



**SCAFFOLDING SENIOR HIGH SCHOOL STUDENTS COMPOSE
OPINION TEXT THROUGH OREO GRAPHIC ORGANIZER:
AN ACTION RESEARCH PROJECT**

THESIS

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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JEMBER UNIVERSITY**

2019



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**Composed to fulfill one of the requirements to obtain S1 Degree at the English
Education Program, Language and Arts Education Department,
The Faculty of Teacher Training and Education**

BY

DEZTYA AYU NING WINTY

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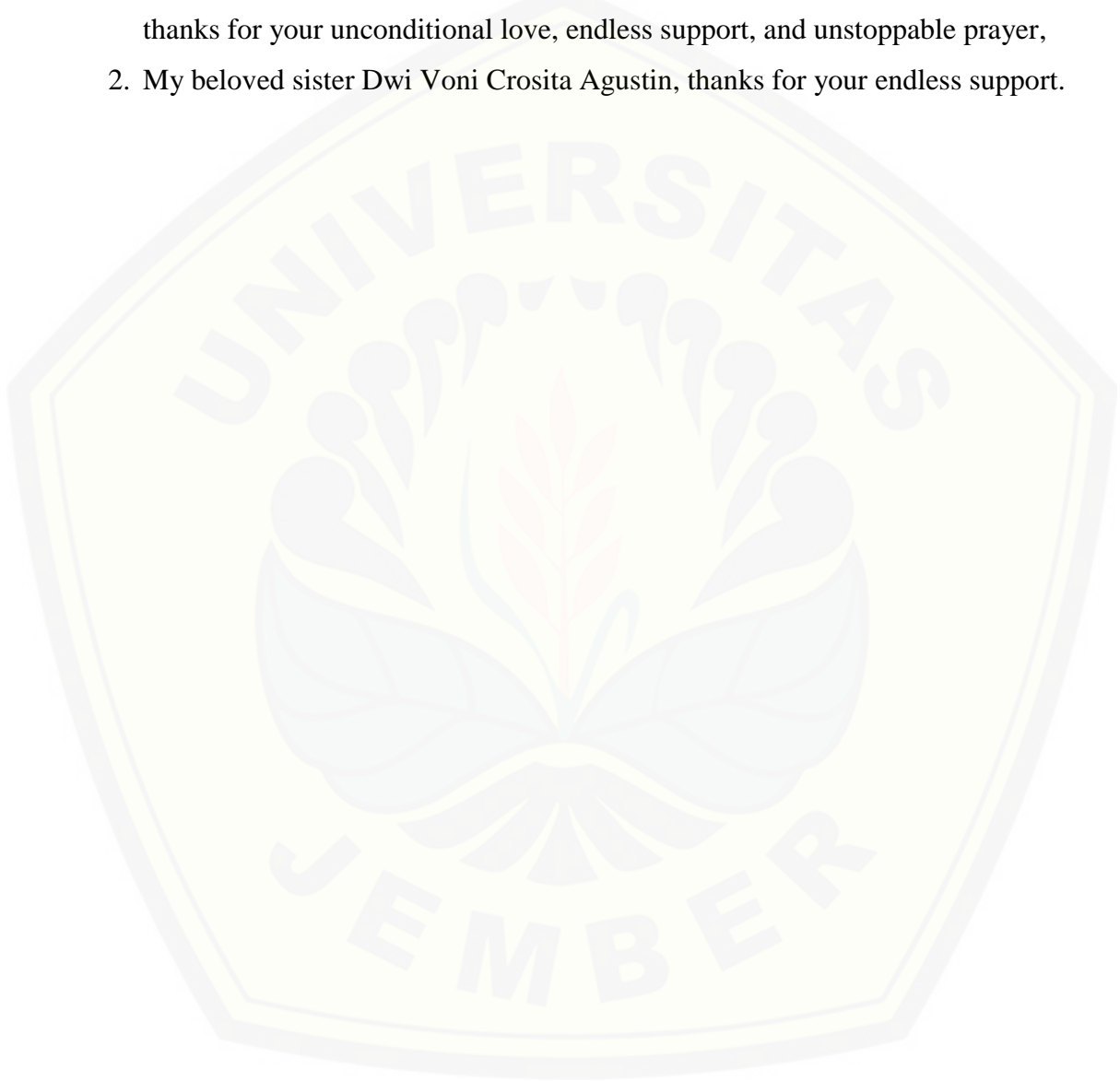
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2019

DEDICATION

This thesis is honorably dedicated to the following people:

1. My beloved parents, my father Slamet Handoyo and my mother Yamsiani, thanks for your unconditional love, endless support, and unstoppable prayer,
2. My beloved sister Dwi Voni Crosita Agustin, thanks for your endless support.



MOTTO

“Through patience great things are accomplished.”

(Ali Ibn Abi Talib Rhadiyallahu 'Anhu)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is a result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, 3rd May 2019

The Writer

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CONSULTANTS' APPROVAL

**SCAFFOLDING SENIOR HIGH SCHOOL STUDENTS COMPOSE
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AN ACTION RESEARCH PROJECT**

Thesis

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 of
the English Education Program, Language and Arts Education Department,
the Faculty of Teacher Training and Education, Jember University

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ACKNOWLEDGEMENT

First of all, I would like to thank Allah S.W.T, the Almighty, who gives me His guidance and blessing so that I can finish this thesis entitled “Scaffolding Senior High School Students Compose Opinion Text through Oreo Graphic Organizer: An Action Research Project”.

This thesis which would have never been finished without any support, suggestion, and guidance from other people. In the relation to the writing and finishing of this thesis, I would like to express my deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. The first and the second consultants, Drs. Sugeng Ariyanto, M.A. and Dr. Budi Setyono, M.A for their guidance and suggestions for my thesis;
5. The first and second examiners of this thesis, Drs. Bambang Suharjito, M.Ed and Dra, Zakiyah Tasnim, M.A. for their valuable guidance and contribution for the successful of this thesis improvement;
6. The school principal, the English teacher, and the students of SMA Negeri 1 Jember for giving me opportunity, help and support to conduct this research.

I hope that this thesis will be useful for the readers. However, I realize that this thesis has some weaknesses and far from being perfect, therefore any suggestions and criticism will be fully appreciated.

Jember, 3rd May 2019

The Writer

SUMMARY

Scaffolding Senior High School Students Compose Opinion Text through Oreographic Organizer: An Action Research Project; Deztya Ayu Ning Winty; 150210401015; 58 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to help the eleventh grade students write opinion text by using scaffolding technique through oreographic organizer in one of senior high school in Jember (SMA Negeri 1 Jember). Based on the preliminary study, it was found that the eleventh MIPA 3 grade students had problem in developing their ideas. It happened because the teacher taught writing only by giving the students some topics to write, giving some examples about the paragraph, and asking the students to write by applying the structure and some words about how to express their opinion based on the teacher explanation. However, this technique did not seem to be effective to be implemented. It made the students not enthusiastic in writing class. In addition, the students also found difficulty in developing their ideas and using the variety of vocabulary. It was proved by looking at the students percentage who achieved the standard score 84.

The study was done in one cycle only which consisted two meetings. The implementation of the action in the first and second meeting covered two stages in teaching opinion text by using scaffolding technique through oreographic organizer, they were; (1) Pre-writing activities, first, providing oreographic organizers then asking the students to write their outline about the topic given. Then, asking the students to develop their outline and swatch their rough drafts; (2) Peer feedback activities, asking the students to give their feedback on their friends' drafts. Finally, asking the students to revise their drafts then submit the final drafts.

The observation finding showed Pre-writing activities and peer feedback activities by using graphic organizer given were able to help students to produce outline before writing and develop their draft into well-organized opinion writing text. By helping the students through pre-writing activities before writing (in this case putting their ideas into the oreo graphic organizer as the outline), it could make it easier for students to develop their ideas into well-organized opinion writing text.

