



Writing Through Scaffolding Technique Using Online Platform in Senior High School

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ABSTRAK

Menulis merupakan keterampilan yang penting dan juga merupakan keterampilan berbahasa yang efektif, oleh karena itu siswa perlu memberikan perhatian khusus pada keterampilan menulisnya. Penelitian ini bertujuan untuk menganalisis bagaimana implementasi guru dalam mengajar melalui teknik scaffolding menggunakan platform pembelajaran online di SMA. Metode yang digunakan adalah dokumentasi dan wawancara mendalam dilakukan untuk mengumpulkan data dan menjawab pertanyaan penelitian. Dengan kata lain seluruh data dalam penelitian ini diperoleh dari sumber utama karena berasal langsung dari sumber utamanya yaitu siswa. Temuan penelitian menunjukkan bahwa dalam penerapan guru mengajar menggunakan teknik scaffolding menggunakan platform online di SMA siswa mengalami kesulitan mengubah kalimat menjadi simple tenses, siswa kesulitan mengembangkan gagasan pokok untuk membuat kalimat pendukung dan siswa kesulitan hanya membuat bagian dari peristiwa. Saran bagi guru hendaknya mengetahui cara untuk lebih mendorong siswa agar tetap tertarik untuk belajar menulis. Sehingga dapat memudahkan siswa dan tertarik untuk belajar menulis di kelas.

ABSTRACT

Writing is an important skill and also an effective language skill, which is why students need to pay special attention to their writing skills. This study was aimed to analyze how to implement teachers in teaching through scaffolding technique using online learning platform in senior high school. The method used was documentation and in-depth interviews were conducted to collect data and answer a research question. In other words, all data in this study were obtained from the main source because it came directly from the main source, namely the student. The research findings show that in the application of teaching teachers using scaffolding technique using online platform in the senior high school students had difficulty converting sentences into simple tenses, students had difficulty developing main ideas to make supporting sentences and students had difficulty only making part of events and lacking in more in-depth character recognition. Suggestions for teachers should know how to encourage more students to keep them interested in learning about writing. So that it can make it easier for students and interested in learning to write in class.

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1. INTRODUCTION

As English becomes the language of worldwide communication, more individuals utilize it for a variety of purposes. It is undeniable that studying English has become crucial in many nations given English's current status as a worldwide language. Students should pay close attention to their writing abilities because it is a crucial ability and a powerful language talent (Atmaca, 2016; Hau et al., 2020; Su, 2023). According to previous study a learner's exposure to words, sentences, and a significant amount of writing has a role in improving language fluency (Alobaid, 2020; Brown, 2014; Kent et al., 2014). Communicate concepts clearly and improve their vocabulary and grammar. In class, they study writing is a process, if we're talking about processes. Many professionals attempt to define and categorize the stages of writing, to put together a quality writing, students must proceed through several phases in order to write properly (Mallia, 2017; Taufiqulloh et al., 2018). Prewriting, organizing ideas, drafting, revising, editing, and proofreading are a few of the steps. Students can also include an object or image to help them finish their essay. The student actively participates in the process of creating assessment standards and criteria since teaching and assessment are interwoven. Students that participate actively shoulder a lot of responsibility. It takes a variety of techniques to integrate writing skills on an online platform, especially in senior high school. The method can be used with games, cue cards, or mind maps. It should be simple for them to construct effective sentences. According to previous study a game can aid in a person's inner development as well as their ability to interact with others effectively and cooperatively

(Sumardi & Muamaroh, 2020). One of the aforementioned examples is frequently used to teach handwriting, and this approach is still useful today. Students are more encouraged to be independent in this day and age of education, especially as they work on their writing abilities. The writer employed a technique that enables students to write successfully on their own. Furthermore, this scaffolding technique has been applied in a number of research with encouraging outcomes. According to other study the Zone of Proximal Development (ZPD) is the area of knowledge or skills in which students cannot practice independently, but can achieve desired results with the help of relevant scaffolded teachers or mentors (Fitriani & Maemonah, 2022). So, ZPD is the difference between the actual level of development as measured by independent problem solving and the potential level of development as determined by problem solving under the supervision of adults or in collaboration with more capable colleagues (Erbil, 2020; Venketsamy & Sibanda, 2021). Based on the previous finding, scaffolding can improve students' writing achievement, especially in writing an English text. Basically there are several English texts that can be taught in teaching writing, they are descriptive, narrative, procedure, analytical exposition, and etc. In this case, the researcher decided to focus on teaching writing analytical exposition text. Analytical exposition text was being implemented because the researcher expected the students to be able to present their argument and explain about "how" and "why" in social context. Thus, it is also expected for the students to be involved in social life who could be able to present various phenomenon about what is happening around.

