

**THE INFLUENCE OF USING SCAFFOLDING TECHNIQUE TOWARD
STUDENTS' WRITING ABILITY IN NARRATIVE TEXT
AT THE NINTH GRADE OF SMP MUHAMMADIYAH 3
BANDAR LAMPUNG 2018/2019 ACADEMIC YEAR**



(A Thesis)

Submitted as a Partial Fulfillment
of the Requirements for S1 Degree

By

**FENTI ALMALENI
NPM. 1511040245**

**Advisor : Dr. Melinda Roza, M.Pd
Co-Advisor : Agus Hidayat, M.Pd**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE OF ISLAMIC UNIVERSITY STUDIES
OF RADEN INTAN LAMPUNG**

2019

ABSTRACT

THE INFLUENCE OF USING SCAFFOLDING TECHNIQUE TOWARD STUDENTS' WRITING ABILITY IN NARRATIVE TEXT

By: Fenti Almaleni

The objective of the research was to find out whether or not was significant influence of using scaffolding technique towards students' writing ability in narrative text at the ninth grade of SMP Muhammadiyah 3 Bandar Lampung 2018/2019 academic year. In writing, the students of Junior High School must deal with many kinds of text which one of them is narrative text. The students still did not understand how to used generic structure; the students less to understand how to express and develop their ideas in writing narrative text. Scaffolding technique can explore their skills and knowledge to helped each other solve the problem task.

The methodology of this research was quasi experimental design with pre-test and post-test design. The population of the research was the ninth grade of SMP Muhammadiyah 3 Bandar Lampung. The total sample of the research was 61 students that were taken from two classes, IX D and IX E. They were 31 students for experimental class and 30 students for control class. In collecting the data, the researcher used the writing test as the instruments. After giving the pre test and post test, the data were analyzed the data by using SPSS.

From the data analysis, it was obtained that $Sig = 0.011$ and $\alpha = 0.05$. It means that the H_a is accepted and there was significant influence of using scaffolding technique toward students' writing ability in narrative text at the ninth grade of SMP Muhammadiyah 3 Bandar Lampung 2018/2019 academic year.

Keywords: *Scaffolding Technique, Narrative Text, Writing Ability*



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

APPROVAL

A thesis entitled : "THE INFLUENCE OF USING SCAFFOLDING TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT THE NINTH GRADE OF SMP MUHAMMADIYAH 3 BANDAR LAMPUNG 2018/2019 ACADEMIC YEAR"

Student's Name : Fenti Almaleri
Student's Number : 1511040245
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor,

Dr. Melinda Roza, M.Pd
NIP. 197301272005012003

Co-advisor,

Agus Hidayat, M.Pd
NIP. -

**The Chairperson of
English Education Study Program,**

Meisuri, M.Pd
NIP. 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721-703260

ADMISSION

A thesis entitled: **“THE INFLUENCE OF USING SCAFFOLDING TECHNIQUE TOWARD STUDENTS’ WRITING ABILITY IN NARRATIVE TEXT AT THE NINTH GRADE OF SMP MUHAMMADIYAH 3 BANDAR LAMPUNG 2018/2019 ACADEMIC YEAR”**, by: **FENTI ALMALENI, NPM: 1511040245**, Study Program: **English Education**, was tested and defended in the examination session held on: **Wednesday, November 06th 2019.**

Board of Examiners:

Chairperson : Dr. M. Muhassin, M.Hum

Secretary : Istiqomah Nur Rahmawati, M.Pd

Primary Examiner : Satria Adi Pradana, M.Pd

Co-Examiner : Dr. Melinda Roza, M.Pd

Advisor : Agus Hidayat, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**

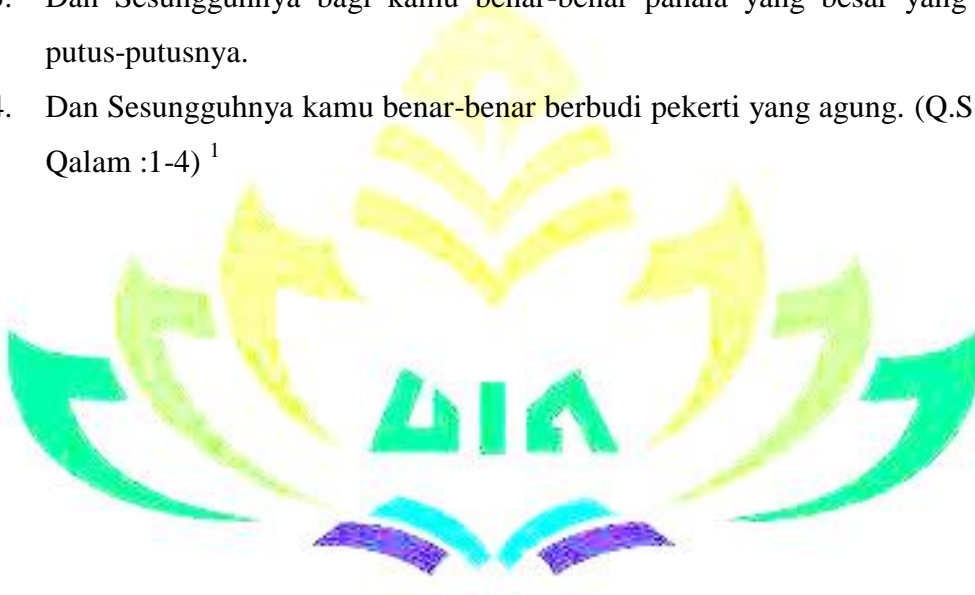
Prof. Dr. Hj. Nirva Diana, M.Pd

NIP: 196408281988032002

MOTTO

رَبِّ الْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾ مَا أَنْتَ بِمَجْنُونٍ ﴿٢﴾ وَإِنَّ لَكَ لَأَجْرًا غَيْرَ
مَمْنُونٍ ﴿٣﴾ وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ ﴿٤﴾

1. Nun, demi kalam dan apa yang mereka tulis,
2. Berkat nikmat Tuhanmu kamu (Muhammad) sekali-kali bukan orang gila.
3. Dan Sesungguhnya bagi kamu benar-benar pahala yang besar yang tidak putus-putusnya.
4. Dan Sesungguhnya kamu benar-benar berbudi pekerti yang agung. (Q.S. Al – Qalam :1-4) ¹



¹ Al-jamil, Al-qur'an tajwid warna, Terjemah Per-kata, Terjemah Inggris, (Cipta Bagus Segara: Bekasi, 2012, p. 564

DECLARATION

I am a student with the following identity:

Name : Fenti Almaleni

Student's Index : 1511040245

Thesis Title : "The Influence of Using Scaffolding Technique Toward Students' Writing Ability in Narrative Text at the Ninth Grade of SMP Muhammadiyah 3 Bandar Lampung 2018/2019".

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other experts' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, August 2019

Researcher,

Fenti Almaleni

NPM.1511040245

DEDICATION

This thesis is dedicated to:

1. My beloved parents Mr. Alamsyah and Mrs. Lina Maryani who always gives me love, support, spirit, inspiration, motivation and pray for me as long as their life.
2. My beloved brother, Aldo Firmansyah who always gives me spirit and suggestion for my success.
3. My beloved lecturers and almamater, UIN Raden Intan Lampung which have contributed a lot for my development.



CURRICULUM VITAE

The researcher's name is Fenti Almaleni who was born in Jakarta, on March 11 1998. She is the first child of the two children of Mr. Alamsyah and Mrs. Lina Maryani. She has a brother, his name is Aldo Firmansyah.

She began her study at SDN 1 Paku, Tanggamus Lampung, graduated in 2009.

After finishing her study at elementary school, the researcher carried on at SMP PGRI II Seputih Mataram, Center Lampung and graduated in 2012. She continued again at SMK YP IPPI (Yayasan Perguruan-Institut Pengembangan Pendidikan Indonesia) Cakung, East Jakarta and graduated in 2015. Then, she registered her study in State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in State Islamic University of Raden Intan Lampung (UIN), she joined in organizations such as English Students Association (ESA), Indonesian Islamic of Students Movement (PMII) and Student Activity Units of Language and Sport. When she was the seven semester, the researcher was followed Community Service Program (KKN) in Pringsewu. After Having KKN, she attended a Field Teacher Training (PPL) in SMP Muhammadiyah 3 Bandar Lampung.



ACKNOWLEDGMENT

Alhamdulillah, thanks to Allah the Almighty, for the blessing, mercy and kindness. My shalawat and salam always be with the Prophet Muhammad who always brings us from the darkness to the lightness, from the jahiliyah era to the modern era.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment to obtain S1-degree.

For that reason, the researcher would like to thanks the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Faculty of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung who has given the help complete the thesis.
3. Dr. Melinda Roza, M.Pd, the first advisor for her guidance and help to finish this thesis.
4. Agus Hidayat, M.Pd, the second advisor who has spent countless times to correct this thesis for is betterment.
5. All Lectures of English Department of Tarbiyah and Teacher Training Faculty who gave taught the researcher since the first her study.
6. The English teacher of SMP Muhammadiyah 3 Bandar Lampung, Mrs. Neneng Hartati, S.S for being helpful during the research process and giving suggestion during the research and all students of ninth grade for the helps and their participation of the research.
7. The headmaster SMP Muhammadiyah 3 Bandar Lampung Mr. Drs. Nur Salim for allowing her to conduct the research.
8. My parents, Mr. Alamsyah and Mrs. Lina Maryani, my brother Aldo Firmansyah who always give me everything all the best in my life.
9. My best friends of English Education, especially (Besties Group: Fitriyani, Dewi Rahayu, Eka Rahmadani, Elta Evriani) and all my beloved friends PBI class D 15.
10. The lastly, I offer this thesis for all people who always ask me, when I graduate and graduation.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, August 2019

The Researcher,

Fenti Almaleni

NPM.1511040245



TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
MOTTO	v
DECLARATION	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xvii

CHAPTER I: INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem	8
D. Formulation of the Problem	8
E. Objective of the Problem	8
F. The Uses of the Research.....	8
G. The Scope of the Research.....	9

CHAPTER II: FRAME OF THEORIES

A. Theory	11
1. Writing	11
a. The Concept of Writing	11
b. Purpose of Writing.....	13
c. The Concept of Writing Process.....	15
d. The Concept of writing Ability	17
e. The Concept of Teaching Writing	18
2. Text	19
a. The Concept of Text.....	19
b. Kinds of Text	20
3. Narrative Text	23
a. Definition of Narrative Text	23
b. Kinds of Narrative Text.....	24
c. Generic Structure of Narrative Text	26
d. Grammatical Feature of Narrative Text.....	27
e. The Example of Narrative Text	27
4. Scaffolding Technique	29
a. Definition of Scaffolding Technique	29
b. The Procedure of Scaffolding Technique	33
c. Advantage and Disadvantage of Using Scaffolding Technique...36	
1) The Advantage of Scaffolding Technique.....	36
2) The Disadvantage of Scaffolding Technique	37
5. Free-Writing Technique	37
a. Definition of Free-Writing.....	37
b. The Procedure of Free-Writing Technique.....	57
c. Advantage and Disadvantage of Using Free-Writing Technique..39	
1) The Advantage of Free-Writing Technique	40
2) The Disadvantage of Free-Writing Technique	40
B. Frame of Thinking.....	41
C. Hypothesis.....	42

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design.....	43
B. The Variable of the Research.....	44
C. The Operational Definition of Variable.....	45
D. Population, Sample and Sample Technique.....	45
1. Population.....	45
2. A Sample of the Research.....	46
3. Sampling Technique of the Research.....	47
E. Data Collecting Technique.....	48
F. The Instrument of the Research.....	48
G. Research Procedure.....	49
H. Validity, Reliability, and Readability of Test.....	52
1. The Validity of the Test.....	52
2. Reliability of Test.....	53
3. Readability of Test.....	55
I. Data Analysis.....	56
1. Fulfillment of the Assumptions.....	56
a. Normality Test.....	56
b. Homogeneity Test.....	57
c. Hypothetical Test.....	57