It was also proved by the changes on the students' writing score in which 76.5% of the students could pass the standard score that was 84. Whereas before using scaffolding technique through graphic organizer, only 23.5% of the students who could get score ≥ 84 . The changes also caused by the students improvement on their attitude including the ideation, convention and students self regulation. The finding from the questionnaire showed that the students could convince their ideas independently and developed their ideas better into well-organized text.

Based on the result above, it can be concluded that scaffolding senior high school students compose opinion text through oreo graphic organizer could help them produce well-organized opinion text and could make better changes on their writing scores.

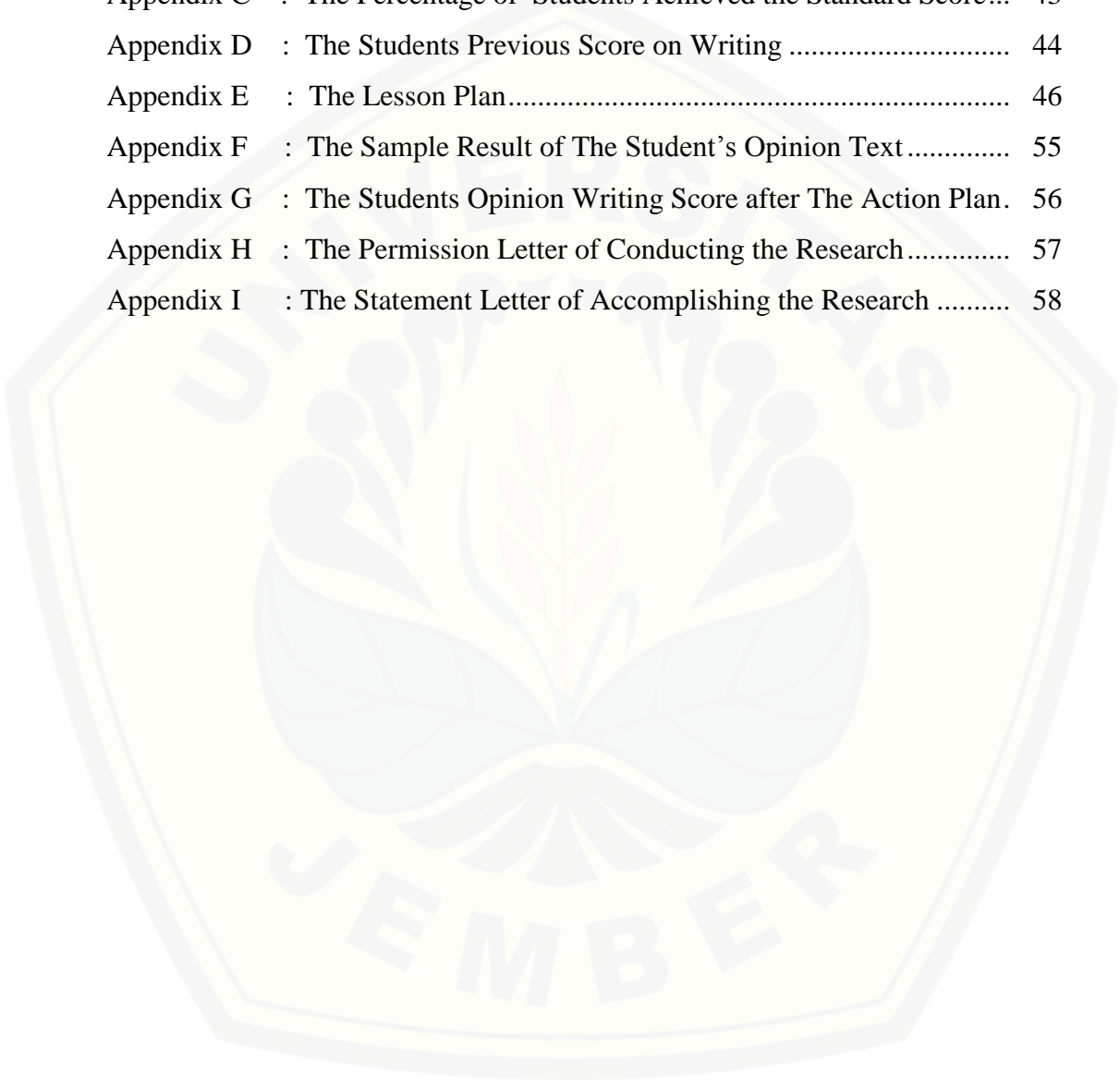
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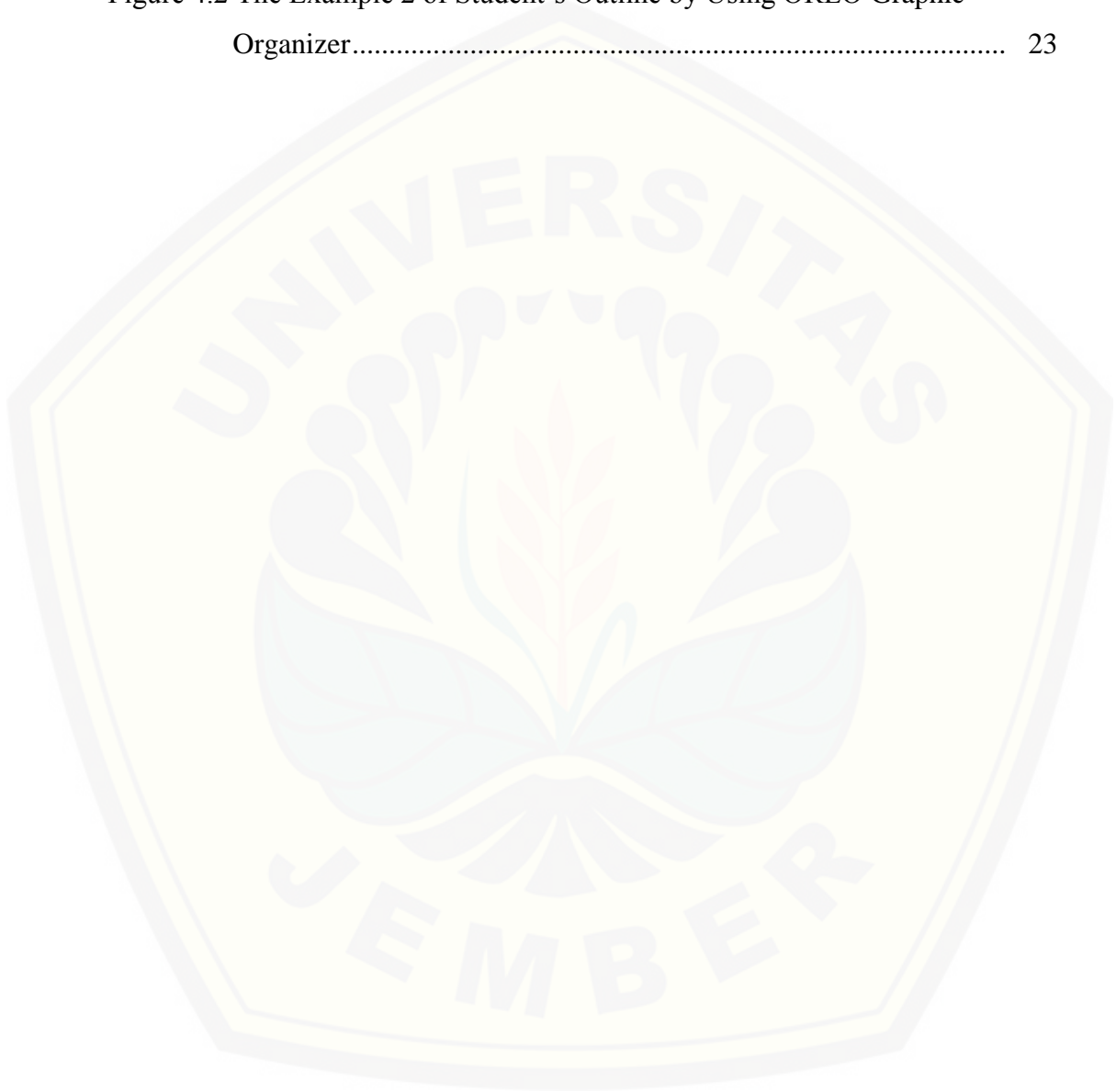
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CHAPTER I. INTRODUCTION

This chapter discusses the introduction of the study presented. It covers the background of the study, research questions, and the contributions of this study.

