data from other research instruments.

3. Test

There were several kinds of test conducted by the researcher. The tests were pre- and post- scaffolding learning writing products, mid-term test, and final test. The pre- and post- scaffolding learning writing products had the same level of difficulty. Moreover, the evaluation of both tests was based on the same scoring rubric. The use of the same level of difficulty and scoring rubric aimed to find supportive data to answer the extent to which scaffolding could help students learn writing. The pre-scaffolding learning writing product was used to measure the respondents’ current level of writing ability and understanding on the use of writing elements; whereas the post-scaffolding learning writing product was used to identify the students’ understanding and or progress after learning using scaffolding. Meanwhile, the mid-term test and final test did not employ the same level of difficulty. However, those two tests employed the same kind of questions. In the tests, the students were required to identify mistakes on the use of past tense, recount text organization, vocabulary, spelling and punctuation that were intentionally made by the tutor. However, students had more clues in finding the mistakes in the mid-term test than in the final tests. This difference aimed to challenge the students to think in a higher level. In other words, this difference was actually the scaffold itself.
4. **Focus Group Interview (FGI)**

FGI was the instrument used after all of the steps in scaffolding learning were done. The FGI involved six participants as the representatives of the 26 students in class 1D.1. The six FGI participants consisted of 2 students representing high-grade achievers group, 3 students representing middle-grade achievers group, and 1 student representing low-grade achievers group. The six students were chosen as they were open to discussion and sharing opinions based on the researcher’s observation in the class. The students were also chosen because they were able to explain what they felt and experienced in rich explanations. As a result, involving them in the discussion resulted in rich and detailed data for the research.

FGI was conducted to dig information about the respondents’ feeling, thoughts, opinion, and experience when they were learning writing using scaffolding. FGI was chosen as opposed to one-to-one interview because sometimes people need to take listening to opinions of others in a small and safe group setting before they can express their thoughts and opinions (Elliots & associates, 2005). Therefore, through FGI, the researcher would like to provide a comfortable environment where the respondents chosen could reveal a wealth of detailed and deep information needed by the researcher to answer the formulated research problems. The result of the FGI was primarily used to answer the second research problem, namely the advantages of using scaffolding in learning writing. During the FGI, sound recorder was used. All of the participants realized that their answers were recorded. However, the students were encouraged to answer all questions naturally, as what really happened to them during the scaffolding learning.
The instruments used in the research are presented in the table below:

### Table 3.1 Data Gathering Techniques

<table>
<thead>
<tr>
<th>No</th>
<th>Type of Instruments</th>
<th>Data Obtained</th>
<th>Answering Research Questions Number</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interview</td>
<td>• English Club course’s description</td>
<td></td>
<td>Guided interview</td>
</tr>
</tbody>
</table>
| 2  | Observation checklist | • The implementation of scaffolding in the learning process  
       • The advantages of using scaffolding in learning writing | **2** | Field observation |
| 3  | Focus group interview | • The advantages of using scaffolding in learning writing  
       • The way of scaffolding learning can help the students learn writing | **2** | Guided group interview |
| 4  | Tests               | • Students’ current level before scaffolding learning  
       • Students’ final level after learning writing using scaffolding  
       • Students’ progress on writing elements as the result of learning writing using scaffolding | **1** | Giving students’ assignment to write a recount text before and after the scaffolding learning was conducted, writing assignments, mid-term test and final test |
E. Data Analysis Technique

In this research, all of the data were obtained through four instruments namely interview, observation checklist, test, and focus group interview. Having collected the data, the writer then analyzed them using some techniques. There were two techniques used in this research. They were coding and triangulation. The following is the explanation of each technique along with its implementation in this research.

1. Coding

The first data analysis technique used in the research was coding. This technique allowed the researcher to select specific data to use and to disregard other data that is not useful to answer the problems being researched. Therefore, this technique needs to make sense out of text data, divide it into text segments, and examine the codes for overlap and redundancy, and collapse the codes into the topic being researched (Creswell, 2015).

In the research, the coding process dealt with the result of FGI and observation checklist. In the process of coding the FGI result, the researcher firstly made a transcript of the FGI by listening to the audio recording. Finishing making the transcript, the researcher had a written data source that was useful to answer the formulated problems. However, the researcher needed to select specific data to use and disregard the others because the recording recorded all of the words said by the respondents including repetitions in talking. Meanwhile, in the process of coding the observation checklist result, the researcher also selected additional notes provided by the observer in the observation checklist. Afterwards, from those
research instruments, the research made sense out of the data gathered in each
instrument by dividing them into some segments to select particular data in
answering the formulated research problem. In the coding, the researcher wrote the
labels of the segments based on the five types of scaffolding and the advantages of
learning using scaffolding. The example of the coding sheet is presented below:

<table>
<thead>
<tr>
<th>No</th>
<th>Advantage (The characteristics of scaffolding by Bransford, et al (2000))</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drawing students’ interest in the task</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2 Blank Form of Coding Sheet

2. **Triangulation**

Triangulation was the second data analysis technique in this research. It was conducted after the coding process finished. This data analysis technique allowed the researcher to prove evidence from different individuals, types of data, and methods of data collection (Creswell, 2015). Moreover, this data analysis technique also allowed the researcher to investigate the data with one procedure and then confirm the collected data using another different procedure or instrument (Ary et al., 2002, p. 436).

In the research, triangulation worked most in answering the second research problem. In answering the advantages using scaffolding in learning writing, the researcher firstly found the answers from the result of FGI. However, the result of FGI was not convincing enough. Therefore, the researcher proved the evidence found in the result of FGI from the observer and observation checklist sheet.
Eventually, any evidences from both resources that referred to the same point were used to respond the second formulated problem.

F. Research Procedure

In conducting the research, the researcher designed ten steps. These steps were the procedures of how the research was conducted. The following is the explanation of each procedure conducted by the researcher.

1. Asking permission to conduct a research

Before starting the research, the researcher asked for permission to the English Club course coordinator. In this step, the researcher asked an oral permission to the coordinator of English Club of PGSD USD. It was due to the time when the researcher asked the permission was actually holiday period for the university. However, Bu Yunia, the coordinator of English Club said that the researcher did not need to send a written permission for conducting the research.

2. Interviewing the coordinator of English Club

Before designing and then conducting the research, the researcher needed to find the detail description of English Club course. The description was used to find out the background, the goal, and all of things about English Club in PGSD USD. Thus, the researcher conducted an interview to Theresia Yunia, S.Pd., M.Hum., the coordinator of English Club. The interview protocol and the result of the interview can be seen in the Appendix 1.
3. Distributing and analyzing pre-research questionnaire

Distributing pre-research questionnaire was the next procedure of the research. In this step, the researcher distributed a questionnaire whose statements were derived from the theories. This questionnaire aimed to find out the real problems and needs of the students in learning English and the students’ intitial attitude toward English learning. In addition, this questionnaire also wanted to find out whether scaffolding learning suitable for their needs and problems by giving them statements containing scaffolding learning characteristics. After that, the researcher analyzed the respondents’ answer and drew a conclusion that became the formulated problems of the research.

4. Giving and analyzing pre-scaffolding learning writing assignment

Since the researcher found it not sufficient only to dig information about the respondents from pre-research questionnaire, the researcher gave the students a writing assignment before initiating the scaffolding learning. Before starting the first activity in the scaffolding learning, the researcher asked the students to make a recount text telling their experience. Eventually, from the result of the assignment, the researcher could know their level of understanding on the use of writing elements. This finding was then used to design the material, the evaluation, and teaching activities in the class. The material, the evaluation, and the teaching activities were not supposed to be too difficult for them.

5. Designing teaching instruments and observation checklist

The next procedure was designing some documents before initiating the teaching process. Firstly, the researcher designed the syllabus, lesson plan, learning
materials and learning activities based on the theories obtained from library research, on the result of pre-research questionnaire analysis, and on the result of pre-scaffolding learning writing assignment analysis. The researcher designed the learning process along with all of the materials and activities as suitable as possible to the students’ level and need and the course’s need. Moreover, the researcher designed the learning process and material as suitable as possible to the theories of five types of scaffolding stated by Roehler and Cantlon (1997).

Furthermore, the researcher also designed observation checklist. The observation checklist consisted of some statements that were derived from the theories of five types of scaffolding and of the characteristics of scaffolding learning activities. The observation checklist was designed to enable the observer to record any activities happening in the class along with the students’ involvement, response, and progress. Eventually, the observation checklist was used to record everything needed to answer the formulated problems. It was used as another source of data to answer the formulated problems.

6. Setting the research place and range of time

This procedure did not take much time since the place and the range of time were actually decided by the study program. The place for conducting the class was Laboratorium IPA or science laboratory of PGSD USD. Meanwhile, the class was conducted in every Monday at 12:00 – 13.40. However, there was one thing left that was needed to set by the researcher, namely the range of time for conducting the research. After taking some considerations and discussion, the researcher
decided that the scaffolding learning process and the research started on 21 September 2015 and ended on 30 November 2015.

7. Conducting the scaffolding learning and the research

Having prepared all things for the research, the researcher conducted the research. Conducting the research means conducting the scaffolding teaching and learning activities. The research was conducted during the scheduled English Club meetings in semester one. In the learning process, the researcher took a role as the tutor. Meanwhile, during the learning process, there was an observer whose role was filling observation checklist to record events, students’ activities, response, involvement, and progress.

As stated in the Chapter 2, the scaffolding learning was conducted based on Roehler’s and Cantlon’s (1997) theories. Therefore, the learning process and the learning activities covered the five types of scaffolding. The scaffolding learning covered offering explanation, verifying and clarifying students’ understanding, inviting students’ participation, modelling desired behavior, and inviting students to contribute clues. The detailed learning activities are presented as the following:

a. To open the scaffolding learning, the researcher as the tutor provided the students with the first type of scaffolding named offering explanation. The researcher then explained the materials the students needed to master in accomplishing the task given. Therefore, for three meetings, the researcher as the tutor provided explanation on the use of past tense, recount text, and minimum requirements of writing to the students. The learning materials covering this type of scaffolding are presented in Appendix 19, 20, and 22.
b. Next, the type of scaffolding named verifying and clarifying students’ understanding was given to the students in form of mid-test. Giving this type of scaffolding, the researcher tried to find out the students’ understanding after the materials explanation. By finding the students’ understanding, the researcher could know whether the students needed verification or clarification. The mid-test sheet used by the researcher is presented in Appendix 21.

c. After that, the researcher gave the next two types of scaffolding named offering explanation and verifying and clarifying students’ understanding in form of discussion session concerning on the students’ answer in the mid-test. Whenever the researcher found the students had wrong understanding, the researcher offered clarification. On the other hand, whenever the researcher found the students already had correct understanding, the researcher offered verification.

d. Next, the next type of scaffolding named modelling of desired behavior and inviting students’ participation were given to the students in forms of modeling on writing a recount text and a chance for the students to write their own recount texts. Firstly, the researcher provided the students with the example of making a recount text outline as can be seen in Appendix 23. After that, the students imitated the researcher by making their own recount text outline. After the students finished their outline, the researcher provided another modelling, which is the example of developing an outline to a recount text as can be seen in Appendix 25. After the modelling, the students worked on their recount text.
e. After that, the next four meetings were used to offer the next type of scaffolding named verifying and clarifying students’ understanding in revision time. The sequence of the revision time is: the students wrote their first recount text draft – the tutor provided feedback – the students revised their first draft – the tutor provided feedback on their second draft – the students revised and then submitted their final draft – the researcher analysed their progress.

f. Finally, the scaffolding learning was closed by a discussion about their book project. Conducting this activity, the last type of scaffolding named inviting students to contribute clues was given to the students. The students were given a chance to contribute clues in finishing their book project. In the discussion, the students discussed the committee of the book making process and the steps of finishing the book.

The complete and detailed schedule and activities of the scaffolding learning along with the material distribution is presented in the Appendix 18 onwards, whereas the completed and detailed learning activities in the scaffolding learning is presented in Chapter IV part research finding for research question number 1.

During the scaffolding learning, the researcher invited an observer to observe the learning activities. The observer was to observe how scaffolding learning might assist the students in learning writing using observation checklist as presented in Appendix 7.
8. Conducting a focus group interview (FGI) with participants

After all of steps in scaffolding learning were done, the researcher conducted focus group interview to dig information about the participants’ experience, feeling, opinions, and other things related to their involvement in learning writing process using scaffolding as an instructional strategy. The FGI result was then coded to support another data finding in answering the formulated problems. The result of the FGI transcript coding is presented in Appendix 17.

9. Analyzing obtained data

After all of the research steps were done, it was the time to analyze the data by comparing the theories of scaffolding and writing to the data finding of the research. In this research, the researcher used two techniques in analyzing the data, namely coding and triangulation. The data obtained from the students’ writing product were then crosschecked with the result of observation checklist and the coded FGI result. Therefore, the researcher was able to see how scaffolding could help the respondents improve their writing skill and to find out what advantages the students found, felt, and experienced during the learning process.

10. Drawing conclusions

After analyzing the data, the researcher drew conclusion from all of the research steps and result. This conclusion was used to see whether the research was able to answer the formulated problems.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The chapter deals with the presentation and the analysis of the research findings. In details, the researcher discusses the answer along with its analysis of the two research problems. However, in this chapter, the researcher also presents the findings and the analysis of pre-research activities that became the foundation of conducting the research. Hence, this chapter consists of three sections. In the first section, the researcher presented the result of pre-research activity along with the analysis. Next, the second section discusses the findings on the first and the second research question, namely to extent to which scaffolding as an instructional strategy could help students learn writing and the advantages of using scaffolding in learning writing. Last, the third section discusses the analysis of the findings on both the research questions.

A. Data Presentation

In this part, the researcher presents the findings from pre-research activities. Before conducting the research, the researcher conducted an interview with the coordinator of English Club course, gave the students pre-scaffolding learning writing assignment and distributed pre-research questionnaire. These activities were not conducted to answer the research problems. The findings from those three activities were used to be the foundation of the research design.
This part consists of three sections. The first part presents the result of the interview; the second part presents the result of the analysis of pre-research questionnaire; whereas the last part presents the result of pre-scaffolding learning writing assignment analysis. Afterwards, in each section, the researcher directly gives the discussion of each section’s result.

1. The Rationales of English Club Course in PGSD USD

Before conducting the research, the researcher conducted an interview with Theresia Yunia, S.Pd., M.Hum., the coordinator of English Club course of PGSD USD in August 24th, 2015. The interview aimed to gather data about the description of English Club course. The description is important for the research to make the goal of the research in line with the goal of the course. Meanwhile, interview was chosen as the instrument since the study program has not revised the document of English Club’s description yet. The revision is conducted due to some policy changing of conducting English courses in USD.

PGSD, as represented by Bu Yunia, confirms that that the goal of conducting English courses in USD is not only for helping the students to be more proficient in English, but also for improving the students’ self-capacity. Further, English Club course must adopt it as its goals. In the interview, Bu Yunia said:

“Now, the tutor is expected to help the students to develop all the four skills; to be more proficient in English, in general, especially for the first semester [students]”

Although Bu Yunia only said that in her explanation of English Club’s goal, the learning process of English Club must also involve the goal of improving students’ self-capacity. Next, in the interview, Bu Yunia also explained that the
study program never offers a particular teaching strategy or method to English Club tutors. Bu Yunia, as the representative of PGSD USD for English Club course, gives tutors freedom to use any kind of teaching strategy and method. Moreover, she also gives the tutor freedom to design learning materials, learning level in any level of English Club, assignments, and assessments. For the complete result of the interview, see Appendix 1.

Therefore, as there is not a particular teaching strategy offered by the study program to tutors, this research would like to provide a teaching reference for English Club tutors. The new teaching strategy aims not only to help students to be more proficient in English and to improve their self-capacity, but also to transform them to be independent English learners as English Club is conducted up to semester four only (see the result of the interview in point 5). This research, consequently, has the same goal with the course.

2. The Students’ Initial Attitudes on English Learning Process

After conducting the interview and finding the goal of the course, the researcher distributed pre-research questionnaire to 26 students of Class 1D.1. They were the respondents of the research. The questionnaire aimed to gather information about the respondents’ opinion about their learning English experience and the kind of English learning way they needed to have in the class.

