Research Article

Enhancing Students' Writing through Scaffolding and Writing Process Approach in Blended Learning

[*1]Rosi Anjarwati, [1]Lailatus Sa'adah

[1]Department of English Language Education, Universitas PGRI Jombang, Indonesia

*Corresponding author: rosi.stkipjb@gmail.com

How to cite this article: Anjarwati, R. & Sa'adah, R. (2024). Enhancing students' writing through scaffolding and writing process approach in Blended Learning. *IJELR: International Journal of Education, Language and Religion, 6*(2). 169-176. doi: https://doi.org/10.35308/ijelr.v6i2.10676

Abstract
Writing English as a foreign language in an academic setting requires students' competence and creativity. Lecturer needs to apply an appropriate teaching method which can assist students to develop their potential writing skill. In addition, the development of technology enables teacher to conduct blended learning environment to facilitate students' learning. This research aimed at investigating the effect of scaffolding and writing process in blended learning context. Quasi experimental research is utilized to know whether the combination of scaffolding and writing process give effect students' writing achievement. Forty-nine students of English Department were involved as the participant of this study. Writing tests in the form of pre-test and post-test were used to collect the data of students' writing score. Then, the data was analyzed by using Analysis of Covariance (ANCOVA). The result indicates the significant effect of scaffolding and writing approach on students' writing. The research's finding may have implication for English teachers in writing courses as well as curriculum developer.

Keywords
blended learning; scaffolding; writing achievement; writing process

Introduction
Writing often gets more attention in academic settings in Indonesia among four English skills, especially for university students. It is because, at the end of their study, undergraduate students should produce a written research report in the form of *skripsi*. Thus, it is becoming more challenging since the students have to compose coherently to achieve the standard of English which they may be less common place and capable.(Fajrina et al., 2021). Mdodana –Zide & Mafugu (2023) also state that academic writing abilities are a challenge in numerous situations globally, with students struggling with structure, grammar, mechanics, and vocabulary. Furthermore, Indonesian English language instruction is particularly challenging due to the country's multilingual environment and widely

disparate English proficiency levels (Liando et al., 2023). Generally, students at university level are prepared with several writing courses since the early semester. However, most students still cannot write academic English well in which 61% of students struggled with both general skills and linguistic issues in academic writing, and a new course was planned to teach moves/steps for writing the sections of a research article (Ratnawati et al., 2018).

The phenomenon encourages lecturers or instructors to apply teaching methods that enable students to increase their academic writing ability. In keeping with Vygotsky's theory of the Zone of Proximal Development (ZPD), Yu, et al (2024) point out that teachers must use scaffolding to guide students' learning. It emphasizes the importance of teachers or instructors to link instructional activities to cognitive growth. One well-known teaching method for a variety of language skills in English classrooms is scaffolding. Scaffolding in the classroom indicates that teachers provide help in the form of clear instruction, feedback, checking students' tasks, and assessment. Vygotsky discovered scaffolding in 1920, and he believed that the sociocultural ideology of human learning and growth through interaction had a significant impact on the learning and teaching professions. Furthermore, Bruner developed the term 'Scaffolding' to explain the nature of support and guidance in learning (Kamil, 2017). Particularly, Schwieter in Azi (2020) states scaffolding learning as the learning activity in which In order to help students master the material, the mediator modifies the level of complexity and maturity of the educational engagement. When needed, the mediator offers support, and when the student is ready, the mediator encourages and motivates them to move forward. This description makes it clear that scaffolding is more than just helping students in their foundational, early stages of learning. Furthermore, scaffolded learning is an organized procedure that allows for the many stages of a learner's development. Effective scaffolding fosters students to be creative, motivated and imaginative (Ahangari et al., 2014). Therefore, it has been argued that scaffolding will be beneficial in teaching, particularly in teaching writing.

