

THE EFFECT OF SCAFFOLDING STRATEGY ON LEARNER AUTONOMY AND WRITING COMPETENCY OF SENIOR HIGH SCHOOL STUDENTS

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This study aimed to investigate the effect of scaffolding strategy on learner autonomy and writing competency. This study was conducted in SMA N 1 Semarang in the academic year 2019/2020 in form of experimental study with *Post-Test Only Control Group Design*. The population of this study was 368 tenth grade students, wherein two classes which consisted of 66 students were selected by using lottery to determine experimental group and control group as the sample of this study through Cluster Random Sampling Technique. The students of experimental group were treated by using scaffolding strategy and the students of control group were treated by using conventional writing strategy. The data of learner autonomy were collected by using questionnaire, the data of writing competency were collected by using rubric, and then the data were analyzed by using multivariate variance test (MANOVA). The result of this study showed that: (1) scaffolding strategy affected better than conventional writing on learner autonomy, (2) scaffolding strategy affected better than conventional writing on writing competency, and (3) simultaneously, scaffolding strategy affected better than conventional writing on learner autonomy and writing competency. These findings have important contribution to EFL pedagogy in general and in teaching and learning writing in particular. It can be concluded that scaffolding strategy gives positive effect on learner autonomy and writing competency separately and simultaneously. The result of this study can be useful for the teachers and students in the field of EFL learning and it can give them positive contribution as motivation to develop their knowledge and skills, especially to improve learner autonomy and writing competency.

Keywords: *Learner Autonomy; Scaffolding Strategy; Writing Competency*

1. INTRODUCTION

Recently, in Indonesia, a curriculum which is called 2013 curriculum has been implemented in schools. According to *Permendikbud*, 2013 No. 67 in 2013 curriculum, it is stated that language has a main role for the development of the students and significantly important to encourage and support learning all the subjects. It is also mentioned some characteristics of 2013 Curriculum are: (1) school is part of society that gives learning experiences and the students will implement what has been learnt from school to society, (2) developing behavior, knowledge and skill and use them in any condition in school and society, (3) developing students' spirituality, social skill, curiosity, creativity, team work, intellectual and psychomotor competency, and (4) providing enough time for students to establish their behavior, knowledge and skills.

In term of English language teaching field, students need to master the four language skills, namely listening, speaking, reading and writing. Among those of the skills, writing is important skill an individual can process. According to Murcia (2000, p.142), writing is one of language skills which is used for communication. Moreover, Marhaeni (2005) showed that writing involves the cognitive and linguistics abilities. Cognitive ability is seen from the thoughts and ideas produced as the result of writing process. Cognitive ability is a process that involves how to think, recollect perception, comprehend and learn. In the context of writing, cognitive ability can be seen of students' ideas, understanding of the topic selected, and the arrangement of ideas in students' writing. While linguistic ability is quality of student choosing the word appropriately. Through writing people are capable of showing their thought and ideas, and make them concrete.

To achieve a goal in writing, it requires the constructivism educational model.

According to Benson (2001, p. 40) in constructivist learning theory learning is a process to require knowledge which involved mostly students' participation. In this constructivism model, the students are required to be active in thinking, operating and constructing the meaning of the knowledge learned. The learners build the meaning of knowledge about the world around them through the introduction of nearby objects that were reflected through some experiences. The students will reconstruct their ideas with the experience obtained. It is also explained the key idea that autonomy in learning has borrowed from constructivism is the idea that effective learning is active learning.

In order to create such of learning, the use of constructivist learning can be implemented in the class. In constructivism, knowledge is expressed based on the perception that knowledge built by learners through an active process, mental process of development. Wang and Li (2010) also explained that learning is an active process in which learners construct their own knowledge and understanding. The learners are the most active participant in the learning process. It is because constructivist learning gives students an experience on the topic and a collaborative learning.

On the other side, students faced some problems when they tried to write their own writing. It is because they are not allowed to write in Bahasa, they must write their ideas into English, as their foreign language. They feel confused how to start writing. As a result, they did not have any guidance at all, less planning, less of imagination, less vocabularies, and less effective in stating the sentences and comprehend the main ideas (Brown, 2000). Many students have problem and even they get frustrated when they have to explore their ideas because they must think about the content and organization of the ideas in English. So, they got stuck and did not want to try. All mentioned are considered as the causes of the students' difficulties in writing a text (Weigle, 2002).

All the problem mentioned above, make the teacher need to change the way to provide the materials and make them more interesting. If the teacher stays with the same teaching and learning strategy, it will make the students difficult to state their ideas. 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. So, 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.

According to Marhaeni (2012), the concept of 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, analyzes the problems at the steps of 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. By being autonomous, they can be a good decision maker of their own learning.

In relation with this study, Padmadewi, (2018) has been using Scaffolding strategies in teaching writing for improving student literacy in primary school. In this research, the sample was the students in grade 5 of elementary school. It was found that the use of Scaffolding strategy was successfully implemented. The benefit of giving individualized support can be seen from the quality of the students' writing as shown in the students' scores. The success of the scaffolding was also determined by how the teacher managed the supports given to the students. Besides that, the result showed that scaffolding also promotes students' learning autonomy which leads students to be more confident and responsible in their learning and help them learn how to mean using the language.

Another study was also conducted by Faraj (2015). He examines the role of scaffolding in writing learning in improving writing skills. He also tried to connect between the writing with the writing process. The study involved 30 students majoring in English. As a result, the use of scaffolding in learning writing helps greatly improve writing skills. The

relationship between the writing process and the writing result must be good, because of writing based on the steps that have been given then the result will be good too. This study also showed that the use of scaffolding is highly recommended to be used by teachers

Based on the explanation above, this phenomenon in learning activity related to writing was interesting to investigate and this is exactly what the present study is concerned with. However, how significant the scaffolding strategy affects the student's writing competency and learner autonomy in senior high school has not been explored. Therefore the researcher was very keen to know the significant effect between Scaffolding strategy on learner autonomy and writing competency of the tenth grade students. This experimental research was conducted at SMA N 1 Semarang in the academic year 2019/2020. The result of the research is expected to give positive contribution and provide inputs that can be used in English writing lesson.

2. RESEARCH METHOD

This research was an experimental research, which involved two groups, both of which are randomly assigned by different treatment. The design used was post-test only control group design which subjects were randomly drawn from the population and classified into experimental group and control group (Dantes, 2012, p.94). Pre-test was not conducted consider that it deliberately influence the result data obtained from post-test. The post test was conducted at the end of the research.

The students were classified into experimental group and taught by using Scaffolding strategy meanwhile the control group taught using conventional writing strategy. The teaching and learning process was implemented eight meetings for treatments and 1 meeting for implementing post-test of writing competency and to fulfill learner autonomy questionnaire, so it was 9 meetings for each group. The result of treatments was determined by the result of post-test and the scores of learner autonomy and writing competency was regarded as the experiment data.

The population of this study was the whole of the tenth grade students of SMA N 1 Semarang which consists of 368 students for eleven classes in academic year 2019/2020. The sampling technique used in this study was selected by using cluster random sampling in which two classes were randomly assigned as experimental and control group after checking the normality and homogeneity of the sample. After that, through the lottery, X MIPA 4 class was assigned as the experimental group and X MIPA 5 class was assigned as the control group. The experimental group was taught by using scaffolding strategy meanwhile the control group was taught by using conventional writing strategy.

The data obtained must be valid and reliable in order to know whether (1) there is a significant effect of scaffolding strategy on learner autonomy, (2) there is a significant effect of scaffolding strategy, (3) there is a significant effect of scaffolding strategy on learner autonomy and writing competency of the tenth grade students of SMA N 1 Semarang. In relation to the issue examined in this study, there were two types of data needed, such as learner autonomy data and writing competency. The intended data were collected with test method.

The researcher provided writing competency test, writing rubric and learner autonomy questionnaires in collecting the intended data. It also needed lesson plan that design the procedures for the teaching and learning process in the classroom. In this present experimental study, the instrument or test for writing of the data collection is strategic option which constructed in the form of text. After the teaching and learning process carried out, to know whether there is significant effect of the treatments upon the students' writing competency the instrument of the data collection was administered. It was administered only one time at the end of the every treatment of the group both experimental and control group. The questionnaire was in the students' native language (Bahasa Indonesia) so the students could understand and answer the questions well and it is consisted of four components, namely: (a) cognitive and meta cognitive component, (b) an effective and Motivational component (c) an Action-oriented component, and (d) A social component.

Moreover, for the learner autonomy questionnaire of this study used Likert scale which offered five choices of responses, namely strongly agree, agree, less agree, disagree, and strongly disagree. Besides that, the questionnaire also contained the positive and

negative statements; in implementing questionnaire of this study, students were asked to choose the best response of how they feel about the statements in the scale. The data were analyzed statistically by using MANOVA through SPSS 16.0.

Additionally, after eight times of treatment session, the writing competency test of the tenth grade students of SMA N 1 Semarapura was assessed by using analytical writing rubric. The analytical writing rubric involves the components: content and development, organization, sentence structure, vocabulary and mechanics. For each dimensions, there are indicators that represents its dimensions. First, content represents topic, and the thesis statement. Second, organization represents the ideas of text. Third, the sentence structure represents the complexity and effectiveness of sentences and accuracy of grammar. Fourth, vocabulary represents the variety of words. Mechanics represent the rule of writing, the use of punctuation and capital letter. The indicators of each dimension may be adapted so it can be fit with the students' writing test (Marhaeni, 2005).

Prior to data analysis, firstly, it was described learner autonomy and writing competency scores using descriptive analysis, and each of them was described by a frequency distribution table and histogram. In addition, it looked for a general overview of learner autonomy and writing competency qualification. To determine the qualification level of learner autonomy and writing competency, descriptively analyzed on the basis of the mean score of ideal (Mi) and the standard deviation of the ideal (SDI) using five levels of qualifications.

The data analysis were done to test the research hypotheses and to answer the research question of this study. Based on the research design, hypotheses testing was administrated in two ways : (1) For research questions number 1 and 2 the test between subject effect used and (2) research questions number 3 employed Manova in order to know the difference in two or more vectors of means. Data analyses administered after obtaining the score from post-test given to both of the groups then analyzed descriptively and inferentially through SPSS 16.0.

3. FINDINGS AND DISCUSSION

In this study the data obtained in writing competency of both of the group were analyzed by using two form of statistic analysis namely: descriptive and inferential analysis. The descriptive analysis was used to organize and summarize the data of the samples while the inferential analysis was used to infer and draw conclusion about the population based on the samples' data.

Table 1.shows the comparison between the results of descriptive of both groups. The result of the calculation can be presented in the following table.

Table 1. The result of writing competency test of students in experimental and control group

		Experimental group (Scaffolding Strategy)	Control Group (Conventional Strategy)
N	Valid	33	33
	Missing	0	0
	Mean	81.33	74.90
	Median	83.00	74.00
	Std. Deviation	8.26	8.90

Table 1 shows that the mean score of experimental group was 81.33 while control group was 74.90. It shows that the average score of experimental group was higher than the average score that was gained by the control group. So, it means that the mean score of the students in experimental group performed better achievement.

Moreover, the analysis of learner autonomy data of both experimental and control group can be seen on Table 2.

Table 2. The result of the Mean and Standard deviation of Learner Autonomy

	Experimental group (Scaffolding Strategy)	Control Group (Conventional Strategy)
N	33	33
Valid	33	33
Missing	0	0
Mean	91.57	77.78
Median	92.00	78.00
Std. Deviation	3.04	3.87
Range	12.00	14.00

Referring to Table 2, it shows that the mean score of learner autonomy for the students who were treated by using Scaffolding strategy was 91.57 meanwhile for those who were treated by using conventional writing strategy was 77.78. Based on the result of the calculation, it was clearly seen that the learner autonomy of the students who were treated by using Scaffolding strategy is higher than those who were treated by using conventional strategy.

In this study, MANOVA was used for the hypotheses testing. The first and second hypotheses were tested by the test of Between-Subject Effects to discover whether or not the Independent variable (Scaffolding Strategy) affects significantly on dependent variables (learner autonomy and writing competency). The result of the analysis is shown in Table 3.

Table 3. The Test of Between Subject Effect Result

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	learner_autonomy	3136.742 ^a	1	3136.742	258.176	.000
	writing_competency	680.970 ^b	1	680.970	9.237	.003
Intercept	learner_autonomy	473286.68	1	473286.68	3.895E4	.000
	writing_competency	402792.97	1	402792.97	5.464E3	.000
Class	learner_autonomy	3136.742	1	3136.742	258.176	.000
	writing_competency	680.970	1	680.970	9.237	.003
Error	learner_autonomy	777.576	64	12.150		
	writing_competency	4718.061	64	73.720		
Total	learner_autonomy	477201.00	66			
	writing_competency	408192.00	66			
Corrected Total	learner_autonomy	3914.318	65			
	writing_competency	5399.030	65			

Table 3 is used to answer the first and the second research questions. The effect of Scaffolding Strategy on learner autonomy is shown by F 258.176 with a significance of .000. This means that the null hypothesis which stated that there is not any significant effect on learner autonomy is rejected and the alternative hypothesis which stated that there is significant effect on learner autonomy is accepted. Moreover, the Scaffolding strategy also had different effect on writing competency seen from the F score (9.237) with a significance of .003 with a significance lower than 0.05. It also means that the null hypothesis which stated that there is no significant effect on writing competency is refused.

On the other side, the third hypothesis is answered by Multivariate Test. the result can be seen in the Table 4.

Table 4. The Result of Multivariate Test

		Multivariate Tests^b				
Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.998	2.003E4 ^a	2.000	63.000	.000
	Wilks' Lambda	.002	2.003E4 ^a	2.000	63.000	.000
	Hotelling's Trace	636.005	2.003E4 ^a	2.000	63.000	.000
	Roy's Largest Root	636.005	2.003E4 ^a	2.000	63.000	.000
Class	Pillai's Trace	.801	1.271E2 ^a	2.000	63.000	.000
	Wilks' Lambda	.199	1.271E2 ^a	2.000	63.000	.000
	Hotelling's Trace	4.036	1.271E2 ^a	2.000	63.000	.000
	Roy's Largest Root	4.036	1.271E2 ^a	2.000	63.000	.000

Based on the analysis, it shows that F values of Pillai's Trace, Wilks' Lambda, Hotelling's Trace, Roy's Largest Root show at .000 it is clearly seen that the value is lower than 0.05, which means that it is significant. This means that simultaneously, there are different effects on learner autonomy and writing competency between the students who were treated by using Scaffolding strategy and those who were treated by using Conventional strategy. It can be concluded that simultaneously, the implementation of Scaffolding strategy had significant effect on learner autonomy and writing competency.

First, as what has been mentioned previously, the first aim of the study was to investigate the effect of Scaffolding strategy on learner autonomy. The effect of Scaffolding strategy was tested by using subject effect. The test was done once at the end of the treatment period. It was done to see the effect of the use of Scaffolding strategy on learner autonomy. It was similar to the former analysis on writing competency of the tenth grade students of SMA N 1 Semarang.

In this study, the first hypothesis which was stated there was significant effect of Scaffolding strategy on learner autonomy was accepted. In this case, scaffolding strategy gives the positive effect on learner autonomy, it is known from the result of this study which reveals that the mean score of the students who were treated by using scaffolding strategy was higher than those who were treated by using conventional strategy. It means that the implementation of scaffolding strategy can be used as a teaching strategy in teaching and learning process to improve learner autonomy.

The positive effect of scaffolding strategy in the context of teaching and learning was supported by Zarandi (2014) which explained that the student takes responsibility for or masters the task, the teacher begins the process then the scaffold is reduced when the students no longer need assistance and they are able to work independently. As what Holec (1981,p.÷3) emphasizes, learner autonomy is the ability to take responsibility to students' learning. Learner's active participation and responsibility for their own learning process are significant in the field of foreign language learning. The following are the positive impacts of scaffolding strategy on learner autonomy. Students have a free chance to set their learning and progress. They can also assess themselves, it enables to grow self confidence, and to encourage themselves to train the right thing for their own learning process.

Along the treatment of experimental group, the students were asked to write a text. The students were asked to write a text. Teacher gave the students encouragement by giving them explanation, modeling, feedback and reinforcement. When students were involved in writing process, students were really enthusiastic following the instruction. They stayed focus toward teacher's explanation. The assistance given by the teacher along the treatment made them felt free to organize and set the way they learn. This learning activity was very interesting, and motivated the students' active at improving their writing competency. It was believed that they used their ability, knowledge and skills to produce a text independently. These are confirmed as the characteristics of learner autonomy which are stated by Benson (2001,p.÷47). Along the treatment, the students were asked to modify the elements of a text

one of them was narrative story by changing the setting, title, characters, problem, etc adapted from the text that have already read into the narrative scaffold given (do prewriting: brainstorming a topic and details by using the draft or narrative scaffold given). In the process of drafting, students were explained the way how to make a draft or the outline of their writing. Teacher provided an example of graph organizer in order to make them easier to complete the task given.

After that, students tried to compose their own version of the story based on the narrative scaffold that they have created. At this point, the students worked eagerly to start writing since they got a lot of ideas from reading the text and the assistance or example which provided by the teacher. Students were allowed to discuss with their friend in their group. It led them to be more serious and more responsible toward what they should do. It also increased students' awareness of the presence others in the classroom and how they negotiated each other. The next activity, it allowed the students to present their own story. In this activity, it led the students to be more confident showing their work. At the end, the teacher collected the students' work and gave comments or feedback toward the students' writing then, asks them to revise it. Here, students can do the evaluation on the process of their writing activity.

The teacher distributed the students' previous work completed with the comment of their writing. Before the students continued their writing, the teacher provided them another story. This new narrative story was aimed at giving more examples on how to put direct sentences, past and past continuous tense, proper mechanics and also provided them a lot of vocabularies. So, applying Scaffolding strategy is an excellent way of teaching which is able to gain students' understanding about how construct their ideas by modifying the original story. Moreover, this technique was very beneficial for the students to write further interesting than the original story. This technique was an effective and contextual because students directly got the instruction and guide the students how to construct their writing then develop their writing. As what has been stated previously, writing competency involved cognitive and creative process. Cognitive process was the result of brain activities in which students expressed their imagination to produce new ideas as they wrote in their writing. While, creative process was indicated by originality of the students' idea. So, absolutely through this technique allowed students to explore their idea and enrich their knowledge. By giving students example of a modeled reading text make the teacher easier in explaining the use of grammar accordingly. The students commented that writing through Scaffolding strategy gave them an ample time to develop their writing as they could depend on the existed reading text.

The activeness and the independent learning were shown when the teacher asked them to write whether in pair and individually. The teacher gave them assistance while they wrote a draft of their writing. Students were curious to create a graph organizer and asked their friends when they did not know about some words. They were eager to find out the meaning of the words in the dictionary or other sources to find the answer. The asked for the revision whether what they wrote were correct or not. When time was over, they had awareness to submit it punctually. They could organize the time very well. Most of them also would like to have the earlier chance to show their writing. The support given by the students made them to become more responsible toward their own process.

Based on the result of the subject effect test, it can be seen that the use of Scaffolding strategy had significant effect on learner autonomy since the experimental group performed better result than in control group. It means that, the implementation of Scaffolding strategy in the experimental group increased the learner ability in four components of learner autonomy. Ellis, 1999 in Tassinari 2012 stated that the four components of learner autonomy are (1) cognitive and meta-cognitive component, (2) affective and motivational components, (3) action oriented components and (4) social components. Based on the result and its classification, the experimental group categorized into very high learner autonomy rather than in control group. The second hypothesis of the study aimed at investigating the effect of the use of Scaffolding strategy on writing competency of the tenth grade students of SMA N 1 Semarang. The hypothesis testing proved that there was significant effect of Scaffolding strategy on students' writing competency since the mean score of the experimental score was higher than those students who were in the control group. As stated at the findings of

this study, the mean score of writing competency of the students who were treated by Scaffolding strategy was 81.33 and for the students who were treated by using conventional strategy was 74.90.

Second, scaffolding strategy made the positive effect toward students' writing competency. The second hypothesis testing proved that there was significant effect of Scaffolding strategy on students' writing competency since the mean score of the experimental score was higher than those students who were in the control group. As stated at the findings of this study, the mean score of writing competency of the students who were treated by Scaffolding strategy was 81.33 and for the students who were treated by using conventional strategy was 74.90.

The students were asked to produce their writing but before that they were told about the materials and the analytical rubric of writing that would be used to assess the students' writing. The analytical writing rubric involves the components: content and development, organization, sentence structure, vocabulary and mechanics. For each dimensions, there are indicators that represents its dimensions. First, content represents topic, and the thesis statement. Second, organization represents the ideas of text. Third, the sentence structure represents the complexity and effectiveness of sentences and accuracy of grammar. Forth, vocabulary represents the variety of words. Mechanics represent the rule of writing, the use of punctuation and capital letter. The indicators of each dimension may be adapted so it can be fit with the students' writing test (Marhaeni, 2005).

The implementation of scaffolding strategy on students' writing competency had shown significant progress. Students were actively involved in the writing discussion. Activities such activating students' prior knowledge in intentionality stage to of scaffolding facilitated the students to express their prior knowledge, modeling, checking and giving correction to the peer's writing in collaboration stage were engaging and motivating the students to be active in the class and to be independent in doing the task. It is in line with the Vygotsky's words, "what the child is able to do in collaboration today he will be able to do independently tomorrow" (Vygotsky, 1987,p.÷211).

In short, as what has been stated at the findings of this study, the mean score of writing competency of the students who were treated by Scaffolding strategy was 81.33 and for the students who were treated by using conventional strategy was 74.90. From the output, it was found that the probability value was 0.000 and it was lower than 0.05. It means that, there was significant effect between Scaffolding strategy and writing competency.

Third, the analysis of the third hypotheses testing proved that there were significant effects of Scaffolding strategy on learner autonomy and writing competency. The effect occurred separately and simultaneously. There were significant effect on learner autonomy and writing competency of the students who treated by using scaffolding strategy was better than those who were treated by using conventional strategy simultaneously. Based on the finding, it was found that the Scaffolding strategy had significant effect on the writing competency of the tenth grade students of SMA N 1 Semarang. It showed that the Scaffolding strategy can be implemented since it was proven to improve learner autonomy and writing competency.

Scaffolding gives positive effect on learner autonomy and writing competency of the tenth grade students of SMA N 1 Semarang. In the process of the implementation of scaffolding strategy, the teacher helped the students to understand the task that they do not understand easily. Along the treatment process, the teacher offers assistance by explaining the students a clear explanation about the materials being learnt and giving model of how students complete the task. In the process of learning especially when students did a writing task, the students' error were accepted, but with the teacher evaluation and assistance (feedback), the students can arrive at their goal. Moreover, the students took responsibility when they are given a writing task, the teacher slowly remove the scaffolding the students performed that they are able to work independently. Scaffolding also can improve students' attention to the materials. It can be seen from the students' behavior including the interest, attention, and attitude of the students toward writing was in high category.