CHAPTER IV RESULT AND DISCUSSION

A. Data Description.....	59
1. Description of First Treatment.....	60
2. Description of Second Treatment.....	61
3. Description of Third Treatment.....	61
B. Result of The Research.....	62
1. Result of Pre-Test.....	62
2. Result of Post-Test.....	63
C. Data Analysis.....	65

1. Fulfillment of Assumption.....	65
a. Result of Normality Test.....	65
b. Result of Homogeneity	66
2. Result of Hypothetical Test.....	67
D. Discussion	68

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	70
B. Suggestion	70
REFERENCES	73
APPENDICES	77



LIST OF TABLES

Table 1 Data of Preliminary Research	4
Table 2 Example of Narrative	28
Table 3 Pre and Posttest Design	43
Table 4 The Population of Research.....	46
Table 5 The Result of Normality of Experimental Class and Control Class ...	65
Table 7 Homogeneity Test	66
Table 8 Independent Sample Test.....	68



LIST OF FIGURES

Figure 1 : The Result of Pre-Test in Experimental Class.....	62
Figure 2 : The Result of Pre-Test in Control Class.....	63
Figure 3 : The Result of Post-Test in Experimental Class.....	64
Figure 4 : The Result of Post-Test in Control Class	64



LIST OF APPENDICES

Appendix 1. The Interview of English Teacher	78
Appendix 2. The Result of Interview English Teacher	79
Appendix 3. The Interview for the Students	80
Appendix 4. The Result of Interview the Students	81
Appendix 5. Students Score of Narrative Text	84
Appendix 6. The Scoring System Writing	86
Appendix 7. Instrument of Pre Test	89
Appendix 8. Instrument of Post Test.....	90
Appendix 9. Validation Form	91
Appendix 10. Syllabus for the Eighth Grade Students	92
Appendix 11. Lesson Plan Experimental Class	97
Appendix 12. Lesson Plan Control Class	123
Appendix 13. The Name of Students in Experimental Class.....	147
Appendix 14. The Name of Students in Control Class	148
Appendix 15. The Instrument Readability	149
Appendix 16. Result of Readability	155
Appendix 17. The Score of Students in Control Class.....	156
Appendix 18. The Score of Students in Experimental Class	157
Appendix 19. The Result Normality Test of the Experimental and Control Class	158
Appendix 20. The Result of Homogeneity of Variance.....	159
Appendix 21. The Result of Independent Sample T- Test.....	160
Appendix 22. The Result of Reliability for Pre-Test Control and Experimental Based on Two Raters	161
Appendix 23. The Result of Reliability for Post-Test Control and Experimental Based on Two Raters	163
Appendix 24. The Result of Pre-Test in Control and Experimental Class .	165
Appendix 25. The Result of Post-Test in Control and Experimental Class	167
Appendix 26. The Analysis of the Students Score of Pre-Test and Post- Test in Experimental Class	169
Appendix 27. The Analysis of the Students Score of Pre-Test and Post- Test in Control Class	173
Appendix 28. Surat Permohonan Mengadakan Penelitian.....	190
Appendix 29. Surat Balasan Sekolah dari Surat Permohonan Penelitian ...	191
Appendix 30. Documentation of the Research	192

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing was an activity to express ideas, thoughts, experiences, and knowledge in the form of symbols or symbols that were made systematically so that they could easily understood by others. Writing was one of the complex activities including the integrated movement of fingers, hands, arms, and eyes. either writing or oral, composing stories, making poems, writing concepts, pour ideas. Raimes stated, “ writing is involving thinking. In addition the close relationship between thinking and writing. Make writing as a valuable part of any language cause”.² That writing enabled the students to describe their ideas in sequence and in a communicative way because learning to write was not easy, the teacher knew to solved this problem, in other words, that we had to know in writing ideas, experience, thoughts, and feelings in writing.

Harmer stated, “Writing is used to help students perform a different kind of activity. Students need to be able to write to do their activities”.³ It meant that writing ability is important. A student writing ability had to improved success in skill, especially writing.

² Ann Raimes, *Technique in Teaching Writing*, (Oxford:University Press, 1983), p. 3.

³ Harmer Jeremy, *How to Teach Writing*, (Edinburg Gate: Pearson Longman, 2005), p.

In writing activity, had some types of writing they were: Procedure, narrative, report, recount, descriptive.⁴ Then had five aspects which had to fulfill. The five aspects of writing were as the criteria of good writing were: According to Tribble, they were five aspects such as content, organization, vocabulary, language, and mechanic.⁵ Content referred to the substance, the substance should express the topic. Organization meant the content must be coherence. In vocabulary, the writer should chose the words that were suitable for the substance. Mechanic, the writer must be aware of using spelling, punctuation, and capitalization. Language in this aspect meant grammar, the writer used the correct grammar form a syntactic pattern to make a written with clear meaning and understandable.

Based on the theory above, the researcher concluded that the definition of writing was one of the processes to express their ideas, experiences, thoughts, and feelings through writing. In writing, there were some types of writing. One of them was narrative text. According to Dody, narrative text is a kind of text that has a function to amuse, entertain and to deal with the actual or vicarious experience in different ways.⁶ It meant that narrative text was a text that told a story with some function that to amuse, entertain, to make a reader's interest with

⁴ Ahmad Dody, Ahmad Sugeng, and Effendi, *Developing English Competencies: for Senior High School Grade X*, 1st ed, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p. 24.

⁵ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130.

⁶ Ahmad Dody, Ahmad Sugeng, and Effendi, *Op. Cit.*, p.50

vicarious experience. Kurniawan stated that the steps for constructing a narrative were: orientation, complication, resolution.⁷

Based on preliminary research on January 15th, 2019, the researcher found that most of the students of SMP Muhammadiyah 3 Bandar Lampung. There were some problems and still difficult in learning writing especially in narrative text. It happened because the students did not paying attention in the teaching-learning process. Based on the interview with the six students class D they were: M. Galang Erlangga, Tiara Ainun Lorensa, Putra Sigit Pratama. and class E they are: Muhammad Jamil, Nova Sanda and Galih Alfiansyah Putra showed that there were several aspects of unsuccessful of teaching writing students had less motivation in writing and lack of grammar, vocabulary and they confused how to write correctly. That makes they were bored during the teaching-learning process.⁸ Below was the table of the students writing score of the ninth grade at SMP Muhammadiyah 3 Bandar Lampung in the 2018/2019 academic year.

⁷ Arief Kuniawan, Yeni Yuniwati, *Mengeksplorasi Jenis – Jenis Text Bahasa Inggris*, (Jakarta : Multi Kreasi Satudelapan, 2010), p. 4.

⁸ The students,. *At the Ninth Grade of SMP Muhammadiyah 3 Bandar Lampung*, an interview on January 15, 2019.

Table 1
Scores of Students' Writing at the First Semester of the Ninth Grade of SMP
Muhammadiyah 3 Bandar Lampung 2018/2019 Academic Year

No	Class	Students' Score		Number of Students'
		<78	≥78	
1.	IX D	21	10	31
2.	IX E	21	9	30
Total number of Students		42	19	61
Percentage		68.85 %	31.15 %	100%

Source : Document of the English teacher of SMP Muhammadiyah 3 Bandar Lampung

From the table above, it could be concluded that there were 61 students. There were 42 students in the failed category (68.85%) and 19 students in the passed category (31.15%). It could be inferred that the achievement of the students in learning writing was relatively low because the criteria of minimum mastery (KKM) of SMP Muhammadiyah 3 Bandar Lampung was 78. By interview an English teacher, Mrs. Neneng Hartati, S.S, she said that the students were difficult when they wanted to express their ideas in written form by using English. And also she said the most aspect a complicate in teaching writing narrative text was there generic structure, vocabulary and grammar mastery. Another problem came the teacher used the free-writing technique the weakness in this technique was writing without limits, writing so that the paragraph was not coherent and the content was invalid. The teacher was unable to increase the students' motivation for learning. That was why they felt bored and did not have any spirit in learning process. Therefore, the teachers as the facilitators should be

responsible to find the solution to the problem. They should change and develop their teaching technique in writing, so the satisfaction of teaching and learning activities was able to be obtained and student's motivation could be increased.

To accomplish the students needed in writing narrative text, there were many techniques that can be used in teaching writing which could help students to improve their writing one of the techniques was scaffolding. The scaffolding technique was a process by which a teacher provided students with a temporary framework for learning. When scaffolding was done correctly, students were encouraged to develop their own creativity, motivation, and resourcefulness. As students gather knowledge and increase their skills on their own, the fundamentals of the framework were dismantled. At the completion of the lesson, the scaffolding is removed altogether and students no longer need it.⁹ Based on explaining above, it could be concluded that the scaffolding technique was a technique that could be used by a teacher to helped students learn and provided motivation to students.

There were several previous research that relevant to this research as follows: Yulis Yasinta about *The Effectiveness of Using Scaffolding Technique towards Students' Skill in Writing Descriptive Text of the Eight Graders of SMP Al-Zahra Jakarta in The Academic Year of 2014/2015*. The result of the research showed that there is significant progress for the students writing descriptive by

⁹ Tajularipin Sulaiman, "The Effect of Scaffolding Technique in Journal Writing among the Second Language Learners". *Journal of Language Teaching and Research*, Vol. 2 No. (4 July 2011), p. 934-940.

using a scaffolding technique.¹⁰ It could be proved by the difference in the mean score of post-test in the experimental group and control group. From the data showed that the writing ability using the scaffolding technique was categorized as excellent.

Hendryk Oktavianus discuss *The Use of Scaffolding Technique to Teach Recount Text Writing*. The result of the research showed by using the scaffolding technique was successful to improve students' achievement. From this technique students can explore their skills and knowledge to helped each other solve the problem of the task, this technique makes students have positive and not depress during the class. The classification of the students' average score moves positively from poor to average to good.¹¹

Wahyu Nita Prabandani discussed about *Tecahing Writing of Descriptive Text by Using Scaffolding Technique*. It can be concluded that gradually approach to implementing scaffold from easy to difficult concept was successful and it helps students to gain confidence in their writing skills and increase their awareness of issues related to writing. The students' response in teaching writing of descriptive text by using scaffolding was good and they enjoyed.¹²

¹⁰ Yulis Yasinta, *The Effectiveness of Using Scaffolding Technique towards Students' Skill in Writing Descriptive Text of the Eight Grade of SMP Al-Zahra Jakarta*, 2014 (thesis). p.42

¹¹ Hendryk Oktavianus, "*The Use of Scaffolding Technique to Teach Recount Text Writing*". (Tanjungpura: University Pontianak, 2016), p. 8

¹² Wahyu Nita Prabandani, "*Teaching Writing of Descriptive Text by Using Scaffolding Technique*". *Jurnal of English Teaching and Research*, Vol. 1 No. 1 (February 2016), p. 54.

Referring to the previous research above, there were some differences and similarities, the differences were the purpose of the research and kind of the text, in the previous research used descriptive and report text. In this research, the researcher used narrative text. The similarities like on technique, used the scaffolding technique. Therefore, the researcher expects that the scaffolding technique could help the students' writing ability.

From the explanation above, the researcher used scaffolding as an alternative technique in teaching writing especially the narrative text. Hopefully, by using the scaffolding technique, the students studied about the narrative text would be better. The researcher was interested to conduct a research entitled: The Influence of Using Scaffolding Technique Toward Students' Writing Ability in Narrative Text at the Ninth Grade of SMP Muhammadiyah 3 Bandar Lampung 2018/2019 Academic Year.

B. Identification of the Problem

Based on the background above, the researcher concluded that there were some problems in learning writing, especially in narrative text as follows; The students still did not understand how to used generic structure, the students less to understand how to express and develop their ideas in writing narrative text, the teachers' technique in teaching writing was not interesting that was make students bored to learning process.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focused this research on the influence of using scaffolding technique toward students' writing ability in narrative text. Therefore, this research limited the problems in the narrative texts about the legend.

