APPLYING VISUAL SCAFFOLDING IN WRITING

BY SRI MINDA[1]

Abstract

Penilitian ini bertujuan untuk mengetahui keefektifan dari pengaplikasian *Visual Scaffolding* untuk meningkatkan keterampilan menulis siswa. Penelitian ini didesain dengan penelitian tindakan kelas *(Action Research)*. Subjek penelitian ini adalah siswa SMA Negeri 1 Padangsidimpuan. Pengumpulan data kuantitatif dilakukan dengan ujian menulis *(writing test)* untuk mengukur kemampuan siswa. Dan data kualitatif dikumpulkan dari penulisan catatan harian *(Diary notes)*, angket, dan lembar observasi. Dari penelitian ini ditemukan bahwa Pengaplikasian *Visual Scaffolding* efektif dalam meningkatkan kemampuan siswa dalam menulis. Nilai menulis siswa secara signifikan meningkat.

Kata kunci: Visual Scaffolding, keterampilan menulis, keefektifan

A. INTRODUCTION

Writing is a process of communication which uses as conventional graphic system to convey a message to the reader.[2]

When students learn to write, they should learn ways of organizing experience, information and in distinctively different language patterns. It means that a good writer should be able to organize the message well.[3]

Analyzing the Education Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) of Senior High School, students at grade XI (eleventh) should be able to understand the meaning of report text in the context of daily life to access knowledge. But, in fact, most of students do not like to do this activity and they always try to avoid it. They appear some asumptions in their mind that they will make mistake,

---

[1] Lecturer of English Department, FTIK-IAIN Padangsidimpuan
[2] Lindaman, Erika. 1989. *A Rhetoric for Writing teachers.* New York: University of California. pg. 10
[3] Couture, Barbara. 1986. *Functional Approaches to Writing Research Perspectives.* London: Frances Printer. pg.133

especially in grammar, they will produce bad writing. In short, many students get troubles in writing and some of them are even frustrated when they have to do it.

After interviewing the English teacher and students, it is concluded that students face difficulties to write a text based on the genre even after being taught. Most of the students feel it is difficult to produce English when they are asked to write the sentences. The students are extremely unconfident and unenthusiastic writers.

There may be some reasons for this: perhaps they have never written much in their first language. Perhaps they think that they do not have anything to say and cannot come up with ideas.

Many possible factors, such as students' ability and teacher's qualification to solve this problem. Teacher must make the class enjoyable so the students can understand the subject easily.[4]

Considering about solving those writing teaching learning problems, there are many kinds of teaching approach that can be used. Visual Scaffolding Approach is one of the best approaches that is suggested to use. Visual Scaffolding is an approach in which the language used in instruction is made more understandable by the display of drawings or pictures that allow students to hear English words and connect them to the visual images being displayed.

Visual Scaffolding (pictures) believes can encourage students' creativity and can create students' interest and enthusiasm to complete writing task successfully, especially in writing report text. Pictures can be used to help the students to write report text. They can write about what happened in the picture and what is outside the frame of the picture that might be important.[5]

Related to the background, the problem in this research is formulated as follows: Does the application of Visual Scaffolding significantly improve students' achievement in writing report text?

---

[4] Grebe, William and Robert B Kaplan. 1996. *Theory and Practicing of Writing.* Malaysia: Longman. pg. 77
[5] Harmer, Jeremy. 2003. *The Practice of English Language Teaching, 3rd edition.* Malaysia: Longman. pg. 46

B. THE CONCEPT OF VISUAL SCAFFOLDING

Visual Scaffolding Approach is one of the best approaches that is suggested to use. Visual Scaffolding is an approach in which the language used in instruction is made more understandable by the display of drawings or pictures that allow students to hear English words and connect them to the visual images being displayed. Line drawings, pictures, maps, video, and realia are kinds of visuals that can be used in scaffolding.[6]

Visual scaffolding is support that includes images and words that can be seen as well as heard. Visual scaffolding is an excellent way to provide comprehensible input to students so that not only will they learn the essential subject content but also, they will make progress in their acquisition of English.[7]

The scaffolds are provided activities and tasks that:
a. motivate or enlist the child's interest related to the task
b. simplify the task to make it more manageable and achievable for a child
c. provide some direction in order to help the child focus on achieving the goal
d. clearly indicate differences between the child's work and the standard or desired solution
e. reduce frustration and risk
f. model and clearly define the expectations of the activity to be performed

There are some kinds of visual aids that can be used in teaching English in classroom. One of them is picture. Picture will be used as the visual in this research.[8]

B.1 Picture

Picture is visual presentation or image painted, drawing, photograph, or otherwise rendered on a flat surface. A picture can be painting, drawing, sketch or any work of art.[9]

---

[6] Sarkar, S. 2011. *The Usenof Pictures in Teaching English as a Second Language.* Oxford University Press. pg. 5

[7] Vandersluis, Vincent. 2004. *Using Image in Foreign Language Teaching.* Switzerland. (Journal by Vincent Vandersluis, EFL Teacher, Switzerland). pg. 93

[8] Stuyf, Rachel R. Van Der. 2002. *Scaffolding as a Teaching Strategy.* Section 0500A. (http://esl.fis.edu/teachers/fis/scaffold/page1.htm)

[9] Herrell, Andrienno and Michael Jordan. 2004. *Fifty Strategies for Teaching English Language Learners, 2nd edition.* New Jersey: Pearson Education, Inc. pg. 79

Today this term covers a board range of artistic work including vignette, film-side and the film-print of a camera. Using picture or graphics- whether drawn, taken from books, newspapers and magazines, or photographed is very useful to facilitate learning. Picture can be in the form of flashcards, large wall picture, cue cards, photographs or illustrations. Some teacher also use projected slides, images from an overhead projector, or projected computer images. Teacher also draw pictures on the board to help with explanation and language work.

Pictures are illustrations that are cut from a magazine, newspapers or other sources. They're mostly photographs, but drawings, collages, maps or other illustrations can be used for certain activities. Pictures are easier to use without any printed text on them. You will only be able to use pictures with text for certain activities. If pictures do include text, the text should be in English.[10]

There are some criteria that can be applied in using pictures, they are:

1. easy to prepare. It is easy to prepare an activity in the classroom from the picture. For example, arrange the paragraph to the suitable pictures,

2. easy to organize. The teacher has to decide whether the effort or organized more complicated activity is worthwhile in terms or the three points which follow:

   a. interesting

   b. meaningful

   c. authentic

3. sufficient among the languages.[11]

C. RESEARCH METHOD

This study is an action research, which is conducted in two cycles; cycle I and Cycle II. This research is conducted in eight meetings. Therefore, there will be four meetings in each cycle (including administrating orientation test and test I and II).

---

[10] Werff, Joep van der. 2003. *Using Pictures from Magazines.* The Internet TESL Journal, Vol. IX, No. 7, July 2003 (http://itesli.org/Techniques/Werff-Pictures.html).

[11] *Ibid*

In this research, each cycle is done in a four step, namely Planning, Action, Observation, and Reflection. Cycle II is the improvement of Cycle I. The subject of this research is XI IPA 1 class in SMA Negeri 1 Padangsidimpuan. There are 32 students that consist of 18 male students and 14 female students. The students are 16-17 years old. In collecting quantitative data, this research will use writing test as the instrument used in order to measure their achievement in writing. For qualitative data, this research used observation sheet, questionnaire sheet, and took diary notes.

D. DATA AND DATA ANALYSIS

1. The Quantitative Data

The quantitative data were taken from the test result which carried out in two cycles of eight meetings. The writing test was given to the students at the end of each cycle. The result of the students' score could be seen in the following table:

Table 1.1

The result of the students' score in Orientation test, Test I, and Test II

No.	Initial Name	Orientation test	Test I	Test II
1	FK	76	78	85
2	YK	62	75	78
3	HC	66	70	82
4	ED	63	57	68
5	HI	59	77	85
6	KR	60	62	69
7	RA	82	86	90
8	RM	58	72	84
9	AF	53	68	79
10	RY	78	76	81
11	NH	58	69	74
12	NA	59	79	83
13	LY	52	68	86
14	HF	67	76	85

No	Name	Orientation	Test I	Test II
15	MS	74	80	90
16	CD	73	82	89
17	WA	64	70	75
18	AM	65	75	81
19	PA	50	60	67
20	TW	54	70	80
21	FS	44	71	79
22	WH	50	62	68
23	CN	53	77	88
24	NN	53	64	80
25	RI	49	58	78
26	AA	66	76	85
27	AK	67	75	83
28	DK	72	66	79
29	RF	70	81	88
30	SA	56	72	84
$\sum X =$		1868	2159	2423
$\bar{X} = \dfrac{\sum X}{N}$		$\bar{X} = \dfrac{1868}{30} = 62.3$	$\bar{X} = \dfrac{2159}{30} = 71.9$	$\bar{X} = \dfrac{2423}{30} = 80.8$

From the table given, it can be seen the mean of students' score in writing report text kept increasing, where in Orientation test the mean was only 62.3, in Test I the mean improved became 71.9 and then in the Test II the mean improved again 80.8. It proved that students' score in writing report text improved after the students had been taught to write report text by applying Visual Scaffolding.

2. **The Qualitative Data**

Diary notes will be used to write the result of the observation. Diary notes contain the writer's personal evaluation about the class and the progress of the project. Questionaire sheet is conducted to investigate the improvement of teaching and learning

process for students. Observation sheet is useful to know the students' reaction and to see the development that is exist since applying Visual Scaffolding (Pictures).

3. Data Analysis

3.1 Analysis of Quantitative Data

The students' scores were improved from the first meeting to the last meeting. The students' score in the Test I (that was after the writer had taught report text by applying Visual scaffolding) was higher than the score in the Orientation test (that was before the writer taught report text by applying Visual Scaffolding), and the students' score in the Test II was higher than the students' score in the Test I.

The improvement of the students' achievement could be seen from the mean of the students' score:

a. The mean in the Orientation test is $\bar{X} = \dfrac{1868}{30} = 62.3$

b. The mean in the Test I is $\bar{X} = \dfrac{2159}{30} = 71.9$

c. The mean in the Test is II $\bar{X} = \dfrac{2423}{30} = 80.8$

The mean of the students' score in the last meeting or in the Test II is the highest mean of all. So, it proves that Visual Scaffolding increases the students' achievement in writing report text from 62.3 to 80.8.

The percentage of the master students who reached point 75 also showed the improvement of the students' achievement from Orientation test to the Test II. We can see the percentage as follows:

a. $P1 = \dfrac{4}{30} x \ 100\% = 13\%$

b. $P2 = \dfrac{15}{30} x \ 100\% = 50\ \%$

c. $P3 = \dfrac{25}{30} x \ 100\% = 83\ \%$

In the Orientation test, there was only 13 % (four students) who reached point 75. In the Test I, there was 50 % (fifteen students) who reached point 75. And in the Test II there was 83 % (twenty-five students) who reached point 75. Therefore, it also

proved that the application of Visual Scaffolding could improve students' report writing.

The improvement of percentage of master students' in writing report text from Orientation test (P1), Test I (P2) and Test II (P3) could be seen as follows:

Table 4.2

The improvement of percentage of master students' in writing report text.

Test	Percentage
Orientation test – Test I	37 %
Test I – Test II	33 %
Orientation test – Test II	70 %

From the table given, it could be concluded that the students' score in writing report text kept increasing.

3.2 Analysis of Qualitative Data

3.2.1 Activities in Cycle I

In cycle, I the writer explained what report is, what is the functioned also its generic structures. After the writer, had given the explanation about how to write report text and Visual Scaffolding, then she asked the students to write a report text with title "An Accident", and the writer displayed an appropriate large picture in the slide. The result of the students writing report text in this Test I showed an improvement. Their scores increased, about 53 - 86, and so where the mean of their score that was 71.9. This improvement proved that the students' achievement in writing report text improved after they were taught to write report text by applying Visual Scaffolding.

3.2.2 Activities in Cycle II

The writer conducted cycle II because in the reflection of cycle I the writer realized that there was some weakness from the teacher and also from the students. One of the weaknesses was that the writer had not succeed in creating a comfort and attractive situation during teaching and learning process in cycle I, and this had caused there were some students kept making noise and disturbing their friends during the teaching learning process.

In the end of cycle II, the writer then asked the students to write a report text based on the picture displayed. The title of the test was "Penguins" and it became the scores of the students in Test II. The result showed that the mean of their scores also increased became 80.8. This showed that once again the students' achievement in writing report text improved.

E. FINDING AND DISCUSSION

1. Finding

The finding of this research is that Visual Scaffolding can help the students to improve their skill in writing report text. By applying this Visual Scaffolding, the score of the students in writing report text kept increasing from the Orientation test to Test II. It can be seen from the improvement of the score from the mean of the students' score, where in the Orientation test the mean was 62.3, then in the Test I the mean improved became 71.9, and then in the Test II the mean improved to 80.8. So, the improvement of the mean of students' achievement in writing report text was also shown by the improvement of percentage on master students in writing report text from Orientation test to Test II, that was 70 %.

This result proved that the students' achievement in writing report text was improved after they were taught to write report text by applying Visual scaffolding.

2. Discussion

After conducting this research the students' achievement in writing report text improved. Test I showed that the mean of the students' scores were higher than the mean of the students' score in the Orientation test. And the Test II showed that the mean of the students' scores were higher than the mean of the students' scores in Test I. The percentage of master students in writing report text was also improved from Orientation test to Test II, the improvement was 70 %. Similar to the scores and the percentage above, the expression, interest and the excitement of the students also showed that there was improvement. It can be seen from the questionnaire sheets and diary notes. Most of students were more active and enthusiastic during teaching learning process, and this

situation was very different from the first meeting. By applying this Visual Scaffolding, most students then said that they can write report text well, they can transfer the idea from their mind to a piece of paper.

F. CONCLUSION AND SUGGESTIONS

1. Conclusion

After analyzing the data, it was found out that the students' score increased from the first meeting until the last meeting. The mean of the students' score in the Orientation test was 62.3, then it improved in the Test I became 71.9 and then it improved again in the Test II 80.8. It means that the mean of the students' score from Orientation test to Test II improved 18,5 points. The percentage of master students in writing report text also improved, where in the Orientation test it was 13 %, in Test I 50 % and in the Test II itimproved83 %. So, the improvement of percentage of the master students in writing report text from Orientation test to Test II was 70 %. From the data, it can be concluded that teaching report text by applying Visual Scaffolding can help the students to improve their ability in writing report text.

2. Suggestions

a. it is important for the teacher to apply Visual Scaffolding to make teaching process more interesting and active particularly in writing report text.

b. for the students, Visual Scaffolding can be an interesting strategy in learning English, because there were interesting things found in this strategy.

REFERENCES

Couture, Barbara. 1986. *Functional Approaches to Writing Research Perspectives.* London: Frances Printer.

Grabe, William and Robert B Kaplan. 1996. *Theory and Practicing of Writing.* Malaysia: Longman.

Harmer, Jeremy. 2003. *The Practice of English Language Teaching, 3rd edition.* Malaysia: Longman.

Herrell, Andrienne and Michael Jordan. 2004. *Fifty Strategies for Teaching English Language Learners, 2nd edition.* New Jersey: Pearson Education, Inc.

Lindaman, Erika. 1989. *A Rhetoric for Writing teachers.* New York: University of Calofornia.

Sarkar, S. 2011. *The Usenof Pictures in Teaching English as a Second Language.* Oxford University Press. (http://eltj.oxfordjournals.org/content/XXXII/3/175.extact)

Stuyf, Rachel R. Van Der. 2002. *Scaffolding as a Teaching Strategy.*Section 0500A. (http://esl.fis.edu/teachers/fis/scaffold/page1.htm)

Vandersluis, Vincent. 2004. *Using Image in Foreign Language Teaching.* Switzerland. (Journal by Vincent Vandersluis, EFL Teacher, Switzerland)

Werff, Joep van der. 2003. *Using Pictures from Magazines.* The Internet TESL Journal, Vol. IX, No. 7, July 2003 (http://iteslj.org/Techniques/Werff-Pictures.html)