THE EFFECT OF SCAFFOLDING STRATEGY TO STUDENTS' WRITING ABILITY AT GRADE XI SMA NEGERI 1 SIPIROK

Thesis

Submitted to the English Educational Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English Department

Written By:

SAZLI HIDAYAT RITONGA
Reg. No. 18 203 00014

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN

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Written By:

SAZLI HIDAYAT RITONGA
Reg. No. 18 203 00014

Advisor I

Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II

Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024

LETTER OF AGREEMENT

Term: Thesis
a.n. Sazli Hidayat Ritonga

Padangsidimpuan, 21 June 2023
To:
Dean Tarbiyah and Teacher Training
Faculty UIN Syekh Ali Hasan
Ahmad Addary Padangisidimpuan
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb

After reading, studying and giving advice for necessary revision on thesis belongs to **Sazli Hidayat Ritonga** entitled **"The Effect of Scaffolding Strategy to Students' Writing Ability at Grade XI SMA Negeri 1 Sipirok"** we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S.Pd) in English.

Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padang Sidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb

Advisor I

Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II

Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

PUBLICATION APPROVAL STATEMENT

As Academic Civity of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, I am the undersigned:

Name : Sazli Hidayat Ritonga

Reg. Num : 1820300014

Department : English Education

Faculty : Tarbiyah and Teacher Training

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Reg. No. 1820300014

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The name who signed here:

Name	: Sazli Hidayat Ritonga
Registration Number	: 18 203 00014
Faculty Department	: Tarbiyah and Teacher Training Faculty/TBI-1
The Tittle of the Thesis	: **The Effect of Scaffolding Strategy to Students' Writing Ability at Grade XI SMA Negeri 1 Sipirok**

I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verses 2.

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Padangsidimpuan, 06 June 2023

Declaration Maker,

Sazli Hidayat Ritonga

Reg. No. 1820300014

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name	:	Sazli Hidayat Ritonga
Registration Number	:	18 203 00014
Faculty/Department	:	Tarbiyah and Teacher Training Faculty/ TBI
The Tittle of Thesis	:	**THE EFFECT OF SCAFFOLDING STRATEGY TO STUDENTS` WRITING ABLITY AT GRADE XI SMA NEGERI 1 SIPIROK**

Chief,

Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.
NIP. 19801224 200604 2 001

Secretary,

Sri Rahmadhani Siregar, M.Pd
NIDN.2006058602

Members,

Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.
NIP. 19801224 200604 2 001

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Sokhira Linda Vinde Rambe, M.Pd.
NIP.19851010 201903 2 007

Sri Rahmadhani Siregar, M.Pd.
NIDN.2006058602

Proposed:

Place	: Padangsidimpuan
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. T. Rizal Nurdin, Km. 4,5 Sihitang, Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis	**: The Effect of Scaffolding Strategy to Students' Writing Ability at Grade XI SMA Negeri 1 Sipirok**
Name	**: Sazli Hidayat Ritonga**
Reg. Num	**: 18 203 00014**
Faculty/ Department	**: Tarbiyah and Teacher Training Faculty/ TBI**

The Thesis has been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, 5 Mei 2023.
Dean

Dr. Nelva Hilda, M.Si.
NIP. 19720920 200003 2 002

ABSTRACT

Name : Sazli Hidayat Ritonga
Reg. Number : 18 203 00014
Department : Tadris Bahasa Inggris
Title of Thesis : The Effect of Scaffolding Strategy to Students' Writing Ability at Grade XI SMA Negeri 1 Sipirok

This research focused on the effect of scaffolding strategy to students' writing ability at grade XI SMA Negeri 1 Sipirok. The problems of the students were; 1) The students did not know what should be written. 2) The students are low in mastering vocabulary and grammar. 3) The students are lack of ideas and suggestions for writing. The purposes of the research were: 1) to know the information about the students' ability in writing procedure text before learning procedure text by using scaffolding strategy, 2) to know the information about the students' ability in writing procedure text after learning procedure text by using scaffolding strategy, and 3) to examine the effect of using scaffolding strategy to writing procedure text at grade XI students of SMA Negeri 1 Sipirok. The kind of this research was quantitative research with experimental method. The design is pre-test and post-test for control group design. The population were all of the students at XI grade SMA Negeri 1 Sipirok. The sample were IPA 1 as experimental class that consisted of 34 students and IPA 4 as control class that consisted of 31 students. The data had collected through pre-test and post-test in essay test form and analysed by using t-test formula. Next, the students' writing procedure text ability after taught using the scaffolding strategy in experimental class in pre-test was low and mean score of post-test was higher than pre-test. It is good categorized. Finally, the result of t-test had found that $t_{count} > t_{table}$ which is Ha was accepted and Ho was rejected. It means, there is a significant effect of using scaffolding strategy to students' writing ability at grade XI SMA Negeri 1 Sipirok.

Keywords: *Scaffolding Strategy, Procedure Text, Writing Ability*

ABSTRAK

Name : Sazli Hidayat Ritonga
Reg. Number : 18 203 00014
Department : Tadris Bahasa Inggris
Title of Thesis : Pengaruh Penggunaan Scaffolding Strategis terhadap Kemampuan Menulis Siswa Kelas XI di SMA Negeri 1 Sipirok

Penelitian ini berfokus pada pengaruh strategi scaffolding terhadap kemampuan menulis siswa kelas XI SMA Negeri 1 Sipirok. Masalah siswa adalah; 1) Siswa tidak tahu apa yang harus ditulis. 2) Para siswa rendah dalam penguasaan kosa kata dan tata bahasa. 3) Siswa kekurangan ide dan saran untuk menulis.Tujuan dari penelitian ini adalah: 1) Untuk mengetahui informasi tentang kemampuan siswa dalam menulis teks prosedur sebelum pembelajaran teks prosedur dengan menggunakan strategi scaffolding, 2) Untuk mengetahui informasi tentang kemampuan siswa dalam menulis teks prosedur setelah pembelajaran teks prosedur dengan menggunakan strategi scaffolding, 3) Untuk menguji pengaruh penggunaan strategi scaffolding terhadap menulis teks prosedur pada siswa kelas XI SMA Negeri 1 Sipirok. Jenis penelitian ini adalah penelitian kuantitatif dengan metode eksperimen.Dengan desain pre-test dan post-test pada control group. Populasinya adalah seluruh siswa kelas XI SMA Negeri 1 Sipirok. Sampelnya adalah IPA 1 sebagai kelas eksperimen yang terdiri dari 34 siswa dan IPA 4 sebagai kelas kontrol yang terdiri dari 31 siswa. Data dikumpulkan melalui pretest dan post test dalam bentuk tes uraian dan dianalisis dengan menggunakan rumus uji t. Selanjutnya, kemampuan menulis teks prosedur siswa setelah diajarkan strategi scaffolding di kelas eksperimen pada pre-test adalah rendah dan skor rata-rata post-test adalah lebih tinggi. Itu di kategorikan baik. Akhirnya, hasil uji-t ditemukan thitung>ttabel yaitu Ha diterima dan Ho ditolak. Artinya, terdapat pengaruh yang signifikan penggunaan strategi scaffolding terhadap kemampuan menulis siswa kelas XI SMA Negeri 1 Sipirok.

Kata Kunci: *Scaffolding Strategi, Teks Procedure, Kemampuan Menulis*

ملخص البحث

الإسم : ساجلي هداية ريتنجا

رقم القيد : ١٨٢٠٣٠٠٠١٤

الموضوع : تأثير إستراتيجية السقالات إلى قدرة الطلاب على الكتابة في الصف الحادي عشر SMA NEGERI 1 SIPIROK

ركز هذا البحث على تأثير استراتيجية السقالات على قدرة الطلاب على الكتابة في الصف الحادي عشر SMA Negeri 1 Sipirok. كانت مشاكل الطلاب ؛ ١) لم يعرف الطلاب ما يجب كتابته. ٢) الطلاب منخفضون في إتقان المفردات والقواعد. ٣) الطلاب يفتقرون إلى الأفكار والاقتراحات للكتابة. أغراض البحث هي: ١) معرفة المعلومات حول قدرة الطلاب في كتابة نص الإجراء قبل نص إجراء التعلم باستخدام استراتيجية السقالات ، ٢) معرفة المعلومات حول قدرة الطلاب في كتابة نص الإجراء بعد نص إجراء التعلم باستخدام استراتيجية السقالات ، و ٣) دراسة تأثير استخدام استراتيجية السقالات لكتابة نص الإجراء في طلاب الصف الحادي عشر من .SMA Negeri 1 Sipirok كان نوع هذا البحث هو البحث الكمي مع المنهج التجريبي. التصميم هو اختبار مسبق واختبار لاحق لتصميم مجموعة التحكم. كان السكان جميع الطلاب في الصف الحادي عشر SMA Negeri 1 Sipirok. كانت العينة IPA 1 كفصل تجريبي يتكون من ٣٤ طالبا و IPA 4 كفصل تحكم يتكون من ٣١ طالبا. تم جمع البيانات من خلال الاختبار القبلي والبعدي في شكل اختبار مقال وتحليلها باستخدام صيغة .ttest بعد ذلك ، كانت قدرة نص إجراءات الكتابة لدى الطلاب بعد تدريس استراتيجية السقالات في الفصل التجريبي في الاختبار القبلي منخفضة وكان متوسط درجة الاختبار اللاحق أعلى. إنه جيد تصنيف. أخيرا ، وجدت نتيجة اختبار t أن tcount >ttable وهو Ha تم قبوله وتم رفض .Ho هذا يعني أن هناك تأثيرا كبيرا لاستخدام استراتيجية السقالات على قدرة الطلاب على الكتابة في الصف الحادي عشر.SMA Negeri 1 Sipirok

الكلمات المفتاحية: استراتيجية السقالات ، نص الإجراء ، القدرة على الكتابة

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Padangsidimpuan, 06 June 2023
Researcher,

Sazli Hidayat Ritonga
Reg. No. 1820300014

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Scaffolding in an educational context is a process by which teachers provides students with a temporary framework for learning. In this sense, the teacher is not only a teacher, who teaches, explains and asks the students to do some activities but the teachers are team workers. The teachers and the students collaborated in discussing about something to write. The teacher simultaneously provides students with sufficient supports whenever students need assistance to attain one particular level of understanding.

The students would not feel alone and inferior in the class and the success is possible to be reached. Thus, it is helpful to foster students' cognitive development in terms of their self-efficacy and self-esteem[1]. This strategy will be successful when the teacher must provide students with the optimal amount of support necessary to complete the task, and then step by step decrease the level of assistance until the student becomes capable to the activity independently.

Writing is one of the important skills in human life. Talking about writing, most students did the writing. When students are asked what is writing, students may answer that writing is one way to communicate with each other through a paper and a pen. Writing is usually thought to be the

[1] Jennifer Hammond, *Scaffolding: Teaching and Learning in Language and Literacy Education* (Australia: Primary English Teaching Association (PETA), 2001), p. 13.

most difficult skill to acquire and should only be taught after students have learned the other skills. To write well, students must have good capabilities in writing process and aspects of writing. The students must be able to organize the idea, to construct the sentence, to use punctuation and spelling well.

When the teachers teach writing in English in the school, they will find many phenomena. They probably will find some students with good, medium, or poor in their writing ability or skill. In writing, the main product is a written text. Scaffolding strategy can help the teacher to teach, support and organize the learning situation.

Writing is one of the productive language skills. It deals with conveying messages with the use of graphic symbols; it is an activity to communicate one's idea by using letters, words, phrases, and clauses to a series of related sentences[2]. It can be concluded that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the text.

Scaffolding is giving a temporary support or assistance given by the teacher to the learners at the beginning of learning and then it is slowly reduced when the students are able to do the task independently and make them to grow alone. The support that is given to the learners, such as guidance, reminder, encouragement, analyses the problems at the steps of

[2] Meutia Khanza and Tatu Zakiyatun Nufus, 'The Effect of Scaffolding toward Students' Writing Procedure Text', *English Language in Focus (ELIF)*, 2.1 (2019), 33 <https://doi.org/10.24853/elif.2.1.33-42>.

solution, and giving example. In terms of classroom implementation, scaffolding strategy is expected to direct the students to produce a text and the assistance given by the teacher lead the students to grow alone. Writing independently happens when they were able to motivate themselves by finding some alternatives to increase their willingness. When the students have a high motivation, they will be able to make themselves becoming autonomous learners who are able to create a written text by using their own creativity and ideas[3]. In this case, writing can be categorized as a challenging activity for students because the difficulties do not seem only when they want to express their ideas but how to organize the sentences into a good grammar and structure. To overcome this, the teacher needs to assist the students step by step provide students with a supporting framework as an instructional strategy. The instructional strategy can be called as Scaffolding.

Based on interview with the Mrs. Lumbantobing as an English teacher, she said that the students' problem were they did not know what should be written and sometimes students imitated their friends in writing. It becomes because most of the students did not know any vocabulary and teachers just focused in giving instruction without giving any hints, any ideas or any suggestions. So, it made students did not understand the hints

[3] Maryantini, Marhaeni, and Dewi, 'The Effect of Scaffolding Strategy on Learner Autonomy and Writing Competency of Senior High School Students.', *Jurnal Pendidikan Bahasa Inggris Indonesia*, 8.2 (2020),31–4 <https://ejournal-pasca.undiksha.ac.id/index.php/jpbi/article/view/3355>.

and were low in writing a text especially procedure text[4]. There are some reasons and teacher statements about students' problems in writing. First, in writing text students were low because the students are lack in vocabulary mastery whereas the influence of vocabulary very necessary in writing skill. Second, students are lack of ideas and topic for writing. It made students cannot organize their sentence to be a good paragraph.

Based on the problem and explanation above, the researcher is interested and need to introduce this strategy in teaching and do the research with the title "The Effect of Scaffolding Strategy to Students' Writing Ability at Grade XI SMA Negeri 1 Sipirok".

B. Identification of the Problem

Based on the background of the problem above, it can be identified that students deal with some barriers in writing procedure text at grade XI SMA N 1 Sipirok, are:

1. The students did not know what should be written.
2. The students are low in mastering vocabulary and grammar.
3. The students are lack of ideas and suggestions for writing.

C. Limitation of the Problem

Based on the obstacles above, this research limited on strategies for teaching. There are some strategies that can be used in teaching writing, but

[4] D. A, S,Pd, as an English Teacher at Grade XI SMA N 1 Sipirok, Interview on September 2022.

the researcher only focus to scaffolding as a strategy in teaching procedure text at grade XI SMA N 1 Sipirok.

