IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXT THROUGH SCAFFOLDING STRATEGY
(A Classroom Action Research at the Eighth Grade of Junior High School Number 14 Rejang Lebong in the Academic Year of 2017/2018)

THESIS

This thesis is submitted to fulfill the requirement for 'Sarjana' degree in English Tadris Study Programme

By

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C u r u p

Assalamu'alaikum wr.wb.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skrpsi saudari Rori Nesti Putri mahasiswi IAIN Curup yang berjudul **Improving Students' Ability In Writing Recount Text Through Scaffolding Strategy. (A Classroom Action Research at the Eighth Grade of SMP Negeri 14 Rejang Lebong in the Academic Year of 2017/2018)** *BIDANG STUDI PBI* sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

Wassalam,
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MOTTO

"And to your lord alone turn all your intentions and hopes."

- QS. 94:8

"Seek help through patience and prayer."

QS. 2:153

"Do the best and pray. God will take care of the rest."

"Patience is needed when you want to achieve a success."

"Intelligence is not the determinant of success, but hard work is the real determinant of your success."

DEDICATION

This thesis is dedicated to "My Living Heroes". My *dear* Parents.

Ibuk (Mrs. Rita Haryanti) and Ayah (Mr. Rozinata, SE).

Your Patience makes me stronger than before, Your Words makes me keep spirit,

Your Heart makes me say "I Love You"

My lovely grandmother, Jamsah (alm)

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PREFACE

All praises be to Allah SWT that the researcher had finally finished writing his thesis entitled by **"Improving Students' Ability In Writing Recount Text Through Scaffolding Strategy (A Classroom Action Research At The Eighth Grade Of Junior High School Number 14 Rejang Lebong In The Academic Year Of 2017/2018)".** This thesis submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English *Tadris* Study Program of State College for Islamic Studies (IAIN) Curup. The researcher realized that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being better in the future.

Last but not least, the researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup, March 2019
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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

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In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express his deepest appreciation to:

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Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward.

Curup, March 2019
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ABSTRACT

Rori Nesti Putri 2018. *Improving Students' Ability in Writing Recount Text through scaffolding strategy*, Skripsi, Department of English Education, the Faculty of Tarbiyah, Institut Agama Islam Negeri Curup.

Advisor : Jumatul Hidayah, M.Pd
Co-advisor : Henny Septia Utami, M.Pd

This study is aimed to improve students' ability in writing recount text through scaffolding strategy at VIII grade of SMPN 14 Rejang Lebong academic year 2017/2018 as the subject of the study. This study was conducted for two months. This research will answer these main questions (1) Does scaffolding strategy can improve students' ability in writing recount text?, (2) How was the implementation of scaffolding strategy to improve students' ability in writing recount text?. This study is categorized as a classroom action research. The writer worked collaboratively with the English teacher in the class. The CAR was done based on Kurt Lewins' design. The writer did two cycles in which each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the observation. Then, quantitative data were obtained from the students' writing score of pretest and posttest.The finding of this study showed that there was improvement on the students' ability in writing recount text. It can be seen from the mean score of pretest was 56,6. Then, the mean score of posttest cycle 1was 73.6 and the mean score of posttest cycle 2 was 80.2. In addition, there were 5 students (12%) who passed KKM in the pre test. Meanwhile, in the cycle 1, there were 15 students (40%) who passed KKM and it gained which was in the posttest cycle 2 there were 20 students (80%) who passed KKM, so the criteria of success was achieved. Then, from the result of questionnaire, it showed that there was improvement of positive responses in the teaching-learning process of writing recount text. Related to the result of observation and interview, it can be concluded that the students' ability in writing recount text improved and the students' were motivated in the teaching-learning process.

Key words: *Recount Text, Scaffolding Strategy, Junior High School Number 14 Rejang Lebong*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Nowdays, in modern society, English becomes more important as a tool of communication. It becomes one of the international language used by many people in the world. In some countries, such as: Singapore, Malaysia, and many more english is used as a second language. It has become one of the main languages in international communication. English is used in many aspects of human life in this globalization era, such as in technological field, scientific field, economic field, etc. So, we can follow the rapid development of globalization era by using it.

In Indonesia, English is a foreign language. English was taught at schools from elementary school up to university. Moreover, the English language teaching in Indonesia is based on the Minister of Education and Culture decree No. 096 of 1967, declared that: "English becomes the first foreign language that should be taught formally to all Indonesian students, started from Junior High Schools up to Colleges or Universities level"[1]

English have four skills, they are speaking, reading, listening and writing. According to James A.W Heffernan and John E. Lincoln who defined, "Writing is a means of communication you must consciously learn. And part of what makes it hard to learn is that written words usually have to express your meaning in your absence, have

[1] Departemen Pendidikan dan Kebudayaan RI, Keputusan Menteri: No. 096/ kep/ 1967.

to “speak” all by themselves”[2] For this statement, it is clearly stated that to make “a writing” it is not simple as verbal communication. It needs to be learned first in order the writer can express what he/she really means.

According to Sheridan Baker, “Writing is one of the most important things do. It helps us catch our ideas, realize our thoughts, and stand out as fluent persuasive people both on paper and on our feet in front of the meeting or the boss”[3]. Writing skill are important, Writing helps students in mastering the English completely. It can ease them to deliver their purpose because with writing students can issue the idea in the form of writing. Writing can improves communication skills. Writing help students review and remember recently learned material. Writing encourages creativity and exploration and writing is essential for self-understanding. The wriitng standart in Junior High School is student will use their think about, record and communicate expreriences, ideas, and information to meet specific learning purpose across thr curriculum.

For foreign language learner, writing is considered as the most difficult skill, because in writing they have to combine the correct grammatical and also the coherent and cohesion of the paragraph.[4] It is also supported by J. B Heaton who stated that “the

[2]James A. W. Haffernan and John E. Lincoln, *writing a college handbook,* (new York: W.W. Norton and company, inc, 1986), second edition, p.3

[3]Sheridan Baker, *The Practical Stylist,* (New York: Harper & Row Publishers, 1987), Sixth Edition, p.1.

[4] Jack C. Richard, *methodology in Language teaching: an Anthology of current practice,* (new York: Cambridge university press, 2002), p.303

writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgment element".[5]

The writer found some problems during observations directly, one of them is writing the genre texts. There are many categories of text type (genre) for examples, descriptive, narrative, recount, report, procedure, exposition, explanation, discussion, and so on. In Junior High School, only four types of texts are taught, they are: narrative, descriptive, recount and procedure text. Researchers choose recount text to be researched because 85% of grade eight students said that recount text is the most difficult type of text in junior high school based on the results of interviews of all eighth graders were done before the research. The phenomenon found during the obeservation is students were difficult to generate their ideas, because of this several problems arise, such as: they often find a difficulty to understand the text or the story even though they have tried to translate the words by a dictionary. Then, they often cannot remember well the vocabulary. They cannot find the appropriate words to be written and they also have difficulty in how to compose sentences. As a result, the students have no motivation to write, and writing becomes a boring and hard activity for them. The phenomenon arise because the value of writing students is only 12% or 3 students from 25 students who get scores above the KKM with an average value of 56.6. While learning is said to be successful if 75% of students get grades above the KKM.

[5]J. B. Heaton, *writing English language test: longman handbook for language teacher* (new York: longman, 1975), p.135

There are many strategies in teaching writing such as plan and write strategy, metacognitive strategy, affective strategy, social strategy, scaffolding strategy and many more. The researcher choose scaffolding strategy because scaffolding strategy can helping students achieve his/her learning goals and can solve students problems in writing text.

Scaffolding is one of strategies that can be used to help the students to understand their material to be learned. Keith said that instructional scaffolding is a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.[6] Examples of scaffolding strategy[7] : Advanced organizers, Modeling, Worked examples, Concept maps, Explanations, Handouts and prompts.

According to the explanations above and the strong desire of solving these problems, the writer has motivation to do a classroom action research in improving the students' ability in writing recount text in real class by using scaffolding strategy. It is hoped that the strategies can improve the students' ability in writing. According to the preceding statement, it is necessary to counduct a research entitled is "improving students' ability in writing recount text through scaffolding strategy".

B. Question of The Research

[6] R. Keith Sawyer, *The Cambridge Handbook of the Learning Sciences*. New York: Cambridge University Press, 2006

[7] https://en.wikipedia.org/wiki/Instructional_scaffolding#cite_note-45

Based on the background presented above, the writer plans to solve the problem through scaffolding strategy in improving students' writing ability of recount text at the second semester of eighth grade of SMPN 14 Rejang Lebong. The general question of this research is :

1. How was the influence of scaffolding strategy to improve students' ability in writing recount text ?

C. Objective of the Research

Based on the problem formulation above, the objectives of this study are:

1. To know the influence of scaffolding strategy in improving students' ability in writing recount text.

D. Hypothesis

In this study, the researcher states :

Null hypothesis : There is no significant improvement result between teaching writing recount text through scaffolding strategy.

Alternative hypothesis as follows: There is significant improvement result between teaching writing recount text through scaffolding strategy.

E. Delimitation Of The Research

In this research, the study is focused in how to improve the student ability in writing by using scaffolding strategy and the ways how scaffolding strategy facilitate the students with valuable support in writing recount text.

F. Benefit Of The Research

The research hopes, this research result give benefit for the students, the teachers, the school and other researcher.

1. For the students, it is hoped by using scaffolding strategy in learning can help them to improve their ability in writing recount text.
2. For the teachers, it can help the teacher use and apply various and interesting technique when teaching and learning, in the case the teacher can implement scaffolding strategy as new and effective way to teach the students' ability in writing recount text.
3. For the school, it hoped word scaffolding can become modernity in teaching to stimulate the teacher ability in recount text.
4. For other researcher, it help the result of this study can be reference other researcher who want to conduct a reseach with the same problem.

G. The Definition Of Key Term

To make the readers have the same perception for some terms used in this study, so the following definitions are needed, they are:

1. Recount Text is the form of text that aims at retelling past events for entertaining. The purpose of recount text to list and describe past experience by retelling events in the order in which they happened. generic structure recount text : orientation, events and reorientation.
2. Scaffolding strategy is a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is

tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.

3. Student writing ability is the student's skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

H. Research Paper Organization

The brief explanation of the research will be organized into: chapter I is introduction. This chapter consist of background of study, Limitation of the research, research problem, Objective of the research, benefit of the study, the definition of key term, hypothesis and research paper organization. Chapter II is review of related literature. This chapter consist to review of related theories. Chapter III is methodology. This chapter consist of research design, population and sample, research instrument, research procedure, data collection technique, and the technique of data analysis. Chapter IV is research finding and discussion. Chapter V is conclusion and sugesstion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

1. The definition of Writing

As started above that writing is a way of expressing our thoughts in order to the reader can understand what we have in our mind in the written form, according to Sheridan Baker "In writing you clarify your own thoughts, and strengthen your conviction. Indeed, you probably grasp your thoughts for the first time. Writing is way thinking. Writing actually creates thought, and generates your ability to think: you discover thoughts you hardly knew you had, and come to know what you know. You learn as you write. In the end, after you have rewritten and rearrange for you best rhetorical effectiveness, your words will carry your readers with you to see as you see, to believe as you believe, to understand your subject as you now understand it".[8]

Another expert, Sherman Kent stated that, "writing is expression, and that successful expression is dependent upon the continuity and clarity of the thought".[9] It means, when someone wants to write about based on their thought. Another definition was given by James A.W Heffernan and John E. Lincoln who defined, "Writing is a means of communication you must consciously learn. And part of what makes it hard to learn is that written words usually have to express your meaning in your absence, have

[8]Sheridan baker, *the practical stylist*, (new York: harper & row publisher, 1987), sixth edition, p.2-3

[9]Sherman Kent, *writing history*, (new York: Appleton century crofts, 1941), second edition, p.56

to “speak” all by themselves”[10] For this statement, it is clearly stated that to make “a writing” it is not simple as verbal communication. It needs to be learned first in order the writer can express what he/she really means.