Lecturers have used a variety of methods to teach writing, with the writing process approach being one among them. Writing process approach is defined as the activity that consists of several activities, processes, or stages (Faraj, 2015). This process may vary but the most common process started from pre-writing, drafting, revising, editing, and publishing. Writing process offers benefits for students in learning writing; it enables students to write in phases before turning in their completed work to the instructor. Additionally, the instructor has the ability to provide thorough feedback on all aspects of the students' work, from concept generation to outline, drafting, revision, and publication. Students are instructed in writing organization so that they can create a final result that is a true reflection of who they are. Students may also use the same abilities they have acquired in the process approach to a different setting (Kurniasih et al., 2020).

Some researchers have highlighted several points of scaffolding in teaching; Fan & Chen (2019) use scaffolding tool to help learners in argumentative writing. Beck et al (2020) provide some examples of practice that indicate strong alignment between evaluation and training. They investigate how instructors' scaffolding decisions are influenced by their value systems, personal experiences, and institutional contexts. Another study was conducted by Piamsai (2020) in which the researcher found that the implementation of cognitive, metacognitive, and affective scaffolding affected the students' writing competence. Meanwhile, de Oliveira et al. (2020) show how the Teaching Learning Cycle can be utilized to gain a deeper knowledge of interactional scaffolding and its role in the Teaching Learning Cycle. Currently, Chairinkam & Yawiloeng (2024) show that the scaffolding strategy can provide a supportive environment in which educators can guide and motivate students while they write. Furthermore, providing scaffolding tactics during the writing process results in more significant improvements in the writing skills of EFL learners. This current research tries to apply scaffolding in writing class by using writing process approach in blended learning. It cannot be denied that teacher needs to emerge technology in teaching where most students have been familiar with technology. The use of technology in the form of blended learning writing class becomes the bridge to overcome the

time limitation in the regular face-to face class. At the beginning, the students started to do pre-writing stage before they compose the essay in the drafting process in face to face learning. While, in the editing and revising process, students will get feedback from their peer through virtual learning. At the end of the stage, teacher will check the students' writing and give them feedback.

The novelty of this current research lies on the implementation of scaffolding combined with writing process in blended learning, in which some stages of the writing process done in face-to face teaching and learning and the rest was conducted virtually. Based on the elaboration in the previous section, this research proposed a research question as follow: Is there any significant difference of writing achievement between students' who are taught by using scaffolding and writing process and those who are not?

Method
Research Design
This research employs quantitative research method, particularly quasi experimental design. Quasi experimental design with non-randomized pre-test and post-test design was used in this research, because the researcher conducted the research based on the class which was selected and without random. It is in line with Ary et. al (2010) who state that the researcher can use quasi-experimental design when the research is conducted in a school and researcher cannot disrupt the schedule.

Population and Sample
Population of the research refers to all members of a particular class of persons, subjects, or events (Ary et al., 2010). The population in this study involves English department students of Universitas PGRI Jombang with the total number 225 students. While, sample of the study is defined as a representative subset of the study's population (Isaac, 2023); the sample of this study was chosen by using purposive sampling. Isaac (2023) states that purposive sampling is a non-probability selection strategy in which the researcher selects only persons who are convinced that the study's objectives would be met. It is a method of sampling in which the researcher selects volunteers from the study population at his discretion. Among the total population, 25 students from 2022 A and 24 students from 2022 B were taken as the sample in this study.

Research Instrument
The research instrument that used in this study is test in which it is considered as one of measurement in educational research. Writing test in the form of pre-test and post-test were administered to both experimental and control class. The writing test was in the form of descriptive essay that was chosen for its appropriateness in terms of difficulty level, genres, and topic. Two experts validated the test to ensure that the test was suitable with the objective of the research. To evaluate the pre-test and post-test of writing, analytical scoring rubric was used. It covers several aspects of writing such as organization, content, grammar, vocabulary, and mechanics.

Research Procedure
At the beginning stage of the research, both experimental and control groups are given pre-test in writing. The pre-test was about writing a descriptive essay with a free topic that was done for 90 minutes. Following that, the experimental class was taught utilizing scaffolding through the writing process, whereas the control class was taught using a writing process method without scaffolding. At the end of the research stage, students were given post-test in writing.