D. Formulation of the Problem

Based on the background, identification and the limitation of the problem above, the researcher formulated the problem as: "Is there a significant influence of using scaffolding techniques toward students' writing ability in a narrative text?"

E. Objective of the Research

Based on the previous explanation, the objective of the research was to know whether there was a significant influence of using scaffolding techniques toward students' writing skills in narrative text.

F. The Uses of the Research

From the statement above the researcher expected the result of the research could be used :

1. Theoretically

To give information to the readers about the influence of using scaffolding technique toward students' writing ability in the narrative text at the ninth grade of SMP Muhammadiyah 3 Bandar Lampung in the 2018/2019 academic year.

2. Practically

a. For the students

The students could write narrative text using a scaffolding technique.

b. For the teachers

The result of this research could give information for the teachers about the influence of using scaffolding technique toward students' writing ability in narrative text of the ninth grade of SMP Muhammadiyah 3 Bandar Lampung in 2018/2019 academic year.

c. For the school

The result of this research was expected to be able to motivate the school to improve the quality of learning writing.

G. The Scope of the Research

The researcher determined the scope of the research as follows:

1. The subject of the Research

The subject of the research was the students at the ninth grade of SMP Muhammadiyah 3 Bandar Lampung in the 2018/2019 academic year.

2. The object of the Research

The object of this research was the influence of using scaffolding technique toward students' writing ability in the narrative text at the ninth grade of SMP Muhammadiyah 3 Bandar Lampung in the 2018/2019 academic year.

3. Time of the Research

The research was conducted at the ninth grade in the 2018/2019 academic year.

4. Place of the Research

The research was conducted at SMP Muhammadiyah 3 Bandar Lampung in the 2018/2019 academic year.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. Writing

a. The Concept of Writing

Talking about writing, most people did writing. when they asked what is writing, they may answer that writing is one way to communicate with each other through a paper and a pen. actually, the role is of writing in foreign language explore. Some of them gave their understanding of writing on the internet, book, and also a magazine of language discussion. There were so many understand of writing that can be found. For example, Heaton said that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements.¹³ But we knew and believed that writing is a skill that anymore can learn to manage. In addition, Raimes gave his complex opinion about writing, he states that :

Writing reinforces the grammatical structure, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become

¹³ J. B. Heaton, *Writing English Language Tests*, (New York: Longman, 1990), p. 135

very involved with the new language; the effort to express ideas and the constant use of eye, and the brain is a unique way to reinforce learning.¹⁴

From Raimes we knew that the more complex opinion states that writing is a process of getting a new language where should be transformed into writing. So, writing requires meaningful communication to someone, whether this audience consists only of the writer or is a group of someone beyond the writer.

According to Means and Lindner writing is thinking on paper, but trying to draft and think simultaneously is difficult. Unlike thinking, writing is both linear and sequential; that is, it must be done one word at a time in a certain order.¹⁵ It means that writing is pouring thoughts and stringing word by word in written form together so that it forms a sentence.

Writing is a social act that can occur in particular situations. It is therefore influenced both by the personal attitudes and prior experiences that the writer brings to writing and the impact of the specific political and institutional contexts in which it takes place.¹⁶ It means that a social activity occurs in the experience of the previous author, because of that the author is influenced by experiences that occurred in the previous period.

¹⁴ Ann Raimes, *Op. Cit.* p. 3.

¹⁵ Beth Means and Lindy Lindner, *Teaching Writing in Middle School*, (United States of America: 1998), p. 57.

¹⁶ Ken Hyland, *Teaching and Researching Writing*, Second Edition, (United Kingdom: Great Britain, 2009) p. 26

written text has a number of conventions that separate it out from speaking. apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation.¹⁷ It means that writing has a number of agreements that differentiate from speaking by the reason that the difference consists of grammar, vocabulary, the formation of letters and layout in punctuation in a paragraph.

Based on all definitions above, we can concluded that writing is a cognitive process to express thoughts to others in written form. Some people consider that writing is a difficult thing to do. A person who wants to construct writing should work hard, and good writing just can be reached by work harder. Because of that, writing needs a routine practice in order to have a good writing ability.

b. Purpose of Writing

There must be any purpose in writing. It is impossible if people write with no purpose, although people just write simple writing. In strategies in successful writing. Grenville state that they are some purposes of writing they were :¹⁸

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman : Third Edition), p. 255

¹⁸ Kate Grenville. *Writing From Start to Finish: A Six Step Guides*. Australia: Allen and Unwin. 2001, p. 1

1) To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the researcher needs to use his/her creativity. It must not make the readers laugh, but engage their feelings in some ways.

2) To inform

Writing to inform is a purpose to tell the reader about something. This kind of informative writing can focus on an object, places, procedures, and events. It can be seen in newspapers and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) To persuade

The researcher try to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow write's opinions and act upon it.

Based on the explanation above, the researcher concluded that the purpose of writing was not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

c. The Concept of Writing Process

The process of writing is the stage by the writer to produce something that its final written form. Moreover, writing is a process.¹⁹ Thus, writing as a process the contains or writing was the planning or prewriting, drafting, or editing process that writers experience to produce a piece of writing. We know that the process of writing is so long, and the result of the writing of many kinds, they are books, magazine, novel, poem, discourse, and soon. Hartley states that writing is often characterized as a hierarchically organized, goal-directed, problem-solving process. Writing is a recursive process.²⁰ It can be said that when we trying to write something, we need some steps. The five-step process writing approach described by Donald Graves is presented here. This will provide a context for the writing activities found in the next chapters.²¹

1) Prewriting

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

¹⁹ Penny Mckay, *Assesing Young Language Learners*, (Cambridge University Press, 2008),p.245

²⁰ Hartley James, *Academic for Writing and Publishing : A practical Handbook*, (Newyork:Routledge,2008),p.10

²¹ Andrew P. Johnson, *Teaching Reading and Writing, A Guidebook for Tutoring and Remediating Students*, (United Kingdom: United States of America, 2008), p. 179-180

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is value over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps.

3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing.

4) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers.

5) Publishing and sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class megazines, or displaying short samples of writing in the hall or out in the community,

Based on the explanation above, the researcher concluded they are five steps in the writing process that should be done if someone wants to write easily. Before we write we have to prepare our minds to write properly. Then they have to check, is it the ideas logical. After that, the researcher to check all by reading repeatedly to find these errors. Finally, the writing is ready to publish and the text is better produced.

d. The Concept of writing Ability

Writing considers as a complex process. It is because, in writing, the only one process was not only expressing ideas and then elaborate them in a written form but also think how the information can convey well, correctly and coherently. According to Siahaan, writing ability is the skill of a writer to communicate information to a reader or group of readers.²² It means, writing is the way to communicated the information. In writing activity, the writers were successful in their writing contains some fundamental aspects of writing. There were five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing are: According to Heaton, “Five major aspects are accompanied by an explicit description of what is mean by the different band-scales”. The criteria for good writing, there were :²³

- a. Content (the ability to think creatively and develop thoughts).
- b. Organization (the ability to write inappropriate manner).
- c. Vocabulary (the ability to use word/idiom).

²² Sanggam Siahaan, *Issues in Linguistic*, (Yogyakarta: Graha Ilmu, 2008), p. 22.

²³ J. B. Heaton, *Op. Cit.* p. 135

- d. Language (the ability to write an appropriate structure).
- e. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).

Based on the explanation above, the researcher concluded that writing ability is an ability to communicate information and ideas to someone, public, government. Also writing was not an activity of arranging words into form sentences, but also when people wrote, they should organize some interesting stuff, which was experiences or ideas in write form by showing good proper use of such aspects as content, organization, vocabulary, language, and mechanics.

e. The Concept of Teaching Writing

Teaching writing was an important think. writing as one of the ability of learning language, students should master to write something, because writing ability is a needed in every activity. From the academic until getting a job, the academic student should master to wrote because they will wrote a narrative and final examination. That was why teaching writing is very important. Harmer said that teaching writing is focused on the product and writing process.²⁴ Consecutively, teaching writing to the students focuses on what students can produce through a long process starting from brainstorming up to the final product.

²⁴ Jeremy Harmer, *The Practice of English Language Teaching*. Op. Cit. p. 257.

Based on that statement, the researcher assumes that teaching writing is started from the easy one so the student is easy to understand. Then the student must know what he or she likes to write.

1. Text

a. The Concept of Text

Text has a structure, they are orderly grammatical of words, clauses, and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.²⁵ Further language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.²⁶ Text is a unit of meaning which is coherent and appropriate for its context.²⁷ It means that text is used as communication by the writer with organized the structure or the text and grammatical of words, clauses, and sentences.

Siahaan and Shinoda said that a text is a meaningful linguistic unit in a context, it is both a spoken text and written text.²⁸ Therefore, a text is a writing form or result of the writer write. that is usually text form contains that several paragraphs. A spoken text is meaning spoken text. It can be a word, phrase, sentence or discourse. Written text is any meaningful written text. The researcher assumes that text is some sentences in written text and the readers can get information from the text.

²⁵ Ken Hayland, *Op. Cit.* p. 8

²⁶ Peter Knapp and Megan Watkins, *Genre, Text, Grammar, Technologies For Teaching and Assessing Writing*, (Sydney: University of new south wales press ltd, 2005), p. 29

²⁷ Rudi Hartono, *Genres Based Writing*. (Semarang: 2005), p. 4

²⁸ Sanggam Siahaan and Kisno Shinoda, *Generic Structure Text* (Yogyakarta: Graha Imu, 2008), p.1

Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

b. Kinds of Text

There were some types of writing which have to be taught in junior high school, they are; procedure, descriptive, recount, narrative, and report.

1. Procedure

According to Wardiman, Procedure text is the text that give some clues or how to do something through a series of actions.²⁹ Dody state the Procedure social function is to describe how something is accomplished through a sequence of actions or steps.³⁰ According to Dody, The generic structure of a procedure text there are : Goal, Materials, Steps. The Goal is informing how to do the instruction, Materials is not required for all procedure texts, Steps is a series of steps oriented to achieving the goal.³¹

2. Descriptive

According to Gerot, Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to

²⁹ Muthmainnah, "Improving Ability In Writing Procedure Text Through Pictures At The Tenth Year Students Of Sman 3 Polewali Mandar". *Jurnal Papatuzdu*, Vol. 10, No. 1 November 2015, p.33

³⁰ Ahmad Dody, Ahmad Sugeng and Efendi, *Op. Cit.* p. 74

³¹ *Ibid*, p. 74

the readers or hearers.³² Dody state the descriptive social function is to describe a particular person, place or thing.³³ According to Dody, The generic structure of a descriptive text there are Identification and Description. Identification is identifies the phenomenon to be described. Description is describes parts, qualities, characters.³⁴

3. Recount

According to Knapp, Recount Text, basically it is written out to make a report about an experience of a series of related event.³⁵ Recount provides information about what happened, when it happened, where it happened and who was involved. Dody state the recount has a social function to retell events for the purpose of informing or entertaining the reader.³⁶

According to Kurniawan, The generic structure of recount text there are Orientation, Events, and Re-orientation. Orientation is provides the setting and introduces participants. Usually use descriptive words to give detail information about who, when, where, why and what. Events is tell what happened, in what sequence. Re-orientation is optional-closure of events.³⁷

³² Eko Noprianto, "Student's Descriptive Text Writing in SFL Perspectives". *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* Vol. 2(1), 2017, p. 67

³³ Ahmad Dody, Ahmad Sugeng and Efendi, *Op. Cit*, p. 128

³⁴ *Ibid*, p.128

³⁵ Natanael Saragih, Roswita Silalahi, Hilman Pardede, "The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar". *IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 19, Issue 1, Ver. XII (Feb. 2014)*, p. 57

