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THE EFFECTIVENESS OF SCAFFOLDED WRITING STRATEGY ON STUDENTS' WRITING SKILL VIEWED FROM STUDENTS' CRITICAL THINKING

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Abstract: This research is aimed at finding out: (1) whether in general Scaffolded Writing Strategy is more effective than conventional writing for teaching writing; (2) which ones students who have highcritical thinking have better writing skill than those having low critical thinking; and (3) whether or not there is an interaction between teaching techniques and students' critical thinking. The experimental class was taught by using Scaffolded Writing Strategy whereas the control classwas taught by conventional Writing Strategy. Each class was divided into two groups in whicheach consists of students having high critical thinking and those having low criticalthinking. To gain the data, two instruments were used namely writing test and criticalthinking test. The data were analyzed by using Multifactor Analysis of Variance ANOVA 2x2and Tukey test. Before conducting the ANOVA test, pre-requisite test namely normality andhomogeneity test were conducted. The findings of this research are: (1) Scaffolded Writing Strategy is moreeffective than coventional Writing Strategy to teach writing; (2) The students having highcritical thinking have better writing skill than those having low critical thinking; and (3)There is an interaction between teaching strategies and students' critical thinking inteaching writing. Therefore, it is recommended for English teachers to implement Scaffolded Writing Strategy inteaching writing because this strategy helps the students to improve writing skill andencourages them to be active learners.

Keywords : Scaffolded Writing Strategy, writing skill, critical thinking

Introduction

Writing is a way to communicate with other people by expressing the ideas and thought in the written form. In writing the writer has to be able to convey the ideas and thought in a good written form so that the readers understand the information from the text. Therefore, it assumes as the difficult skill to be mastered by the students. This is supported by Heaton (1975: 138) that writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental element.

Writing, of course, is not only about transcribing language into written symbols, but also what is written by the writer should be able to understand by the readers. The students should be able to generate and organize theideas and make it meaningful and readable for the readers. According to Weigle (2002: 1) writing has become an essential tool for students in today's global community. It insiststhem to understand how to make a good process and product in writing.From the explanation of the previous paragraph, it can be said that writingseems as the difficult skill to learn by the students. They easily get bored because of the difficulties in writing.

Therefore, the teacher has to consider the teaching strategy inteaching writing. One of the strategy that used by the teacher is Scaffolded WritingStrategy. Scaffolded Writing Strategy is based on Vygotskian concept about the Zone ofProximal Development (ZPD). Based on this strategy, learning is developed when anovice learner is assissted by another learner who has special training and/or advancedskills (Schwieter, 2010: 32). Therefore, in this strategy, the students will be guided bythe teacher during the teaching learning process. The procedure of teaching writing byusing Scaffolded Writing Strategy are: (1) preparing writing plan, (2) reconstructing theauthor text, (3) generating new text using text patterning, (4) providing constructivefeedback.

Thisstrategy is a part of collaborative writing which is encourages social interaction amongwriters and their peers through activities such as peer response (Ferris and Hedgcock,2005). In this strategy, the students with high proficiency will be paired up with thestudents with low proficiency. Then, the students work together in teaching learningactivity and help each other. The procedures of teaching writing by using PALS are: (1)getting the ideas, (2) making a draft, (3) reading the draft, (4) editing the draft, (5)getting the final draft, (6) teacher evaluation.

Writing needs the learners' higher thinking in order to develop the concepts andideas, and to use right grammatical pattern. Therefore, some experts considered writingas a thinking process. Brown (2001: 336) states that writing is a

thinking process, awriter produces a final written product based on their thinking after the writer goesthrough the thinking process. It means that, writing skills need learners' critical thinking to develop and organize the ideas into a good composition. Scriven and Paul(2009: 1) say that critical thinking is the intellectually disciplined process of activelyand skillfully conceptualizing, applying, synthesizing, and/or evaluating informationgathered from, or generated by, observation, experience, reflection, reasoning, orcommunication, as a guide to belief and action. According to Chance (1986: 6) criticalthinking refers to the ability to analyze facts, generate and organize ideas, defendopinions, make comparisons, draw inferences, evaluate arguments, and solve problems.The learners who think critically can ask appropriate questions, gather relevant information, efficiently and creatively assort through information. They also make logical reasons from this information, and come to reliable and trustworthy conclusionsabout the world that enable them to live and act successfully in it.

