

## ABSTRAK

Eka Maryantini, Ni Wayan (2019). The Effect of Scaffolding Strategy on Learner Autonomy and Writing Competency of the Tenth Grade Students of SMA N 1 Semarang. Tesis, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha

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Kata kata kunci : kemandirian belajar, strategy scaffolding, kompetensi menulis

Penelitian ini bertujuan untuk mengetahui dampak dari strategi scaffolding terhadap kemandirian belajar dan kompetensi menulis. Penelitian ini dilaksanakan di SMA N 1 Semarang tahun pelajaran 2019/2020 dengan menggunakan desain *Post- Test Only Control Group*. Populasi dari penelitian ini adalah siswa kelas X yang berjumlah 368 siswa, dimana dua kelas yang berjumlah 66 orang siswa dipilih secara acak dengan cara menggunakan lotre untuk dijadikan sampel dari penelitian ini. (kelompok eksperimen dan kelompok control). Proses pembelajaran pada siswa kelompok eksperimen mendapat perlakuan dengan menggunakan strategy scaffolding, dan kelompok kontrol menggunakan penilaian konvensional. Instrumen pengumpulan data untuk kemandirian belajar menggunakan kuisioner dan untuk kompetensi menulis menggunakan rubric, data analisis menggunakan uji *varian multivariate (MANOVA)*. Hasil penelitian ini menunjukkan bahwa: (1) strategy scaffolding memberi dampak lebih baik daripada teknik menulis konvensional terhadap kemandirian belajar, (2) strategy scaffolding memberi dampak lebih baik daripada teknik menulis konvensional terhadap kompetensi menulis, dan (3) secara bersamaan, strategy scaffolding memberi dampak lebih baik daripada teknik menulis konvensional terhadap kemandirian belajar dan kompetensi menulis. Hasil penelitian memberikan kontribusi positif terhadap pengetahuan Bahasa Inggris sebagai bahasa asing, secara khusus terhadap pembelajaran kompetensi menulis. Hal ini dapat disimpulkan bahwa strategy scaffolding memberikan dampak positif terhadap kemandirian belajar dan kompetensi menulis baik secara terpisah (masing-masing) maupun secara simultan.

## ABSTRACT

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*Key Words* : learner autonomy, scaffolding strategy, writing competency

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.