

USING THE SCAFFOLDING TECHNIQUE TO HELP JUNIOR HIGH STUDENTS IN ORGANIZING THE IDEA IN WRITING ANNOUNCEMENT TEXT

Widodo Prima Putra¹, Rusdi Noor Rosa²
English Department
Faculty of Languages and Arts
State University of Padang
Email: edho_thefire@yahoo.com

Abstrak

Makalah ini menguraikan penggunaan teknik *Scaffolding* sebagai teknik dalam menulis. Teknik ini bias diaplikasikan dalam pengajaran menulis teks *Announcement* di kelas untuk membantu mengatasi permasalahan yang dihadapi oleh siswa. Dalam pemakaian teknik ini dalam kelas, ada beberapa tahap yang perlu dilakukan yaitu *pre-teaching*, dimana guru mempersiapkan siswa dalam proses belajar mengajar *whilst-teaching*, dimana guru menerangkan materi yang akan di pelajari siswa, yaitu tentang announcement text. Dan *post-teaching* dimana guru dan siswa menyimpulkan materi pelajaran yang telah mereka bahas dan memberikan siswa berbagai tugas kepada siswa untuk mengetahui sejauhmana pemahaman siswa tentang materi yang sudah di pelajari. Dengan menggunakan teknik ini diharapkan siswa mampu menulis teks *Announcement* dengan benar.

Kata Kunci: writing, Scaffolding, announcement text

A. INTRODUCTION

Writing is one of the skills that should be mastered by English student beside listening, speaking, and reading. In writing, students learn how to write a sentence by combining the word and phrase into sentences, and sentences into paragraph. Besides, student must also use correct grammar in writing to make the reader understand what students write and they are also able to express the idea in their writing

Chakraverty and Gautum (2000: 1) says that writing is an important part of language learning that is essentially a reflective activity that requires enough time to think about the specific topic and to analyse and classify any background knowledge. Writing is a skill that requires the students to choose the topic. This activity is done in planning. In planning, students should pay attention on reader because readers, content of the writing, writing style, and the language choice.

Based on writer's experience of teaching practice in SMPN 5 Padang Panjang, students have problem in organizing the idea in writing announcement. In teaching process, the teacher explains the announcement including the purpose, the generic structure and the lexicogrammatical features. However, the trouble

¹Student of English Language Teaching Program of FBS UNP graduated on June 2014

²Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

occurs when the teacher asks the students to write the announcement by giving the different situation. At the time, students seem to be confused what they are going to write because they have limited ideas to write announcement, especially when the teacher asks them to write the announcement with the different situation. Besides, as the students get the ideas to write announcement, they forget the arrangement of the generic structure of the announcement, so they just write the announcement based on what they were thinking at the time. The result is their announcements do not based on the order of the generic structure. Therefore, students are not able to organize the idea in writing functional text. From the problem above, it is assumed that students have problem in organizing the idea in writing announcement.

Based on the problem above, the teacher chooses scaffolding technique as a technique to help student in organizing the idea of writing functional text. According to Raymond (2000: 176), scaffolding is a technique that is developed by Lev Vygotsky's sociocultural theory and his concept "Zone Proximal Development" (ZPD). ZPD is a distance between what children can do by themselves and the next learning that is assisted by the teacher. The teacher help student to develop their thinking by referred to what the student have learned.

According to Lindsay (2007: 4), scaffolding is teacher's support, learner's effort that guide students in the right direction, until student get the knowledge and understand the material. Teacher can support students in learning by build student's background knowledge and internalized new information. The information is important for the student because it will be found in the next material.

Scaffolding technique is a knowledge that is constructed by the student. Student initiates to look for the knowledge that is useful for them. The knowledge also has to suitable with material that they are going to learn. Scaffolding technique also need teacher's role. The teacher's role is to build student's prior knowledge. It is supported by the teacher by providing student's activeness in the class. Therefore scaffolding is a combination of teacher centre and student centre.

Based on Permendiknas no 41 tahun 2007, it is stated that teaching writing at Junior High School are divided into three main activities, pre-teaching, whilst-teaching, and post-teaching. These activities are done systematically in order to make student understand during learning process. The activities usually begin with simple activities in pre-teaching activities to build students' knowledge of the material, and ended up by giving assignment or test at the end of the learning process.