In the questionnaire, the researcher developed some statements that were derived from the theories about scaffolding by Roehler and Cantlon (1997), Northern Illinous University (2008), and Bransford, et al. (2000) and the theory of writing by Raimes (1983). It was scaffolding as an instructional strategy that the
researcher would like to research. However, the researcher would like to know whether the characteristics of scaffolding learning were suitable to what the students need. Therefore, the underlying theories of the research were transformed into statements of the questionnaire.

Firstly, from the questionnaire, the researcher gathered the information about the students’ English learning experience. From the questionnaire, 85% of the 26 students said that English is difficult. Their difficulties in learning English are various. Here is the list of the difficulties that are supported by more than a half of the students:

<table>
<thead>
<tr>
<th>Aspect of difficulty</th>
<th>Supported by % of the students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of past tense</td>
<td>85</td>
</tr>
<tr>
<td>Sentence structure</td>
<td>85</td>
</tr>
<tr>
<td>Content organization</td>
<td>65</td>
</tr>
<tr>
<td>Vocabulary or diction</td>
<td>61</td>
</tr>
</tbody>
</table>

Table 4.1. Students’ Difficulties in Learning English

Next, from the questionnaire, 77% of the students said that their most effective way to learn English is learning in class under the guidance of a tutor or a teacher or an expert. Meanwhile, that way of learning English can be more interesting and easier if the learning topic is their personal experience and the topic they like. This statement was supported by 92% of the students.

In details, in the learning process, 100% of the students needed to be told the end goal of the learning process. Further, in the process of achieving the goal, 77% of the students needed to be involved in the learning process, and 100% students needed modelling before carrying out tasks given. Moreover, from the
questionnaire, 81% of the students agreed that they want to be able to learn English independently outside of English Club. For the complete result of pre-research questionnaire analysis, see Appendix 4.

In summary, the result of the pre-research questionnaire shows that the students need a learning way that can help them solve their difficulties in learning English above. In fact, it is scaffolding because it needs to be carried out in a class and under a guidance of an expert (Northern Illinois University, 2008). Furthermore, being invited to give participation and being given a model before doing tasks actually refers to the five types of scaffolding by Roehler and Cantlon (1997). What is more, the students’ hope to be able to learn English independently is in line with the end goal of scaffolding as an instructional strategy.

3. Students’ Current Level

This section presents the result of the last pre-research activity. It was pre-scaffolding learning writing assignment. The assignment was given on Monday, September 21, 2015 in 1 PGSD 2 room. Although the number of the students is 26, only 23 students attended the meeting to do the assignment. The assignment aimed to identify the students’ current level and understanding on the use of writing elements. From the students’ writing products, the researcher would like to know the students’ level on writing recount text, especially in using the elements of writing correctly. The result of the assignment analysis was beneficial because it enabled the researcher to define from which level the learning process had to be started.
In the assignment, the researcher asked the students to make a recount text. Recount text was chosen as it enables the students to learn English using their personal experience. Then, the researcher gave them freedom to choose any experience they wanted to write. Meanwhile, the researcher also encouraged the students to rely on themselves only, meaning that they were not allowed to ask for a help from a translation machine (e.g. google translate) or even from a friend. However, they were allowed to open any dictionary. In addition, the researcher encouraged them to be confident to their English capability no matter how bad they might think it is. All of these encouragements were considered beneficial to see their real level of English capability.

In asking the students to do the writing assignment, the researcher distributed a piece of paper to each student as his or her writing sheet. It was only a half of A4-size paper. The size of the paper indirectly told the students that they did not need to write too long story. Eventually, from all of the writing sheets, the researcher analyzed their works using a recount-writing rubric as embedded in Appendix 9. The assessment focused on the points the students consider them as their difficulties in learning English: the use of grammar, content organization, and vocabulary. However, the researcher added punctuation and spelling in the assessment points as they influence how good a writing is.

After analyzing all the students’ work, the researcher could draw a conclusion about the students’ current level based on the writing scoring and scoring categorization rubrics (see Appendix 9). As stated by Bu Yunia in the pre-research interview, all of the students belong to a basic level (see Appendix 1).
However, one student is already in the beginning of an intermediate level. In fact, she once went abroad for a student exchange program. Further, the researcher could also draw conclusion about the students’ problems in writing recount. The following figures show the problems.

![Figure 4.1. Student 18’s Pre-Scaffolding Learning Writing Sheet Showing Content Organization Problem](image)

![Figure 4.2. Student 12’s Pre-Scaffolding Learning Writing Sheet Showing Sentence Construction Problem](image)
Figure 4.1 shows that student 25 did not know what recount text is. Recount text is supposed to tell an experience in the past. Instead, the student wrote a text telling her hobby. Meanwhile, in figure 12, there is an example of sentence construction problem. In the third sentence (underlined in blue ink), student 12 considered the group of words as a sentence for it is started and ended within points. However, all the words are actually subjects only. The group of words can be a
sentence if the student adds a verb there, as the minimum elements of a sentence is subject and verb. Next, in figure 4.3, student 5 was actually aware of the use of verb 2 in writing a recount text. However, she did not use the past tense consistently. Some of the verbs in the story are in verb 1 form. Then, in figure 4.4, student 25 has a problem in finding right vocabulary, even for the commonly used words (i.e. gugup, didiskualifikasi). However, the student was already aware that a recount text is used to tell an experience. In her story, she wrote her experience about riding a car when she was in vocational school. However, she was not aware yet of the generic structure of a recount text: orientation, events, and re-orientation. In brief, her writing is not yet well structured.

Above all the problems, the researcher could find some good points on the students’ writing. They are the use of punctuation and spelling. The problems on those two points rarely happen. Hence, in the research that employs scaffolding as an instructional strategy, the researcher needed to scaffold the process of understanding the use of past tense, sentence structure, content organization, and choosing vocabulary from basic level. In addition, the researcher only needed to review the use of punctuation and common mistakes in spelling and then do some verification and or clarification whenever needed. It is based on the theory of verifying and clarifying students’ understanding (Roehler and Cantlon, 1997). For the complete analysis of the students’ pre-scaffolding learning writing, see Appendix 5.

The steps in conducting pre-research activities would be presented in the figure below:
B. Research Findings

1. The Extent to which Scaffolding as an Instructional Strategy Helps Students Learn Writing

In this section, the researcher discusses the findings on the extent to which scaffolding as an instructional strategy helps student learn writing. In finding the answer of this research question, the researcher used tests as the primary research instrument. How the research on this research question and the tests were conducted would be presented in the following scaffolding learning activities.

Before the scaffolding learning started, the tutor recruited students’ interest by establishing a shared goal. In the first meeting, which was in September 21, 2015, the tutor explicated the end goal of the learning process. The class was to achieve an endpoint by making a book consisting recount text they wrote and then publishing it. After that, in the next meeting, the scaffolding learning was started.

Offering explanation initiated the scaffolding learning process. This type of scaffolding employed several meetings and topics. The distribution of the meetings and topics were presented in the table 4.2 below.
Those three meetings along with the materials were designed to cover all materials needed by the students to achieve the end goal of the learning process: making a book consisting recount texts. In the meantime, the meetings and the materials also covered the students' difficulties in learning English as found in the pre-research questionnaire analysis. In the first meeting, the students mainly learned about simple past tense. This material answered the students’ difficulties on the use of grammar. In addition, this material provided them with one of the intellectual resources to write recount text that tells about past event. Meanwhile, the second meeting tried to answer the students’ difficulties on organizing the content of what they were about to write. This meeting was conducted by learning the generic structure of recount text. Last, the third meeting answered the students’ difficulties on sentence construction and provided them with minimum requirements in producing a writing product, focusing on spelling and punctuation.

This type of scaffolding used quite a lot of meetings for the researcher did not want to make the learning burdensome by putting all learning materials together in one meeting. In addition, the analysis of the students’ pre-scaffolding learning writing products shows that the students were in basic level. Therefore, the researcher would like to provide a convivial place for them to learn without being
rushed. As the learning went from one-step to another, the tutor kept monitoring their progress toward the desired goal.

However, those three meetings were not solely used to implement offering explanation. In some learning activities, the researcher also verified and clarified students understanding and modelled the desired behavior, all of which belong to other types of scaffolding this research referred to. Verifying and clarifying students’ understanding happened when the researcher checked their emerging understanding on the materials, whereas modelling the desired behavior took place before the tutor asked the students to do something.

Then, the materials explanation activities ended in the assignment of making sentences telling their experiences in the past. This assignment became a bridge for them to write a story about their experience later in the recount text. Firstly, the researcher provided some examples of writing sentences telling the tutor’s experience. Then, the students wrote their own sentences and got verification and or clarification from the tutor in a form of feedback. From the assignment, the researcher could notice positive emerging understanding of the students as presented in the following table.

<table>
<thead>
<tr>
<th>Student number</th>
<th>Sentence she/he wrote</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>Yesterday, I went to reception of marriage.</td>
</tr>
<tr>
<td>06</td>
<td>I went to church last Sunday.</td>
</tr>
<tr>
<td>13</td>
<td>I saw a good film last night.</td>
</tr>
</tbody>
</table>

Table 4.3 Student 05’s, 06’s, and 13’s Sentences on Offering Explanation Exercise

From the sentences above, it could be seen that the students started to be aware of using verb 2 along with appropriate adverb of time. It means that they
already have the expected connection between events happening in the past and the use of correct form of verb and adverb.

After the three-meeting offering explanation, the scaffolding learning moved to another learning activity that completely employed verifying and clarifying students understanding. It was mid-term test. In this test, the students were required to analyze mistakes intentionally made by the tutor in the test questions. Moreover, the students were also challenged to state their reason on the answer they wrote. In brief, this mid-term test challenged the students to go into higher level of thinking by analyzing and reasoning. Again, from the result of the mid-term test, the tutor could find the students’ progress, even the higher ones. The following is the figure of Student 1’s mid-term test sheet. In the third section of the test, the tutor asked the students to rearrange the paragraphs and then state what kind of generic structure element that every paragraph referred to along with the reasons.
The following text is a recount text. The paragraphs of the text below are in the wrong order. Reorder them by writing a number showing the order in the box. Then state whether the paragraph is orientation, events, or re-orientation. Explain your reason! (20)

After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown.

Event 3 • Tell about the next activities at New York City

I liked to see some Cleveland Cavaliers basketball matches. Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies-Paramount, Warner Bros., RKO and Columbia-had studios in Hollywood. I did not want to leave but I had to.

Event 2 • Tell about what I like doing / what happened on Cleveland. He/she visit/ing place on her/his holiday.

The places made feel at home but I have to go home. The places were very amazing. Next time I would return to them.

Orientation • Writer tell about her feeling when she’ve a holiday / tell her the opinion about the place.

Last summer, I got a fantastic holiday. I visited some great places. I went to an airport and was going to fly to Cleveland. I spent two days there. I went there with my brother.

Orientation • It’s tell about what, where she / he do, when she/he go, how long she/he spend their holiday, and the character.

Figure 4.6 Student 1’s Mid-Term Test Sheet

From the figure, the researcher could figure out that the students were progressing both in higher level of understanding and in higher level of thinking. Not only is Student 1 able to name each paragraph correctly, but the student is also able to state the reason behind the naming by analyzing the components of orientation or events or re-orientation correctly.

However, the researcher also found some problems in the students’ answer. The students already know that telling events in the past must use past tense; nevertheless, the students mistook the use of past tense in every verb in a sentence telling past event. One of the examples is shown in the following figure.

Figure 4.7 Student 8’s Answer in Mid-Term Test
The question above is in the second section of the test. In the section, the students were required to find one mistake in every number. Student 8, as shown in the figure, actually found one mistake in question number 3. However, the student mistook it. Instead of changing the word *fell* into *felt*, the student changed the word *visit* into *visited* because the student thought that the event happened yesterday. The student did not notice that the word *visit* comes after *to*, meaning that it is already correct to be in verb 1 form. This problem of the use of to-infinitive has been explained for several times by the tutor. However, the students seem not to make quite good progress on it.

After the mid-term test that took one meeting, the scaffolding learning process continued to the meeting where the tutor verified and clarified the students’ answers on the test sheet. In this meeting, the tutor along with the students discussed the test questions and checked one another test sheet together. This activity was chosen as opposed to checking the test sheet fully by the tutor for awakening the students’ awareness on the mistakes they might miss. Moreover, through this activity, the tutor could directly re-explain the materials that the students did not understand yet.

Afterwards, the scaffolding learning moved to the process of making an outline of recount text. The tutor intentionally made this activity to break down the steps in achieving the end goal. From the process of making the outline, the type of scaffolding named modelling of desired behavior happened. Firstly, the researcher showed the students the example of an outline of recount text. It was the recount text outline of the tutor's personal story. After showing the example of the outline,
the tutor explained how to make the outline briefly to the students. Finally, the students did it on their own. Doing their own story outline means that inviting students participation, another type of scaffolding, happened.

The following figure is an outline of recount text made by Student 13. From this figure, it can be seen that the student made another progress that make the student closer to the end goal of the learning process. In the figure, not only did Student 13 make a well-arranged outline, but also the student used verb 2, diction, spelling and punctuation correctly. The problems found in Student 13’s sheet were only a few as marked in red ink by the tutor.

![Figure 4.8 Student 13’s Outline of Recount Text](image)
Next, after the outline making, the scaffolding learning process came to the process of making the recount text and the revisions time. Again, before asking the students to develop their outline to a recount text, the tutor gave the modelling first. After that, the students did it on their own.

In total, the process of making the final recount text spent about 3 weeks. It was started in 9 November 2015 until 30 November 2015. During those three weeks, the students got feedback from the tutor. Firstly, the students wrote their first draft of recount text. Then, the students got feedback on the use of past tense, sentence construction, content organization, and vocabulary. After that, the students revised their first draft and thus made their second draft of recount text. Next, the researcher checked their second draft for the last time. Finally, the students made their final recount text. Submitting the final draft, the students officially ended their scaffolding learning. Then, they were ready for the final test.

Eventually, the researcher as the tutor received their final recount text after they revised their second draft and typed it. Receiving the students’ final writing via e-mail, the researcher could identify the students’ progress and understanding on the use of writing elements after the scaffolding learning. The researcher could identify the progress from the comparison between the students’ writing products on pre- and post-scaffolding learning.

Eventually, the researcher as the tutor asked the students to submit all of their writing drafts. From the documents, the researcher could analyze how the students made progress on writing and how they moved to higher level of understanding in using writing elements as the scaffolding learning went from one-
step to another. The extent to which scaffolding as an instructional strategy could help the students learn writing is presented in the following sections. Each section shows the students’ improvement during scaffolding learning in understanding writing elements.

a. Content Organization

Firstly, the researcher would like to present the way scaffolding learning could help the students learn content organization. The learning of content organization focused on constructing a recount text with appropriate generic structure. After analyzing the students’ pre and post scaffolding learning writing products, the researcher as the tutor found that the students started to be aware of how to construct a recount text. The students’ awareness is shown, for example, by Student 15, as shown in the following figure.

![Figure 4.9 Student 15’s Pre-Scaffolding Learning Writing Sheet](image)

Student 15 could be one of the examples of how scaffolding help the student learn the content organization of recount text. In the students’ pre-scaffolding learning writing products, as shown in figure 4.9, Student 15 did not understand yet
what recount text is. Therefore, instead of writing a story in the past, the student made a description of what cooking activity looks like.

Afterwards, after the scaffolding learning ended, Student 15 made outstanding progress on writing a recount text. In the orientation paragraph, Student 15 wrote:

In September 26-27th 2015, my friend and I went hiking to Merapi Mountain. I went there because I wanted to have more experiences and knowledge (sic). Also, it was because I like nature. We went there, to New Selo, from Bantul by motorcycle. Then, arriving there, we went to the top of the Merapi Mountain by walking.

In the paragraph, Student 15 could employ all of the elements of orientation paragraph: what, where, when, who, and why. Even, the student added the element how in the paragraph. The paragraph shows that Student 15 became aware of constructing orientation paragraph.

Next, in the following paragraphs showing the events of the story named event paragraphs, student 15 could write the story in a good order. Below is the excerpt of each event paragraph of Student 15.

