

## The Use of Scaffolding on Teaching Process and Students Writing in A Senior High School

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### Abstrak

Scaffolding adalah sejenis bantuan yang digunakan untuk membantu menyusun pemahaman siswa, bentuk dukungan dari guru agar tercipta pembelajaran yang efektif. Teorinya adalah ketika siswa diberi dukungan yang mereka butuhkan ketika belajar sesuatu yang baru, mereka memiliki kesempatan yang lebih baik untuk menggunakan pengetahuan itu secara mandiri. Oleh karena itu, penelitian ini dilakukan untuk mengetahui jenis scaffolding yang digunakan oleh guru, bagaimana scaffolding tersebut diterapkan, dan bagaimana kesesuaian penggunaan scaffolding pada tulisan siswa. Desain penelitian yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Partisipan dalam penelitian ini adalah tiga puluh enam siswa di kelas X MIPA 4 dan seorang guru bahasa Inggris di SMA Negeri 1 Krian. Data diperoleh dari catatan lapangan, daftar pengamatan, dan tulisan siswa. Hasil dari penelitian ini mengungkapkan bahwa empat jenis scaffolding ditemukan dalam proses pembelajaran. Langkah-langkah yang diambil oleh guru dalam memberikan scaffolding kepada siswa sesuai dengan apa yang telah direncanakannya. Dari empat jenis scaffolding yang ditemukan, dua diklasifikasikan dalam makro scaffolding dan dua lainnya diklasifikasikan sebagai mikro scaffolding. Scaffolding yang digunakan oleh guru sesuai dengan hasil tulisan siswa.

**Kata Kunci:** Scaffolding, makro-scaffolding, mikro-scaffolding, tulisan siswa.

### Abstract

Scaffolding is a kind of assistance used to weave students' understanding, support that is actually needs to be required by the teacher in order to maintain effective learning. The theory is when students are given the support they need when learning something new, they stand a better chance of using that knowledge independently. Therefore, this study was conducted in order to find out kinds of scaffolding used by the teacher, how those scaffoldings are implemented, and what effects are given by the use of scaffolding on students' writing. The research design used in this study was descriptive qualitative. Thirty six students in the tenth grade of X MIPA 4 and an English teacher in SMA Negeri 1 Krian were the participants. The data were gained from fieldnotes, observation checklist, and students' writing products. The result revealed that the four kinds of scaffolding were found in the teaching writing process. The steps taken by the teacher in providing scaffolding to the students in accordance with what she has planned. From four types of scaffolding found, two were classified in macro-scaffolding and two other were classified as micro-scaffolding. Scaffolding used by teachers do correspond with the results of students' writings.

**Keywords:** Scaffolding, macro-scaffolding, micro-scaffolding, students' writing products.

### INTRODUCTION

Writing is a language skill that has to be owned by the students. It becomes important since writing is one of ways to communicate besides speaking. Considering the importance of writing, students should be able to write well. According to Harmer (2006), being able to write is very important for everyone who learns English. It is not only for the students who learn English, but also for the students who speak English as their Second Language.

However, writing is considered as a difficult activity for the students. It is because they have to express ideas in their mind into words and show some aspects at once in their writing. Nunan (1991) explains that the difficulty comes in sentence level and paragraph level. In sentence level, the writer should include control of content, format, sentence structure, vocabulary, and spelling. In paragraph level, the writer needs to consider the integration of the information and the coherent of the paragraph. It is considered as a complex activity.

Moreover, students come from different background with different experience in learning English. They definitely have different problem when they write their own writing. This is because they are required to write their ideas into English, as their L2. They did less planning, less fluent, less accurate, and less effective in stating goals and organizing materials (Brown, 2000). Many students get stuck when they have to express their thoughts because they must think about the content and the syntactic structure in English, also generate ideas into written text. These are considered as factors that cause the difficulty of writing (Weigle, 2002).