For many foreign language learner, writing is considered as the most difficult skill, because in writing they have to combine the correct grammatical and also the coherent and cohesion of the paragraph. It is in line with Jack C. Richard statement that, “writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences”[11], it is also supported by J. B Heaton who stated that “the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgment element”.[12]

There are many factors influencing writing to be good one such as grammatical, vocabularies, punctuation and spelling knowledge. As stated by Penny Ur, “on the other hand, the writer needs also to pay some attention to formal aspects; neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary”.[13] A writer should pay attention for his/her writing from many aspects in order to reduce error and mistake, therefore he/she can create a good writing.

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[10]James A. W. Haffernan and John E. Lincoln, *writing a college handbook,* (new York: W.W. Norton and company, inc, 1986), second edition, p.3

[11]Jack C. Richard, *methodology in Language teaching: an Anthology of current practice,* (new York: Cambridge university press, 2002), p.303

[12]J. B. Heaton, *writing English language test: longman handbook for language teacher* (new York: longman, 1975), p.135

[13]Penny Ur, *A course in language teaching: practice and theory practice and theory,* (Cambridge: Cambridge university press, 1996), p.163

In writing, a paragraph should be integrated one to another. If it is not, the reader can not catch the idea of the writer, because writing is for communicate and share to other people about the writer experiences. As Ken Hyland said that, "writing instruction begins with the purpose for communicating, and then moves to the stages of a text which can express these purpose".[14]

These all means that, when someone writes in a foreign language, he/she is hopefully can express his/her own idea and thought in a correct form of written text which has a related idea in the paragraphs, it is implied in Penny Ur's book, A course in language teaching about the objective in writing, "the objective of the teaching of writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language.[15]

2. The writing process

From all the statements in previous section, it can clearly concluded that in do a "writing", there are several factors that a writer must understand, started from grammatical, vocabularies, punctuation, and many more. Another important thing that a writer must understand is a writing process. Writing process is the several actions which have to be done by a writer if he/she want to write. For some expert, writing is a process that involves some steps. Daniel brown and Bill Burnete said that:[16]

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[14]Ken Hyland, *second language writing*, (Cambridge: Cambridge university press, 2003), p.20

[15]Penny Ur, op cit, p.162

[16]Daniel Brown and Bill Burnette, *Connections a Rhetoric/Short prose reader*, (new Jersey: Houghton Mifflin company, 1984), p.7-8

The writing process has two main steps: invention and presentation or we can be more specific and say that the writing process always involves the nine step listed below:

1. Gathering information
2. Finding ideas in the information
3. Choosing and narrowing a topic to write about
4. Forming a main idea about the topic
5. Selecting and arranging the supporting ideas from the gathered information
6. Writing trough drafts
7. Revising the draft
8. Writing a final draft
9. Proof reading the paper

All of these processes will lead a writer to make a good writing. He/she should be careful in doing invention and presentation above. He/she should collect the further information about the idea itself until he/she can start to write or start the presentation from writing a draft until becomes a complete writing.

According to Jack C. Richards and willy A. renandya writing process as a private activity may be broadly seen as comprising four main stages, they are:

1. Planning (free-writing) is any activity in the classroom that encourages students to write, such as: group brainstorming, clustering, rapid free writing, WH-Questioning and so on.
2. Drafting (writing) is a stages where the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness.
3. Revising is an activity to review the text on the on the basis of the feedback given in the responding stages and to reexamine what was

written to see how effectively the writer communicates the meaning to the reader.

4. Editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher; they edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and so on.[17]

The purpose of writing provides the students with a series of planned learning experiences to help them understand the nature of writing at every point. Therefore, the process of writing is important to produce a better writing and it can develop positive attitudes toward writing.

3. The purpose of writing

The purpose of writing based on Penny Ur, the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing".[18]

From the statement above, it can be concluded that the purpose of writing is to give a message to the reader accordance the writer itself.

Ann Raimes said that the purpose of writing as follow:

> "Writing helps our students to learn. How? First, writing reinforces the grammatical structures, 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.

[17]Jack C. Richards and willy A. renandya, *methodologyin language teaching* (an anthology of current practice), pp.315-319.

[18]Penny Ur, *A course in language teaching: practice and theory*, (Cambridge: Cambridge university press, 1996), p.163

> Thirds, when write, they necessarily become very involved with the new language. From that statement, it can be known that it is important to have students common in do the "writing", especially in order to understand a foreign language because with writing, the students can get deeper involved with the language itself" [19].

Meanwhile according to Adam U Kempler said that "we write for many reason: to inform, to argue, to complain, to correct, to solve problem, to organize, to make money, to remember, to entertain, to mourn, to articulate emotion, to express imagination, to pass test, to fulfill assignment, to explore the world and ourselves, and enjoy life".[20]Based on all of the statement above, the writer got an understanding that no matter our writing is, it was done to express the idea and felling to raise a purpose based on each importance.

B. Recount text

1. Definition of recount text

There are several definitions about recount text from several language experts. Mark Anderson and Kathy Anderson in their book text Types in English 3 said that, "recount is a piece of text that retells past event, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred".[21] Another definition according to A.S Hornby, "recount text is one kinds of story genre, recount tells somebody about something, especially something that you have experienced"[22]. Ken Hyland in his book Second Language Writing also

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[19]Ann Raimes, *technique in teaching writing*, (new York: oxford university press, 1983), p.3

[20]Adam U. Kempler, *adventures in writing, an introduction to the writing process with reading* (upper Saddle River: prentice Hall, 2003), p.6

[21]Mark Anderson and Kathy Anderson, *text types in English 3*, (south yara: McMilan education PTY LTD, 1957), p.24

[22]A.S Hornby, *the advance learner's dictionary of current English*, (oxford: oxford university press, 2000), p.978

mentioned the purpose of recount is “to reconstruct past experiences by retelling events in original sequences”.[23]

From all the several definition above, it can be concluded that recount text is a text tells about something occurred in the past in order to give information into chronologically of what had happened. In other words, recount text is a type which retell past events chronologically in order to give information or entertainment.

2. Kinds of recount text

Recount text is classified into three, they are:[24]

1) Personal recount

Personal recount is one of recount texts which retell an experience in which the writer was personally involved. The purpose of a personal recount are to inform, entertain the audience (listener or readers), or both.

2) Factual recount

Factual recount is a list or record of a certain event, such as news story, eye witness, news report, historical events.

3) Procedural recount

Procedural recount record event such as science experiment or a cooking experience. It present the events chronologically (in the order in which thay happened). The purpose of procedural recount is to inform listeners or readers.

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[23]Key Hyland, op cit p.20

[24]Dr. Mukarto, M.Sc and sujatmiko B.S, S.Pd, *English on sky 2 for junior high school students year VIII*, (Jakarta: penerbit erlangga, 2007), p.62

From three kinds of recount text above, generally they have a same characteristic that is to retell past events chronologically.

3. Generic structure of recount text

The generic structure of recount text are:[25]

1) Orientation

Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened.

2) Events

Events is the main important activities or event that occurred in that story of text. The function is to give more explanation of the orientation.

3) Re-orientation

Re-orientation is a conclusion of the story. Some recounts have a concluding paragraph; however, this is not always necessary.

In other words this is a kind of text that saying about how a thing in the past happens in chronologically and also saying about a feeling or expression of that things.

4. Linguistic features of recount text

The linguistic features usually found in a recount text, they are:[26]

1) Focus on individual participant

All participant who become a subject of the text

2) Use of past tense

[25]Mark Anderson and Kathy Anderson op cit, p.24

[26]Th. M. Sudarwati, eudia grace, *look ahead 1 for senior high school year X*, (Jakarta: erlangga, 2006), p.33

Recount text always uses past tense because all events in that text has already happened in the past and it's contain only retell the event already occurred.

3) Focus on a temporal sequence of events

The temporal sequence of event is found in this recount text and to explain the sequence of event.

4) Use of material (or action) clauses

All words, sentences, clauses describe an action of the story in the recount text.

5. The example of recount text

Generic structure	Visiting glendi festival	Language features
Orientation	Yesterday, *I* **went** to the Glendi Festival with nine other kids from my class to take part in the dancing and to have a good time. This festival is held in March each year in a big city park.	Individual participant: I, We (I and nine other kids) **(Italic)**
Event 1 Event 2 Event 3	At first, *we* **went** together to **eat** in one of the tents. We bought souvlakia, yiros, chips, roast, corn on the cob and drinks. Everything was so taste. Afterwards, *we* **visited** the school tent where *we* **viewed** the student project from many schools.	Past tense (material processes) **(Bold)**

	Later, *we* **gathered** in front of the large stage. The announcer **was calling** the school teams one by one to dance Greek dances. Our turn came! *We* **danced** two dances, a kalamatiano and a hasapiko. The crowd gave us a great applause.	
Re-orientation	At the end of the day, *we* were all tired but happy because we had a wonderful time.	Temporal sequence of events: **(Underlined)**

(Adapted from 1st grade of senior high school of English text book)

C. Scaffolding Strategy

1. Definition of scaffolding

Scaffolding is a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.[27] Scaffolding Theory was first introduced in the late 1950s by Jerome Bruner a cognitive psychologist. The scaffolding instruction as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPD). "The zone of proximal development is the distance between what

[27] R. Keith Sawyer, *The Cambridge Handbook of the Learning Sciences*. (New York: Cambridge University Press, 2006)

children can do by themselves and the next learning that they can be helped to achieve with competent assistance"[28]

Wood, Bruner, and Ross' idea of scaffolding also parallels Vygotsky's work. Though the term was never used by Vygotsky, interactional support and the process by which adults mediate a child's attempts to take on new learning has come to be termed "scaffolding." Scaffolding represents the helpful interactions between adult and child that enable the child to do something beyond his or her independent efforts. A scaffold is a temporary framework that is put up for support and access to meaning and taken away as needed when the child secures control of success with a task. For example, parents seem to know intuitively how to scaffold their children's attempts at negotiating meaning through oral language. The construction of a scaffold occurs at a time where the child may not be able to articulate or explore learning independently. The scaffolds provided by the tutor do not change the nature or difficulty level of the task; instead, the scaffolds provided allow the student to successfully complete the task.[29]

In writing instruction, typically support is presented in verbal form (discourse). The writing tutor engages the learner's attention, calibrates the task, motivates the student, identifies relevant task features, controls for frustration, and demonstrates as needed.[30] Through joint activities, the teacher scaffolds conversation to maximize the

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[28] Raymond, E, *Cognitive Characteristics Learners with Mild Disabilities*. (Needham Heights, MA: Allyn & Bacon, A Pearson Education Company, 2000), p.176

[29] Wood, D., Bruner, J., & Ross, G. *The role of tutoring in problem solving*. (Journal of Child Psychology and Psychiatry, 1978) , p.89–100.