Pre-teaching is an important activities to begin the teaching learning process and to warm the student's up. The aim of pre-teaching activities is to build students' motivation in learning and to make students focus and being active during teaching learning process. There are some activities in pre-teaching such as warming up. Warming up is an important activity to begin teaching learning process. This activity can engage the students to the topic being discussed.

In whilst teaching, the teacher divides the activities into exploration, elaboration, and confirmation. In exploration teacher introduces the topic to the students. In choosing the topic, teacher can decide whether to use their own topic or get suggestion topic from the students. Maxwell (2011: 115) said that if the teacher let the students to choosing the topic, the teachers should give them freedom to choose the topic. Besides, the teacher should provide the media. The media can be picture or the video. The use of media is to attract student's attention and to link what students have watched on the media to topic are going to be discussed.

In elaboration, the teacher and the students discuss the material. The aim of this activity is to introduce the students to the topic. For example, the topic is announcement. The teacher also explains the purpose, the generic structure, and lexicogramatical feature of the announcement. In this activity students and teacher do not only discuss the text but also the component of the text to ease the students to write later on.

In confirmation, teacher gives the task to the students to write an announcement. The aim of this activity is to ensure the student's comprehension about material has been discussed. In giving the assignment to the students, the teacher should ease the learners. One way of doing this is by giving the task based on students' experience. It means that the teacher can decide whether to take one topic or let the students to select a topic that is familiar to them. Nation (2007: 96) says that teacher can give the task to the students based on their experience. In this case, students' experience is defined by students' grade. Therefore, it will be better for the teacher to give chance to the students to choose the topic

In post teaching, teacher end the activity by giving the conclusion, reflection, giving feedback, etc. As Murcia (2001: 406) says that in post teaching, at the end of the lesson, the teacher gives review or summary of the lesson and homework or other assignments to the students. This activity is aimed to make sure whether the students have master material or not.

B. DISCUSSION

a. Preparation

In the preparation the teacher prepares several things. First, the teacher prepares the material. The materials should be simple for the students to ease the students in learning process. Besides, the materials should be suitable for the students. Second, the teacher prepares lesson plan. The aim of providing lesson plan is as a guidance in lesson. Third, the teacher prepares some big and small size papers. The use of big and small size paper is as a tool to provide the students to write later on. Forth, the teacher also should provide some tasks for the students in order to boarder students' knowledge and to assess students' proficiency. In providing the task of writing announcement, the teacher tries to create an interested task.

b. The Procedures of Using Scaffolding Technique to Help Students in Organizing the Idea of Writing Functional Texts.

The procedures of using scaffolding technique in teaching writing functional text are divided into several activities. They are pre teaching activities, whilst teaching activities, and post teaching activities.

1. Pre teaching activities

Pre-teaching activities starts with the activity of greeting the students and checking students' attendance lists. Greeting is aimed to attract students' attentions. By attracting students' attention, the teacher wants to build students' consciousness of teacher's existence in the class, so they are aware of being study carefully in the classroom. Therefore, by attracting students' attention, they are not wasting time in the class without paying attention to the teacher's explanation.

Second, the teacher makes sure that the students have been ready physically and psychologically in learning process. Being ready physically means that the students are ready to pay attention to the teacher without any disruption around them. The disruption here means everything around them that can make them do not focus on teacher's explanation. Meanwhile being ready psychologically means that the students are ready to pay attention to the teacher without any disruption in their mind such as thinking of being go home, playing with friends, etc.

Third, the teacher also needs to review the previous lesson. This activity is aimed to remind the students to the last lesson and introduce the students to the new topic. By reviewing the previous lesson, the teacher can increase students' comprehension of the text because in the previous lesson, the teacher may explain the same topic but different skills.

Forth, the teacher introduces the topic about writing an announcement and relates it with the previous material. This is an important activity because teacher can help the students to remember the previous lesson. Moreover by reviewing the previous material, students will be easier to understand the next material because they are related each other. After all activities have done in pre-teaching, the teacher moves to whilst teaching activities.

2. Whilst teaching activities

Whilst teaching is a core part of teaching and learning process because in this part the teacher explain the topic deeply. The teacher begins the lesson by introducing the process of writing announcement text by using scaffolding technique. The process are activating students' background knowledge by asking some questions to the students, helping the students to write the ideas of announcement text by referring to the questions, and asking the students to write the announcement by asking them to write in pairs. All of those processes are conducted systematically through exploration, elaboration, and confirmation.

a) Exploration activities

In exploration activities, the teacher and the students do several activities. First, teacher activates students' background knowledge by asking and answering some questions with some students. As the teacher asks some questions to some students, teacher asks other students to think of the answer of those questions because once the teacher will ask the same questions to the students.