³⁶ Ahmad Dody, Ahmad Sugeng and Efendi, *Op. Cit*, p. 24

³⁷ Arief Kurniawan and Yeni Yuniwati. *Op. Cit*, p. 40

4. Narrative

According to Anderson, the narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.³⁸ Pardyono state, Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers.³⁹ According to Dody, The generic structure of narrative text there are Orientation, Complication, Resolution. Orientation is sets the scene and introduces the participants, Complication is a crisis arises. Resolution is the crisis of resolved, for better or for worse.⁴⁰

5. Report

According to Gerot and Wignell the report is a text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment.⁴¹ Report means a text which describes things in general. Text report is a text whose contents describe something as it is as a result of systematic observation or analysis. The communicative purpose of the report text is to convey information about something, as it is, as a result of systematic observation or analysis. the characteristic that distinguishes report text and descriptive text are how it is written. The text report only explains the topic of

³⁸ Intan Karolina, *“Teaching Narrative Text In Improving Writing To The Tenth Grade Students Of Sma Negeri 1 Petarukan, Pemalang”*. (Semarang: Universitas Negeri Semarang, 2006), p. 25

³⁹ Rodearta Purba, “Improving the Achievement on writing Narrative Text through Discussion Starter Story Technique”, (State University of Medan: ISSN 2203-4714), p. 29

⁴⁰ Ahmad Dody, Ahmad Sugeng and Efendi, *Op. Cit*, p. 50

⁴¹ Yunita Khairani and Zainuddin, *“Improving Students’ Achievement In Writing Report Text Through Numbered Heads Together”*. (A graduate of English Language and Literature Department of UNIMED), p. 5

the text in general, while the descriptive text tells the topic of the text in more detail. The structure of a report text is usually preceded by general questions that explain the subject of the report, its description, and clarification.⁴²

According to Gerot and Wignell, The generic structure of report text there are General Classification and Description. The General Classification is stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general. Description is Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.⁴³

Based on the explanations above, it can be concluded that there many kinds of texts in teaching writing for the student of the junior high school and each students must be able to understood the generic structure and language feature of the texts.

2. Narrative Text

a. Definition of Narrative Text

The narrative text is a kind of text that tells about a story that is based on some events or experiences. Narratives contain problematic events that lead to a crisis or turning point of some kind, which in turn finds a resolution. Hartono also stated that there are two kinds of genres: story genres and factual genres. Narrative, new story, anecdote, recount, and spoof include in story genres.

⁴² Arief Kurniawan and Yeni Yuniwati. *Op. Cit*, p. 29-31

⁴³ Yunita Khairani and Zainuddin, *Op. Cit*, p. 6

Procedure, explanation, report, exposition, discussion, description, review, news item and commentary include in factual genres.⁴⁴ In this research, the researcher only focus on narrative. He also said that “Narrative has a social function to amuse, entertain and to deal with actual or various experience in different ways”.⁴⁵ Additionally, Samantha said that narrative writing contains a sequence of the event together with characters and settings.

According to Oshima, Narration is story writing. When you write a narrative paragraph, you write about events in the order that they happen. In other words, you use time order to organize your sentences.⁴⁶ It means something in the development of paragraphs, events that are written according to what happened. In accordance with the specified time sequence

Based on the statement above, the researcher concluded that narrative text is a text tells a story in the past events or experience. that is purpose to amuse and to entertain for the readers or viewers. Narrative as kind of story genres and factual genres they are new story, anecdote, recount, and spoof, procedure, explanation, report, exposition, discussion, description, review, news item and commentary.

b. Kinds of Narrative Text

The narrative is a kind of text that contains the story which has a problematic, climax and resolution as the end of the story. It means that in

⁴⁴ Rudi Hartono, *Op. Cit*, p. 5

⁴⁵ *Ibid*, p. 6

⁴⁶ Alice Oshima and Ann Hogue, *Introduction to Academic Writing, Third Edition*, (Longman Pearson: United State of America, 2007), p. 24

narrative there is a conflict that will reach the solution at the end of the story.

there are many kinds of narrative text, they were :

a. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in the narrative text are: Mousedeer and crocodile, The Ants and the Grasshopper, The Smartest Parrot.

b. Fairy tale

A fairy tale is a simple story about magical creatures. A fairy tale is a kind of folktale or fable. In these stories, there are witches and queens, giants and elves, prince and princess, dragons, talking animals, and fairies. In other words, marvelous and magical things happen to characters in fairy tales. Examples of legend in narrative texts are: Cinderella and snow white.

c. Legend

Legend is a story that has long been widespread in society and has succeeded as history or believed to be the right thing in the past. Examples of the legend in narrative texts are: Sangkuriang, Malin Kundang, Tangkuban Perahu, Roro Jonggrang, Prambanan Temple.

d. Myth

Myth is a story related to the occult, tells the origin of culture which is usually associated with magical beings such as gods and so on. Examples of myth in narrative texts is: The myth of dewi sri.

e. **Horror**⁴⁷

Horror is a type of genre in which stories and plots are built that can give the reader /audience fear. Examples: the ring, and drag me to hell.

c. **Generic Structure of Narrative Text**

Narrative text have three main parts these are show in the explanation below is called generic structure:⁴⁸

1. **Orientation**

Which is the part where the author or writer describes the world for the story. in this section where and when events occur. Some indication is generally given of where the action is located and when it is taking place.

2. **Complication or Problem**

The complication is where the main character faces the challenge of achieving the goals. In this section, the characters begin to experience conflict. This complication makes the story more interesting because the characters of the story experience the twists and turns of the problem.

3. **Resolution**

This part of the narrative is the problem faced by the main character. in this section generally, a story or narrative text has two tendencies, namely ending the story with happiness (happy ending) or ending the story with sadness (sad ending).

⁴⁷ Emi Emilia, *Pendekatan Genre-based Dalam pengajaran Bahasa Inggris: petunjuk untuk guru* (Bandung Rizqi, 2011), p. 94

⁴⁸ Arief Kurniawan and Yeni Yuniawati, *Op. Cit*, p. 4

d. Grammatical Feature of Narrative Text

The narrative text have grammatical features that is a function to improve the student's knowledge, they are :⁴⁹

- 1) The use of the processed verb
- 2) The use of simple past tense. The examples are: climb – climbed, break – brought, live – lived
- 3) The use of conjunction and time connection to sequence events through time. The examples are: one day, a week, later, then long time, a long time ago, when, etc
- 4) The use of noun phrases. The example: long black hair
- 5) The use of pronouns. The examples are: I, me, they, their, it, its, etc
- 6) The use of nouns. The examples: tree, road, stepsister, housework
- 7) The use of saying and thinking verb to indicate what characters are feeling, thinking, and saying.

e. The Example of Narrative Text

According to Kurniawan, Narrative text has a generic structure, namely orientation, complocation, resolution. This is an example of narrative text with a description of the generic structure of the text.

⁴⁹ *Ibid*, p. 5

Table 2
Example of Narrative

Text	Generic Structure
<p style="text-align: center;">Pooh and The Honey Pot</p> <p>Apart from seeing Christopher Robin, there is nothing Pooh likes better than eating honey. So when Christopher brought Pooh some honey one day, Pooh was doubly happy! “Don’t eat it all at once,” chuckled Christopher. “Put it in a safe place in case a Heffalump comes along and tries to steal it!”</p> <p style="padding-left: 40px;">Christopher was only joking, of course, but Pooh wasn’t taking any chances. He did put the honey in a safe place, and then he went to bed and fell fast asleep. But he began to dream that Heffalump was trying to steal his honey!</p> <p style="padding-left: 40px;">Pooh awoke with a surprise and ran to his cupboard. And the pot of honey wasn’t there! “Oh, no,” cried Pooh. “I wasn’t dreaming! There really is a Heffalump here at my house!”</p> <p>Making noises which hoped would frighten the Heffalump, Winnie-the-Pooh looked under the bed. Well, he didn’t find a Heffalump, but he did find his pot of honey!</p>	<p style="text-align: center;">Title</p> <p style="text-align: center;">Orientation</p> <p style="text-align: center;">Complication</p> <p style="text-align: center;">Resolution</p>

<p>“Silly me!” he laughed. “That’s where I put the honey to keep it safe! Still, a safer place would be in my tummy!”</p> <p>So he ate the honey, and then fell asleep again.⁵⁰</p>	
--	--

3. Scaffolding Technique

a. Definition of Scaffolding Technique

The term scaffolding was initially introduced by wood, bruner, and Ross in 1976. Scaffolding is the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone.⁵¹ Furthermore, scaffolding is a technique to provide a great deal of help to the students during the early stages of learning and then the students takes over an increasingly bigger responsibility as soon if the students can do it. The assistance can guidance, warning, encouragement, outlining problems into learning steps, setting an examples or other to allow students to grow independently.⁵² This theory is supported by Bruner that the more expert individual provides scaffolding for the learner.⁵³ He also states initially adults or teachers may need to give a lot of advice and ask this will decrease if the students no longer need it.⁵⁴ It means that scaffolding technique was excellent technique to make students self-sufficient and can develop their thinking particularly in terms of writing.

⁵⁰ *Ibid*, p. 6

⁵¹ Pauline Gibbons, Scaffolding Language Scaffolding Learning, *Theaching English Language Learners in the Mainstream Classroom*, Second Edition, (Heinemann: 2015), p. 16

⁵² *Ibid*

⁵³ Lisa Oakley, *Cognitive Development*, (New York: Routledge, 2004), p.42

⁵⁴ *Ibid*

According to Bodrova and Leong, Scaffolding is a tool for supporting the process of learning that will be provided and removed constantly.⁵⁵ Furthermore scaffolding developed as a metaphor to explain a form of assistance offered by teachers or colleagues to support the achievement of learning goals.

The function of scaffolding techniques is to enable teachers or lecturers to create a positive environment by providing continuous assistance to the students in the form of motivation, guidance, until support gradually reduced and students are able to take over the role. Laksmi state that by providing the learners with scaffold, it means giving them supports which gradually decrease as they become stronger and independent.⁵⁶ In addition, scaffolding techniques help the students to engage in social interaction where the students are able to involve in the activities in which they share their knowledge and ideas to their peers.

Vygotsky state, what a child can do with support today, she or he can do alone tomorrow⁵⁷ It means scaffolding as the role of teachers and others in helping students develop and provide structured support to reach the next stage or level.

The concept of scaffolding is much related with Vygotsky specifically related to the idea of the Zone of Proximal Development (ZPD). According to

⁵⁵ Nellie Ismail, *The Role of Scaffolding in Problem Solving Skills among Children*, IACSIT, (Singapore: 2015), p.155

⁵⁶ Laksmi. E.D, "Scaffolding Student Writing in EFL Class", *TEFLIN Journal* 17 (2) 1-13 (August 2006),p. 145

⁵⁷ Pauline Gibbons, *Op Cit*, p.16

Vygotsky, the level of development of the child's ability is in two levels, namely the actual level of ability (which the child has) and the level of potential ability (which can be mastered by students). The zone between the actual and potential level of capability is called the zone of proximal development. To achieve this potential level of ability, students need a ladder or bridge to reach it. One of the stairs is help from a teacher in the form of using support or assistance step by step in learning and problem solving.⁵⁸ Vygotsky's state, of ZPD presents it as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers.⁵⁹ It means the distance between the zone of actual development and the potential of the child in learning with the teacher or who is more masterful.

Scaffolding is the term originated from Vygotsky's concept of the Zone of Proximal Development (ZPD).⁶⁰ Further, the scaffolding technique is not only encouraged the teachers but teachers and students like to work together to develop ideas and creativity of students themselves. Vygotsky defined ZPD as the distance between the actual development levels of the learner.⁶¹ Furthermore, the determined by independent problem solving and the level of potential development, as determined through problem solving under teacher guidance and

⁵⁸ Endah Tri Priyatni, "Peningkatan Kompetensi Menulis Paragraf dengan Teknik Scaffolding", Bahasa dan Seni, Tahun 36, Nomor 2, Agustus 2008, p. 207

⁵⁹ Lev Vygotsky, L.S., *Mind in Society*. Cambridge, MA: Harvard University Press. P. 1978. (Available on Vygotsky principles on the ZPD and scaffolding)

⁶⁰ Walqui, "*Scaffolding Instruction for English Language Learner*", The International Journal of Bilingual Education Vol 9 No (2) 1-7 (Juni,2006),p.162

⁶¹ Ibid.

interaction and collaboration with more capable peers. It means that the scaffolding technique was a technique to triggers teachers and students for mutual cooperation in order to achievement in students where encouragement from the teacher and spirit of student in a need in this case.

The purpose of the scaffolding technique is to make up the process where the teachers help novice learners to develop a higher level in writing skill.⁶² Scaffolding is a technique that is used to gain score in formative assessment. Using scaffolding will help students master each step in the proceeding further.⁶³ In addition, scaffolding is one kind of technique in learning. It is a process by which a teacher provides students with a temporary framework for learning.⁶⁴ It means that the scaffolding technique was the process by which teachers help their students in developing their thinking power especially in writing.

Based on the explanation above, the researcher can be inferred that the scaffolding technique was a technique of scaffold where the teachers provide encouragement, motivation, inspiration and other useful things related to the lessons given. In addition, the scaffolding technique was took over the role step by step when it considered that its learners have been able to take over the role. In my opinion, the scaffolding technique was a very effective technique for writing skill because it makes students be able to develop their creativity in terms of ideas

⁶² Yuliana Vona, Nur Mukminatin, *Loc.Cit*

⁶³ Allyson Skene and Sarah Fedko, "Assignment Scaffolding, Centre for Teaching and Learning". 2012, p.1

⁶⁴ Veeramuthu, Wei Hui Suan and Tajularipin Sulaiman, "The Effect of Scaffolding Technique" *Journal of Language and Research*, Vol 2 No 4, 2011,p.934

and pour it in writing form. Scaffolding technique also a technique that can make independent learners not only rely on teacher explanation. It means that scaffolding was an excellent technique for student learning.

b. The Procedure of Writing Ability by Using Scaffolding Technique

The steps to the procedure in Scaffolding teaching writing of narrative text. According to Sylvia, she used the IMSCI Scaffolding technique that there were five steps to apply Scaffolding technique in teaching writing. the steps as follows :

1. Inquiry, in this phase the researcher integrated reading and writing instruction.
2. Modeling, after the students could know the instruction well. Then, the researcher modeled how to write. She introduced some stages in writing processes.
3. Shared, in the third phase the students could share what they are going to write. They are engage in making decisions about topic, sentence structure and organize the writing.
4. Collaborative, after reaching all stages in writing processes, the students are asked to have collaborative writing.
5. Independent, it is the last phase. After reaching all of the phases, the students have to write final writing.⁶⁵

According to Applebee and Langer identifying five steps in learning by applying the scaffolding technique, they were:⁶⁶

⁶⁵ Sylvia Read, "A Model for Scaffolding Writing Instruction". (Utah State University: 2010), p.4

1. Intentionality is grouping complex parts that students want to master into specific and clear parts. The parts are a unity to achieve full competence.
2. Appropriateness is focusing on giving assistance to aspects that have not able to be mastered by students maximally.
3. Structure, that is giving a model so students can learn from the model display.
4. Collaboration is the teacher collaborates and responds to the work done by students.
5. Internalization is the strengthening of the ownership of knowledge possessed by students so that they are truly mastered properly.

Based on theory above, the researcher concludes that the procedure scaffolding technique according to Sylvia, Applebee and Langer as the following:

1. Inquiry, reading texts about narrative text
2. Modeling, observing narrative texts
3. Intentionality, is a grouping of students, for a maximum of four groups
4. Sharing, the teacher gives the topic / image that students will choose
5. Appropriateness is assistance provided, giving guidance, motivation on aspects that have not been maximized
6. Collaboration is between the teacher and students responding to the task that has been made

7. Independent after reaching all of these phases students make a draft independently

Based on my conclusions above, then the next step in my research, the researcher made based on these two concepts, the steps are as follows:

1. Inquiry, in this instruction students are to read the narrative text given by the teacher
2. Modeling, in this phase students are asked to observe the narrative text is in the form of grammatical features, generic structures
3. After that, students and teachers discuss the problems in the text
4. Intentionality is grouping students, making a maximum of four groups
5. Sharing, in this phase the teacher gave the topic or picture to the student which student to choose
6. The students work on assignments from the topic they choose
7. Encouraging, students to work and learn the solve problem independently in groups
8. Providing assistance in the form of the guidance, motivation, giving examples, keywords or other things that can provoke students
9. Each group presents the results they made
10. Collaboration, is between the teacher and students responding to the results presented
11. Concluded lessons and assign tasks
12. Independent, after reaching all these phases and in this last phase, students are asked to make their own narrative text independently

c. Advantage and Disadvantage of Using Scaffolding Technique

To the teaching, the technique used to build a connection for learners. Scaffolding in the learning process in which the difficult learning task makes it easy to understand. There are some advantages and disadvantages of the scaffolding technique:

1. The advantage of Scaffolding Technique
 - a) Challenging but reasonable tasks that stimulate thinking and motivate effort to learn.
 - b) meaningful instruction and feedback that help drive further development.
 - c) A learning environment where they are valued as individuals, a collaborative group, and a class.
 - d) A learning environment where their creativity and thought processes are acknowledged and accepted.
 - e) engage students in social interactions to enable learning.
 - f) discovering unique thought processes that different students may use to solve the problem.
 - g) Minimizes the learner's frustrations.
 - h) All learners are actively involved in the learning process.
 - i) Quality in teaching and more productivity and easy to students understand.

Based on statement above, the researcher that advantage to scaffolding were motivate and encourage students to learn spirit and can reduced students frustration on learning, so that ideas in their minds can be developed and in the process of learning their be easily to understand.

2. The Disadvantages of Scaffolding Technique

- a) It time-consuming. It requires a fairly long time, which is sometimes not as planned like the widespread discussion of the topic.
- b) depending on an individual's motivation and interest on a particular subject that will determine how well they would learn.
- c) it's difficult for the teacher to be sure that the groups are discussing the academic content rather than something else.
- d) more concentration towards concluding the topics.⁶⁷

Based on statement above, the researcher that disadvantage to scaffolding that took a lot of time, it took enough people to be able to apply this technique well and the modeling provided cannot meet the requirements of the teacher does not sufficient understanding of the individual needs of the students.

1. Free -Writing Technique

a. Definition of Free-Writing Technique

Free writing is a means of teaching students that personal and emotional aspects of the "self" are welcome and are often seen in all types of writing.⁶⁸

Oshima State prewriting is the step in the writing process in which you get ideas.⁶⁹ It means that free writing is a way to get and then to develop ideas.

⁶⁷ Angela Lui, *Teaching in the Zone*, (London:Cambridge University Press 2012),p.5

⁶⁸ Major, Wendy, *Freewriting: A Means of Teaching Critical Thinking to College Freshmen*, available at:http://grammar.ccc.commnet.edu/grammar/composition/major_freewriting.htm. Accessed on (March 14, 2019)

⁶⁹ Alice Oshima and Ann Hogue, *Op. Cit*, p. 34

According to Elbow also found that this free writing activity can help students learn simply to get on writing and not be held by worries about whether they use good words or right words.⁷⁰ It means that free writing can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their

Based on theories above, the researcher concluded that free writing is one technique to teaching writing for the students and help them to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience.

b. The procedure of Free-Writing Technique

1. There are some procedures of teaching writing using free writing technique as follows:
 - a) Write the topic at the top of your paper.
 - b) Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.
 - c) After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.
 - d) Take that main idea and free writing again.⁷¹

⁷⁰ Peter Elbow, *Writing With Power, Technique for Mastering the Writing Process*, Second Edition, (Newyork: Oxford University Press, 1981), p. 15

⁷¹ Alice Oshima and Ann Hogue, *Op. Cit*, p.6

2) There are some procedures of teaching writing using free writing technique as follows:

- a) You choose a topic
- b) Write whatever sentences come into your mind about topic.⁷²

From procedure above, the researcher have a construct of two procedure above as follows

1. You choose a topic
2. Write the topic at the top of your paper
3. Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject
4. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop
5. Take that main idea and free writing again.

c. Advantage and Disadvantage of Using Free-Writing Technique

In Free-Writing there were have advantage and disadvantage of free-writing technique they were:

1) The Advantage of Free-Writing Technique

- a) Free-writing makes writing easy by helping students with the root psychological or existential difficulty in writing.

⁷² Ann Hogue, *First Steps In Academic Writing*, (New York: Longman, 1996), p. 24

- b) Finding words in your head and putting them down on a blank piece of paper.
- c) Free-writing helps students learn to write when you don't feel like writing.
- d) Free-writing teach students to write without thinking about writing.⁷³
- e) Free-writing helps students pour more attention, focus, and energy into what you write.⁷⁴

The researcher concluded that by using free writing make students easy to get and explore the idea of writing, increase creativity, more attention, and energy as well as more enjoyable in writing.

2) **The Disadvantage of Free-Writing Technique**

- a) The researcher stops repeatedly, writers briefly, and is always looking around. He/she never see to concentrate for more than a few seconds at a time.
- b) The use of an eraser, liquid paper or scoring out of whatever have written indicates a writer with perfectionism as his/ her ideal.
- c) Frequent use of the pocket electronic dictionary or flipping of dictionary pages indicates someone pursuing the most accurate word possible.
- d) Since a quiet class is usually required for this task, the talker is immediately noticed above the silence of the classroom, either as the buzz from the back of the class or audible words coming from the corner.

⁷³ Peter Elbow, *Writing Without Teacher*, (London: Oxford University Press, 1973), p. 14

⁷⁴ *Ibid*

- e) The researcher have another piece of paper on which is written a topic, title, and even some notes or a plan. He/she can be see as copying or referring to it frequently.⁷⁵

To solve those problems the teacher gives solution such as: (1) the teacher asks the students to make an outline (2) the teacher encourages students to be more confident (3) the teacher gives the keywords in accordance with the topic (4) the teacher control the class by having them quiet for sometimes (5) the teacher monitors the class accordingly.

A. Frame of Thinking

Writing is one of a ways of people to communicate to each other for expressing their thinking and feeling. By writing students will be able to learn any aspect of language like grammatical aspect and language use. Many students said that writing is the most difficult skill. Students have problem in writing such as get out their ideas, write incorrect sentences, such as incorrect grammar, and word choice. So the students need a technique to help them in writing. There are several techniques in teaching writing to increase the students' attention to the learning materials and produce better learning. Therefore, the researcher provide scaffolding as an alternative technique to motivate, support and improve the students' knowledge.

⁷⁵ *Ibid*, p. 14

B. Hypothesis

Based on the frame of theories and thinking above, the researcher formulates the hypothesis as follows:

Ha: There is a significant influence of using *Scaffolding Technique* Toward Students' Writing Ability in Narrative Text at the Ninth Grade of SMP Muhammadiyah 3 Bandar Lampung 2018/2019 Academic Year.

Ho: There is no significant influence of using *Scaffolding Technique* Toward Students' Writing Ability in Narrative Text at the Ninth Grade of SMP Muhammadiyah 3 Bandar Lampung 2018/2019 Academic Year.



CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quasi-experimental design. Quasi-experiment included assignment, but not random assignment of participants to group. This is because the experimenter cannot artificially create group for the experiment.⁷⁶ Thus, it is more efficient if the researcher use quasi-experimental design because it is not random participant. We can apply the pretest and posttest design approach to a quasi-experimental design. The researcher assign intact groups the experimental treatment activity with the experimental group only, and then administer a posttest to asses the differences between the two groups.⁷⁷ The researcher gave pretest and post test to both of class group to know the differences between the two groups. The researcher design can be presented as follows table 3:

Table 3

Pre and Posttest Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Posttest	Experimental Treatment	Posttest

⁷⁶ John W. Creswell, *Educational Research, Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson Education, 2012), p. 309

⁷⁷ *Ibid*, p.310

In this case, the students were given pre-test to know their ability in writing narrative text before treatment and post-test after given the treatment. The researcher used two classes, they were the experimental class and the control class. In the experimental class, the researcher used scaffolding technique as the treatment. In control class, the treatment used free-writing technique that usually use by the English teacher in teaching learning process.

B. The Variable of the Research

According to Creswell, A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. They are key ideas that researchers seek to collect information on to address the purpose of their study.⁷⁸ It means that variable is all of the something that can be resource or object that we got information for our research and knew the influence after giving treatment for target research.

And this research consists of two variables, they are :

1. Independent variable or variable (X).

The independent variable in this research is Scaffolding Technique that is symbolized by (X)

2. Dependent variable or variable (Y).

The dependent variable in this research is the students' narrative text writing ability that is symbolized by (Y)

⁷⁸ *Ibid*, p. 112

C. The Operational Definition of Variable

The operational definition of the variable used to explain the variables used in this research to avoid misconceptions of variables presented in this research.

The operational definitions of variables were as follows:

1. Scaffolding technique is one technique to teach writing by making the students want to write and help them to generate the idea and engage themselves more deeply in the process of writing dealing with their own experiences.
2. Narrative text writing ability of the students' to expressing ideas, feeling, and thought in a kind of text highlights ideas about a certain case and is aimed to the readers to persuade agree with the proposed ideas by paying attention to the five important points of writing such as: content, grammar, organization, vocabulary, and mechanics.

D. Population, Sample and Sample Technique

1. Population

Population is the place where the research going conducting. In other word Ary said that, “the larger group about generalizations made is called population”⁷⁹, and also Ary defined population as all members of a class of people, events, or objects that are well defined.⁸⁰ Based on the definition above, the population was all subjects that will be the research in this research. The

⁷⁹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction To Research In Education* 8th Ed, (Canada: Wadsworth Cengage Learning,2013)p.148

⁸⁰ Ibid.

population of this research was the students at the ninth grade of SMP Muhammadiyah 3 Bandar Lampung 2018/2019 academic year.

Table 4
The Total Number of Students at the Ninth Grade of SMP Muhammadiyah 3 Bandar Lampung 2018/2019 Academic Year

No	Class	Gender		Total
		Male	Female	
1.	IX A	8	24	32
2.	IX B	17	15	32
3.	IX C	22	10	32
4.	IX D	21	10	31
5.	IX E	18	13	30
6.	IX F	20	11	30
7.	IX G	17	13	31
The total number of students				218

Source : data of documentation at the ninth grade of SMP Muhammadiyah 3 Bandar Lampung 2018/2019 academic year.

From the table above, the population in this research was all students of ninth grade of SMP Muhammadiyah 3 Bandar Lampung in the academic year of 2018/2019 which consisted of 218 students in seven classes.

2. A sample of the Research

A sample is “a subgroup of the target population that the writer plans to study for generalizing about the target population”.⁸¹ It can be elaborated that a sample is a group of individuals as a part of the population which is chosen as

⁸¹ John W. Creswell, *Op. Cit.* p. 142

representative data of the whole population. The sample of this research was two classes, that was choose one class as the experimental class and another class as control class.

3. Sampling Technique of the Research

In this research, the researcher used cluster random sampling. Fraenkel and Wallen state that the selection of groups, or cluster, of objects rather than individuals, is known as cluster random sampling.⁸² In this case, the researcher conducted the research at the ninth grade. The ninth grade consisted of seven classes and the research had selected two classes as the sample. To determine the experimental class and control class, the research use a small paper writing the name of each class:

- a. The researcher write the names of class IXA,IX B, IX C, IX D, IX F, IX G on a small piece of paper.
- b. The researcher was roll up and put into a glass.
- c. Then, the researcher shake and take roll paper. The first class as the experimental class and the second class as the control class.

After follow those steps, two classes had been chosen. Those two classes were class IX D as experimantal class consisted of 31 students and IX E as the control class consisted of 30 students.

⁸² Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education 7th Ed.*,(New York: McGraw-Hill, 2009), p. 95

E. Data Collecting Technique

In collecting data, the researcher used test. the pre-test and post-test to understand the knowledge, intelligence, and talents of students. Ary stated that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which numerical score can be assigned.⁸³

In this case, there are two kinds of tests that should be done by the researcher, there were :

1. Pre – Test

The researcher conducted pre-test in order to found out the students' scores of writing ability in the narrative text before treatments are given and to diagnose individual specific strength and weaknesses in writing ability in narrative text. The pre-test to knew of the students' writing ability before the treatment.

2. Post – Test

The post test was given to students after 3 treatment. It was aimed to determined the influence in students' narrative text writing ability after given treatment by using the Scaffolding Technique.

F. The Instrument of the Research

The instrument is “ a tool for measuring, observing, or documenting data. It contains specifics questions and response possibilities that you establish or develop in advance of the study”.⁸⁴ In a row, the instrument is a tool to collect the

⁸³ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op. Cit.* p. 201

⁸⁴ John W. Creswell, *Op. Cit.* p.14.

data of pre-test and post-test. In this research, the instrument was a writing test. The researcher makes instruments, they are pre-test and post-test. The test in the writing test provide five kinds of titles.

1. Pre-test Instrument

- a) Cinderella
- b) Timun mas
- c) Toba Lake
- d) Sleeping Beauty
- e) Lutung Kasarung

2. Post - test Instrument

- a) Bawang putih bawang merah
- b) Malin Kundang
- c) Snow White
- d) Tangkuban Perahu
- e) Alladin

G. Research Procedure

The procedures of the research as follows:

1. Planing

- a. Determining the subject.

The researcher chose the students at the ninth of SMP Muhammadiyah 3

Bandar Lampung as the subject of the research.

b. Prepare Pre-test.

The researcher prepared the pre-test that gave the students at the experimental class and control class to know their narrative text writing ability before treatment. The students gave the topics of narrative text.

c. Determining the material to be taught.

The researcher determines the material taught to the students, that was writing ability of narrative text.

d. Giving the treatment.

The researcher taught the class three times through by scaffolding technique in experimental class and free writing technique at the control class.

e. Preparing the post-test.

The researcher prepares a kind of post-test that was given to the students to know whether the students increase their writing ability.

2. Application

After planning, the researcher applied the research. These steps were as follows:

- a. In the first step, first meeting, the researcher asked the students to make a narrative text that consists minimally ten sentences to know students' narrative text writing ability before given treatment with the topic provided.

- b. In the second meeting are introduce the material and teaching technique. In this research, the researcher as a teacher taught narrative text by using scaffolding technique to the experimental class and by using free writing in control class.
- c. In the third meeting, the researcher asked the students to make a narrative text that consists minimally ten sentences to knew students' narrative text writing ability after given the treatment the topic provide.

3. Reporting

The last step that should be done in the research procedure is reporting.

There was follows:

- a. Analyzing the data that are ready obtained from pre-test and post-test.
- b. Making a report of findings.

4. Scoring Scale for Evaluating Students Writing Ability in Narrative Text.

The score of the test is calculated based on the following system proposed by Tribble, there are:

- a. Content (the ability to think creatively and develop thoughts).
- b. Organization (the ability to write an inappropriate manner).
- c. Vocabulary (the ability to use word/idiom).
- d. Language use (the ability to write appropriate structure)
- e. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).

There were some aspects that must used to measure the result of students score in writing. There were content, organization, vocabulary, language use, and mechanics. The score is calculated based on following scoring systems proposed. It can be see in table 3 (appendix 6).

H. Validity, Reliability, and Readability of The Test

1. The validity of the Test.

Validity was the most important consideration in developing and evaluating the measuring instrument. According to Ary validity as the extent to which an instrument measured what it claimed to measure. In other words, validity can be defined as an instrument that measures what is supposed to be measured.⁸⁵ In this study, to ensure test validity the researcher used content and construct validity. It means that the test measures what is claimed to be measured. A test was valid if the test can really test what needs to be tested correctly. In other words, it is a high accuracy to measure the aspects that needed to be measured. In this research, there are several aspects considered to measure the validity of the test.

Arikunto states that the validity test is conducted to check whether the test measures what is intended to be measured.⁸⁶ A test is valid if the test can really test what needs to be tested correctly. Based on the statement above a test will valid if it is measured. To measure whether the test has good validity or not, the researcher used the content and construct validity.

⁸⁵ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Op. Cit.* p. 225

⁸⁶ Suharmi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktik.* (Jakarta:Rineka Cipta,2010). p.211

a. **Content Validity**

Content validity is the extent to which the questions on the Instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.⁸⁷ Content validity is a test measures with a representative sample of the subject matter, the focus of content validity is adequacy of the sample and simply on the appearance of the test. It means that to get the content validity the test appropriate with the students' book that the test is suited with the material, and the material is agreement with the objective learning.

b. **Construct Validity**

Construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument. Construct validity focused on the kind of the test that using to measures the ability. It means that test can measure what needs to be measured. In this case, the researcher will make a narrative text test that can measure the students' writing narrative text ability referring of the some criteria of writing narrative text scoring rubrics. There are consists of content, organization, vocabulary, language, and mechanic.⁸⁸ The researcher consult the instrument to the English teacher at SMP Muhammadiyah 3 Bandar Lampung to make sure whether the instrument is valid or not.

⁸⁷ John Creswell, *Op. Cit.* p. 618

⁸⁸ Christopher Tribble, *Op. Cit.* p.130

2. Reliability of the Test

According to Arikunto, that reliability shows that the instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough.⁸⁹ If the data are truly based on the facts, how much data will take the result will be the same. Reliability shows the degree of main stays about something. Reliability means the data can be believed so it can be relied on.

To know the reliability of the test, the writer uses the following steps :

- a) Giving pre-test and post-test items to student's out of sample
- b) Collecting the result and analyzing it
- c) Analyzing the difference between the pre-test and post-test result

To got the reliability of the test, the writer use inter-rater reliability. It is done by three raters who examined the students narrative text writing test with the intention of knowing the reliability of the test. The statistical formula for counting the reliability is a variant formula as follows:

$$R = \frac{1 - 6 (\sum d^2)}{N(N^2 - 1)}$$

Notes:

R = reliability

d = the difference of rank correlation

N = number of students

The writer uses the criteria of reliability was follows:⁹⁰

⁸⁹ Suharmi Arikunto, Op. Cit. p.60

⁹⁰ Sugiyono, Op. Cit. p.184

1. Between 0.800 until 1.000 (very high)
2. Between 0.600 until 0.799 (high)
3. Between 0.400 until 0.599 (medium)
4. Between 0.200 until 0.399 (low)
5. Between 0.000 until 0.199 (very low)

3. Readability of the Test

Readability test is indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of a particular document should be easily understandable.⁹¹ To know the readability of the procedure test instrument, the researcher followed Kouame's researcher. The students asked to evaluate the instructions of the test and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and describes an item that is difficult to read.⁹²

Based on the finding of Kouama's research, if the mean of all items of the instrument text is mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.⁹³ That, based on the finding of Kouame's research, if the mean of all items of the instrument text is mean under

⁹¹ Suharmi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Rineka Cipta, 2005), p.72

⁹² Julien B. Kouame, *Using Readability tests to Improve the Accuracy of Evaluation Documents Intended for Low-literate Participants*; *Journal of Multi Disciplinary Evaluation* Vol. VI No. 14 Agust 2010 (Michigan: Western Michigan University, 2010), p.133

⁹³ *Ibid*, p.134

4.46, the instrument is quite readable and understandable by the readers of test takers.

I. Data Analysis

To analysis the data, the researcher used parametric statistics. In parametric statistics, there are assumptions which must be fulfilled; they are normality and homogeneity test.

1. Fulfillment of the Assumptions

After collecting the data, the researcher analyzed the data by using independent simple t-test. There are two tests that must be done before the researcher analyze the data by using independent simple t-test. They are normality test and homogeneity test.

a. Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.⁹⁴ In this research, the writer used statistical computation by using SPSS 16 (*Statistical Package for Social Science*) is used for normality. The tests of normality employing Liliefors Test. While the criteria of acceptance or rejection of normality test are as follows:

Ho is accepted if $\text{sig} \geq \alpha = 0.05$

Ha is rejected if $\text{sig} < \alpha = 0.05$

⁹⁴ Suharmi Arikunto. *Op Cit*, p. 221

The hypotheses for the normality test are formulated as follows:

Ho : the data are normally distributed

Ha : the data are not normally distributed.

b. Homogeneity Test

After the writer got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS 16 (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follows:

Ho is accepted if $\text{sig} \geq \alpha = 0.05$

Ha is rejected if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

Ho = the variances of the data are homogenous

Ha = the variances of the data are not homogenous.

c. Hypothetical Test

After the researcher knew that the data are normal and homogeneous, the data analyzed by using independent sample t-test in order to know the significance of the treatment effect. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test. While the criteria acceptance or rejection of hypotheses test are:

Ha is accepted if $\text{sig} < \alpha = 0.05$

Ho is accepted if $\text{sig} \geq \alpha = 0.05$

The hypotheses are :

Ha: There is a significant influence of using the Scaffolding technique towards students' writing ability in the narrative text

Ho: There is no significant influence of using the Scaffolding technique towards students' writing ability in the narrative text



CHAPTER IV

RESULT AND DISCUSSION

A. Description of Treatment

This research was conducted in five meetings for each classes experimental class (IX D) and control class (IX E). Three meetings were for the teaching control class and experimental class. While in control class the teaching by using free writing technique, in the experimental class by using scaffolding technique. On Tuesday, August 20th, 2019 pre-test was given in experimental class at 11.20-12.30 pm consist of 31 students while control class at 13.40-14.50 pm consist of 30 students.

On Wednesday, August 21th, 2019 the researcher gave the first treatment in experimental class and control class, experimental class at 08.35-09.50 pm while control class at 07.15-08.35 pm. There were two students absent in control class and was absent in the experimental class. The second treatment on Tuesday, August 27th, 2019 at 11.20-12.30 pm in experimental class. While in control class at 13.40-14.50 pm. In the second meeting there was one students absent in experimental class and three in the control class. The third treatment on Wednesday, August 28th, 2019 in experimental class at 08.35-09.50 pm and in control class at 07.15-08.35 pm. For the last meeting, the researcher gave the post

test to the students on Tuesday, September 3th, 2019 in experimental class and control class.

1. Description of First Treatment

The first treatment was conducted on Wednesday, August 21th 2019 at 08.35-09.50 pm. The researcher gave greeting to the students, than asked the students who was the leader in the class for praying together, checked the attendant list, and gave them motivation to make interested in teaching learning process. To make the students understood the material easier, researcher gave paper the examples of narrative texts about “Candi prambanan legend” and shared with students to observed and analyzed the text. The researcher asked what the story told about, what verbs used and which part of structures. Before doing scaffolding technique, the researcher explained to the students about narrative text and how to use procedure scaffolding technique in narrative text. Researcher divided students into four or five groups. Then, the researcher gave each student in a group a picture about the story. Each group discussed to produce text. Then, the teacher guides students if they had difficulty in making text. After making a narrative text, the researcher asked representatives from each group to explained their writings. After that, students were given independent assignments to do individually in accordance with what they had been learned and explained by the teacher. Finally, researcher guided students to make conclusions about the material they had learned. Researcher and students disccused about the material they had studied together. Researcher asked students if they had difficulty

understanding in this lesson. Most of students asked about the generic structure. Then, the researcher explained what they asked. After that the researcher closed the lesson.

2. Description of Second Treatment

The second treatment was done on Tuesday, August 27th 2019 at 11.20-12.30 pm. It was better than the first treatment. The researcher gives the topic. The topic of second treatment was “The two goats” the students had known how to wrote text given by the researcher. The researcher began the teaching-learning process by reviewing and explaining more about narrative text. Researcher gave students examples of narrative texts by showing videos of past stories. The teacher gave students some questions to stimulate them about the topic of the video in the story, what the verbs used. Then, the researcher discussed about the vidio given. After that, the researcher reviewed material about narrative text. In this stage, the researcher told the students what they were going to learn by the reviewing and explaining from the teacher based on the meeting before.

3. Description of Third Treatment

The third treatment was done on Wednesday, August 28th 2019 at 08.35-09.50 pm. In this treatment the topic was “Rapunzel” the students were taught another narrative text by using the scaffolding technique. The teacher gave instruction to the students in making a text based on the teacher explanation at the second treatment. It made the students understood making the narrative text. It was better than the first treatment because the students had known how to

comprehend the narrative text, structure and grammatical used given by the researcher. The students felt comfortable in writing the text. It was found that all students involved in the process. They began to do steps independently. In this stage, the researcher asked the students to write about the narrative text. Then, the researcher guided them and asked the students which part they did not understand. The students looked more interested in the learning process. The researcher discussed the material about writing the narrative text by using the scaffolding technique.

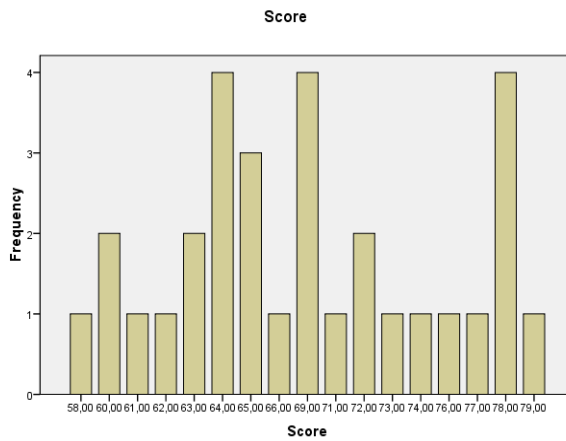
B. Result of the Research

1. Result of Pre-test

The pre-test was done administrated in order to know students' writing ability before the treatments were given. It could be seen from the pre-test score of students' narrative text writing ability in the control class and eperimental class. At the first meeting, the researcher conducted pre-test in order to find out the previous students narrative text writing ability. In experimental class the pre-test was given on Tuesday, August 20th, 2019 at 11.20 – 12.30 pm and in control class at 13.40 – 14.50 pm.

Figure 1

Result of the pre-test in the experimental class



Based on Figure 1, the mean of pre-test in experimental class was 68.58 standard of deviation = 6.376, N = 31, median = 69.00, mode = 64.00, variance = 40.65, minimum score = 58.00, and maximum score = 79.00. It showed students' writing ability before they got the treatments.

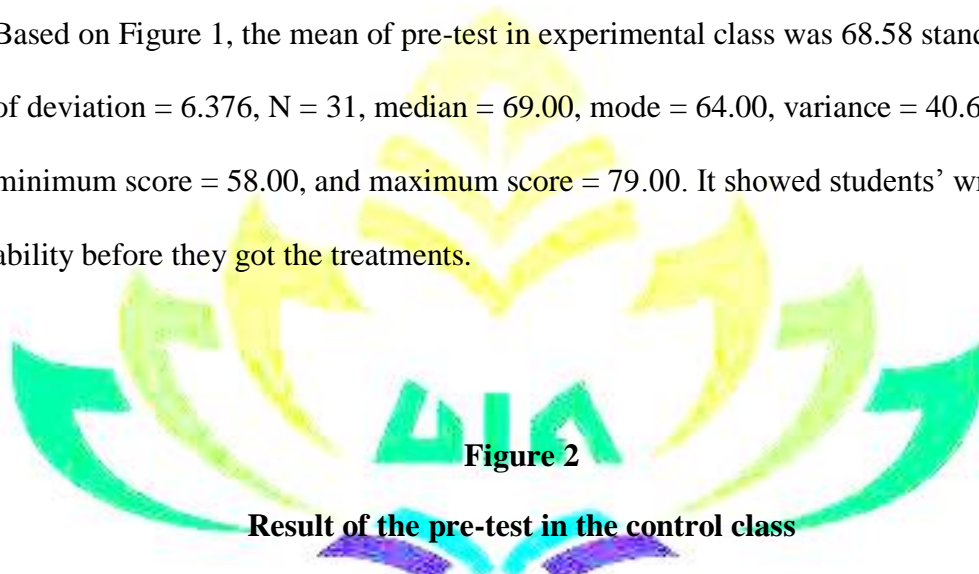
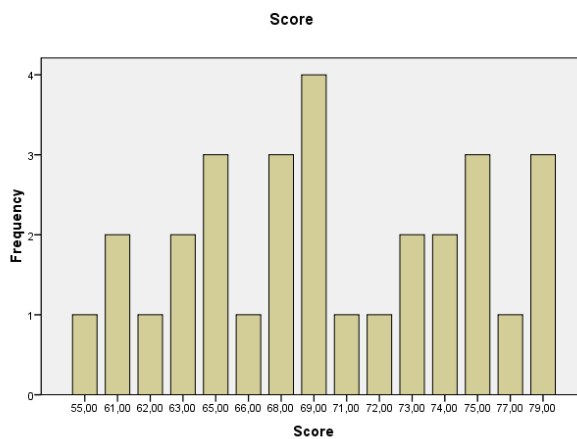


Figure 2

Result of the pre-test in the control class



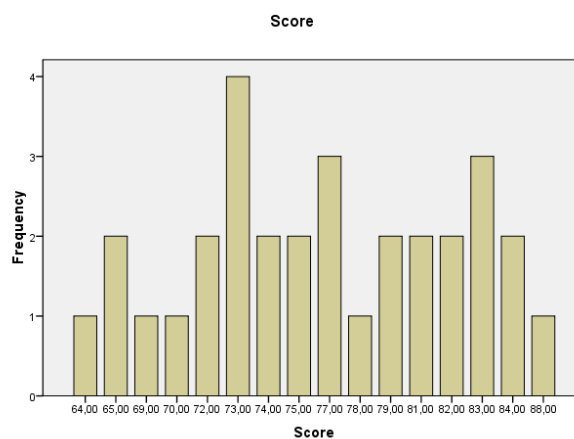
Based on Figure 2, the mean of pre-test in control class was 69.40, standard of deviation = 6.066, N = 30, median = 69.00, mode = 69.00, variance = 36.80, minimum score = 55.00 , and maximum score = 79.00.

2. Result of Post-test

After conducting three meetings of treatments, the researcher conducted the post-test to the sample. The researcher conducted post-test in order to find whether the students' score increased or not. In experimental class the post-test was conducted on Tuesday, september 3th, 2019 at 11.20 – 12.30 pm and in control class at 13.40 – 14.50 pm

Figure 3

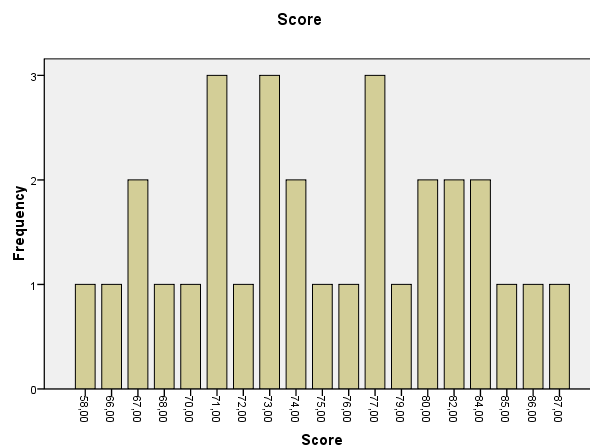
Result of the post-test in the experimental class



Based on Figure 3, the mean of post-test in experimental class was 76.29, standard of deviation = 6.089, N = 31, median = 77.00, mode = 73.00, variance = 37.080, minimum score = 64.00 and maximum score = 88.00. It showed students' writing ability after they got the treatments.

Figure 4

Result of the post-test in the control class



Based on the Figure 4, that the mean of post-test in control class was 75.30, standard of deviation = 6.808, N = 30 median = 74.50, mode = 71.00, variance = 46.355, minimum score = 58.00, and maximum score = 87.00.

C. Data Analysis

1. Fulfillment of Assumption

a. Result of Normality Test

The normality test was used to measure weather the data in the experimental class and control classes are normally distributed or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas were:

Ho = the data have normal distribution.

Ha = the data do not have normal distribution.

Criteria of acceptance were:

Ho is accepted if Sig (Pvalue) $> \alpha = 0.05$

Ha is accepted if Sig (Pvalue) $< \alpha = 0.05$

Table 5

The Result of Normality Test of Experimental and Control Class

Technique	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score						
Experimental	.188	31	.007	.944	31	.103
Control	.200	30	.004	.937	30	.074

a. Lilliefors Significance Correction

Based on Table 5, it could be seen that Pvalue (Sig) for experimental class was (.007) for Kolmogorov-Smirnova and (.103) for Shapiro-Wilk. Pvalue (Sig) for control class was (.004) for Kolmogorov-Smirnova and (.074) for Shapiro-Wilk. Because Sig (Pvalue) of experimental class $> \alpha 0.05$ it means Ho is accepted and Sig (Pvalue) for the control class $> \alpha 0.05$ it means Ha is accepted. The conclusion was the data in the experimental class and the control class had normal distribution.

b. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The researcher used statistical computation by using

SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity used Levene's test.

The hypothesis for the homogeneity tests are:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

Criteria of acceptance were:

H_0 is accepted if $\text{Sig} > \alpha = 0.05$

Table 6
Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	.009	1	59	.925
Based on Median	.020	1	59	.887
Based on Median and with adjusted df	.020	1	58.098	.887
Based on trimmed mean	.004	1	59	.953

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics it can be seen that $\text{Sign (Pvalue)} = 0.925 > \alpha = 0.05$. It demonstrated that H_0 is accepted because $\text{Sign (Pvalue)} > \alpha = 0.05$. It means that the variance of the data is homogenous.

2. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneity test are satisfied. Therefore, the researcher computed Independent sample T-test by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

	F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Differe nce	Low er	Uppe r
Score Equal variances assumed	.009	.925	2.639	59	.011	1.80968	.68582	.437 35	3.182 01
Equal variances not assumed			2.640	58.996	.011	1.80968	.68554	.437 91	3.181 44

Based on the results obtained in the independent sample t-test above, that the value of significant generated *Sig* (Pvalue) = 0.011 < α = 0.05. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there is a significant influence of using Scaffolding Technique Toward Students' Writing Ability in Narrative Text at the Ninth Grade of SMP Muhammadiyah 3 Bandar Lampung 2018/2019 Academic Year.

3. Discussion

Referring to the result of research, it showed that scaffolding technique could give influence to the students' narrative text writing ability. It could be seen from the result that the students' post test in experimental class was higher than in control class. Besides scaffolding could improve each aspect of students' writing ability including content, vocabulary, organization, language and mechanics. In

order to know the influence of using scaffolding technique towards students' narrative text writing ability, the researcher did three treatments.

At the first meeting, the students were given scaffolding technique in experimental class. The materials were three topics of narrative text for three meetings. Before doing scaffolding technique, the researcher explained to the students about narrative text and how to use procedure scaffolding in narrative text.

There were some problems found by the researcher during the implementation of Scaffolding in teaching writing. Firstly, most of the students were difficult to use English in their communication especially in writing. Secondly the students got difficult in expressing their ideas in writing. Thirdly, they difficult to distinguish between which parts of orientation, complication and resolution in narrative text.

The last research, post test was given to measure the improvement of narrative text writing ability in both classes after the treatment done. Based on analysis the data and testing hypothesis, the result of the calculation was found that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. From the analysis, the researcher know that the students who got high frequency of using scaffolding technique got better score. It was proved by average score in both classes.

The average score of experimental class was 23,64 and average score of control class was 22,59. Therefore, it could be concluded that using scaffolding

was one of good technique in motivating students' in learning English, especially in writing. It meant that scaffolding technique could improve students narrative text writing ability.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research carried out in SMP Muhammadiyah 3 Bandar Lampung 2018/2019 academic year, the researcher then drew some a conclusions. First there was an influence of using scaffolding technique toward students' narrative text writing ability at the ninth grade of SMP Muhammadiyah 3 Bandar Lampung 2018/2019 academic year. Second the significant influence could be seen from Sig. (2-tailed) was 0.011 was lower than $\alpha= 0.05$ and it means that H_0 is rejected and H_a is accepted. So it can be proved from the hypothetical test, that alternative hypothesis is accepted and null hypothesis is rejected.

B. Suggestion

In reference of the conclusion mentioned, the researcher proposed some suggestions as follows:

1. Suggestion for the teacher

- a. In this research, the researcher found out that scaffolding technique can be used to develop and motivate the students' writing ability. Due the finding, English teacher can help students increase their writing ability by using scaffolding technique.

- b. The teacher should use the time effectively and efficiently so the teacher can help the students increase their ability by giving more explanation.
- c. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing.

2. Suggestion for the students

- a. The students should practice their writing English. They can provide with the teachers or other friends. They also should be active and creative in learning activity.

b. Suggestion for the next researcher

- a. The researcher applied Scaffolding Technique to increase students' narrative text writing ability. Further, other researchers should conduct this technique on the different skill or components of English.
- b. In this research, the researcher used Scaffolding to help students' in narrative text writing of Junior High School. Further other researchers should conduct this technique on different level of students.

REFERENCES

- A, Forget. 2004. *Max Teaching with Reading and Writing*. Demand: Trafford Publishing.
- Ann, Raimes. 1983. *Technique in Teaching Writing*. New York: Oxford University Press.
- Arikunto, Suharmi. 2005. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Rineka Cipta.
- Arikunto, Suharmi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Ary, Donald, Lucy Cheser Jacobs, and Chris Sorensen. 2002. *Introduction To Research In Education* 8th Ed. Canada: Wadsworth Cengage Learning.
- Axford, Beverley, Pam Harders and Fay Wise. 2009. *Scaffolding Literacy*. Australia: ACER Press.
- Creswell, John W. 2012. *Educational Research, Quantitative and Qualitative Research.*, 4th Edition. Boston: Pearson Education.
- Dody, Ahmad, Ahmad Sugeng, and Effendi. 2008. *Developing English Competencies: for Senior High School Grade X*. 1st ed. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- E.D, Laksmi. 2006. "Scaffolding Student Writing in EFL Class". TEFLIN Journal Vol 17 No. 2.
- Emilia, Emi. 2011. *Pendekatan Genre-based Dalam Pengajar Bahasa Inggris: petunjuk untuk guru*. Bandung: Rizqi.

Elbow, Peter. 1981. *Writing With Power, Technique for Mastering the Writing Process*, Second Edition. Newyork: Oxford University Press.

Elbow, Peter. 1973. *Writing Without Teacher*. London: Oxford University Press.

Priyatni, Endah Tri. 2008. “*Peningkatan Kompetensi Menulis Paragraf dengan Teknik Scaffolding*”, Bahasa dan Seni, Tahun 36, Nomor 2, Agustus. Universitas Negeri Malang.

Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.

Gibbons, Pauline. 2015. *Scaffolding Language Scaffolding Learning, Theaching English Language Learners in the Mainstream Classroom*. 2th Ed. New York:Heinemann.

Grenville, Kate. 2001. *Writing From Start to Finish. A Six Step Guides*. Australia: Allen and Unwin.

Hartono, Rudi. 2005. *Genres of Text*. Semarang: Universitas Semarang.

Heaton, J. B. 1990. *Writing English Language Tests*. New York: Longman.

Hogue, Ann.1996. *First Steps In Academic Writing*. New York: Longman.

Harmer, Jeremy. 1999. *The Practice of English Language Teaching*. Third Edition. New York: Longman.

Harmer, Jeremy. 2005. *How to Teach Writing*. New York: Longman.

Hyland, Ken. 2009. *Teaching and Researching Writing*. 2th Ed. United Kingdom: Great Britain.

Ismail, Nellie. 2015. *The Role of Scaffolding in Problem Solving Skills among Children*. *Journal International Proceedings of Economics Development and Reseach IPEDR* vol.85. University of Malaysia.

Jack R. Fraenkel and Norman E. Wallen. 2009. *How to Design and Evaluate Research in Education*. 7th Ed, New York: McGraw-Hill.

James, Hartley. 2008. *Academic for Writing and Publishing. A practical Handbook*. New York: Routledge.

Knapp, Peter and Megan Watkins, 2005. *Genre, Text, Grammar, Technologies For Teaching and Assessing Writing*. Australia: University of New South Wales.

Kouame, Julien B. 2010. *Using Readability tests to Improve the Accuracy of Evaluation Documents Intended for Low-literate Participants*; *Journal of Multi Disciplinary Evaluation* Vol. VI No. 14 August, 4th. Michigan: Western Michigan University.

Kuniawan, Arief and Yeni Yuniwati. 2010. *Mengeksplorasi Jenis – Jenis Text Bahasa Inggris*. Jakarta: Multi Kreasi Satudelapan.

Lui, Angela. 2012. *Teaching in the Zone*. London:Cambridge University Press.

Major, Wendy, *Freewriting: A Means of Teaching Critical Thinking to College Freshmen*, available at: http://grammar.ccc.commnet.edu/grammar/composition/major_freewriting.htm. Accessed on (March, 14th 2019).

Mckay, Penny. 2008. *Assesing Young Language Learners*. New York: Cambridge University Press.

Means, Beth and Lindy Lindner. 1998. *Teaching Writing in Middle School*. New York: United States of America.

Oakley, Lisa. 2004. *Cognitive Development*. New York: Routledge.

Oktavianus, Hendryk. 2016. *The Use of Scaffolding Technique to Teach Recount Text Writing*. Tanjungpura: University Pontianak.

Oshima, Alice and Ann Hogue. 2007. *Introduction to Academic Writing. Third Edition*. New York: Longman Pearson.

P, Andrew and Johnson. 2008. *Teaching Reading and Writing, A Guidebook for Tutoring and Remediating Students*. United Kingdom: United States of America.

Prabandani, Wahyu Nita. 2016. "Teaching Writing of Descriptive Text by Using Scaffolding Technique". *Jurnal of English Teaching and Research*. University of Nusantara PGRI Kediri.

Siahaan, Sanggam and Kisno Shinoda. 2008. *Generic Structure Text*. Yogyakarta: Graha Ilmu.

Sugiyono. 2016. *Metode Penelitian, Kuantitatif, Kualitatif, dan R & D*, Bandung: Alfabeta.

Sulaiman, Tajularipin. 2011. "The Effect of Scaffolding Technique in Journal Writing among the Second Language Learners". *Journal of Language Teaching and Research*. Vol. 2 No. 4 July.

Tribble, Christopher. 1996. *Language Teaching Writing*. London: Oxford University Press.

Vygotsky, Lev. L.S. 1978. *Mind in Society*. New York: Harvard University Press.

Vonna, Yulia, Nur Mukminatien and Ekaning Dewanti Laksmi. 2015. *The Effect of Scaffolding Technique on Students' Writing Achievement*. Malang: Universitas Negeri Malang.

Walqui, Vygotsky. 2006. "Scaffolding Instruction for English Language Learner", *The International Journal of Bilingual Education* Vol 9 No 2 Juni.

Wei Hui Suan, Veeramuthu, and Tajularipin Sulaiman. 2011. "The Effect of Scaffolding Technique" *Journal of Language and Research*, Vol 2 No 4.

Wicaksono, Andri, Ahmad Subhan Roza. 2015. *Teori Pembelajaran Bahasa*.
Yogyakarta: Garudhawaca.

Yasinta, Yulis. 2014. *The Effectiveness of Using Scaffolding Technique
towards Students' Skill in Writing Descriptive Text of the Eight Grade of
SMP Al-Zahra Jakarta*.