This phenomenon made both teachers and students worried. As already mentioned that writing ability becomes important in communicating besides speaking. If so, in the world of education, especially learning in the class will be the same difficulty. Therefore, Vygotsky (1978) explains that scaffolding can be used as a tool in learning new things that may be difficult for students. Not only that, he also argues that the most effective learning is when students connect their knowledge to the problems they face. They can use personal experience as capital in solving problems. Vygotsky also added that ZPD plays an active role in creating an effective learning, where students will practice connecting their knowledge, communicating, interacting with friends, sharing experiences, so as to solve existing problems. In relation to scaffolding, it turns out that not only has the basic knowledge of the students, the role of the teacher is also very important in the learning that is as a giver of spirit, in the sense of being the most adult teachers in the classroom, having more experience than students, and can guide students in solve the problem. Thus, it is expected that students can solve problems that are as difficult or even more difficult as they are today. Things to consider in effective learning is the way of teaching, the task given should be commensurate with the student's ability (if done individually), but also given scaffolding from the teacher.

Gibbons (2002) argues that the importance of appealing to Vygotsky's theory in classroom learning is the effect it will have on profits for both teachers and students. The role of both will be equally important and complementary to achieve the expected goals.

If the above is related to the topic raised by the researcher, it will be very clear that the use of scaffolding in learning is needed. Moreover, the difficulty in writing makes students growled. They usually have difficulty in conveying ideas, then write them in English. For that, several studies on the use of scaffolding in writing learning have been implemented. Research conducted by Huggins and Edwards (2011) evaluates the use of scaffolding in improving students' reading and writing

comprehension. This is done with students from two classes 'Freshman Composition I' and 'Freshman Composition II'. The results showed that scaffolding helps students in understanding a reading. In this study, the researcher uses scaffolding in the form of graphic organizer. Not only that, the application of the use of scaffolding also helps students in writing a scientific paper.

Further research is conducted by Wilson (2014). She examines the relationship between the given problem and the support given in the (Academic Language and Learning) ALL context. She wanted to prove that the more difficult the problem faced the greater the spirit needed. The result is yes, the more difficult the problems encountered the greater the spirit required. This is still related to the use of scaffolding. She also found findings that the use of scaffolding is strongly influenced by individual ZPD. The role of scaffolding in solving problems is huge, therefore scaffolding is recommended for use in classroom learning.

Another study was also conducted by Faraj (2015). He examines the role of scaffolding in writing learning in improving writing skills. He also tried to connect between the writing with the writing process. The study involved 30 students majoring in English. As a result, the use of scaffolding in learning writing helps greatly improve writing skills. The relationship between the writing process and the writing result must be good, because if writing based on the steps that have been given then the result will be good too. However, in this study also mentioned that the use of scaffolding is highly recommended for use by teachers.

Apparently, some of the above studies provide a space for the researcher to try to investigate the role of scaffolding in classroom writing. However, Huggins and Edwards (2011), Wilson (2014), and Faraj (2015) only conducted research on the college students. And they did not explain the various scaffolding used. Therefore, a study on what kind of scaffolding the teacher used, how those scaffoldings are implemented, and what effects are given by the use of scaffolding on students' writing has been conducted.

## **RESEARCH METHODS**

As explained on the previous chapter, this research aims to investigate the use of scaffolding. Based on the research questions and the objectives of the study, it was clear that the qualitative research is appropriate to be used. It is focused on analyzing and interpreting recorded material to learn about human behavior (Ary et al., 2010). The goal is a holistic picture and depth of understanding rather than a numeric analysis of data. By using qualitative methodology, the researcher would focus

on the data gained from students' writing products and study them in great detail through observation.

The data that were used in this research were obtained from the teaching-learning activities in the class observation and the writing result of the students. Additionally, the data were collected from five meetings. The researcher decided to observe the class for five meetings because on the recount text material, the teacher allocated 5 meetings in the class. Since the researcher represented only as an observer, who was not directly involved in the class, the researcher followed the learning in the class naturally to collect the complete data.