In event paragraph 1, she wrote:

Befor (sic) we left for New Selo, we, a group of 4 people from Bantul, prepared all of our need and check the condition of our motorcycle. Our trip was started at 8 p.m. In the middle of the trip…

Next, in the event 2 paragraph she wrote:

After all of thinks were ready, we started our hiking by praying. Then, we went to a counter there to pay for the hiking fee…
Next, in the next paragraph, Student 15 told the next activity after the previous ones. She wrote:

There, we set up 2 tents beside a large rock to get rid of strong wind and cold. Finished setting up the tents, we wanted to see sunrise (sic) and to see state above the clouds…

Finally, in the last paragraph, which is re-orientation paragraph, Student 15 clearly stated feeling and opinion after experiencing hiking in Mount Merapi. In the re-orientation paragraph, she wrote:

I am very happy to be able to hike the top of the mountain which was famous with it’s extreme terrain. Instead, I could enjoy the beautiful moments there. Although, I often complained when my friends and I went hiking, my friends kept being faithful to me and giving me spirit and motivation.

Despite of the misspelling (the underlined ones), Student 15 could insert feeling and opinion well in the paragraph. Feeling and opinion are the elements of re-orientation paragraph in recount text. For the complete writing of Student 15, see Appendix 12.

The awareness on constructing a recount text with appropriate generic structure can also be seen in other students’ writing products. Not only were the students able to construct the text in appropriate generic structure, they were also able to employ the elements in each parts of the generic structure. This increasing awareness on constructing content organization is supported by the score difference between the students’ pre scaffolding learning writing products and post scaffolding learning writing products. In the post scaffolding learning writing products, the students’ average score on content organization is 6.9 points higher than their former average score. The detailed scoring is presented in Appendix 11.
b. Grammar

After presenting the students’ progress on organizing the content of recount text, the researcher would like to show the extent to which scaffolding as an instructional strategy could help students learn grammar. Actually, from the first draft, most of the students got most of the use of grammar correctly. It shows that the type of scaffolding named offering explanation could build the students’ awareness in using simple past tense. However, in the first draft, there was no student who got all of the verbs correctly in their stories. Nevertheless, after getting feedback from the tutor on the first draft, the students made some improvement in the second draft. The improvement was showed in the decreasing number of the misuse of verb 2. Student 23 showed the proof. In Student 23’s writing, the student used 52 verbs. However, the student made mistakes on the 7 of 52 verbs. It meant that the student could use 45 verbs correctly. Getting 45 correct use of verb 2 means that the student could use more than a half of the number of verb 2 correctly. Furthermore, finding mistakes in the student 23’s first draft, the tutor gave the student another type of scaffolding named verifying and clarifying students’ understanding. The tutor then gave some feedback on the use of past tense and some explanations related to the mistakes. Then, in the second draft, the student did not make the same error anymore. The following table shows Student 23’s first and second draft. The first draft column shows the mistaken use of verb tense by Student 23, whereas the second draft column showed the improved version of the same sentences.
In the first draft, the student wrote six verbs in present form and one verb in incorrect form of verb 2. Finding those mistakes, the tutor gave the student feedback by marking the mistaken verbs and giving oral explanation on why they were incorrect. The explanation given by the tutor was meant to bring the students back to the right way of writing the recount text. In other words, the explanation aimed to maintain the pursuit of the learning goal, namely writing recount text correctly. After receiving tutor’s feedback, the student became aware of and attentive to the previous errors and tried not to make the same errors again. In the second draft, most of the students got fewer errors than the first and the second writing. Then, in the third draft, the students got fewer errors than in the first and second draft. For example, after the feedback on the first draft, Student 23 did not get even one mistake in the second and third draft. Another example is Student 26. In the first draft, the student got 13 errors. Then, after getting feedback from the tutors, the student got fewer errors in the second draft, which is 10 errors. From the decreasing number of error, it can be seen that the students were moving to the better level. As

<table>
<thead>
<tr>
<th>Std</th>
<th>First Draft</th>
<th>Second Draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>My big family come one by one.</td>
<td>My big family came one by one.</td>
</tr>
<tr>
<td></td>
<td>I thought it is my dream.</td>
<td>I thought it was my dream.</td>
</tr>
<tr>
<td></td>
<td>But when I get up, I could not raise my hands.</td>
<td>But when I got up, I could not raise my hands.</td>
</tr>
<tr>
<td></td>
<td>I come to her.</td>
<td>I came to her.</td>
</tr>
<tr>
<td></td>
<td>Not too long, any people one by one slept.</td>
<td>Not too long after that, people one by one slept.</td>
</tr>
<tr>
<td></td>
<td>Many people come together to look sunrise.</td>
<td>Many people came together to look sunrise.</td>
</tr>
<tr>
<td></td>
<td>We come back to parking bus area by jeep.</td>
<td>We came back to parking bus area by jeep.</td>
</tr>
</tbody>
</table>

Table 4.4 Student 23’s Sentences Written in First and Second Draft
the students got fewer errors, they could build their awareness on the use of past tense and thus could produce better writing. The students’ increasing awareness and attentiveness on the use of correct grammar are supported by score difference between the students’ pre and post scaffolding learning writing products. In the post scaffolding learning writing products, the students’ average score on the use of correct grammar is 2.5 points higher than their former average score. The detailed scoring is presented in Appendix 13. Eventually, as the students moved to the higher level of understanding, the tutor gradually withdrew the assistance in the learning process.

c. Vocabulary

Next, the researcher would like to present the extent to which scaffolding as an instructional strategy could help the students master appropriate vocabulary use. Teaching vocabulary or diction seemed to be the hardest one. It actually cannot be taught, but it needs to be practiced. Therefore, vocabulary was not included in the teaching material. It was included mainly in the revision time. The type of scaffolding verifying and clarifying students’ understanding worked most on this part.

Although it was not included in the three-meeting offering explanation, most of the students got the vocabulary choosing quite well. The common misuse of vocabulary happened when some students wanted to write “In the beginning of the month…” One of the examples is Student 21. In the first draft, the student wrote “In the first of this month…” The common mistake happened in the use of word “first” instead of “beginning”. However, the students who misused the word
successfully avoid the same error in the second draft or after getting feedback from
the tutor.

Another example is evident for Student 19. In the first draft, the student
made some errors in choosing correct diction. The table below shows what the
student wrote in the first draft and what the student wrote in the second draft after
some feedback and explanation from the tutor.

<table>
<thead>
<tr>
<th>Std</th>
<th>First Draft</th>
<th>Second Draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>When I was in elementary school, I thought that God was not justice to me.</td>
<td>When I was in elementary school, I thought that God was not fair to me.</td>
</tr>
<tr>
<td></td>
<td>I was made illusion if I became so tall.</td>
<td>I was imagining if I became so tall.</td>
</tr>
<tr>
<td></td>
<td>My friend said to me that every person had shortcoming and overbalance.</td>
<td>My friend said to me that every person had shortcoming and overbalance.</td>
</tr>
</tbody>
</table>

Table 4.5 Student 19’s Sentences Written in First and Second Draft

Firstly, the tutor found it difficult to guess the meaning that the student was
going to say. Then, the tutor asked for clarification from the student. After that, the
tutor gave some feedback. Even though the tutor already understood what the
student was going to say in the story, the tutor did not directly provide the correct
diction. The tutor only provided some clues to find the appropriate diction. However, in the second draft, the student made some improvement. From the three
incorrect dictions, the student could revise two of them. Despite of the wrong tense,
the student could be more aware of choosing appropriate vocabulary. Then, in the
third draft, the student could revise the third sentence above. The student wrote,
“My friend said to me that every person has strength and weakness.” The
improvement happened in most of the students. Being given some clues from the
tutor in the first draft, the students became more attentive in choosing correct vocabulary. Their attentiveness on using appropriate vocabulary is also shown by the score difference between the students’ pre and post scaffolding learning writing products. In the post scaffolding learning writing products, the students’ average score on the use of vocabulary use is 1.9 points higher than their former average score. The detailed scoring is presented in Appendix 14. Eventually, finding that the students become more aware of choosing appropriate vocabulary, the tutor gradually withdrew the clues or the assistance.

d. Spelling and Punctuation

The last writing elements of writing that become the focuses of the scaffolding learning were spelling and punctuation. The common mistake made by the students related to punctuation is the use of comma after transitional signal. Most of the students did not put comma after writing transitional signal. One of the examples is Student 24. In the first draft, the student used 9 transitional signals. However, the student did not put comma after six transitional signals. Finding those mistakes, the researcher circled the six transitional signals as a sign that the student needed to make some revisions on them. Then, the researcher provided oral explanation on the use of comma after transitional signals. Then, like the other writing elements above, in the second draft, the student made improvement. The student became more aware of the use of comma. As a result, the errors on the use of comma after transitional signal were decreasing into five errors. The following table shows the improvement.
Firstly I got a new invitation group from leader of OSIS in senior high school.

Then I joined in the BBM group.

Every morning he always sent me message.

Then I know him so well.

Then 2 months I knew him….

Again my cheeks felt warm

Then I answered him.

The improvement was also found in Student 8’s writing. In the student’s first draft, the student misspelled 5 words. Finding those misspelled words, the tutor circled the words as a sign that they needed to be revised. As a result, in the second draft, the student did not make the same mistake again. The following table shows the student’s improvement:

<table>
<thead>
<tr>
<th>Std</th>
<th>First Draft</th>
<th>Second Draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Firstly I got a new invitation group from leader of OSIS in senior high school.</td>
<td>Firstly, I got a new invitation group from leader of OSIS in senior high school.</td>
</tr>
<tr>
<td></td>
<td>Then I joined in the BBM group.</td>
<td>Then, I joined in the BBM group.</td>
</tr>
<tr>
<td></td>
<td>Every morning he always sent me message.</td>
<td>Every morning, he always sent me message.</td>
</tr>
<tr>
<td></td>
<td>Then I know him so well.</td>
<td>Then, I know him so well.</td>
</tr>
<tr>
<td></td>
<td>Then 2 months I knew him….</td>
<td>Then, 2 months I knew him….</td>
</tr>
<tr>
<td></td>
<td>Again my cheeks felt warm</td>
<td>Again, my cheeks felt warm</td>
</tr>
<tr>
<td></td>
<td>Then I answered him.</td>
<td>Then I answered him.</td>
</tr>
</tbody>
</table>

Table 4.6 Student 24’s Sentences Written in First and Second Draft

The improvement was also found in most of the students. After the tutor provided feedback on their writing, they showed improvement in the second draft. It showed that as the learning process went from one step to another, the students moved to higher level of awareness, shown by their attentiveness and
understanding. Their increasing attentiveness, awareness, and understanding on using correct spelling and punctuation are also shown by the score difference between the students’ pre and post scaffolding learning writing products. In the post scaffolding learning writing products, the students’ average score on the use of spelling and punctuation is 0.5 points higher than their former average score. The detailed scoring is presented in Appendix 15. As the improvement found by the tutor, the tutor removed the assistance from the students.

Furthermore, after findings the improvements on the writing elements above, the researcher was still curious on how the students can be independent learners after all the steps in scaffolding learning. Therefore, the researcher conducted the last test, which was final test. In this test, the students were given a recount text consisting many mistakes on the writing elements above. The text was actually one of the students’ writing in pre-scaffolding learning writing assignment. Like in the mid-term test, the students were required to analyze mistakes and stated the rationale (see Appendix 16 to find the text in the final test).

Eventually, from the final test, the tutor found that the students now become more critical and independent in producing good writing. The following table shows how the student showed their critical analysis and independence:
<table>
<thead>
<tr>
<th>Student Number</th>
<th>Instruction</th>
<th>Written in the Text</th>
<th>Corrected by the Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Find 2 sentences with incorrect use of punctuation or capital letter! (4)</td>
<td>Than <em>(sic)</em>, we sell chocolate <em>ice</em>, Finilly <em>(sic)</em> we know it was difficult to look <em>Money. (sic)</em></td>
<td>Than, we sell chocolate <em>ice</em>. Finilly we know it was very difficult to look <em>money</em>.</td>
</tr>
<tr>
<td>18</td>
<td>Find 3 incorrect verbs in the text and write the correct version! (6)</td>
<td>are, sell, feel</td>
<td>were, sold, felt</td>
</tr>
<tr>
<td>24</td>
<td>Find 2 words with incorrect spelling and write the correct version! (4)</td>
<td>Than, Finilly</td>
<td>Then, Finally</td>
</tr>
</tbody>
</table>

Table 4.8 Student 12’s, 18’s, and 24’s Answers on Final Test

From the table above, Student 12, 18, and 24 showed that they are able to find mistakes in the recount text. Even, the students could find all of the mistakes and then correct them. Then, in the last figure below, not only could Student 1 analyze the type of each paragraph in the text, but also the student could identify the elements of each orientation paragraph, event paragraphs, and re-orientation paragraph to state whether the paragraphs are already correct.
In the final test, the tutor intentionally chose a recount text written by one of the students in the pre-scaffolding learning writing assignment. The goal was to train the students to be an editor of a writing composition. Seeing the result of final test, the researcher as the tutor is sure that they will be able to criticize, analyze, and edit their own writing later. In addition, the researcher is sure that they are now in one level higher than they were before the scaffolding learning. In other words, the students now no longer need the tutor’s guidance to write recount text. Eventually, the researcher now removes the assistance.

Figure 4.10 Student 1’s Answer on Final Test
After the final test, there was still one activity employing the last type of scaffolding namely inviting students’ to contribute clues. In this activity, the tutor facilitated the students’ discussions on choosing the committee of the book making. The tutor only facilitated the discussion until the class found two coordinator of the book making. After that, the responsibility moves to the coordinators to lead the next discussions of the book making process.

2. The Advantages of Using Scaffolding in Learning Writing

The use of scaffolding for learning writing is proven to lift up the students into higher level of understanding, as shown in the previous section. Afterwards, the researcher presents what the students said about learning writing using scaffolding. In other words, in this section, the researcher presents the findings to answer the second research question: the advantages of using scaffolding in learning writing.

The findings for answering this research question are found in observation checklist and FGI transcript. Therefore, those research instruments were coded to select which statements answer the research question. The coding is presented in Appendix 17. In the FGI transcript, coding sheet, and the excerpts below, the researcher changed the label of the respondents. In the FGI, the researcher invited 6 participants. They were 2 participants representing high-grade achievers (labelled as A1 and A2), 3 participants representing middle-grade achievers (labelled as B1, B2, and B3), and 1 participant representing low-grade achievers (labelled as C1). The advantages of using scaffolding in learning writing presented below are the
major advantages that were felt and experienced by the respondents. The advantages are as follows:

a. **Drawing Students’ Interest and Motivation in the Task**

From the transcript of FGI, the respondents agreed that the use of scaffolding as an instructional strategy interested and motivated them. What is more, it was agreed by all of respondents representing low-grade, middle-grade, and high-grade achievers. It means that despite of their grade, they felt interested and motivated to learn, to do tasks given, and to finish the book project.

Student A1 stated:

I was really interested. It was because I never made a book before. So, I was so interested to finish this project.

*(Sangat tertarik. Karena sebelumnya aku belum pernah buat buku. Jadi aku sangat tertarik untuk bisa menyelesaikan itu.)*

It is also stated by Student C1:

It (the learning process) was interesting for me. It was because the learning model (i.e. scaffolding) used in EC could make me enthusiastic in learning English. It made me open dictionary often to memorize new vocabularies. In short, I am motivated. Moreover, I was happy to learn English because the learning system was enjoyable.

*(Kalau buat aku menarik ya. Soalnya model pembelajaran (scaffolding) yang digunakan itu menurutku membuatku semangat untuk belajar Bahasa Inggris. Jadi sering-sering pengen buka kamus, ngapalin vocab. Termotivasiilah istilahnya. Jadi seneng belajar Bahasa Inggris karena sistem pembelajarannya menyenangkan.)*

Next, the feeling of interested and motivated were also experienced by Student B1 and B2.

Student B1 stated:

I was motivated because the teaching was enjoyable and able to make me understand (the material)
Whereas, student B2 stated:

For me, I was motivated enough because the way of teaching was enjoyable. (Kalau saya cukup termotivasi ya karena cara pengajarannya itu menyenangkan.)

From those answers, it can be seen that the use of scaffolding drew students’ interest and motivation in the task. Even, that feeling of interested and motivated could move the respondents to do something. This finding is also supported by the observer of the research. In the observation checklist, the observer added some notes related to students’ motivation and involvement:

Before starting and or ending the class, tutor always gave motivation. The motivation was kept repeating and thus made the students to get involved and finally to learn and to accomplish the assignments given. (Sebelum memulai dan atau sebelum mengakhiri kelas, [tutor] pasti memberi motivasi. Motivasi itu diulang dan jadi seperti mengundang mahasiswa untuk mau terlibat dan akhirnya mau belajar dan mengerjakan tugas yang diberikan.)