Second, the teacher asks some questions to the students. The teacher's questions and the students' answer will be the guidance to write the announcement

later on. Then, the teacher writes each of students' answer on the white board. The teacher will help the students to write the announcement text by using these questions. The teacher refers to question no (a), and the teacher writes **announcement** at the top of the middle side of the write board. Then, the teacher refers to students' answer no (b) and the teacher writes **students gathering** at the left side of the write board. After that, the teacher refers to student's answer no (d) and the teacher write **August 15th** below the students gathering. Then, the teacher refers to students' answer no (f) and the teacher write **in the school hall** below August 15th. After the teacher asks those questions to the students the teacher shows what they have discussed with the students as below:

<p>ANNOUNCEMENT</p> <p>Students gathering</p> <p>August, 15th</p> <p>In the School Hall</p>

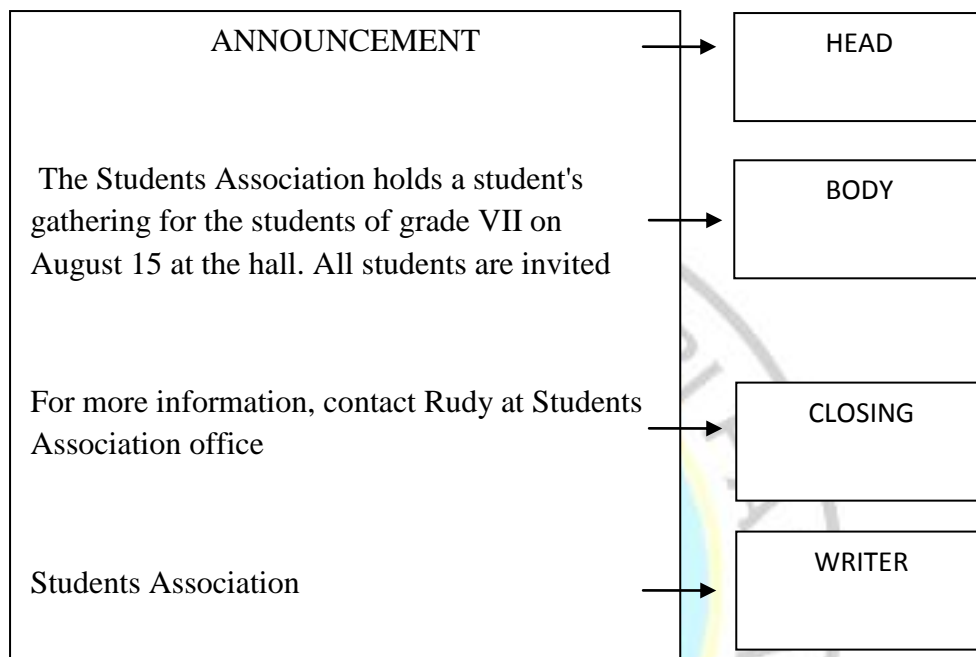
In the text above, the announcement is very simple. The students and the teacher want to make it in complete form, the teacher asks the students whether one of them can write it in a sentence or not. However, no one can write it in complete form.

Third, teacher helps the students to write announcement in complete form by giving assistance to the students. The teacher writes some sentence to complete the announcement in bold type as shown below:

<p>Announcement</p> <p>The Students Association holds a student gathering for the students of grade VII on August 15 at the hall. All students are invited</p> <p>For more information, contact Rudy at Students Association office</p> <p>Students Association</p>

b) Elaboration activities

Elaboration consists of several steps. First, teacher show the announcement about basketball practice and explain the generic structure of the announcement. The announcement text and the generic structure is shown below.



Second, the teacher explains the generic structure of the announcement above. The teacher explains that the word ANNOUNCEMENT is called **head**. Sometimes, the title can be optional because it is not always stated in the announcement text. Then the teacher explains that the sentence “The students Association...” is called **body**. It is the body of the announcement. After that the teacher explains that the phrase “For more information...” is called **closing**. Then, the teacher explains that phrase “Students Association” is called **writer**. Besides, the teacher also explains the lexicogrammatical feature of announcement text. The lexicogrammatical feature of announcement is using imperative. Imperative is a phrase that is used to ask someone to do or must do something.

