TEACHING WRITING THROUGH SCAFFOLDING TECHNIQUE AT THE FIFTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM TARBIYAH DEPARTMENT STAIN PALOPO

A THESIS

Submitted to the English Language Studies Program of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By,

ARDILLAH
REG. NUM: 09.16.3.0005

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014

ABSTRACT

Ardillah, 2013.*Teaching Writing through Scaffolding Technique to the Fifth Semester of English Study Program Tarbiyah Department STAIN Palopo.*Thesis, English Study Program Educational Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Consultants (1) Wisran (2) Wahibah

Key Words   : Writing, Scaffolding.

This thesis about Teaching Writing through Scaffolding Technique to the Fifth Semester of English Study Program Tarbiyah Department STAIN Palopo The problem statement of the research was "How to apply scaffolding effectively in teaching writing at the fifth semester of English Study Program Tarbiyah Department STAIN Palopo?". The objective of the research namely to find out the way to use scaffolding effectively in teaching writing at the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo.

This thesis used Classroom Action Research. The target populations of this research are all of the fifth semester students of STAIN Palopo. The sample was taken from population by using Purposive Sampling technique. This case the research took 15 students of class B as a sample. The procedure of the research used two cycles namely cycle 1, and cycle 2, to find out the ability of the students in writing. Then the researcher analyzes their score by using simple percentage to know the mean score of the students and explained clearly in discussion.

The result of analysis can be explained that scaffolding increase students' writing skill at the fifth semester students at STAIN Palopo. In this thesis, the researcher apply scaffolding to teach writing because by using scaffolding the students are easier to make a good composition. The result of the students is increasing by looking their score in cycle 1 and cycle 2. Their mean score in cycle 1 only 61,8 and cycle 2 the score develop to be 75. It means that the student's writing skill of the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo is increased by using scaffolding.

PRONOUNCEMENT

I have been at signature below:

      Name   : Ardillah

      Reg. Number   : 09.16.3.0005

      Program Study   : English Study Program

      Department   : Tarbiyah

With all awareness and consciousness, the researcher who signs below pronounces that this thesis is originally written by him except the listed sources. If somebody proves that this thesis is duplicated, copied or made by the other people as whole or partially, so this thesis could be the responsibility of the writer for law.

                                    Palopo, January 15th, 2014

                                    Researcher

                                    ARDILLAH
                                    Reg Num. 09.16.3.0005

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Alhamdulillah Rabbil'alamin, the writer express his gratitude to the almighty God that has been given him guidance, inspiration, and good health, so that this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd.) at The State College For Islamic Studies (STAIN) Palopo on the title **"Teaching Writing Through Scaffolding Technique to the Fifth Semester of English Study Program Tarbiyah Department STAIN Palopo"** can be finished. Shalawat and salam are attended to the great prophet Muhammad peace be upon Him.

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Jazakumullah khairan katsiran.
Never Ever Stop Making History.

Palopo, January, 15th 2014

Researcher

LESSON PLAN

Course   : **Writing**
Semester   : **IV (Class B)**
Time Allotment   : **90 minutes**

TEACHING LEARNING ACTIVITIES

No.	Subject	Activities	Procedure	Time
1.	Introduction	The teacher greets and asks students about their condition and their readiness to follow the teaching and learning process.	Asslm. Well students, my name isArdillah….. How are you today??	5 min
2.	Teaching Writing material and explanation about Scaffolding Technique	The teacher explains that the course will use scaffolding as teaching technique.	Give explanation about Writing material and Scaffolding Technique to the students.	20 min
3.	Writing Test	The teacher gives the students some topic	Students write on paper according to the topic with supporting Researcher by using Scaffolding	55 min
4.	Closing	The teacher ask the students about the difficulties faced the students	Give some suggestion to the students about the course and Close the meeting	10 min

LIST OF TABLE

LIST OF CHART

CHAPTER I

INTRODUCTION

A. Background

Nowadays, English is important language for communication not only oral but also writing. Realize the importance of it, all people especially in Indonesia learn English from elementary school until universities degree.

English as International language has four skills namely reading, writing, speaking and listening. These skills cannot be separated because they are supported each other. Writing is a significant skill that all people should have in learning language especially in English language. Everyone should have the ability to write. By writing, people can write what they think then publish it into blog, newspaper and other media. Surely, it can be a capital for us to get much money.

This time, people widely write everything what they think into a piece of paper. That is a good way and the real fact of us but we have not been able to judge them as the good writer. Not all people can write well because of writing something must have a skill especially writing in English language. It becomes the real problem especially the students in Indonesia because they still encounter the problem in writing English.

Writing English is a skill that so compulsory. So we have to study how to write. Sometimes we can not express our idea orally but we can express it freely by

writing.[1]But now, the fifth semester students of STAIN Palopo have great deal of time to speak than write in English. They told that speak is easier than write because when they write, they have to focus on the grammar of writing, the structure should be appropriate so that the reader can understand what they write.

A few students said speaking is more difficult than writing. But mostly the fifth semester students of STAIN Palopo have said speaking is easier than writing. It is caused writing has high challenge. High challenge means that writing rather complicated with forming some component of writing language. Sometimes high challenge lesson with low support makes students will get bored. On the other hand, where the teacher provides high level of support but little challenge, students will operate within their comfort zone and may enjoy their classroom experience but they are unlikely to learn great deal.[2] But sometimes the teacher forgets this thing.

Writing is a creative act, it requires an interpretation or making sense of something.[3] A student's interpretation cannot be created by learning writing alone, learning writing needs steps and support from the teacher. It is related how scaffolding works in learning process. Actually Scaffolding is a temporary structure

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[1]AndiYuniItamiIdrus. 2011. *Developing Student's writing Ability of the Fifth (5th) Semester Students at Stain Palopo through Critical Thinking Skill*.p.2

[2]Beverly Axford, Pamela Harders, and Fay Wise.*Scaffolding Literacy*. p.6 (Australia: ACER Press, 2009)

[3]http://duniabaca.com/pengertian-menulis-menurut-para-ahli.html. Retrieved on 21 may 2013

for holding workers and materials. When it is used on educational context, it becomes synonymous with support.[4]

The students sometimes confused how to write well and where to start from. The students can not write an essay, article, novel or another discourses directly. Firstly they have to understand hierarchy of writing system. Students cannot write freely without understanding of components and writing hierarchy system. Writing hierarchy system means that to write needs process and some steps. It is built from some component such as word, phrase, clause, sentence and paragraph become discourse. The students can not make a paragraph if they do not know how to make phrases, clauses or sentences, they will not make it all if they do not have words and discourse will not be built without all this components. These things are very important seeing that writing contains high challenge that needs scaffolding as one technique in teaching writing.

Scaffolding is a good technique coming with some steps that make writing process will be easier. Through five basic steps; intentionality, appropriateness, structure, collaboration and internalization can become the good way to teach writing that has steps with high challenge, so that the scaffolding technique can be merged in every step of writing and then writing that students thought difficult and make confuse will be easier for supporting students to make writing.

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[4]Beverly Axford, Pamela Harders, and Fay Wise.*Scaffolding Literacy*. p. 2-3(Australia: ACER Press, 2009).

Purwoto, in his researching at SMK Negeri 6 Surakarta in 2012 states that using scaffolding to develop writing students more efective than direct instruction.[5] Related to the explanation above, the researcher tries to take the research about *Teaching Writing through Scaffolding Technique to The Fifth Semester of English Study Program Tarbiyah Department STAIN Palopo.*

B. Problem Statement

Based on the background above, the writer gives the problem statement that:

How to apply Scaffolding Technique effectively in teaching writing to the fifth semester of English study program Tarbiyah department STAIN Palopo?

C. Objective of Research

Based on the problem statement above, the writer states objective of this research is to find out the way to use scaffolding technique effectively in teaching writing to the fifth semester of English study program Tarbiyah department STAIN Palopo.

D. Significances of Research

The result of this research expected:

1. Theoretically, it will be useful contribution towards the theory of teaching in the field of writing skill.

2. Practically, the significances of this action research is to improve the quality of English language teaching and learning through the application of scaffolding technique. In particular, the expected benefits, as follows:

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[5]Purwoto, *Peningkatan Kemampuan Menulis Deskripsi Melalui Penerapan Strategi Scaffolding Learning di SMA Warga*, Surakarta, 2012

a). For Students

It can help the students easily captured and understand about the material.

b). For Teachers

It can help the teachers to make them innovative and dynamic in teaching writing especially.

c). For Researcher

The researcher will be a teacher later. That is why the researcher should know and understand of using technique to make an effective learning.

E. *Scope of the Research*

The scope of this research is limited on teaching writing through scaffolding technique at the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo. The Scaffolding Technique will be used to teach students writing especially in writing descriptive paragraph.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Study

In writing this thesis, the researcher found some literature that related to this research as follows:

1. Kasmaini in his thesis written under the title "The Implementation of Scaffolding in Improving Students' Activeness in Writing of Senior High 15 Padang". He found that the implementation of scaffolding could improve learning process and teaching writing.[1]

2. Purwoto in his thesis which written under the title "Peningkatan Kemampuan Menulis Deskripsi Melalui Penerapan Strategi Scaffolding Learning di SMA Warga Surakarta". Based on the result, he found that by using scaffolding there is an upgrading of motivation and competence of students and teacher as well.[2]

3. Rifqia Apriyanti in her thesis written under the title "Pengaruh Metode Penemuan Dengan Menggunakan Teknik Scaffolding Terhadap Hasil Belajar Matematika Siswa". She found that the implementation of scaffolding technique gave

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[1]Kasmaini, *The Implementation of Scaffolding in improving Students' Activeness in Writing,* online on http://repository.unib.ac.id/285/1/1-Kasmaini-TriadikApril2010.pdf

[2]Purwoto, *Peningkatan Kemampuan Menulis Deskripsi Melalui Penerapan Strategi Scaffolding Learning di SMA Warga*, Surakarta, 2012

positive effect for the students where the students were more active in learning process.[3]

Three Researchers above make scaffolding as their technique researches with gratified result. Even though the three researchers above did the same researches about scaffolding but the researcher sure that Teaching Writing through Scaffolding Technique will get a different result that can make learning process more effective with gratified result.

B. Writing

1. Theory of Writing

Writing is a one step to develop our intelligence. Talking about writing, firstly we have to know the definition about it. According to Barli Bram in principle, to write means to try to produce or reproduce written message.[4] From that explanation we can conclude that the people in writing process can produce or reproduce written message. 'Produce' means that the people write what is in their mind and write it into a piece of paper or type it in another hand, they create the new written by their selves. and 'reproduce' means that the people modified the written message that has been available. According to Eric Gould, Robert DiYanni, and William Smith (1989: 18) said that writing is a creative act, the act of writing is creative because its requires to

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[3]Rifqia Apriyanti, *Pengaruh Metode Penemuan Dengan Menggunakan Teknik Scaffolding Terhadap Hasil Belajar Matematika Siswa,*(UIN Syarif Hidayatullah: Jakarta, 2011)

[4]http://duniabaca.com/pengertian-menulis-menurut-para-ahli.html Accessed on May 21, 2012 at 09.00 a.m

interpret or make sense of something: a experience, a text, an event.[5] These are some definition about writing generally.