In addition, Fisher (2001:10) says that critical thinking is skilled and activeinterpretation and evaluation of observations, communications, information, andargumentation. The aim of critical thinking on writing is effectively gather question,organize, and evaluate the students' and their peers' comments, annotations, anderrors. Ennis (1996: 45) emphasizes critical thinking as the decision-making about beliefand action, the process of reflection and the rationality of the reason. Critical thinkinghelps people to decide what to believe and how to solve various problems.Since writing is a thinking process, the students have to think about the topicbefore they produce a draft and a final text. Beside that, the students have to thinkabout the message which should be delivered to the readers. Therefore, in the processof thinking, the students need critical thinking to develop the ideas in order to make agood writing. Critical thinking is the mode of thinking about any subject, content, orproblem in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standardsupon them.

To infer the explanation of previously discussed, the researcher formulates thehypotheses as follows: (1) Scaffoldedstrategy is more effective than conventional Writing Strategy inteaching writing ; (2) Student with high level of critical thinking have betterwriting skills than those with low level of critical thinking; and (3) There is aninteraction between teaching strategies and students' critical thinking in teaching writing.

Research Method

This research was conducted at the XI grade students of SMK NU Pace Nganjuk. This research was conducted from July 2017 until December 2017. The research method used in this research is experimental research. The researcher used quasi-experimental design because the sample was taken from two classes that already exist at that school. The design of this research was factorial design. The two classes divided into two, experimental class and control class. The experimental class was taught byusing Scaffolded Writing Strategy, while the control class was taught by using conventional Writing Strategy. Atthe end of treatment, the experimental class and control class were given a post test inthe form of writing test. The result was analyzed by comparing the post-test scores ofboth groups by using ANOVA and then by using Tukey test.

In this research, the population is the students of SMK NU Pace Nganjuk in theacademic year of 2017/2018. There are four classes in the popultion divided into twoprograms, two classes of TKJ program and two classes of social program. Each classconsists of 28 students. The total number of the population is 140 students. Theresearcher used cluster-random sampling and took two classes from four classes to bethe sample of this research. The first class is experimental group and the second iscontrol group.

In this research, the researcher used two instruments of collecting data There were writing test to know students' writing skill and critical thinking test to know the level of students' critical thinking. These two tests was assessed by using readabilityof the test instruction which informs whether the test instructions are appropriatelyreadable for students and whether the instruction of writing and

critical thinking test can be understood by the students. The result of the questionnaire showed that more than 80% of students answered "Yes" for each item in the instruction. It can be concluded that writing and critical thinking test in this research is readable since 80% students could understand the instruction of the test. Besides that, the instrument of critical thinking test should be valid and reliable. From the result of validity and reliability test, the researcher took 30 valid questions to be the instrument of the critical thinking test and the instrument was reliable since the value of r = 0.702.

The techniques used in analyzing the data were descriptive analysis and inferential analysis. Descriptive analysis was used to know the mean, median, mode and standard deviation of the scores of the writing test. To know the normality and the homogeneity of the data, the researcher used normality and homogeneity test. The normality and homogeneity tests were done before testing the hypothesis. Inferential analysis used was multifactor analysis of variance 2x2. It was used to test the hypotheses. Ho is rejected if Fo is higher than Ft. If H is rejected, the analysis was continued to know which group is better by using Tukey test.

Research Findings and Discussion

To test the hypothesis of this research, the researcher was using Multifactor Analysis of Variance (ANOVA) 2x2. Before ANOVA and Tukey test were two kinds of test. Those are normality test and homogeneity test. The result of the tests was used as the requirement before ANOVA test and Tukey test.

The post-test data are classified into eight categories as follows: (1) The data of the writing test of the students who were taught by using Scaffolded Writing Strategy (A1); (2) The data of the writing test of the students who are taught by using conventional Writing Strategy (A2); (3) The data of the writing test of the students having high critical thinking (B1); (4) The data of the writing test of the students having low critical thinking (B2); (5) The data of the writing test of the students having high critical thinking who are taught by using

Scaffolded Writing Strategy (A1B1); (6) The data of the writing test of the students having low critical Thinking who are taught by using Scaffolded Writing Strategy (A1B2); (7) The data of the writing test of the students having high critcal thinking who are taught by using conventional Writing

Strategy (A2B1); and (8) The data of the writing test of the students having low critical Thinking who are taught by using conventional Writing Strategy (A2B2).

The result of normality test for the eight groups are: (1) The data of the writing test of the students who were taught by using Scaffolded Writing Strategy (A1) shows that the highest value of Lo is 0.0738 with Lt is 0.1641; (2) The data of the writing test of the students who are taught by using conventional Writing Strategy (A2) shows that the highest value of Lo is 0.0974 with Lt is 0.1641 ; (3) The data of the writing test of the students having high critical thinking (B1) shows that the highest value of Lo is 0.1069 with Lt is 0.1641 ; (4) The data of the writing test of the students having low critical thinking (B2)) shows that the highest value of Lo is 0.1052 with Lt is 0.1641; (5) The data of the writing test of the students having high critical thinking who are taught by using Scaffolded Writing Strategy (A1B1) shows that the highest value of Lo is 0.0901 with Lt is 0.2257; (6) The data of the writing test of the students having low critical thinking who are taught by using Scaffolded Writing Strategy (A1B2) shows that the highest value of Lo is 0.0895 with Lt is 0.2257; (7) The data of the writing test of the students having high critical thinking who are taught by using conventional Writing Strategy (A2B1)) shows that the highest value of Lo is 0.135 with Lt is 0.2257; and (8) The data of the writing test of the students having low critical thinking who are taught by using conventional Writing Strategy (A2B2) shows that the highest value of Lo is 0.1146 with Lt is 0.2257. The data can be said as normal data if Lo (Lobtained) is lower than Lt (Ltable) at the level of significance $\alpha = 0.05$. From the result, it can be concluded that all the data of writing scores for the eight groups are in normal distribution because Lo of the entire data are lower than Lt (Lo< Lt) at the level of significance $\alpha = 0.05$.

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The result of homogeneity test is 2.04. The data are homogeneous if $\chi o2$ (χobtained) is lower than $\chi t2$ (χtable) at the level of significance $\alpha = 0.05$. Because $\chi o2$ (2.04) is lower than $\chi t2$ (7.81), it can be said that the data are homogeneous. It means that the data of this research are obtained from homogeneous sample.

After the data are normal and homogeneous, then the data are analyzed by using Multifactor Analysis of Variance (ANOVA) 2x2. This test is used to know the effects ofthe independent variables and attributive variable toward the dependent variable. Inaddition, it functions to check if there is an interaction among those variables. Thehypothesis is rejected if Fo is higher than Ft (Fo>Ft). The mean scores and summary of thedata is presented in table 1 and 2.

Table 1. The mean scores

Critical Thinking (B)	PALS (A1)	Scaffolded Writing Strategy (A2)	Total
High Critical Thinking (B1)	79.07	63.92	71.50
Low Critical Thinking (B2)	65.79	70.71	68.25
Total	72.43	67.32	69.88

Table 2. The summary of ANOVA 2x2

Source of variance	SS	df	MS	Fo	Ft(0,05)
Between columns	365.15	1	365.15	13.29	4.00
Between rows	147.87	1	147.87	5.38	
Columns by rows (interaction)	1410.02	1	1410.02	51.31	
Between Group	1923.04	3	641.01		
Within group	1429.08	52	27.48		
Total	5275.16	55			

Because Fo between columns (13.29) is higher than Ft at the level significance α =0.05 (4.00), Ho is rejected and the difference between columns is significant.Because the mean of A1 (72.43) is higher than that of A2 (67.32), it can beconcluded that Scaffolded Writing Strategy is more effective than

conventional Writing Strategy to teachwriting.

Because Fo between rows (5.38) is higher than Ft at the level significance α = 0.05(4.00), Ho is rejected and the difference between rows is significant. It can beconcluded that the writing skill of students who have high critical thinking andthose who have low critical thinking are significantly different. Then, because themean of B1 (71.50) is higher than that of B2 (68.25), it can be concluded that thestudents having high critical thinking have better writing skill than those havinglow critical thinking.

Because Fo columns by rows (51.31) is higher than Ft at the level significance α = 0.05 (4.00), Ho is rejected and there is an interaction between teaching strategies and students' critical thinking to teach writing. Thus, it can be concluded that the effectiveness of teaching strategies is influenced by the levels of students' critical thinking. Scaffolded Writing Strategy is appropriate for students who have high critical thinking and conventional Writing Strategy is appropriate for students who have low critical thinking.

After knowing the effects and the interaction of independent variables toward the dependent variable, it is also necessary to compare the mean of every treatment with the other means using Tukey test. This test is used to identify which means are significantly different from the other. The summary of the data is presented in table 3.

Table 3. The summary of Tukey test

No	Data	Sampel	q_o	q_t	α	Status
1	A_1 and A_2	28	5.16	2.89	0.05	Significant
2	B_1 and B_2	28	3.28	2.89	0.05	Significant
3	A_1B_1 and A_2B_2	14	10.81	3.03	0.05	Significant
4	A_1B_2 and A_2B_2	14	3.51	3.03	0.05	Significant

Because qo between columns (A1-A2) (5.16) is higher than qt at the level significance α = 0.05 (2.92), applying Scaffolded Writing Strategy is significantly different from conventional Writing Strategy to teach writing. Because the mean of A1 (72.43) is higher than that of A2 (67.32), it can be concluded Scaffolded Writing Strategy is more effective than convention Writing Strategy to teach writing

Because qo between columns (B1-B2) (3.28) is higher than qt at the level significance α = 0.05 (2.92), it can be said that the students who have high critical thinking and those who have low critical thinking are significantly different in their writing skill. Because the mean of B1 (71.50) is higher than that of B2 (68.25), it can be concluded that the students having high critical thinking have better writing skill than those having low critical thinking concluded that the students having high critical thinking have better writing skillthan those having low critical thinking.

Because qo between cells (A1B1-A2B1) (10.81) is higher than qt at the level significance α = 0.05 (3.03), applying Scaffolded Writing Strategy is significantly different from conventional Writing Strategy for students who have high critical thinking. Because the mean of A1B1 (79.07) is higher than that of A2B1 (63.92), it can be concluded that Scaffolded Writing Strategy is appropriate for students who have high critical thinking and conventional Writing Strategy is appropriate for students who have low critical thinking.

Because qo between cells (A1B2-A2B2) (3.51) is higher than qt at the level significance α = 0.05 (3.03), the difference between columns for students having low critical thinking is significant. It means that conventional Writing Strategy is more effective than Scaffolded Writing Strategy to teach writing for students having low critical thinking.

The following section discusses findings of this research by considering the result of data analysis above:

a. The Difference between Scaffolded Writing Strategy and conventional Writing Strategy The findings of this research reveal that there is a significant difference betweenteaching writing using Scaffolded Writing Strategy and teaching writing using conventional Writing Strategy.Therefore, it can be concluded that Scaffolded Writing Strategy is more effective than conventional WritingStrategy to teach writing. The mean score of the students who are taught by using Scaffolded Writing Strategy is higher than students who are taught by conventional Writing

Strategy.

Scaffolded Writing Strategy is one of the strategies which is used by the teacher to teach language skills, including writing. In this strategy, the students are paired up by the teacher to do some activities. The students with high proficiency are paired up with the students' low proficiency. Then, the students will work together on an activity and give help from each other. This strategy makes the student comfortable and appreciated toward their writing, so that they will be motivated to write better.

In the other hand, conventional Writing Strategy is teacher-centred classroom. In this strategy, the teacher dominates all of learning activities. The teacher guides the

students in all steps of writing process. Based on this strategy, learning is best developed when a novice learner is assissted by another learner who has special training and/or advanced skills (Schwieter, 2010: 32). It means that the teacher should be always involved in teaching learning activity.

As known that writing process requires the students for being active and not depending to the teacher to show their ideas in the product of writing, therefore conventional Writing Strategy will not gain best result if it is applied to teach writing. Therefore, it can be concluded that Scaffolded Writing Strategy is more effective than conventional Writing Strategy to teach writing.

b. The Difference between Students Having High Critical Thinking and Students Having Low Critical Thinking

The findings of this research reveal that students having high critical thinking have better writing skill than those having low critical thinking. The mean score ofstudents having high critical thinking is higher than those having low critical thinking.

As known that writing is a complex activity because it requires students'comprehensive abilities in order to make a good text. The
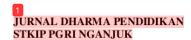
students have to be able to express their ideas and opinions in a good written form, so that the readers canunderstand well. It will be easier for the students who have high critical thinking to dothe task in writing because they tend to think logically, state ideas clearly, organize andexpress the ideas, give reasonable arguments, and try to solve the problems which areclosely related to critical thinking. The students with high critical thinking are also ableto analyze and evaluate someone's argument. They have confidence to write their ownarguments and their own thinking accurately and logically.Critical thinking is an ability to present arguments and reasons rationally which is supported by the data and evidence as a guide to belief and action. Writing needs the learners' critical thinking in order to develop the concepts and ideas, and to use right grammatical pattern. Therefore, some experts considered writing as a thinking process. It is stated in Brown (2001: 336) that writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process. It means that, writing skills need learners' critical thinking to develop and organize the ideas into a good composition.

The students with high critical thinking tend to ask question, think logically, state ideas clearly, support the ideas by giving argument, and try to solve the problems. In line with Ferrett (1997: 13) some characteristics of the students having high critical thinking are having a sense of curiosity, assessing statements and arguments, interested in finding new solutions, and listening carefully to others and are able to give feedback.

On the contrary, the students who have low critical thinking tend to receive information naturally. They are passive learners and they are less giving reason to some ideas. The low critical thinking students also have a monotonous idea because they believe in their own point of view or opinion. They are less in paying attention to others' point of view or opinion. They also lack of the ability of making logical judgments of some
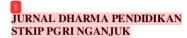
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problems. Besides that, the students with low critical thinking tend to state unclear ideas or statements and take their own perspective as the only sensible one. Facione (1998: 9) that poor critical thinkers are not able to suggest new ideas and alternatives, unable to communicate with others when dealing with complex issues, they lack in the dispositions and cognitive skills, they are disorganized and overly simplistic, spotty about getting the facts, easily distracted, ready to give up at the least hint of difficulty, and intent on a solution that is more detailed than is possible or being satisfied with an overly generalized and uselessly vague response.

In writing, the students have to organize the ideas, then give reasonable arguments and draw conclusions of the problems so that they can produce a good text. Facione (1998:9) states that poor critical thinkers are not able to suggest new ideas and alternatives, unable to communicate with others when dealing with complex issues, they lack in the dispositions and cognitive skills, they are disorganized and overly simplistic, spotty about getting the facts, easily distracted, ready to give up at the least hint of difficulty, and intent on a solution that is more detailed than is possible or being satisfied with an overly generalized and uselessly vague response.

These are some of the reasons why students having low critical thinking writing scores are less than those having high critical thinking. Their low critical thinking makes them unable to express their ideas better. It can be concluded that the students with high critical thinking have better writing skill than the students with low critical thinking.

c. Interaction between Teaching Strategies and Students' Critical Thinking to TeachStudents' Writing Skill

The findings of the research reveal that there is an interaction between teachingstrategies and students' critical thinking on the students' writing skills. The data showsthat Scaffolded Writing Strategy is significantly difference from conventional Writing Strategy to teach

writingfor the student who have high critical thinking and conventional Writing Strategy issignificantly different from Scaffolded Writing Strategy to teach writing to those who have low criticalthinking.

Scaffolded Writing Strategy is more effective to teach writing to the students having high criticalthinking because this strategy forces the students to learn independently, to comment,to evaluate and to give feedback to their friends' work which is really suitable with thecharacteristic of high critical thinking students in learning. This strategy is a part ofcollaborative writing which encourages social interaction among writers and their peersthrough activities such as peer response (Ferris and Hedgcock, 2005). Somecharacteristics of the students having high creativity are having a sense of curiosity,assessing statements and arguments, interested in finding new solutions, and listeningcarefully to others and are able to give feedback (Ferrett, 1997: 13).

Moreover, the students who have high critical thinking tend to state their ideasclearly, use reasoning and facts to support ideas and present well-organized arguments.It is supported by Paul and Elder (2008) who say that critical thinking is self-guided,self-disciplined thinking which attempts to reason at the highest level of quality in afair-minded way. People who think critically consistently attempt to live rationally,reasonably, and emphatically. Fisher (2001: 13) describes critical thinking as a kind ofevaluated thinking-which involves both criticism and creative thinking and which isparticularly concerned with the quality of reasoning and argument which is presentedin supporting of a belief or a course of action. Therefore, the implementation of Scaffolded Writing Strategyinvolving peer learning in its process really suits their characteristic.

Students with high critical thinking will be enthusiastically to follow every step inthis strategy. Scaffolded Writing Strategy can make the students become active in writing through the abilityfor exploring

knowledge to get the ideas and correcting other's writing. They will alsobe gladly to explore the ideas together with their peer and to correct their peer's writingsince it suits their characteristics. As stated by Willingham (2008: 1) a person whothinks critically can ask appropriate questions, gather relevant information, efficientlyand creatively sort thought this information, reason logically from this information, andcome to reliable and trustworthy conclusions about the world that enable one to liveand act successfully in it. Therefore, Scaffolded Writing Strategy is more effective to teach writing to thestudents having high critical thinking.

On the contrary, conventional Writing Strategy is more effective to the studentstudents having low critical thinking. According to this strategy, learning is bestdeveloped when a novice learner is assisted by another learner who has specialtraining and/or advanced skills (Schwieter, 2010: 32). Therefore, in this strategy, thestudents are guided by the teacher during the teaching learning process. Studentshaving low critical thinking have different characteristics with high critical thinkingstudents. Students who have low critical thinking tend to have less self confidence to correct and to give suggestion to other's writing. They also believe in their own point ofview or opinion. It is supported by Facione (1998: 9) that poor critical thinkers are notable to suggest new ideas and alternatives, unable to communicate with others whendealing with complex issues, they lack in the dispositions and cognitive skills, they aredisorganized and overly simplistic, spotty about getting the facts, easily distracted,ready to give up at the least hint of difficulty, and intent on a solution that is moredetailed than is possible or being satisfied with an overly generalized and uselesslyvague response. The activity in conventional Writing Strategy are very effective for thembecause the students with low critical thinking are guided by the teacher for developingthe ideas in order to make a good text. Therefore, conventional Writing Strategy is moreeffective to teach writing to the students having low critical thinking.

Based on the elaboration of the two teaching strategies and high and low critical thinking above, it can be concluded that Scaffolded Writing Strategy is more effective to teach writing tostudents having high critical thinking. On the other hand, conventional Writing Strategy ismore effective to teach writing to students having low critical thinking

Conclusion and Suggestions

There are some research findings that can be taken: (1) Scaffolded Writing Strategy is more effective than conventional Writing Strategy to teach writing to eleventh grade students of SMK NU Pace in the academic year of 2017/2018; (2) The students who have high critical thinking have better writing skill than the students who have low criticalthinking for the eleventh grade students of SMK NU Pace in the academic year of 2017/2018; (3) There is an interaction between teaching strategies and students'critical thinking in teaching writing to the eleventh grade students of SMK NU Pace in the academic year of 2017/2018. In this case, Scaffolded Writing Strategy is appropriate for studentswho have high critical thinking and conventional Writing Strategy is appropriate for students who have low critical thinking. From the research findings, it can be suggested that: (1) In order to improve students' writing skill, English teachers are suggested to implement Scaffolded Writing Strategy in teachingwriting. The teacher should consider an interesting teaching materials and teachingmedia so that the class atmosphere is not boring. It is important to make an effectiveteaching learning process.; (2) Students are suggested to use Scaffolded Writing Strategy which encouragethem to become an independent learners. It is important for students to be active involved in the learning activities in the classroom, be creative, and perform hard effort to gain the goal of learning; (3) Other researchers can do further research related to the implementation of Scaffolded Writing Strategy since the number of the research related to these matters I still limited. They can apply some other variables involving students' interest, creativity motivation, and many others. The result of this research can be used as an additionalreference for a similar research with different variables or different population characteristics.

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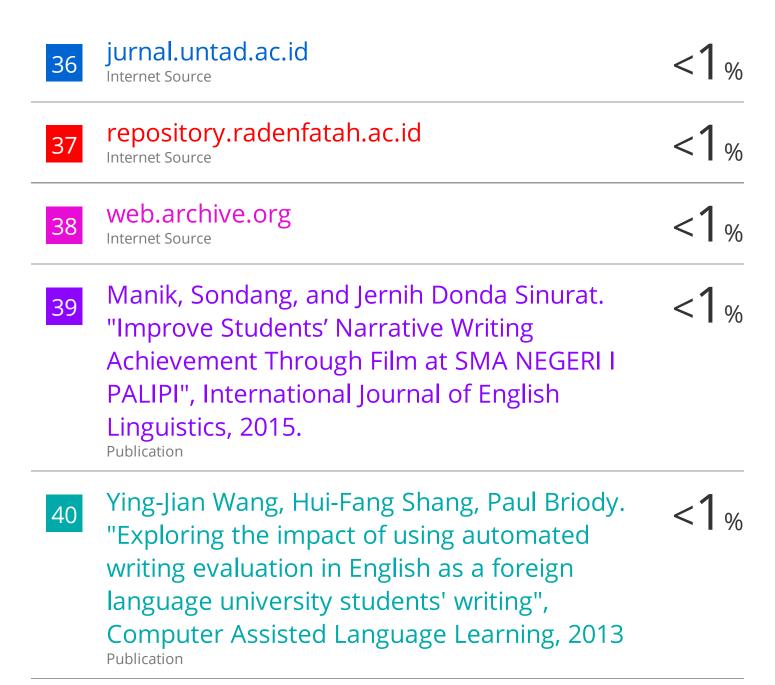
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