All of the statements above show that not only does scaffolding interest the students, but also it motivates the students in the learning process.

b. Simplifying the Task to Be More Manageable in Achieving Learning Goal

In the beginning, making a recount text was not easy by the students. Almost none of the students got good score in pre-scaffolding learning writing assignment. Moreover, problems on the use of past tense, correct diction, sentence construction, and content organization arose. For that reason, the researcher tried to simplify the task to be manageable for the students by conducting scaffolding learning. Furthermore, the tutor broke down the components needed to carry out the making
of recount task. The learning process was then designed to offer explanation first about those writing elements, to invite the students to make their outline of the recount text, and finally to develop it to a recount text. This process of simplifying the task got a note from the observer. The observer wrote:

Tutor could make the learning steps manageable. The process of making outline was really helpful [for the students]. One big topic could be made into chunks that were easily understood by the students.

This was also agreed by Student B1. Scaffolding learning that could simplify the task even made her rely on herself in doing the task given. The student said:

When I was in junior high school, I always asked for a help from my older brother whenever I had an assignment to write a story. But, now, I could write the story easily.

Further, Student C1 supported the statements above. The student said:

The tutor explained [the materials] in step by step. As a result, we can know from one-step to another. The tutor explained the materials one by one, so, we can understand them easier.

The statements from the observer, which are confirmed by the respondents of FGI, show that scaffolding could simplify English Club task to be more manageable.
c. Modelling an Idealized Version of the Task that Needs Accomplishing

During the scaffolding learning, the tutor always provided an example or a model before asking the students to do an assignment. The observer of the researcher also stated the same. The observer wrote:

Before asking the students to solve questions, the tutor gave an example on how to do them. Another example is before the students wrote stories to make the book, the tutor gave many examples of books consisting short stories.

(Sebelum mahasiswa diminta untuk mengerjakan soal, tutor memberikan contoh cara mengerjakan. Contoh lain: sebelum mahasiswa menulis cerita untuk dibuat jadi buku, tutor memberikan banyak contoh tentang buku kompilasi short story).

In fact, the modelling provided benefits for the students. Student C1 stated:

If the tutor did not give examples, I would not be able to do the task. I could do the task because of the tutor’s example.

(Kalau tutor ga ngasih contoh tu aku ga bisa ngerjain. Aku tu bisa ngerjain karena contoh dari tutor)

The benefit is also stated by Student B3:

The example (from the tutor) made the way of doing assignment clearer and more directed. As a result, we did not do it randomly. Even, being given the modelling, we could see not a huge and impossible thing to do. So, in my opinion, I could see what needed to do. I could also know what I had to do. So, the modelling was so beneficial.


The modelling is the scaffold itself, as it is one of the five types of scaffolding to which this research referred. From the statements above, it can be concluded that the students got benefits from the learning using scaffolding.
d. Maintaining the Pursuit of the Goal

The next advantage of using scaffolding in learning writing that was experienced by the students is maintaining the pursuit of goal. In FGI, when the researcher invited the students to remember what they have experienced so far in the learning process, the researcher found the following statements that convey the message that scaffolding could maintain the pursuit of the goal. Student B2 stated:

I felt that the tutor kept monitoring us from the beginning, even from the making sentences assignments or other assignments, or quiz. Further, [I also felt monitored] when I made the story and when I was given revision [feedback] whenever I made something. So, I could know which one is correct.


The revision stated above happened in the learning process through the implementation of one type of scaffolding named verifying and clarifying students’ understanding. Further, this advantage is also stated by Student A1. Student A1 stated:

I was afraid of not being able to finish the story. Yet, I felt that the tutor helped me like in choosing (appropriate) words. So, I could get an enlightenment. Also, I became assisted and finally I could finish my writing.

(Aku tu takut ga bisa nyesai. Tapi aku merasa terbantu saat Tutor tu bantu kalau membantu pemilihan katanya. Jadi aku punya pencerahan ini lagi. Jadi aku tu terbantu dan aku bisa selesai [nulisnya].)

How the tutor monitored and revised the students’ works are the scaffolds. In the monitoring and the revision, the tutor could bring the students back whenever the tutor found them went far from achieving the learning goal. Therefore, it can be concluded that scaffolding maintains the pursuit of learning goal.
e. Controlling Frustration and Risk in Problem Solving

The next advantage is controlling frustration and risk in problem solving. From the coding result, the researcher found one statement telling that scaffolding could help reducing frustration in doing task given. However, it is only controlling frustration, not along with risk. The statement was stated by Student C1. Student C1 stated:

In the beginning, I was already pessimistic, Miss. Oh My God, even in the beginning of my lecture, I did not know what “is it” is. Even making a book, making a sentence is already difficult for me. Making one-page story is… Oh My God… But when I saw the revision (from the tutor), I was happy. (Aku tu udah pesimis [awalnya] mbak. Ya ampu..”is it” aja dulu awal kuliah tu [tidak tahu]... bikin satu kalimat aja tu susah apalagi suruh bikin buku. Bikin cerita selembar aja ya ampu mbak. Kemaren itu sampe lihat revisi itu seneng.)

The statement above shows that scaffolding could help the student to control and even remove the student’s frustration in doing the task given.

f. Making Learners Independent

After asking questions that were derived from the theory this research refers to, the researcher tried to dig more information about another advantage that the respondents might experience. From the respondents’ answer, it can be seen that using scaffolding in learning writing can make them become more independent English learner.

Student C1 stated:

After meeting the tutor (in English Club) and being asked to write (a story), there was a mid-term test (for Bahasa Inggris course). Then, I thought, “Can I do it?” But, we have already got new vocabularies from the writing. So, I did not feel difficult to do the mid-test.
Then, Student B2 stated:

For me, I was assisted enough to learn General English from the learning writing. From the writing, I can know all of the elements, starting from the pronunciation until the relation (between the words) to the (role of it) in sentence structure.

(Kalau saya cukup terbantu ya dalam writing itu untuk keseluruhan Bahasa Inggris. Dari writing itu kita akan tahu semua unsurya dari cara pengucapan terus hubungannya [kata-kata] dengan struktur [kalimatnya].)

Student A1 also supported the statements above by saying:

(After the learning process) I can make a recount text by our own effort. In my opinion, I start to be confident to do (English tasks) by myself. Before this, I always depend on my friends, google translate, etc.

(Kita tu bisa membuat sebuah recount text dengan usaha kita sendiri. Menurutku [aku] mulai percaya diri untuk mengerjakan sendiri karena [sebelumnya] apa-apa biasanya tergantung sama temen, google translate, dll.)

Therefore, it can be seen that the students now can rely on themselves in doing assignment in English. In other words, the students are now more independent.

C. Discussions

In this section, the researcher discusses the findings on the two research questions above. The discussions presented below are based on the theories as written in the chapter 2 and are supported by some other related theories. There are
two parts in this section. In the first part, the researcher discusses the findings on the extent to which scaffolding as an instructional strategy helps students learn writing. Afterwards, in the second part, the researcher discusses the findings on the advantages of using scaffolding in learning writing.

1. The Extent to which Scaffolding as an Instructional Strategy Could Help Students Learn Writing

The implementation of scaffolding as an instructional strategy in learning writing happened because the researcher realizes that the students are unable to master particular concepts in learning English (Northern Illinois University, 2008). As written in the pre-research questionnaire analysis (see Appendix 4), the students of English Club PGSD Class 1D.1 are unable to master the concepts of content organization, vocabulary, sentence construction, and the use of grammar. In the questionnaire, the students agree that those concepts are their difficulties in learning English. Therefore, the researcher as the tutor provided an instructional strategy named scaffolding. It aimed to assist students in accomplishing new task and concepts, namely writing a recount text (the task) along with the mastery of some writing elements (the concepts) (Northern Illinois University, 2008).

However, before starting the scaffolding learning process, the researcher recruited the students’ interest and established a shared goal. Hogan and Pressley (1997) state that those activities were crucial first step in scaffolding learning. Recruiting students’ interest and establishing a shared goal mean that the tutor made the scaffolding learning process effective. Therefore, in the very first meeting, the tutor told the students that they were about to make a book consisting
of their recount texts. In the meantime, establishing the learning goal means that the tutor implemented one of the principles of scaffolding, namely challenge (Roehler and Cantlon, 1997). Making a book consisting of recount texts was the students’ challenge in the learning process. Furthermore, after providing the challenge, the tutor did not forget to balance it with support. This support was the scaffolding itself.

The scaffolding provided by the tutor in the learning process was various. They all were based on the five types of scaffolding stated by Roehler and Cantlon (1997). They are offering explanations, verifying and clarifying students’ understanding, modelling desired behavior, inviting students’ participation, and inviting students to contribute clues. Although the scaffolding happened in five types, there was no specific order of the occurrence. Even, sometimes, one type of scaffolding happened to support another type of scaffolding that was being conducted.

In the beginning of the learning process, the tutor provided the first scaffolding named offering explanations. All the materials covered in the scaffolding were what the students needed to accomplish the end goal of learning. In offering explanations, the tutor used the characteristics of offering explanation by Roehler and Cantlon (1997). The tutor provided detailed and explicit explanations about what kinds of knowledge the students need to master, when they need to apply the knowledge, and how to apply the knowledge.

In the meantime, the tutor also implemented another type of scaffolding namely verifying and clarifying students’ understanding. The tutor offered
assignments and tests to record the students’ progress and to draw them into higher level of understanding. In the assignments and tests, the tutor always asked the students to give an answer for every question along with the rationale. Therefore, not only did the students provide an answer, but they also tried to analyze their answers. All of these were aimed to provide support to allow students to think for him/herself later (Roehler and Cantlon, 1997). By being able to give rationale to their answers, the students were expected to be able to analyze their own writing in the process of writing their recount texts.

All of the explanations, verifications, and clarifications were then implemented in making outline and writing the first draft. Making outline and the first draft were actually the implementation of another type of scaffolding named inviting students’ participation. Implementing this type of scaffolding means that the tutor invited the students to participate in the learning process. Nevertheless, before that, the tutor added another scaffolding, namely modelling of the desired behavior. This modelling is an essential part in inviting students’ participation (Roehler and Cantlon, 1997). These two types of scaffolding showed that one type of scaffolding happened to support another one.

Further, from the first draft, the tutor found that the students had made progress. The students already knew how to construct a recount text. In the first draft, most of the students could write their story in form of orientation paragraph, followed by event paragraphs that are ended in re-orientation paragraph. Moreover, the students were already able to use verb 2 in the first draft. However, most of the students still made some problems in the first draft. The problems were related to
vocabulary, the use of past tense, and mechanics things. Therefore, the tutor re-offered another type of scaffolding named verifying and clarifying students understanding. Then, in the second and third draft, the number of writing errors of the students was decreasing. They became more aware of writing errors and mistakes. Moreover, they tended to be more attentive to their writing by not repeating the same errors anymore.

Then, in the last meeting, the students’ independence in learning English became clearer when they did the final test. In the test result, they could show that they could think for him/herself in analyzing errors in the text given. Seeing this progress, the tutor needs to remove the assistance.

The role of five types of scaffolding and the role of the tutor in requiring the students to give rationale and in conducting the five types were the scaffolders. After the students had been through the scaffolding process, they came to the higher level of competence (Rogoff, 1990) and to higher stage, namely what student can now do on their own without assistance (Northern Illinois University, 2008). Moreover, after the scaffolding process, the students are able to think for him/herself as what scaffolding is meant to be (Roehler and Cantlon, 1997). Besides, in the end of scaffolding learning, the researcher found the score difference between pre and post scaffolding learning writing products. The score difference shows that they now have better awareness, attentiveness, and understanding on the use of writing elements to construct a good piece of writing. Even more, the students are also able to criticize their answers on the final test. The ability of criticizing shows their higher level of critical thinking as reasoning
belongs to high order thinking skill (Cuban as cited in Lewis & Smith, 1993). Eventually, scaffolding as an instructional strategy could help the students to have better awareness, attentiveness, and critical thinking.

2. The Advantages of Using Scaffolding in Learning Writing

From the research findings on the two research problems, not only did scaffolding bring the students to better level of competence, but also it gave them advantages. The students experienced six benefits during learning writing using scaffolding. The six benefits are the major ones, meaning that they are the benefits that are experienced and agreed by most of the respondents. They are drawing interest and motivation in the task, simplifying the task to be more manageable in achieving learning goal, modelling an idealized version of the task, maintain the pursuit of the goal, controlling frustration and risk in problem solving, and making learners independent.

Five out of six advantages above are related to what Bransford, et al. (2000) says about the characteristics of scaffolding learning activities. The advantage that is not related to Bransford’s, et al. (2000) theory is that scaffolding makes learners independent. However, the respondents agree that scaffolding makes them independent, even one of them has already showed it when the student had to face a test in another English course. Hence, as this section discusses the major advantages of using scaffolding in learning writing experienced by the students, the researcher decides to include the discussion of the unrelated-to-Branford’s-theory advantage here.
a. Drawing Interest and Motivation in the Task

Bransford, et al. (2000) state that scaffolding learning draws students’ interest in the task. However, from the respondents’ answer in FGI, they stated that scaffolding learning that they experienced made them interested and motivated in the task. Hence, scaffolding could bring not only interest but also motivation in the learning process.

In fact, interest and motivation are related. Katz (2006) states that interest enables students to sustain their motivation. Therefore, scaffolding could draw students’ interest in the task although some of them said they were motivated instead of interested. In other words, although Student B1 and B2 stated they were motivated, beyond that, they were also interested in the learning process.

Further, the students’ interest and motivation came from different sources. Some said that the interest and the motivation came from the challenge given by the tutor: making a book. Meanwhile, some others simply stated that their interest and motivation came from the enjoyable learning process.

All of these are actually related to Hogan and Pressley’s (1997) crucial step in beginning scaffolding learning and several principles of scaffolding. In those theories, Hogan and Pressley underline the same things: recruiting students’ interest in the learning task. Therefore, whenever a teacher conducts a scaffolding learning activity, the teacher may be able to draw students’ interest (and motivation) in the learning process and in tasks.
b. Simplifying the Task to Be More Manageable; and Controlling Frustration and Risk in Problem Solving

The next advantage of using scaffolding in learning writing is simplifying task to be more manageable. The discussion of this advantage is little bit overlapping with the discussion of scaffolding that can control frustration and risk in problem solving. It is because frustration comes whenever someone sees something big, difficult, and not manageable for him/her.

In the beginning of the scaffolding learning process, the researcher established the end goal of making a book consisting of the students’ recount text. In that first meeting, once the tutor finished explaining the goal, Student C1 directly responded “Is it possible, Miss?” (“Emang bisa, mbak?”). In the FGI, Student C1 admitted it and explained that the student was already pessimistic at that time. However, as the learning process went from one meeting to another, from one type of scaffolding to another, Student C1 and most of the students who felt frustrated and afraid in the beginning of the learning process turned to be happy and be able to enjoy the learning process. Even, the students already admitted that they now can rely on themselves whenever an English task comes to them. Further stated by the students, scaffolding learning could help them control their frustration since the tutor provided steps and then explained them one by one.

The controlling of frustration and the simplifying the task came from the types of scaffolding conducted by the tutor in the learning process. By applying those types of scaffolding, the tutor tried to break down the steps in achieving the learning goals and make them manageable to be done by the students. One of the
examples is like what the observer said in the observation checklist: the tutor provided the students time to make an outline before making the recount text. Therefore, it can be concluded that another advantage of scaffolding in the learning process is controlling frustration by simplifying task to be more manageable.

c. Modelling an Idealized Version of The Task That Needs Accomplishing

From the FGI, the respondents agree that scaffolding can give a modelling of task they need to accomplish. The students got this advantage because the tutor offered them one type of scaffolding named modelling of desired behavior (Roehler and Cantlon, 1997). In the learning process, the researcher even gave the modelling from the very first meeting. The tutor showed the example of some books consisting of many short stories, made the example of an outline of a recount text, and made the example of developing an outline to be a recount text. From the FGI, it can be seen that those modellings directed them to the task that was needed to be accomplished and made them know what they needed to do. Therefore, modelling an idealized version of the task that needs accomplishing was included in the advantages of using scaffolding as a learning strategy.

d. Maintaining the Pursuit of Goal

Another advantage of using scaffolding in learning writing found in the students’ experience is maintaining the pursuit of goal. The students got the advantage mostly because the tutor verified and clarified their understanding through feedback and revision on their writing. From the feedback and revision, the tutor maintained the students in pursuing the goal by showing the correct direction.
One of the students called the direction as an enlightenment that finally helped the student finished the writing.