Talking about writing specifically in Indonesia, sometimes people thought that writing and translation are alike. This is a misconceived about writing. Translation is different from writing. Translation is translating process that we do by translating text from source language to the target language but writing is rewritten act an opinion from Indonesian to English.[6]

From the explanation above, the writer conclude that writing is process to apply what is in our mind into media such as paper, computer and others that can interpret by their selves and the reader.

2. The Component of Writing

There are five components of writing such as content, organization, vocabulary, language use and mechanic.

a) Content

The content of writing should be clear to a reader. So the reader can understand the message on passage and gain information of it. There are at last think that can be measure in connecting with component, the composition should be contain one central purpose only, and should be developed.

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[5]http://duniabaca.com/pengertian-menulis-menurut-para-ahli.html Accessed on May 21, 2012 at 09.00 a.m

[6] M. Solahuddin, *Kiat-KiatCepatBelajar Writing*. Page.20 (Cet I; Yogyakarta: Diva Press, 2009)

b) Organization

In organization of writing concerns with the way we writes arrange and organization the idea of message in the writing purpose of the organizing materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

c) Vocabulary

The effective use of words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing to express ideas. We always deal with compose what they are going to say because we feel difficult to choose what appropriate will help the writers to compose the writing and also make the readers easy to understand.

d) Language Use

Language use in writing description and other from writing involves correct language and point of grammar. An adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than litter separate items of language for function and also grammar can help student to improve the use of formal language.

e) Mechanic

There are two parts of mechanic in writing namely function and capitalization. Important functions as the way clarify meaning.[7]

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[7]Pahira, *Improving Students' Writing Skill through Grammar Translation Method at the Tenth Class of MAN Palopo*, Unpublised Thesis: 2010

3. Capital Letter and Punctuation

a) Capital Letter

Capital letter according Oxford Learner's pocket dictionary third edition page 57 capital letter is large letter.[8] The rules for the use of capital letter are not really rules at all, but the practices used by writers to make readers take careful notice of certain words. For example, the first letter of the first word of a sentence is capitalized to alert the reader to the start of a sentence. Proper noun such as Jamaica, Maria, and Operation Desert Storm are capitalized to show their importance. Capitals can also show what words mean. There is a key difference between jack and Jack, between being an odd fellow and belonging to the Odd Fellows (fraternal group), and between china and China.

The way to use capital letter:

1) Use a capital letter for the personal pronoun 'I',

Example: - What can I say?[9]

2) Use a capital letter to begin a sentence or to begin speech for the first word:

Example: - The man arrived. He sat down.

3) Use a capital letter for days of the week, months of the year, holidays:

Example: Monday, Tuesday, January, February, Christmas, Armistice Day

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[8]Victoria Bull, *Oxford Learner's Pocket Dictionary Third Edition,* University Press, p.57

[9]Melly*, When We Use Capital Letter, http://www.englishclub.com/writing/caps0.htm,* accessed on May 23rd 2012 at 10.06a.m

4) Use a capital letter for countries, languages & nationalities, religions:

Example: Indonesia, China, France, Japanese, English, Islam, Christianity, Buddhism

5) Use a capital letter for places and monuments:

Example : Mars, Statue of Liberty, the North Pole, Brooklyn Bridge, the Eiffel Tower, Madison Avenue, Panama Canal etc.

6) Use a capital letter for titles of books, poems, songs, plays, films etc.

Example: War And Peace, Of Mice and Men, Tender Is the Night, Like a Virgin, Star Trek VI, The Lord of the Ring, The Beauty, the Beast and The Sea Around Us etc.

7) Use a capital letter for people's names and titles

Example : Queen Elizabeth II, Senator Tom Cook, Sr., Charles F. White, M.D., Mr. Smith, Chief Justice Rehnquist, President Abraham Lincoln, Martin Luther King, Jr. etc.[10]

b) Punctuation

The purpose of punctuation is to make your meaning clear to your readers. For the most part, punctuation marks do nothing more than mirror pauses and stops in your speaking patterns. End marks (periods, question marks, and exclamation points), semicolons, colon ask you to stop briefly in your reading. Commas ask you to pause

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[10]George E. Bell, *Writing Effective Sentences*. Page 286-290. (United States of America: Allyn and Bacon, 1993)

briefly and then read on. Dashes and parentheses can be used to set parenthetical or explanatory information.

1) The Period (.)

a) Used after abbreviations

Example: Mr. Mrs. Ms. Dr. etc. Inc. Ph.D. Sr. Rev.

b) Used to end a sentence

Example: The English language is used by nearly one billion people each day,

c) Acronyms do not use periods (exception)

Example: AIDS (Acquired Immune-Deficiency Syndrome), CORE (Congress for Racial Equality), etc.

2) Question Mark (?)

a) Used to end a sentence which is direct question

Example: What time is it?

b) Used to show that writer is not certain about the accuracy of a number or date

Example: The manager of the bookstore said that he ordered thirty (?) books.

3) Exclamation Mark (!)

a) Appears at the end of sentence that indicates strong emotion, such amazement, alarm, shock, fear, etc.

Example: Yes! He is the killer!

            Ouch!

            Stop!

            Run for you life! Etc.

b) Exclamation mark should not be used with mild interjections or commands.

Example: Please follow the instruction with care.

Yes, the new computer will help us greatly.

4) Dash (−)

a) Used to indicate a sharp break in thought.

Example: I disliked−no, I hated− the man.

She was my−but who care about it now?

b) Used to dramatically set off appositive or other explanatory material.

Example: The dash−two unspaced hypens in typing−gives strong emphasis to the material that is set off.

5) Parentheses ()

a) Used to enclose examples, explanations, passing remarks, and other information not essential for a clear understanding.

Example:

(1) Many American Presidents (John F. Kennedy and Bill Clinton, for example) were war heroes.

(2) *Cape Fear* (it is remake of the 1962 film starring Robert Mitchum) features outstanding Performances by Robert De Niro and Nick Nolte.

b) May also be used to set off dates, to set off numbered points in a list, and to enclose a citation (or reference).

Example:

    (1) Dates: In 1945 the United State dropped atomic bombs on Hiroshima (August 6) and Nagasaki (August 9)

    (2) Numbered List: Solid wastes are disposed of in three basic ways: (1) in a landfill, (2) through incineration, and (3) by recycling.

    (3) Citation: Chapter 12 (pp. 323-42) contains good instruction to the America political system.

  6) Quotation Marks

a) To enclose direct quotations: the exact spoken or written

Example:

On seeing her picture on the new five pound note, sixty four year old Queen Elizabeth II remarked, "It makes me look so old, but I guess I am old."[11]

C. *Paragraph*

  1. Definition of Paragraph

   A paragraph is a group of related statements that writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea.[12]According Oxford Learner's Pocket Dictionary fourth edition state that paragraph is a division of a piece of

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[11]George E. Bell, *Writing Effective Sentences*. (United States of America: Allyn and Bacon, 1993). Page 242-253.

[12]Alice Oshima dan Ann Hogue, *Introduction to Academic Writing,* Longman, New York, 1997.p. 6.

writing started on a new line.[13]Paragraphis a group of word that contains all the sentences that deal with one set of ideas. You divide your text into paragraphs to show the reader when one set of ideas has ended and another has begun.[14] It is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about subject. These sentences are:

a)   The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling idea. The writer's main idea, opinion, or feeling about that topic.

b) Supporting sentence is the next part of paragraph. They develop the topic sentence by giving specific details about the topic. In order to choose detail to support the topic sentence, rephrase it as a question, and then answer that question with your supporting sentences.

c) The concluding sentence is like the topic sentence because both are general statements. However, the topic sentence is usually the first sentence, a general statement that introduces the topic to be discussed in the paragraph. The concluding sentence is also a general statement, but it is the last sentence and ends the paragraph.[15]

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[13] Victoria Bull, *Oxford Learner's pocket dictionary fourth edition*, University Press, p.317

[14]__. *Better writing paragraph.* The State of Queensland Authority:2007

[15] Alice Oshima, Ann Hogue and Addison Wesley, *Introduction to Academic Writing,* Longman, New York, 1997. p. 71-80

2. Types of Paragraph

a) Narration

Paragraphs written as a narration are a chronological presentation of events that add up to a story. Paragraphs of this type contain characters, setting, conflict and resolution.

b) Description

Types of this paragraph are written in such a way that the reader is able to imagine the scene, object, person, etc. Series of detailed observations are recorded, using sensory language. Descriptions are like narrative paragraphs, with visual characteristics unfolding in a dramatize way. The main objective of a description is to move the story ahead.

c) Definition

Definite type of paragraphs, provide the meaning, using events and happenings. A strong effort should be made to clearly explain what something is, and not what it is not.

d) Comparison

The objective of paragraphs written in comparison style is to compare, two or more objects, characters, events etc. A chart can be prepared before writing a comparison paragraph. This chart could include the names of the items compared, and the criteria by which they are compared.

e) Persuasion

This type of paragraph is used in editorials and columns. A direct approach is the best in writing a persuasive paragraph. The objective of a persuasive paragraph is to persuade people to change their minds, or take action. Persuasive paragraphs help people formulate an opinion and deepen it, by adding conviction.

f) Exposition

Expository paragraphs are explanatory in nature. They could be an important part of a description or narration. Credibility should be added in an expository paragraph, by citing authorities that have good credentials. This type of paragraph could also be a justifier that explains why something is important.

g) Process analysis

A process analysis paragraph describes how a process happens, through a series of actions. The actions are put in a sequence. These types of paragraphs are usually followed by illustration, as they help in understanding the process better.[16]

3. Descriptive Paragraph

A descriptive paragraph colorfully describes a person, place or thing. It allows you to imagine the way a person felt, heard or saw the object or location at a particular time regardless if the writer explains a real or imagined circumstance. Additionally, a descriptive paragraph gives readers a vivid image of a person, place or thing. This type of paragraph uses multiple sentences to convey a single clear image

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[16] http://mgmpbig.wordpress.com/2011/03/24/kinds-of-paragraph-writing/

of a person, place or thing.[17]Descriptive paragraphs include details that appeal to the five senses: sight, taste, touch, smell, and hearing. In a descriptive paragraph, the writer must convey information that appeals to all the senses, in order to give the best possible description to the reader.