Data analysis were conducted after all the data needed were collected. The data were obtained from the observation checklist, fieldnotes, students' final result of writings. Before all those data were being analyzed, some data were copied in order to save the original data. Later, the copied data would be used for this data analysis.

To answer the first and second research questions can be obtained through observation checklists and fieldnotes. Thereafter, to answer the third research question, all of the data that were previously obtained were analyzed based on what had been showed by Ary et al. (2009); that it should provide some steps includes familiarizing and organizing, coding and reducing, representing and interpreting.

In organizing the data, the score of students' writings were classified into three identification that were namely high, average, and low. High was a group of students who had scores exceeding the standard score (SKM). While, average means the scores they got could be almost or equal to the standard score. Meanwhile, low is for students who got scores below the standard score. Familiarizing and organizing data were very important because it helped the researcher to code the data.

After familiarizing and organizing, the next step was coding. This code could also be called as referential code. It was because it included the detail classification of the students such as the registration number of the students, the aspects or elements of scaffolding used, the paragraphs, and the lines in the final result of their writings. The referential code consisted of S, G, P, L. In this case, S referred to the students that showed whose writing was being discussed. Next, G referred to the word in the glossary that had been written by students. In order to know whether their words occur in their writings or not. Another is P and L. P means paragraph and L means line. They are showing in what paragraph and line which the elements in their mind mapping occurred. For instance, when a referential code says S1/EM2/P3/L4, it means student number 1 enclosed his second idea in paragraph 3 line 4.

Table 1 Referential Code

CODE	MEANING
S	Students
G	Glossary
P	Paragraph
L	Line

After coding all data, the next step was interpreting. All data which had been coded were being interpreted in order to explain about what had been found in the students' writings and in the observation.

## RESULTS AND DISCUSSIONS

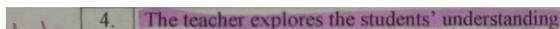
### The Kinds of Scaffolding Used in the Teaching-Learning Process

After analyzing the data which has been gained from the observation for five days (31<sup>st</sup> January, 7<sup>th</sup>, 14<sup>th</sup>, 21<sup>st</sup>, 28<sup>th</sup> February 2018), there were four scaffolding found that were used by the teacher in teaching recount text writing. Based on Walqui (2006), there were four types of scaffolding which used by the teacher out from six types of scaffolding. Those are: *modelling*, *bridging*, *contextualization*, and *re-presenting text*.

#### Bridging

From the data obtained, *bridging* was found at the first meeting on January 31, 2018. In the beginning, an audio recording entitled *Teks Proklamasi Indonesia* was played to the students by the teacher. After that, some questions related to the recording were given to the students. Later on, the teacher started to stimulate the knowledge of the students concerning recount text. By giving some questions, the teacher tried to measure and was eager to know the knowledge of the students about recount text before the subject matter of recount text delivered by the teacher.

Those activities above could be classified as *bridging* because there contained the aim of the teacher to activate students' prior knowledge through several questions proposed. Besides the activities above, there were also some teacher activities that were included to *bridging* found. The following figure shows two examples of *bridging* which were found during the teaching-learning process.


Figure 1 The example of *bridging* during teaching-learning

The implementation of *bridging* happened at the first meeting on January 31, 2018 as the figure 4.1.1 shown above. According to the data in the fieldnotes, *bridging* on the figure 1 occurred at the activity and activity 5 on the observation day 1. *Bridging* was started to be used by the teacher in order to activate students' prior knowledge and to know how the students'

comprehension towards the material that had been heard and delivered.

### Modelling

The following activity on the figure 2 below could be identified as the example of *modelling* as well as known that the teacher demonstrated to the students to write recount text in every single space. Not only instructed the layout of writing, but the teacher also gave the example how to write recount text correctly. The teacher wrote the template of recount text writing that should be written by the students on the board. Therewith enclosing the generic structure and the use of the proper tenses. In this activity, students were required to imitate and to follow what had been delivered by the teacher.