1.1 Research Background

In recent years there have been some shreds of evidence, which have shown a growing interest in exploring the notion of scaffolding in the process of student's learning across the world. As a teacher, this interest provokes researcher to use scaffolding in EFL writing class through graphic organizer to help the students on developing their writing. Lots of EFL learners have problems with writing class experience as shown through their meaningfully vague sentences. These mistakes are the result of students' little understanding of pre-requisite knowledge for writing such as 'grammar'. In fact, it is not something wise to ask learners to attend all the grammar classes before their revision in writing classes. In addition, writing indicates students' learning to communicate their ideas and viewpoints in written forms than applying grammatical rules. Moreover, students have difficulties "in getting ideas, organizing ideas and developing details, choosing correct words and structuring ideas in correct sentences, as well as maintaining paragraph unity" (Graves, 1994 as cited in Laksmi, 2006, pp. 144-145).

Based on the preliminary study conducted by interviewing the English teacher of SMA Negeri 1 Jember, it was found that the most problematic case in the class was writing. The teacher taught writing by giving the students some topics to write, giving some examples about the paragraph, and asking the students to write by applying the structure and some words about how to express their opinion based on the teacher explanation. Nevertheless, that technique did not seem to be effective to be implemented during writing activity because the students still did not show their enthusiasm during writing activity. Besides, they also found difficulty in developing their ideas and using the variety of vocabulary. It can be said that during the writing activity, the students only

write a text by imitating the teacher's text and did not develop the text well. It became the main reason for the eleventh MIPA 3 students get the lowest percentage, 23.5% students achieved the standard score from other classes (see Appendix D). It showed most of the students did not achieve the minimum standard score to get B because the minimum standard score to get B for English is 84.

Furthermore, for the sake of solving and helping students' difficulties in terms of the writing process, the researcher has decided to implement scaffolding students' writing through writing graphic organizer. Theoretically, the idea of scaffolding has been proposed by Bruner (1978). To some extent, it supports Vygotsky's theory of constructivism. Constructivism theory believes that children construct knowledge by actively participating in the learning process. In addition, Vygotsky points out the notion of interaction and social support in cognitive development (Bodrova & Leong, 1998; Emilia, 2010, p. 36) as children need guidance and support provided by an adult (Bruner, 2006, p. 198). The main purpose of scaffolding is to help students in learning. With regard to Vygotsky's constructivism theory, Bruner implied that scaffolding is a tool to assist students in moving across the zone of proximal development.

There were some researchers on the use of scaffolding in teaching-learning process, which specifically showed how scaffolding was particularly influential for students' development in learning. Empirically, scaffolding in writing can make the participants are actively engaged in reciprocal communication in terms of content discussion, social talk, task management, technical communication and language negotiation (Lee, 2013). Faraj (2015) add that scaffolding students' writings through writing process approach met the students' needs in EFL writing, and then it has improved their writing skill, while most of them have had difficulty in the basic elements of writing, e.g. grammar. In addition, learners could more confidentially express their ideas in their writings. The researchers are very interested in this issue from the last 10 years (e.g Woodward-Kron (2007), Lee and Tan (2010), Lee (2013), Cho and Kim (2015), Faraj (2015) , Jafarigohar

and Mortazavi (2016) , Mitchell and Pessoa (2017), Cheng and Chiu (2018) , Brownfield and Wilkinson (2018) .

To fill in the gap, this research investigated the significance of scaffolding through graphic organizer to help the senior high school students to produce well-developed opinion writing text.

1.2 Research Questions

The study was conducted to address the presented research questions based on the research gap in this study.

1. How does oreo graphic organizer assist senior high school students produce well-organized opinion writing text?
2. What changes happen in the students' writing scores after receiving action through oreo graphic organizer as a scaffolding strategy?
3. How does oreo graphic organizer impact the students' attitudes toward writing process?

1.3 Research Objectives

The aim of this study was expected to help the senior high school students to produce well-organized opinion writing text through the writing process by using scaffolding technique through Oreo graphic organizer. Furthermore, this study also investigated what changes happen in the students' writing score after the implementation of the action and also the students' attitudes toward the writing process.

1.4 Research Contributions

The result of this study was expected to give good contributions to the practical and empirical benefits.

Firstly, in terms of practical aspects, the result of this study was expected to be beneficially useful for teachers and readers who are interested in teaching English. For the teacher, this study provides information about applicable scaffolding in teaching writing through graphic organizer.

Lastly, in terms of empirical contribution, this study was expectedly advantageous for future researchers as a reference to conduct the same research design with the similar problem to scaffold the students to make improvements on the student's writing achievement with the different media and treatment.



CHAPTER 2. LITERATURE REVIEW

This chapter discusses the theories to support the issue of this study. There are theoretical framework, conceptual framework and the last is the review of previous research findings.

2.1 Theoretical Framework

2.1.1 Vygotsky's Sociocultural Theory

The socio constructivist model of learning put forward by Lev Vygotsky (1978) also contributed to the concept of scaffolding. He suggested that sufficient help should be provided for learners to enable them to progress on their own. Scaffolding differs from other instructional techniques in that it possesses four distinguishing features. For an instructional technique to be labeled *scaffolding*, it should entail a shared understanding of the goal through the collaborative redefinition of the task by the person who provides the scaffold (scaffolder) and the one who receives it (scaffoldee). Moreover, it should include the provision of assistance based on a diagnosis of the current level of understanding of the scaffoldee. In addition, scaffolding necessitates the active participation of the scaffolder and scaffoldee in pedagogical dialogues. Finally, scaffolding needs to be gradually faded or withdrawn, when the scaffoldee is finally able to carry out the task without the external assistance (Puntambekar & Hubscher, 2005).

Reiser (2004) introduced structuring and problematizing as two general complementary mechanisms to characterize how scaffolds can support learning. Reiser believed that there are some common assumptions underlying all different design principles that pertain to the ways in which experiences can be made more productive for students. Such common assumptions, he argued, indicate two common mechanisms by which learners can benefit from scaffolds, namely, structuring the task of problem-solving and problematizing the subject matter, and “thus provoking learners to devote resources to issues they might not otherwise address” (p. 282).

Structuring scaffolds, as characterized by Reiser (2004), simplify the process of problem-solving and accomplishing a task and reduce complexity as well as a choice “if the reasoning is difficult due to the complexity or the open-ended nature of the task” (p. 283). Providing explicit directions and models, narrowing choices, and helping learners to decompose a task and organize their work are among ways to structure tasks (Reiser, 2004). Structuring scaffolds, in other words, make a learning task more straightforward by “reducing its complexity, clarifying the underlying components and supporting planning and performance” (Molenaar et al., 2011, p. 604). This type of scaffold thus mediates learning by diminishing the load of the regulation task the learner is expected to do through the provision of directive guidelines (Molenaar et al., 2011, 2014).

2.1.2 Graphic Organizer as Assistive Device in Teaching Writing

Effective writing teaching requires the use of assistive devices to support and maintain the learning of this skill (Dell, Newton and Pertraff, 2008). It is not enough for the teachers of writing to be highly qualified, but that their practices of instruction follow scientific-based research. Strangman and Dalton (2005) outlines the major principles of effective writing instruction. These involve providing support for recognition through (presentation), support for strategic learning through (expression) and support for affective learning through (engagement). Use of mind maps and graphic, says Strangman, provides the teacher with tools and strategies that help him or her to adhere to the above principles of effective writing teaching.

Currently, visual organizers are widely incorporated in teaching writing. These tools are claimed to provide learners with a concrete structural framework of information and help to focus the learners' attention on key ideas and the conceptual relations between these ideas rather than the apparently isolated facts (Delrose, 2011). In fact, the use of graphic organizers enhances understanding, organizing and meaningful learning, and in this way facilitates the complex task of learning writing while serving to prevent boredom (Janssen, Beissner & Yacci, 1993)

Graphic organizer are defined by Baxendell (2003) as visual displays of key content information designed to guide learners and to enhance their comprehension. They are sometimes referred to as concept maps, cognitive maps, or content maps, but they are all used to serve one purpose. They are meant, says Baxendell (2003) to help students clearly see how ideas are organized within a text or surrounding a concept. Through the use of organizers, learners acquire the structure of abstract concepts.