The advantage of scaffolding in maintaining the pursuit of goal by Bransford, et al. (2000) is also similar to McKenzie’s theory about characteristics of scaffolding. It is keeping students on task. McKenzie (2000) state that scaffolding is like the guardrail of a mountain highway that provides a pathway or route for motorman. Each time a student or a respondent is asked to move along a path, the steps are outlined extensively by the scaffolding. These characteristics of scaffolding were experienced by the students. It means maintaining the pursuit of goal can be included to the advantage of using scaffolding in learning writing.

e. Making Learners Independent

The last advantage of using scaffolding in learning writing is making learners independent. The students’ progress toward independence in learning becomes clearer as the learning process came to the last activity. As the learning process came to the next step, the students became more aware and attentive to their errors. After receiving verification and clarification from the tutor as one of the scaffolds, the writing errors in students’ recount text were decreasing. Further, in the final test, the students performed well by showing their correct answers along with critical rationales.

One student, in the FGI, already showed that what the student has learned in scaffolding learning in English Club could help the student face an English test. The student could manage her/himself to accomplish a particular challenge. Besides, some other students show their independence by telling the researcher that
they now can rely on their own ability in writing. They no longer depend on other people in accomplishing a task. It is clear enough for the researcher as the tutor to remove the assistance or clues or guidance from the learning process. As a result, making learners independent deserves to be added to the advantage of using scaffolding in learning writing.

To sum up, the scaffolding learning here was implemented as the answer for the students’ difficulties in learning English, as they stated in pre-research questionnaire. After offering five types of scaffolding by Roehler and Cantlon (1997) to the students, the researcher found that the students moved to the higher level of English competence, which is showed by their increasing awareness, attentiveness, understanding, and critical thinking in writing, especially in using writing elements. Moreover, the researcher also found that the students benefited from the scaffolding learning. The respondents stated 6 points as the advantages they felt during the learning process. Furthermore, it can be seen that the research successfully brings positive answer to both of the formulated problems.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and suggestions. There are two parts in this chapter. In the first part, the researcher presents the conclusions of the two research problems’ findings and discussions. In other words, the researcher presents the conclusion of the extent to which scaffolding as an instructional strategy could help students learn writing and on the advantages of using scaffolding in learning writing. Then, in the second part, the research provides some suggestions for the upcoming English Club tutors, PGSD study program, and future researchers.

A. Conclusions

This research aims to find out the extent to which scaffolding as an instructional strategy can help students learn writing and to find out the advantages of using scaffolding in learning writing. Pertinent to the above research objectives, firstly, scaffolding as an instructional strategy could help the students to move to the higher level of competence. It is showed by the students’ increasing awareness, attentiveness, understanding, and critical analysis in writing after they learned writing using scaffolding. The increasing levels are shown by the decreasing errors on writing elements as the students moved to the last step of the scaffolding learning process and by the students’ post-scaffolding-learning ability to provide answer along with the rationales in the final test. Besides, the students’ increasing
level of competence is also supported by score difference between their pre- and post- scaffolding learning writing products.

Secondly, from the findings and discussions in Chapter IV on the second research question, scaffolding gives advantages to the students. There are six advantages experienced by the students. The first advantage is drawing students’ interest and motivation. Not only did the scaffolding learning make the students interested, but it also made them motivated to learn English. Even, scaffolding learning could motivate the students to learn more like stated by one of the students who always want to open dictionary to learn new words. The second and third advantages are simplifying task to be more manageable and controlling frustration and risk in problem solving. These advantages are related. By simplifying task given, a tutor controls students’ frustration and risk in solving problems (the task). Scaffolding learning is proved able to change students’ initial attitude towards English learning, namely being afraid or frustrated, into being happy and able to enjoy the learning process. Next, the fourth advantage is maintaining the pursuit of goal. Scaffolding helps students achieve learning goal by providing direction whenever the students seem moving away from the right path. The direction can be various. One of the examples is like what the tutor did: giving feedback and asking for revision. Then, the fifth advantage is modelling an idealized version of the task that needs accomplishing. This advantage arises because the tutor implemented one of the five types of scaffolding, namely modelling of desired behavior. This modelling is proved to direct the students to the task that is needed accomplishing. It is also proved to make students know what they need to do in
carrying out the task given. Finally yet importantly, scaffolding makes the students independent. As the scaffolding learning moves to one activity to another, students get a lot of clues, guidance, and direction from a teacher, all of which make them progress to higher level of understanding of particular concepts. As a result, the teacher is ready to withdraw all kinds of guidance and is also ready to let the students learn independently.

B. Suggestions

After discussing the findings on the two research questions and after drawing positive conclusions from the discussion, the researcher would like to provide some suggestions for some parties. The suggestions are for the upcoming English Club tutors, PGSD Study Program, and future researchers.

1. Upcoming English Club Tutors

This research proves that scaffolding as an instructional strategy gives benefits in learning writing. Therefore, the researcher suggests that the upcoming English Club tutors use scaffolding in teaching activity. Not only will well-structured and well-organized scaffolding learning help tutors, but also it will help the students to learn in easier and more enjoyable learning process. As a result, both parties can benefit from scaffolding. Meanwhile, scaffolding is worth considering as a teaching and learning strategy due to PGSD students’ initial level of English capability. The explanation of the English Club coordinator and also the analysis result of pre-scaffolding learning writing assignment demonstrate that almost all of
the PGSD freshmen belong to basic level. It means that tutors need to work hard in strengthening the students’ basic knowledge in English. By using scaffolding, teaching and learning basic knowledge of English will be easier for both parties.

2. **PGSD Study Programs**

Knowing the benefits of using scaffolding, the researcher also suggests that PGSD Study Program’s lecturers to use scaffolding in teaching activity. The lecturers can use scaffolding as an instructional strategy not only in teaching and teaching recount text but also in teaching other skills and topics. Further, the lecturers can apply the scaffolding as an instructional strategy especially in courses and learning topics in which most of the students struggle hard.

3. **Future Researchers**

For future researchers who are going to conduct research in scaffolding, the researcher suggests that they allocate time more in some details that are not included in the focus of the research. The researcher in the teaching process limited the number and scope of materials based on what are considered difficult by the students. However, there are some other writing elements which were not taught or not included in the focus of the research which seemed to hinder the process of the scaffolding learning, such as parallelism in using verb two and the use of to + infinitive. Due to the lack of the researcher’s time, the researcher as the tutor could not provide enough time to teach how to use them correctly. As a result, the students could not make good progress in understanding the concept of to+infinitive and
parallelism. Moreover, the tutor needed to revise the students’ writings on those points for many times.

On final remark, this chapter has shown that scaffolding can be an effective way to help the students learn English, especially writing. Not only is scaffolding proved to able to help the students’ improve their English competence, but it is also able to provide them many advantages. Therefore, the research results in positive outcomes for the two formulated problems.
REFERENCES


APPENDICES
Appendix 1. Result of Interview with the Coordinator of English Club

THE INTERVIEW RESULT/INTERVIEW TRANSCRIPT
WITH THERESIA YUNIA, S.Pd., M.Hum.
THE COORDINATOR OF ENGLISH CLUB PGSD

Topic of the interview: The background of English Club
Goal of the interview: To find out the goal of English Club and how English Club is supposed to be conducted

I (Interviewer) / Y (Bu Yunia)
I: How was English Club started?
Y: It was started in 2008 when the study program was still in the old building in Pringwulung. In the beginning, we tried to hold English Club on Saturdays. Then, because there were some complaints from the students for not having enough rest in weekend, we included the program into the schedule.

I: What is the background of English Club students?
Y: Our students are very various. Some come from SMK (vocational school). And about the competency in English, I think they are in the real beginner and beginner. None of them is in the intermediate. Not yet.

I: What is the background and the goal of English Club?
Y: Basically or firstly, the goal is to make them professional in English. We know that those who came to PGSD students, I can say, do not have enough proficiency in English.

Then, the university, especially Lembaga Bahasa require students to take TKBI (Tes Kemampuan Bahasa Inggris), so we changed the goal of English Club to helping students to pass TKBI through English Club. Then, the university changed the policy again. If students can get C for Bahasa Inggris courses, they do not need to take TKBI. That is why I need
to change the goal of English Club because we cannot focus on the TKBI only. Now, for focus is, the tutor is expected to help the students to develop all the four skills; more proficient in English in general, especially for the first semester.

I: In PGSD USD, there are two English courses namely Bahasa Inggris and English Club. What makes them different?

Y: The goals of them are different. In English Club, the goal is to help the students to develop their proficiency in English, whereas in the morning, in the general classes, we help them to get minimum C so they do not need to take TKBI.

The materials (and the skills) are integrated. There are no grammar focus or language focus or whatsoever. They are more topic based. However, if the tutor in English Club design a material based on a topic, there should be a language focus, isn’t it?

I: Why is English club only for semester one up to four? Why is it not provided for all of the semesters?

Y: Because, basically, they will have English classes only until semester four. And after that, in the semester five and above, they have to focus on the more related subjects. So, English is only given for 4 semesters and we include English Club for the first four semesters. If I was the head of the department, I will make English course appear in every semester, but it is difficult and we are not English department. Oh ya, even the university rule says that English is only given in first and second semester. We (actually) exceeds the expectation for the third and fourth semester. The curriculum of the university says so.

This is the rationale, if the students take English course together with English Club from semester one up to four, and then they are expected to take TKBI in semester five. And TKBI result is valid for two years. They will be able to finish their thesis on semester six and done. That is the rationale.
It is also my hope that they can continue learning English independently or by themselves after semester four. But who knows what will happen?

I : **Is there any specific competency expected from every level of English Club?**

Y : No, really. To be honest, I do not expect too much from the students because the rules of some senior high schools about giving English class only once a week. So, it is kind of hard to push them to be able to be proficient in English in certain level. Making them speaking English is already hard. And I will really appreciate if they can say something in English in class. If you are the assistant of the recent English classes, you will know how hard it is only to make them speak something in class.

I : **Why does the study program choose undergraduate students of English Education as English Club tutor?**

Y : As the students of the university, you need to collect some points to be able to do your thesis defense. By being English Club tutors, you will be able to get some points, enrich your experience in teaching, and our students get the benefits of learning informally. I hope the situation in English Club is less formal then in the class.

I : **Is there any specific method or strategy given by the study programs to English Club tutors in organizing English Club?**

Y : No, basically I just give them the topic, what they students are expected to know. And they will develop the materials by themselves. I never asked them to do this and that. I give the topic to the tutors of semester three and four. And about the first and second semester, before this semester, the topic follows the topics in the morning class. So, whatever topic they have in the morning, in the general classes, English Club will follow, with the reading and writing and speaking and listening. But, this semester is completely different. We have given the module, and we have to follow the module. So, if we ask them to follow the same topics, I think they will not be interested because English is three hours. So, I give the tutor freedom.
I : Is there any supervision from the study program on the organizing of English Club?

Y : Back then, using the TKBI. But right now, I am not sure yet. Because this is the first semester and the orientation is not TKBI anymore. So, maybe, I should conduct a survey about the tutors.
Appendix 2. Pre-Research Questionnaire Blueprint

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A-5A</td>
<td>Pengalaman belajar</td>
<td>Close-ended</td>
</tr>
<tr>
<td>1B, 3B, 6B, 7B</td>
<td>Bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td>2B</td>
<td>Five types of Scaffolding Characteristics</td>
<td>Close-ended</td>
</tr>
<tr>
<td>4B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8B</td>
<td>Scaffolding characteristics</td>
<td>Close-ended</td>
</tr>
<tr>
<td>5B</td>
<td>Scaffolding goal</td>
<td>Close-ended</td>
</tr>
</tbody>
</table>
Appendix 3. Pre-Research Questionnaire

KUISIONER PRA PENELITIAN
untuk ENGLISH CLUB PGSD KELAS 1D.1 T.A. 2015/2016
SENIN, 31 AGUSTUS 2015


Maria Dewi Rosari
PBI 2012/121214024

Jenis kelamin : L / P
Umur : ______________________
Asal SMA : ______________________
Lama telah belajar Bahasa Inggris: ___ tahun

Berilah isian dan tanda centang (✓) pada setiap pertanyaan dan pernyataan di bawah ini sesuai dengan keadaan Anda sekarang.

A. PENGALAMAN BELAJAR BAHASA INGGRIS
1. Bagaimana cara Anda belajar Bahasa Inggris? (silakan pilih lebih dari satu)
   □ Pelajaran di kelas
   □ Kursus Bahasa Inggris di lembaga kursus
   □ Menonton film dalam Bahasa Inggris
   □ Mendengarkan musik berbahasa Inggris
   □ Bermain game yang menggunakan Bahasa Inggris
   □ Berinteraksi langsung dengan Native Speaker
   □ Membaca buku (novel/buku cerita/buku kuliah) yang ditulis dalam Bahasa Inggris.
   □ Lainnya (sebutkan) _______________________________________

2. Cara apakah yang menurut Anda paling efektif untuk belajar Bahasa Inggris? Mengapa? (silakan pilih lebih dari satu)
   □ Pelajaran di kelas dengan bimbingan tutor atau guru atau orang yang lebih ahli
   □ Menonton film dalam Bahasa Inggris
   □ Mendengarkan musik berbahasa Inggris
   □ Bermain game yang menggunakan Bahasa Inggris
   □ Berinteraksi langsung dengan Native Speaker
   □ Membaca buku (novel/buku cerita/buku kuliah) yang ditulis dalam Bahasa Inggris.
   □ Lainnya (sebutkan) _______________________________________

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
3. Ketika harus menulis dan atau berbicara dalam Bahasa Inggris, saya menemukan kesulitan pada:
   (silakan pilih lebih dari satu)
   - Menemukan kata terjemahan yang tepat dari Bahasa Indonesia ke Bahasa Inggris
   - Penggunaan grammar yang benar
   - Menemukan ide tentang apa yang akan saya katakan dan atau tulis dalam Bahasa Inggris
   - Cara mengorganisir apa yang akan saya katakan dan atau tulis dalam Bahasa Inggris
   - Cara menterjemahkan apa yang akan saya katakan dan tulis dalam Bahasa Indonesia ke dalam Bahasa Inggris

4. Jika saya diberikan kebebasan untuk menuliskan atau menceritakan suatu cerita dalam Bahasa Inggris, tema yang akan saya pilih adalah: (silakan pilih lebih dari satu)
   - Pendidikan
   - Pengalaman pribadi
   - Non fiksi (misalnya: esai, opini pribadi yang berlandaskan teori dari para ahli)
   - Lainnya (sebutkan)

B. Utarakan pendapat Anda dengan memberikan tanda (✓) pada kotak setuju apabila Anda menyetujui pernyataan dan pada kotak tidak setuju apabila Anda tidak menyetujui pernyataan tersebut.

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyatan</th>
<th>Pendapat Anda</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya merasa Bahasa Inggris itu susah</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>setuju ✓</td>
</tr>
<tr>
<td>2</td>
<td>Dilibatkan dalam proses pembelajaran akan membantu saya dalam belajar.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>setuju ✓</td>
</tr>
<tr>
<td>3</td>
<td>Menulis dan atau berbicara dalam Bahasa Inggris akan menjadi lebih mudah dan menarik apabila topiknya berkaitan dengan apa yang saya suka</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>setuju ✓</td>
</tr>
<tr>
<td>4</td>
<td>Modelling atau contoh pengerjaan tugas dari guru/tutor sebelum saya mengerjakan tugas yang diberikan sangat bermanfaat bagi proses pengerjaan tugas tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>setuju ✓</td>
</tr>
<tr>
<td>5</td>
<td>Di luar kelas English Club, saya ingin dapat belajar Bahasa Inggris secara mandiri</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>setuju ✓</td>
</tr>
<tr>
<td>6</td>
<td>Saya merasa takut membuat kesalahan ketika berbicara dan atau menulis dalam Bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>setuju ✓</td>
</tr>
<tr>
<td>7</td>
<td>Kata-kata penguatan dalam Bahasa Inggris (contoh: Well-done!, Great! Good job!, dll) setiap kali saya selesai mengerjakan tugas memberi saya semangat positif dalam belajar Bahasa Inggris.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>setuju ✓</td>
</tr>
<tr>
<td>8</td>
<td>Saya akan menjadi lebih bersemangat dalam belajar apabila saya diberitahu goal atau tujuan akhir dari proses pembelajaran yang akan saya tempuh.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>setuju ✓</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 4. Pre-Research Questionnaire Analysis

PRE-RESEARCH QUESTIONNAIRE ANALYSIS

Respondents: 26 students of Class 1D.1 in English Club course PGSD USD
Day/date: Monday, August 31st, 2015
Goals: Identifying students’ difficulties in learning English
Checking whether scaffolding as an instructional strategy suitable to them

Analysis formula: \[ \frac{\sum x}{\sum n} \times 100\% \]
in which:
\[ \sum x = \text{the number of students who agree the related statement} \]
\[ \sum n = \text{the total students} = 26 \text{ students} \]

Respondents’ Background Information
The respondents consist of 26 people. They are 21 female students and 5 male students.