Sample Descriptive Paragraph about a Feeling

Judith watched as Kenneth, the man she had been in love with for what seemed like years, slowly and affectionately intertwined his long, slender fingers with the petite fingers of another girl's hand. Judith closed her eyes to block out the image, but the scent of coffee—rich, bold, and bitter—still lingered in the air, and the knowledge that it was his coffee was enough to make the inside of her mouth taste and feel like cotton. Kenneth and the other girl remained silent, but the silence spoke volumes about how intimate the moment between them was. A large, painful lump was beginning to form inside of Judith's throat, making it hard to breathe, and she felt as though she might suffocate if she did not flee from the room. Her legs were frozen, however, and would not budge, leaving her with the faintest hope that perhaps the rest of her would soon become just as numb.[18]

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[17]http://www.ehow.com/info_8743062_descriptive-paragraph.html

[18]Carolyn Barratt, *Write descriptive paragraph,* online on*:* http://www.wikihow.com/ Sample/Descriptive-Paragraph-About-a-Feeling, Accessed on: September, 11 2013

Sample Descriptive Paragraph about an Object

Trisha stirred the large stock pot of stew, watching as flashes of bright orange carrot and stark white potato danced around, occasionally peeking through the thick brown liquid as it bubbled and steamed. The stew had a strong, spicy scent, and when she ventured a taste, Trisha was immediately struck by a slap of red cayenne pepper and a bold tanginess that reminded her of the sauce served at her favorite steakhouse. The stew was hot on her tongue, and even the small amount she had taken was enough to warm her throat as it slid down. As she leaned forward, the steam made her face equally warm, and the soft sound of roiling bubbles tickled her ears. It wouldn't be long now until the dish was ready, and the thought made her stomach give a small grumble of anticipation.[19]

Sample Fictional Character Description

Agatha had a narrow, oblong face with angular cheekbones and a pointed chin. Her slit-like eyes were a clouded hazel, and her thinly plucked eyebrows were shaped into a deceivingly perfect arch that followed the slight curve of her eye. A long nose hooked over continually pursed lips, which were painted a bright red in an unsuccessful effort to mask their natural thinness. Bleached blonde hair, made thin from too many years of hair dye, hung straight down into an angular cut at her jaw. The sharp features of Agatha's face were merely a reflection of her entire body

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[19]Carolyn Barratt, *Write descriptive paragraph,* online on: http:// www.wikihow.com/ Sample/Descriptive-Paragraph-About-an-Object, Accessed on: September, 11 2013

structure, and everything—from her skeletal arms to her paper-thin waste—screamed of unnatural skinniness. She walked in long strides, her shoulders back and face held forward, wearing tall stiletto heels and a bold leopard-print mini-dress.[20]

How to write Descriptive Paragraph

a. **Start with what the reader can see**. Since sight is the most helpful sense, any good descriptive paragraph must first discuss what the writer wants the reader to visualize. Using strong adjectives to illustrate your scene, moment, experience or item to the reader will help provide a visual picture in your reader's mind.

b. **Describe smells and tastes**. Think about how you can describe the topic, scene, or moment to the reader in terms of how it smells and tastes. The best descriptive paragraphs use a whole slew of adjectives that make the reader feel as if they were actually experiencing the thing you're describing, and not just reading about it. Include a sentence or two about how your topic smells and use a few poignant adjectives to relay the smell of it to the reader. "It tastes good" is not going to provide a specific experience for your reader. However, "It tastes like Grandma's apple pie when it's fresh and still bubbling around the edges - crunchy, flavorful and sweet" helps describe the distinct flavor of your item. Smell and taste should provide the most helpful descriptions about your item, so try to make these most effective.

c. **Say how the moment or item feels**. As you continue writing your paragraph, write a sentence or two about how the experience feels. What does it remind you of as

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[20]Carolyn Barratt, *Write descriptive paragraph*, online on: http://www.wikihow.com/Sample/Fictional-Character-Description, Accessed on: September, 11 2013

you imagine yourself running your hand along its surface, or the tingling feeling you feel run down your back? How are you reacting to the moment? Again, use descriptive adjectives to describe how the moment feels. Avoid using general statements like "it feels nice", which isn't descriptive at all. Opt for specific, definitive examples that relay the feeling of something to the reader.

d. **Mention the sounds of the moment**. What can you hear? Is there a deafening silence? If there is a buzzing sound, avoid simply saying "All of a sudden I heard a loud buzzing sound", rather "I jerked as all of the sudden I heard an indefinable buzzing sound, so loud I put my hands over my face and ears. I assumed it was the deafening fire alarm..." and the reader would be able to relate with the "fire alarm" description, as most people have experienced the startling noise of a fire alarm.

e. **Include some other literary components**. Using other effective writing techniques to top off your paragraph will make it all that more professional. If you include all these elements in your paragraph, your reader will be able to fully experience and appreciate your writing.[21]

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[21] Carolyn Barratt. *Write descriptive paragraph.* Online on: http://www.wikihow.com/Write-a-Descriptive-Paragraph. Accessed on: September, 11 2013

D. *Concept of Scaffolding*

1. Definition of Scaffolding

Scaffolding is an instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.[22]

Scaffolding is a variation on the technique of teaching by modeling and demonstrating a new skill. It involves a highly interactive relationship between the teacher and student while the new learning occurs.[23]

Scaffolding is giving some aid to the students on the first phase, then decrease it and give the opportunity to student to take the big responsible after they could do it.

According to Vygotsky scaffolding like the exact aid that we have to take in exact time when the learning process happened when the children take puzzle, build the building miniature, checking picture off and other assignments.[24]

Based on that statement, scaffolding does not make the student learn by memorizing. This technique gives some explanation after the students are given the scaffolding, the teacher will allow them to find the answer of the problem with the intensity of the aid will be decreased.

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[22]http://olc.spsd.sk.ca/DE/PD/instr/strats/scaffolding/index.html. Retrieved on Saturday, January 26, 2013.at 3.45 p.m.

[23]http://ualr.edu/crgrable/id86.html.Retrieved on Saturday, January 26, 2013.at 3.45 p.m.

[24]http://sriaryaningsyih.blogspot.com/2012/02/pembelajaran-scaffolding_23.html, retrieved on 7.30 p.m, November 4, 2012.

2. Strategies of Scaffolding

a) Show and Tell

How many people say that all people learn best by seeing something rather than hearing about it? Modeling for students is a cornerstone of scaffolding in my experience. Have the students ever interrupted teachers with "just show me!" while they were in the middle of explaining to you how to do something? Every chance teachers have, show or demonstrate to students exactly what they are expected to do.

b) Tap into Prior Knowledge

Ask students to share their own experiences, hunches, and ideas about the content or concept of study and have them relate and connect it to their own lives. Sometimes you may have to offer hints and suggestions, leading them to the connections a bit, but once they get there, they will grasp it as their own. Launching the learning in your classroom from the prior knowledge of your students, and using this as a framework for future lessons is not only a scaffolding technique, many would agree it's just plain good teaching.

c) Give Time to Talk

All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with the community of learners who are also engaged in the same experience and journey. As we all know, structured discussions really work best with children regardless of their level of maturation. If you aren't weaving in think-pair-share, turn-and-talk, triad teams or some other

structured talking time throughout the lesson, you should begin including this crucial strategy on a regular basis.

d) Pre-Teach Vocabulary

Sometimes referred to as frontloading vocabulary, this is a strategy that we teachers don't use enough. Many of us, myself included, are guilty of sending students all alone down the bumpy, muddy path known as Challenging Text - a road booby trapped with difficult vocabulary. We send them ill prepared and then we are often shocked when they: a) lose interest b) create a ruckus c) fall asleep. Pre-teaching vocabulary doesn't mean pulling a dozen words from the chapter and having kids look up definitions and write them out (we all know how this will go. Again, see above a, b, and c). Instead, introduce the words to kids in photos, and in context to things they know and are interested in. Use analogies, metaphors and invite students to create a symbol or drawing for each word and give time for discussion of the words (small and whole groups). Not until they've done all this should the dictionaries come out. And the dictionaries will be used only to compare with those definitions they've already discovered on their own. With the dozen or so words "frontloaded," students are ready, you as their guide, to tackle that challenging text.

e) Use Visual Aids

Graphic organizers, pictures, and charts can all serve as scaffolding tools. Graphic organizers are very specific in that they help kids visually represent their ideas, organize information, and grasp concepts such as sequencing and cause and effect. A graphic organizer shouldn't be The Product, but rather it's a scaffolding tool

that helps guide and shape the student's thinking so that they can apply it. Some students can dive right into the discussion, or writing an essay, or synthesizing several different hypotheses without using a graphic organizer of some sort, but many of our students benefit from using them with a difficult reading or challenging new information. Think of graphic organizers as training wheels; they are temporary and meant to be removed.

f)   Pause, Ask Questions, Pause, Review

This is a wonderful way to check for understanding while students read a chunk of difficult text or learn a new concept or content. Here's how this strategy works: a new idea from discussion or the reading is shared, then pause (providing think time), then ask a strategic question, pausing again. By strategic, you need to design them ahead of time, make sure they are specific, guiding and open-ended questions. (Great questions fail without giving think time for responses so hold out during that Uncomfortable Silence.) Keep kids engaged as active listeners by calling on someone to "give the gist" of what was just discussed / discovered / questioned. If the class seems stuck by the questions, provide an opportunity for students to discuss it with a neighbor.[25]

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[25]http://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber.   retrieved   on 10.34 a.m. On november 5th, 2012

According to Applebee and Langer there are five steps on learning by using scaffolding technique as follows:[26]

1. Intentionality; group the complex parts that will be possessed by students become some clear and specific parts. The parts are unity for achieving the whole competence.

2. Appropriateness; focused on giving help on aspects that the students have not possessed yet maximally.

3. Structure; giving model so that the students can learn from appeared model. The model can be given through thinking process, verbal model by using words and action model then the researcher asks the students to explain what they have learnt from that model

4. Collaboration; the teacher does the collaboration and gives responds about the task that students learnt. The teacher here is not to be evaluator but the collaborator.

5. Internalization; mastery the knowledge that students possess so that it is really well posted.

   3. Types of Scaffolding

   Alibali suggests that as students progress through a task, faculty can use a variety of scaffolds to accommodate students' different levels of knowledge. More

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[26] Rifqia Apriyanti, *Pengaruh Metode Penemuan Dengan Menggunakan Teknik Scaffolding Terhadap Hasil Belajar Matematika Siswa* .p.15. RIFQIA APRIYANTI.Pdf

complex content might require a number of scaffolds given at different times to help students master the content.[27]

Scaffolding	Ways to use Scaffolds in an Instructional Setting
Advance organizers	*Tools used to introduce new content and tasks to help students learn about the topic:* Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.
Cue Cards	*Prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area:* Vocabulary words to prepare for exams; content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.
Concept and mind maps	*Maps that show relationships:* Partially or completed maps for students to complete; students create their own maps based on their current knowledge of the task or concept.
Examples	*Samples, specimens, illustrations, problems:* Real objects;

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[27] facdev@niu.edu, www.niu.edu/facdev, retrieved On november 5th, 2012

	illustrative problems used to represent something.
Explanations	*More detailed information to move students along on a task or in their thinking of a concept:* Written instructions for a task; verbal explanation of how a process works.
Handouts	*Prepared handouts* that contain task- and content-related information, but with less detail and room for student note taking.
Hints	*Suggestions and clues to move students along:* ―place your foot in front of the other,‖ ―use the escape key,‖ ―find the subject of the verb,‖ ―add the water first and then the acid.‖
Prompts	*A physical or verbal cue to remind―to aid in recall of prior or assumed knowledge. Physical:* Body movements such as pointing, nodding the head, eye blinking, foot tapping. *Verbal:* Words, statements and questions such as ―Go,‖ ―Stop,‖ ―It's right there,‖ ―Tell me now,‖ ―What toolbar menu item would you press to insert an image?‖, ―Tell me why the character acted that way.‖
Question Cards	*Prepared cards with content- and task-specific questions* given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.