D. Formulation of the Problem

Based on the limitation of the problem above, formulations of the problem can be formulated as follow:

1. How is the students' ability in writing before learning by scaffolding strategy at grade XI SMA N 1 Sipirok?
2. How is the students' ability in writing procedure text after learning by Scaffolding strategy at grade XI SMA N 1 Sipirok?
3. Is there any significant effect of scaffolding strategy to students' ability in writing procedure text at grade XI SMA N 1 Sipirok?

E. Purposes of the Problem

Based on focus of the problem, the researcher determines that the purposes of this research are:

1. To explain the students' ability in writing procedure text before learning procedure text using scaffolding strategy at grade XI SMA N 1 Sipirok.
2. To explain about the students' ability in writing procedure text after learning procedure text using scaffolding strategy at grade XI SMA N 1 Sipirok.
3. To examine whether there is significant effect of using scaffolding strategy to students' ability in writing procedure text at grade scaffolding strategy at grade XI SMA N 1 Sipirok.

F. Significances of the Problem

Significances of the research are the large contribution department where and whoever a result of the research become in terms of education. The significances are:

1. For teacher, the result of this research will give an alternative technique or strategy in teaching writing, especially in writing procedure text. The result of this research will help English language teachers in their school to decide which of the best strategy in teaching writing.
2. For other researcher, this research is hoped to help the other research who will write further research in the same tittle. This research can give them information about teaching by using scaffolding to makes them easier in their research.

G. Definition of Operational Variables

1. Scaffolding Strategy

   Scaffolding is an act of teaching support the construction of knowledge by the learners and provides the basis for the future independent learning of individual. It is expected to direct the students to produce a text by the teacher lead the students to grow alone. Scaffolding could be said as a concept that has led the developed of other for giving a temporary support given by the teacher to the learners.

2. Procedure Text

Procedure is a piece of text that tells the reader or listener how to do something. The purpose of procedure text is to provide sequenced information so that people can successfully perform activities in safe and efficient ways. Procedure text is already familiar with people's daily life, for example in giving instructions to make something.

H. Outline of the Problem

Outline of this research is divided into five chapters. Chapter one consists of background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the significances of the research, the definition of operational variables, and the outline of the research.

Chapter two consist of the theoretical description. It is divided into subchapters which consist of nature of writing, scaffolding strategy, procedure text, and procedures of teaching by scaffolding strategy, teacher's strategy, related finding, conceptual framework and the hypothesis.

Chapter three consists of methodology of the research which is divided into subchapter; the place and time of the research, the research design, population and sample, instrument of the research, validity and reliability, technique of collecting data, and the technique of analysis the data.

Chapter four consists of the data description, hypothesis testing, discussion and the threats of the research. Chapter five consists of the

conclusion about the result of this research, suggestion and implication that are given by the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Nature of Writing

a. Definitions of Writing

Lubis stated Writing is a part of skill that students have to create a text by arranging sentences into a good text and following the structure and language features, writing involves a number of activities such as setting goal, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. Writing is a complex process which is neither easy nor spontaneous for many second languages. Writing is a continuum of activity starting from mechanical aspects to more complicated actions of composition writing as the final stage.[5] Writing also has important role in evaluation of student performance at school, being particularly when they have to express the knowledge they have required as they do in tests or exams.

Writing is demand standard form of grammar, vocabulary, and syntax. Devices to help convey meaning are punctuation, capitals and underlining (for emphasis). Sentence boundaries clearly

[5] Rayendriani Fahmei Lubis and Nur Khoiria Hasibuan, 'Students ' Writing Procedure Text Mastery', *English Journal for Teaching and Learning*, 08.02 (2020), 166–76 <https://doi.org/10.24952/ee.v8i2.3238>.

indicated. Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in the class, to use some form of written test[6]. Writing is clearly much more dependent on how effectively we use the linguistic resources of the language, it would be wrong to conclude that all the advantages are on the side of speech.

Writing is ability of students to express their idea to become a piece of good written text by following procedure and rules of text. Writing is the way to share and deliver our idea in our brain into writing language and writing also is tool of communication indirectly to express what is thought and felt through written text[7]. Therefore, writing skill are supposed to be one of the most difficult language skills for students to master and process by which we transfer our thinking, our ideas, and our experiences into written form.

b. Component of Good Writing

When the students begin their writing, the must know the component of writing to make the result is good. Some of the experts

[6] Donn Byrne, *Teaching Wriitng Skill* (New York: Longman, 1993), p. 3

[7] Sri Rahmadhani Siregar, 'Students' Writing Ability on Islamic Narrative Text Topic', *Tazkir : Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, 7.1 (2021), 143–54 <https://doi.org/10.24952/tazkir.v7i1.3737>.

give their opinion about the characteristic of writing. These characteristic as following below:

1) Vocabulary: Vocabulary is essential in a language instruction. It means that when we learn language, of course we learn the vocabulary of the language.
2) Grammar: Grammar means the rules which structure our language.
3) Usage: Usage designates rules of a less basic and binding sort, concerning how we should use the language in certain situations.
4) Mechanics: In composition mechanics refers to the appearance of words, to how they are spelled or arranged on paper. The fact that the first word of a paragraph is usually indented, for example, is a matter of mechanics[8].

Based on the explanation above, the researcher can conclude that a good writing should have the component of good writing above which all the sentences relate each other so that the reader can understand the text easier.

c. Process of Writing

The beginning of writing is the process step by step that the writer need before do the writing. Based on Kane[9], stated the process of wiring are:

[8] Anne Whitaker, *Academic Writing Guide* (Slovakia: City University of Settle, 2009), p.4-6

[9] Thomas S. Kane, *Essential Guide to Writing* (New York: Berkeley Publishing Book, 2000), p.13-15

1) Choose a topic: Think about things related to the course that you are interested in. If there is nothing which interests you, look through the textbook, instructor-recommended resources, course slides, and current periodicals for possible ideas.
2) Think (brainstorm): Brainstorming suggests a haphazard approach to getting thoughts out of the mind and onto some type of canvas (e.g., chalkboard, overhead, worksheet). Brainstorming can be and should be guided by the teacher before students are expected to complete this step independently.
3) Plan (outline): The outline is used to further organize the thoughts revealed in the Brainstorming step. Teacher-generated and later, co-constructed outlines allow students to visualize the different topics and paragraphs within the paper.
4) Write: the stages that writers have to trough in sequence to produce the result of writing in written form.
5) Revise: step includes peer and teacher proofing as well as editing.

The teacher provides a list of questions and instructions that is both general (e.g., spelling, grammar) and specific (e.g., number of paragraphs, sentence length) that guides the evaluator through this stage of the process. The writer uses the evaluation feedback to make corrections as necessary.

d. The Purpose of Writing

The importance thing that the writer do after the process of writing is the purpose of writing. Lonknife and Sullivan said,[10] that purpose of writing are:

1) To inform : You want to share your knowledge with the readers.
2) To persuade: You want to present a position and convince your readers that it is reasonable and that they should take some action.
3) To explain : You want to make a more specific point and help your readers understand what you are discussing.

Based on the purpose of writing above, the researcher concluded that writing gives information through idea and own skill from the writer to the readers.

e. Writing Assesment

To know the result that get when students writing there must be assess. There are some criteria for writing assesment that used in Bahasa Inggris MA/SMA/SMK Kelas XII[11]. They are:

1) Content: to find out what is procedure text include goal, step and material.
2) Vocabulary: to see the imperative sentences through vocabulary and command.

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[10] Ann Lonfknife and K.D Sullivan, *Easy Writing Skill Step by Step*, (New York: Mc Grow Hill, 2012), p. 3-4

[11] Utami Widiati, Zuliati and Furaidah, *Bahasa Inggris MA/SMA/SMK Kelas XII* (Balitbang: Kemendikbud, 2018), p. 131

3) Grammar: to find out the tenses that used in procedure text.

4) Organization: to know the logical sequence and numbering.

Criteria's for writing assessment above to know and to scoring how far the students' ability to writing procedure text based on content, vocabulary, grammar and organization.

2. Scaffolding Strategy

a. Definitions of Scaffolding Strategy

The scaffolding strategy is temporary, but essential for the successful construction of the building. Scaffolding in the metaphorical sense in which we are using it here, as the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring. In the classroom it portrays the temporary, but essential, nature of the mentor's assistance in supporting learners to carry out tasks successfully. Scaffolding, however is not simply another word for help. It is a special kind of help that assists learners in moving toward new skills, concepts, or levels of understanding[12]. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone. It is future oriented and aimed at increasing a learner's autonomy.

[12] Pauline Gibbon, *Scaffolding Language Scaffolding Learning Teaching English Language Learners in the Mainstream Classroom* (Nh: Heinemann, 2015), p. 16

Scaffolding is the help given to a learner that is tailored to that learner's needs in achieving his or her goals of the moment. The best scaffolding provides this help in a way that contributes to learning. For example, telling someone how to do something, or doing it for them, may help them accomplish their immediate goal; but it is not good scaffolding because the child does not actively participate in constructing that knowledge. In contrast, effective scaffolding provides prompts and hints that help learners to figure it out on their own. Effective learning environments scaffold students' active construction of knowledge in ways similar to the way that scaffolding supports the construction of a building. When construction workers need to reach higher, additional scaffolding is added, and when the building is complete, the scaffolding can be removed. In effective learning environments, scaffolding is gradually added, modified, and removed according to the needs of the learner, and eventually the scaffolding fades away entirely[13]. Scaffolding is one of strategies that can be used to help the students to understand their material to be learned.

Scaffolding means a process of setting up the situation to build up an entry to a student until he has adequate skills to manage it. The theory behind scaffolding is that when learners first approach

[13]R. Keith Sawyer, *The Cambridge Handbook of the Learning Sciences Second Edition* (New York: Cambridge University Press, 2006), p. 29

a new skill or subject matter, they are able to accomplish much more with support[14]. One of the benefits of scaffold instructions is to provide a supportive learning environment to students.

The students no longer passively listen to information presented by teachers but build on prior knowledge and form new knowledge by themselves with the help of teachers and feedback from their peers.

b. Procedures of Teaching by Scaffolding Strategy

The process of teaching by scaffolding strategy based on Theodorou's theory[15] they are:

1) Supporting: provided for the learner where he can commit errors as part of the process of learning
2) Modelling: after the students could know the instruction well, researcher modelled how to write, she modelled how to brainstorm topics, prewrite using graphic organizers, draft, revise, and edit.
3) Coaching: giving instructions and advise the students while learning to grow their confident.
4) Practicing: after all steps above, next the teacher allow them to do the project or learning in the class.

[14] Atipat Boonmoh, 'Using Scaffolded Instructions to Improve Students' Skills', *Reflections*, 26.1 (2019), 1–16 <https://so05.tci-thaijo.org/index.php/reflections/article/view/199840>.

[15] Maria Theodorou, *Scaffolding Guide Book* (European Union: Erasmus Programme, 2010), p.13

The second theory of teaching by scaffolding strategy based on Belland[16] as follow:

1) Inquiry, in this pace researcher integrated reading and writing instruction
2) Modelling, after the students have known the instruction well, researcher modelled the students how to write.
3) Shared, the students could share what they are going to write. They are engage in making decisions about topic, sentence, structure, and organize the writing.

Based on theory above, the researcher chooses the second theory as the procedure of scaffolding strategy for teaching in writing procedure text.

c. Advantages of Scaffolding Strategy

Beside define about definition of using scaffolding, there are some advantages that give benefit for teaching and learning, especially in writing. The advantages of scaffolding are as follows:

1) Make students interest to the task.
2) Make a task to be simple one. It makes students do their task step-by step.
3) Show to students the point of the task do be done.
4) Estrange students from frustration when do the task.

[16] Brian R. Belland, *Instructional Scaffolding in STEM Education Strategies and Efficacy Evidence*(USA: Open Access, 2017), p. 64

5) Give demonstrate of ideal task[17].

This strategy makes students better because there are motivates that given as long learning process in the classroom and make students easier to do the task. Teacher guide students when they do not know what they will do. So, students know what they do and can be independent learner.

3. Procedure Text

a. Definitions of Procedure Text

Procedure text is a kind of text that we can find in daily life, such as in manual and recipes which the purpose is to tell how to do and to make something in a chronological order‖. It means that procedure text is a text consists of step or way to do something in sequence. Procedure text describes how something is done through a sequence of actions or steps which gives some clues or how to do something through a series of actions. It also gives step by step to perform an activity[18]. The purpose of this text is to instruct how to do something or to make something in particular structures such as goal, materials, method and conclusion.

b. Generic Structure of Procedure Text

[17] Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2015), p. 12-13

[18] Melinda Prawati, Sofian and Endang Susilawati, 'Teaching Writing Procedure Text through Demonstration', English Education Study Program, Teacher Training and Education Faculty of Tanjungpura University (2008), 5, http://dx.doi.org/10.26418/jppk.v2i3.1164

The generic structure of Procedure text consist of three, they are:

1) Goal: telling about the aim of activity and predict the conclusion might happen.
2) Material: materials that needed to make something or to do the activity.
3) Steps: consisting steps in sequential order to complete the procedure of making or doing something. Every step is written in form of imperative or command[19].

The way or structure of writing procedure decided on goal, material and steps. Writer should follow it to make them easier when writing procedure text.

c. Grammatical Features of Procedure Text

Grammatical features of procedure text consist of three points, they are following below:

1) Use of simple present tense, often imperative such as glue paper, cut the paper, pour the four, and add the salt.
2) Use of temporal conjunction that shows the sequence such as then, while, next, now, etc.
3) Use general human agents[20].

[19] Ai Solihah and Ari Rustandi, 'Improving Reading Skill of Procedure Text Trough Picture Walk', *PROJECT (Professional Journal of English Education)*, 3.2 (2020), 195 <https://doi.org/10.22460/project.v3i2.p195-201>.

[20] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogayakarta: Graha Ilmu, 20018), p. 119

Grammatical features is one of the important point of writing a text, such as procedure text. It can guide the write to create a text based on tenses, conjunction, and punctuation and so on.

d. Material of Procedure Text

How to Make a Sandwich

Ingredients:

1. Two slice of bread
2. Butter or margarine
3. Topping that you like

Steps:

1. First of all, take two slice of bread, and spread them with butter or margarine.
2. Then, put your favourite topping on the top of the bread on one slice. You can have a fried egg, omelette, some strawberry jam, chocolate sprinkles, a slice of cheese, a sausage, or smoothing else as the topping.
3. After that, join the two slice of bread together. Your sandwich is ready to serve[21].