2.1.3 The Types of Graphic Organizer in Teaching Writing

Graphic organizers come in many different forms; each one is designed to suit a particular type of information. Following are a few samples of organizers and their uses as suggested by Hall and Strangman (2002).

There are Descriptive or semantic map, this is commonly used for mapping generic information; it particularly works well for mapping hierarchical relationships. However, organizing a hierarchical set of information subordinate or superordinate elements is made easier by constructing a network tree. When the information relating to the main idea cannot be organized hierarchically, Spider map is used. The other types is cause and effect graphic organizer, this is widely used to assist the students to identify the major causes of certain events and their effects on surrounding atmospheres. The last is compare and contrast map, this is commonly used to assist students to compare and contrast concepts according to their main features or quality. A relevant method to compare concepts' features is to design a compare or contrast matrix. (Cited from Hall and Strangman, 2002)

2.2 Conceptual Framework

2.2.1 How Scaffolding through Graphic Organizer Affects Students' Writing

The scaffolded writing plan in scaffolding literacy, the writing plan is constructed by the teacher and shared with the learners as a way of making explicit how the author of the selected text has constructed his or her text. Unlike more traditional approaches in which a writing plan is something learners are

asked to construct before they begin on their own independent piece of writing, in scaffolding literacy the writing plan is introduced into the teaching sequence at the point of 'reconstructed writing'. It can then be used as a tool to assist with text patterning and an independent composition.

Teachers can scaffold students writing skill by using some tasks. The first task is outlining and writing frame tasks, these tasks provide skeleton outlines, perhaps with sentence prompts, key vocabulary or pre-arranged paragraphs, to give writers a structure to write in. The second is re-writing tasks, this task provides some exercises require rewriting in some way, perhaps re-arranging in an appropriate order or changing the tone. Then, the genre scaffolding tasks, this task provides models or samples to discover and then imitate language features which are commonly used in a particular genre, such as description and explanation (Oliver, 2011 as cited in Faraj, 2015).

In this research I adapted the procedure in scaffold the students. By looking at the condition happened, re-arranging the task was deleted because by giving the task once in each process the students considered to be able to complete the task. So that the students could continue to the next tasks.

2.2.2 Guidelines for Effective Use of Graphic Organizers

For effective use of graphic organizers, they must be clear and simple (Egan, 1999). Organizers should be properly constructed and should not include too much information or distracters. Furthermore, teachers must give explicit instruction on how to organize information when a specific organizer is used. This will eventually lead the students to becoming more independent users of these organizers (Baxendell, 2003). Griffin and Tulber, (1995) suggest graphic organizers must be used repeatedly to give better results. They claim that using graphic organizers regularly in class assists the learners to internalize the organizing procedures. In addition to the above, Marklay and Jefferies (2001) give some specific guidelines for using graphic organizers. These include verbalizing relationships between the concepts represented within the organizers, providing opportunities for students' input, connecting new information to past learning,

making references to upcoming materials, and reinforcing decoding and structural analysis.

In this research, based on the theories above the graphic organizer used to scaffold senior high school writing achievement especially in writing an opinion text, the model of graphic organizer used was Oreo graphic organizer.

Oreo graphic organizer consisted of the four main aspects of a paragraph represent visually as an oreo cookie. This concrete display of structure is very useful in approaching the often challenging and unwieldy task of writing a paragraph or essay. OREO itself stands for O for opinion, R for reasons, E for example or explanation and O for the end of the paragraph in the form of re-opinion or conclusion (“Common Core Graphic Organizer,” 2016).

The first part, the top cookie, corresponds to the opinion sentence that indicates to the reader what the paragraph is essentially about. The following supporting sentences are represented by the filling of the Oreo where supporting ideas and reason are listed. The final bottom cookie represents the paragraph’s conclusion. The notes here will help the student later write sentences that restate the topic sentence, summarize the ideas, and bring closure to the paragraph as a whole.

2.3 Review of Previous Research Findings

There are some of the studies dealing with the implementation of scaffolding to enhance students writing achievement, the first study is a discourse analytical one within a systemic functional linguistic framework conducted by Woodward-Kron (2007) entitled *Negotiating meanings and scaffolding learning: writing support for non-English speaking background postgraduate students*. The finding of the study proposes that scaffolding the postgraduate students by one-on-one consultations more effective than other language support modes such as group sessions.

Dealing with this article, the other articles examined the use of scaffolding by using different research methodology and method. The article by Lee and Tan (2010), used scaffolding through graphic organizer and case study method. The

findings in this study show the students' relevance of ideas improved with feedback except for one sub-process. The researcher suggested the future studies on the use of graphic organizers as a feedback and revision tool in a social collaborative environment on how the timing and intensity of the feedback affect students' revisions in their writing.

Cho and Kim (2015) also conducted research on scaffolding through writing oriented gesture by applying case study method. The finding show the most predominant scaffolding modality was co speech gesture, and that modality was used often as instructional scaffolding rather than cognitive or motivational scaffolding. The result demonstrates that teacher gesture may need to be used to offer explicit instruction to L2 learners who have lower level skills and knowledge.

A research article entitled Scaffolding EFL Students' Writing through the Writing Process Approach written by Faraj (2015) conducted a scaffolding by writing process approach and action research method. The present study indicates, the experimental group has achieved (%38-%52) scores in the pre-test; while in the post-test the same group has got (%60-%72) scores. This means the results from the statistical analyses revealed significant improvement within and between pre-test and post-test. This is due to the fact, using writing process with teacher's scaffolding techniques in teaching writing skill provides a better basis for enhancing the students to write a good and an academic piece of writing in English.

Further, Jafarigohar and Mortazavasi (2016), examined scaffolding through scaffolding mechanisms and experimental method. The finding is scaffolding mechanisms increased both individual and socially shared metacognition.

The article written by Mitchell and Pessoa (2017) entitled Scaffolding the writing development of the Argument genre in history: The case of two novice writers have shown how two novice student writers of academic English made improvements in their writing development.

Another article written by Cheng and Chiu (2018) entitled Scaffolding Chinese as a second language writing through a Systemic Functional Linguistics

approach found the explicit instruction in language and discourse features related to a genre may enhance learner awareness of the target features, and thereby improve written communication.

The last is Brownfield and Wilkinson (2018), the result reviewed here are theoretically justifiable reasons to believe that teachers' scaffolding has a positive impact on students' learning.

From all of the research articles are agree about the implementing scaffolding through various methods and research methodologies have good results on enhancing students writing achievement. Thus, in this study, the researcher will conduct an action research dealing with Applying Scaffolding Technique through Oreo Graphic Organizer to Produce Well-Organized Opinion Writing Text in Senior High School Students.

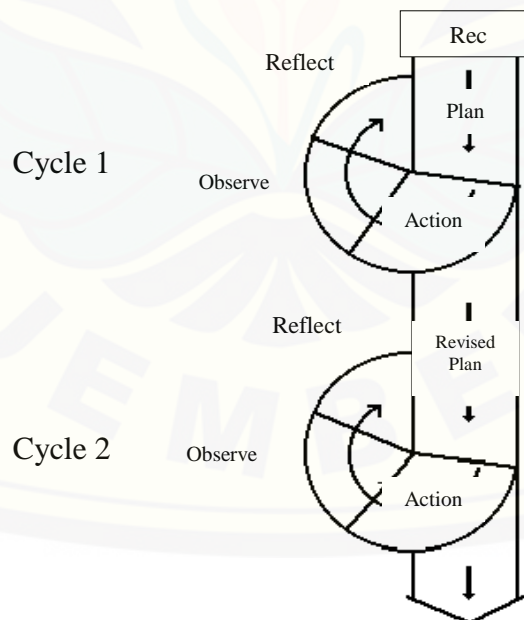
CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the methods used in this research, namely: research design, research context, research participants, data collection methods, and data analysis method. They are will be presented in this following section.