The components of learner autonomy like what has been mentioned previously, reflected on the use of Scaffolding strategy on learner autonomy had significant improvement since the students have their own initiative to monitor their goal of learning. In the relation of

writing process, the students had the ability to have a planning toward what they want to write. The students were able to manage their own learning in writing by making a learning plan. The learning plan consisted of the topic they chose, the goal of their own learning and the strategy they would use to accomplish their goal, the challenge and difficulties that they might be faced during their learning and ways how to solve the difficulties. Here, as a plan students may use the graph organizer or mind mapping to write the draft/outline of their writing before developing it into topic sentences and supporting sentences. Moreover, the students were introduced with the material being learned included the goal of learning the material, the task and assignment. The task was in form of writing which provided with the pictures and example combined with several questions related to the text. Giving the students freedom to work on their plan and starting to browse the ideas, deciding the topic and supporting ideas into paragraph (writing a text). The students shared what they have written with the others, they also got the feedback and assessment toward their writing. The implementation of Scaffolding strategy direct the students to take an initiative and their awareness of the materials, learning goal, awareness of others, and time organization. They evaluate their learning activities and responsible with the topic given. The use of teaching learning media was really a support which was needed by the students in order to lead them to be autonomous. The media used such as videos, pictures, and graph organizer were interesting to be given to students so that those of them were the clue of how they can express their ideas and imaginations before they expressed them into writing.

Descriptively, the third hypothesis showed that simultaneously there were significant effects on learner autonomy and writing competency of the students taught by using Scaffolding strategy and those who were taught by using conventional writing strategy. Scaffolding strategy emphasizes on the process of how the students learn and create a piece of writing independently without any assistance. It related with how they deal with the learner's awareness in the learning process, the awareness of the subject learnt, the awareness of the goal setting, monitoring progress, evaluating activities, organizing time and resources and the way awareness of the presence of others in the classroom (Ellis, 1999 In Tassinari 2012) as well as deal with the students' ability in handling their emotion and feeling during the learning process. It also related closely with their motivation in learning. This natural ability can only develop in supportive learning environment that gives the students freedom in making their choices. This ability will also benefit the learner when it is used willingly in the context of writing a text.

4. CONCLUSION AND SUGGESTIONS

Based on the research findings, it is concluded that Scaffolding strategy affect significantly on learner autonomy and writing competency of the tenth grade students of SMA N 1 Semarang. In detail, the conclusions of this study are stated as follows:

1. The result of the first hypothesis testing showed that the null hypothesis was rejected and the alternative one was accepted. It means that there was significant effect of Scaffolding strategy on learner autonomy between the group which was taught by using scaffolding strategy and the group taught by using conventional strategy of the tenth grade students of SMA N 1 Semarang.
2. The result of the second hypothesis testing showed that the null hypothesis was rejected and the alternative one was accepted. It means that there was significant effect of Scaffolding strategy on writing competency between the group which was taught by using scaffolding strategy and the group taught by using conventional strategy of the tenth grade students of SMA N 1 Semarang
3. The result of the third hypothesis testing showed that the null hypothesis was also rejected and the alternative one was accepted. It means that there is significant simultaneous effect of Scaffolding strategy on learner autonomy and writing competency between the group which was taught by using scaffolding strategy and the group taught by using conventional strategy of the tenth grade students of SMA N 1 Semarang.

Based on the research findings, the discussion and the conclusion, several

suggestions are proposed. They can be stated as follows:

1. It is suggested for the English teacher of the tenth grade students of Senior high school to implement Scaffolding strategy since it is as an alternative strategy to improve learner autonomy and writing competency
2. The result of this study can be useful for the students in improve learner autonomy and writing competency
3. The result of this study can be used as a reference by other researcher to conduct a similar study.

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