[21] Mulyono and Ari Widayanti, *English Alive 1* (Jakarta Timur: Yudhistira, 2010), p.79

4. Teaching Procedure Text by Using Scaffolding Strategy

In conducting the research, the procedure of using scaffolding strategy in teaching writing procedure text that use by the researcher is based on Belland, [22] they are:

a. Pre-Teaching

1) Teacher comes to the class by say greeting.
2) Teacher asks the students to pray before starting the lesson.
3) The teacher checks the students' attendance list and asking their condition.
4) Teacher asks the students to prepare their self to study as comfortable as possible.
5) The teacher mentions the goal of the study.
6) The teacher chooses the material which relates to procedure text.
7) The teacher explains the procedure text based on the topic (generic structure, language features and social function).

b. While Teaching

1) Inquiry: teacher builds student's knowledge and explain about procedure text.
2) Modelling: teacher explain how to write a text base on genre (procedure text) and ask to write the text by using brainstorming and listing.

[22] Brian R. Belland, p. 64

3) Share: teacher ask the students to share and do the collaboration with other students after written the text to know the feedback.

c. Post Teaching

1) The teacher and the students conclude the lesson that has been learnt.
2) The teacher informs the topic lesson for next meeting.
3) The teacher gives feedback to students' performance and informs the next topic.
4) The teacher asks the students to convey their feeling while learning process.
5) Then the teacher asks the students to pray after learning and then, the teacher closes the learning by saying hamdalah.

The procedures of teaching procedure text by using scaffolding strategy includes pre teaching, while teaching and post teaching with all the steps and procedures.

B. Review of Related Findings

There are some related findings to this research. Many people had done research about writing skill. These related findings discuss about strategy and method in English, like Scaffolding and Guided Questions. Then, discuss about writing. Clearly, these are some research are:

The First is Yasinta's research[23]. The method used in this research was a quantitative method. The result of this research was that the students' pre-test mean score (x) of the experimental class was 69.47 while the students' post-test mean score (x) was 77.02. In the contrary, the students' pre-test mean score (x) of the controlled class was 71.73 and the post-test mean score (x) was 73.79. The result of statistical hypothesis test found that on significance level 5%, t-value was 3.837 while t table was .2.120 or t value > t-table. Thus, the H0 (Null Hypothesis) was rejected and The H1 (alternative hypothesis) was accepted.

The second is Putri's research[24]. The data were gathered through qualitative and quantitative data. It can be seen from the mean score of pre-test was 56.6. Then, the mean score of post-test cycle 1was 73.6 and the mean score of post-test 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 post-test cycle 2 there were 20 students (80%) who passed KKM, so the criteria of success was achieved.

[23] Yulis Yasinta, 'The Effectiveness of Using Scaffolding Technique towards Students' Skills in Writing Descriptive Text' (State Islamic Syarif Hidayatullah Jakarta University, 2014) <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/27983/1/YULIS YASINTA-FAH.>.

[24] Rori Nesti Putri, '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' (State Institution For Islamic Studies (IAIN) Curup, 2019) <http://e-theses.iaincurup.ac.id/472/>.

The third is Azizah's research[25]. The method was used in this research was experimental research. Two classes were chosen randomly as the sample. They were X MIA-3 consist of 37 students (experimental class) and X MIA-4 consist of 36 students (control class). Mean score of experimental class before using scaffolding was 69.2 and mean score after using scaffolding was 79.16. Meanwhile, the mean score of control class in pre-test was 67.3 and in post-test was 68.55. Besides it, the score of t count was bigger than t table (5.413>2.000). It means that the hypothesis alternative (Ha) was accepted. It was concluded that there was a significant effect of scaffolding on students' ability in writing descriptive text at X grade of MAN 1 Padangsidimpuan.

The fourth is Nisa's research[26]. The instrument for collecting data was writing test. It was given in pre-test and post-test. The result of Paired sample t-test showed t count > t table (-10.651>2.080). It means t-count was higher than t-table (tt), so the alternative hypotheses (Ha) was accepted and the null hypotheses (Ho) was rejected. It proven that there was a significant effect after giving the treatment. The result of independent sample t-test = 2.771 and t table for 42 samples was 2.018. It can be analysed that t count is higher than t table, (2.771>2.018) It means that there was significant

[25] Nur Azizah, 'The Effect of Scaffolding on Students' Ability in Writing Descriptive Text at X Grade of MAN 1 Padangsidimpuan' (State Institute for Islamic Studies Padangsidimpuan as, 2020) <http://etd.iain-padangsidimpuan.ac.id/3747/>.

[26] khoirun Nisa, 'The Effect of Using Scaffolding Writing Instruction on Writing Ability of Tenth Grade Students Ma Laboratorium Jambi City' (The State Islamic University of Sulthan Thaha Saifuddin Jambi, 2019) <http://repository.uinjambi.ac.id/2280/1/SKRIPSI KHOIRUN NISA PDF BOKMART - Khoirun Nisa.>.

difference between the students who were taught by using Scaffolding Writing Instruction and those who were not.

The fifth is Ardillah's research[27]. The result of analysis can be explained that scaffolding increase students' writing skill at the fifth semester students at STAIN Palopo. In this thesis, the researcher apply scaffolding to teach writing because by using scaffolding the students are easier to make a good composition. The result of the students is increasing by looking their score in cycle 1 and cycle 2. Their mean score in cycle 1 only 61.8 and cycle 2 the score develop to be 75. It means that the student's writing skill of the fifth semester students of English Study Program Tarbiyah Department STAIN Palopo is increased by using scaffolding.

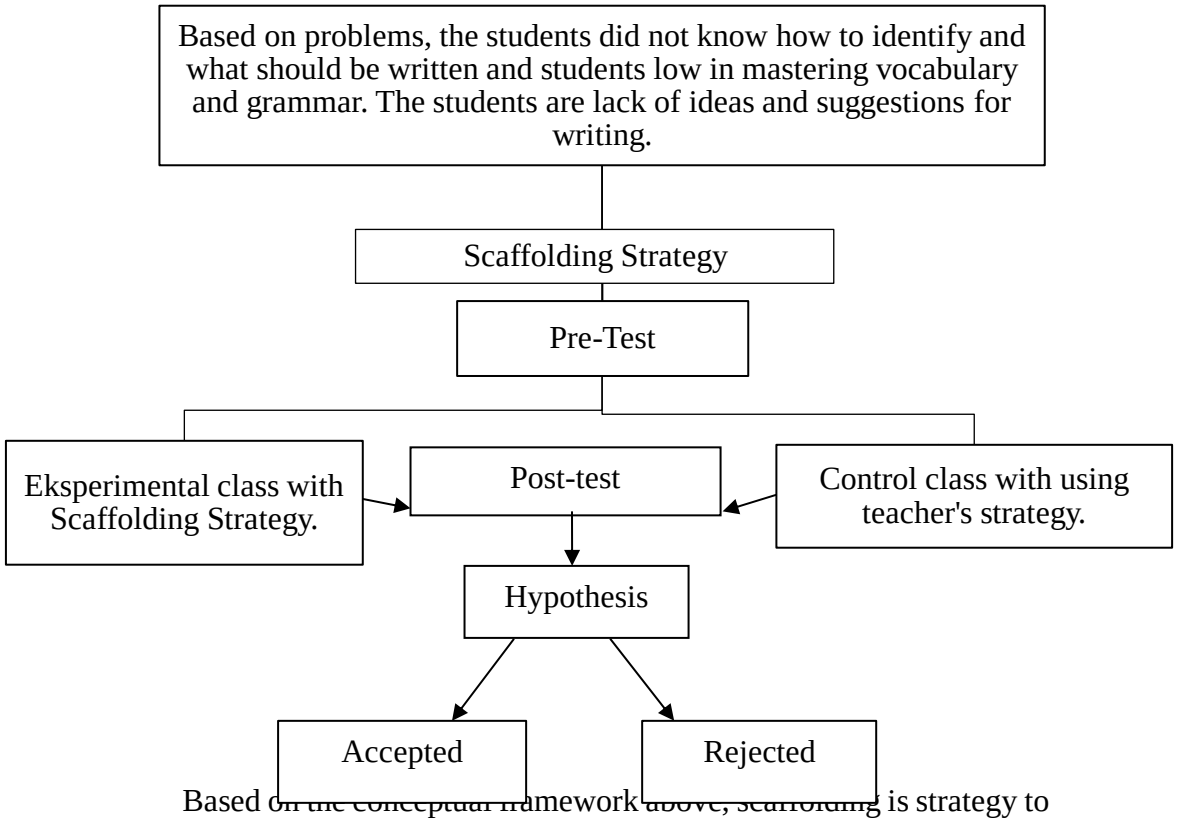
Based on review of related finding above, the researcher is interested to writing with the same tittle focus on scaffolding as the strategy for writing procedure text in SMA N 1 Sipirok.

C. Conceptual Framework

As the framework for this research is if it study competition and individually, it will be effective and this strategy is one way to motivate the students to do the best, and give them freedom to look for their ability distance. The relation of Scaffolding in writing procedure text can be seen as follow:

[27] Ardillah, 'Teaching Writing through Scaffolding Technique to the Fifth Semester of English Study Program Tarbiyah Department STAIN Palopo' (Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo., 2014) <http://repository.iainpalopo.ac.id/id/eprint/2372/1/Ardillah.pdf>.

Figure 2
Conceptual Framework



Based on the conceptual framework above, scaffolding is strategy to teach writing. Scaffolding is a complex instructional concept and explanations of various sorts of scaffolding will help to foster its more widespread use. This strategy allows teacher to grow the student's confidence and support the learning by inquiry, modelling and shared. To help teachers construct a deeper understanding of scaffolding, use it more frequently in their classrooms, and there by improve students' comprehension especially in SMA N 1 Sipirok for teaching writing.

D. Hypothesis

The hypothesis of this research stated that there is a significant effect of scaffolding strategy on students' writing procedure text at grade XI SMA N 1 Sipirok

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research has been conducted at SMA N 1 Sipirok. It is located at Jl. Simangambat, No. 218, Piningbaris, Pasar Sipirok, Kec. Sipirok, Kab. Tapanuli Selatan. The subject of this research is the XI grade of SMA N 1 Sipirok. This research begin in December 2022 up to June 2023.

B. Research Design

This research was categorized as quasi-research with experimental method. The design of this quasi-experimental research in pre-test and post-test control group design to figure out the effectiveness of scaffolding strategy on students writing skill of procedure text. In this research, the researcher used two classes, as an experimental class and as control class. The experimental class is the class that teach with scaffolding strategy. Meanwhile the control class is the class that teach by using teacher's strategy such as discussion and grouping.

Table III.1

Table of Design Instrument

Class	Pre test	Treatment	Post test
Experimental Class	√	Scaffolding Strategy	√
Control Class	√	×	√

C. Population and Sample

1. Population

In this research, students of SMA N 1 Sipirok at grade XI is population. The total population are 196 students. It means that population is number of whole subjects of the research that is very important in doing research. This research implement in SMA N 1 Sipirok are 6 classes. It can be seen in the following table:

Table III.2

The population of the grade XI SMA N 1Sipirok

No.	Class	Total of Students
1.	IPA 1	34
2.	IPA 2	34
3.	IPA 3	30
4.	IPA 4	32
5.	IPS 1	31
6.	IPS 2	35
TOTAL		**196**

2. Sample

The sample of this research is IPA and IPS at grade XI SMA Negeri 1 Sipirok. The researcher selected the sample by using random sampling technique. Random sampling is the process of selecting a sample in such a way that all in individuals in defined population have

an equal and independent chance of being selected for sample by random sampling. It means that in this research the sample takes class XI IPA 1 = 34 students and XI 1 IPA = 31 students. So total of sample of this research is 65 students. It can be seen from the table follow:

Table III. 3

Sample of Research

No.	Class	Total of Students
1.	Experimental class (IPA 1)	34
2.	Control class (IPA 4)	31
TOTAL		**65**

D. Instrument of the Research

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. In this research, the researcher doneachievement test included the cognitive test (essay). Achievement test measure the current status of individuals on school-taught subject. Below is the scoring adapted from English Text Book[28]of writing procedure text.

[28]UtamiWidiati, Zuliati and Furaidah, *BahasaInggris MA/SMA/SMK Kelas XII* (Balitbang: Kemendikbud, 2018), p. 131

Tabel III.4
Scoring of writing procedure text

No.	Aspect	Score	Performance Description	Weighting
1.	Content (C) 1. Goal 2. Material 3. Steps	5	Excellent	6x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
2.	Organizations (O) 1. Steps(Numbering) 2. Logical Sequencing	5	Excellent	5x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
3.	Grammar (G) 1. Present Tenses 2. Temporal Conjunction - Sequence Connectors 3. Word structure	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
4.	Vocabulary (V) 1. Word choice 2. Word master	5	Excellent	3x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	

Score = C + O + G +V =…….

E. Validity and Reliability of Instrument

1. Validity

Validity is a tool used to measure the test. That validity is an instrument that used to measured. In this research, the researcher used

essay test to test students' writing ability in procedure text. To make the test became valid so the researcher applied construct validity. Construct validity is used to know whether the test valid or not by using to expert judgement such as English teacher. Researcher used it to make the test became valid.

There was 2 valid essay tests that give by the researcher. One question was for pre-test and one question was for post-test. Another requirement is also important for a researcher is reliability. The result of the research must be reliable.

2. Reliability

Reliability means the result of the test has similarity. A research instrument say to have a high reliability value, if the tests make to have consistent results in a measured that would be measure.

Construct validity and reliability are a test validity based on the judgment of the experts. In this case, expert gives opinion about the instrument, whether instrument can use or still need improving, or maybe the instrument is failed to use. The researcher used essay test to test the students' writing procedure text ability. In this research, scoring criteria was based on five aspects of writing assessment; content, organization, grammar, and vocabulary. To make it sure, the researcher consulated to the expert of English writing in English Education Department of State Islamic University of Padangsidimpuan and also with the English teacher.

F. Procedures of the Research

The researcher used a test as instrument to measure the students'ability for taking the valid data. The researcher administere writing test to find out whether there was any significant effect of students' writing procedure text ability after the implementation of scaffolding strategy. There are two kind of test, pre-test and post-test. The process collecting the data as follow:

1. Pre-test

   The pre-test conduct to find out the homogeneity and normality of the sample. It gives for both classes before doing the treatment to the students (experimental and control class) to know the students basic ability in writing procedure text. The researcher applies some steps in giving pre-test as follows:

   a. Preparing the test.
   b. The researcher distributing the test paper to both class; experiment and control class.
   c. Explaining what students need to do.
   d. Giving the time for do the test.
   e. Answering the questions.
   f. Collecting the test.
   g. Checking and giving the score.