3.1 Research Design

In this research, to scaffold senior high school students to help them to produce well-organized opinion writing text by using oreo graphic organizer, the researcher use Classroom Action Research design with the cycle model. The cycle model of action research proposed by Kemmis and Mc Taggart (cited in Burns, 2010) consists of four steps: planning, implementing, observing and reflection chosen as the research design. Those four main steps were preceded by reconnaissance or the preliminary study. The design of this research was illustrated in the following flow diagram.

Diagram 3.1: Flow Diagram of Action Research



Note: Rec.: Reconnaissance

(Adapted from Kemmis and Mc Taggart in Burns, 2010:9)

Based on Diagram 3.1, before planning the action the researcher has to conduct reconnaissance or the preliminary study. The preliminary study in this

research was done by interviewing the English teacher of the eleventh-grade students to get some information about the students' problems in writing and to discuss one class to be the place of the study based on the scores of students' writing test of English. In this stage, the researcher also lists the name of the participants.

Step 1 is planning. The researcher plans action by constructing one lesson plan for meeting 1 and meeting 2. Step 2 is an action implementation followed by observation (Step 3). In this step, the researcher implements action by distributing the writing questionnaire. Then, teaching "opinion text" to students. In this step, the researcher will teach the class, while the English teacher will do the observation. Then, the students have to submit final drafts of their opinion text. After the students submit their final draft, the researcher distributing the questionnaire again after the treatment. In this third stage, the researcher analyzes the students' final drafts and the result of observations from field notes. Based on the results of analyzing the final drafts, questionnaire and field notes, we do reflection (step 4). Lastly, we draw a conclusion to answer the research problems. In this stage, we also make a decision whether Cycle 2 is needed to be continued or not.

3.2 Research Context

One of the senior high schools in Jember (SMAN 1 Jember) was chosen purposively to be the area to conduct the study for a number of reasons. First, the researcher got access to conduct the study from the school principal and the English teacher. For two months, I conducted practice teaching in this school. Second, this school has implemented Curriculum 2013 in which 'writing an opinion text' becomes one of the basic competencies in the curriculum and English subject was taught twice a week. Third, the English teacher never applied the scaffolding technique through graphic organizer during the teaching of writing.

3.3 Research Participants

The purposive method was applied to determine the research subject in this research. According to Fraenkel and Wellen (2012:100), “Purposive method is how the researcher uses personal judgment to choose a sample that represents the research subject”.

There are ten classes of the eleventh-grade students and the participants of the research will be the students in the XI MIPA 3 grade students who had problems in writing achievement. The English teacher said that most of them had the problem in developing their ideas. The research participants are determined by applying the purposive method. This means the researcher will use her personal judgment to choose the research participants (Fraenkel and Wallen, 2012). One of the XI Science Class Students (XI MIPA 3) is chosen as the class to conduct the study because they had problems in writing their writing task, in particular, the problem in developing ideas. Besides, the minimum score for writing is 84. In this class, the percentage of students fulfilled the minimum standard for writing score is 23.5% among 100% of students.

3.4 Data Collection Method

There were three kinds of data collected in the present study: (1) How does oreo graphic organizer assist senior high school students produce well-organized opinion writing text?, (2) What changes happen in the students' writing scores after receiving action through oreo graphic organizer as a scaffolding strategy? , (3) How does oreo graphic organizer impact the students' attitudes toward writing process?

Data number (1) were collected through field notes during the observation and students work artefacts (i.e., the writing tasks done by the students during the teaching and learning process of writing). The data number (2) were collected through the final version of students' writing drafts. The data number (3) was collected through the questionnaire. These instruments will be discussed in the following.

3.4.1 Field notes and Students' Work Artefacts

Observation was used to collect data about: (1) how prewriting activity helps students understand the features of opinion writing, (2) how prewriting activity helps students produce an outline, and (3) how peer feedback helps students revise and produce good quality of opinion writing. During the observation, the English teacher and the researcher make notes (*field notes*) that illustrate how students understand the features of opinion writing, how students produce outline, and how students revise and produce good quality of opinion writing. Observation was conducted in meeting one and meeting two.

Beside observation, documentation method was used. Documentation method was used to collect the data from students' work artefacts (such as outlines, writing drafts, revised versions of their writing, the final product of students' writing). These data are expected to strengthen and complete information from observational data.

3.4.2 The Final Students' Writing Drafts

To know the quality of the final versions of opinion texts revised and edited by the students after the teacher scaffolds the students, the students were asked by the teacher to submit their final version of their writing products.

In this research, an inter-rater technique is used in the scoring of writing to less subjective scoring. The researcher involved two judges; the researcher and the collaborator.

Then, to assess the students' writing achievement the researcher using the analytic writing rubric in order to know the strengths and weaknesses of the students' writings in each writing aspect. Hughes (2003:100) says that "There were five aspects that were scored analytically: grammar, vocabulary, mechanic, content, and organization" (see Appendix B). The score of student's writing is gained by the total score in each component (gained score) divided by the maximum score in the rubric (25) times one hundred (gained score: maximum score x 100).

3.4.3 Questionnaire

To know the students' perceptions on the use of a graphic organizer in teaching writing, the attitude survey was conducted. This survey was intended to measure the students' attitudes and feelings towards writing and their perceptions of the writing task. The data collected by distributing the questionnaire (See Appendix B) that was administered before and after the implementation to compare their feelings toward the writing process.

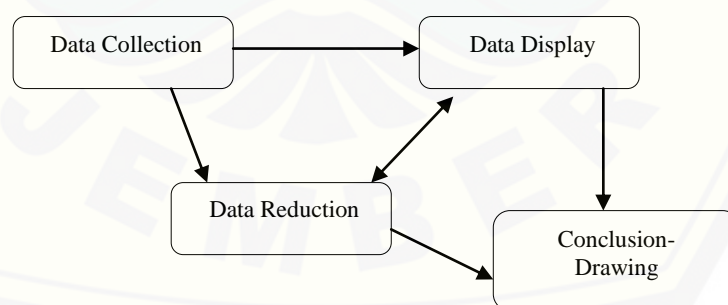
3.5 Data Analysis Method

The data analysis method was used to analyze the data which was gathered during the teaching and learning process. There were two kinds of data analysis methods in this research namely qualitative data analysis and quantitative data analysis.

3.5.1 Qualitative Data Analysis

Field notes and students work artefacts were analyzed thematically, Miles & Huberman (1994) model for the thematic analysis process. It consisted of three link stages or 'streams', i.e. data reduction, data display and data conclusion-drawing as illustrated by the following figure.

Diagram 3.2: Component of data analysis: interactive model



(Adapted from Miles and Huberman, 1994: p.12)

According to the Diagram 3.2 after the data collected, the field note and students work artefacts data will be reduced, the data from the field notes and artefacts will be coded according to prewriting activities (PA) and peer feedback (PF). Then, the data will be displayed in the form of narrative to the diverse data to gain a clear description of the implementation of assisting the students by using

scaffolding through graphic organizer in writing. The third steps are comprises data drawing and conclusions (1994), in this step the researcher is analysed the data to answer: (1) how prewriting activity helps students understand the features of opinion writing, (2) how prewriting activity helps students produce an outline, and (3) how peer feedback helps students revise and produce good quality of opinion writing.

3.5.2 Quantitative Data Analysis

The results of scoring students' final version of their writing was analysed quantitatively by counting the percentage of students who achieve the score of ≥ 84 (the standard score of writing required to be achieved by the students in SMAN 1 Jember). Thus, the students' individual score was computed by the using a simple formula:

$$\frac{\text{gained score}}{\text{max score}} \times 100$$

The researcher also applied descriptive statistics, comprising the following dimension; the percentage of the students who fulfilled the minimum score.

$$\Sigma = \frac{n}{N} \times 100\%$$

Where:

n = The total number of students passed the standard score

N = The number of students

(Adopted from Cohen *et al*, 2000:326)

If the percentage of the students who get ≥ 84 increased at least 75%, the students' writing achievement was considered improving and could solve students' problems in writing. This information was used to determine what should be done (what strategies to use) in order to improve better scores of students' opinion writing in the next cycle.