[30] Rodgers, E. M. *Interactions that scaffold reading performance.* (Journal of Literacy Research, 2004) , p.501–532.

development of a child's intrapsychological functioning. In this process, the adult controls the elements of the task that are beyond the child's ability all the while increasing the expectations of what the child is able to do. Speech, a critical tool to scaffold thinking and responding, plays a crucial role in the development of higher psychological processes, because it enables thinking to be more abstract, flexible, and independent.[31] From a Vygotskian perspective, talk and action work together with the sociocultural fabric of the writing event to shape a child's construction of awareness and performance.[32] Dialogue may range from casual talk to deliberate explanations about features of written language. The talk embedded in the actions of the literacy event shapes the child's learning as the tutor regulates her language to conform to the child's degrees of understanding. Clay (2005) shows that what may seem like casual conversational exchanges between tutor and student actually offer many opportunities for fostering cognitive development, language learning, story composition for writing, and reading comprehension. Conversations facilitate generative, constructive, experimental, and developmental speech and writing in the development of new ideas.[33]

2. The Steps of Scaffolding

Vygotsky identifies four steps of instructional scaffolding (Byrnes, 2001, p.37), they are:

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[31] Bodrova, E., & Leong, D. J. *Scaffolding emergent writing in the zone of proximal development*. (Literacy Teaching and Learning, 1998), p.1–18.

[32] Dorn, L. A Vygotskian perspective on literacy acquisition: *Talk and action in the child's construction of literate awareness*. (Literacy Teaching and Learning: An International Journal of Early Reading and Writing, 1996), p.15–40.

[33] Smagorinsky, P. *Vygotsky and the social dynamic of classrooms.* (English Journal, 2007), p.61–66.

a. Modeling

The first phase is modeling, with verbal commentary. Modeling is generally the first step in instructional scaffolding. Hogan and Pressley in Lange (2002: 3) define it as "teaching behavior that shows how one should feel, think or act within a given situation". There are three types of modeling: think-aloud modeling, talk-aloud modeling and performance modeling. Think-aloud modeling is verbalization of the thought process used to solve a particular problem. For example, an instructor might verbalize his or her strategies for finding the main idea of a paragraph. By contrast, talk-aloud modeling is a demonstration of task completion accompanied by verbalization of the thought process or problem solving strategy that brought the modeler to her conclusion. For example, an instructor might verbally describe her strategies as she demonstrates the written solution to a word problem. Finally, performance modeling is simply demonstration of the task to be completed. For example, an instructor might model sustained silent reading by reading a book and either moving her lips, smiling at a funny part of the story, running her finger along the lines of text as she reads, etc. Performance modeling does not involve any verbal explanation (Hogan and Pressley, 1997, p. 20).

In addition to modeling, it is extremely important for the instructor to offer explanations, which should be "explicit statements adjusted to fit the learners' emerging understandings about what is being learned (declarative or prepositional knowledge), why and when it is used (conditional or situational knowledge), and how it is used (procedural knowledge)" (Hogan and Pressley, 1997, p. 17).

b. Imitating

In this phase, students imitate of the skill they've seen modeled by their instructor, including the commentary. Having observed their instructor's model, the students begin guided practice by performing parts of the task independently. The instructor assists his or her students with their early practice and continuously assesses their learning (Turnbull et. al., 1999, pp. 641-642). During this phase, the instructor must constantly assess student understandings and offer frequent assistance and feedback.

c. Removing

The third phase is the period when the instructor begins to remove her scaffolding. She offers progressively less assistance and feedback to her students as they begin to master new content and/or process.

d. Achieving

In this final phase, the students have achieved an expert level of mastery. They can perform the new task without any help from their instructor (Byrnes, 2001, p. 37).

Supporting to Vygotsky's idea, Herber and Herber in Lange Paper (1993, pp. 138-139) states that the scaffolding strategy consists of teaching new skills by engaging students collaboratively in tasks that would be too difficult for them to complete on their own. The instructor initially provides extensive instructional support, or scaffolding, to continually assist the students in building their understanding of new content and process. Once the students internalize the content and/or process, they assume full responsibility for controlling the progress of a given task. The temporary scaffolding

provided by the instructor is removed to reveal the impressive permanent structure of student understanding.

In addition, Hogan and Pressley (1997: 17-36) in Lange paper say that there are actually five different instructional scaffolding techniques: modeling of desired behaviors, offering explanations, inviting student participation, verifying and clarifying student understandings, and inviting students to contribute clues. These techniques may either be integrated or used individually, depending on the material being taught. The instructor's goal in employing scaffolding techniques is offering just enough assistance to guide the students toward independence and selfregulation.

3. The advantages of scaffolding

When the teacher will use the strategy the teacher must know if those strategies have the advantages or not. If the teacher knows the advantages the teacher can estimated that the strategy will be useful in the teaching learning process. According to Suherdi (2008) there are some advantages of using scaffolding strategy, those are:

a. Helping students to be able to write confidently

This method of writing will help the students acquire the knowledge and skills to be able to write confidently. Because this method that applied in writing will give the student stimulus, reinforcement, and feedback.

b. Improving the students' participation

Scaffolding will help students to maximize their ZPD (Zone proximal Development) and develop their social as well as personal life skill. The students have to participate actively in teaching learning process.

c. Moving the students into zone of proximal development (ZPD)

Rachel R. Van Der Stuyf,(2002: 2) states that ZPD is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance. It means that the activities in scaffolding can move the students into ZPD. The assistant in ZPD will help the students to solve the problem in mastering something.

d. Improving students' motivation

Scaffolding can motivate the students to learn more and minimize the level of frustration for the students. The students still focus on the task in teaching learning process.

e. Enhancing students' interaction

Interaction in the classroom is very important to make teaching learning process will be successful. According to Suherdi (2008) there are some tools that can the teacher provides for students in achieving their learning targets, such as realia, practice, working in pairs, group work, pauses, and gestures. All of them need the students' contribute to finish the communicative task. In their activities there are interaction between the teacher and the students or interaction among the students.

D. Previous research

In this research, the writer summarizes the relevant previous researches to prove the originality of the research. The first research has been conducted by Indah Permata (2010). In her thesis: "The Use of Webbing Technique for Teaching Vocabulary" (a case study of 5th Grade students of SDN Karang Rejo Kesesi academic Year 2009/2010).[34] She concludes that the students can improve their vocabulary especially in English Language. She also states that webbing can be the good technique in teaching vocabulary. There is a similarity between her research and the writer's research. The similarity is that she uses webbing in her techniques. But there are differences between her researches with the writer's research; those are participant, grade of students, teaching skill.

The second thesis is "Using Small Group Discussion in teaching Writing (New Item Text) to the Senior High School Students (a case of the year ten students of SMA PGRI Purwodadi in the Academic Year of2009/2010)" by Puji Listiowati.[35]She has same material in her research that is News Item and grade of students. The difference between the writer and her research is the skill and technique. She uses Small Group Discussion to teach writing. She concludes that using Small Group Discussion is more effective to teach written News Item Text than without Small Group Discussion.

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[34]Indah Permata. (01615233), *The Use of Webbing Technique for Teaching Vocabulary" (a case study of 5th Grade students of SDN Karang Rejo Kesesi academic Year 2009/2010*) (Semarang: English Department and Education FacultyIKIP, 2010), Unpublished thesis.

[35]Puji Listiowati (2210405655), *Using Small Group Discussion in teaching Writing(New Item Text) to the senior High school students (a case of the year ten students of SMA PGRI Purwodadi in the academic year of 2009/2010),*(Semarang: English Department and Education Faculty UNNES, 2010) , Unpublished Thesis

The third research is "The Effectiveness of News Anchor Video and Picture to Improve the Students' Ability in Writing News Item (an experimental study of the tenth grade students of MA Al Mukmin Sukoharjo in The Academic Year of 2009/2010)" by Umi Hikmawati. The similarity between her research and the writer's research are News item and the participants. The differences are skill ability and technique. She gets result that NewsAnchor Video and Picture is more effective than pictures.[36] Thus that hypothesis that news anchor video is more effective than pictures to improve the ability.

Based on the researches above, it makes the writer interest to compose a research by formula title "improving students' ability in writing recount text through scaffolding strategy "(a classroom action research at the Eighth Grade Students Of SMPN 14 Rejang Lebong In The Academic Year Of 2017/2018). This research is different from thesis above.

[36]Umi Hikmawati (2201406079), *The Effectiveness of News Anchor Video and Picture to improve the students' ability in writing News Item (an experimental study of the tenth grade students of MA Al Mukmin Sukoharjo in The academic year of 2009/2010*), (Semarang: English Department and Education Faculty UNNES, 2010) , Unpublished Thesis

CHAPTER III

METHODOLOGY

A. Research Design

The design of this study is classroom action research. It is called CAR because the study is aimed at developing a certain instructional strategy to solve problems in a classroom.

Arikunto stated that CAR is conducted by teacher collaboratively by reflecting on and analyzing his/her teaching and learning process to improve the quality of teaching learning ability in the physical classroom.[37]The essential component of action research according to Kember, there are: (1) Concerned with social practice; (2) Aimed towards improvement; (3) A cyclical process; (4) Pursued by systematic enquiry; (5) A reflective process; (6) Participative; (7) Determined by the practitioner.[38]Kurt Lewin also said that, "action research is asequence step contains four phases: planning, acting, observing, and reflecting".[39]In addition, there are three elements in CAR:

1. Research is an activity to improve an object by using aappropriate methodology rules for getting data and information and then analyze to solve problem.

[37]Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), p. 106-108

[38]David Kember, *Action Learning and Action Research*,(London: Kogan Page Limited, 2000), pp.23-24.