CHAPTER III

RESEARCH METHOD

A. *Research Type*

This research applied Classroom Action Research method by using four stages, such as; Planning, Implementation of Action, Observation, and Reflection.

This research conducted in two cycles. They were first and second cycle. Each cycle is the series of activities which had close relation. Where, the realization of the second cycle continued and improved from the first cycle.

B. *Setting of the Research*

The writer did this research in English Department students STAIN Palopo at the fifth semester, which located on Jalan Agatis Balandai Palopo. The subject in this study took class B of the fifth semester in 2013/2014 academic years and consisted of 15 students.

C. *Participants of Research*

The participants of research were:

1. English teacher

English teacher was a researcher in this research, where the teacher applied Scaffolding Technique in teaching writing skill in the class.

2. Students

The position of students in this research as subject of the research, and the researcher expected after researching the students could improve their writing skill

3. Partner and collaborator

The position of collaborator in this research as observer, the collaborator helped the researcher to observe the students. So the researcher was able to know the students condition in learning process and give suggestion for the problem in each cycle.[1] Position of the partner in this research as the one who took the pictures, during research process the partner took all the pictures of event happen in the class.

D. *Technique of Collecting Data*

The techniques of collecting data in this classroom action were:

1. Test: To find out the students' score.

2. Observation: To find out the students' participation during the using Scaffolding technique in teaching writing skill.

3. Discussion: Among the researcher as teachers with the collaborators, as a way to make reflection in each cycle.

E. *Data Analysis*

The data which were collected in every observation in each cycle were analyzed descriptively through percentage technique.

1. Writing Test result : Students' score of writing test were counted by using the formula, as follows:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} X\ 100$$

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[1]Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru,* (Jakarta; Rajagrafindo Persada, 2008). P. 279

2. Calculating the mean score of the students' writing skill were tested by using the following formula:

$$X \ = \ \frac{\sum x}{N}$$

Where:

X   =   The mean score

$\sum x$ = The total raw score

N   =   The number of students[2]

Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.

Implementation of learning by using Scaffolding technique in teaching writing skill by analyzing the successful level of implementation, then it were categorized into success, less success and not success.

F. *Procedures of Research*

Cycle I

1. Planning

Before doing the action research, the researcher needed a preparation like:

a. Analyzing the syllabus and checked the students' lesson about writing of the fifth (5th) Semester Students at STAIN Palopo.

b. Made a lesson plan about teaching writing skill through scaffolding technique.

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[2]Mangkuatmodjo, *Pengantar Statistik*, (cet.1, Jakarta: Rineka Cipta 2003), p. 58

c. Grouping writing material (*intentionality step*).

d. Prepared the topic of the test.

e. Prepared the instrument of the research: observation sheet, writing assessment, camera to take pictures of events happened during research

2. Acting

During the action the researcher gave the students the writing material and then the researcher gave them one topic and the students made the topic into a descriptive paragraph. In students' writing descriptive paragraph process, the researcher used scaffolding to make students easier in writing. First time the researcher used the appropriateness step then used the structure step by giving some vocabulary according to the topic after few minutes the researcher stopped giving aids to the students and let the students wrote themselves. Afterwards the researcher gave them opportunity to give opinion (collaboration step) then made conclusion about the material (internalization step).

3. Observation

In this step, a researcher observed all events or activities during the research. During the learning process going on, the researcher observed the situation of learning and teaching process, and also the students' participation and evaluation.

4. Reflecting

This step conducted to know how far the students understood the materials that had been given. What the strength and the weakness of this cycle. This classroom action research was success if some of the following requirement is fulfilled:

a. Most of the students have a good participation during the acting (70%).

b. Most of the students have a good score in evaluation (75%).

Cycle II

Like the first cycle, in this second cycle consisted of planning, acting, observation, and reflection as well.

1. Planning

In this cycle, the researcher continued activities that had been done in cycle I. Repaired the weakness in cycle I and made planning again based on the result of reflection in the first cycle.

2. Acting

During the action the researcher gave the students the writing material and then the researcher gave them one topic and the students made the topic into a descriptive paragraph. In students' writing descriptive paragraph process, the researcher used scaffolding to make students easier in writing. First time the researcher used the appropriateness step then used the structure step by giving some vocabulary according to the topic after few minutes the researcher stopped giving aids to the students and let the students write by themselves. Afterwards the researcher gave

them opportunity to give opinion (collaboration step) then made conclusion about the material (internalization step).

3. Observation

The observation in this cycle was the same in the first cycle.

4. Reflecting

This classroom action research was successful if some of the following requirement is fulfilled:

a. Most of the students have a good participation during the acting (70%).

b. Most of the students have a good score in evaluation (75%).

For more details, see the class action research flowchart below:

Classroom Action Research
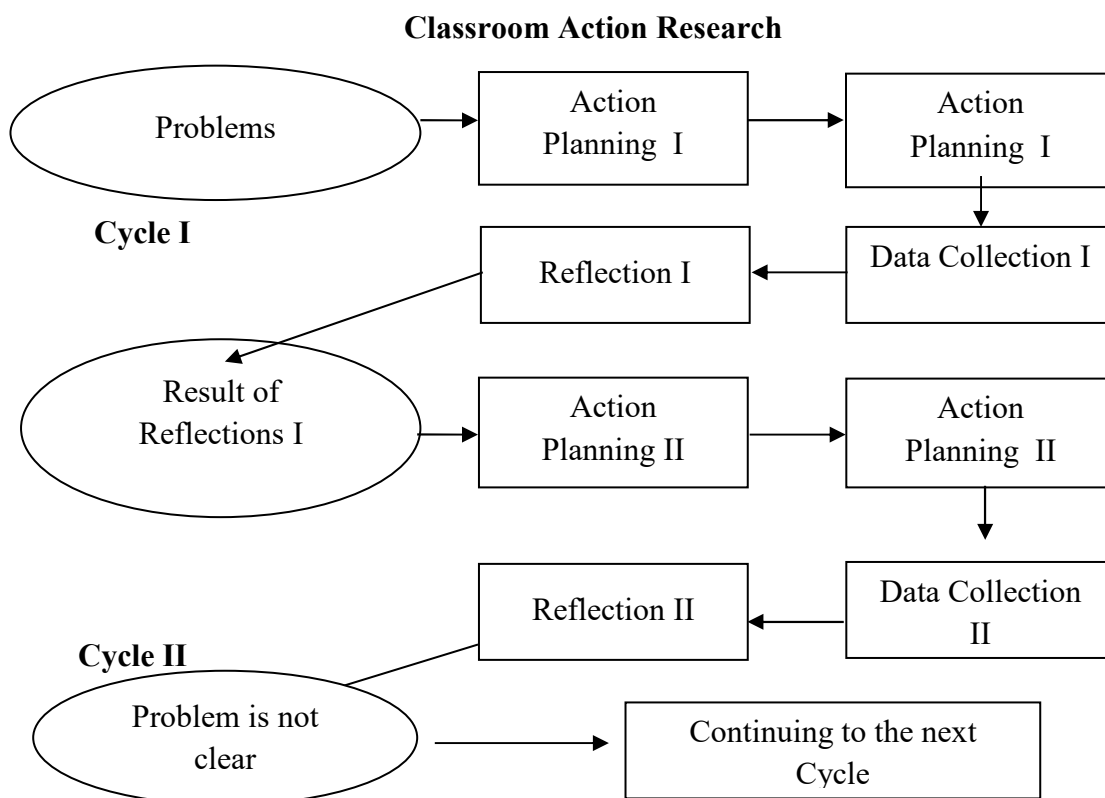
G. **Instrument of the Research**

The researcher used writing test. The objective scores were modified into five scales. The components that involved:

1. Content was the substance of writing, the ideal expressed

2. Organization was the purpose of organization material in writing which happen from beginning to the end

3. Vocabulary was all the word that used by students

4. Grammar was the correct used of syntactic pattern and structural words

5. Mechanic was used of graphic convention of the language.[3]

a) Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out secondary ideas do not usurp to much attention.
2	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubstantial, too general.
3	12-22	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking 1 purpose or not.
4	9-11	Poor	Not fluent, does not communicated information is very limited, boring.
5	5-8	Very Poor	Not organization, not enough to evaluate because not meaningful.

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[3] J.B. Heaton, 1998, *Writing English Language Test,* New York language, p. 146

b) Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Effective word, choice, and usage specific and accurate
2	14-17	Good	Adequate range occasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning
3	10-13	Fair	Is quiet creal, some words may lack precision the writer struggle with eliminated vocabulary, grouping for words
4	7-9	Poor	Many error words/idiom, choice and usage. Laguage is so vague and abstract. So redundant, devoid or detail that only the brodest, many repetitions, often word simply do not feat the test, verb are weak and view in number: is, are, were, and dominated.
5	5-7	Very Poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

c. Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Effective word, choice, and usage specific and accurate
2	15-17	Good	Adequate range occasional error of word/idiom, choice and usage. The language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer struggle with a limited vocabulary, grouping for words
4	9-11	Poor	Many errors word/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the test, verb are weak and view in number; is, are, were dominated.
5	5-8	Very Poor	Almost the words used are wrong, colorless not enough to evaluate, and many wrong spelling

d. Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction few error of agreement, tenses, number, word order/function, pronouns proposition
2	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order/function. Pronoun, preposition, and or fragment does not communication
4	9-15	Poor	Dominated by error of grammar, can not be understand and evaluated
5	5-8	Very Poor	Virtually no mastery of sentences construction rules.

e. Mechanic

No	Score	Classification	Criteria
1	5	Very Good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few errors of spelling, capitalization, paragraphing but not observed.
3	3	Fair	Some error spelling, punctuation, capitalization
4	2	Poor	Many errors of spelling, punctuation, capitalization
5	1	Very Poor	Illegible writing.