The Corona virus (COVID-19) epidemic has recently disrupted the opportunity to teach and learn EFL in schools. The existence of the epidemic disrupts the teaching and learning process, which is generally done in person (Setiawan et al., 2019; Subarkah & Salim, 2021). Due to the virus's rapid spread, the Indonesian Ministry of Education and Culture (Kemendikbud) has ordered all educational institutions to temporarily halt the traditional teaching-learning process via Circular Letter No. 4. To safeguard the health of students, instructors, and educational personnel as well as to break the chain of propagation of covid-19, all lessons are taught from home using online learning (Kim, 2020; Martín et al., 2021; Mishra et al., 2021). As a result, the learning system has undergone significant modifications, with all teaching and learning activities, including English sessions, taking place online. Because the government did not want the covid-19 virus to spread further in schools or educational institutions, the implementation of learning from home via online learning is regarded as the safest procedure (Dam et al., 2019; Efriana, 2021). Furthermore, online learning is a learning approach that plays a significant part in keeping teaching and learning activities going throughout the school closure period. The goal of online learning also has a positive influence, one of which is to strengthen the student's knowledge of various online learning sites such as Schoology and Google Classroom. Meanwhile, by implementing online learning methods, students will be able to be more connected to the internet and learning websites, so they will be looking for more learning references. Another positive impact is that while the students are searching for references on the internet or learning websites, their critical thinking will be activated automatically, which means the students will be able to choose and consider independently through their critical thinking toward any references they find on any learning website, such as which ones are good references that they will include in their assignment or task, and which ones are terrible references that they will avoid including in their assignment or task. Even when schools are closed, online learning can be used to keep classrooms active. It is internet-based learning in which neither teachers nor students are obliged to attend face-to-face classrooms (Adriana, 2020; Irawaty et al., 2021).

As a result, online learning allows teachers to establish a learning environment without the need for in-person sessions or physical interaction. In terms of learning activities, online learning can be done synchronously (learning that occurs in real-time or live, such as video conferencing) or asynchronously (learning that does not occur in real-time, such as e-mail and online discussion forums). Synchronous online learning can replicate the traditional classroom environment in this case (Scull et al., 2020; Subekti, 2021). Meanwhile, asynchronous online learning allows students and teachers who are unable to be online at the same time to access content at a time that is convenient for them. Another element that makes online learning the best approach is that it can be used for nearly any subject, including language acquisition. As a result, the author gives observations to teachers about how to use scaffolding approaches in writing using online platforms, particularly in senior high school. Scaffolding is another strategy that can be employed during the teaching process. According to previous study it can be defined as the roles of teachers and others in assisting students' growth and providing the necessary structure to go to the next stage or level (Maamuujav et al., 2019). As a result, the researcher will conduct a study on how a teacher implements writing to students utilizing a scaffolding technique using an online learning platform for senior high school students. Scaffolding is one kind of technique in learning. It is a process by which a teacher provides students with a temporary framework for learning. By understanding the definition and the use of scaffolding technique, we can use the technique in teaching writing. Scaffolded writing is intended to be a temporary technique in order to make the learner be an independent writer. In teaching writing, the teacher do modelling what should the students do to compile a proper writing. The modelling will be usefull for students' learning. Referring to the empirical studies regarding the importance of identifying the challenges in online learning and the preliminary

research results, this present study investigated the challenges faced by EFL teacher in implementing online learning during the COVID-19 pandemic in X IPA class at SMA Negeri 8 Denpasar. How the teacher carried out the online learning in this class was also investigated in this study. The study was conducted based on the guidelines for implementing learning from home during the COVID-19 pandemic.

2. METHOD

This section presents the data analysis procedures performed on collect data to answer research questions. Data engineering the analysis was carried out by processing the results of interview transcripts, observation notes, and document review. Data is analyzed based on interactive analysis model (Miles et al., 2014). There were three different types of models, including; data reduction, data presentation, and conclusion drawing/verification. Data reduction section, the researcher presents the data assessment process through a process of selecting, focusing, simplifying, and transforming data. The data obtained from interviews, observations, and documents were very large and complex. Therefore, the data reduction was needed so that the data becomes clear and easy to use. Then, to reduce the data, the researcher focused on the research question, namely about. The data was not related to the separated. Then continue to data display. Data display means an organized and compressed collection of information which allows for conclusions to be drawn. Data display helps us understand what is happen and to do something. Presentation of data in this study using short notes and tables. Last drawing conclusions or known as verification. Triangulation of research data obtained from interviews, observation notes, and document analysis. Meanwhile, drawing conclusions is the last step of data collection which must follow data reduction and data reduction previous view. In addition, in this study, researchers begin to determine the important variables to draw conclusions. As a result, the final conclusion will be met by valid and consistent evidence that have been collected.

3. RESULT AND DISCUSSION

Result

Writing as an effective skill had a little value compared to other skills and much of a student's writing achievement was undesirable, resulting in an inability to convey their thoughts and feelings in written form. The research was an attempted to improve students' writing by adopting a new perspective, approach and activities in the teaching process. The researchers had been interested in applying concept of scaffolding to the field of writing instruction. The results of this study showed that teachers used different types of scaffolding strategies when writing procedures and that these strategies were considered supportive. Teachers' used of these media had helped students develop writing skills. The results showed that the students benefited from the contributions of others. This present study was purposed to describe the implementation of online learning in X IPA class at SMA Negeri 8 Denpasar. In order to know how the teacher implementing writing through scaffolding technique using online platform in the senior high school. In practice, the scaffolding technique applied in this research was manifested in various forms of teacher support. During the process, the teacher gave the students an understanding of too & enough's structure and examples. Furthermore, students also form words from 8 items in the practiced session given by the teacher, related to the stimulus that had been given by the previous teacher. and Teacher guide how to make a draft based on the questions in the practice session. At the pre-writing stage, students can carried out a series of activities such as exploring phenomena to get ideas.

Based on interview data, the teacher shared perceptions about consisting items which consist of (1) Planning the teacher explained the definition, structure and examples of too & enough, then the teacher began to explain the definition of too & enough, then the teacher started to explain the too & enough structure and then, the teacher started to explain the too & enough examples. The teacher provided practice session related to too & enough on the whiteboard. (2) Drafting, the teacher guide how to make a draft based on 8 questions in the practice session. At the pre-writing stage, students could carried out a series of activities such as exploring phenomena to get ideas. This activity required students to utilize their five senses and feelings in capturing inspiration or basic ideas for their writing materials. When students carried out exploration activities, they were actually getting used to being thorough, careful, sensitive, enthusiastic, responsible, creative, critical, initiative, and discipline. (3) Revising. at this stage, students could developed the text with new thoughts or deleted useless parts. revision was a difficult phase for students. Based on the results of interviews with teachers about steps taken in revising. (4) Editing, this stage of the paper were checked for spelling, accentuation, parallelism in structure, style, punctuation, and the accuracy of supporting literary materials such as references. Students must knew the standard of assessment, depending on the reason given for the score or math score. After completing the revision, the teacher gave an instructions to the students by leaving a checklist on the student's assignment, which indicated that a word or sentence needed to be checked. The English teacher from SMA 8 Denpasar had a

positive perception of the scaffolding she used. Based on the interview, one can conclude that there were 5 stages of scaffolding technique used by MTs English teacher Miftahul Ulum Sukosono in teaching handwriting. These are: (1) Brainstorming, the teacher asked a question related to the topic of "Recount text" and usage too and enough, (2) Explaining the material specifically, she decided to use Bahasa, for students to understand good material. The teacher mixes languages, (3) Uses simple, colloquial language that the teacher uses to help students understand the material quickly. Students received a detailed explanation of the material, (4) By asking questions, the teacher asked some questions to develop students' ideas. (5) Assessment, the teacher evaluated the student's task. teacher as a teacher and corrector in the classroom implementation of online learning during the covid-19 pandemic in terms of online learning activities, ensuring that the students are ready to learn, and explaining the materials were in line with the theories.

These three aspects were well implemented by the teacher during the instruction and consistent with Kemendikbud's guidelines. Furthermore, the overall results indicate that the implementation of online learning during the COVID-19 pandemic in X IPA class at SMA Negeri 8 Denpasar is effective. The Result of The reason is, when students learn related to writing skills, there must be mistakes made by these students, so they need to be corrected by the teacher. Students still find it difficult to change tense sentences, this is supported by research on tense sentences. Therefore, this is where a teacher acts as a mentor of course who guides his students, with the aim of solving problems faced by students in other words correcting mistakes. And as a result, students get a positive impact, namely their social processes are intertwined, and their independence is naturally built. Furthermore, scaffolding technique is also referred to as a social process that aims to support students, in helping to build their independence which is certainly good for their future. The reason is that when students learn related to writing skills there are several obstacles based on teaching results, from the results. Students learn related to writing skills, there must be mistakes made by these students, so they need to be corrected by the teacher. Therefore, this is where a teacher acts as a mentor of course who guides his students, with the aim of solving problems faced by students in other words correcting mistakes. And as a result, students get a positive impact, namely their social processes are intertwined. The reason was that when students learn related to writing skills, there must be some mistakes made by these students, and as a result need to be corrected by a teacher. Therefore, this was where a teacher acted as a mentor of course who guides their students, with the aim of solving problems faced by their students in other words, correcting mistakes. And as a result, students got the positive impact, namely their social processes were intertwined with, and their independence was built naturally. Furthermore, scaffolding technique is also referred to as a social process that aims to support students, in helping to build their independence which is certainly good for their future. The reason was when the students learned related to writing skills there were several obstacles based on teaching results.

Discussion

Referring to the learning reflection, the results of the instruments reveal that the teacher did not conduct reflection. Here, the teacher never reflected on the learning with the students at the end of each learning section. It contradicts the guidelines by kemendikbud which say that teachers must hold learning reflections with the students to smoothing the online learning process (Armadani et al., 2023; Hidayati & Sujarwati, 2023). As the underpinning of scaffolding technique in teaching writing, it was implemented through the process writing based approach. The writing process was used in this study incorporate five basic writing stages; prewriting, drafting, revising, editing, and publishing. To give a better insights on how scaffolding worked on students' writing process, some example of their works were presented (Setyowati & Hastuti, 2021; Zhang, 2020). The students therefore managed to create their first rough draft in the drafting stage, they therefore proceed to the revising stage, the students were assisted to revise their draft by adding, deleting, or substituting some materials of their draft. Furthermore, in the editing stage, the students attempt to make their writings optimally readable, and so, the focus was shifted to looking at mechanics of writing, which included conventions of written standard English: capitalization, punctuation, spelling, and grammar (Alisha et al., 2019; Yusuf et al., 2019). The finding indicates that the teacher was able to conduct an effective learning environment during the lesson. According to previous study it is important for teachers to elicit students' performance by providing the opportunity to confirm their understanding, in which it should be conducted at the end of each section or lesson before moving to a new one (Hashemi, 2021; Hava, 2019). On the other hand, the result of the study was also similar to Hansch et al.'s theory of Vygotsky defines scaffolding as the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level" (Elkordy, 2016; Kamid et al., 2021). Moreover, scaffolding in educational context was a process by which a teacher provides students with a temporary framework for learning. If it was done correctly then, it encourages a student to develop his or her own initiatives, motivation and resourcefulness. The use of scaffolding techniques through online platforms is effective, this can have positive implications for improving students' writing abilities in high school. If research supports the use of online platforms, this could provide a basis for further integrating technology in education, helping teachers and

students in the process of learning to write. This study may produce a learning model that can be applied more widely in the context of learning writing at the high school level. If scaffolding proves effective, it can help teachers manage the classroom and provide individualized support to students with different needs. However, this research has limitations, the research results may not be generalized easily to different educational environments. Contextual variables can influence the implementation of scaffolding techniques.

4. CONCLUSION

Based on the result of the data, the empirical and the theories used, it can be said that the implementation of online learning during the covid-19 pandemic in terms of online learning activities, ensuring that the students are ready to learn, and explaining the materials were in line with the theories. These three aspects were well implemented by the teacher during the instruction and consistent with Kemendikbud's guidelines. Furthermore, the overall results indicate that the implementatio

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