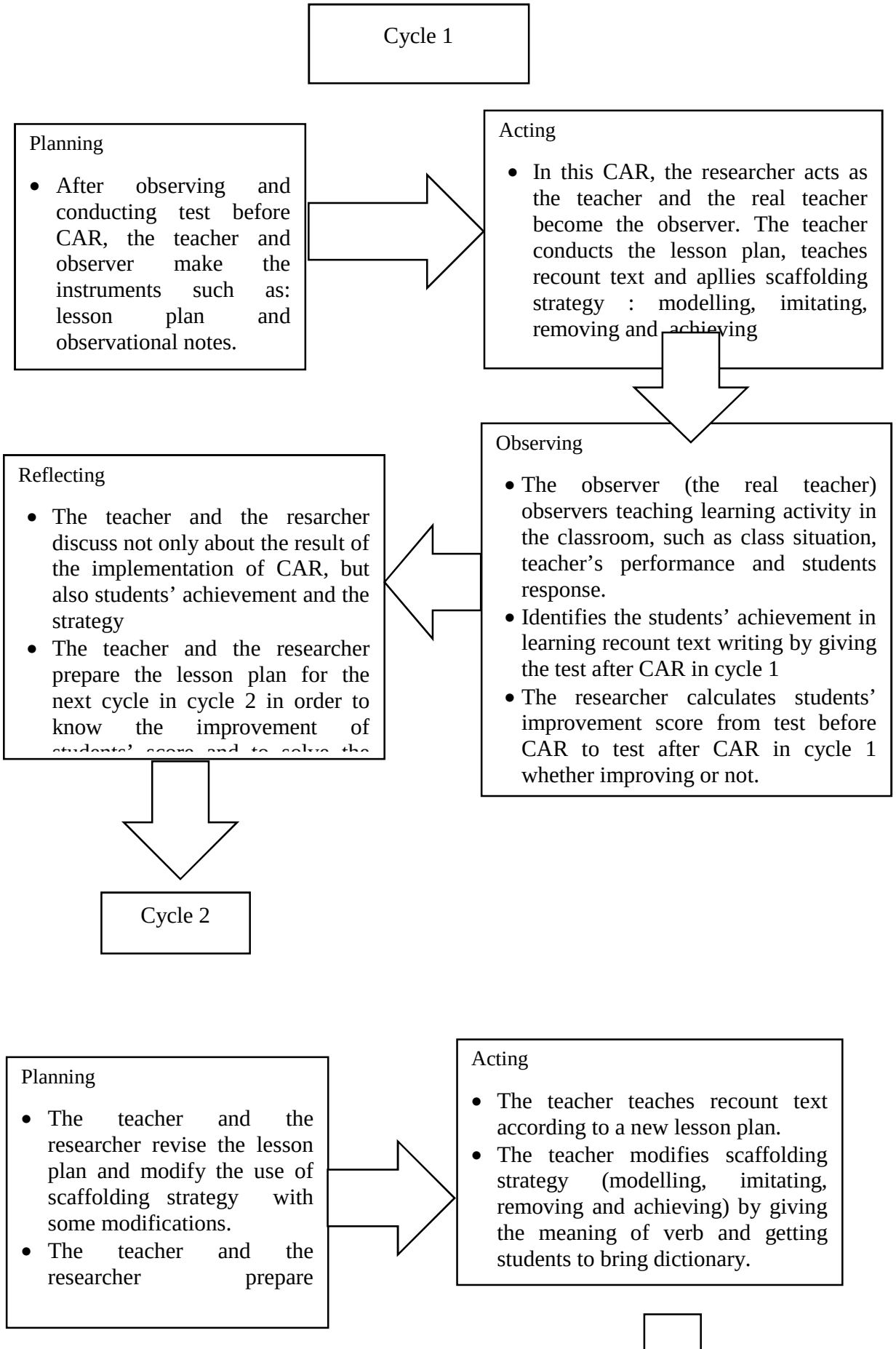
[39]Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*,(Jakarta:PT Raja Grafindo Persada, 2008) p. 4

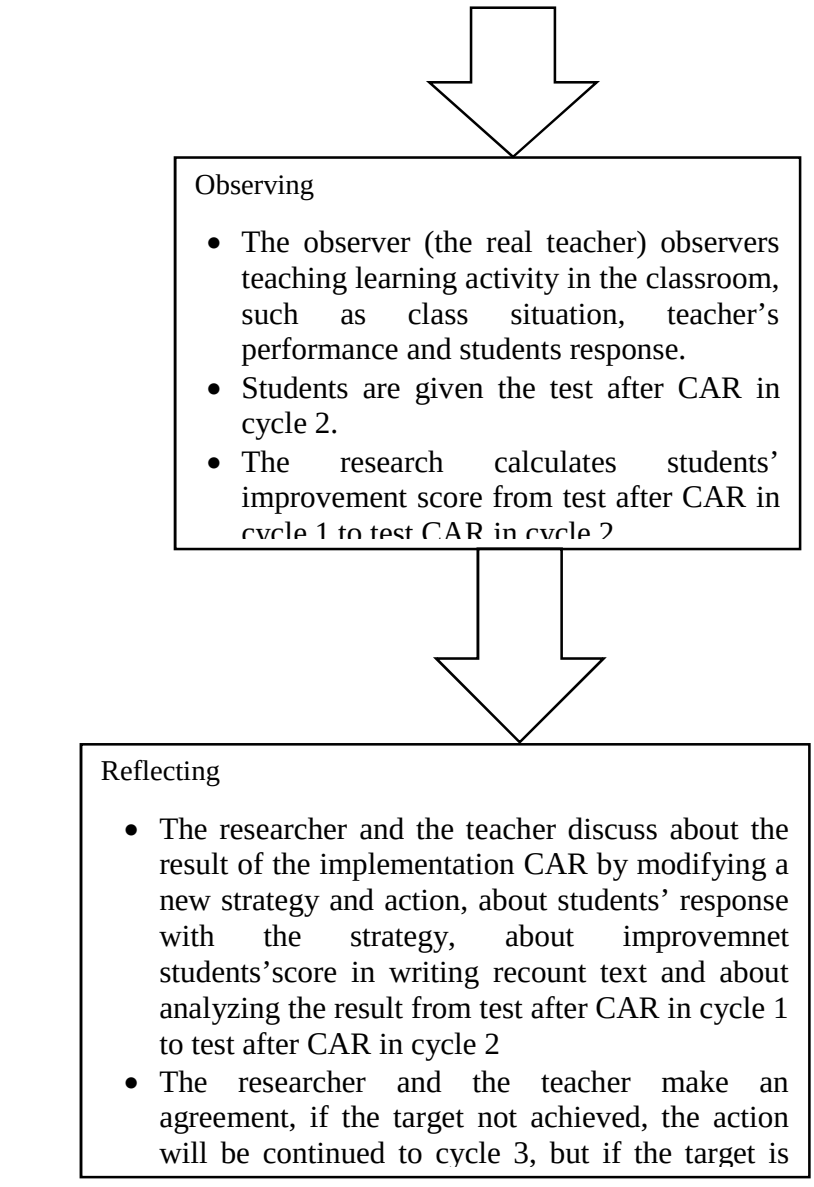
2. Acting is an activity that is done for certain purpose, in cycle sequence form activity.
3. Class is group of students when at the same time, receive same lesson from their teacher.[40]

In a brief explanation, we can say that CAR is a reflective study done by teacher in a classroom for getting solution about the problem until it can be solved. In addition, CAR helps teacher to solve the problem by applying a new method or strategy as an alternative way leading to innovation. In this Classroom Action Research (CAR), the writer used the CAR principle to collect the data. This research consisted of two cycles and each cycle consisted of four steps, namely, planning, acting, observing, and reflecting.[41] The writer described the cycles through the scheme of action research designed by Kurt Lewins as follows:

[40]Ibid, p.39

[41] [41]Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*,(Jakarta: PT. Indeks, 2009), p. 44


Cycle 1
Planning
After observing and conducting test before CAR, the teacher and observer make the instruments such as: lesson plan and observational notes.
Acting
In this CAR, the researcher acts as the teacher and the real teacher become the observer. The teacher conducts the lesson plan, teaches recount text and apllies scaffolding strategy : modelling, imitating, removing and achieving
Observing
The observer (the real teacher) observers teaching learning activity in the classroom, such as class situation, teacher's performance and students response.
Identifies the students' achievement in learning recount text writing by giving the test after CAR in cycle 1
The researcher calculates students' improvement score from test before CAR to test after CAR in cycle 1 whether improving or not.
Reflecting
The teacher and the resarcher discuss not only about the result of the implementation of CAR, but also students' achievement and the strategy
The teacher and the researcher prepare the lesson plan for the next cycle in cycle 2 in order to know the improvement of
Cycle 2
Planning
The teacher and the researcher revise the lesson plan and modify the use of scaffolding strategy with some modifications.
The teacher and the researcher prepare
Acting
The teacher teaches recount text according to a new lesson plan.
The teacher modifies scaffolding strategy (modelling, imitating, removing and achieving) by giving the meaning of verb and getting students to bring dictionary.



Kurt Lewin's Action Research Design

(Adapted from Wijaya Kusumah, 2009)[42]

CAR was applied in this study since it is regarded important for the researcher to develop writing ability of VIII grade students at Junior High School Number 14 Rejang Lebong by applying a suitable strategy. By applying this strategy, it was expected to solve students' problems in teaching-learning process of writing recount text. The classroom action research design applied in this study is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of Junior High School Number 14 Rejang Lebong as an observer and collaborator. The writer plays a role as an English teacher who teaches recount text writing through Scaffolding Strategy to the students, while the real English teacher's role is as an observer who observes the action of the study while teaching-learning activities happens in the classroom. Also he acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but she also took actions by making lesson plan and giving assessment. Then, she also collected and analyzed data together with the teacher to know the result of their students' writing.

B. Subject of the Research

[42]Ibid, p. 44

Population can be defined as a group to whom the researcher would like to generalize the results of the study. The population of the research were the eighth year students of Junior High School Number 14 Rejang Lebong which consisting of six classes. Each class consists of twenty-five students. A sample is a group in research study on which information is obtained. Since the population of the study was very big, the researcher choose the purposive sampling in determining the sample of the study. Purposive sampling is the sampling by rating researchers about anyone who deserve (meet the requirements) for the sampled. By purposive sampling criteria sample will be in accordance with the researcher conducted[43]. This is the effective way of determining the sample from huge population. The researcher choose the VIII E class, because VIII E got lower score than all of VIII class

Figure.1

Sample

NO	Class	Students
1	VIII E	25

Figure.2
Score Pretest

NO	Class	Score
1	VIII A	77.5
2	VIII B	75.8
3	VIII C	75.5

[43] http://www.portal-statistik.com/2014/02/teknik-pengambilan-sampel-dengan-metode.html?m=1

4	VIII D	74.8
5	VIII E	56.4
6	VIII F	65.7

C. Procedure of the Research

According to Kurt Lewin's concept of the CAR, it consists of four phases within one cycle. They are planning, acting, observing, and reflecting. Based on the design above, after completing the first cycle, if it is found a problem again or there is no improvement of the students' ability, hence, it is essential to continue to the next or second cycle with the same model of the first cycle.

Before entering the cycle of classroom action research, the writer conducts the preliminary study which is aimed for analyzing and identifying problems faced by teacher and students in teaching-learning activities. The researcher observed the class. Moreover, she assigned the students to write a recount text in order to identify the students' real competence and problems in writing recount text. After the preliminary study was conducted, then the writer moves on to the next phase, involving: planning, acting, observing and reflecting.

1. Planning phases

In planning phase, the writer and the teacher shared the information. The writer identifies and diagnoses students' writing problem occurred in the classroom proven by observing and interviewing. Afterward, the writer analyzes the data that have been identified through observation and interview. It covers determining the

technique, designing lesson plans, and setting the criteria of success. In determining the technique, it refers to the students' problem. In this case, the main problem of the Students is they were difficult to generate their ideas when they get started to write. Therefore, the researcher thought that by giving them an instructional media such as example of recount text can overcome this problem in writing. In designing the lesson plans, the writer and the teacher discussed to make lesson plan by applying the determined strategy. Designing lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The writer made lesson plan based on the recent used syllabus. The writer describe the project or activity that she designed for her students by preparing lesson plan and applying lesson plan in VIII grade class at Junior High School Number 14 Rejang Lebong. The lesson plan included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, and procedure of assessment. In setting the criteria of success, the writer and the teacher discussed to determine the criteria of the action success It is useful for measuring whether the action of this study is successful or not. In line with the study, the criteria of success are decided based on the agreement between the writer and the collaborator as follows:

(1) 75% of students achieve the score equal or greater than 75 as the minimum mastery criterion (KKM score).

(2) The students' participation in writing activities increase that 75% of students should get involved actively in writing activities.

2. Acting phases

In this phase, both the writer and the teacher collaborate to carry out the planned action. In this phase the lesson plan that has been discussed, would be implemented by the writer and the teacher. In implementing the action, the writer acts as the English teacher who taught recount text writing through scaffolding strategy. Meanwhile the collaborator acts as the observer who observes all the activities that happen in the teaching learning process. The implementation of the action involved two meetings in each cycle. This phases hoped could solve the students' problem.