To measure the quality of the student's writing score on the five components observed, the result of the calculation was classified into classification as follows:

91-100	Classified as Very Good
70-90	Classified as Good
60-69	Classified as Fair
50-59	Classified as Poor
0-49	Classified as Very Poor

CHAPTER IV

## FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. Before proceeding to the findings, it is important to explain the cycle of the research.

A. Findings

The findings of the research explained the cycles of teaching and learning process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:
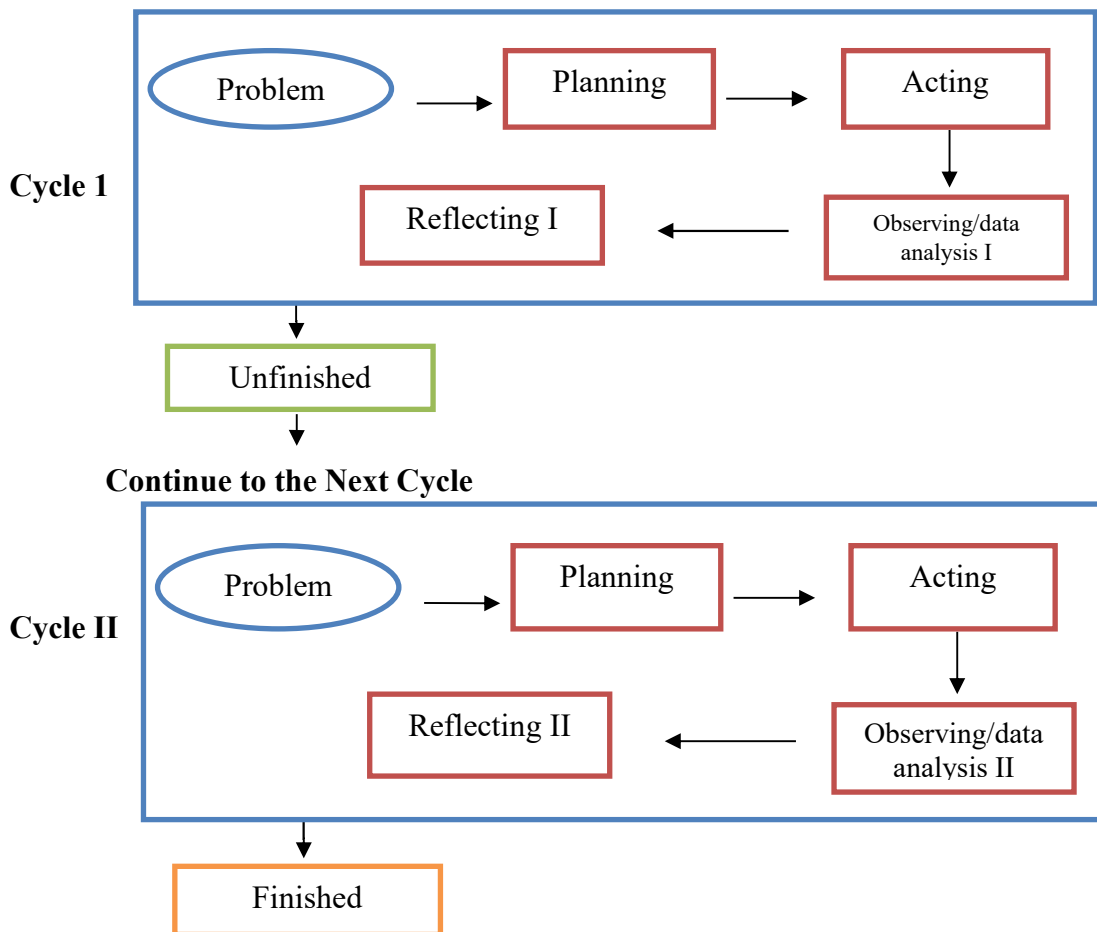
Cycle I

1. Planning

Before doing the action research, the researcher needs a preparation like:

a.   Analyzing the syllabus and checked the students' lesson about writing of the fifth (5th) Semester Students at STAIN Palopo.

b.   Made a lesson plan about teaching writing skill through scaffolding technique.

c.   Grouping writing material (*intentionality step*).

d.   Prepared the topic of the test.

e.   Prepared the instrument of the research: observation sheet, writing assessment, camera to take pictures of events happened during research.

2. Acting

In this stage, the researcher gave the writing material that focused on part of speech, the rules of punctuation and capitalization, and descriptive paragraph. After giving writing material, the researcher gave the students topic of writing. Then asked the students to write that related to the topic. During writing process, the researcher helped the students by using scaffolding technique. There were some steps of using scaffolding technique; *Appropriateness step*, in this step the researcher helped the students by focusing the material that had not been known and understood maximally (the researcher went through all to the students, observed the students writing process). *Structure step*, in this step the researcher gave the students cue cards that contained some conjunction, to support the students writing. *Collaboration step,*

in this step the researcher gave respond to the students about their writing, the researcher asked the students to recall the material that had been taught and used to ask the students what they wrote. The last *internalization step*, the researcher reviewed the students writing and the researcher gave them opportunity to give opinion.

3. Observation

In this stage, the researcher and observer observed all events or activities during the research. During the learning process was going on, the students were not focus to the material that was given by the researcher, the class was still noisy because the students still busy with their activity. Most of the students still got lack in writing and they were so shy to talk about the material that they were not understood. Evaluation the student's writing ability showed that students master in writing were mostly in low scores.

4. Reflecting

In this step, the researcher got significant weakness in implementation the scaffolding technique the cycle 1 that some of the students were not really active in learning activities because the students were still confused and not ready to write and they were just silent as the learning process begun. They were still fear to give some feedback. In consequence, the researcher carried out some good way to finish this problem in the cycle 2 that was The researcher would give support and another variations in learning process to make students became active than before that caused by boredom.

These were the result of researching in Cycle 1 from respondents at the fifth semester in English Department as follows:

1. **Students Participation**

Table 1
The result of students' participation

No.	Respondents	Students Participation			
		Not Active	Less Active	Active	Very Active
1.	001				■
2.	002		■		
3.	003			■	
4.	004	■			
5.	005	■			
6.	006		■		
7.	007		■		
8.	008			■	
9.	009			■	
10.	010		■		
11.	011		■		
12.	012		■		
13.	013			■	
14.	014	■			
15.	015		■		
	Total	3	7	4	1

Note:

a. **Very active** : the student response and participate fully in all activities in the learning teaching process.

b. **Active** : the student response the material by writing and interact with the teacher and the others.

c. **Less active** : the student pays attention and gives response once in a while.

d. **Not active** : the student does not give respond to the material, s/he looks confused, bored and sometimes leaves the class.

Table 2
The percentage of student's active participant

Classification	Frequency	Percentage (%)
Very active	1	6,7%
Active	4	26,7%
Less active	7	46,7%
Not active	3	20%

Chart 1
Students' activities in Cycle 1
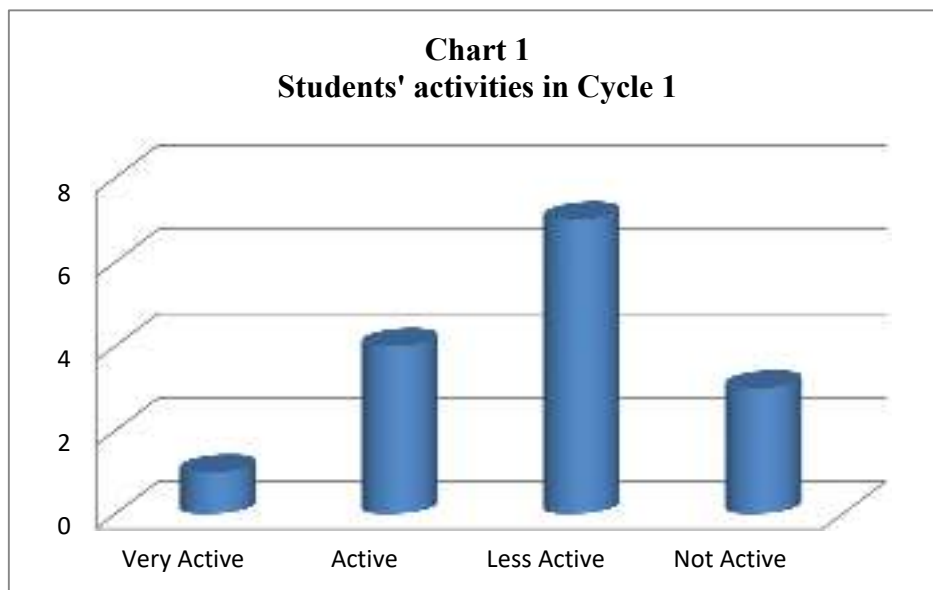
Based on research data in Cycle 1 which was shown by chart and table above that included 15 respondents, there was 1 student very active in writing and the percentage reached 6,7% . The active students were 4 and the percentage reached 26,7%. The less active students were 7 and the percentage reached 46,7% and there were 3 students that not active in researching process. To reach the requirement of success, most of students had to have a good participation which is determined 70 %, the two very active and active classifications were accumulated but only reached 33,4 %. It was not the expected nominal percentage.

2. The Score of Test result in Cycle 1

In addition to get more valid data, the researcher used score test to know whether the students were encouraged or not in writing. The results as follows:

Table 3
The raw score of students' writing in Cycle 1

Respondents	Content	Organization	Vocabulary	Grammar	Mechanic	Score (X)
001	20	16	16	21	3	76
002	18	13	16	20	3	70
003	13	12	15	19	3	62
004	10	9	10	16	2	47
005	14	13	12	17	2	58
006	10	9	9	16	2	45
007	12	10	9	16	2	49
008	22	16	16	21	3	78
009	12	15	12	20	3	62
010	14	15	14	19	2	64
011	12	12	11	17	2	54
012	20	16	12	16	3	67
013	18	15	12	16	2	63
014	15	14	14	17	2	63
015	15	15	15	17	2	64
TOTAL	**225**	**202**	**193**	**268**	**36**	**927**
Mean Score	15	13,47	12,87	17,87	2,60	61,8

- Mean Score of Content :

$$X = \frac{\Sigma x}{N} = \frac{225}{15} = 15$$

- Mean Score of Organization :

$$X = \frac{\Sigma x}{N} = \frac{202}{15} = 13,47$$

- Mean Score of Vocabulary :

$$X = \frac{\Sigma x}{N} = \frac{193}{15} = 12,87$$

- Mean Score of Grammar :