2. Treatment

After conducting pre-test, the researcher give a treatment (Scaffolding Sterategy) to students who are in the experimental class. The researcher guide the way of learning process by scaffolding strategy in inquiry, modelling, and shared to write a procedure text. While the control class teach by teacher's strategy. The researcher has some procedure in treat the class.

3. Post-test

The post-test give for both classes (experimental class and control class) after implementing scaffolding strategy for the experimental class and teacher's strategy for control class in order to know the students' ability in writing procedure text after doing the treatment. This post-test is the final test in the research, especially measuring the treatment, whether there is a significant or not. There are some procedure for give the test, are:

a. The researcher prepared an instruction of essay test.
b. The researcher distributed the paper of the test to students of experimental class and control class.
c. The researcher explained what the students need to do.
d. The researcher gave the time to the students to answer the questions.
e. The researcher collected the test paper.
f. The researcher checked the answer of students and counts the students' score.

G. Technique of Data Analysis

The technique of the data analysis that used in this research is T-test formula of two classes are test with using technique of data analysis as follow:

1. Requirement test
   a. Normality test

      To know the normality, the researcher uses Chi-Quadrate formula. The formula is as follow: [29]

$$x2 = \sum \frac{(f0-fh)}{(fh)}$$

      Where:

      X^2= Chi -Quadrate

      F_0 =Frequency is gotten from the sample/result of observation.

      F_h= Frequency is gotten from the sample as image from frequency is hoped from the population.

   b. Homogeneity Test

      Homogeneity test is use to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be call homogeneous. Homogeneity is the similarity of variance of the group compared. So, the homogeneity

[29]Mardalis, *MetodePenelitian: SuatuPendekatan Proposal* (Jakarta: BumiAksara,2003), p.85.

test has function to find out whether the data homogeny or not. It uses Harley test, as follow:[30]

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

The homogeneity is accepted if $F_{count} < F_{table}$

The homogeneityis rejected if $F_{count} > F_{table}$

Where:

$n_{1=}$ Total of the data that bigger variant

$n_{2=}$ Total of the data that smaller variant.

The hypothesis is reject if $F < F\frac{1}{2}\alpha\ (n_1 - 1)\ (1 = n_2)$, whole if $F_{count} > F_{table}$ homogeneity is accept. It determines with significant level 5% (0,05) and dk numerator is (n_1), while denominators is (n_2-1).

2. Testing Hypothesis

To know the difference between experimental and control class the data analysed by using t-test formula[31] as follow:

$$T_t = \frac{X_1 - X_2}{\sqrt{\frac{S_A^2}{n_A} + \frac{S_B^2}{n_b}}}$$

[30]Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya,* (Jakarta: KencanaPrenada Media Group, 2003), p. 276

[31]Ahmad Nizar Rangkuti, Statistik Untuk Penelitian Pendidikan, First Edit (Medan: Perdana Publishing, 2015), p.149.

Where:

T_t : The value which the statistical significance

X_1 : The average score of the experimental class.

X_2 : The average score of the control class.

S_{1^2} : Derivational of experimental class.

S_{2^2} : Derivational of control class.

n_1 : Number of experimental.

n_2 : Number of control class.

To find out the result of the hypothesis, it had two criteria. First if $t_{count}<t_{table}$, H0 is accepted and if $t_{count}>t_{table}$, Ha is accepted. The result of t-table can be found after calculating the data by using t-test formula.

CHAPTER IV

THE RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to find out The Effect of Scaffolding Strategy to Students' Writing Ability at Grade XI SMA Negeri 1 Sipirok, the researcher had calculated the data using pre-test and post-test. The researcher conducted the research by conducting pre-test to know the students' writing procedure text ability before giving the treatment and post-test to know the students' writing procedure text ability after giving the treatment by using scaffolding strategy. After getting the data, the researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follows:

A. Description of Data

1. The Description of Data of Control Class

a. Control Class in Pre-Test

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about "How to make a cup of coffee"

After getting the students' score of control class in pre-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to

get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of control class in pre - test was 1.739, mean was 53.06, median was 50.62, modus was 36.8, variant was 343.09,and standard deviation was 18.52. The researcher got the highest score was 90 and the lowest score was 30.

The score of pre-test control class can be seen in following table:

Table IV.1
The Score of Control Class in Pre-Test

No.	Description	Result
1.	Total Score	1.739
2.	Highest score	90
3.	Lowest score	30
4.	Mean	53.06
5.	Median	50.62
6.	Modus	36.8
7.	Range	60
8.	Interval	6
9	Variants	343.09
10.	Standard Deviation	18.52

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval between 30-40 was 11 students (35.42%), interval class between 41-50 was 4 students (12.88%), interval class between 51 - 60 was 7 students (22.54%),

interval class between 61 - 70 was 3 students (9.66%), interval class between 71-80 was 2 students (6.44%), interval class between 81-90 was 4 student (12.88%).

Then, the computed of the frequency distribution of the students' score of control class in pre-test could be applied into table frequency distribution as follow:

Table IV.2

Frequency Distribution of Students' Score

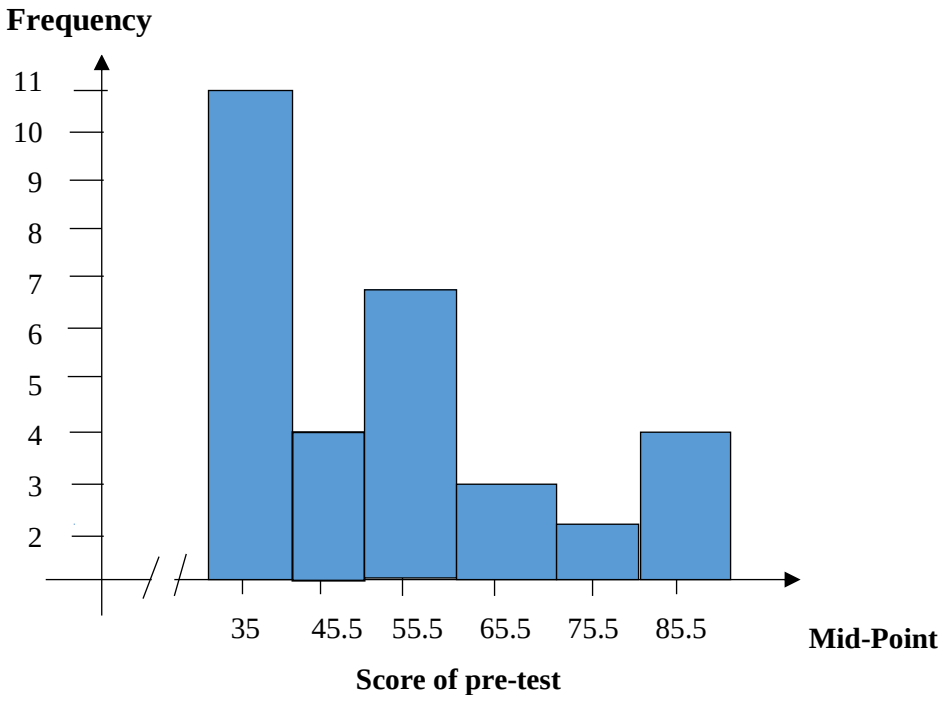
No.	Interval	Midpoint	Frequency	Percentages
1.	30-40	35	11	35.42 %
2.	41-50	45.5	4	12.88%
3.	51-60	55.5	7	22.54%
4.	61-70	65.5	3	9.66%
5.	71-80	75.5	2	6.44%
6.	81-90	85.5	4	12.88%
7.		**362.5**	**31**	100%

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

Diagram IV.1

Description Data Pre-Test of Control Class

The diagram 4 above described the students' score based in



the mid score. It can be seen the comparison between the lowestand the highest score. The highest score was shown in the diagram. From the diagram of the students' score of experimental class in post-test shown that the lowest interval 30-40 was 11 student in mid - point 35and the highest interval 81 – 90 was 4 students in mid-point 85.5.

b. Control Class in Post – Test

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about "How to make fried rice".

After getting the students' score of control class in post-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of control class in post-test was 1.881, mean was 56.16 median was 61.31, modus was 53.3, range was 60, interval was 6, variants was 282.22and standard deviation was 16.79. The researcher got the highest score was 90 and the lowest score was 30.The score of post-test control class can be seen in the following table:

Table IV.3
The Score of Control Class in Post-Test

No.	Description	Result
1.	Total Score	1.881
2.	Highest score	90
3.	Lowest score	30
4.	Mean	56.16
5.	Median	61.31
6.	Modus	53.3
7.	Range	60
8.	Interval	6
9.	Variants	282.22
10.	Standard Deviation	16.79

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining

midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 30-40 was 7 student (21%), interval class between 41-50 was 2 students (6.44%), interval class between 51-60 was 8 students (25.76%), interval class between 61-70 was 5 students (16.1%), interval class between 71-80 was 5 student (16.1%), and interval class between 81-90 was 4 student (9.66 %).

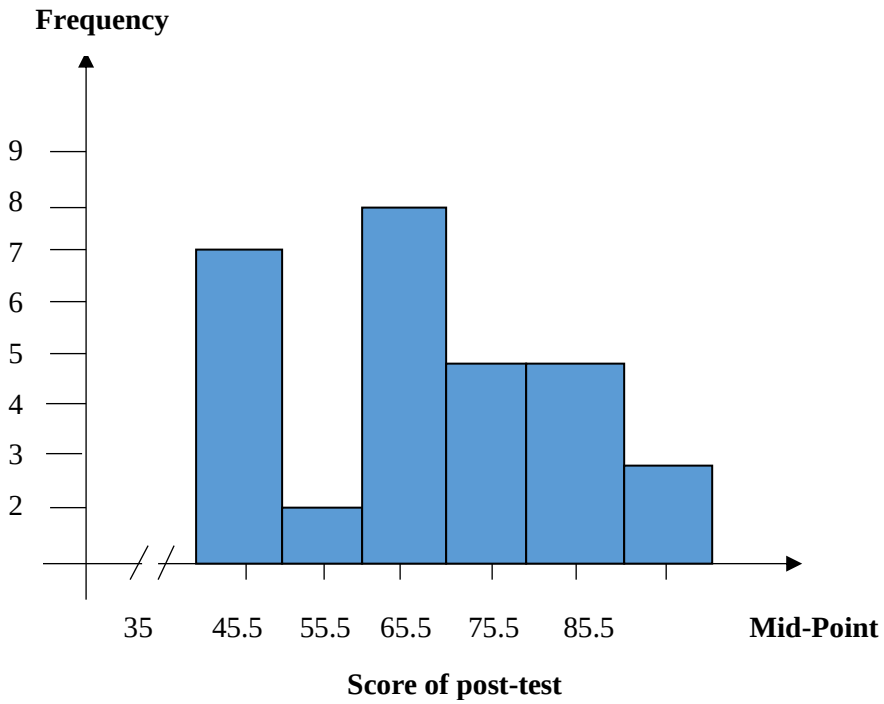
Then, the computed of the frequency distribution of the students' score of control class in post-test could be applied into table frequency distribution as follow:

Table IV. 4
Frequency Distribution of Students' Score

No.	Interval	Mid-Point	Frequency	Percentages
1.	30-40	35	7	21%
2.	41-50	45.5	2	6.44%
3.	51-60	55.5	8	25.76%
4.	61-70	65.5	5	16.1%
5.	71-80	75.5	5	16.1%
6.	81-90	85.5	3	9.66%
		362.5	**31**	100%

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

Diagram IV.2
Description Data Post-Test of Control Class



The diagram 6 above described the students' score based on the mid-point. It can be seen the comparison between the lowest score and the highest score. From the diagram of the students' score of control class in post-test shown that the lowest interval 3-40 was 7 student in mid-point 35 and the highest interval 81-90was 3 student in mid-point 85.5.

2. The Description of Data in Experimental Class

a. Experimental Class of Pre-Test

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about "how to make a cup of coffee"

After getting the students' score of experimental class in pre-test, the researcher found the total score. Then, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formulabasedon Statistic formula. The researcher calculated it to get the mean score, median, modus, range, interval, variants and standard deviation.

The total score of experimental class in pre-test was 2. 011, mean was 60.35, median was 63.57, modus was 67.31 range was 61, interval was 6, variants was 371.94and standard deviation was 19.28. The researcher got the highest score was 88 and the lowest score was 27.

The score of experimental class in pre-test can be seen in the following table:

Table IV.5
The Score of Experimental Class in Pre-Test

No.	Description	Result
1.	Total Score	2.011
2.	Highest score	27
3.	Lowest score	88
4.	Mean	60.35
5.	Median	63.57
6.	Modus	67.31
7.	Range	61
8.	Interval	6
9.	Variants	371.94
10.	Standard Deviation	19.28

After getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the

intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 27 – 37 was 7 students (20.58 %), interval class between 38-48 was 4 students (11.76 %), interval class between 49-59 was 3 students (8.82%), interval class between 60 – 70 was 8 students (23.52 %), interval class between 71 – 81 was 6 students (17.64 %), and the last interval class between 82 – 92 was 6 students (17.64 %).

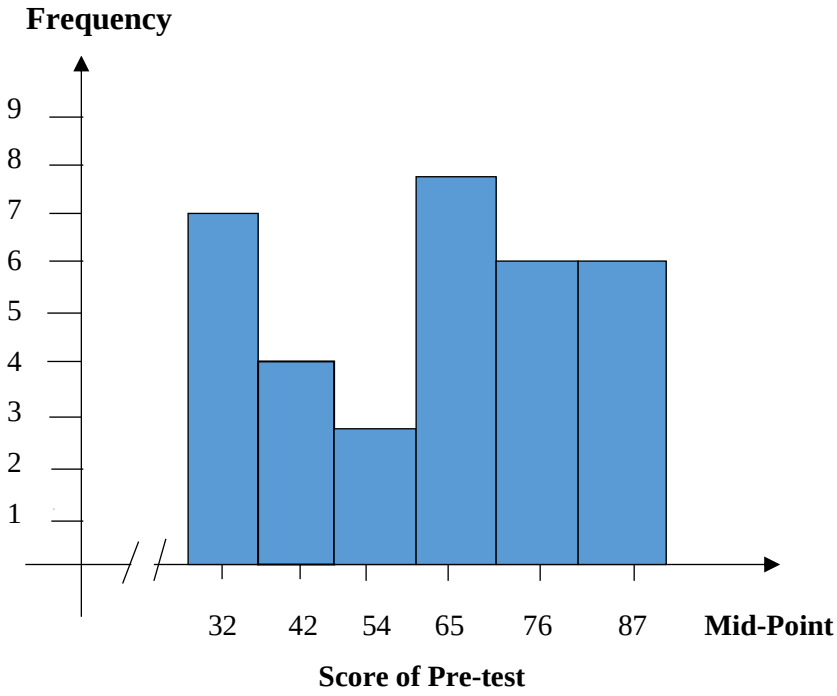
The frequency distribution of the students' score of experimental class in pre-test could be applied into table frequency distribution as follows:

Table IV.6
Frequency Distribution of Students' Score

No.	Interval	Mid-point	Frequency	Percentages
1.	27-37	32	4	20.58%
2.	38-48	43	6	11.76 %
3.	49-59	54	3	8.82%
4.	60-70	65	8	23.52%
5.	71-81	76	6	17.64%
6.	82-92	87	6	17.64%
	i=11	357	36	100%

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below;

Diagram IV.3
Description Data Pre-Test of Experimental Class



The diagram 7 above described the students'score based on the mid-point. It can be seen the comparison between the lowest score and the high score. Besides, the hightest score was shown in the diagram. From the diagram of the students' score of experimental class in pre-test shown that lowest interval 27-37 was 7 students in mid-point 32 and the highest interval 82-92 was 6 students in mid-point 87.

b. Experimental Class in Post-Test

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about "How to make a fried rice".

