

ABSTRACT

THE EFFECT OF SCAFFOLDING TECHNIQUE ON STUDENTS' WRITING COMPETENCY

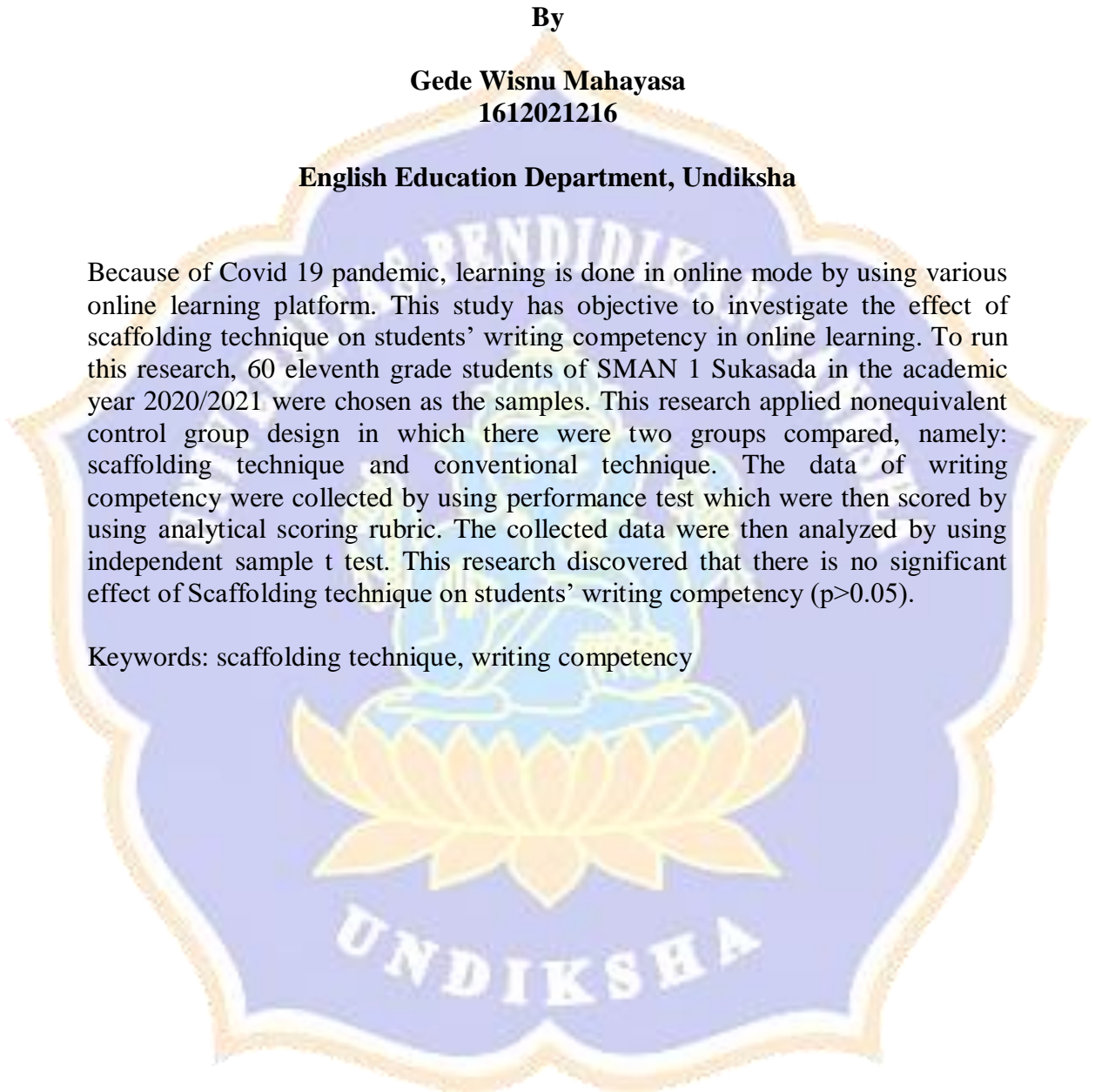
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Because of Covid 19 pandemic, learning is done in online mode by using various online learning platform. This study has objective to investigate the effect of scaffolding technique on students' writing competency in online learning. To run this research, 60 eleventh grade students of SMAN 1 Sukasada in the academic year 2020/2021 were chosen as the samples. This research applied nonequivalent control group design in which there were two groups compared, namely: scaffolding technique and conventional technique. The data of writing competency were collected by using performance test which were then scored by using analytical scoring rubric. The collected data were then analyzed by using independent sample t test. This research discovered that there is no significant effect of Scaffolding technique on students' writing competency ($p > 0.05$).

Keywords: scaffolding technique, writing competency



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ABSTRAK

Karena pandemi Covid 19, pembelajaran dilakukan secara online dengan menggunakan berbagai platform pembelajaran online. Penelitian ini bertujuan untuk mengetahui pengaruh teknik scaffolding terhadap kompetensi menulis siswa dalam pembelajaran online. Untuk menjalankan penelitian ini dipilih 60 siswa kelas sebelas SMAN 1 Sukasada tahun ajaran 2020/2021 sebagai sampel. Penelitian ini menggunakan rancangan nonequivalent control group dimana terdapat dua kelompok yang dibandingkan, yaitu: teknik scaffolding dan teknik konvensional. Pengumpulan data kompetensi menulis menggunakan tes kinerja yang kemudian dinilai dengan menggunakan rubrik penilaian analitik. Data yang terkumpul kemudian dianalisis dengan menggunakan uji t sampel independen. Penelitian ini menemukan bahwa tidak terdapat pengaruh yang signifikan antara teknik Scaffolding terhadap kompetensi menulis siswa ($p > 0,05$).

Kata kunci: teknik scaffolding, kompetensi menulis