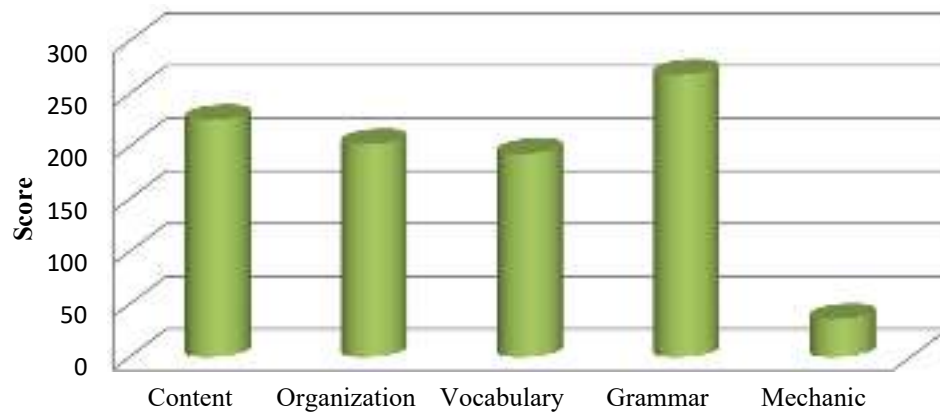$$X = \frac{\Sigma x}{N} = \frac{268}{15} = 17,87$$

- Mean Score of Mechanic :

$$X = \frac{\Sigma x}{N} = \frac{36}{15} = 2,40$$

- The mean score of all components in cycle 1 :

$$X = \frac{\Sigma x}{N} = \frac{927}{15} = 61,8$$

Chart 2
The raw score of students' writing in Cycle 1

3.The Scoring Classification of the Students in cycle 1

1. Content

Table 4
The Criteria and percentage of the students' content in the cycle 1

No	Classification	Score	Frequency	Percentage
1.	Very Good	27-30		
2.	Good	23-26		
3.	Fair	12-22	13	86,7%
4.	Poor	9-11	2	13,3%
5.	Very Poor	5-8	-	
			15	100%

Table 4 indicated that the criteria and percentage of the students' contents in the cycle 1 there was none of them obtained" Very Good, Good and Very Poor". There were 13 students got "Fair" score, and 2 students got "Poor" score content.

2. Organization

Table 5
The Criteria and percentage of the students' organization in the cycle 1

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20		
2.	Good	15-17	7	46,7%
3.	Fair	12-14	5	33,3%
4.	Poor	9-11	3	20%
5.	Very Poor	5-8		
			15	100%

Table 5 indicates that the criteria and percentage of the students' organization in cycle 1 that there were none of them obtained "Very Good and Very Poor" score but 7 of them (46,7%) obtained " Good", 5 students (33,3%) got "Fair" score, and 3 of them (20%) obtained "Poor" organization score.

3. Vocabulary

Table 6
The Criteria and percentage of the students' vocabulary in the cycle 1

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20		
2.	Good	15-17	5	33,3%
3.	Fair	12-14	6	40%
4.	Poor	9-11	4	26,7%
5.	Very Poor	5-8		
			15	100%

Table 6 indicates that the criteria and percentage of the students' vocabulary in cycle 1 that there were none of them obtained "Very Good and Very Poor" score but 5 of them (33,3%) obtained " Good", 6 students (40%) got "Fair" score, and 4 of them (26,7%) obtained "Poor" vocabulary score.

4. Grammar

Table 7
The Criteria and percentage of the students' grammar in the cycle 1

No	Classification	Score	Frequency	Percentage
1.	Very Good	23-25		
2.	Good	20-22	4	26,7%
3.	Fair	16-19	11	73,3%
4.	Poor	9-15		
5.	Very Poor	5-8		
			15	100%

Table 7 indicated that the criteria and percentage of the students' grammar in cycle 1 that there were none of them obtained "Very Good, Poor and Very Poor" score. 4 of them (26, 7%) obtained "Good" and 11 students (73,3%) obtained "Fair" grammar score.

5. Mechanic

Table 8
The Criteria and percentage of the students' mechanic in the cycle 1

No	Classification	Score	Frequency	Percentage
1.	Very Good	5		
2.	Good	4		
3.	Fair	3	6	40%
4.	Poor	2	9	60%
5.	Very Poor	1		
			15	100%

Table 8 indicated that the criteria and percentage of the students' grammar in cycle 1 that there was none of them got "Very Good, Good and Very Poor" score for mechanic, there were 6 Students (60%) got "Fair" score and 9 of them (40%) obtained "Poor" mechanic score.

Referred to the result of Cycle 1 activeness and inactiveness students were influenced by the condition of students, situation of class, the learning style students, and the way the researcher explained the material.

According to the requirements of success, the research would be success if the students had good participation 70% and evaluation mean score 75%.   When researcher did the research, the students participation only reached 33,4% that accumulated from very active and active participation. The evaluation mean score from the research in Cycle 1 only obtained 61,8, it was not expected nominal percentage and far from the target. That was why, The researcher realized that there were still some weakness in teaching. In addition, the researcher tried to continue the next cycle by improving weakness that happened in cycle 1 and made the better planning and did the action to reach the success in learning process.

Cycle II

1. Planning/Revised Plan

The researcher had little different plan of cycle 1. Before doing the action research, the researcher needs a preparation like:

a. Before starting learning process, the researcher encouraged the students by giving motivation,

b. The researcher gave more explanation and intensive guidance to make the students could write well with good composition especially in descriptive paragraph than Cycle 1.

c. Based on the result of cycle 1, the researcher made a little difference from cycle 1, the researcher asked the students to make pairs so they could share to make their writing well than before.

2. Acting

In this stage, the researcher gave the students writing material with more explanation than before. After giving writing material, the researcher gave the students topic of writing. And then researcher asked the students to write according to the topic. Then the researcher helped the students by using scaffolding technique. There were some steps of using scaffolding technique; *Appropriateness step*, in this step the researcher helped the students by focusing the material that had not been known and understood maximally (the researcher went through all to the students, observed the students writing process) by tapping to their prior knowledge, it was easy to make students to figure out the material that had not been understood by giving them "running to the board" icebreaker then asked the students to write everything that related to the topic on the board, and then the students used that word to support them. *Structure step*, in this step the researcher gave the students cue cards that contained some conjunction, to support the students writing. Besides the

researcher made them into pairs to make knowledge sharing with other students more effective and make poor students developed their writing by supporting their pairs. The *Collaboration step,* in this step the researcher gave respond to the students about their writing, the researcher asked the students to recall the material that had been taught and used to ask the students what they wrote. The last *internalization step*, the researcher reviewed the students writing and the researcher gave them opportunity to give opinion.

3. Observation

Based on the observation in the cycle 1, the researcher had found problem but in cycle 2 the researcher could overcome the problem and found a better result than cycle 1. The students have understood how to write well beside that the students more active than before.

4. Reflecting

In this step, the researcher got significant improvement in implementation the scaffolding technique than the cycle 1 that had some weakness. In cycle 2, most of the students were really active in learning activities because students had understood how to write well and the researcher had given more explanation than before.

These were the result of researching in Cycle 2 from respondents at the fifth semester in English Department as follows:

1. **Students Participation**

Table 9
The result of students' participation

| No.	Respondents	Students Participation			
		Not Active	Less Active	Active	Very Active
1.	001				▮
2.	002			▮	
3.	003			▮	
4.	004			▮	
5.	005			▮	
6.	006		▮		
7.	007			▮	
8.	008			▮	
9.	009			▮	
10.	010			▮	
11.	011		▮		
12.	012				▮
13.	013				▮
14.	014		▮		
15.	015			▮	
	Total	0	3	9	3

Note:

a. **Very active:** the student is responsive and participle fully in all activities in the learning teaching process.

b. **Active** : the student response the material by writing and interact with the teacher and the others.

c. **Less active** : the student pays attention and gives response once in a while.

d. **Not active**   **:** the student does not give respond to the material, she/he looks
            confused, bored and sometimes leaves the class.

Table 10
The percentage of student's active participant

Classification	Frequency	Percentage (%)
Very active	3	20%
Active	9	60%
Less active	3	20%
Not active	0	-

Chart 3
Students' activities in Cycle 2
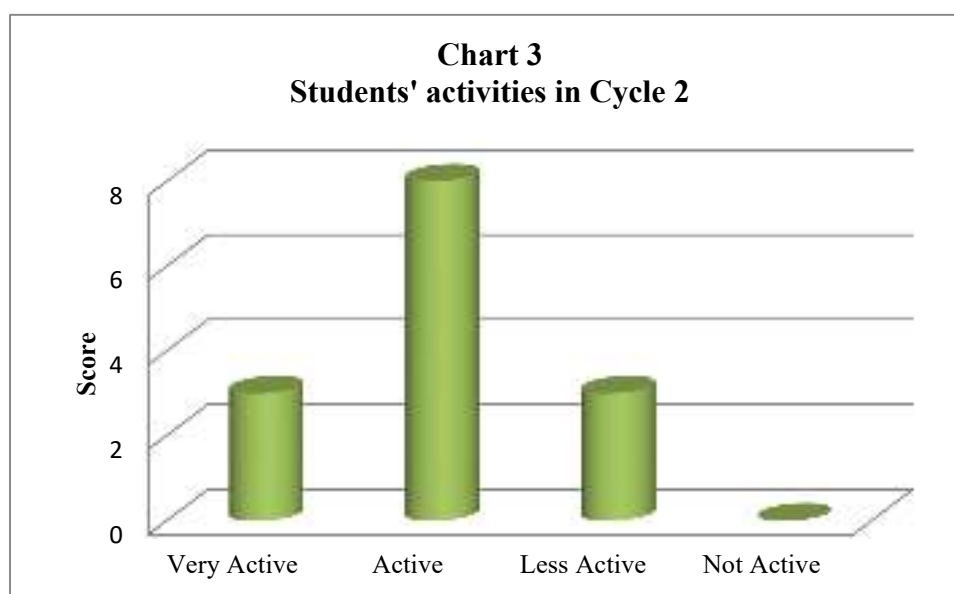
Based on research data in Cycle 2 which was shown by chart and table above that
included 15 respondents, there were 3 students very active in writing and the
percentage reached 20%. The active students were 9 and the percentage reached 60%.
The less active students were 3 and the percentage reached 20% and there were none
of students that were not active in researching process. To reach the requirement of
success, most of students had to have a good participation which is determined 70 %,
the two very active and active classifications were accumulated but only reached

80%. So it was the expected nominal percentage. Based on the result of data analysis above, the researcher found that in the cycle 2 the students' active participation was better than the result in the cycle 1. Because in the cycle 2, the students sat by pairs. It made the students had opportunity for sharing each other.

The finding in this cycle indicates that the researcher or the teacher had maximized students' opportunities to write. By using scaffolding, the students had more supports from the teacher. It made the students feel free for writing and did not fear to ask the teacher if they had some problem in writing.

2. The Score of Test result in Cycle 2

In addition to get more valid data, the researcher used score test to know whether the students were encouraged or not in writing. The results as follows:

Table 11
The raw score of students' writing in Cycle 2

Respondents	Content	Organization	Vocabulary	Grammar	Mechanic	Score (X)
001	28	19	17	20	4	88
002	15	17	15	20	3	70
003	28	19	17	22	3	89
004	25	17	14	20	2	78
005	17	15	12	17	2	63
006	17	15	14	16	3	65
007	18	17	15	19	2	71
008	28	19	18	20	3	88
009	14	17	15	20	2	68
010	25	17	15	20	3	80
011	25	16	15	15	3	74
012	25	17	15	17	3	77
013	25	15	17	20	3	78
014	15	16	14	17	2	64
015	17	17	14	19	2	69
TOTAL	**320**	**252**	**227**	**282**	**40**	**1125**
Mean Score	21,33	16,8	15,13	18,80	2,67	75

- Mean Score of Content :

$$X = \frac{\Sigma x}{N} = \frac{320}{15} = 21,33$$

- Mean Score of Organization :

$$X = \frac{\Sigma x}{N} = \frac{252}{15} = 16,8$$

- Mean Score of Vocabulary :

$$X = \frac{\Sigma x}{N} = \frac{227}{15} = 15,13$$
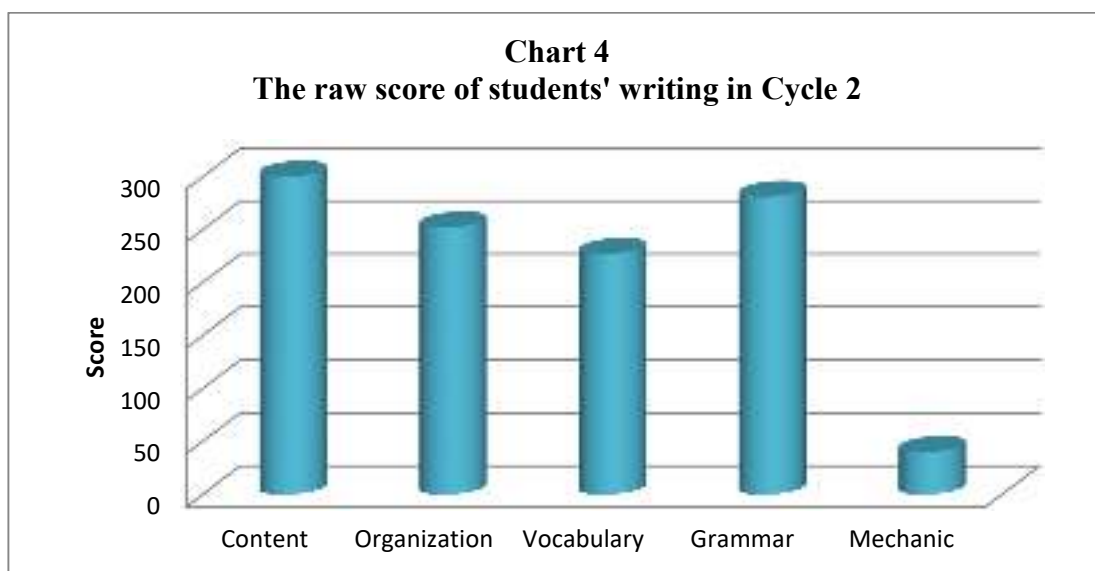
- Mean Score of Grammar :

$$X = \frac{\Sigma x}{N} = \frac{282}{15} = 18,80$$

- Mean Score of Mechanic :

$$X = \frac{\Sigma x}{N} = \frac{40}{15} = 2,67$$

- The mean score of all components in cycle 2 :

$$X = \frac{\Sigma x}{N} = \frac{1125}{15} = 75$$

Chart 4
The raw score of students' writing in Cycle 2

3. The Scoring Classification of the Students in cycle 2

a. Content

Table 12
The Criteria and percentage of the students' content in the cycle 2

No	Classification	Score	Frequency	Percentage
1.	Very Good	27-30	3	20%
2.	Good	23-26	5	33,3%
3.	Fair	12-22	7	46,7%
4.	Poor	9-11		
5.	Very Poor	5-8		
			15	100%

Table 12 indicated that the criteria and percentage of the students contents in the cycle 2 there were 3 of them obtained" Very Good" score, 5 students obtained "Good" score and 7 students obtained "Fair" score. There was none students got "Poor and Very Poor" score in content.

b. Organization

Table 13
The Criteria and percentage of the students' organization in the cycle 2

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	3	20%
2.	Good	15-17	12	80%
3.	Fair	12-14		
4.	Poor	9-11		
5.	Very Poor	5-8		
			15	100%

Table 13 indicated that the criteria and percentage of the students' organization in cycle 2 that there were 3 of them obtained "Very Good" score and 12 students got "Good" score in organization. There was none of them got "Fair, Poor and Very Poor" score in organization.

    c. Vocabulary

Table 14
The Criteria and percentage of the students' vocabulary in the cycle 2

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	1	6,67%
2.	Good	15-17	9	60%
3.	Fair	12-14	5	33,33%
4.	Poor	9-11		
5.	Very Poor	5-8		
			15	100%

Table 14 indicated that the criteria and percentage of the students' vocabulary in cycle 2 that there was 1 of them obtained "Very Good" score. 9 students got "Good" score and 5 of them got "Fair" and there was none of them got "Poor and Very Poor" vocabulary score.

d. Grammar

Table 15
The Criteria and percentage of the students' grammar in the cycle 2

No	Classification	Score	Frequency	Percentage
1.	Very Good	23-25		
2.	Good	20-22	8	53,33%
3.	Fair	16-19	6	40%
4.	Poor	9-15	1	6,67%
5.	Very Poor	5-8		
			15	100%

Table 15 indicated that the criteria and percentage of the students' grammar in cycle 2 that there were none of them obtained "Very Good" score. 8 of them obtained "Good" score, 6 students got "Fair" score, and 1 of them obtained "Poor" score. There was none of them get Very Poor in grammar score.

e. Mechanic

Table 16
The Criteria and percentage of the students' mechanic in the cycle 2

No	Classification	Score	Frequency	Percentage
1.	Very Good	5		
2.	Good	4	1	6,67%
3.	Fair	3	8	53,3%
4.	Poor	2	6	40%
5.	Very Poor	1		
			15	100%

Table 16 indicated that the criteria and percentage of the students' mechanic in cycle 2 that there was only 1 students got "Very Good" score, 8 of them obtained "Fair" score and 6 of them obtained "Poor" score. There was none of them got Very Poor in mechanic score.

Referred to the result of Cycle 2, the students had more improvement in writing because the researcher did the differences in teaching so that was why the students could enjoy in writing and could put into a paper what they thought.

According to the requirements of success, the research would be success if the students had good participation 70%   and evaluation mean score 75%.   When researcher did the research in Cycle 2, the students' participation reached 80% that accumulated from very active and active participation. The evaluation mean score from the research in Cycle 2 obtained the ideal mean score was 75, it was expected nominal percentage.

B. Discussion

Looking at the finding, the researcher presented the discussion of data of the students. The section presents the result of data analysis. It aims describing the student's development in teaching writing ability through scaffolding technique.

1. Cycle 1

In this cycle 1, the students were using steps of scaffolding technique to teach writing. Before the researcher did the research, the researcher prepared the material to be specific such as the researcher gave them part of speech that was focused on phrases, sentences and paragraph firstly, it was an intentionally step in scaffolding.

After that, the researcher gave them writing material based on intentionality step. A few minutes later, the researcher gave the topic and asked the students to write paragraph based on the topic. In this situation, the researcher used the next step was appropriateness step. The researcher helped the students by focusing the material that had not been known and understood maximally (the researcher went through all to the students, observed the students writing process).

During this step, the researcher observed the students one by one. Some them was getting shy to write, still confused about what that they wanted to write, kept silent and used to ask the words that had not been known in English language.

Structure step, in this step the researcher gave the students cue cards that contained some conjunction, to support the students writing. As a result, the students used them in writing to make the students could continue their writing.

Collaboration step, in this step the researcher gave respond to the students about their writing, the researcher asked the students to recall the material that had been taught and be used to ask the students what they wrote. In this step, the researcher was not an evaluator but the researcher was a collaborator for the students and collaborate each other to solve the problem that happened in their writing The last internalization step, the researcher reviewed the students writing and the researcher gave them opportunity to give opinion. In this step, the researcher asked the students to share the problem that had been faced in writing process.

Based on sharing result with the students, the researcher found some problems that were faced by the students. Some of the students were still weak to string up the

word to be sentences and put the right tenses on their writing. Then the using of

punctuation and capital letter still made them confused at all, where they had to put

comma, where they had to put other punctuation and which word that had to use

capital letter were still difficult to identified . Beside that the making of new

paragraph became their problem meant they got lack in idea. To make the paragraph

was sequence still difficult for them and the last was vocabulary. They told that their

vocabulary still low and selection of vocabularies in writing still became their

obstacle in this cycle.

Here was some of students' writing in cycle 1;

Respondent Number 3
   In my class, there are many fasilitations like whiteboard, chair, table, lamp and etc. Sometimes we get dirty class, so that, make us bored.
   Study to long time, get hot class Beside that, the lecturer make us laugh when we study. Although get nice class, my friends are online, Beside that, there is my friend bubble mouth.
   Studying together in class, we get many Experience which is unforgettable, many knowledges from the lecturers and friends. So that we can mutual helping about sharing knowledge.

To measure the score of respondent number 3, the researcher used writing

assessment based on J.B Heaton criteria where consisted of five criteria; content,

organization, vocabulary, grammar and mechanics. Based on the content of the

respondent number 3, the researcher gave 13 scores because the respondent's writing

still got lack in logical sequence, it looked the respondent still confused to develop

and connect the sentences. In organization, the researcher gave 12 scores. The detail

of the conclusion was still incomplete and made confusion to read. Then the

researcher gave 15 scores in vocabulary. The respondent still got lack precision in

using words; *fasilitation* means facilities. In using "s" the respondent still confused to place and unplaced the "s" letter on the last word especially on the noun; chair(s), lamp(s) and knowledge (no "s" because it is uncountable noun). In grammar, the researcher gave 19 scores. It caused the respondent still had a major problem in simple construction of the words such as in using *Study to long time, get hot class,* and *when we study*. The respondent had incorrected in writing it. It should *studying too long time, getting hot class,* and *when we are studying*. Beside that on the last paragraph, the respondent wrote *we can mutual helping about sharing knowledge.* The sentence of respondent was error because it was not consisted of sentence criteria where there were a subject, verb and object. Properly it would be good when "be" was placed after can. So, it was looked; *we can be mutual helping about sharing knowledge* or replaced the *mutual helping* became *help each other*, so the sentence; *we can help each other about sharing knowledge* or *we can help about sharing knowledge each other.* In mechanics, the researcher only gave the respondent 3 scores. It caused the respondent got some errors in placing capital words such as *beside that* and *experience* that placed in the middle of the sentence with capital word initially. So the accumulated of the entire scores was 62.

Respondent Number 11

I have many friends in my class, we always happy but sometimes my class so boring and hot. In my class there are white board, fan, door, table, chair, lamp, and air condicioner facilities of campus.