3. Observing phase

In this phase, the observer observes CAR process of learning recount text writing skill by using scaffolding strategy, the observer also observes students' activity in the classroom. The important aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection. When observing, the observer should notice and make documentation all of activities in the classroom. It is regarded on class situation, students' response, the teacher's performance, and many more.

4. Reflecting phase

The writer and the English teacher who play a role as collaborator and observer analyze and evaluate learning process in cycle I. Reflecting phase is the last phase in one cycle. The aims of this phase are to reflect the data from the implementation of the action and to know whether the action is successful or not by appropriating the result of the observing phase with the criteria of success. If the result of the first

cycle is satisfy pointed by reaching the criteria of success, so there will not be the next cycle. Meanwhile, if the result of the action does not reach the criteria of success, so the next cycle needs to be done. It should move to the next cycle regarding re-planning, re-acting, and re-observing.

D. Technique of Colleting the Data

There are two types of collecting data: qualitative data and quantitative data. Some instruments are applied to obtain the data in this study. The writer uses observation and test. On the other side, the writer uses the students' final writing as a pre-test and post-test to obtain the quantitative data. The completely explanation of those instruments as follows:

a. Observation

In this case, the writer observes the students directly in the classroom and gets the description about students' activity in learning writing process. The real teacher also observes the researcher who teach in the classroom and the implementation of CAR based on observation notes which already made before. The data is taken based on the students' participation during teaching and learning activity according to lesson plan. The information obtained from this observation is used as a basis to determine the planning for the following cycle.

b. Test

The writer uses test to get data result of students' writing ability of recount text. The result of this test is students' recount paragraph based on the scaffolding strategy given. The aim of this test is to measure the students' ability in writing recount text based on the story. The tests are pre-test and post-test (based on the scaffolding strategy given). The post-test is implemented after using scaffolding strategy in teaching writing of recount text.

E. Research instrument

Define instrumentation as the whole process of preparing to collect data in a research. The score of the students' tests was used to know the effectiveness of scaffolding strategy in attaining language support to the students to improve their ability in writing recount paragraphs. They were collected through writing tests, pretest and posttest. The instrument of the study was a short writing test instruction. To help the students in composing recount paragraphs more easily, the researcher gave additional questions to lead them finding out ideas before writing.

TEST QUESTION

Waktu : 2 X 40 menit
Write a short recount paragraph (minimun 100 words) based on your experience on your last
"Lebaran" Day! You may write your paragraph by answering these questions:
1. What did you do on the last "Lebaran" Day?
2. Where did you go on the last "Lebaran" Day?
3. With whom did you go/do your activities on the last "Lebaran" day?
4. What special food did your family have on the last "Lebaran" Day?
5. Whom did you visit on the last "Lebaran" Day?

To assess the students' writing the researcher used the concept of story assessment criteria proposed by Rose (2008: 10) which was discussed further in 3.7, Data Collection Technique.

F. Technique of Analyzing the Data

In analyzing the data related to the students' test of writing ability, the writer uses analytical scoring rubric adapted from Weigle to analyze the students' paragraph writing.[44]

Score	Level	Criteria
ORGANIZATION	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succint, well-organized, logical sequencing cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out. limited support, logical but incomplete sequencing
	13-10	Fair to Poor: non-fluent, ideas confused or disconnected, lacks logical sequencing anddevelopment
	9-7	Very Poor: does not communicate, noorganization, or not enough to evaluate
VOC	20-18	Excellent to Very Good: sophisticated range,effective word/idiom choice and usage, wordform mastery, appropriate

[44]Sara Cushing Weigle, *Assessing Writing*,(Cambridge: Cambridge University Press, 2002) p. 116.

A B U L A R		register
	17-14	Good to Average: adequate range, occasional errors of word and idiom form, choice, usagebut meaning not obscured.
	13-10	Fair to Poor: limited range, frequent errors of word/idiom form, choice, usage, meaningconfused or obscured
	9-7	Very Poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
L A N G U A G E U S E	25-22	Excellent to Very Good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to Poor: major problems in simple/complex constructions, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate

Analytical scoring rubric adapted from Weigle

Process the analysis qualitative is used when the observation of students' activities during teaching learning process, and the interview before and after CAR. In this case, the writer collected the whole data that have gained. In analyzing the statistical data, the writer puts on the average of students' reading score per action in one cycle. It is used to measure the students' ability in writing. To get the mean of students' writing score within one cycle uses the formula:[45]

$$\mathbf{X} = \sum \frac{\mathbf{xn}}{}$$

X : mean

x : individual score

n : number of students

Next step, the writer identifies the improvement score on students' recount text writing from pre-test up to post-test score in cycle 1 and cycle 2. The writer uses the formula:[46]

$$\mathbf{P} = \frac{\mathbf{Y1} - \mathbf{Y}}{\mathbf{Y}} \mathbf{X\,100}\,\%$$

P : Percentage of Students' Improvement

y : Pre- test Result

y1: Post-test 1

[45]Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: RajaGrafindo Persada, 2008), p. 81

[46]David E. Meltzer, *The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, (Iowa: Department of Physics and Astronomy, 2008), p. 3

$$\mathbf{P} = \frac{\mathbf{Y2} - \mathbf{Y}}{\mathbf{Y}} \mathbf{X\ 100}\ \%$$

P : Percentage of Students' Improvement

y : Pre- test Result

y1: Post-test 2

CHAPTER IV

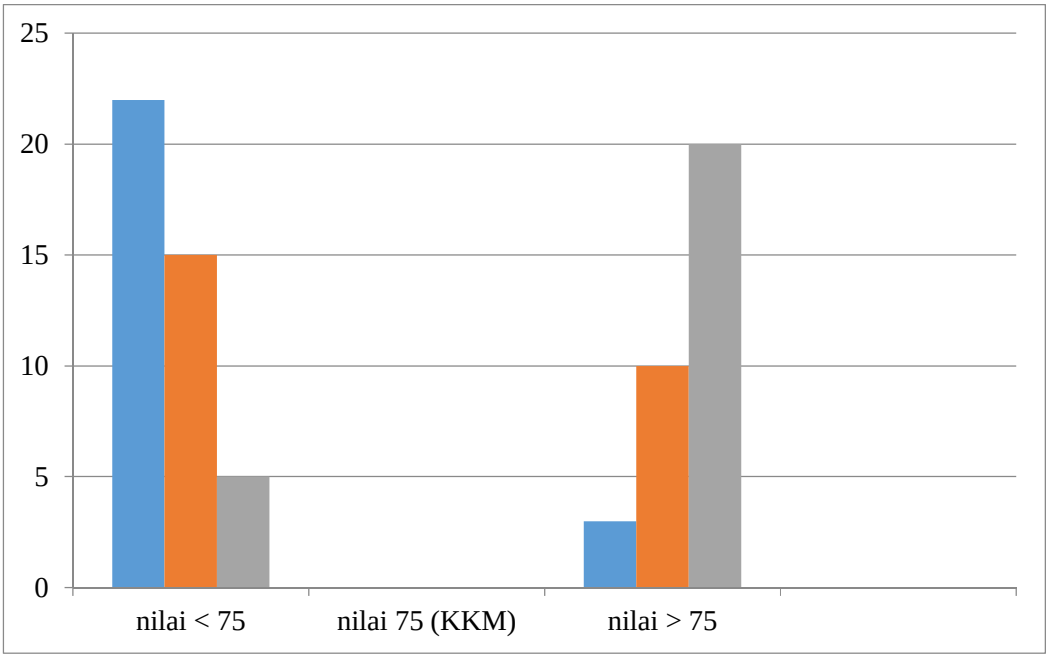
FINDING AND DISCUSSION

A. Finding

B. STUDENTS' NUMBER	PRETEST	CYCLE 1 POSTTEST	CYCLE 2 POSTTEST
1	55	74	80*
2	40	65	72
3	55	78*	85*
4	60	70	85*
5	55	77*	86*
6	45	60	69
7	65	80*	86*
8	50	72	79*
9	75*	83*	84*
10	60	82*	86*
11	45	68	78*
12	50	67	77*
13	50	65	70
14	55	78*	85*
15	55	73	80*
16	50	60	65
17	55	79*	86*
18	75*	85*	86*
19	50	74	80*
20	75*	86*	86*
21	55	65	70
22	65	80*	83*
23	55	72	82*
24	65	73	85*
25	60	74	81*
Mean: $\bar{X} = \frac{\Sigma x}{N}$	56.6	73.6	80.2

**: The student who passed the KKM (75)*

The Students' Score Improvement from Pre Test, Post Test I and Post Test II



B. Discussion

1. The Result of Pre Observation

Pre observation was conducted to observe the process of teaching learning in writing activity before implementing the action. There consisted of 25 students in the class. The pre-observation was conducted on March 3_{th} 2018. It was started at 09.05 A.M and finished at 10.30 A.M. In general, during the teaching learning process in the classroom, the teacher liked to dominate the class. Hence, there was less opportunity for students to be active in the class. Next, the teacher merely asked the students to write a recount text, before that they had to make it in Bahasa Indonesia first then translate it into English. After that, the students performed their works in front of the class to read their writing task. When the teacher asked

students to perform in front of the class, they seemed not to have motivation, some of students didn't pay attention to their friend who read the task in front of the class; other students were yawning and talking with their friends. Moreover most of them were hardly to finish the task. In other words, they could not finish the work on time because they had to make it in two languages and the teacher often ignored that behavior. Instead, he asked students to continue the task at home. Furthermore, as the teacher was explaining the generic structure and language features of the recount text most of students did not care of the teacher. Consequently, the students could not adjust their writing with the schematic structure of the story because of their difficulties in comprehending the material.

2. The Result of Pre Test

The pretest had done before the Classroom Action Research (CAR). It was conducted on Monday, March 5_{th} 2018. It started at 09.45 a.m. The students had to write down a recount text with a given title. Based on the result of the pre test, the data showed that there were only 3 students who derived the score above KKM, meanwhile the other 22 students were below that criterion. The lowest achievement gained score 40. From that analyzing, it could be seen that almost of the VIII grade students' writing ability was still very low.