After getting the students' score of experimental class in post-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of experimental class in post-test was 2.489, mean was 71-97, median was 73.44, modus was 81.91, range was 40, interval was 6, variants was 106.59and standard deviation was 10.32. The researcher got the highest score was 90 and the lowest score was 50.

The score of post-test experimental class can be seen in the following table:

Table IV.7
The Score of Experimental Class in Post-Test

No.	Description	Result
1.	Total Score	2.489
2.	Highest score	90
3.	Lowest score	50
4.	Mean	71.97
5.	Median	73.44
6.	Modus	81.91
7.	Range	40
8.	Interval	6
9.	Variants	106.59
10.	Standard Deviation	10.32

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 50-56 was 2 students (5.88%), interval class between 37-63 was 4 students (11.6%), interval class between 64-70 was 8 students (23.52%), interval class between 71-77 was 7 students (20.58 %), and interval class between 78-84 was 9 students (26.46 %) and interval class between 85-92 was 4 (11.76%).

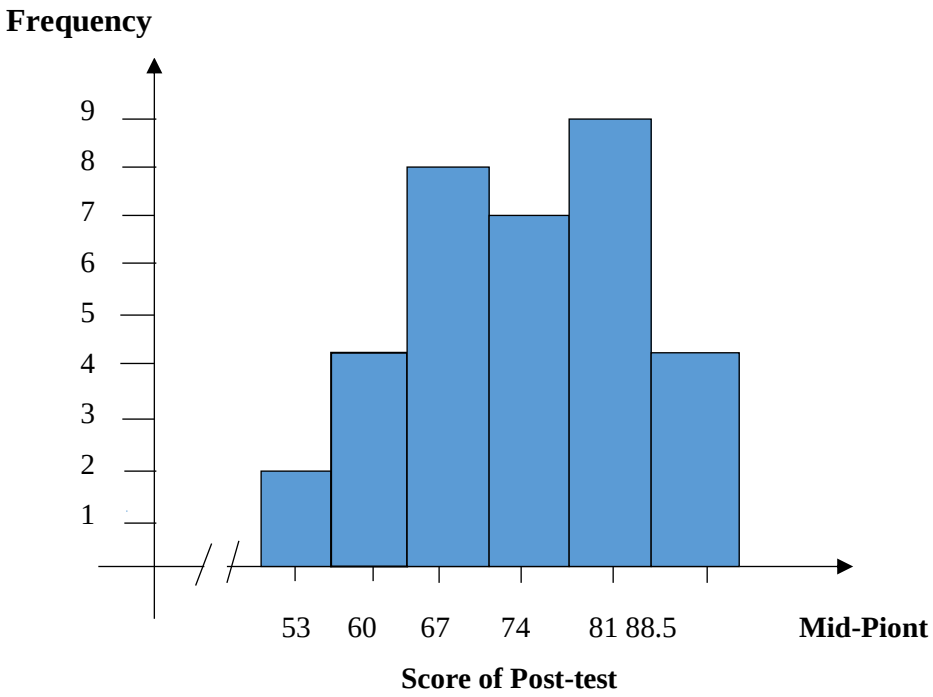
Then, the computed of the frequency distribution of the students' score of experimental class in post-test could be applied into table frequency distribution as follow:

Table IV.8
Frequency Distribution of Students' Score

No.	Interval Class	Mid-Point	Frequency	Percentages
1	50-56	53	2	5.88%
2	57-63	60	4	11.6 %
3	64-70	67	8	23.52%
4	71-77	74	7	20.58%
5	78-84	81	9	26.46%
6	85-92	88.5	4	11.76%
		423.5	**34**	100%

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

Diagram IV.4
Description Data Post-Test of Experimental Class



The diagram 8above described the students' score based on the interval class. It can be seen the comparison between the lowest score and the highest score. Besides, the highest score was shown in the highest diagram. From the diagram of the students' score of experimental class in post-test shown that the lowest interval 50-56 was 2 students in mid-point 53and the highest interval 85 – 92 was 4 students in mid-point 88.5.

3. Description of Comparison Score of Pre-Test and Post-Test

a. Comparison Score of Pre-Test and Post-Test in Experimental Class

After the researcher getting the result of experimental class in pre-test and post-test, the researcher made in the table form to compare the differences between pre-test score and post-test which consisted of total score, highest score, lowest score, mean, median, modus, range, interval, variants, and standard deviation.

The comparison Score between pre-test and post-test of experimental class can be seen in following table:

Table IV.9

The Comparison Data of Experimental Class in Pre-test and Post test

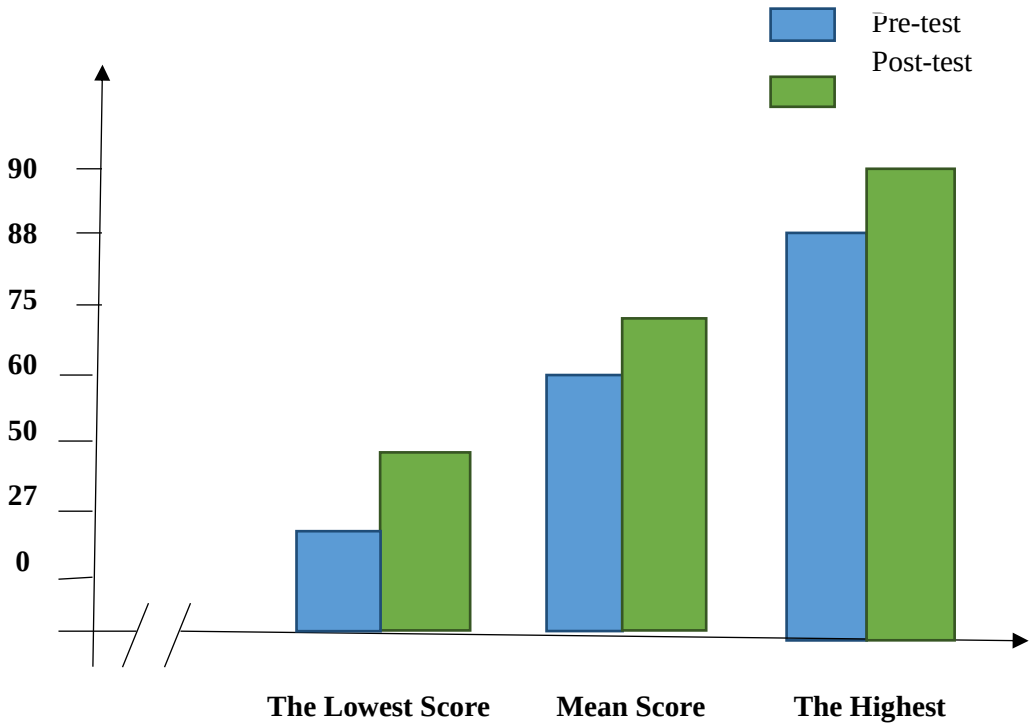
Description	Pre –Test	Post-Test
Total Score	2.011	2.489
Highest score	27	90
Lowest score	88	50
Mean	60.35	71.97
Median	63.57	73.44
Modus	67.31	81.91
Range	61	40
Interval	6	6
Variants	371.94	106.59
Standard Deviation	19.28	10.32

Based on the table 14 of pre-test and post-test, the researcher found that most of the students got low score in pre-test. Experimental class consisted of 34 students (IPA 1). The lowest score in pre-test was 27 and the highest score was 88. But, in post-

test, the lowest score was 50 and the highest score was 90. Based on the description above, it can be concluded that the students' score in post-test was higher than the students' score in pre-test.

To get the data description of both of classes clearly, the researcher presented them in his diagram on the following below:

Diagram IV.5
The Comparison Data of Students' score
in Experimental Class (Pre-test & Post-test)



From histogram above, in control class of pre-test and post-test the lowest score is 27 and 50, mean score is 60.35 and 71.97 and highest score is 88 and 90.

b. Comparison Score of Pre-Test and Post-Test in Control Class

After getting the result of control class in pre-test and post-test, the researcher made in the table form to compare the differences between pre-test score and post-test which consisted of total score, highest score, lowest score, mean, median, modus, range, interval, variants, and standard deviation.The comparison Score between pre-test and post-test of experimental class can be seen in following table:

Table IV.10

The Comparison Data of Control Class in Pre-test and Post-test

Description	Pre –Test	Post-Test
Total Score	1.739	1.881
Highest score	90	90
Lowest score	30	30
Mean	53.06	56.16
Median	50.62	61.31
Modus	36.8	53.3
Range	60	60
Interval	6	6
Variants	343.09	282.22
Standard Deviation	18.52	16.79

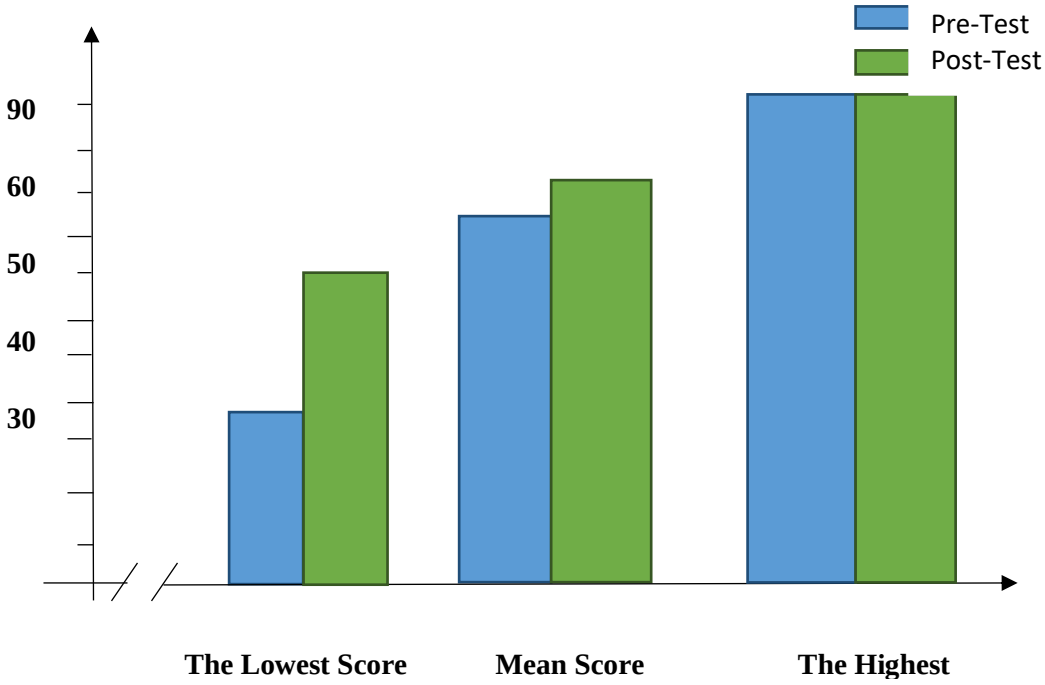
Based on the table 16, the researcher found that most of the students got low score in pre-test. Control class consisted of 31 students (IPA 4). The lowest score in pre-test was 30 and the highest score was 90. But, in post-test, the lowest score was 30 and the highest score was 90. Based on the description above, it can be

concluded that the students' score in post-test increased slightly from the students' score in pre-test.

To get the data description of both of classes clearly, the researcher presented them in his diagram on the following below;

Diagram IV.6

The Comparison Data of Students' score in Control Class (Pre-test & Post-test)



From histogram above, in control class of pre-test and post-test the lowest score is 30 and 30, mean score is 53.06 and 56.16 and highest score is 90 and 90.

B. Data Analysis

1. Requirement Test

a. Normality of Experimental Class and Control Class in Pre-Test

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found $x_2$count, meanwhile $x_2$table was found based on the table of Chi Quadrat distribution. After the researcher found that the data of experimental class and control class in pre-test were distributed normal, the researcher calculated the homogeneity test by $f_{formula}$ to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in pre-test, the researcher presented it in the following table:

Table IV.11
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	x^2_{count}	x^2_{table}	f_{count}	f_{table}
Experimental Class	-484.03	11.070	1.08< 4.17	
Control Class	-1.180	11.070		

Based on the table 17, the score of experimental class x^2count = - 484.03<x^2table = 11.070 with n = 34 and control classx^2count = -1.180< x^2table = 11.070 with n = 31, and real level

α 0.05. Cause x^2count <x^2table in the both class, so, Ha was accepted. It means that experimental class and control class were distributed normal.

The coefficient on F_{Count}= 1.08 was compared withF_{table}. Where F_{table} was determined at the real level α 0.05, and the different numerator dk = n-1 = 34-1 = 33 and denominator dk= n-1 = 31-1 = 30. So, by using the list of critical value at $f_{distribution}$ is got $f_{0,05}$ = 4.17. It showed that F_{count} 1.08<F_{table} 4.17. Therefore, the researcher concluded that the variant from the data of the Students' writing procedure text ability at the XI of SMA N 1 Sipirokby experimental class and control class in pre-test was homogenous. The calculation can be seen on the appendix 13.

b. Normality of Experimental Class and Control Class in Post Test

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found x^2count, meanwhile x^2table was found based on the table of Chi Quadrat distribution.After the researcher found that the data of experimental class and control class in post-test were distributed normal, the researcher calculated the homogeneity test by $f_{formula}$ to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in post-test, the researcher presented it in the following table:

Table IV.12
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	x^2_{count}	x^2_{table}	f_{count}	f_{table}
Experimental Class	-150.12	9.488	2.64< 4.17	
Control Class	-296.43	9.488		

Based on the table 18, the score of experimental class x^2count = -150.12<x^2table = 9.488 with n = 34 and control class x^2count = -296.43 <x^2table = 9.488 with n = 31, and real level α 0.05. Cause x^2count <x^2table in the both class, so, Ha was accepted. It means that experimental class and control class were distributed normal. It can be seen in appendix 14.