Modelling	9. M <sub>i</sub>	The teacher tells the students to write in every single space.
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Figure 2. The example of teacher activity that was categorized as modelling.

As shown on the figure 2 above, the instruction indicated that what had been instructed, demonstrated and taught by the teacher had to be followed by the students. This example of modelling occurred at the fourth meeting on February 21, 2018 in the activity 9. At that time, the students began to write the recount text. That is because on the first meeting was only the introductory session and the next meetings (the second and the third meetings) were the explanation concerning the subject matters and some exercises about recount text.

### Contextualization

Afterwards, there was contextualization found during the teaching-learning process. The limitation of the students' everyday language usage indicated as one of the teacher activities which proved that this kind of scaffolding appeared and was used during the teaching-learning process. In fact, the students' capability of mastering the vocabularies was lack in the class: everyday languages were often used by the students rather than the academic languages. Therefore, verbal contextualization was being essential to be used by the teacher.

Thus, before writing recount text, the students were asked by the teacher to write fifteen (15) words on their paper. This activity meant to make the students became easier in writing recount text and to limit them so that they did not out of the context. Furthermore, the teacher also allowed the students to write the translation because of the students' deficiency of ability and competency in mastering English. In addition, the teacher needed to give several new English terms which was unknown by the students that could be used in the recount text.

Contextualization Ma	4.	The teacher asks the students to prepare their stuffs.
	5.	The teacher gives the students 10 minutes to write the glossary (15).
	6.	The teacher tells the students that the 15 glossaries

Figure 3. The example of the activity indicating contextualization.

On the figure 3 above, it could be inferred that after the students read their chosen recount text (in Bahasa Indonesia), then the teacher gave an opportunity to the students for writing 15 (fifteen) words that later would help them in writing the recount text. It can be said that the teacher implemented contextualization during the teaching-learning process. This activity happened at the third meeting on February 14, 2018 in the activity 5.

### Re-presenting Text

In this type of scaffolding, students were given the opportunities to evolve their own language mastery. At this point, students were expected to start using their English and to develop their English proficiency by writing a recount text. In other words, in this opportunity, students were asked by the teacher to write a recount text using their own language.

The teacher reminds the students not to imitate the original story (in Bahasa Indonesia), they are required to be able to tell the ideas in their own words.	re-presenting text Ma
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Figure 4. The example of activity showing re-presenting text.

The activity on the figure 4 above shown that the teacher assigned a task to the students for writing recount text by using their own languages. From this point, it could be clearly identified that the teacher used re-presenting text in teaching recount text to the students. This activity occurred at the fourth meeting on February 21, 2018 in the activity 10.

### The Use of Scaffolding by the Teacher during the Teaching-Learning Process

Based on the data obtained from fieldnotes and observation checklist, it was found that the teacher did some activities which were included as macro-scaffolding and micro-scaffolding in delivering scaffolding.

#### Bridging

According to Walqui (2010), some of the activities included in micro-scaffolding are tapping into students' prior knowledge, checking students' understanding frequently, and allowing students to think and respond. From those three activities, it obviously means that bridging is included in micro-scaffolding. All those three are found to be included in the bridging used by teachers. The teacher applied bridging by giving some questions related to recordings that have been heard by the students. This aimed to enable teachers to know how much information students may have and to check student receptiveness about the recording.

3.	The teacher <b>plays the audio recording</b> of the proclamation text recitation of Indonesian Independence.	The students pay attention on the recording.
4.	The teacher <b>explores the story</b> behind the recording.	The teacher asks students about the story of Indonesian Independence.
5.	The teacher and the students <b>discuss 5W+1H and the moral value</b> of the recording.	The students are very active in answering teacher' questions.