STUDENTS' NUMBER	PRETEST
1	55

2	40
3	55
4	60
5	55
6	45
7	65
8	50
9	75*
10	60
11	45
12	50
13	50
14	55
15	55
16	50
17	55
18	75*
19	50
20	75*
21	55
22	65
23	55
24	65
25	60
Mean: $\bar{X} = \frac{\Sigma x}{N}$	56.6

**: The student who passed the KKM (75)*

In analyzing the data of pretest, the first step is to get the mean score of the class. It is calculated as following:

$$X = \frac{\Sigma x}{n}$$

$$\bar{X} = \frac{1415}{25}$$

$\bar{X}$ = 56.6

The second step is to know the percentage of students' score who passed the KKM (75). It is calculated by using as follows :

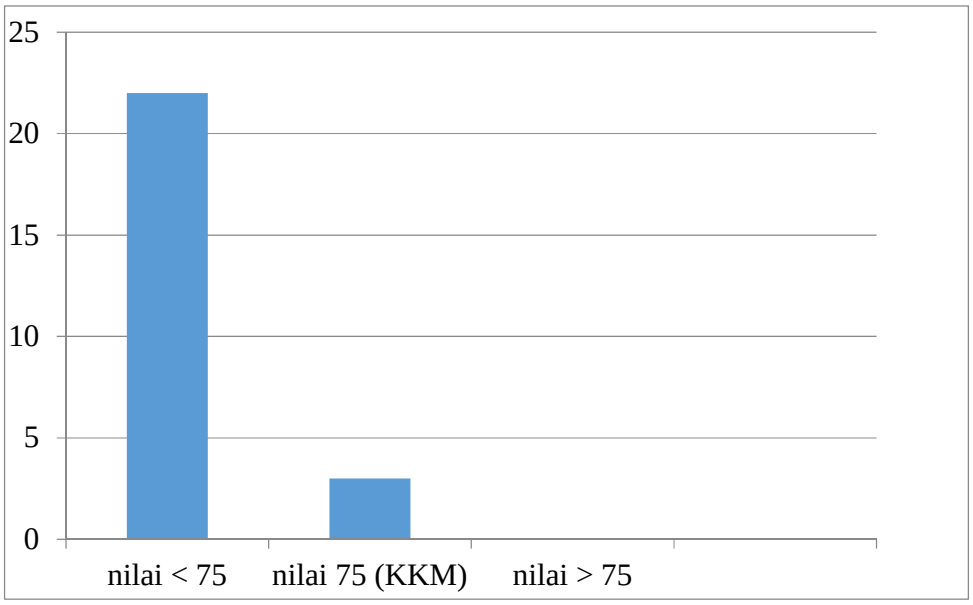
$$P = \frac{F}{N} X\ 100\%$$

$$P = \frac{3}{25} X\ 100\%$$

P = **12%**

Figure

The result of students' score before implementation



3. The Implementation of Classroom Action Research (CAR)

3.1 CYCLE 1

3.1.1 Planning

In this phase, the writer helped by the collaborator made a planning for the action based upon the problems faced by students in writing class. In this case, the writer determined the selected material and exercises into a lesson plan. Therefore, recount text was chosen as the text to be delivered for students in which it was needed to break down into specific material; that was the definition, social function, generic structure and linguistic features of recount text. In the lesson plan, there were some examples of recount text to be identified and re-write into recount sheet as a medium of students' learning in recount text writing. Beside of making lesson plan, the writer also prepared a note for the observation to observe the students' and the teacher' activities in teaching learning process whether it was in line with the lesson plan had made before or not. And the writer also prepared the post test 1 to collect the data; to know whether there are some students' improvement scores from pretest to posttest.

3.1.2 Acting

The action of the cycle 1 was done on March 12th and 17th 2018. The teacher implemented the teaching learning process based on the lesson plan had been made. In the first meeting, The teacher was explained about the definition, social function, generic structure and linguistic features of recount text. In the second meeting, teacher was applied scaffolding strategy to give an example of recount text and look for the definition, social function, generic structure, in the generic structure it consists of orientation, events and re-orientation. Last is linguistic features of recount text, in the linguistic features of this all participant who become a subject of the text, use of past

tense, focus on a temporal sequence of events and use of material (or action) clauses, then teacher helps students in making recount text like determine the orientation, events and re-orientation. After that students makes recount text based on example that have been given and assistance given teacher. Develop a recount text based on their experience on lebaran day. The revision of their recount text writing was the data for the posttest 1.

3.1.3 Observing

In this phase, the observer tried to notice all activities in the classroom activity. It might be about the teacher's performance, class situation, and students' response. The teaching learning has done well although the class still had some problems such as: First, the class situation was still under control. It means that most of students still did not pay attention to the teacher's explanation, some of them cheated each other and the teacher even ignored their behavior. Some students also had problem in looking for vocabulary and correct grammar, therefore they spent too much time to accomplish their task. After teaching learning process finished, in this observing phase was also carried out the posttest to measure how well the students' writing ability of recount text that had been studied. The result of posttest 1 showed that the mean score of the class derived in which there were 10 students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (*KKM*) 75 (seventy - five).

3.1.4 Reflecting

In this phase, the writer and the collaborator talked about the result of the action. Based on the analysis of the students' writing product that showed 40% of the students who got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (*KKM*), the implementation of scaffolding strategy as an instructional media has not given satisfactory result yet on the improvement of students' writing ability. The students have not achieved the criteria of success that 80% of students must achieve the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (*KKM*). Therefore, it needed to be revised before the implementation of the next cycle so that it could achieve the criteria of success of this study. Based on the result of reflection stage, the writer and the collaborator concluded some revision of the first cycle. First, the students had to bring dictionary in order to help them to find out the difficult word. Then, the students were given more time to make their recount writing in order to develop their ideas in making it. And the last, the teacher should give more explanation about the material and give clearly instruction in order to make the students understand about the activity that they have to do. In addition, the teacher should walk around the class; to check students' worksheet. From the reflecting phase above, there must be more efforts to improve students' writing ability of recount text through scaffolding strategy. It needed to be improved again in the next cycle.

STUDENTS' NUMBER	PRETEST	CYCLE 1 POSTTEST
1	55	74
2	40	65

3	55	78*
4	60	70
5	55	77*
6	45	60
7	65	80*
8	50	72
9	75*	83*
10	60	82*
11	45	68
12	50	67
13	50	65
14	55	78*
15	55	73
16	50	60
17	55	79*
18	75*	85*
19	50	74
20	75*	86*
21	55	65
22	65	80*
23	55	72
24	65	73
25	60	74
Mean: $\bar{X} = \frac{\Sigma x}{N}$	56.6	73.6

**: The student who passed the KKM (75)*

The first step is to calculate the mean score of posttest 1. The calculation as following:

$$X = \frac{\Sigma x}{n}$$

$$\bar{X} = \frac{1840}{25}$$

$\bar{X}$ = 73.6

From that calculation, the students' mean score of posttest in cycle 1 is 73.6. It proves that there are some improvements from the pretest mean score. It could be seen from the pretest mean score (56.6) to the mean score of posttest 1 (73.6). It improves 17 (73.6 – 56.6). The second step is to get the percentage of students' improvement score from pretest to posttest 1. The writer computes by using as follows:

$$P = \frac{y1 - y}{y} \times 100\%$$

$$P = \frac{73.6 - 56.6}{56.6} \times 100\%$$

$$P = \frac{17}{56.6} \times 100\%$$

P = **30.03%**

Based on that computation, the percentage of the students' improvement score from pretest to posttest 1 is 30.03%. It shows that the score in the cycle 1 has improved 30.03% from the pretest score.

The third step is to know the percentage of students who pass the KKM. The calculation by using as follow:

$$P = \frac{F}{N} \times 100\%$$

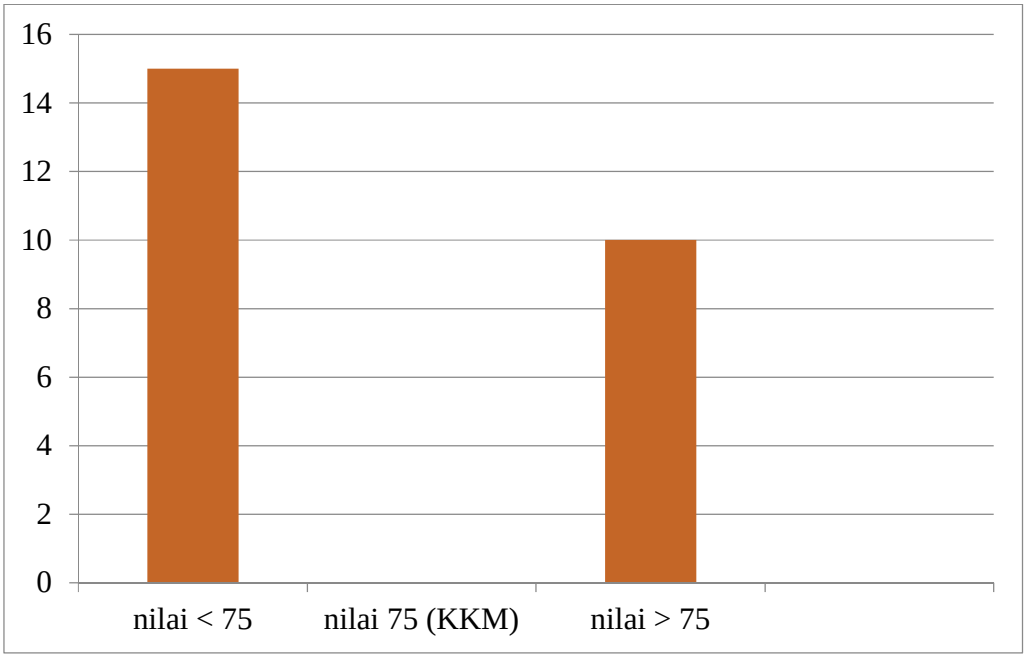
$$P = \frac{10}{25} \times 100\%$$

P = **40%**

From that calculation, the class percentage which pass the KKM is 40%. It means that in the cycle 1 of Classroom Action Research (CAR), there are 10 students who passed the KKM and there are 15 students whose score are below the KKM. The class percentage of posttest 1 shows some students' improvement of the class percentage in the pretest (12%). The students' improvement which pass the KKM is 28% (40% - 12%). Even though it is still needed more improvement because it could not achieve yet 75% as the target of success Classroom Action Research. Therefore the writer has to do cycle two because there were many students still gain the low score. It could be seen from the figur below:

Figure

The Result Of Students' Score In Post-Test 1



3.2 CYCLE 2

3.2.1 Planning

In this phase, the writer and the collaborator made some planning for the action based on the revision of the first cycle. The planning of the action was served into lesson plan. There were not significant differences with the previous lesson plan. The material still related to scaffolding strategy in learning the story of recount text. However, there were some modifications in the second cycle; that was the teacher needed to give more time to the students in doing the writing task and also discuss about the difficult words

of the example of the recount text. It was caused to ensure their comprehension of a story. And the researcher also prepared the posttest 2 to collect the data.

3.2.2 Acting

The action of the cycle two was done on March 26th and 31th 2018. In the first meeting, The teacher gave an example of recount text related to the title and asked the students to identify it. After that they had to identify the verb of the example and change it to the Past form, it was done to ease them to make a recount paragraph. Then, the students were asked to do exercises into a recount writing sheet by using their own words to retell the story based on the example. They were allowed to use a dictionary. In the second meeting, the students were asked to continue their writing and revise it to a good order of recount text. Then, the teacher collected the writing sheet. It was the data for the posttest 2.

3.2.3 Observing

In the second cycle, generally the class condition in learning process was better than the previous cycle. It could be seen from the students who were ready to follow the lesson. The students looked enthusiast in doing the class activities. It can be seen when in doing writing task, they enjoyed and did it individually without cheating one another. Most of the students have done the class activities well. They paid fully attention to their teacher, or to their friend who perform their task in front of the class. They could response the teacher by answering the questions. In the last meeting of the second cycle, the teacher was held on posttest 2 that is taken from the students' writing. The mean

score of the students was 76.2 in which there were 20 students who passed the Minimum Mastery Criterion (*KKM*) 75 (seventy-five).

3.2.4 Reflecting

The reflection of CAR was carried out after getting the result of test. The writer and the teacher felt satisfied with their efforts to improve the students' writing ability had been realized. They could understand the story easily. It was proven by their improving scores from the pretest 1. Furthermore, they could easily to analyze the schematic structures concerning orientation, event, and re-orientation of the story. Indeed, they seemed more interesting during the teaching learning process. After achieving the target research of where minimally 80% students who passed the KKM, therefore the writer and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded. Then, the writer and the teacher did not have to revise the plan. According to the result of the evaluation between the writer and the teacher, it could be assumed that the implementing of Classroom Action Research in improving students' writing ability of recount text was appropriate with the planning that had been discussed by the writer and the teacher previously.

The Students' Writing Score of Pretest, Posttest 1, and Posttest 2

STUDENTS' NUMBER	PRETEST	CYCLE 1 POSTTEST	CYCLE 2 POSTTEST
1	55	74	80*
2	40	65	72
3	55	78*	85*
4	60	70	85*
5	55	77*	86*
6	45	60	69

7	65	80*	86*
8	50	72	79*
9	75*	83*	84*
10	60	82*	86*
11	45	68	78*
12	50	67	77*
13	50	65	70
14	55	78*	85*
15	55	73	80*
16	50	60	65
17	55	79*	86*
18	75*	85*	86*
19	50	74	80*
20	75*	86*	86*
21	55	65	70
22	65	80*	83*
23	55	72	82*
24	65	73	85*
25	60	74	81*
Mean: $\bar{X} = \frac{\Sigma x}{N}$	56.6	73.6	80.2

**: The student who passed the KKM (75)*

Furthermore, in the cycle 2 of Classroom Action Research (CAR) the writer also calculates the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. Firstly is to calculate the mean score of the class in posttest 2. The calculation using as follows:

$$\bar{X} = \frac{\Sigma x}{n}$$

$$\bar{X} = \frac{2006}{25}$$

$\bar{X}$ = **80.2**

From that calculation, the mean score of posttest 2 is 80.2. It means that there are some students' improvements scores (6.6) from the mean score of pretest 1 (73.6). The second step is to know the calculation of the percentage of students' improvement score. Here, the writer computes by using the formula:

$$P = \frac{y2 - y}{y} \times 100\%$$

$$P = \frac{80.2 - 56.6}{56.6} \times 100\%$$

$$P = \frac{23.6}{56.6} \times 100\%$$

P = **41.69%**

Based on that computation, it could be seen that the posttest 2 improves 41.6% from the pretest or 11.66% (41.69 – 30.03) from the pretest 1. The last step is the writer tries to get the class percentage whose score pass the KKM. It uses the calculation as following:

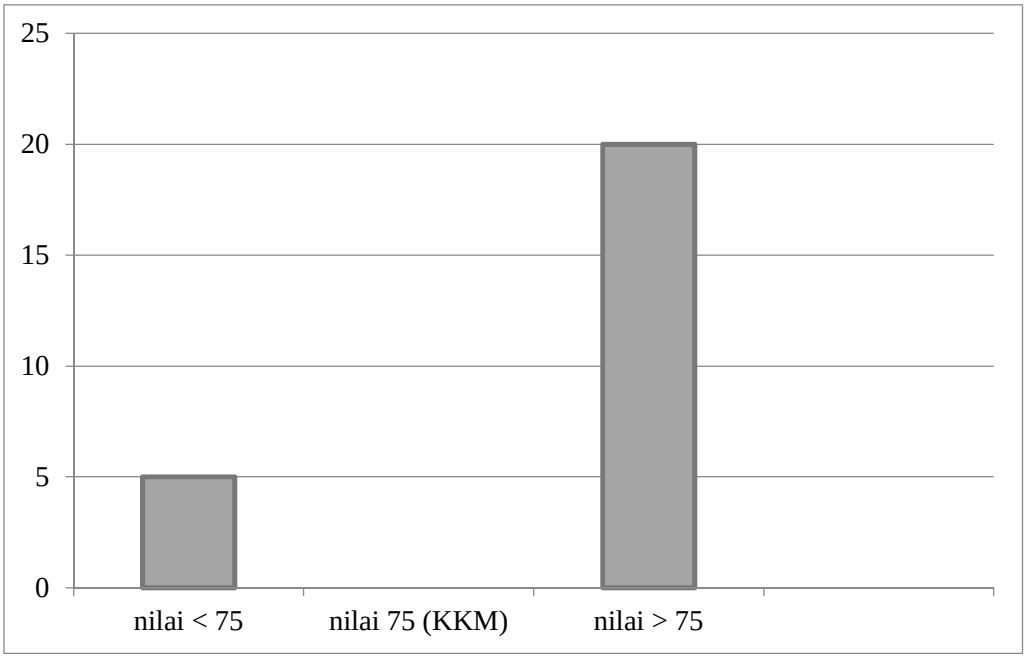
$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{20}{25} \times 100\%$$

P = **80%**

From that calculation, the class percentage is 80%. It means that in the cycle 2 there are 20 students who pass the KKM and there are only 5 students are below the KKM. The class percentage of posttest 2 obviously shows some improvements from the previous test; the improvement is 52% from the pretest (12%) or 40% from the class percentage of posttest 1. It could be seen from the figure below:

Figure
The Result of Students' Score in Post-Test II



The Students' Writing Score of Pretest, Posttest 1, and Posttest 2

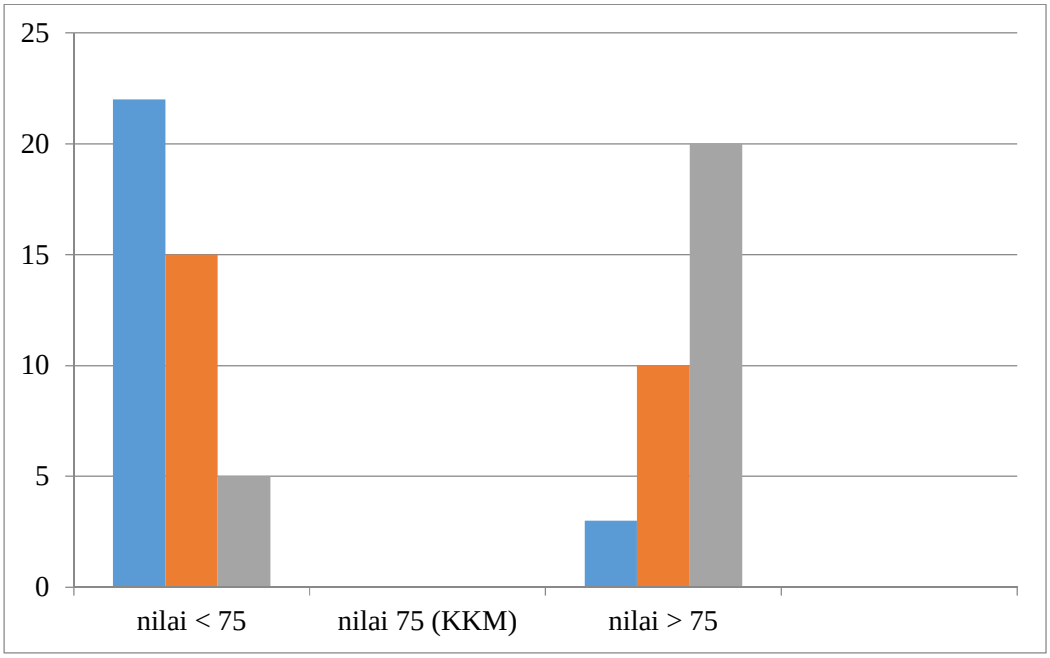
STUDENTS' NUMBER	PRETEST	CYCLE 1 POSTTEST	CYCLE 2 POSTTEST
1	55	74	80*
2	40	65	72
3	55	78*	85*
4	60	70	85*
5	55	77*	86*
6	45	60	69
7	65	80*	86*
8	50	72	79*
9	75*	83*	84*
10	60	82*	86*
11	45	68	78*
12	50	67	77*
13	50	65	70
14	55	78*	85*
15	55	73	80*
16	50	60	65
17	55	79*	86*
18	75*	85*	86*
19	50	74	80*
20	75*	86*	86*
21	55	65	70
22	65	80*	83*
23	55	72	82*
24	65	73	85*
25	60	74	81*
Mean: $\bar{X} = \frac{\Sigma x}{N}$	56.6	73.6	80.2

**: The student who passed the KKM (75)*

Here the writer described the result from pre-test, post-test I and post-test II through figure below:

Figure

The Students' Score Improvement from Pre Test, Post Test I and Post Test II



Interpretation of Data Result

As a whole, the interpretation of the data results among the instruments of this research are as followings:

From the instrument of test, it can be seen that the students' scores from pre-test, post test I and pot test II are improving. In the pretest, the mean score of students on writing test before carrying out Classroom Action Research (CAR) is 56.6. It is the students' writing score before they use scaffolding strategy. Meanwhile, there are only 3 students who are able to pass the KKM (75) and there are 22 students are out of the target. Furthermore, the mean score in the posttest of cycle 1 is 73.6. It means that there is some students' score improvement from the previous test (pretest). Meanwhile, the

class percentage which pass the KKM in posttest 1 is 40%. It shows there are 10 students who pass the KKM and there are 15 students whose score still under KKM. That is why the writer and the teacher continue to the second cycle. Next, the mean score in the posttest of second cycle is 80.2. Meanwhile, the class percentage which pass the KKM is 80%. It means there are 20 students whose score pass the KKM and there are 5 students are under the target of KKM. The posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success, that is above 75% students could pass the KKM. Automatically, it can be said that the Classroom Action Research (CAR) is success and the cycle is stopped.

From the instrument of observation notes (from pre-observation until the observation on cycle I and cycle II), it can be seen many improvement from students' side. In the pre-observation, many students seemed not to have motivation, some of students didn't pay attention to their teacher, and they were yawning in the class and talking with their friends. These behaviors started to change in cycle II where the teaching learning process had done well although the class still has some problems, such as: some of students cheated each other and they also made some noise in the middle of the teaching. They also had problem in looking for vocabulary and correct grammar. In the last observation on cycle II, the class condition was better than the previous cycle. The students were ready to follow the lesson, they paid fully attention to their teacher, they did the task individually. They could response the teacher by answering the questions. The class looked easy to handle.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research conducted in VIII grade at SMP N 14 Rejang Lebong in academic year 2017/2018, it can be concluded that the students could improve their writing ability of recount text through scaffolding strategy. To improve students' writing ability of recount text, the students analyze the schematic structures concerning orientation, events, and re-orientation of any kinds of stories based on the example given then they have to make the story using their own words into a good order of recount text. These improvements could be seen from the following fact. First, related to the students' achievement, there were 75% who passed the KKM 75 with the improvement of students' mean score from pretest to the posttest of the second cycle was 12%. In the pretest, there were only 3 students who passed the KKM. Meanwhile, in the posttest of cycle one, there were 10 students who passed the KKM or 40%. Next in the result of posttest in the cycle 2, there gained 20 or 80% students who passed the KKM in which their mean score of writing test derived 80.2. Second, from the observation during the teaching-learning process of writing recount text, it showed that the students were motivated in the teaching-learning process, they felt interested in understanding the story based the example, and they could write recount text well. Finally, the teacher's response about the implementation of Scaffolding Strategy was positive and it

would be alternative way in teaching writing. Therefore, Scaffolding Strategy could improve the students' writing ability of recount text.

B. Suggestions

In this part, the researcher would like to contribute some suggestions for the English teachers and the other researchers based on the research findings and discussion.

It is suggested that the English teachers should be more creative and innovative to select the teaching strategy to deliver their material. They could find a good instructional media to get their students' interest in learning English, especially in writing. Scaffolding Strategy would be helpful to improve students' writing ability, therefore the teacher needs to maintain using example of recount text in teaching recount text.

To the further researcher, particularly those who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further research of how to complete this strategy.