<table>
<thead>
<tr>
<th>Students in Class 1D.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
</tbody>
</table>

= Number of students
The respondents’ age ranges 17 – 21 years.

The respondents come from various senior high school in various provinces.
The respondents have learned English for 6 – 13 years

**Respondents' Range of Time in Learning English**

- 13 years: 1
- 12 years: 2
- 11 years: 5
- 10 years: 9
- 9 years: 10
- 6 years: 9

The respondents learn English through various ways

**Respondents' Ways of Learning English**

- English Books: 5
- Talking to Native Speaker: 10
- Games: 15
- English Songs: 20
- English Films: 25
- English course: 17
- In class: 25

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
### General statements

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Related theory</th>
<th>Number of students who agree ($x$)</th>
<th>In percentage</th>
</tr>
</thead>
</table>
| 1  | Saya merasa Bahasa Inggris itu susah  
*I think English is difficult*                                                    |                                                                                 | 22                   | 85%           |
| 2  | Kesulitan responden dalam Bahasa Inggris:  
*Respondents’ difficulties in learning English:*  
**Penggunaan grammar yang benar**  
*(The use of grammar)*  
**Cara menterjemahkan apa yang akan dikatakan dan ditulis dari Bahasa Indonesia ke Bahasa Inggris**  
*(Sentence Structure)*  
**Cara mengorganisir apa yang akan dikatakan atau ditulis dalam Bahasa Inggris**  
*(Organization)*  
Menemukan kata terjemahan yang tepat dari Bahasa Indonesia ke Bahasa Inggris  
*(Vocabulary/diction)*  
Menemukan ide tenang apa yang akan saya katakan dan atau tulis dalam Bahasa Inggris  
*Finding an idea to be written and or spoken in English* |                                                                                 | 22                   | 85%           |
|    |                                                                           |                                                                                 | 22                   | 85%           |
|    |                                                                           |                                                                                 | 22                   | 85%           |
|    |                                                                           |                                                                                 | 17                   | 65%           |
|    |                                                                           |                                                                                 | 16                   | 61%           |
|    |                                                                           |                                                                                 | 10                   | 38%           |
If I am given a chance to choose a theme for writing or speaking in English, the theme that I will choose is:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendidikan</strong></td>
<td>“With every task that we assign our students, we should consider how to make it as meaningful as possible for both the reader and the writer. The writer will put more thought and effort into a piece of writing that communicates his own interests and opinions.” (Raimes: 1983, p. 16-17)</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Pengalaman pribadi</strong></td>
<td><strong>Personal experience</strong></td>
<td>24</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Non fiksi</strong></td>
<td>(misalnya: esai, opini pribadi yang berlandaskan teori dari para ahli)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Menulis dan atau berbicara</strong></td>
<td>dalam Bahasa Inggris akan menjadi lebih mudah dan lebih menarik apabila topiknya berkaitan dengan apa yang saya suka</td>
<td>24</td>
<td>92%</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
### Statements about scaffolding as an instructional strategy

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Related theory</th>
<th>Number of students who agree</th>
<th>%</th>
</tr>
</thead>
</table>
| 1  | Cara apakah yang menurut Anda paling efektif untuk belajar Bahasa Inggris?  
*In your opinion, what is the most effective learning way?* | Instructional scaffolding is a temporary support structures faculty or an expert put in place to assist students in accomplishing new task and concepts they could not typically achieve on their own (Northern Illinois University, 2008) | 20                          | 77%|

| Kursus Bahasa Inggris di lembaga kursus  
*Taking an English course* |                                                                                                               |                                                                                                                                             | 5                           | 19%|

| Menonton film dalam Bahasa Inggris  
*Watching English films* |                                                                                                               |                                                                                                                                             | 12                          | 46%|

| Mendengarkan musik berbahasa Inggris  
*Listening to English songs* |                                                                                                               |                                                                                                                                             | 9                           | 35%|

| Bermain game yang menggunakan Bahasa Inggris  
*Playing game that uses English* |                                                                                                               |                                                                                                                                             | 8                           | 31%|

| Berinteraksi langsung dengan Native Speaker  
*Directly talking to Native Speaker* |                                                                                                               |                                                                                                                                             | 5                           | 19%|

<p>| Membaca buku (novel/buku cerita/buku kuliah) yang ditulis dalam Bahasa Inggris |                                                                                                               |                                                                                                                                             |                             |    |</p>
<table>
<thead>
<tr>
<th>Reading books (novel/story book/material book) which are written in English</th>
<th>3</th>
<th>12%</th>
</tr>
</thead>
</table>
| **2** | Di luar kelas English Club, saya ingin dapat belajar Bahasa Inggris secara mandiri  
*Outside of English Club course, I can be able to learn independently* | 21 | 81% |
| **3** | Saya akan menjadi lebih bersemangat dalam belajar apabila saya diberitahu goal atau tujuan akhir dari proses pembelajaran yang akan saya tempuh.  
*I will be more enthusiastic in learning if I am told the end goal of the learning process in advance* | “For scaffolding to be most effective, students should be motivated to achieve an endpoint that you and they envision together. Clarifying the desired goal is a crucial first step in scaffolding” (Hogan and Presley : 1997, p.187) | 26 | 100% |
| **4** | Dilibatkan dalam proses pembelajaran akan membantu saya dalam belajar.  
*Being invited to involve in the learning process will help me to learn* | Inviting students’ participation and inviting students to contribute clues (Roehler and Cantlon, 1997) | 20 | 77% |
| **5** | Modelling atau contoh pengerjaan tugas dari guru/tutor sebelum saya mengerjakan tugas yang diberikan sangat bermanfaat bagi proses pengerjaan tugas tersebut.  
*Modelling from teacher/tutor which is given before I do an assignment is beneficial for the process of carrying out the assignment* | Modelling of desired behavior (Roehler and Cantlon, 1997) | 26 | 100% |
Appendix 5. The Analysis of Pre-Scaffolding Learning Writing Assignment

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Orientation</th>
<th>Re-orientation</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Spelling and Punctuation</th>
<th>Total Score</th>
<th>Grade</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>11</td>
<td>3.7</td>
<td>Beginner</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>2.3</td>
<td>Beginner</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>17</td>
<td>5.7</td>
<td>Beginner</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>2.7</td>
<td>Beginner</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>3.0</td>
<td>Beginner</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>10</td>
<td>3.3</td>
<td>Beginner</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>2.3</td>
<td>Beginner</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>2.7</td>
<td>Beginner</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>3.7</td>
<td>Beginner</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>3.3</td>
<td>Beginner</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>2.3</td>
<td>Beginner</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>3.0</td>
<td>Beginner</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>10</td>
<td>3.3</td>
<td>Beginner</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>3.7</td>
<td>Beginner</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td>3.7</td>
<td>Beginner</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>2.7</td>
<td>Beginner</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>14</td>
<td>4.7</td>
<td>Beginner</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>2.7</td>
<td>Beginner</td>
</tr>
<tr>
<td>21</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>18</td>
<td>6.0</td>
<td>Intermediate</td>
</tr>
<tr>
<td>23</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>17</td>
<td>5.7</td>
<td>Beginner</td>
</tr>
<tr>
<td>24</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>15</td>
<td>5.0</td>
<td>Beginner</td>
</tr>
<tr>
<td>26</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td>3.7</td>
<td>Beginner</td>
</tr>
</tbody>
</table>

**Average** 1.6 1.7 1.7 1.8 1.4 2.6 10.8 3.6
## Appendix 6. Observation Checklist Blueprint

### Observation Checklist Blueprint

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a - e</td>
<td>Five types of scaffolding theory by Roehler and Cantlon (1997)</td>
<td>Close and open-ended</td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 6</td>
<td>Characteristics of scaffolding learning activities theory by Bransford, et al. (2000)</td>
<td>Close and open-ended</td>
</tr>
</tbody>
</table>
Appendix 7. Observation Checklist Sheet

OBSERVATION CHECKLIST SHEET

Part 1
Goal: Identifying the students’ experience in learning writing using scaffolding
Statements adapted from: Five types of scaffolding theory by Roehler and Cantlon (1997)

<table>
<thead>
<tr>
<th>No</th>
<th>Tutor….</th>
<th>Date of the observation</th>
<th>Check when observed</th>
<th>Notes from Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Offering explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tutor is knowledgeable about subject matter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gives clear explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gives detail information that the students may need to carry out the task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explains the material in a way that is suitable to the current level of the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explains the importance of learning the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helps the students to avoid confusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Verifying and classifying students’ understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Checks students’ understanding gradually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inviting students’ participation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks students to share their understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acknowledges students’ effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verifies students’ understanding when it is reasonable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarifies students’ understanding when it is unreasonable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Modelling desired behavior</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives clear example of what students have to do</td>
<td></td>
</tr>
<tr>
<td>Gives various examples</td>
<td></td>
</tr>
<tr>
<td>Gives model that can be easily imitated by the students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Inviting students to contribute clues</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Giver students enough motivation</td>
<td></td>
</tr>
<tr>
<td>Tutor can help students in expressing their opinion/argument</td>
<td></td>
</tr>
</tbody>
</table>
Part 2
Goal: Identifying benefits of learning writing using scaffolding from their experience
Statements adapted from: Characteristics of scaffolding learning activities theory by Bransford, et al. (2000)

<table>
<thead>
<tr>
<th>No</th>
<th>Tutor….</th>
<th>Check when observed</th>
<th>Notes from Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drawing interest of students in the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Simplifying the task so that student can manage components of the process and recognize when a fit with task requirements is achieved;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Maintaining the pursuit of the goal, through motivation of the students and direction of the activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Indicating the difference between the student’s current work and the desired standard of work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Controlling frustration and risk in problem solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Modelling an idealized version of the task that needs accomplishing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 8. Result of Observation Checklist

#### RESULT OF OBSERVATION CHECKLIST

**Part 1**  
**Goal**: Identifying the students’ experience in learning writing using scaffolding  
**Statements adapted from**: Five types of scaffolding theory by Roehler and Cantlon (1997)

<table>
<thead>
<tr>
<th>No</th>
<th>Tutor….</th>
<th>Date of the observation</th>
<th>Check when observed</th>
<th>Notes from Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Offering explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tutor is knowledgeable about subject matter</td>
<td></td>
<td>✓</td>
<td>Tutor dapat menjelaskan dengan Bahasa sehari-hari. Materi yang dijelaskan sering dibuat menjadi analogi dengan peristiwa sehari-hari yang sering dialami mahasiswa. Ini membuat mahasiswa menjadi mudah menyerap dan mengingat materi yang disampaikan.</td>
</tr>
<tr>
<td></td>
<td>Gives clear explanation</td>
<td>21/09 – 26/10</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gives detail information that the students may need to carry out the task</td>
<td></td>
<td>✓</td>
<td>Kalau ada anak yang bertanya, tutor menjelaskan jawabannya dengan detail dan dapat memastikan anak tersebut benar-benar paham.</td>
</tr>
<tr>
<td></td>
<td>Explains the material in a way that is suitable to the current level of the students</td>
<td></td>
<td>✓</td>
<td>Tutor seperti menjadi teman bagi mahasiswa, sehingga penyampaian materinya seperti satu frekuensi.</td>
</tr>
<tr>
<td></td>
<td>Explains the importance of learning the material</td>
<td></td>
<td>✓</td>
<td>Dilakukan tutor setiap sebelum memulai kelas.</td>
</tr>
<tr>
<td></td>
<td>Helps the students to avoid confusion</td>
<td></td>
<td>✓</td>
<td>Dilakukan tutor dengan datang ke anaknya langsung</td>
</tr>
</tbody>
</table>
### b. Verifying and classifying students’ understanding

<table>
<thead>
<tr>
<th>Checks students’ understanding gradually</th>
<th>✔️ Selalu menanyakan “sampai ini mudheng?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks students to share their understanding</td>
<td>✔️ Ketika ada yang bertanya, pertanyaan mahasiswa dikembalikan ke kelas untuk dijawab dan biasanya akan mendapat jawaban dari mahasiswa yang lain. Misalnya: ada yang tanya apa itu diction, lalu tiba-tiba ada yang menyahut “pemilihan kata”</td>
</tr>
<tr>
<td>Acknowledges students’ effort</td>
<td>✔️ Dengan memberikan motivasi, compliment pada apa yang dilakukan mahasiswa</td>
</tr>
<tr>
<td>Verifies students’ understanding when it is reasonable</td>
<td>✔️ Kalau ada yang menjawab dengan benar, tutor akan mengulangi menerangkan jadi seluruh anggota kelas bisa menangkap jawaban itu. Memastikan kalau jawaban yang tlah diklarifikasi itu ditangkap oleh seluruh anak.</td>
</tr>
<tr>
<td>Clarifies students’ understanding when it is unreasonable</td>
<td>✔️ Kalau ada yang salah, bukan menyalahkan, tapi mengajak untuk mengecek dan mencari tahu bersama. Sehingga anak tidak takut mencoba dan salah.</td>
</tr>
</tbody>
</table>

### c. Inviting students’ participation

<table>
<thead>
<tr>
<th>Invites students’ participation in succeeding the goal of the learning process (i.e. the understanding of the material)</th>
<th>✔️ Sebelum memulai dan atau sebelum mengakhiri kelas pasti memberi motivasi. Motivasi itu diulang dan jadi seperti mengundang mahasiswa untuk mau terlibat dan</th>
</tr>
</thead>
</table>
Invites students’ participation in the class project (i.e. making a book project)

Gives students opportunity to take a part/involve in the learning process

d. Modelling desired behavior

Gives clear example of what students have to do

Gives various examples

Gives model that can be easily imitated by the students

e. Inviting students to contribute clues

Gives students enough motivation

Tutor can help students in expressing their opinion/argument

Gives students chances to give contribution in completing the task

Part 2
Goal: Identifying benefits of learning writing using scaffolding from their experience

Statements adapted from: Characteristics of scaffolding learning activities theory by Bransford, et al. (2000)

<table>
<thead>
<tr>
<th>No</th>
<th>Tutor….</th>
<th>Check when observed</th>
<th>Notes from Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drawing interest of students in the task</td>
<td>✓</td>
<td>Melalui motivasi</td>
</tr>
</tbody>
</table>

[PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI]
2. Simplifying the task so that student can manage
components of the process and recognize when
a fit with task requirements is achieved; □
   - Tutor sudah cukup membuat langkah-langkahnya manageable.
   - Outline sangat membantu. Satu materi besar bisa disajikan
     menjadi kepingan-kepingan yang mudah diterima oleh
     mahasiswa

3. Maintaining the pursuit of the goal, through
motivation of the students and direction of the
activity □
   - Iya. Dimulai dari tugas menulis awal, dan dari tugas2 sebenernya
     sedang membawa ke desired standard

4. Indicating the difference between the student’s
current work and the desired standard of work □

5. Controlling frustration and risk in problem
solving □

6. Modelling an idealized version of the task that
needs accomplishing □
## Appendix 9. Writing Scoring and Score Categorization Rubrics

### RECOUNT WRITING SCORING RUBRIC

**Name/student number:**

<table>
<thead>
<tr>
<th>Score</th>
<th>5 points</th>
<th>3 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORIENTATION</strong>&lt;br&gt;who, what, where, when, why</td>
<td>Orientation includes 5 w's, creates atmosphere. Setting is well developed. Ideas motivate reader to continue reading.</td>
<td>Orientation is clear and setting is introduced satisfactorily.</td>
<td>Orientation is unclear or inconsistent with recount. Setting is not introduced clearly. Uninteresting introduction.</td>
</tr>
<tr>
<td><strong>SEQUENCES:</strong>&lt;br&gt;chronological events and linking ideas</td>
<td>The writing piece is extremely well organised. One idea follows another in a logical sequence with clear transitions. Uses paragraphs appropriately.</td>
<td>The writing piece is fairly well organised, but is a little hard to follow at times. The transitions are sometimes not clear. Paragraphing not always consistent.</td>
<td>Ideas show no connection and sense of order. No use of paragraphs.</td>
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<td><strong>LANGUAGE:</strong>&lt;br&gt;The use of connection words, adjectives, and past tense</td>
<td>Writes maturely and fluently. Uses effective language to create mood and atmosphere through the use of adjectives. Uses wide range of connection words (firstly, after, then).</td>
<td>Writer uses words that communicate clearly. Uses some adjectives that draw pictures in the reader's mind. Varies connection words (firstly, after).</td>
<td>Poor range of vocabulary. Sentence beginnings are repetitive and uninteresting. Small or no use of descriptive language.</td>
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<tr>
<td><strong>GRAMMAR</strong>&lt;br&gt;The use of simple past</td>
<td>Maintains the use of simple past or manipulates verb</td>
<td>Writer mixed the use of past tense and present tense</td>
<td>Most of actions are written in non-simple past tense</td>
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tense well in most of the sentences

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<th>PERSONAL &amp; EVALUATIVE COMMENTS</th>
<th>Writes in-depth personal comments and evaluates each of the main events using interesting detail.</th>
<th>Writes some personal comments but no evaluative remarks about each main event.</th>
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| TOTAL                        |                                                                                                   |                                                                                       |                                                                     |

Adapted from: https://l4chps.wikispaces.com/file/view/year-5-2012-recount-writing-rubric.doc

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Appendix 11. Comparison of Pre- and Post- Scaffolding Learning Writing Score on Content Organization

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Average 6.9 273%
Appendix 12. Student 15’s Recount Text after Scaffolding Learning

Hiking Merapi Mountain

In September 26-27th 2015, my friend and I went hiking to Merapi Mountain. I went there because I wanted to have more experiences and knowledge. Also, it was because I like nature. We went there, to New Selo, from Bantul by motorcycle. Then, arriving there, we went to the top of the Merapi Mountain by walking.