Data Analysis
After the data was obtained through pre-test and post-test, Analysis of Covariance (ANCOVA) was used to analyze the data. ANCOVA is a statistical technique used to account for the effect of an

extraneous variable that is known to be linked with the dependent variable (Ary et al., 2010). Because ANCOVA is used to determine whether scaffolding through the writing process approach has a substantial impact on students' writing, the researcher utilizes it to evaluate the data. Fortunately, ANCOVA can be used to determine whether a covariate influences the analysis's outcome. It is the alternative hypothesis (Ha) that will be accepted if the result is less than 0.05 and rejected if it is higher than 0.05. The assumption tests should be completed by the researcher prior to ANCOVA data analysis. These include the tests for normality, homogeneity, and linearity.

Results
Assumption test for ANCOVA
Following the acquisition of the writing scores from the pre- and post-tests, the data was examined using SPSS version 25 to derive the hypothesis tests, which included the normality, homogeneity, and linearity tests. Firstly, the test of normality is shown in Table 1.

Table 1. Tests of Normality

Tests of Normality

	Method	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing_score	Without scaffolding	.135	24	.200[*]	.946	24	**.219**
	scaffolding & writing process	.162	25	.091	.946	25	**.207**

[*]. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

According to Table 1. The students who were taught writing without scaffolding and those who were taught it while utilizing scaffolding and the writing process have writing scores with significance values of .219 and .207, respectively, which are higher than the crucial value of .05. Thus, it can be said that the data is normally distributed.

Table 2. Test of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Writing_score	Based on Mean	.035	1	47	**.853**
	Based on Median	.014	1	47	.906
	Based on Median and with adjusted df	.014	1	43.064	.906
	Based on trimmed mean	.035	1	47	.853

The result of homogeneity test based on mean indicates the sig. value of .853, which is >.05 the critical value. It means that the data is homogeny. So, the second assumption is achieved.

Table 3. Test of Linearity

ANOVA Table[a]

			Sum of Squares	df	Mean Square	F	Sig.
Writing_score * Method	Between Groups	(Combined)	54.000	1	54.000	23.073	**.612**
	Within Groups		110.000	47	2.340		
	Total		164.000	48			

a. With fewer than three groups, linearity measures for Writing_score * Method cannot be computed.

Table 3. shows that the sig. value of linearity test is .612, it is more than .05. It can be concluded that the linearity assumption is fulfilled.

The Effect of Scaffolding and Writing Process Approach on Students' Writing Achievement

Since ANCOVA's assumption test was passed, ANCOVA can be used to analyze the data in further detail.

Table 4. The Result of ANCOVA
Tests of Between-Subjects Effects
Dependent Variable: Writing_score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	132.474[a]	2	66.237	96.648	.000	.808
Intercept	30.190	1	30.190	44.051	.000	.489
Prior_skill	78.474	1	78.474	114.503	.000	.713
Method	65.471	1	65.471	95.530	**.000**	.675
Error	31.526	46	.685			
Total	10568.000	49				
Corrected Total	164.000	48				

a. R Squared = .808 (Adjusted R Squared = .799)

The Result Analysis of Covariance (ANCOVA) is used to test the Hypothesis in the research. There are two hypotheses, namely:

H0   : There is no significant difference of students' writing achievement between the students who are taught by using scaffolding and writing process approach and those who are not.

Ha   : There is a significant difference of students' writing achievement between the students who are taught by using scaffolding and writing process approach and those who are not.

Based on the result of the test between subject effect, it shows that the sig. value of method is .000, it is less than the critical value (.05). Thus, it can be inferred that H0 is rejected. It means that there is a significant difference of students writing achievement between the students who are taught by using scaffolding and writing process approach and those who are not. Furthermore, it is gotten that both teaching method as the independent variable and students' prior skill as the covariate variable effect to the students' writing achievement. However, the result of partial eta square shows that the effect of students' prior skill (71%) is higher than the teaching method (65%).