Third, the teacher asks the students to work in pairs. The teacher asks the students to choose their pairs as the partner to write the announcement. Before students begin to write, the teacher should emphasize that the topic of the announcement should be about school event or school agenda because it is the immediate environment for them.

Forth, the teacher provides big and small size paper to the students. The students use the paper to write the announcement. Then, the teacher determine who are going to ask the questions and who are going to answer the questions just like what the teacher have done before. Then, the students begin to ask and answer the questions. The teacher asks the students to write what they have asked and answered on the small size paper, they write the questions and answer in a dialogue like what the teacher have modelled to them.

Fifth, the teacher ask the students to write their simple announcement based on their dialogue in the small size paper like what the teacher have modelled to them. Then, the teacher asked the students to complete their announcement by adding some words, phrase, and sentence to complete their announcement in the big size paper like what the teacher have modelled to them.

c) Confirmation activities

In this stage, the teacher will ask the fastest pairs in finishing their announcement to show the complete announcement in the white board. The teacher asks some students to make the correction of their fiends' announcement. Students' writing will be edited and revised other friends. Moreover, in this stage, the student also need to give the solution to their friends' writing. Each students has to give improvement to their partner's work include some additional words or phrase.

3. Post teaching activities

This activity is done to end the lesson which include summarizing, evaluating, reflecting, and following up activities. In this activity, the teacher concludes the lesson with the students. The teacher make sure that all students are participating in concluding the lesson by asking the students to give their own opinions. Moreover, the teacher may ask the students to write an announcement` text by choosing the topic freely outside the classroom by using scaffolding technique. In addition, the teacher also can ask to submit their work in the next meeting.

C. CONCLUSION

Based on the discussions of the previous chapter, it can be concluded that the students are able to write announcement text by using scaffolding technique. In this technique, the teacher has to made good preparation in providing the material, lesson plan, some big and small size paper as a tool to provide the students to write later on, and some tasks for the students. Besides, the teacher and students divide the teaching process into three stages of teaching writing: pre-teaching activities, whilst-teaching activities, and post-teaching activities.

In pre-teaching activities, the teacher greets the students, checks students' attendance lists, review the previous lesson with the students. In whilst teaching activities, especially in exploration activities, teacher activates students' background knowledge by asking and answering some questions with some students, writes each of the students' answer on the white board as a guidance to write the announcement. In elaboration, teacher explains the announcement about basketball practice with the generic structure of the announcement, give pair work to students by provides big and small size paper to the students to write the complete the announcement.

In confirmation, the teacher will ask the fastest pairs in finishing their announcement to show the complete announcement in the white board. The teacher asks some students to make the correction of their fiends' announcement.

Student's writing will be edited and revised other friends Moreover, in this stage, the student also need to give the solution to their friends' writing. Each students has to give improvement to their partner's work include some additional words or phrase..

Suggestions

In applying scaffolding technique, there are some suggestions for the teacher. First, the teacher should have good preparation such as materials, topic and media. Second, the teacher should gave more students chance to show their work in front of the class, so that the teacher can understand most of students' abilities in writing functional text. Third, the teacher should not judge students work negatively, if the students have some mistakes in writing the text, the teacher should appreciate students work and give suggestion to make their work better

Note: This article is written based on the Widodo Prima Putra's paper under the supervision of Rusdi Noor Rosa, S.S, M.Hum

BIBLIOGRAPHY

- Chakraverty, Anima and Kripa K. Gautum. 2000. "Dynamics of Writing". Retrieved from *English Teaching Forum*. Vol 38. No 3 on June 1st, 2013.
- Depdiknas.2006. *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah*. Jakarta: Depdiknas
- Lindsay, Lora and Knight Paul. 2006. *Learning and Teaching English*. New York: Oxford
- Maxwell, Rodha.J.2010. *Teaching English in Middle and Secondary School*. USA: Pearson Education.
- Murcia, Marianne Celce. 2001. *Teaching English as a Second or Foreign Langugae*. New York: Heinle&Henile
- Nation, I.S.P. 2008.*Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Raymond, E. (2000). *Cognitive Characteristics.Learners with Mild Disabilities* (pp. 169-201). Needham Heights, MA: Allyn& Bacon, A Pearson Education Company.