Before we left for New Selo, we, a group of 4 people from Bantul, prepared all of our needs and checked the condition of our motorcycle. Our trip was started at 8 p.m. In the middle of the trip, we stopped by in an area called Blabak to meet our friends from Magelang who had beer waiting for us. They wanted to join us in the hiking. Then, we continued our way to New Selo. The day was already dark. The street we were passing was broken. There were a lot of bends and trucks along the way. We were like in the middle of a jungle. It was almost very late night. So, we rode our motorcycle faster. We arrived in New Selo at 11 p.m. After arriving, we took a rest in one of villagers’ house. There, we also ordered hot drinks to warm our body while preparing our needs for hiking.

After all of the things were ready, we started our hiking by praying. Then, we went to a counter there to pay for the hiking fee. We paid Rp 18,000.00 for each person. After that, we continued our journey to the gate of Merapi Mountain hiking area. It was New Selo. It was about 1 KM from where we were. Then, we went to the first stoppage named “Watu Belah”. It was about 0.5 KM far and it took 45 minutes walking. After the first stoppage, we now entered a stickstep road, it was stony. There, there was a small “Pendopo” to take a rest to cook some food, and to have a drink. Next, we went to the second stoppage. It was about 0.6 KM far and it took 1 hour walking. There was a large stone and small “pendopo”. Next we headed to the “Pasar Bubrah”. Next, we went to the third stoppage named “Pasar Bubrah”. It was about 0.7 KM far and it took 45 minutes. But we did not get in “Pasar Bubrah”. Because we were tired. We stopped in “Watu Gajah”.

There, we set up 2 tents beside a large rock to get rid of strong wind and cold. Finished setting up the tents, we wanted to see sunrise and to see state above
the clouds. Unfortunately, we missed the special moment and were not able to immortalize it because we was tired and needed a break. Around 8 a.m, we woke up. The sun was shining our tents were glary and hot. Then, we went out of the tent. There was very beautiful view from the summit of Merapi Mountain. We could see the top of Merapi Mountain cleary. Although there were rocks, sand and dust. After that, we made food and drinks for a breakfast. After eating, my friends went hiking to “Puncak Garuda” but I did not. I chose to take a rest while keeping our tent. Around 11 a.m, my friends were back to our tent. They shared their experience in “Puncak Garuda”. They told me about 1 hour trip to get to the “Puncak Garuda” through so rugged terrain that they had to be very careful. They also showed me their photos in the “Puncak Garuda”. When it’s in cloudy condition. Then, we decided to go down. We shared tasks to pack our stuff. We helped each other. Before we went down of the mountain, we did not forget to bring garbage along with us. We were not supposed to leave trash there. We must love our nature and we must not be selfish. Also, we must not demage our nature.

Our trip started at 1 p.m. Our available drinking water was only 1 liter for 10 people. Along the way, we took pictures and video of beautiful moments with our camera. Around 4 p.m, we arrived at the gate of “New Selo”. We took a break in “New Selo” and ordered food and drinks when it was raining. At 5 p.m, we headed to the parking area and prepared for our trip to go home. We started our trip at 5.30 p.m. The road was dark and slippery because of the rain.

I am very happy to be able to hike the top of the mountain which was famous with it’s extreme terrain. Instead, I could enjoy the beautiful moments there. Although, I often complained when my friends and I went hiking, my friends kept being faithful to me and giving me spirit and motivation. They always guarded me along the way. From this experience, I could know that I was strong even though I was the only woman hiker at that time. For me, this trip was very enjoyable and memorable. I will never my experience of hiking with friends. I hope this story can describe my experience and our nature. Increase knowledge about nature especially in Merapi Mountain.
Appendix 13. Comparison of Pre- and Post- Scaffolding Learning Writing Score on Grammar

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<td>2.0</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>3</td>
<td>1.0</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>2</td>
<td>2.0</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>2</td>
<td>3.0</td>
<td>150%</td>
<td></td>
</tr>
</tbody>
</table>

Average: 1.9  138%
Appendix 15. Comparison of Pre- and Post- Scaffolding Learning Writing Score on Spelling and Punctuation

<table>
<thead>
<tr>
<th>Student number</th>
<th>Grade</th>
<th>Degree of improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-</td>
<td>Post-</td>
</tr>
<tr>
<td>In number</td>
<td>In percentage</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>23</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>26</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Average: 0.5 31%
Appendix 16. Recount Text in Final Test

One day, when I had a holiday after examination test on senior high school, me and my friends had a program. We would sell something in Glagah beach. In Glagah beach in Yogyakarta. Glagah is one of beaches in West Yogyakarta. Than, we sell chocolate ice,

First time, we feel so embarrassed because many people looked at my friends and me. We are hesitant to start our activity. At that time, the atmosphere of Glagah Beach was very busy. Busy and so crowded. Then we started selling our chocolate ice. Selling the ice was not easy. Finilly we know it was very difficult to look for Money.
## Appendix 17. Coding of Observation Checklist and FGI Transcript

### CODING OF OBSERVATION CHECKLIST AND FGI TRANSCRIPT

**The Advantages of Learning Writing Using Scaffolding as an Instructional Strategy**

<table>
<thead>
<tr>
<th>No</th>
<th>Segments</th>
<th>Observation checklist</th>
<th>Evidence</th>
<th>FGI</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Indicating the difference between the students’ current work and the desired standard of work</td>
<td>Tutor membantu siswa mengatasi kebingungan dengan mendatangi langsung anak yang bersangkutan. C1: Aku tu udah pesimis [awalnya] mbak. Ya ampun..“is it” aja dulu awal kuliah tu [tidak tahu]... bikin satu kalimat aja tu susah apalagi suruh bikin buku. Bikin cerita sembar aja ya ampun mbak. Kemaren itu sampe lihat revisi itu seneng.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Modelling an idealized version of the task that needs accomplishing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Other advantages</td>
<td>Being independent learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 18. English Club Learning Schedule and The Underlying Theory

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Type of scaffolding by Roehler and Cantlon (1997)</th>
<th>Language focus</th>
<th>Topic</th>
<th>Handout/ worksheet number</th>
<th>Learning activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21 September 2015</td>
<td>Offering explanation</td>
<td></td>
<td>Topic</td>
<td></td>
<td>• Pre-scaffolding learning writing assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modelling of desired behavior</td>
<td></td>
<td></td>
<td></td>
<td>• Book project explanation</td>
</tr>
<tr>
<td>2</td>
<td>28 September 2015</td>
<td>Offering explanation</td>
<td>Simple past tense vs Simple present tense</td>
<td>“I had breakfast yesterday morning”</td>
<td>1 (Appendix 19)</td>
<td>• Playing games</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Drawing conclusion on the different between simple past and simple present by students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Making sentences telling past experience using simple past</td>
</tr>
<tr>
<td>3</td>
<td>5 October 2015</td>
<td>Recount text (generic structure, “My hamburger text”)</td>
<td></td>
<td></td>
<td>2 (Appendix 20)</td>
<td>• Identifying generic structure of a recount text from the example given</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Worksheet/Reference</td>
<td>Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4    | 12 October 2015 | Minimum requirements of writing minus finite group and verb group | “The ingredients of my text”                              | - Giving explanation by giving an analogy of hamburger (refer to the worksheet)  
- Giving various examples of recount texts to be analyzed  
- Playing reality-TV-show-like quizz  
- Giving explanation  
- Discussing the questions together (Questions taken from Worksheet 4 as embedded in Appendix 22). |
| 5    | 19 October 2015 | Verifying and clarifying students’ understanding                     |                                                            | - Mid term test I                                                                 |
| 6    | 26 October 2015 | Offering explanation                                                |                                                            | - Explaining the materials as shown in the worksheet  
- Discussing and checking mid term test together |

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Modelling of desired behavior</th>
<th>“My hamburger text and the ingredients”</th>
<th>5 (Appendix 23)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2 November 2015</td>
<td>Inviting students’ participation</td>
<td>6 (Appendix 24)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Giving model on how to make an outline of recount text</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Asking students to give peer-feedback to one group mate to another using the giving-feedback guidance sheet</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>9 November 2015</td>
<td>Modelling of desired behavior</td>
<td></td>
<td>7 (Appendix 25)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inviting students’ participation</td>
<td></td>
<td></td>
<td>• Giving a model on how to develop an outline to a recount text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Making first draft of recount text</td>
</tr>
<tr>
<td>9</td>
<td>16 November 2015</td>
<td>Verifying and clarifying students’ understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Giving feedback on and revising first draft</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>20 November 2015</td>
<td>Verifying and clarifying students’ understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inviting students to contribute clues</td>
<td></td>
<td></td>
<td>• Giving oral feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Discussing the committee of the book project (the discussion was lead by the coordinators chosen)</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Activity Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>23 November 2015</td>
<td>Verifying and clarifying students’ understanding</td>
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<td></td>
<td></td>
<td>• Giving final feedback from tutor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>30 November 2015</td>
<td>Inviting students to contribute clues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Revising the recount texts by the editors (the students)</td>
<td></td>
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</tr>
</tbody>
</table>
Appendix 19. Worksheet 1

“I had breakfast yesterday morning”

Topic: “I had breakfast yesterday morning”
Language focus: Simple past tense and simple present tense
Goal: Student are able to tell their past events using appropriate tense and dictionaries

WARMING UP

Group the following words into present time or past time!

<table>
<thead>
<tr>
<th>EVERY DAY</th>
<th>YESTERDAY</th>
<th>EVERY AFTERNOON</th>
<th>LAST NIGHT</th>
<th>EVERY WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVERY MORNING</td>
<td>YESTERDAY MORNING</td>
<td>EVERY NIGHT</td>
<td>LAST WEEK</td>
<td>YESTERDAY AFTERNOON</td>
</tr>
<tr>
<td>EVERY MONTH</td>
<td>LAST MONTH</td>
<td>EVERY YEAR</td>
<td>LAST YEAR</td>
<td>LAST MONDAY</td>
</tr>
<tr>
<td>EVERY MONDAY</td>
<td>LAST MONDAY</td>
<td>EVERY TUESDAY</td>
<td>LAST TUESDAY</td>
<td>EVERY WEDNESDAY</td>
</tr>
<tr>
<td>LAST WEDNESDAY</td>
<td>EVERY THURSDAY</td>
<td>LAST THURSDAY</td>
<td>EVERY FRIDAY</td>
<td>LAST FRIDAY</td>
</tr>
<tr>
<td>EVERY SATURDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAIN ACTIVITY

What appropriate adverb of time does every sentence below need? Why?

Example: The post office opens at eight o’clock every morning.

1. I walked to my campus ____________
   Why?
2. I walk to my campus ____________
   Why?
3. My parents give me pocket money ____________
   Why?
4. My uncle gave me money ____________
   Why?
5. Tiwi **has** breakfast __________
   Why?
6. Gina **had** breakfast ___________
   Why?
7. Gea **went** to Borobudur temple ______
   Why?
8. Mega **visited** Parangtritis beach __________
   Why?

What kind of conclusion about **present time and past time** can you draw from the previous activities? Discuss with your partner or your group!

<table>
<thead>
<tr>
<th>REGULAR AND IRREGULAR VERBS</th>
<th>PRESENT (V1)</th>
<th>PAST (V2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAVE</td>
<td>HAD</td>
<td>FEEL</td>
</tr>
<tr>
<td>SELL</td>
<td>SOLD</td>
<td>MEET</td>
</tr>
<tr>
<td>LOOK</td>
<td>LOOKED</td>
<td>TEACH</td>
</tr>
<tr>
<td>IS</td>
<td>WAS</td>
<td>GIVE</td>
</tr>
<tr>
<td>GO</td>
<td>WENT</td>
<td>THINK</td>
</tr>
<tr>
<td>MAKE</td>
<td>MADE</td>
<td>SEE</td>
</tr>
<tr>
<td>FALL</td>
<td>FELL</td>
<td>VISIT</td>
</tr>
</tbody>
</table>
Make a sentence using the words in past-time column! You can make more than one sentence for each word. Don’t forget to use adverb of time above! Once you are done, you can practice making another sentence telling your experience using other words.
Appendix 20. Worksheet 2

“MY HAMBURGER TEXT”

Topic: “My ‘hamburger’ text”
Language focus: Recount text
Goal: Student are able to identify the generic structure and feature of a recount text

WARMING UP ACTIVITY
Can you find the errors? If yes, circle it and write the correct ones! Don’t forget to give your reasons. Clue: there five errors in the following 5 sentences 😊

1. One day, I went to place of tour in Gunung Kidul.
2. Last year, I join a student exchange program with my 7 friends and 1 teacher.
3. One day, when I had a holiday after examination on my senior high school, my friends and I feeling so embarrassed because of many people staring at us.
4. One month ago, I am falling in love with someone.
5. Two years ago, when I am in class 2 of senior high school, I go to Bali.

MAIN ACTIVITY
What each of the following paragraph is telling you?

Diving in Bunaken Island

Last year, I left Gunung Kidul for Bunaken Island. I went there with a group of Gunung Kidul drivers. Getting there was not quite easy.

Soon, after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our driving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.
Making a recount text is like making hamburger

“**The upper bun is the orientation; vegetables, meat, the slice of cheese are the events** “
and the lower bun is the re-orientation;

*We cannot reorder the orientation, events, and re-orientation as we cannot reorder the upper bun-vegetables, meat, cheese,-and the lower bun.*

*The order in the hamburger is what makes it delicious*
*The order in the recount text is what makes it delicious*
### Recount Generic Structure

**Orientation** tells who was involved, what happened, where the events took place, and when it happened. With orientation, background information answering **who? when? where? why?**

**Events** tell what happened and in what sequence. Events are identified and described in a chronological order.

**Reorientation** consists of optional-closure of events/ending, **concluding comments** express a **personal opinion** regarding the events describe.

### Recount text feature

#### Using details to help the reader reconstruct the activity or incident
- Details of time, place and incident need to be clearly stated, example: *At 11.15 pm, between Reid Rd and Havelock St a man drove at 140 kms toward the shopping centre* (Factual Recount)
- Descriptive details may also be required to provide information, example: *He was a skinny boy with a blue shirt, red sneakers and long tied back hair* (Factual Recount)

#### Using language features
- Written in the past tense
- Frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, etc.
- Recounts describe events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs)
- Use of personal pronouns

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Can you find the upper bun – vegetables, meat, and cheese – the lower bun of the following text:

**A Day Visit to Yogyakarta**

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We woke up early in the morning. My father prepared the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o’clock.