The data collected from questionnaire (attitude survey) analyzed to reveal students' perceptions towards the use of scaffolding technique in the teaching of opinion writing. Participants' responses towards the questionnaire survey analyzed quantitatively to know the percentage of students who (very much agree, agree, not decided, disagree and very much disagree) with the effective use of graphic organizers in the teaching of opinion writing. The questionnaire was distributed

before and after the implementation, then the Participants' responses were compared to see if there was any changes in their perceptions or feelings toward the writing process.



CHAPTER 5 CONCLUSION

This chapter discusses about the conclusion of this classroom action research and some recommendations to the English teacher and the future researcher.

Conclusion and Recommendations

Based on the result of the data analysis of the students' final drafts opinion writing text achievement, observation after conducting the action and the distribution of the attitudinal writing questionnaire before and after the action in Cycle 1, it can be concluded that:

Scaffolding senior high school students through graphic organizer could improve the eleventh grade students' opinion writing skill. The results showed in the pre-writing activity (outlining), developing ideas and actively giving their feedback through peer feedback in the teaching and learning process. The students could state their ideas into the outline and develop it into well-organized opinion text.

The use of scaffolding technique through graphic organizer also could improve the eleventh grade students' writing score. It was shown by the percentage of the students' final drafts score who achieved the standard score (84) in Pre-Action increased from 23.5% to 76.5% in the Post-Action.

After the intervention the students who chose very agree on ideation, conventions and sel-regulations increasing. It means the students could generating and developing their ideas easier, so the students more confidence to achieved better score on their writing.

Therefore, it proved that the use of scaffolding technique through oreo graphic organizer could help the students to produce well-organized opinion writing text so that could make the better changes on their score in the teaching and learning process.

Based on the research result, it is recommended to the English teacher to use scaffolding technique through oreo graphic organizer as the alternative way in teaching opinion writing text effectively. It is due to the result of using scaffolding technique through oreo graphic organizer which could help the students' to gain the better writing score and writing skill because scaffolding technique through graphic organizer can help the students to convince their ideas by outlining their ideas about the topic, and make the students feel easier to develop their ideas within a good text organization and even produce well-organized opinion text.

Furthermore, for future researchers who have the similar problems in the teaching and learning process of writing to use scaffolding technique through graphic organizer, since it could help the students easier to state their ideas by outlining then developing their ideas into well-organized text. Moreover, to conduct the similar research the future researcher is suggested to apply the complete procedure in structuring scaffold based on the theory proposed by Oliver as cited in Faraj (2015), the first task is outlining and writing frame tasks, these tasks provide skeleton outlines, perhaps with sentence prompts, key vocabulary or pre-arranged paragraphs, to give writers a structure to write in. the second is re-writing tasks, this task provides some exercises require rewriting in some way. Then, the genre scaffolding tasks, this task provides models or samples to discover and then imitate language features which are commonly used in a particular genre, such as description and explanation.

It is also suggested to use this research result as an information and reference in conducting the same by adapting some of the procedures or different research design to make the better changes on the students' writing score.

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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Scaffolding Senior High School Students Compose Opinion Text through Oreo Graphic Organizer: An Actio Research Project	<ol style="list-style-type: none"> How does oreo graphic organizer assist senior high school students produce well-organized opinion writing text? What changes happen in the students' writing scores after receiving action through oreo graphic organizer as a scaffolding strategy? How does oreo graphic organizer impact the students' attitudes toward writing process? 	<p>Independent Variable: Students opinion text writing draft through Oreo Graphic Organizer</p> <p>Dependent Variables:</p> <ol style="list-style-type: none"> The scaffolding technique through graphic organizer can answer (1) how prewriting activity helps students understand the features of opinion writing, (2) how prewriting activity helps students produce an outline, and (3) how peer feedback helps students revise and produce good quality of opinion writing The students' attitudes towards writing opinion text through graphic organizer 	<ol style="list-style-type: none"> The students percentage who passing the minimum score for writing (84) increases. There were five aspects to assess the students writing draft that were scored analytically: <ol style="list-style-type: none"> grammar, vocabulary, mechanic, content, organization. (Hughes, 2003:100) The use of graphic organizers will positively impact the attitudes of students towards writing and more than 50% students agree that the implementation of scaffolding through graphic organizer can help them to compose their text 	<ol style="list-style-type: none"> Participants of the research: XI MIPA 3 students Informant and collaborator: the English teacher of the eleventh grade students at SMA Negeri 1 Jember Documentation: <ol style="list-style-type: none"> The participants' previous writing score 	<ol style="list-style-type: none"> Research Design Classroom action research by cycle model, the stages for each cycle are: <ol style="list-style-type: none"> Reconnaisance Plan Action Observe Reflection (Kemmis and McTaggart in Burns, 2010:9) Research Area Determination Method: Purposive Method Research Subject Determination Method: Purposive Method Data Collection Method <ol style="list-style-type: none"> Fieldnotes and Sudents work artefacts The final students writing drafts Questionnaire Data Analysis Method <ol style="list-style-type: none"> Qualitative Data Analysis The data will be analysed thematically through three stages: 	<ol style="list-style-type: none"> Scaffolding Senior High School Students through Oreo Graphic Organizer can help the students to develop and produce well-organized opinion writing text through the pre-writing activities and peer-feedback activity. Scaffolding Senior High School Students work through Oreo Graphic Organizer makes the better changes on the students opinion writing final drafts score. Scaffolding

				<p>1. Data reduction, will be coded into prewriting activities (PA) and peer feedback (PF),</p> <p>2. Data display,</p> <p>3. Data drawing and conclusions</p> <p>(Miles and Hubberman, 199: p.12)</p> <p>2. Quantitative Data Analysis</p> <ul style="list-style-type: none"> The percentage of the students who fulfilled the minimum score. The Percentage of students pass= $\frac{\Sigma}{N} \times 100\%$ <p>Where:</p> <p>Σ= The total number of students who pass the minimum score</p> <p>N= Number of the students (Adopted from Cohen <i>et al.</i>, 2000:326)</p> <ul style="list-style-type: none"> Participants' responses towards the questionnaire survey will be analyzed quantitatively to know the percentage of students who (very much agree, agree, not decided, disagree and very much disagree) with the effective use of graphic organizers in the teaching of opinion writing. Then the Participants' responses were compared to see if there was any changes in the sample's perceptions or feelings towards this skill. 	<p>Senior High School Students through Oreographic Organizer has positively impacted on the students attitude towards writing process.</p>
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APPENDIX B

Data Instruments

I. The Interview Result

No	Question	Answer
1.	What curriculum is used at MAN 2 Jember?	We use Kurikulum 2013
2.	How many times is English taught at MAN 2 Jember?	English is taught twice a week, one meeting for English (Wajib) and one meeting for English (Pilihan)
3.	What is the allocated time in one meeting?	The time allocation in SMA Negeri 1 Jember is 2 X 45 minutes
4.	How many classes do you teach?	I teach all of tenth and eleventh grade, especially English (Wajib) and its about 20 classes
5.	What are the students difficulties in writing a text?	Usually the students have difficulties in developing their ideas because they do not have various of vocabulary to use in developing their ideas, sometimes they also have difficulties in writing opinion text because they do not understand the issue or the topic, so they do not have ideas to write their opinion.
6.	How do you solve the problem?	To solve the problem I explain the characteristics of the text first, such as the generic structure, the language use of the text and etc. Then, I give them the example of the text and ask them to analyze the text based on my explanation. To solve the problem especially when I give an issue to my students to write but then they are not familiar about the topic, so I explain them about the issue first, if they still do not understand I allow them to search the further information through internet.
7.	Have you ever used a certain technique in teaching writing?	Yes I have, I usually use conference feedback to my students while doing their writing task. I move around them then if they have difficulties they can ask me at that time.
8.	What media do you use for teaching writing?	I do not use certain media to teach writing, but sometimes I use presentation or picture while teaching.
9.	Have you ever use Scaffolding technique to teach writing?	No, I have not.
10.	Have you ever use graphic organizer as the media?	No, I have not.