Discussion

The main finding of the research highlights that scaffolding can be an effective method in teaching writing, especially when it is combined with the writing process. It strengthens the statement of Schwieter in Azi (2020) in which the basic action of scaffolding can be applied maximally through writing process. In the writing process, the teacher may have a freedom to manage the principle of scaffolding in appropriate writing process stage. Moreover, the students will be less of anxiety and shyness because they can give and get feedback from their own peer virtually. It also supports the study did by Chairinkam & Yawiloeng (2024) which demonstrate how the scaffolding method can provide a supportive atmosphere in which educators can guide and motivate students while they write. Furthermore, using scaffolding methods during the writing process leads to more significant increases in the writing skills of EFL learners.

Through writing process, the quality of students' essay writing is improving almost in all writing aspects. The significant effect can be seen through their writing mechanic and grammar. It is due to the peer feedback that they got in the revising and editing process. This finding support the previous studies conducted by Allen et al (2019) and Farreti & Graham (2019) who gained the similar result although their studies only focused on writing process without the use of scaffolding in blended learning. This shows that writing process is beneficial in increasing the quality of students' writing.

The time that is usually too short to complete the writing process and scaffolding basic concept in face-to face teaching become more flexible in blended learning. It is in line with Singh et al (2020) who stated that the implementation of writing process approach may be time- consuming since each stage need some minutes to complete. However, as it is implemented in blended learning some barriers such as time limitation and also students' anxiety can be minimized. The students who need a lot of help can be facilitated both by the teacher and their peer. At the initial stage of scaffolding, the teacher should provide the clear instruction. Sometimes, it needs a lot of effort when the students face a difficulty in gathering the idea when they have to relate it to their prior knowledge. This stage is very important as stated by Kamil (2017) that when a teacher bridges, they draw on the students' past knowledge before introducing a new subject.

Although implementing scaffolding and writing process in blended learning gain positive effect of students' writing, it also challenging for the teacher. It supports Smith & Hill (2019) who state that besides bringing advantages in learning, blended learning also have some challenges such as some students were not emotionally engaged in e-learning mode that can be seen through the lack of some students' response when their friends give comment to their writing.

Conclusion

Applying scaffolding and writing process in teaching writing bring many challenges for the teacher, particularly in blended learning. To sum up, this study may prove that the combination of scaffolding and writing process can be one of alternative teaching method which give positive effect to students' writing achievement. The improvement of students' writing in experimental group outnumbered those in the control group although their prior skill as the covariate variable also contributed to the finding. The results of this study lend credence to the notion that scaffolding strategies might promote students' growth and help them develop into independent learners. According to a recent study, the scaffolding method aids students in developing their comprehension of English writing and ultimately helps them become independent learners. Independent learning is promoted by scaffolding.

According to research, teachers' scaffolding learning practices vary from one another. The strategies are also determined by the students' skill level and demands. Some students may require more scaffolding than others. As a result, scaffolding levels must be set before instruction begins. It also relies on the teaching setting. In a big class with various skills, teachers may need to increase scaffolding levels beyond three to meet students' requirements. The finding also implies that the future research may develop scaffolding and writing process in more specific way to gain a better result on students' writing.

References

Ahangari, S., Hejazi, M., & Razmjou, L. (2014). The Impact of Scaffolding on Content Retention of Iranian Post-elementary EFL Learners' Summary Writing. *Procedia - Social and Behavioral Sciences*, *98*, 83–89. https://doi.org/10.1016/j.sbspro.2014.03.392

Allen, L. K., Likens, A. D., & McNamara, D. S. (2019). Writing flexibility in argumentative essays: A multidimensional analysis. *Reading and Writing*, *32*(6), 1607–1634. https://doi.org/10.1007/s11145-018-9921-y

Ary, D., Jacobs, L. C., Razavieh, A., & Ary, D. (2010). *Introduction to research in education* (8th ed). Wadsworth.