The coefficient on $f_{formula}$ = 2.64 was compared withf_{table}. Where f-table was determined at the real level α 0.05, and the different numerator dk = n-1 = 34-1 = 33 and denominator dk= n-1 = 31-1 = 30. So, by using the list of critical value at $f_{distribution}$is got $f_{0,05}$ = 4.17. It showed that f-count 1.14 <f_{table} 4.17. Therefore, the researcher concluded that the variant from the data of the Students' writing procedure text ability at XI grade students of SMA N 1 Sipirok by experimental class and control class in post-test was homogenous. The calculation can be seen on the appendix 14.

2. Hypothesis Test

The researcher used parametric test by using T-test to analyse the hypothesis. After calculating the data of post-test, the researcher has found that post-test result of experimental class and control class is normal and homogenous. Hypothesis of the research was-there is the effect of scaffolding strategy students' writing proceduretext ability at XI grade students of SMA N 1 Sipirok

The result of t table was found after calculating the data by using t-test formula. The hypothesis test was two criteria. They are if t_{count}<t_{table}, H0 is accepted and if t_{count}>t_{table}, Ha is accepted. Based on the researcher calculation in pre-test, the researcher found that t_{count}1.55 while t_{table} 2.000 with opportunity (1 – α) = 1 - 5% = 95% and dk = n1 + n2 – 2 = 63. Cause t_{count}<t_{table} (1.55 < 2.000), it means that hypothesis Ha was rejected and H0 was accepted. So, in pre-test, the two classes were same. There is no difference in the both of classes. But, in post-test, the researcher found that t-count 4.53 while t-table 2.000 with opportunity (1 – α) = 1 - 5% = 95% and dk = n1 + n2 – 2 = 63. Cause t_{count}>t_{table} (4.53> 2.000), it means that the hypothesis Ha was accepted and H0 was rejected.

Table IV.13

Result of Hypothesis

Pre-Test		**Post-Test**	
t-count	**t-table**	**t-count**	**t-table**
1.55 < 2.000		**4.53 > 2.000**	

In this case, the mean score of experimental class by using scaffolding strategy was 71.97 and mean score of control class was 56.16 that was taught by using the teacher's strategylike discussion and grouping. So, there was the effect of scaffolding strategy to students writing ability at grade XI SMA N 1 Sipirok.

C. Discussion

Based on the result that of this research, the researcher has proved what had been stated by an expert Gibon[32], that scaffoldingas the learning strategy can prove the learning environment very well. That theory stated thatscaffolding is the help given to a learner that is tailored to that learner's needs in achieving his or her goals of the moment. The best scaffolding provides this help in a way that contributes to learning. For example, telling someone how to do something, or doing it for them, may help them accomplish their immediate goal; but it is not good scaffolding because the child does not actively participate in constructing that knowledge, and in this research, the researcher found that the mean score of students' writing proceduretext ability before using scaffolding strategy was 53.06 and after using scaffolding strategy was 71.97. It means that there was the effect of using scaffolding strategy to students' writing procedure text ability.

[32]Paul Gibbon, *Scaffolding Language Scaffolding Learning Teaching English Language Learners in the Mainstream Classroom* (Nh: Heinemann, 2015), p.

The result above supported by the previous research by some researchers. First,Yasinta's[33]. She found the result of this research was that the students' pre-test mean score (x) of the experimental class was 69.47 while the students' post-test mean score (x) was 77.02. In the contrary, the students' pre-test mean score (x) of the controlled class was 71.73 and the post-test mean score (x) was 73.79. The result of statistical hypothesis test found that on significance level 5%, t-value was 3.837 while t table was .2.120 or t value> t-table. Thus, the H0 (Null Hypothesis) was rejected and The H1 (alternative hypothesis) was accepted.

Based on the result, the researcher got mean score in post-test was higher than mean score in pre-test (71.97 > 53.06) and also t-count was higher that t-table (4.53 > 2.000). It can be concluded that there was significant effect of scaffolding strategy to students' writing ability at grade XI SMA Negeri 1 Sipirok

After the researcher doing the research, the theory and also other researchers' result proved that scaffolding strategy is very useful for helping students in writing. This strategy is good to be used as innovation and it is recommended for teaching writing procedure text. This strategy can help the students to develop their ideas in written form. Therefore, the researchersuggest to other researcher to do Classroom Action Research

[33]Yulis Yasinta, 'The Effectiveness of Using Scaffolding Technique towards Students' Skills in Writing Descriptive Text' (State Islamic Syarif Hidayatullah Jakarta University, 2014) <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/27983/1/YULIS YASINTA-FAH.>.

(CAR) method to prove deeply that this strategy is very good to apply in teaching writing especially in teaching procedure text.

D. Threats of the Research

There were some threats that faced by the researcher when conducting this research. Besides, the time spent in teaching learning process was minimized. Because of that, the researcher was less effective in implementing the research. The other threats that faced by the researcher were as follows:

1. Some of the students were not serious in answering the pre-test and post. Some of them were cheating and help each other. It made theanswer of the test was not too pure because some of them did not do it by themselves.
2. Some of the students were noisy while the learning process. They were not concentrating in following the learning process. And also some of them talked to their friends in outside of the topic lesson that given by the teacher. .
3. The researcher couldn’t explain the material by using English fully because some of the students didn’t understand English well. Some ofthem were difficult to understand the material if the teacher used English fully.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are following:

1. The Students' writing procedure text ability at grade XI SMA Negeri 1 Sipirokin learning by using scaffolding strategy with the mean score of control class in pre-test was 60.35. It is enough categorized.
2. The students' writing procedure text ability at grade XI SMA Negeri 1 Sipirokin learning descriptive text taught by scaffolding strategyin experimental class in post-test was 71.79. It is good categorized.
3. There is a significant effect of scaffolding strategy to students writing procedure text at grade XI students of SMA Negeri 1 Sipirok. It can be seen from the result of t-test. The result of t-test was found $t_{count} > t_{table}$ (4.53 > 2.000) which means Ha was accepted and Ho was rejected.

B. Suggestion

The researcher got many information and knowledge in English teaching and learning after finishing this research. From this research, the researcher saw some things need to be improved. It makes the researcher gives some suggestions, as follow:

1. For the head master of SMA Negeri 1 Sipirok, it is hoped to inform he English teacher in the school to use scaffolding strategy in teaching

writing. The researcher and other proved that scaffolding strategy was effective to be applied in classroom.

2. For the English teacher, it is hoped to use this strategy while teaching writing especially procedure text because this strategy had been proved and can help the students in understanding and writing the procedure text.
3. For the students, it is hoped can be useful to improve their writing ability after using the scaffolding strategy.
4. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. It is hoped that other researchers can get many information from this experimental research, even do a comparison between this researches to another research with the similar variables or factors.

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DAFTAR RIWAYAT HIDUP

I. IDENTITAS PRIBADI

1. Nama	:	Sazli Hidayat Ritonga
2. NIM	:	1820300014
3. Jenis Kelamin	:	Laki-Laki
4. Tempat/ Tanggal Lahir	:	Sipirok, 19 Juli 2000
5. Anak Ke	:	4 (Empat)
6. Kewarganegaraan	:	Indonesia
7. Status	:	Mahasiswa
8. Agama	:	Islam
9. Alamat Lengkap	:	Jl. Sutan Muhammad Arif, Padangsidimpuan
10. Telp. HP	:	0823-6362-7528
11. e-mail	:	hidayatsazli@gmail.com

II. IDENTITAS ORANGTUA

1. Ayah

a. Nama	:	Zulkifli Ritonga
b. Pekerjaan	:	Pensiun PNS
c. Alamat	:	Jl. Sutan Muhammad Arif, Padangsidimpuan
d. Telp/ HP	:	0813-7431-2981

2. Ibu

a. Nama	:	Sawiah
b. Pekerjaan	:	PNS
c. Alamat	:	Jl. Sutan Muhammad Arif, Padangsidimpuan
d. Telp/ HP	:	0852-9755-8961

III. PENDIDIKAN

1. SD Negeri 200103 Padangsidimpuan Tamat Tahun 2012
2. SMP Negeri 4 Padangsidimpuan Tamat Tahun 2015
3. SMA Negeri 1 Padangsidimpuan Tamat Tahun 2018

APPENDIX 1

Instrument for Pre-Test

A. Introduction

1. The instrument is use to find out the students' ability in writing procedure text.
2. Your answer will not influence your position in this school.
3. Your answer will be kept for it’s confident.

B. Guideline

1. Read the question carefully!
2. If you have a question, ask to the researcher!

C. Answer the following question

1. Write a procedure of "How to make a cup of coffee"

Validator,

Diana Lumbantobing, S.Pd

APPENDIX 2

Instrument for Post-Test

A. Introduction

The purpose of this is to know students' ability in writing procedure text at XI grade students of SMA N 1 Sipirok by applying scaffolding strategy.

B. Guideline

1. Read the question carefully!
2. If you have a question, ask to the researcher!

C. Answer the following question

1. Write a pricedure of How to make a friedrice!

Validator,

Diana Lumbantobing, S.Pd

APPENDIX 5

Score of Experimental Class in Pre-test

No.	The Name of Students (n)	Pre-Test
1	Abdul Kholik Hutasuhut	27
2	Ahmad Faisal Sitompul	63
3	Aminah Candra Kasih Pardede	35
4	Bill Steven Saragih	46
5	Cahyo Ersa Syaputra	51
6	Desi Riskiana	40
7	Fahra Revia	75
8	Hisam Atari Simatupang	27
9	Ilham P. Siregar	44
10	Kristina Siregar	88
11	Jeges Simir Siregar	52
12	Hilya Lafira Sihombing	63
13	Mutiara R. Ritonga	82
14	Nahla Hakiki Siregar	60
15	Nazwahani Hutasuhut	82
16	Nazwani	52
17	Nia Monika Sitompul	46
18	Nurhamimah Rambe	31
19	Nurma Aini Dwi BulanSrg	63
20	Pera Wati Siregar	64
21	Perdi Azhari Harianja	82
22	Pitri Pane	74
23	Rahel Siahaan	88
24	Rizki Rivaldo Simamora	35
25	Selvi Cristian Siregar	75
26	Tagor Jeremi Sihombing	78
27	Taufik Dirahma Pane	75
28	Windi Ariska Siregar	31
29	Windi Duan Pasaribu	35
30	Yosefin Siregar	60
31	Ririn Karina Sitompul	63
32	Zulfikar Siregar	88
33	Taufik Sabbani Siregar	76
34	Yuni Zahra Samsiah Psb	60
Total		2.011

APPENDIX 6

Score of Control Class in Pre-test

No.	The Name of Students (n)	Pre-test
1	Abdul Latif Siagian	40
2	Ahdad Bilal Siregar	50
3	Aldi Syaputra Hsb	30
4	Andika Pratama	60
5	Aulia Rahmadani	88
6	Desi Riskiana	70
7	Farhan Ardiansyah	60
8	Fikri Haikal Rtg	50
9	Inha Alwi Batubara	60
10	Istikharoh Marpaung	90
11	Iwan Ashari Hasibuan	40
12	Lisma Handayani	88
13	Masniari Pakpahan	40
14	Muhammad Yunan	60
15	Nazwa Haila D.	40
16	Nopita Sari Sipahutar	35
17	Nur Khodijah	78
18	Febrianto Siregar	70
19	Putri Melati STP	40
20	Rafika Yusmila	67
21	Rafly Ahmad	50
22	Rahmad Syaputra	50
23	Rahmi Aisyah	35
24	Salsa Fadila	60
25	Salsabila Ramadani	35
26	Soraya Hasibuan	30
27	Syahlala Apip	60
28	Syarul Mubarok	40
29	Syam Suria Fajri	55
30	Syamsiah Ani	78
31	Yuwinda Habibah	90
Total		1.739

APPENDIX 7

Score of Experimental Class in Post – Test

No.	The Name of Students (n)	Post-test
1	Abdul Kholik Hutasuhut	50
2	Ahmad Faisal Sitompul	64
3	Aminah Candra Kasih Pardede	60
4	Bill Steven Saragih	74
5	Cahyo Ersa Syaputra	75
6	Desi Riskiana	60
7	Fahra Revia	75
8	Hisam Atari Simatupang	82
9	Ilham P. Siregar	54
10	Kristina Siregar	86
11	Jeges Simir Siregar	74
12	Hilya Lafira Sihombing	82
13	Mutiara R. Ritonga	82
14	Nahla Hakiki Siregar	65
15	Nazwahani Hutasuhut	65
16	Nazwani	60
17	Nia Monika Sitompul	78
18	Nurhamimah Rambe	90
19	Nurma Aini Dwi Bulan Srg	75
20	Pera Wati Siregar	60
21	Perdi Azhari Harianja	70
22	Pitri Pane	74
23	Rahel Siahaan	82
24	Rizki Rivaldo Simamora	70
25	Selvi Cristian Siregar	82
26	Tagor Jeremi Sihombing	82
27	Taufik Dirahma Pane	78
28	Windi Ariska Siregar	64
29	Windi Duan Pasaribu	70
30	Yosefin Siregar	70
31	Ririn Karina Sitompul	83
32	Zulfikar Siregar	90
33	Taufik Sabbani Siregar	75
34	Yuni Zahra Samsiah Psb	88
Total		2.489

APPENDIX 8

Score of Control Class in Post-Test

No.	The Name of Students (n)	Pre-test
1	Abdul Latif Siagaian	60
2	Ahdad Bilal Siregar	40
3	Aldi Syaputra Hsb	40
4	Andika Pratama	40
5	Aulia Rahmadani	88
6	Desi Riskiana	55
7	Farhan Ardiansyah	40
8	Fikri Haikal Rtg	67
9	Inha Alwi Batubara	30
10	Istikharoh Marpaung	90
11	Iwan Ashari Hasibuan	55
12	Lisma Handayani	70
13	Masniari Pakpahan	55
14	Muhammad Yunan	70
15	Nazwa Haila D.	50
16	Nopita Sari Sipahutar	40
17	Nur Khodijah	78
18	Febrianto Siregar	80
19	Putri Melati STP	80
20	Rafika Yusmila	70
21	Rafly Ahmad	55
22	Rahmad Syaputra	55
23	Rahmi Aisyah	60
24	Salsa Fadila	40
25	Salsabila Ramadani	50
26	Soraya Hasibuan	90
27	Syahlala Apip	65
28	Syarul Mubarok	55
29	Syam Suria Fajri	55
30	Syamsiah Ani	78
31	Yuwinda Habibah	80
Total		1.881