Figure 5. The example of the bridging done by the teacher.

Have you ever heard some stories that happened in the past?  
 What is the video about?  
 What happened on June 10, 1945?

Figure 6. The several questions asked by the teacher.

We could infer that on figure 5 showed a series of activities carried out by the teacher. The use of bridging contained in those activities is the teacher played audio recordings then the students were given several questions by the teacher regarding to the recording that has been played. While, on the figure 6 showed some questions asked by the teacher. As explained above, some examples of questions posed by teachers not only relate to what students have heard but also relate to the material delivered by the teacher.

**Modelling**

Based on the explanation by Walqui (2010), there is stated that repeating key information in many ways (orally, visually, in writing), reminding students of keywords and repeating them regularly what has been said, and giving students the opportunity to express and express their understanding more are the example of activities which are identified as *micro-scaffolding*. It can be found while *modelling* is given.

Modelling	9. Mi	The teacher tells the students to write in every single space.
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Figure 7. The teacher's activity included in *modelling*.

The example of modelling on the figure 7 could be categorized as micro-scaffolding because this scaffolding was delivered orally. Moreover, if the activity that had been done was reviewed, hence this activity included to micro-scaffolding. In the activities above, the teacher did not merely convey instructions but also demonstrated how students should write.

**Contextualization**

In contextualization, there are activities aimed at expanding English mastery, especially in terms of vocabulary. According to Walqui (2010), avoiding simplifying the curriculum but further strengthening and

enriching the linguistic and extralinguistic context are the activities included in macro-scaffolding.

In this type of scaffolding, an activity was found which showed that contextualization was indeed used and found in the teacher's lesson plan. As explained earlier, that macro-scaffolding is a consciously planned activity by the teacher. The activities included in contextualization below were found in the teacher's lesson plan for the third meeting, on February 14, 2018 in the activity 5. At that time, students were asked to write 15 words which were expected to help them in writing recount text.

<ul style="list-style-type: none"> <li>• Step 3</li> <li>&gt; Guru mengevaluasi hasil diskusi peserta didik dengan diskusi klasikal untuk diberikan masukan oleh seluruh kelas. Setiap kelompok mengevaluasi hasil kerja kelompok yang lain.</li> <li>&gt; Menyimpulkan hasil diskusi terkait crambled recount text tentang peristiwa bersejarah.</li> </ul> <ul style="list-style-type: none"> <li>• Step 4</li> <li>&gt; Peserta didik mengerjakan kegiatan belajar 2 tentang melengkapi text dengan kosa kata yang benar secara individu.</li> <li>&gt; Peserta didik secara individu menuliskan daftar kosakata (glossary) dikertas yang telah disiapkan guru yang akan mereka gunakan untuk menuliskan kembali cerita sejarah pilihan mereka.</li> </ul>
<p>3. Penutup</p> <ul style="list-style-type: none"> <li>• Guru memberikan evaluasi pembelajaran yang terdapat pada UKB 1.</li> <li>• Setelah selesai mengerjakan evaluasi tersebut, peserta didik diharapkan dapat menjawab rubrik evaluasi diri pada UKB 1.</li> </ul>

Figure 8. The teacher's lesson plan showed the use of *contextualization*.

From the activities in figure 8 above, it can be seen that the teacher used contextualization in recount text learning. It is used because it adjusted students' abilities in vocabulary mastery in English. The students' vocabulary mastery is considered insufficient. They more often used their everyday languages rather than the academic languages. They were allowed to write translations in every word they put into the glossary. This was intended so that students could use the appropriate words in their recount text and did not come out of the specified context.

**Re-presenting Text**

Re-presenting text is included in macro-scaffolding. The reason is that the re-presenting text done by the teacher requires students to write and make recount text using their own language. These activities were found in the teacher's lesson plan. The example for the implementation of re-presenting text in the class can be shown in the figure 9 as follows.

<p>2. Kegiatan Inti</p> <ul style="list-style-type: none"> <li>• Step 1</li> <li>&gt; Peserta didik menyiapkan alat tulis mereka.</li> <li>&gt; Guru memberikan kembali kertas yang berisikan glossary kepada peserta didik.</li> <li>&gt; Guru menyampaikan rubrik penilaian menulis teks recount.</li> </ul> <ul style="list-style-type: none"> <li>• Step 2</li> <li>&gt; Guru menyampaikan rubrik penilaian menulis teks recount</li> </ul> <ul style="list-style-type: none"> <li>• Step 3</li> <li>&gt; Peserta didik menuliskan kembali teks recount mereka dengan menggunakan bantuan glossary yang mereka miliki dalam waktu 60 menit.</li> </ul>
<p>3. Penutup</p> <ul style="list-style-type: none"> <li>• Guru memberikan evaluasi pembelajaran untuk penilaian writing.</li> <li>• Setelah selesai mengerjakan evaluasi tersebut, peserta didik diharapkan dapat menjawab rubrik evaluasi diri pada UKB 1.</li> </ul>

Figure 9. The teacher's lesson plan showed the use of re-presenting text.

Figure 9 above showed that students would write recount text using their own languages and with the help

of 15 words written earlier in the glossary. In using representing text, students were expected to spill ideas in their minds into writing. The teacher did not burden them to write perfectly without making mistakes. However, it was desirable to let them develop the ideas into their accounts according to the information they had.

### The Correspondence of Scaffolding Used by the Teacher and Students Writing

By conducting the fieldnotes and collecting the writing of the students, accordingly, the correspondence of scaffolding used by the teacher and students' writing could be known. After analyzing the data, it was attained that students' writing products do correspond with the scaffolding used by the teacher. It could be seen from how the scaffolding used could be applied properly in the writing of the students.

To identify the correspondence of scaffolding used by the teacher and the writing of the students, an analysis of how the implementation of the four types of scaffolding used by the teacher found in this research towards the students' writing products during the teaching-learning process. Hence, the following sessions would present and discuss about how those scaffolding would indicate the implementation realized in the students' writing

### Bridging

Certainly, the first type of scaffolding found in this research was *bridging*. However, the implementation of *bridging* could not be directly recognized in the students' writing. Yet, this activity was being a focal point in the learning process because the students' prior knowledge had to be stimulated and triggered at the beginning of the learning process in order to make a conducive atmosphere and to support the teacher in delivering the materials.

Have you ever heard some stories that happened in the past?  
What is the video about?  
What happened on June 10, 1945?

Figure 10. Several questions that are identified as *bridging*.

As the result of the observation, the students gave well responses after the teacher asked several likely questions as listed on the figure 10 above. There were some students who replied, mentioned some additional answers, disproved, and answered by giving more explanation to the answers given by other friends. It was also proved through the enthusiasm of the students in participating actively during the teaching-learning process. Thus, it can be said that *bridging* in this case did correspond to the students' writing.

### Modelling

Then, the second scaffolding is *modelling*, where in this case, the teacher became a role model in the class. Not only giving the instructions, but the teacher also giving examples of how the students should imitate and do the same things as the teacher did. In this type of scaffolding found during the learning process, the teacher told the students to write the text in every single space. Furthermore, the teacher also demonstrated how to write the text correctly in a paper. Likewise, the teacher also gave an example on the board concerning on how to correctly write a recount text as the subject matters.

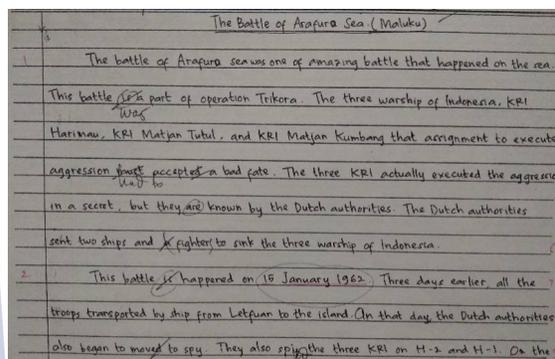


Figure 11. The example of *modelling* implementation in students writing.