It was about nine A.M. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o’clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o’clock and arrived home at ten. We were tired but happy.

(Taken from: http://tugas-tukas.blogspot.com/2015/10/7-contoh-recount-text-holiday-terunik.html)
Appendix 21. Mid Term Test Sheet (Worksheet 3)

MID TERM TEST
ENGLISH CLUB PGSD USD
SEMESTER 1
MONDAY, 19TH OCTOBER 2015
CLASS 1D.1

State whether each of these sentences is grammatically correct or incorrect by circling the letter C (for correct) or I (for incorrect)! If it is false, give your rationale/reason. (8)

1. My girlfriend made me happy yesterday. C/I
   ___________________________________________________________________

2. Pandu look his car in garage last night. C/I
   ___________________________________________________________________

3. Budi feel in love two weeks ago C/I
   ___________________________________________________________________

4. I visited my grandma everyday C/I
   ___________________________________________________________________

Each of the sentences below has one mistake. All of the mistakes are about minimum requirements of writing. Find them and correct them in the provided space! You do not need to re-write the whole sentence. (32)

1. Last Friday, I want to campus without spirit because I felt tired. ______________
   ___________________________________________________________________

2. Las Monday, my teacher taught me how to use V2 in a sentence. ______________
   ___________________________________________________________________

3. I fell so happy to visit Gembira Loka Zoo yesterday. _______________________
   ___________________________________________________________________

4. He name is Yohan. ________________________
   ___________________________________________________________________

5. In Church, I met my elementary school frind. ________________________
   ___________________________________________________________________

6. In my last holiday, I visited two places Ambarukmo Plaza and Jogja City Mall. ________________________
   ___________________________________________________________________

7. I met my family Last week. ________________________
   ___________________________________________________________________

8. I went to Gembira Loka Zoo Yesterday. ________________________
   ___________________________________________________________________

9. She felt from bicycle Yesterday. ________________________
   ___________________________________________________________________

10. That trousers are so smelly. It is better for you to launder them. ________________________
    ___________________________________________________________________

11. Yesterday afternoon, I met Siska. Both of us was happy to meet each other. ________________________
    ___________________________________________________________________

12. You must be joking! I am smarter then him. ________________________
    ___________________________________________________________________

13. Im so mad to know you are lying. ________________________
    ___________________________________________________________________

14. My group members are Dian, Dino, and Dito. Their are the best classmates I have ever had. ________________________
    ___________________________________________________________________
15. I do not like durian. The smell is so strong. I prefer avocado. Can you give me a avocado?

16. Nia try to be the best graduate of Sanata Dharma University.

The following text is a recount text. The paragraphs of the text below are in the wrong order. Reorder them by writing a number showing the order in the box. Then state whether the paragraph is orientation, events, or re-orientation. Explain your reason!

(20)

After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown.

_________________________________________________

I liked to see some Cleveland Cavaliers basketball matches. Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies- Paramount, Warner Bros., RKO and Columbia- had studios in Hollywood. I did not want to leave but I had to.

_________________________________________________

The places made feel at home but I have to go home. The places were very amazing. Next time I would return to them.

_________________________________________________

Last summer, I got a fantastic holiday. I visited some great places. I went to an airport and was going to fly to Cleveland. I spent two days there. I went there with my brother.

_________________________________________________

Good Luck! 😊
Appendix 22. Worksheet 4

"THE INGREDIENTS OF MY TEXT"

Topic : “The Ingredients of My Text”
Language focus: Minimum Requirements of Writing (adapted from minimum requirements book of PBI USD)
Goal : Student are able to identify and then use concord, finite verb, tense, verb group, article, punctuation, and spelling correctly in writing a sentence and or a text.

CONCORD AND ARTICLE
Fill the blank below by choosing the correct words provided!

<table>
<thead>
<tr>
<th>He</th>
<th>She</th>
<th>It</th>
<th>You</th>
<th>We</th>
<th>Her</th>
<th>His</th>
<th>Your</th>
<th>Hers</th>
<th>Yours</th>
</tr>
</thead>
</table>

1. Last week, Mega went to Bali. ___ was very happy for it.
2. Julian felt very happy when ____ met his girlfriend.
3. Divin was full of smile because he could take a walk with ____ girlfriend.
4. Mia was very disappointed. She just lost ____ favorite book.
5. Yesterday, when I visited Ambarukmo Plaza, I met Agatha, Gina, Nimas, and Wira. ____ were my classmates in senior high school.
6. Hi Ria! I just found this book. I think it is ___ book.

a an each every another those these each both

7. Don’t keep silent! Say something! I need __ answer from you.
8. Today is my birthday. Today I bring a box of candy for ____ person in this class.
9. I am the only son in my family. I have two sisters. They are Vina and Vini. ____ of them are beautiful.
10. This is a book I have been looking for! See! _____ are the books you have been looking for. We are lucky to find the books in this bookshop.
11. That is a book I have been looking for! See! _____ are the books you have been looking for. We are lucky to find the books in this bookshop.
12. ____ of us has to read a lot to finish this essay.

State whether each of the following sentence is correct. If the sentence is incorrect, correct it and give your reasons!

13. She wants to be a good teacher after graduating.
14. They swim in the sea together.
15. He read a dictionary every day.
16. The cat tries to catch the ball.
17. Halimah write a story about her unforgettable experience.
18. Rina and Tuti climb a tree together.
CONCORD
Concord is an agreement between words in number, etc. The items of concord are:

- The use of the feminine and masculine pronouns
  He  His
  She  Her
  My sister goes to campus. She is in the first semester.
  My brother has a bicycle. It is his bicycle.

- The correct singular and plural forms for verbs and for pronouns
  He, she, it and all of the words whose pronouns are he, she, it → Verb+s
  Example:
  He walks in the corridor  not he walk in the corridor.
  She cooks in the kitchen  not she cook in the kitchen.
  Rico watches TV  not Rico watch TV.

- The use of nouns after the words one, a, an, each, another, and every.
  All of those words refer to singular noun
  One student sleeps in the class.    not one students sleeps in the class
  Each man in this room must eat this food. not each mans in this room must eat this food.
  Every person in the class must study hard. not every persons in the class must study hard.

- The use of nouns after the words both, many, these, those
  All of those words refer to plural noun
  Both of them are my best friends. They are Ani and Ana.
  These are the things I need right now.

ARTICLE
Articles are the words (in English are the, a, and an preceding a noun employing specify or lack of specificity.

- When we use a singular countable noun, we should make sure to put a/an/the before the noun
  Have you read a story?
- When we use an uncountable noun or plural countable noun, we need to avoid putting a/an/the
  In the market we saw a sugar.

SPELLING
Choose the correct spelling to fill the blank in the following sentence!

1. Rina is higher than / then Rini
2. Do you think it’s / it’s a great book?
3. First, take some sugar and then / than mix it with the eggs.
4. My teacher said that it’s / its important to read every day
5. The cat licked it’s / its fur.
6. I am smarter than / then Ana.
7. You have to turn right at the T-junction and then / than turn left at the second intersection.
8. There / there are my best friends.
9. Where / were is the library? Can you show me how to get there?
10. I planed / planned this even yesterday.

SPELLING
Spelling is the process or activity of writing or naming the letters of a word. Here are the common mistakes:

1. We should be certain that we use the words there and their, and then and than correctly.
2. When a word ends in d, l, m, n, p, or t, and has a short vowel sounds in its final syllable, the consonant should be doubled. She cries since the beginning of the play.

PUNCTUATION
Punctuate the sentences below using the following punctuation marks:

? , . ! “ ” ’

1. When is your birthday____
2. Mrs. Smith____s cat is black and white.
3. My sister hates football___but I love it.
4. I__m twelve years old in March
5. “Hooray_____” the children shouted.
6. In my school bag I have a book, a pencil____ a sharperner and a ruler.
7. _____My job can be dangerous,” said the fireman.
8. “Look out____” shouted the man.
9. I couldn___t see through the thick fog
10. What time does school finish___
11. The bus doesn____t arrive for an hour.
12. We bought some oranges, lemons___strawberries and apples at the grocery shop.
PUNCTUATION
Punctuation is the system of arrangement of marks used to punctuate a written passage. In writing English, we should not make any violation of the following rules:

a. We should use a capital letter at the beginning of every sentence and to begin the name of a person, town or country.
   In Indonesia, there are a lot of riots such as in Sambas, Ambon, and Dilli.
b. We should use a full stop (.) at the end of every statement.
c. We should use exclamation mark (!) at the end of every exclamation.
   “Look! She is our new teacher”
d. We should use a question mark (?) at the end of every question.
   Do you think that I am able to do it?
e. We should be certain to use possessive apostrophe correctly.
   It is Angga’s bag. These are Doni’s books.

FINITE VERB

What Are Finite Verbs? (with Examples)
A finite verb is a verb which has a subject and shows tense. In short, it is a verb being a verb (i.e., a doing word) as opposed to a verbal (which is another part of speech formed from a verb).

Examples of Finite Verbs
Every sentence needs a finite verb. Look at these examples (with the finite verbs bold):
1. He painted the fence.
   (In this example, painted is a finite verb.)
2. He varnished the painted fence.
   (In this example, painted is a verbal. It’s actually a participle from the verb to paint, which is being used as an adjective. A verbal is another name for a non–finite verb.)
Can you find a finite verb of each of sentence below? Underline it!

1. You promised me the last ticket.
2. I am excited about going to the amusement park.
3. I went for a walk around the park.
4. Everyone wanted to go to the amusement park, but we only had four tickets.
5. On that dark day, the spirits rose from their graves to feast upon the living.
6. In that moment, it all became clear that the amusement park was a trap.

**VERB GROUP**

Every sentence needs a verb. However, sometimes the verb is in the form of group form.

Read (Verb) Rara reads a book.
Doesn’t read (Verb group) Rara doesn’t read a book.

Finish (Verb) I finish my assignment.
Will finish (Verb group) I will finish my assignment.

Did you receive the letter?
The verb group in the sentence above consists of DID+RECEIVE

We should make sure that the verbs in question and in negative have the correct form.

Find verb group in the following sentences!

1. I could spend the whole year on this activity.
2. She would be delighted to see you.
3. I will practice English a lot.
4. I do not know whether I can finish this soon.
Appendix 23. Worksheet 5

MY HAMBURGER AND THE INGREDIENTS

BEFORE WRITING

What are you going to write? My past experience
What is the topic of your story? My first time to go abroad
Why do you write it? To share my experience, to share knowledge, to entertain readers
Who will be your audience? Children to teenagers

THE RECIPE

Who: Indonesian delegates who came from several universities including USD delegates
Where: some places in New Taipei City, Taiwan
When: August 2014
What: 2014 ACUCA Student
Why: to broaden knowledge, to spend holiday with useful activities
**Events**

- I listened to the orientation of the event.
  - I joined the introduction session with all of the participants
  - I joined campus tour

- I joined seminar and discussion on the current issues happening in the world
  - Then, I joined outbond activities

- I joined Cultural Trip. I visited Gold Museum in New Taipei City and Jeu Fen Old Street

- In the next day, my friends from Indonesia and I introduced Indonesia to other participants in a country presentation.
  - Then, we sang and danced together some Indonesia’s traditional songs and dances in front of other participants.

**Re-orientation**

- I felt lucky to join this event.
- I feel impressed by the diversities in Asia
- I was happy to know other countries' culture

- I was proud to introduce Indonesia to other countries
- I hope I can join similar events in the upcoming years
Appendix 24. Worksheet 6

**PEER FEEDBACK GUIDING SHEET**

Dear ________________,

Here are my comments of your framework.

Regards,

____________

Read and analyze your friend’s recount text framework. Give him/her feedback and or comment by filling the boxes below!

- All of the verbs are in correct past form
- The use of punctuation
- The use of adverb of time
- The use of pronoun
- The use of capital letter
- The spelling of the words in the framework
<table>
<thead>
<tr>
<th>There are subject and verb in every sentence</th>
<th>The number of events in the framework is enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>The elements of orientation part</td>
<td>The writer’s personal opinion and or comment in re-orientation part</td>
</tr>
<tr>
<td>The events of the story are in good order/sequence</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 25. Worksheet 7

EXAMPLE OF DEVELOPING AN OUTLINE TO A TEXT

ORIENTATION
Who: Indonesian delegates who came from several universities including USD delegates
Where: some places in New Taipei City, Taiwan
When: August 2014
What: 2014 ACUCA Student Camp
Why: to broaden knowledge, to spend holiday with useful activities
How: by plane

August 2014 was one of the best months in my life. In the middle of this month, I could make my dream to go abroad came true. In this month, I had a chance to take a part in 2014 ACUCA Student Camp. I joined this camp to broaden my knowledge and to spend my holiday with useful activities. In this event, I met almost one hundred participants who came from many universities in Asia and absolutely from Indonesia. This camp took place mainly in Fu Jen Catholic University in New Taipei City. However, some activities of the camp also took place in some historical places in New Taipei City. I went there by plane with the other three delegates of Sanata Dharma University.

EVENTS
Event 1:
I listened to the orientation of the event
I joined the introduction session with all of the participants
I joined campus tour

After I arrived in Taoyuan International Airport, the committees were ready to pick me and my friends up to Fu Jen Catholic University. It was my first day in Taiwan. In this first day, all of the participants were invited to come to the orientation of 2014 ACUCA Student Camp. In this orientation, the committees explained all of the activities and sessions in the camp and all of the rules that the participants had to follow. After that, still in the first day, all of the participants had a chance to introduce themselves to each other. In this activity, I could make a lot of new friends from many countries like India, The Philippines, Korea, Japan, and other countries. After we had enough time to greet all of the participants, the committees took us to a campus tour. We were introduced to Fu Jen Catholic Campus, building, and culture.

Event 2:
I joined seminar and discussion on the current issues happening in the world
Then, I joined outbound activities

In the next day, in the second day, there were two activities. They were seminar plus discussion and outbound. Firstly, I joined seminar and discussion. In this activity, there
were two speakers who presented about how we could find the value in our education. The two speakers were monks who were the lecturers of Fu Jen Catholic University. Then, in the discussion, the participants were asked to discuss some questions related to the material of the seminar. Next, after the seminar and discussion, my friends and I joined outbound activities. In this outbond, we were asked to express our opinion about some current issues in the world.

Event 3:
I joined Cultural Trip. I visited Gold Museum in New Taipei City and Jeu Fen Old Street

The second day was over. 2014 ACUCA Student Camp was on the third day. This third day was the most exciting day because all of the participants visited some historical places in New Taipei City. In the visitation, I visited Gold Museum in New Taipei City. There, I could find the story about Taiwanese who mined gold using traditional tool. The story was unique because we could find it on the wall of the museum and on the floor of the museum. After that, my friends and I visited Jeu Fen Old Street. It was a traditional market in Taiwan. It was actually like Malioboro Street in Jogjakarta. I could find so many people there selling traditional stud and food.

Event 4:
In the next day, my friends from Indonesia and I introduced Indonesia to other participants in a country presentation. Then, we sang and danced together some Indonesia's traditional songs and dances in front of other participants.

2014 ACUCA Student Camp now came to the last day. It was the fourth day. In this day, all of the participants were invited to show their nation’s culture in front of participants from other countries. In introducing our own country, we had two activities. The first one is country presentation. In this activity, we had a time to introduce all of things about Indonesia: about the people, the culture, the historical places, Tourism Park, and other things about Indonesia. Then, at night, we had a special time to perform out traditional dance and songs in front of other countries. At that time, we danced and sang together yamko rambe yamko, ampar-ampar pisang, some other traditional dance and song from Bali and Java.
Re-orientation
-I felt lucky to join this event.
- I feel impressed by the diversities in Asia
- I was happy to know other countries’ culture
- I was proud to introduce Indonesia to other countries
- I hope I can join similar events in the upcoming years

The days in 2014 ACUCA Student Camp were all done. The next day was the day when we had to fly back to our countries. After joining this event, I was impressed by the diversities in Asia. In fact, it was not only Indonesia who is diverse, but also other countries in Asia. I was happy and lucky to join this event and to know other countries’ culture. Besides, this event also made me proud of myself because I could take a part in introducing Indonesia to other countries. I hope that I can join similar events in the upcoming years.