Azi, Y. (2020). Scaffolding and the Teaching of Writing Within ZPD: Doing Scaffolded Writing (A Short Case Study). *International Journal of Linguistics*, *12*(3), 105. https://doi.org/10.5296/ijl.v12i3.14044

Beck, S. W., Jones, K., Storm, S., & Smith, H. (2020). Scaffolding Students' Writing Processes Through Dialogic Assessment. *Journal of Adolescent & Adult Literacy*, *63*(6), 651–660. https://doi.org/10.1002/jaal.1039

Chairinkam, J., & Yawiloeng, R. (2024). The use of scaffolding strategies to enhance the writing development of EFL students. *Theory and Practice in Language Studies*, *14*(9), 2996–3007. https://doi.org/10.17507/tpls.1409.35

de Oliveira, L. C., Jones, l., & Smith, S. L. (2020). Interactional scaffolding in a first-grade classroom through the teaching–learning cycle. *International Journal of Bilingual Education and Bilingualism*, *26*(3), 270–288. https://doi.org/10.1080/13670050.2020.1798867

Fajrina, D., Everatt, J., & Sadeghi, A. (2021). Writing Strategies Used by Indonesian EFL Students with Different English Proficiency. *Language Teaching Research Quarterly*, *21*, 1–15. https://doi.org/10.32038/ltrq.2021.21.01

Fan, C. Y., & Chen, G. D. (2019). A scaffolding tool to assist learners in argumentative writing. *Computer Assisted Language Learning*, *34*(1–2), 159–183. https://doi.org/10.1080/09588221.2019.1660685

Faraj, A. K. A. (2015). Scaffolding EFL Students' Writing through the Writing Process Approach. *Journal of Education and Practice*.

Ferretti, R. P., & Graham, S. (2019). Argumentative writing: Theory, assessment, and instruction. *Reading and Writing*, *32*(6), 1345–1357. https://doi.org/10.1007/s11145-019-09950-x

Isaac, E. (2023). *Convenience and Purposive Sampling Techniques: Are they the Same?*

Kamil, R. (2017). Exploring teachers' scaffolding to the students in teaching writing. *Journal of English and Education*, *5*(2), 187–193.

Kurniasih, K., Sholihah, F. A., Umamah, A., & Hidayanti, I. (2020). Writing Process Approach and Its Effect on Student' Writing Anxiety and Performance. *JURNAL ARBITRER*, *7*(2), 144–150. https://doi.org/10.25077/ar.7.2.144-150.2020

Liando, N. V. F., Dallyono, R., Tatipang, D. P., & Lengkoan, F. (2023). Among English, Indonesian and local language: Translanguaging practices in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, *13*(1), 204–216. https://doi.org/10.17509/ijal.v13i1.58270

Mdodana-Zide, L., & Mafugu, T. (2023). An Interventive Collaborative Scaffolded Approach with a Writing Center On ESL Students' Academic Writing. *Journal of Culture and Values in Education*, *6*(2), 34–50. https://doi.org/10.46303/jcve.2023.7

Piamsai, C. (2020). *The Effect of Scaffolding on Non-proficient EFL Learners' Performance in an Academic Writing Class*. *13*(2).

Singh, C. K. S., Mohtar, T. M. T., Kepol, N., Abdullah, N. Y., Mat, M., Moneyam, S., Singh, T. S. M., Ong, E. T., Yunus, M. M., Ichsan, I. Z., & Rahmayanti, H. (2020). ESL Teachers' Scaffolding Strategies to Teach Writing. *Universal Journal of Educational Research*, *8*(7), 3064–3076. https://doi.org/10.13189/ujer.2020.080735

Smith, K., & Hill, J. (2019). Defining the nature of blended learning through its depiction in current research. *Higher Education Research & Development*, *38*(2), 383–397. https://doi.org/10.1080/07294360.2018.1517732

Yu, J., Kim, H., Zheng, X., Li, Z., & Zhu, X. (2024). Effects of scaffolding and inner speech on learning motivation, flexible thinking and academic achievement in the technology-enhanced learning environment. *Learning and Motivation*, *86*, 101982. https://doi.org/10.1016/j.lmot.2024.101982