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KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp 0732 21010 - 21759 Fax 21010 Curup 3919 Email staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor 274/Sti.02/1/PP.00.9/02/2017
Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
2. Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI .
3. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
4. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
5. Keputusan Menteri Agama RI Nomor 175 Tahun 2008 tentang STATUTA STAIN Curup ;
Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

Menetapkan

Pertama :
Saudara :
1. **Jumatul Hidayah, M.Pd**
2. **Henny Septia Utami, M.Pd** **19780224 200212 2 002**

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Rori Nesti Putri**
N I M : **13552008**
JUDUL SKRIPSI : ***Improving Students' Ability in Writing Recount Text Through Word Webbing Technique***

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal , 10 Februari 2017
a.n. Ketua STAIN Curup
Wakil Ketua I,

Hendra Harmi, M.Pd.
NIP. 19751108 200312 1 001

Tembusan :
1 Pembimbing I dan II;
2 Bendahara STAIN Curup;
3 Kasubbag AK,
4 Kepala Perpustakaan STAIN;
5 Mahasiswa yang bersangkutan,
6 Arsip/Jurusan Tarbiyah

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jalan S.Sukowati No.55 Curup KodePos 39114
Telp. (0732) 21457 Fax.(0732) 23942
Email : Dikbud.Rejang.Lebong@gmail.com

REKOMENDASI

Nomor : 000/504.1/Set.3 Dikbud/2018

TENTANG
PELAKSANAAN PENELITIAN

Berdasarkan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian dan menindaklanjuti Surat dari Sekolah Tinggi Agama Islam Negeri Curup (STAIN) Nomor : 303/Sti.02/1/PP.00.9/02/2018 tanggal 28 Februari 2018 perihal Rekomendasi Izin Penelitian atas nama :

Nama	: Rori Nesti Putri
NIM	: 13552008
Jurusan / Prodi	: Tarbiyah/Pendidikan Bahasa Inggris
Tempat Penelitian	: SMPN 14 Rejang Lebong
Waktu Penelitian	: 28 Februari 2018 s.d 28 Mei 2018
Judul Skripsi	: **"Improving Student's Ability In Writing Recount Text Through Scaffolding Strategy (A Classroom Action Research at the Eighth Grade of SMP N 14 Rejang Lebong in the Academic Year of 2017/2018)**

Pada prinsipnya kami tidak keberatan diadakannya penelitian yang dimaksud dengan catatan / ketentuan sebagai berikut :

1. Sebelum melakukan penelitian harus melapor kepada Kepala Sekolah ditempat yang dimaksud
2. Penelitian tidak boleh menyimpang dari proposal penelitian
3. Harus mentaat semua ketentuan peraturan dan perundang-undangan yang berlaku
4. Selesai melakukan penelitian agar melaporkan hasil kegiatan kepada Kepala Dinas Pendidikan dan Kebudayaan Kabupaten RejangLebong
5. Rekomendasi ini akan dicabut dan dinyatakan tidak berlaku, apabila pemegang surat rekomendasi ini tidak mentaati ketentuan sebagaimana tersebut diatas
6. Rekomendasi ini untuk dipergunakan sebagaimana mestinya.

Demikian Surat Rekomendasi / Persetujuan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 06 Maret 2018

Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Rejang Lebong

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN

TARSISIUS SAMUJI, S.Pd
Pembina TK.I/IV.b
NIP. 19591111 198403 1 008

Tembusandisampaikankepada :
1. Yth. Bupati Rejang Lebong
2. Yth. Ketua Jurusan STAIN Curup
3. Yth. Ka.SMP N 14 Rejang Lebong
4. Arsip

THE APPROVAL OF INSTRUMENT VALIDATION

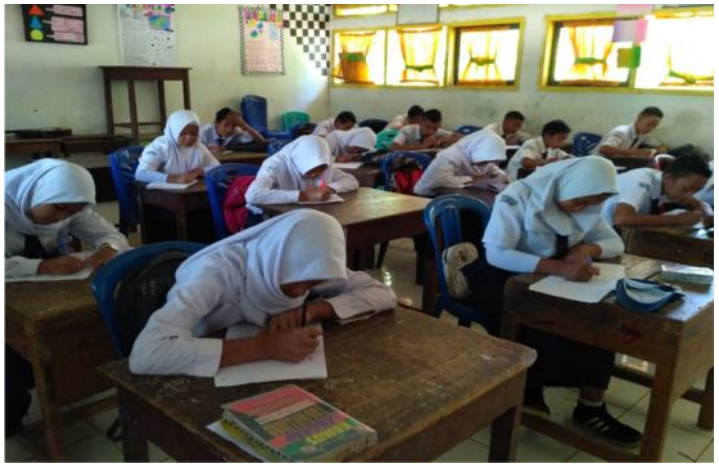
OBSERVATION NOTE OF TEACHER'S ACTIVITY AND TEST QUESTIONS

Curup, April 2018

Validator

Vipit Wulandary, M.Pd

Pretest, Posttest I and Posttest II



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	: Rori Nesti Putri
NIM	: 13552008
JURUSAN/ PRODI	: Tarbiyah / TBI
PEMBIMBING I	: Jumatul hidayah, M.Pd
PEMBIMBING II	: Henny septia Utami, M.Pd
JUDUL SKRIPSI	: Improving Students' ability in
	: Writing recount texts through
	: scaffolding strategy
	:
	:

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yangmenulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	: Rori Nesti Putri
NIM	: 13552008
JURUSAN/ PRODI	: Tarbiyah / TBI
PEMBIMBING I	: Jumatul hidayah, M.Pd
PEMBIMBING II	: Henny septia Utami, M.Pd
JUDUL SKRIPSI	: Improving Students' ability in
	: Writing recount texts through
	: scaffolding strategy
	:
	:

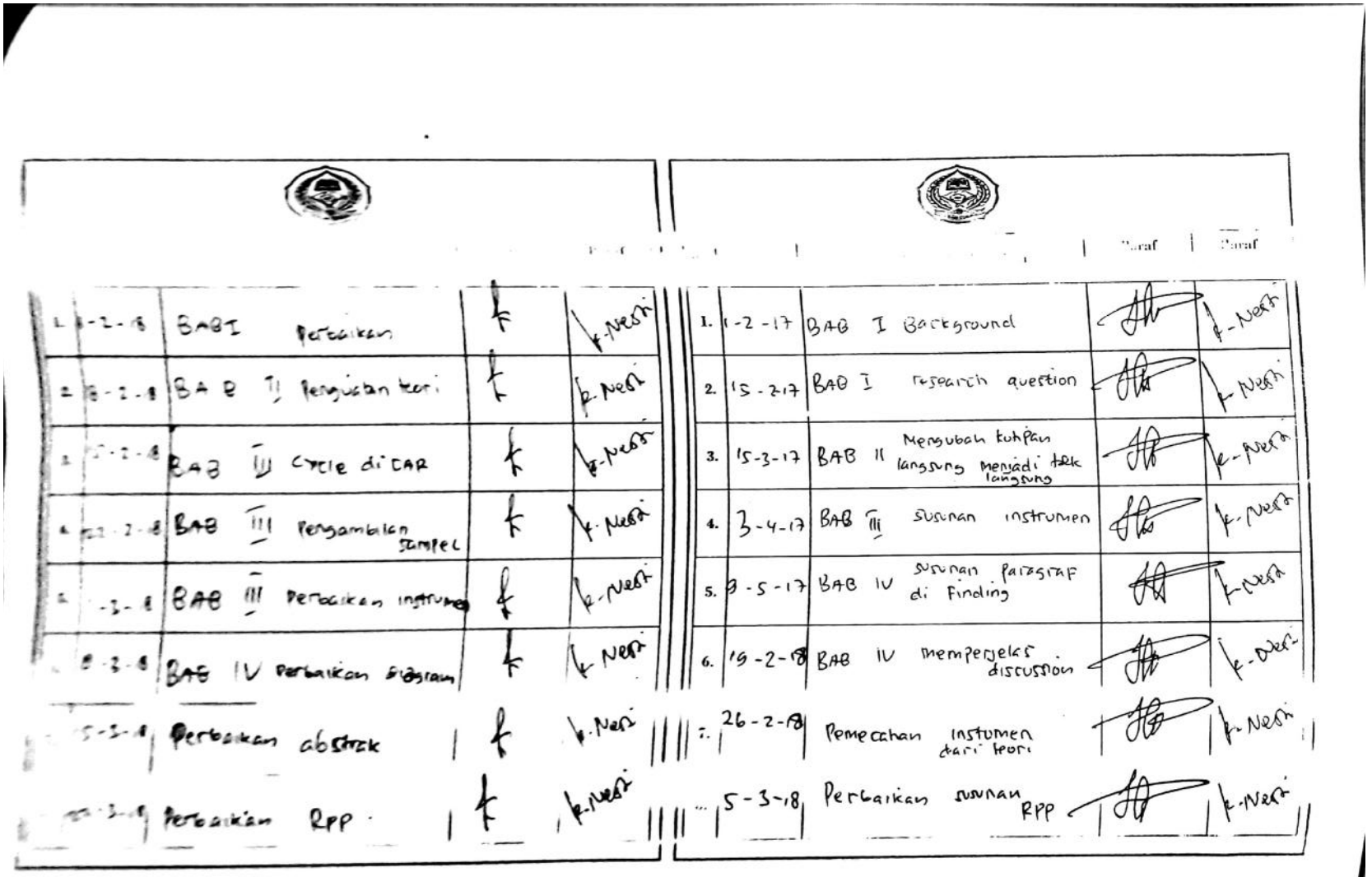
Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,

Jumatul hidayah, M.Pd
NIP. 19780224 200212 2002

Pembimbing II,

Henny septia utami, M.Pd
NIP. 17102010



1.	1-2-17	BAB I Background		
2.	15-2-17	BAB I research question		
3.	15-3-17	BAB II Mengubah kutipan langsung menjadi tdk langsung		
4.	3-4-17	BAB III susunan instrumen		
5.	8-5-17	BAB IV susunan paragraf di Finding		
6.	19-2-18	BAB IV memperjelas discussion		
	26-2-18	Pemecahan instumen dari teori		
	5-3-18	Perbaikan susunan RPP		

1.	[illegible]-2-18	BAB I Perbaikan		
2.	[illegible]-2-18	BAB II Penjelasan teori		
3.	[illegible]-2-18	BAB III Cycle di CAR		
4.	[illegible]-2-18	BAB III Pengambilan sampel		
5.	[illegible]-3-18	BAB III Perbaikan instrumen		
6.	[illegible]-3-18	BAB IV Perbaikan diagram		
	[illegible]-3-18	Perbaikan abstrak		
	[illegible]-3-18	Perbaikan RPP		

BIOGRAPHY

Rori Nesti Putri was born in Talang Baru, on August 7 1994. She is the first daugther of Mr. Rozinata, SE and Mrs. Rita Haryanti. She has two sisters, name Rori Neza Apriani and Rori Nestri Oktavia, a brother name Akbar Albarokah and she has a son name M. Gibran Pratama. Her first studied in elementary school at SD 92 Babakan Baru Rejang Lebong. Then she continued her study at SMPN 05 Curup in 2007 to 2010. After that, she became a student of vocational school at SMKS 5 PEMBANGUNAN Curup in 2010 to 2013. For the next education program, she decide entering State College for Islamic Studies (IAIN) Curup and selected English Tadris Study Program as her faculty and she was graduated in 2018. While she was studying in this faculty, she did a close skill organization of translation of movie as a translator member of "Heisenberg-Lab".