II. The Analytical Scoring Rubric of Writing

No	Criteria	Score
1.	Grammar <ul style="list-style-type: none"> • Few (if any) errors of grammar or word order. • Some errors of grammar or word order but do not interfere comprehension. • Errors of grammar or word order frequent; re-reading is necessary for full comprehension. • Errors of grammar or word order very frequent; readers own interpretation is needed. • Errors of grammar or word order so severe as to make comprehension. 	5
		4
		3
		2
		1
2.	Vocabulary <ul style="list-style-type: none"> • Use few (if any) inappropriate words. • Use some inappropriate words but do not interfere comprehension. • Use wrong or inappropriate words frequent; expressing of ideas limited. • Use wrong or inappropriate words very frequent; readers own interpretation is needed. • Vocabulary so limited as to make comprehension impossible. 	5
		4
		3
		2
		1
3.	Mechanics <ul style="list-style-type: none"> • Few (if any) misspelling, wrong punctuation, and capitalization. • Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension. • Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension. • Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed. • Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible. 	5
		4
		3
		2
		1
4.	Content <ul style="list-style-type: none"> • Main idea stated clearly and accurately, change of opinion very clear. • Main ideas stated fairly clearly and accurately, change of opinion relatively clear. • Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak. • Main ideas not clear and accurate, change of opinion statement weak. • Main ideas not all clear and accurate, change of opinion statement very weak. 	5
		4
		3
		2
		1
5.	Organization <ul style="list-style-type: none"> • Few (if any) lack of organization and link to ideas. • Some lack of organization and link of ideas but do not impair communication. • Lack of organization and link of ideas frequent; re-reading is required for clarification ideas. • Lack of organization and link of ideas very frequent; readers own interpretation is needed. • Lack of organization and link of ideas so serve as to make communication impaired 	5
		4
		3
		2
		1
Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization) Writing score: $\frac{\text{Total score from each aspect}}{\text{Maximum score (25)}} \times 100 = \dots\dots\dots$		

(Adapted from: Hughes, 2003: 101-102)

III. The Questionnaire of Writing Attitude Survey

No	Statements	very much agree	Agree	not decided	disagree	very much disagree
1	I can think of many ideas for my writing					
2	I can put my ideas into writing.					
3	I can think of many words to describe my ideas.					
4	I can think of a lot of original ideas.					
5	I know exactly where to place my ideas in my writing.					
6	I can write complete sentences.					
7	I can punctuate my sentences correctly.					
8	I can begin my paragraphs in the right spots.					
9	I can start writing assignments quickly.					
10	I can think of my writing goals before I write.					

(Adapted from Bruning, 2013:30)

IV. Documentation

No	The Data Taken	Data Resource
1.	The student's writing score	Documents
3.	The curriculum at SMA Negeri 1 Jember	
4.	The syllabus	

APPENDIX C

**The Percentage of Eleventh Grade Students at SMA Negeri 1 Jember
Achieved the Standard Score (≥ 84) for Writing**

No	Class	The Percentage of students achieved the standard score (≥ 84)
1.	XI MIPA 1	77,8%
2.	XI MIPA 2	79,4%
3.	XI MIPA 3	23.5%
4.	XI MIPA 4	75,8%
5.	XI MIPA 5	82,8%
6.	XI MIPA 6	76.5%
7.	XI MIPA 7	80%
8.	XI MIPA 8	55,9%
9.	XI IPS 1	64,3%
10.	XI IPS 2	55,6%

APPENDIX D

The Eleventh Grade Students' Previous Writing Score

No	XI MIPA 1		XI MIPA 2		XI MIPA 3		XI MIPA 4		XI MIPA 5	
	Students' Initial	Score	Students' Initial	Score	Students' Initial	Score	Students' Initial	Score	Students' Initial	Score
1	ATI	84	AKHY	88	AH	84	ADRM	80	AFA	88
2	ABFR	80	AAFK	80	AA	80	AFA	88	AHF	84
3	AER	80	AIA	84	ARS	68	ALB	88	AR	84
4	AF	84	AIP	88	AOP	56	ARS	88	ADZI	80
5	ARAH	84	ARF	88	AA	85	AA	84	CLA	88
6	AWR	88	ARA	88	AZM	80	ADPS	84	DNS	80
7	BDA	84	BB	84	CB	60	AWM	80	DRS	76
8	DAK	84	DBK	84	DBR	84	CW	88	DPR	80
9	DNA	80	DS	80	DAPBZ	72	DAF	88	DDPM	84
10	DPA	84	DB	84	DSN	72	DKLSP	85	ERE	88
11	EFW	84	EFM	80	EFY	84	DB	80	FAI	84
12	FDNI	88	FAOW	80	FHR	64	DD	88	FAA	84
13	FRF	84	FAS	88	GA	72	DWRS	80	HP	80
14	GAP	84	HHI	88	HANR	72	EYA	80	HAK	84
15	HZS	88	IAR	84	INPA	68	FDSW	84	IMP	88
16	IN	84	JMNDN	88	ISH	68	FIRA	84	IMVR	84
17	JSD	88	KSRS	84	JKOH	84	HB	84	KPDH	84
18	KRHP	84	LNA	88	KA	60	IAP	84	KLR	84
19	KPP	88	LNK	84	MGG	76	KRL	80	MIZ	88
20	MFH	80	MS	84	MDTS	72	KI	88	MFAH	88
21	MNFA	80	MADS	84	MAR	72	LAT	88	MRYF	84
22	MRR	88	MAL	76	MFK	68	MSHA	85	MAAA	84
23	MFR	88	MFB	84	NAP	84	MAM	85	MIM	88
24	MLH	84	NKM	84	NAA	56	MDFS	85	NLR	88
25	NIN	88	NP	84	NSS	68	MFH	84	Move to another school	
26	NAY	88	PB	84	PSC	68	NADP	88		
27	NFC	84	PMU	84	RPK	60	NFN	84	RWW	84
28	PA	84	RRZ	84	RAA	52	PFW	84	Move to another school	
29	RBRP	76	SBI	80	SCH	80	SRP	84		
30	RFZ	80	SFZ	84	SA	68	SBT	80	SNA	88
31	RA	88	SGP	84	SW	68	SAR	80	SR	84
32	SADP	80	UKZA	80	VOD	82	SSN	84	Move to another school	
33	SNAAY	84	YAD	88	YZE	76	WSP	84	WAR	84
34	TAF	84	ZAR	84	ZSAN	88	Move to another school		YAK	88
35	YS	84								
36	ZRL	84								
Percentage of students passing the mininum score (84)	28/36x100%=77.8%		27/34x100%=79.4%		8/34x100%=23.5%		25/33x100%=75.8%		24/29x100%=82.8%	