APPENDIX 9

The Score of Pre-Test and Post-Test at Experimental Class

No.	The Name of Students (n)	Pre-test	Post -test
1	Abdul Kholik Hutasuhut	27	50
2	Ahmad Faisal Sitompul	63	64
3	Aminah Candra Kasih Pardede	35	60
4	Bill Steven Saragih	46	74
5	Cahyo Ersa Syaputra	51	75
6	Desi Indah Sari P.	40	60
7	Fahra Raisa	75	75
8	Hisam Atari Simatupang	27	82
9	Ilham P. Siregar	44	54
10	Kristina Siregar	88	86
11	Luges Simir Siregar	52	74
12	Hilya Lafira Sihombing	63	82
13	Mutiara R. Ritonga	82	82
14	Nahla Hakiki Siregar	60	65
15	Nazwahani Hutasuhut	82	65
16	Nazwani	52	60
17	Nia Maria Sitompul	46	78
18	Nurhamimah Rambe	31	90
19	Nurma Aini Dwi Bulan Srg	63	75
20	Pera Wati Siregar	64	60
21	Perdi Azhari Harianja	82	70
22	Pitri Pane	74	74
23	Rahel Siahaan	88	82
24	Rizki Rivaldo Simamora	35	70
25	Selvi Cristian Siregar	75	82
26	Tagor Jeremi Sihombing	78	82
27	Taufik Dirahma Pane	75	78
28	Windi Ariska Siregar	31	64
29	Windi Duan Pasaribu	35	70
30	Yosefin Siregar	60	70
31	Ririn Karina Sitompul	63	83
32	Zulfikar Siregar	88	90
33	Taufik Sabbani Siregar	76	75
34	Nuni Zahra Samsiah Psb	60	88
Total		2.011	2.489

APPENDIX 10

The Score of Pre-Test and Post-Test at Control Class

No.	The Name of Students (n)	Pre-test	Post-test
1	Abdul Latif Siagaian	40	60
2	Ahdad Bilal Siregar	50	40
3	Aldi Syaputra	30	40
4	Andika Pratama	60	40
5	Aulia Rahmadani	88	88
6	Desi Riskiana	70	55
7	Farhan Ardiansyah	60	40
8	Fikri Haikal Rtg	50	67
9	Inha Alwi Batubara	60	30
10	Istikharoh Marpaung	90	90
11	Iwan Ashari Hasibuan	40	55
12	Lisma Handayani	88	70
13	Masniari Pakpahan	40	55
14	Muhammad Yunan	60	70
15	Nazwa Haila D.	40	50
16	Nopita Sari Sipahutar	35	40
17	Nur Khodijah	78	78
18	Febrianto Siregar	70	80
19	Putri Melati STP	40	80
20	Rafika Yusmila	67	70
21	Rafly Ahmad	50	55
22	Rahmad Syaputra	50	55
23	Rahmi Aisyah	35	60
24	Salsa Fadila	60	40
25	Salsabila Ramadani	35	50
26	Soraya Hasibuan	30	90
27	Syahlala Apip	60	65
28	Syarul Mubarok	40	55
29	Syam Suria Fajri	55	55
30	Syamsiah Ani	78	78
31	Yuwinda Habibah	90	80
Total		1.739	1.881

APPENDIX 11

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of Experimental Class (XI-IPA 1)

1. The score of XI IPA 1 class in pre-test from low to high score:

27	27	31	31	35	35	35	40
44	46	46	51	52	52	60	60
60	63	63	63	63	64	74	75
75	75	76	78	82	82	82	88
88	88						

2. Range (R) =high score – low score

= 88 – 27

= 61

3. Total of Classes (K) = 1 + 3.3 log (n)

= 1 + 3.3 log (34)

= 1 + 3.3 (1.5)

= 1 + 4.95

= 5.95 → 6

4. Length of Classes = $\frac{range}{total\ classes}$

= $\frac{61}{6}$

= 10, 16 → 11

Interval Class	f_i	f_k	x_i	f_i , x_i	xi^2	f_i , xi^2
27 - 37	7	7	32	224	1.024	7.168
38 - 48	4	11	42	168	1.764	7.056
49 - 59	3	14	54	162	2.916	8.748
60 - 70	8	22	65	520	4.225	33.800
71 - 81	6	28	76	456	5.776	34.656
82 - 92	6	34	87	522	7.569	45.414
P= 11	**34**		**357**	**2.052**	**23.274**	**136.842**

5. Mean

$X = \frac{\sum Fi \,.\, Xi}{\sum Fi} = \frac{2.052}{34} = 60.35$

6. Median

$Me = b + p \left(\frac{\frac{1}{2}\, n - f_k}{fi}\right)$

$= 59.5 + 11\left(\frac{\frac{1}{2}.34 - 14}{8}\right)$

$= 59.5 + 11\frac{(17 - 14)}{8}$

$= 59.5 + 11\left(\frac{3}{8}\right)$

$= 59.5 + 11\ (0.37)$

$= 59.5 + 4.07$

$= 63.57$

7. Modus

$Mo = b + p \left(\frac{b_1}{b_1 + b_2}\right)$

$= 59.5 + 11 \left(\frac{5}{5+2}\right)$

$= 59.5 + 11 \left(\frac{5}{7}\right)$

$= 59.5 + 11\ (0.71)$

= 59.5 + 7.81

= 67.31

8. Variant

s^2 = 371.94

9. Standard Deviation

S = 19.28

Table of Normality Data Test with Chi Quadrat Formula

Interval Class	**Class Limit**	**Z – Score**	**Limit of Large of the Area**	**Large of Z-Table**	f_e	f_o	$(f_o, f_e)^2$
27 – 37	26.5	-1.75	0.04006	-0.07894	-2.84	7	395.21
38 – 48	37.5	-1.18	0.11900	-0.15193	-5.46	4	476.98
49 – 59	48.5	-0.61	0.27093	-0.21312	-7.67	3	529.46
60 – 70	59.5	-0.04	0.48405	0.28555	10.27	8	6.750
71 – 81	70.5	0.52	0.1985	-0.1404	-5.05	6	918.09
82 – 92	81.5	1.09	0.3389	-0.4793	-17.25	6	107.12

$x^2 = \sum(f_o - f_e)^2 / f_e$

$= \left(\frac{395.21}{-2,84}\right) + \left(\frac{476.98}{-5.46}\right) + \left(\frac{529.46}{-7.67}\right) + \left(\frac{6.750}{10.27}\right) + \left(\frac{918.09}{-5.05}\right) + \left(\frac{107.12}{-17.25}\right)$

= -484.03

Based on the table above, the researcher found that x^2count = – 484.03 while x^2table= 11.070, cause $x^2count < x^2table$ (-484.03< 11.070), with degree of freedom (dk) = 6-1 = 5 and significant level α=5%. So, distribution of experimental class in pre-test was normal.

B. Result of Normality Test of Control Class (IPA 4)

1. The Score of XI IPA 4 class in pre-test from low to high score;

30	30	35	35	35	40	40	40	40
40	40	50	50	50	50	55	60	60
60	60	60	60	67	70	70	78	78
88	88	90	90					

2. Range (R) = high score- low score

= 90-30

= 60

3. Total of Classes (K) = 1 + 3.3 log (n)

= 1 + 3.3 log (31)

= 1 + 3.3 (1.49)

= 1 + 4.79

= 5.79

= 6

4. Length of Classes = $\frac{range}{totl\ of\ classes}$

= $\frac{60}{6}$ = 10

Interval Class	f_i	f_k	x_i	f_i, x_i	xi^2	f_i, xi^2
30-40	11	11	35	385	1.225	13.475
41-50	4	15	45.5	182	2.070.25	828.100
51-60	7	22	55.5	388.5	3.080.25	21.561.75
61-70	3	25	65.5	196.5	4.290.25	12.870.75
71-80	2	27	75.5	151	5.700.25	11.400.5
81-90	4	31	85.5	342	7.310.25	29.241
	31		**362.5**	**1.645**	**20.599.08**	**887.436**

5. Mean

$\bar{X} = \frac{\sum Fi \,.\, Xi}{\sum Fi} = \frac{1.645}{31} = 53.06$

6. Median

$Me = b + p\left(\frac{\frac{1}{2}n - f_k}{fi}\right)$

$= 39.5 + 10\left(\frac{\frac{1}{2}.31 - 11}{4}\right)$

$= 39.5 + 10\frac{(15.5 - 11)}{4}$

$= 39.5 + 10\left(\frac{4.5}{4}\right)$

$= 39.5 + 10\ (1.125)$

$= 39.5 + 11.125$

$= 50.62$

7. Modus

$Mo = b + p\left(\frac{b_1}{b_1 + b_2}\right)$

$= 29.5 + 10\left(\frac{11}{11+4}\right)$

$= 29.5 + 10\ (\frac{11}{15})$

$= 29.5 + 10\ (0.73)$

$= 29.5 + 7.3$

$= 36.8$

8. Variant

$s^2 = 343.09$

9. Standard Deviation

$S = 18.52$

Table of Normality Data Test with Chi Quadrate Formula

Interval Class	Class Limit	Z – Score	Limit of Large of the Area	Large of Z-Table	f_o	f_e	$(f_o , f_e)^2$
30-40	29.5	-1.27	0.10204	-0.14939	11	-4.63	2.593
41-50	40.5	-0.67	0.25143	-0.19685	4	-6.10	595.36
51-60	50.5	-0.13	0.44828	0.29288	7	9.07	4.030
61-70	60.5	0.40	0.0.1554	-0.171	3	-5.301	252.90
71-80	70.5	0.94	0.3264	-0.1042	2	-3.23	41.731
81-90	80.5	1.48	0.4306	-0.5348	4	-16,57	4.393

$x^2 = \sum(f_o - f_e)^2 / f_e$

$= \left(\frac{2.593}{-4.63}\right) + \left(\frac{595.36}{-6.10}\right) + \left(\frac{4.030}{9.07}\right) + \left(\frac{252.90}{-5.301}\right) + \left(\frac{41.731}{-3.23}\right) + \left(\frac{4.393}{-16,57}\right)$

= -1.180

Based on the table above, the researcher found that $x^2 count = -1.180$ while $x^2 table$= 11.070cause $x^2 count < x^2 table$ (-1.180< 11.070), with degree of freedom (dk) = 6 -1 = 5 and significant level α=5%. So, distribution of control class in pre-test was normal.

APPENDIX 12

RESULT OF NORMALITY TEST IN POST-TEST

C. Result of Normality Test of Experimental Class (IPA 1)

1. The score of IPA 1 class in post-test from high to low score:

50	54	60	60	60	60	64
64	65	65	70	70	70	70
74	74	74	75	75	75	75
78	78	82	82	82	82	82
82	83	86	88	90	90	

2. Range (R) = high score-lows core

= 90 – 50

= 40

3. Total of Classes (K) = 1 + 3.3 log (n)

= 1 + 3.3 log (34)

= 1 + 3.3 (1.5)

= 1 + 4.95

= 5.95 → 6

4. Length of Classes = $\frac{range}{total\ of\ classes}$

= $\frac{40}{6}$

= 6.66 → 7

Interval Class	f_i	f_k	x_i	f_i , x_i	xi^2	f_i , xi^2
50-56	2	2	53	70	2.809	5.618
57-63	4	6	60	240	3.600	14.400
64-70	8	14	67	536	4.489	35.912
71-77	7	21	74	518	5.476	38.332
78-84	9	30	81	729	6.561	59.049
85-92	4	34	88.5	354	7.832	31.328
	34		**423.5**	**2.447**	**30.767**	**125.649**

5. Mean

$$\bar{X} = \frac{\sum Fi \,.\, Xi}{\sum Fi} = \frac{2,447}{34} = 71.97$$

6. Median

$$Me = b + p\left(\frac{\frac{1}{2}\, n - f_k}{fi}\right)$$

$$= 70.5 + 7\left(\frac{\frac{1}{2}.34 - 14}{7}\right)$$

$$= 70.5 + 7\frac{(17 - 14)}{7}$$

$$= 70.5 + 7\left(\frac{3}{7}\right)$$

$$= 70.5 + 7\ (0.42)$$

$$= 70.5 + 2.94$$

$$= 73.44$$

7. Modus

$$Mo = b + p\left(\frac{b_1}{b_1 + b_2}\right)$$

$$= 77.5 + 7\left(\frac{7}{7+4}\right)$$

= 77.5 + 7 ($\frac{7}{11}$)

= 77.5 + 7 (0.63)

= 77.5 + 4.41

= 81.91

8. Variant

   s^2 = 106.59

9. Standard Deviation

   S = 10.32

Table of Normality Data Test with Chi Quadrat Formula

Interval Class	**Class Limit**	**Z – Score**	**Limit of Large of the Area**	**Large of Z – Table**	f_e	f_o	$(f_o, f_e)^2$
50-56	49.5	-2.17	0.015000	-0.05311	-1.80	2	12.96
57-63	56.5	-1.49	0.06811	-0.138	-4.69	4	351.93
64-70	63.5	-0.82	0.20611	-0.23822	-8.09	8	4.18
71-77	70.5	-0.14	0.44433	0.24243	0.24	7	2.82
78-84	77.5	0.53	0.2019	-0.185	-6.29	9	3.20
85-92	84.5	1.21	0.3869	-0.5719	-0.57	4	5.19

$x^2 = \sum(f_o - f_e)^2 / f_e$

= ($\frac{12.96}{-1.80}$) + ($\frac{351.93}{-4.69}$) + ($\frac{4.18}{-8.09}$) + $\left(\frac{2.82}{0.24}\right)$ + $\left(\frac{3.20}{-6.29}\right)$ + $\left(\frac{5.19}{-0.57}\right)$

= -150.12

Based on the table above, the researcher found that $x^2count = -150.12$ while x^2table= 9.488, cause $x^2count < x^2table$ (-150.12< 9.488), with degree of freedom (dk) = 5-1 = 4 and significant level α=5%. So, distribution of experimental class in post-test was normal.

D. Result of Normality Test of Control Class (IPA 4)

1. The score of XI IPA4 class in post-test from low score to high score:

30	40	40	40	40	40
40	50	50	55	55	55
55	55	55	60	60	65
65	70	70	70	78	78
80	80	80	88	90	90

2. Range (R) = high score-lows core

= 90 – 30

= 60

3. Total of Classes (K) = 1 + 3.3 log (n)

= 1 + 3.3 log (31)

= 1 + 3.3 (1.49)

= 1 + 4.91

= 5.91→ 6

4. Length of Classes = $\frac{range}{total\ of\ classes}$

= $\frac{60}{6}$

= 10

Interval Class	f_i	f_k	x_i	$f_i \, . \, x_i$	x^2	$f_i . \, x_i^2$
30-40	7	7	35	245	1.225	8.575
41-50	2	9	45.5	91	1.980.25	3.960.50
51-60	8	17	55.5	444	3.080.25	24.642.00
61-70	5	23	65.5	327.5	4.290.25	21.451.25
71-80	5	28	75.5	377.5	5.700.25	18.501.25
81-90	3	31	85.5	256.5	7.310.25	21.930.75
	31		**362.5**	**1.741**	**23.586.25**	**99.160.75**

5. Mean

$\bar{X} = \frac{\sum Fi \, . \, Xi}{\sum Fi} = \frac{1.741}{31} = 56.16$

6. Median

$Me = b + p \left(\frac{\frac{1}{2} n - f_k}{fi} \right)$

$= 50.5 + 10 \left(\frac{\frac{1}{2} . 31 - 9}{8} \right)$

$= 50.5 + 10 \frac{(15.5 - 9)}{8}$

$= 50.5 + 10 \left(\frac{6.5}{8} \right)$

$= 50.5 + 10 \, (0.81)$

$= 50.5 + 10.81$

$= 61.31$

7. Modus

$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$

$= 50.5 + 10 \left(\frac{2}{2+5} \right)$

$= 50.5 + 10 (\frac{2}{7})$

$= 50.5 + 10 \, (0.28)$

= 50.5 + 2.8

= 53.3

8. Variant

s^2 = 282.22

9. Standard Deviation

S = 16.79

Table of Normality Data Test with Chi Quadrat Formula

Interval Class	**Class Limit**	**Z – Score**	**Limit of Large of the Area**	**Large of Z – Table**	f_0	f_e	$(f_o , f_e)^2$
30-40	29.5	-0.159	0.05592	-0.12027	-3.72	7	678.08
41-50	40.5	-0.93	0.17619	-0.19451	-6.02	2	144.96
51-60	50.5	-0.33	0.37070	0.27837	8.62	8	4.755
61-70	60.5	0.25	0.0987	0.06847	2.12	5	10.6
71-80	70.5	0.85	0.3023	-0.1228	-3.80	5	361
81-90	80.5	1.44	0.4251	-0.5479	-16.98	3	2.594

$x^2 = \sum(f_o - f_e)^2 / f_o$

$= \left(\frac{678.08}{-3.72}\right) + \left(\frac{144.96}{-6.02}\right) + \left(\frac{4.755}{8.62}\right) + \left(\frac{10.6}{2.12}\right) + \left(\frac{361}{-3.80}\right) + \left(\frac{2.594}{-16.98}\right)$

= -296.43

Based on the table above, the researcher found that $x^2 count = -296.43$while $x^2 table$ = 9.488, cause $x^2 count < x^2 table$ (-296.43<9.488), with degree of freedom (dk) = 5-1 = 4 and significant level α=5%. So, distribution of control class in post-test was normal.

APPENDIX 13

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get the variant of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

A. Variant of Experimental Class (XIIPA1)

1. Variant

s^2 = 19.28

2. Standard Deviation

S = 371.94

B. Variant of Control Class (XI IPA4)

1. Variant

s^2 = 343.09

2. Standard Deviation

S = 18.52

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

$$= \frac{371.94}{343.09}$$

$$= 1.08$$

After doing the calculation, the researcher found that Fcount = 1.08. It had been compared to F_{table} with α 5% and dk numerator and dominator were (n1 = 31 dk = 31-1 = 30 and n2 = 34 dk = 34-1 = 33). From the distribution list F, the researcher found that F_{table} = 4.17 so $F_{count} < F_{table}$ (1.08< 4.17). It could be concluded that there is no difference variant between the experimental class (IPA 1) and control class (IPA 4). It means that the variant in pre-test was homogenous.

APPENDIX 14

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get the variant of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

A. Variant of Experimental Class (XI IPA 1)

1. Variant

s^2 = 106.59

2. Standard Deviation

S = 10.32

B. Variant of Control Class (XI IPA 4)

1. Variant

s^2 = 282.22

2. Standard Deviation

S = 16.79

After getting the variants of experimental class and control class in pre- test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

$$= \frac{282,22}{106,59}$$

= 2.64

After doing the calculation, the researcher found that F_{count} = 2.64. It had been compared to F_{table} with α 5% and dk numerator and dominator were (n1 = 34dk = 34-1 = 33 and n2 = 36 dk = 31-1 = 30). From the distribution list F, the researcher found that F_{table} = 4.17 so $F_{count} < F_{table}$ (2.64< 4.17). It could be concluded that there is no difference variant between the experimental class (IPA 1) and control class (IPA 4). It means that the variant in post-test was homogenous.

APPENDIX 15

T-test of Both Averages in Pre-Test

The researcher used the both averages to analyse the hypothesis stated that there is no difference between experimental class and control class in pre-test before doing treatment. To answer the hypothesis, the researcher used T-test formula as follows:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{s^2}{n} + \frac{s^2}{n}\right)}}$$

$$= \frac{60{,}35 - 53{,}06}{\sqrt{\left(\frac{371{,}94}{34} + \frac{343{,}09}{31}\right)}}$$

$$= \frac{7{,}29}{\sqrt{(10{,}93 + 11{,}06)}}$$

$$= \frac{7{,}29}{\sqrt{(21{,}99)}}$$

$$= \frac{7{,}29}{4{,}68}$$

$$= 1.55$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that t_{count} = 1.5 with opportunity (1-α) = 1-5% = 95% anddk = n1 + n2 – 2 = 34 + 31 – 2 = 63, t_{table}= 2.000. So, t count< t table (1.55< 2.000). Caused tcount < ttable, so, H0 is accepted. It means no difference between the average of experimental class (IPA 1) and control class (IPA 4) in pre-test.

APPENDIX 16

T-test of Both Averages in Post-Test

The researcher used the both averages of experimental class and control class to analyse that there is difference between both classes. And also it could prove the hypothesis stated that there is significant effect of using picture sequences media after doing treatment. To answer the hypothesis, the researcher used T-test formula as follows:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{s^2}{n_1} + \frac{s^2}{n_2}\right)}}$$

$$= \frac{71{,}97 - 56{,}16}{\sqrt{\left(\frac{106{,}59}{34} + \frac{282{,}22}{31}\right)}}$$

$$= \frac{15{,}81}{\sqrt{(3{,}13 + 9{,}10)}}$$

$$= \frac{15{,}81}{\sqrt{(12{,}23)}} = \quad = \frac{15{,}81}{3{,}49} = 4.53$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that t_{count} = 4.53 with opportunity (1-α) = 1-5% = 95% and dk = n1 + n2 – 2 = 34+ 31– 2 = 63, t table = 2.000. So, t count > t table (4.53> 2.000). Caused t count > t table, so, Ha is accepted. It means that there is difference between the average of experimental class (IPA 1) and control class (IPA 4) in pre-test. It could be concluded that there is significant effect of using scaffolding strategy to students' Writing Ability at Grade XI SMA Negeri 1 Sipirok.

APPENDIXE 17

Chi-SquareTable

Dk	Significantlevel					
	50%	**30%**	**20%**	**10%**	**5%**	**1%**
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

APPENDIXE 18

T Distribution:Critical Values of*t*

Significance level

Degrees of freedom	*Two-tailedtest*: *One-tailedtest*:	10% 5%	5% 2.5%	2% 1%	1% 0.5%	0.2% 0.1%	0.1% 0.05%
1		6.314	12.706	31.821	63.657	318.309	636.619
2		2.920	4.303	6.965	9.925	22.327	31.599
3		2.353	3.182	4.541	5.841	10.215	12.924
4		2.132	2.776	3.747	4.604	7.173	8.610
5		2.015	2.571	3.365	4.032	5.893	6.869
6		1.943	2.447	3.143	3.707	5.208	5.959
7		1.894	2.365	2.998	3.499	4.785	5.408
8		1.860	2.306	2.896	3.355	4.501	5.041
9		1.833	2.262	2.821	3.250	4.297	4.781
10		1.812	2.228	2.764	3.169	4.144	4.587
11		1.796	2.201	2.718	3.106	4.025	4.437
12		1.782	2.179	2.681	3.055	3.930	4.318
13		1.771	2.160	2.650	3.012	3.852	4.221
14		1.761	2.145	2.624	2.977	3.787	4.140
15		1.753	2.131	2.602	2.947	3.733	4.073
16		1.746	2.120	2.583	2.921	3.686	4.015
17		1.740	2.110	2.567	2.898	3.646	3.965
18		1.734	2.101	2.552	2.878	3.610	3.922
19		1.729	2.093	2.539	2.861	3.579	3.883
20		1.725	2.086	2.528	2.845	3.552	3.850
21		1.721	2.080	2.518	2.831	3.527	3.819
22		1.717	2.074	2.508	2.819	3.505	3.792
23		1.714	2.069	2.500	2.807	3.485	3.768
24		1.711	2.064	2.492	2.797	3.467	3.745
25		1.708	2.060	2.485	2.787	3.450	3.725
26		1.706	2.056	2.479	2.779	3.435	3.707
27		1.703	2.052	2.473	2.771	3.421	3.690
28		1.701	2.048	2.467	2.763	3.408	3.674
29		1.699	2.045	2.462	2.756	3.396	3.659
30		1.697	2.042	2.457	2.750	3.385	3.646
32		1.694	2.037	2.449	2.738	3.365	3.622
34		1.691	2.032	2.441	2.728	3.348	3.601
36		1.688	2.028	2.434	2.719	3.333	3.582
38		1.686	2.024	2.429	2.712	3.319	3.566
40		1.684	2.021	2.423	2.704	3.307	3.551
42		1.682	2.018	2.418	2.698	3.296	3.538
44		1.680	2.015	2.414	2.692	3.286	3.526
46		1.679	2.013	2.410	2.687	3.277	3.515
48		1.677	2.011	2.407	2.682	3.269	3.505
50		1.676	2.009	2.403	2.678	3.261	3.496
60		1.671	2.000	2.390	2.660	3.232	3.460
70		1.667	1.994	2.381	2.648	3.211	3.435
80		1.664	1.990	2.374	2.639	3.195	3.416
90		1.662	1.987	2.368	2.632	3.183	3.402
100		1.660	1.984	2.364	2.626	3.174	3.390
120		1.658	1.980	2.358	2.617	3.160	3.373
150		1.655	1.976	2.351	2.609	3.145	3.357
200		1.653	1.972	2.345	2.601	3.131	3.340
300		1.650	1.968	2.339	2.592	3.118	3.323
400		1.649	1.966	2.336	2.588	3.111	3.315
500		1.648	1.965	2.334	2.586	3.107	3.310
600		1.647	1.964	2.333	2.584	3.104	3.307

∞		1.645	1.960	2.326	2.576	3.090	3.291

APPENDIXE 19

Research Documentions

a. Control Class in Pre-test and Post-test


Teaching and explaining procedure text to the students.


Ask the students to write procedure text and controlling while the students write.

b. Control Class in Pre-test and Post-test

Explaining about scaffolding strategy to students.

Ask the students to writing a procedure text after explain what is scaffolding strategy to the procedure text.

Controlling the students while writing the test.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022
Website: https://ftik.iain-padangsidimpuan.ac.id E-Mail: ftik@iain-padangsidimpuan.ac.id

14 Oktober 2021

Nomor : B/840 /In.14/E.1/PP.009/10/2021
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Kepada Yth:
1. **Eka Sustri Harida, M.Pd.** **(Pembimbing I)**
2. **Sri Rahmadhani Siregar, M.Pd.** **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Sazli Hidayat Ritonga
NIM	: 18 203 00014
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Scaffolding Strategy to Students' Writing Ability at Grade XI SMA Negeri 1 Sipirok

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti. S.Si. M.Pd.
NIP 19800413 200604 1 002

Ketua Program Studi TBI

Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B-973 /Un.28/E.1/TL.00/02/2023 15 Februari 2023
Lampiran :
Prihal : **Izin Riset Skripsi**

Yth. Kepala SMA Negeri 1 Sipirok

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Sazli Hidayat Ritonga
NIM	: 1820300014
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Jl. Sutan Muhammad arif Padangsidimpuan

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **"The Effect of Scaffolding Strategy to Students' Writing Ability at Grade XI SMA Negeri 1 Sipirok"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi, MA
NIP 19801224 200604 2 001

PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 SIPIROK
TAPANULI SELATAN
AKREDITASI : "A" SK BAN No. 1347/BAN-SM/SK/2021
Jalan Simangambat No. 218 Telp. (0634) 41140 Kodepos 22742
Website : http://www.sman1sipirok.sch.id E-mail : smasatusipirok@yahoo.com

SURAT KETERANGAN

Nomor : 421.03 / 068 / SMAN.1 / 2023

Sehubungan dengan surat Dekan FTIK Universitas Islam Negeri SYEKH ALI HASAN AHMAD ADDARY Padangsidimpuan Nomor : B-973/Un.28/E.1/TL.00/02/2023 tanggal 15 Februari 2023 perihal Izin pra penelitan penyelesaian skripsi, Kepala SMA Negeri 1 Sipirok, Kabupaten Tapanuli Selatan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama	:	**SAZLI HIDAYAT RITONGA**
NPM	:	1820300014
Fakultas / Jurusan	:	Tarbiyah dan Keguruan / Tadris Bahasa Inggris
Judul	:	**"THE EFFECT OF SCAFFOLDING STRATEGY TO STUDENTS' WRITING ABILITY AT GRADE XI SMA NEGERI 1 SIPIROK".**

Telah melakukan riset di SMA Negeri 1 Sipirok.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Sipirok, 02 Maret 2023
Plt. Kepala Sekolah,

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KECAMATAN SIPIROK
SMA NEGERI 1
DINAS PENDIDIKAN

SYAMSUL LUBIS, S.Pd
NIP. 19800401 200502 1 006

Tembusan:
1. Arsip