The other hand I get knowledge and experience from my class in spite of my classmate always noisy but does not matter for me because I like my class. I always online and chatting with my classmate so make me close with them.

In my class there is friend I like and I do not like too. because my friends sometimes make me happy and always make me angry.

Based on the content of the respondent number 11 above, the researcher gave 12 scores because the respondent still confused in developing ideas of her writing. Beside that the logical sequencing the sentence of the respondent was still lack. In organization, the respondent obtained 12 scores. The detail of the conclusion was still incomplete and made confusion to read, the development of writing was not fluent. Then the vocabulary score of respondent was 11. It caused the respondent had some errors of words such as *chair*, *lamp, air condicioner.* It should write as *chairs*, *lamps* and *air conditioner.* In grammar, the respondent got 17 scores. The major problem in simple construction especially was in using to be. The sentence; *we always happy* should write *we are always happy* because *happy* was an adjective, so it needed 'to be' or linking verb. The same problem was found in *my class so boring and hot*, and *my classmate always noisy.* It needed to be or linking verb. So it should write; *my class is so boring and hot* and *my classmate is always noisy.* In *I always online and chatting,* the sentence needed to put linking verb or to be and it properly wrote; *I am always online and chatting.* '*So make me*' it was unclear. It properly wrote '*So it makes me'* to make the sentence to be clear. In mechanics, the respondent obtained 3

scores. It caused the respondent still had some errors in punctuation and capitalization. On the first sentence of the first paragraph, the respondent put the comma after *I have many friends in my class,* it made the sentence became unclear. It should put full stop after that. On *because* word it should write *Because* with 'b' letter was capital. It caused *Because* began the sentence, so the first word had to put capital. Based on the accumulated scores of respondent number 11, the respondent number 11 obtained 55.

The applied of scaffolding technique still had not got the expected result. Based on the analysis from the student's test in cycle 1, the mean score in the first cycle was only 61, 8. There were 3 students that were not active, 7 students were less active, 4 students were active and only 1 student was very active in learning process.

Therefore, the researcher wanted to do an improvement based on the results students' score and share result with the students.

2. Cycle 2

Based on result of cycle 1 that produced low score, in this cycle 2, the researcher tried to overcome the problems that happened in cycle 1 were some of the students were still weak to string up the word to be sentences and put the right tenses on their writing. Then the using of punctuation and capital letter still made them confused at all, where they had to put comma, where they had to put other punctuation and which word that had to use capital letter were still difficult to identified. Beside that the making of new paragraph became their problem meant they were lack in idea. The

last was vocabulary. They told that their vocabulary still low and selection of vocabularies in writing still became their obstacle.

In cycle 2 researching, the researcher did the same steps of scaffolding technique. Yet the researcher prepared some differences in teaching and the researcher tried to overcome the problems that were happened in the cycle 1.

Before asking the students to write, the researcher encouraged them before to think what they were going to write. Then the researcher used the scaffolding technique to support them. *Appropriateness step*, in this step the researcher helped the students by focusing the material that had not been known and understood maximally. In the first cycle the students were still confused about the material that had given. To overcome the students' confusion and make them to be understood about the material, in this stage the researcher gave more explanation about the phrases and exercises to make some phrases in order that they could understand about phrases, then researcher asked them to make some sentences to see how far they could string up the words. To make them understood about capitalization and punctuation, the researcher gave them more explanation and support them through paper that was contained the rules of punctuation and capitalization. When writing process was going on, the researcher took pre-teach vocabulary by giving them "running to the board" then asked the students to write everything that related to the topic on the board, and then the students used that word to support them. To processed new idea, the researcher tapped them into prior knowledge to lead them to

the connection a bit about the topic and the real life that they ever faced. It made the ideas of the students opened to write.

Then the researcher used the next step, structure step. In this step, gave the students cue cards that contained some conjunction to support the students writing. Another way to make the students got new idea was made them work in pairs. Made them work in pairs, the knowledge sharing with other students more effective and make poor students developed in their writing. Collaboration step, in this step the researcher gave respond to the students about their writing, the researcher asked the students to recall the material that had been taught and be used to ask the students what they wrote. In this step, the researcher was not an evaluator but the researcher was a collaborator for the students and collaborate each other to solve the problem that happened in their writing The last internalization step, the researcher reviewed the students writing and the researcher gave them opportunity to give opinion. In this step, the researcher asked the students to share the problem that had been faced in writing process.

Here was the students' writing in the cycle 2

Respondent Number 3

As we know that, the Teacher is someone who always gives us (students) motivation, knowledge and the teacher can be called by the second parent.

When I studied, I do like if my teacher always gives me motivation, so that I have spirit to do the best for my dream in future. A teacher who is giving learning to students, it's good if a teacher as motivator.

In addition, the teacher as motivator, I like a teacher have a good skill. Especially, have many knowledge. So that, the teacher can give many information to the students and it will add knowledge to the students.

Beside that, the people know that the teacher as second parent, because why, the teacher can educate the students beside of giving knowledge, the teacher can educate our attitude from good to well.

That is a good teacher who gives education to students and the teacher can help us (students) to Reach our dream.

Based on the respondent's writing above, it had developed than before. She had more figured out about the material that researcher gave before. So that was why, in content score, the respondent number 3 obtained 26. The content of the writing more clear than hers writing in cycle 1 even though overall result may not especially captivating, but it was good. In organization, the respondent got 19. The organization of the writing was clearly stated, the writing was more sequencing than before. Then vocabulary, the vocabulary of this writing obtained 17 scores. The words choices were better than before; it had a few errors even though it sometimes had some mistake such as *from good to well*. The meaning was unclear, maybe the respondent wanted to write *from bad to well*. Then in using *much* and *many,* the respondent had confused to place the *much* or *many* on it. Knowledge was uncountable noun, so it properly wrote by using much. In grammar point, overall the grammar was good. So the respondent obtained 22 scores. The last in mechanics, the respondent still obtained 3 score because there were some mistake like using the capital word. The capital should use to begin the sentence but the respondent still did the mistake such as placed *Teacher* and *Reach* with capital words. The correct was the two used no capital words. From the accumulated of the overall result, the respondent got 87.

Respondent Number 11

　　Teacher is someone gives the students knowledge, gives the students motivation, as fasilitator for the students and guide for the students to build their attitude, education and others.

　　The other hand, teacher usually is called by second parent because teacher gives us lovely care like our parent in home. Although the teacher usually is angry if we study but we don't pay attention what the teacher says to us. But all of that make us realize that knowledge the teacher inform to us very important for our future.

　　So we must appreciate what the teacher informs and don't make our teacher disappointed because teacher is very important in our live.

Based on the respondent's writing above, it had developed than before. She had more figured out about the material that researcher gave before. So that was why, in content score, the respondent number 11 obtained 23. The content of the writing more clear than her writing in cycle 1 even though overall result may not especially captivating, but it was good. In organization, the respondent got 16 scores. The organization of the writing was clearly stated, but overall organization might sometimes was ineffective poor. Then vocabulary, the vocabulary of this writing obtained 15 scores. The words choices were better than before; it had a few errors even though it sometimes had some mistake such as *fasilitator*. Maybe the respondent wanted to write *facilitator*. It was only writing problem. In grammar point, overall the grammar was good. So the respondent obtained 15 scores. The last in mechanics, the respondent obtained 3. The errors in cycle 1 had been repaired so that was why the respondent developed hers writing. From the accumulated of the overall result, the respondent got 72.

With these differences the students could improve their writing and surely their value of writing as the two above. As another result, the researcher got significant result that the mean score of this cycle was 75. The result of the observation of the students' activities during the research showed that most of students had active in learning activities. They were easier to make writing with supporting of scaffolding from the teacher. They had improved their deficiency of their writing in cycle 1.

In this cycle, there were "not active" students. Every students had been active with 3 students were less active, 9 students were active and 3 students were very active in learning. It had agreed with the target of successful of this research.

Based on explanation above, the students activeness in learning process reached 80% with the mean score was 75. With this result, the scaffolding technique could be used by every teacher to improve and increase the students writing skill.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the data analysis and the findings in the previous chapter.

A. Conclusion

Based on the result of data analysis and findings in the previous chapter, the conclusion that can be drawn from this study as follows:

1. The scaffolding technique can be effectively applied by focusing some steps are: intentionality step, appropriateness step, structure step, collaboration step and internalization step. Structure step is a successful key in using scaffolding technique because in this step tell us how to teach with tools especially cue cards and make them work in pairs. It is supported by achieving of the ideal score in the second cycle. The mean score in the first cycle was only 61, 8 whereas in the second cycle the mean score was 75.

2. Scaffolding does not means the teacher helps the students from beginning until finishing the material and expropriating the students assignments, but the teacher here just gives the students some guidance so that the students' thought is more guided and it will make students find a new concept to write by themselves. It will make the students feel satisfied about their result.

B. *Suggestions*

According to the conclusions presented above, researcher can provide the following suggestions:

1. The teacher should tap the students into prior knowledge to make they are easy to lead and get the new ideas.

2. This scaffolding technique is not only uses in writing paragraph subject, but also it should be used in teaching another writing subject to know result more

3. Writing is a lesson that has high level difficulty than speaking for students. Therefore teaching writing must be taught step by step. The teacher does not have to teach directly but have to prepare the good step in teaching writing. By scaffolding, the teacher can teacher easier.

4. In teaching writing by scaffolding technique, the students should work in pairs or groups. It makes students easier to share with another student about the material and develop their ability. But firstly teachers necessary do, they have to know the ability each of students for making groups or pairs so that is why the good students in writing can gather with poor students in writing.

AUTOBIOGRAPHY

Ardillah M. Kurais was born as the sixth child from seven siblings on January 15th, 1991 in Palopo. His father's name is M. Kurais and his mother's name is Faisah. He started his study at the Elementary School number 252 Batupasi in 1997 and graduated in 2003. Then he continued his study in Islamic School (MAN Palopo). When he was in the third class, He was active in PII (Pelajar Islam Indonesia) and graduated his study in 2009.

Afterwards, in 2009 he continued his study at the State College For Islamic Studies (STAIN) Palopo and taking English Department. During he studied in this college as collegian, he is active in some event and organization in this college. He was active to follow all activity from HMPS BIG (Himpunan Mahasiswa Program Study Bahasa Inggris) from the freshmen and active to be member of HMPS BIG. Also, he joined in extra organization which is called HMI (Himpunan Mahasiswa Islam). Besides he was active in Getcha Club and Palopo English Community. He finished his study at the State College For Islamic Studies (STAIN) Palopo in 2014. In the end of his study of the State College For Islamic Studies (STAIN) Palopo, he writes a thesis entitle ***"Teaching Writing Skill through Scaffolding Technique to the Fifth Semester of English Study Program Tarbiyah Department STAIN Palopo"***

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