Figure 11 showed how *modelling* was well-applied in the writing of the students. It turned out as the result after the teacher gave the instruction and examples to write the recount text in every single space and in accordance to the generic structure, accordingly, the students followed and did it well as the result. The researcher hence inferred that *modelling* correspond with the students' writing. The other examples of the applied *modelling* in the students' writing products would be enclosed in the appendixes.

### Contextualization

Contextualization is the next type of scaffolding that was found to be analyzed further regarding the correspondence towards students' writing products; which means a way to connect students' everyday languages and academic languages. In this case, after the teacher recognized how the capability of the students, the teacher performed a scaffolding to help the students in writing recount text as well as the learning objectives proposed.

Figure 12 showed that contextualization used by the teacher was applied correctly in the writing of the students. It turned out that each student wrote 15 words of their own which could help them in writing recount text with their own chosen topic. The students were also allowed to write down the translation of those words in Bahasa Indonesia in order to ease them in transferring their ideas into words. Though, the students also did not forbid to not write the Bahasa Indonesia translation if they

want to. As the result, there was only a student who did not write the translation in Bahasa Indonesia because of a great mastering in English word vocabularies. The other students' writing samples concerning this part of contextualization would be listed in the appendixes.

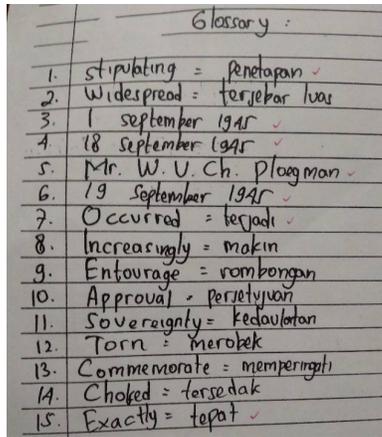


Figure 12. The contextualization which was applied in students writing (S34).

**Re-presenting Text**

Re-presenting text was the last type of scaffolding found yet became the type of scaffolding that mostly indicated the correspondence of the scaffolding used by the teacher and students' writing in this research. It could be said that the scaffolding used by the teacher was actually applied and appeared in the writing if the students in re-presenting text. The following figures were two examples of the proof sample of the implementation of re-presenting text in the students' writing.

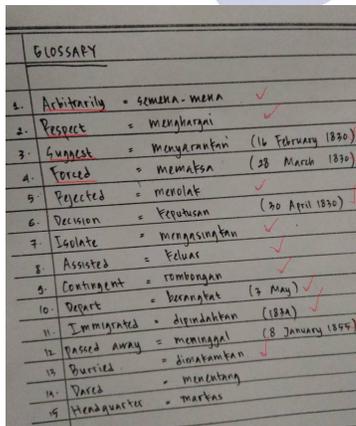


Figure 13. The example of the glossary of student 5 (S5) as the product of re-presenting text.

From figure 13 above, it could be seen that student 5 wrote 15 words as her glossary. The checkmarks on the figure indicated the words that appear in her writing. As an example, the word *arbitrary* which could be found in S5/G1P1/L1. Then, the word *respect* which was contained in S5/G2/P1/L1. There were also

*suggest* in S5/G3/P1/L5 and *forced* in S5/G4/P2/L9. Meanwhile, the figure 14 below showed what the researcher found:

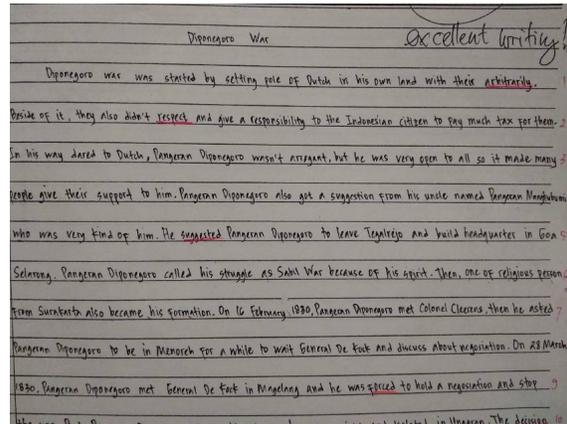


Figure 14. The sample of glossary words found in the writing result of student 5 (S5).

Both figure 1 and figure 4.3.5 showed the correspondence between them; the glossary as the re-presenting text result product and the implementation into paragraphs of the students' writing. It could be said that the correspondence did appeared as the use of glossary words found in the paragraphs of the students' writing. As the example above, student 5 (S5) who wrote 15 words in her glossary, there were only 13 words found in her writing result. The table below contained the detail information from S5 about the use of her glossary in her writing result.

Student	Glossary	Location	
S5	13	G1/P1/L1	G8/P2/L11
		G2/P1/L2	G9/P2/L12
		G3/P1/L5	G10/P2/L12
		G4/P1/L9	G11/P3/L13
		G5/P1/L10	G12/P3/L14
		G6/P1/L10	G13/P3/L14
		G7/P2/L11	

Table 2. The data of S5's glossary words found in the writing result.

From the total of the data collected, it could be seen that there were only 7-8 words used out of 15 words in their glossary as appeared in the writing of the average students. This means that the scaffolding used is corresponded to the students' writing. The further and detail explanation about the result of re-presenting text in the writing of each student would be enclosed in the Appendix 4.

Finally, as the conclusion from all the explanation about the use of four scaffolding found towards the students' writing above, it can be inferred that the students' writing product in this research do correspond with the scaffolding used by the teacher. It can be analyzed through how the scaffolding used by the teacher was correctly followed and well applied by the students in the implementation of their writings.

## CONCLUSION

First, from the entire result above, it was clear that there were four scaffolding used by the teacher during her teaching-learning process. Those four types were bridging, modelling, contextualization, dan re-presenting text. The students' needs and the level of difficulty of the text to be written were the reasons the four scaffolding were found in the learning process. It also occurred because of the level of education pursued.

Second, the use of scaffolding in teaching writing process. contextualization and re-presenting text used by teachers in learning belong to macro-scaffolding. It was obtained from how the teacher delivered and used it. Also, in the initial explanation, macro-scaffolding is consciously planned by the teacher and is usually included in the lesson plan. Thus, both contextualization and re-presenting text found had similarities, namely consciously planned and contained in the teacher's lesson plan, so these two scaffolding are identified as macro-scaffolding.

Third, find out how the students' writing products correspond to the scaffolding used. It can be analyzed through how the scaffolding used by the teacher was correctly followed and well applied by the students in the implementation of their writings. As the result, the students' writing product in this research do correspond with the scaffolding used by the teacher. It can be inferred that the learning goals can be achieved by using the right type of scaffolding and using it properly in the teaching writing process.

## SUGGESTION

Regarding to the results of the study, the researcher finds that it is necessary to give suggestions for the teacher. The researcher suggests that by providing assistances and supports to students through instructional scaffolding can optimizes students' learning. Educators will always be challenged to effectively teach students in order to optimize students' learning. Therefore, it is important for teachers to know the kinds of scaffolding, how to use it, and how it greatly affects students' writing. Afterwards, teachers can use the type of scaffolding which matches to the students' characteristics, students' abilities and student needs.

Meanwhile, for the students, the findings of this research should be reference to be able to transfer understandings and skills to new tasks in new learning contexts, also able to become independent learners.

In addition, as this study is still imperfect for the future researcher, the researcher does hope that the other researchers would be interested in doing this kind of research.

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