The Eleventh Grade Students' Previous Writing Score

No	XI MIPA 6		XI MIPA 7		XI MIPA 8		XI IPS 1		XI IPS 2		
	Students' Initial	Score	Students' Initial	Score	Students' Initial	Score	Students' Initial	Score	Students' Initial	Score	
1	ASR	76	AYA	88	AA	84	AR	84	AFM	88	
2	ARSU	80	ASD	84	ANM	84	AFNS	84	AYS	84	
3	AMA	84	ATHP	80	AUZ	88	AN	80	AAPGA	84	
4	AF	90	ADP	80	AMN	84	AWV	88	AW	84	
5	ADMA	80	BKH	84	AAG	88	AK	88	ATPS	80	
6	BBP	90	BSS	84	AHP	84	BA	76	ACC	88	
7	CCBM	84	CSA	80	BVA	80	CGAEP	80	BEW	80	
8	DN	88	DNR	84	BRR	76	DSBNR	88	CPH	80	
9	DADW	84	DBHD	84	DNM	80	DNR	84	DDS	76	
10	FMRP	88	FI	84	DPAM	84	FSM	88	DAM	80	
11	GZD	88	FMAP	88	DVA	80	FNA	84	ENR	80	
12	HN	84	FA	76	EBU	80	FIN	80	FNH	88	
13	IWPW	88	GH	88	FFP	88	FIA	85	FRD	84	
14	ISM	84	HAW	72	FEP	84	GAS	80	FNS	84	
15	JTA	88	IA	84	GRAK	88	IMPW	85	IYR	80	
16	KWP	80	IRWP	84	IUJ	88	MPS	80	IFA	84	
17	KAS	86	KMBI	88	JTK	80	NH	88	JDF	84	
18	KN	88	MEG	84	KIC	80	NWM	84	JQW	80	
19	KRA	86	MMD	80	KN	84	PIP	80	KAQH	84	
20	MBM	80	MJY	84	LNO	84	RP	85	LA	84	
21	MNA	88	MND	88	MFH	76	RM	80	MPP	80	
22	MART	84	MPD	88	MAS	84	SAS	80	PLM	76	
23	NAP	86	NAL	84	MBAS	88	SN	88	Move to another school		
24	NO	86	NAKD	84	MFB	80	SAN	88	ROI	80	
25	RK	80	RYM	84	MNA	88	SA	84	RRFA	80	
26	RFR	88	RHR	84	MRY	80	TAM	84	RRKDAK	88	
27	RRSP	76	RY	80	NAAP	80	Move to another school		SFF	88	
28	SYM	88	RA	88	OCF	88	WS	80	SNKA	84	
29	SZA	84	RJN	84	RAFE	80	ZME	84			
30	SGU	80	SPA	88	RAW	76					
31	SNS	90	TMA	88	RM	76					
32	TFF	84	YNA	84	SPAM	84					
33	WAN	84	ZIK	88	YMC	84					
34	ZRA	84	ZAR	84	ZNMD	80					
35			ANF	84							
Percentage of students passing the mininum score (84)		26/34x100%=76.5%		28/35x100%=80%		19/34x100%=55.9%		18/28x100%=64.3%		15/27x100%=55.6%	

APPENDIX E

Lesson Plan (Meeting 1 and Meeting 2)

Level	: Senior High School (SMA)
Subject	: English (Wajib)
Grade/Semester	: XI / 3
Text Type	: Opinion Text
Language Skill	: Writing Skill
Time Allocation	: 4 X 45 minutes

A. Core Competence

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadiannya yang tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicator

Basic Competence	Indicators
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks diskusi atau pendapat secara lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion).	3.2.1 Identifying the social function of opinion text provided by the teacher. 3.2.2 Identifying the generic structure of opinion text provided by the teacher. 3.2.3 Identifying the language features of opinion text structure provided by the teacher.
4.2 Menyusun teks diskusi atau pendapat, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1 Making an outline about opinion text by using the graphic opinion and the theme provided by the teacher. 4.2.2 Developing the outline about opinion text based on the theme chosen by considering the text organization and language features correctly.

C. Learning Objectives

- 3.2.1 The students are able to identify the social function of opinion text provided by the teacher.
- 3.2.2 The students are able to identify the generic structure of opinion text provided by the teacher.
- 3.2.3 The students are able to identify the language features of opinion text structure provided by the teacher.
- 4.2.1 The students are able to re-arrange the jumbled paragraphs into a good text based on the correct text organization.

4.2.2 The students are able to make an outline about opinion text by using the graphic opinion and the theme provided by the teacher.

4.2.3 The students are able to develop the outline about opinion text based on the theme chosen by considering the text organization and language features correctly.

D. Materials

Enclosed

E. Teaching Technique and Approach

1. Approach : Scientific Approach
2. Technique : Scaffolding Technique

F. Media, Instruments and Learning Resources

1. Media : Power point presentation, whiteboard, the outline of graphic organizer, viewer.
2. Learning Resources: Unit Kegiatan Belajar Mandiri, <https://multimedia-english.com/grammar/expressing-opinions-57>

G. Teaching and Learning Activities

No	The Teacher's Activities	The Students' Activities	Time
Meeting 1			
1	Set Induction Activities		
	<ol style="list-style-type: none"> 1. Greeting the students 2. Checking students attendance list 3. Showing a single picture related to the topic 4. Asking some leading questions related to the picture and the topic 5. Stating the learning objectives 	<ol style="list-style-type: none"> 1. Greeting to the teacher 2. Responding to the teacher 3. Paying attention to the teacher 4. Answering the teacher's questions 5. Paying attention to the teacher and making note if necessary 	10 minutes
2	Main Activities		
	<p>Observing</p> <ol style="list-style-type: none"> 1. Giving the example of an opinion text and asking the students to observe it <p>Questioning</p> <ol style="list-style-type: none"> 1. Asking the students to ask about the generic structure, language features and the social function of opinion text. 2. Dicussing about the materials of an opinion text with the students <p>Experimenting</p> <ol style="list-style-type: none"> 1. Modeling the Use of Graphic Organizer <ol style="list-style-type: none"> a. Displaying Graphic Organizer template in front of the class b. Asking the students to discuss in pair about the use of Graphic Organizer, the function of Graphic Organizer, the meaning of each elements of OREO Graphic Organizer and how to complete them c. Helping the students to understand how the elements of OREO Graphic Organizer are interrelated by giving some questions 2. Leading the Use of OREO Graphic 	<ol style="list-style-type: none"> 1. Receiving the example of an opinion text and observing it 1. Analyzing the opinion text given and asking about the generic structure, the language features, the social function of the opinion text 2. Discussing the material about an opinion text and making notes. <ol style="list-style-type: none"> a. Paying attention to the teacher explanation b. Discussing in pair about the use of Graphic Organizer, the function of Graphic Organizer, the meaning of each elements of OREO Graphic Organizer and how to complete them c. Understanding how the elements of OREO Graphic Organizer are interrelated by answering some questions a. Stating opinion and discussing it with the class 	70 minutes

	Organizer a. Asking the students to state their opinion and discuss it with the class b. Asking the students to write the main ideas for each elements c. Asking the students to complete the outline by writing the main ideas for each elements	b. Writing the main ideas for each elements c. Completing the outline by writing the main ideas for each elements	
3	Closure 1. Giving the students the chance to ask question. 2. Guiding the students to make conclusion 3. Stating the conclusion. 4. Parting the students	1. Asking some questions related to the material 2. Concluding about they already learnt 3. Paying attention to the teacher 4. Responding the teacher	10 minutes
Meeting 2			
1	Set Induction Activities 1. Greeting the students 2. Checking students attendance list 3. Showing a single picture related to the topic 4. Asking some leading questions related to the picture and the topic 5. Reviewing the materials before	1. Greeting to the teacher 2. Responding to the teacher 3. Paying attention to the teacher 4. Answering the teacher's questions 5. Paying attention to the teacher and answering to the teacher questions	10 minutes
2	Independent Use of Graphic Organizer a. Asking the students to read their outline independently and develop their main ideas into complex paragraph independently Associating 1. Asking the students to share ideas, and swaped their draft, 2. The students giving their feedback on their friends rough draft by making a note on it. 3. The students then give the drafts back to the writer, discuss and revise their rough draft 4. Giving feedback Communicating Asking the students with the same topic to share their ideas in front of the class	a. Reviewing their outline independently and developing their main ideas into complex paragraph independently 1. Sharing ideas, giving feedback to their friends draft by making a note. 2. discussing about their draft and revising it. Discussing with their partner with the same topic and sharing it in front of the class	70 Minutes
3	Closure 1. Giving the students the chance to ask question. 2. Guiding the students to make conclusion 3. Stating the conclusion. 4. Parting the students	1. Asking some questions related to the material 2. Concluding about they already learnt 3. Paying attention to the teacher 4. Responding the teacher	10 minutes

Students' Final Drafts Evaluation

- Instrument: The students' writing final drafts

The Analytical Scoring Rubric of Writing

No	Criteria	Score
1.	Grammar <ul style="list-style-type: none"> Few (if any) errors of grammar or word order. