

**IMPLEMENTING THE SCAFFOLDING STRATEGY IN TEACHING WRITING
AN EXPOSITORY TEXT AT THE SECOND GRADE STUDENTS OF SENIOR
HIGH SCHOOLS**

Paper

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by:

Reski Oktaviani Y

01633/2008

Advisor:

Drs. Saunir Saun, M.Pd.

**ENGLISH DEPARTMENT
FACULTY OF LANGAUGES AND ARTS
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HALAMAN PERSETUJUAN MAKALAH

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Nama : Reski Oktaviani Y
Nim/ Bp : 01633/ 2008
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

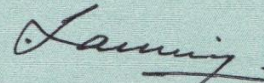
Padang, Agustus 2012

**Disetujui oleh:
Ketua Jurusan**



**Dr. Kurnia Ningsih, M. A.
NIP. 19540626 198203 2001**

**Diketahui:
Pembimbing**



**Drs. Saunir Saun, M. Pd.
NIP. 19541228 197903 1002**

HALAMAN PENGESAHAN

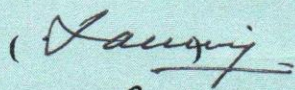
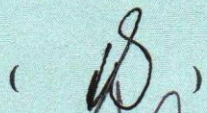

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Jurusan Bahasa Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang**

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at the Second Grade Students of Senior High Schools**

**Nama : Reski Oktaviani Y
Nim/ BP : 01633/2008
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa Inggris
Fakultas : Bahasa dan Seni**

Padang, Agustus 2012

Tim Penguji

Nama	Tanda Tangan
1. Ketua : Drs. Saunir Saun, M.Pd.	()
2. Anggota : Muhd. Al-Hafizh, S.S., M.A.	()
3. Anggota : Delvi Wahyuni, S.S., M.A.	()

ABSTRAK

Oktaviani, Reski. 2012. *Implementing the Scaffolding Strategy in Teaching Writing an Expository Text at the Second Grade of Senior High School. Paper.* English Department, FBS UNP. Padang.

Banyak masalah yang dihadapi oleh siswa Sekolah Menengah Atas (SMA) dalam menulis, diantaranya terkait dengan pengelolaan ide yang mereka miliki dan bagaimana mengembangkan ide tersebut. Mereka tidak mempunyai kepercayaan diri untuk menuangkan ide-ide tersebut padahal mereka memiliki kemampuan menulis. Makalah ini membahas tentang penerapan strategy *scaffolding*. Metode ini dilakukan dengan cara membantu siswa dalam pengajaran menulis teks *expository* di Sekolah Menengah Atas. Tujuannya ialah untuk membahas bagaimana strategy *Scaffolding* digunakan dalam menulis teks *expository*. Strategi *Scaffolding* diterapkan agar dapat membuat siswa menjadi semakin senang belajar bahasa Inggris khususnya dalam kemampuan menulis. Guru memberikan bantuan kepada siswa secara menyeluruh berdasarkan jarak antara tingkat pengembangan siswa yang sebenarnya dan tingkat pengembangan potensial yang dimiliki siswa sehingga siswa bisa memahami teks yang akan mereka tulis. Bantuan diberikan melalui interaksi antara guru dan siswa melalui pertanyaan dan pemberian informasi yang akan membantu siswa berfikir, menyediakan petunjuk yang jelas, penjelasan tujuan teks, menjelaskan harapan dan menggabungkan penilaian dan umpan balik. Kemudian guru secara bertahap mengurangi panduan atau bantuan kepada siswa setelah guru merasa siswa memahami teks yang akan mereka tulis sampai akhirnya mereka bisa menulis teks yang diajarkan tanpa bantuan guru lagi.

Ada beberapa manfaat dari strategi *Scaffolding* yaitu: membangun kepercayaan diri siswa dalam menulis, siswa tidak pasif mendengarkan informasi yang dijelaskan, bahkan guru mendorong siswa dengan membangun pengetahuan sebelumnya dan pengetahuan baru. Dengan menggunakan strategi ini guru bisa menemukan apa yang menjadi kendala dalam mengembangkan kemampuan siswa dalam menulis. Penerapan strategi *Scaffolding* diharapkan bisa meningkatkan kemampuan dan motivasi belajar siswa, terutama dalam bidang menulis.

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Dedicated to:

- My beloved “Ayah” by Bunda. Hope still always together forever. He always gives his love, prayer, spirit, support and strength in her live. He can be her brother; her friend and also her beloved that always besides her. He always gives her advices when she did mistakes and takes care with her. He makes her life more colorfully like a rainbow. Always keep smiling. ^ _ ^

His note:

“ Mencintaimu adalah alasan terbaik bagiku untuk terus memperbaiki diri. Menyayangimu adalah sesuatu yang membuatku memenuhi takdirku sebagai manusia. Menikahimu adalah harapan yang aku gantungkan jauh di atas langit di mana aku memanjatkan do'a kepada Tuhan ku”

Special to him:

“At least I know what love is. Like clouds love the sky, ocean loves sand, winter loves snow, snow love breeze, it's all connected.”

- KP4 students of 2008 for their time and support during her study especially to: Tia, Mama Nana, Widya, Denil, Yosi, Riza and Icha nisuk. For Tika, Ai and Teza in KP1, thank you so much to their kindness and friendship. Keep fighting friends!
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Their motivation:

- “ *Boleh jadi kamu membenci sesuatu, padahal itu amat baik bagi mu, dan boleh jadi kamu menyukai sesuatu, tetapi itu amat buruk bagimu. Allah lebih mengetahui sedang kamu tidak mengetahui.*” (Q.S 2: 216)
- “ *Karena sesungguhnya sesudah kesulitan itu ada kemudahan, sesungguhnya sesudah kesulitan itu ada kemudahan.*” (Q.S 94: 5-6)
- “*Bersabarlah, sesungguhnya Allah bersama orang-orang yang sabar*” (Q.S 8: 46)
- All her big family and her friends that cannot be included in this paper.
Thanks for their love.

Padang, July

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing in English is one of the language skills that must be mastered by the students besides reading, listening and speaking. Writing is very important for the students because they can share their ideas, experiences and their thoughts into the written form; it is also needed because they can also transfer information and knowledge. Students can write letters, notes, essays, invitations, tourist information and any other written form to give information to the other people as the reader. In other words, writing can be said as a tool of communication between the writer and the reader.

However, nowadays, most of people are not interested in writing, because writing seems difficult for them. Writing is difficult because of some problems such as lack of vocabulary, organizing ideas, spellings, a coherent arrangement of words, clauses and sentences with the appropriate of grammar and structures. In vocabulary, students do not have sufficient vocabulary, so that they are getting difficulties in writing. It is hard for them to write since they only have lack of vocabulary. Sometimes, they always ask the teacher about the vocabulary that will be written in their writing. For the students who have a good motivation, it will not be a problem. However, it does not happen on the students who have low motivation. As the result, the ideas are not developed completely.

Students should consider many things when they are writing a text. They should consider about how to organize their ideas that will be generated in a good

arrangement of words, clauses and sentences with the appropriate of grammar and structures in the text. They are worried about the content of the text. It includes difficulties in generating the ideas and lack of knowledge about the language itself. So they do not have confident to write a text by they own self. They need some help or guidance from the teacher.

Based on writer's experience as a student in Senior High School 5 Bengkulu and interview with some English teachers in Senior High School 9 Padang, students got some problems in writing. It is difficult to them to transfer their idea into a written form. They did not understand how to construct the text although the teacher has explained the element of the text. Although writing a text seems difficult for them, it must be mastered by the students because the curriculum has designed the material about this. It is clearly stated in Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 or the School Based Curriculum that English teaching at senior high school is expected make the students able communicate both in the oral and written form. It has been set by the curriculum in order to get students' language mastery of the foreign language at senior high schools.

Moreover, in the foreign language learning especially in Indonesia, writing is taught by using genre of texts or known as genre-based approach. Genre-based approach according to (Derewianka, 2003) is the teaching and learning that focuses on the understanding and productions of selected genres of text. One of the kinds of texts is expository text. Expository texts are usually designed to explain, analyze, interpret, evaluate or persuade.

One of students' problems is student's motivation in writing is low so it makes their abilities in writing is bad. It is caused of the teacher can choose interesting and helpful strategy. Teacher as the motivator and facilitator has roles to motivate the students; the teachers have responsibility about help students to motivate their motivation in learning process by giving interesting and helpful strategy. It is important to the teacher to help the students to solve the problems in writing. The teachers can use many strategies in the learning process to help the students in writing the texts. Teacher should give helpful strategies to help students in the learning process so it can help the students in producing text. One of the strategies that can be used is scaffolding strategy. It is the helpful strategy because it can to help the students in writing expository texts. Here, the role of teacher is to give guidance in order to facilitate a student's ability to build on prior knowledge so they are able to complete the task or master the concepts in writing independently.

B. Identification of the Problem

Based on the background of the problem above, there are several problems that make students feel difficult to write. It comes from students and teacher. From students, writing seems difficult for students because of some problems. they are worried about the content of the text and etc. The other problem from the students is they have lack motivation, knowledge and abilities in writing the texts by their own selves in independently. On the other side, teacher as motivator and facilitator do not have helpful strategy to motivate and help students in writing.

C. Limitation of the Problem

Based on the identification above, the problem in this paper is limited in implementing scaffolding strategy in writing expository text at the second grade of Senior High School student.

D. Formulation of the Problem

Based on the limitation of the problem presented above, the problem of this paper is formulated as “How can the scaffolding strategy be used in teaching writing expository text to the Senior High School students?”

E. Purpose of the Paper

The purpose of this paper can be gathered as “To support the teacher in implementing scaffolding strategy in teaching writing expository text to Senior High School students”.

F. Definition of the Key Term

Writing : Written work of a writer

Expository : is a text that is used to persuade reader about something.

Scaffolding strategy : Sets of plan guidance or help given from the teacher to the students in order to understand about the lesson.

Senior High School : a public secondary school usually including grades 10 through 12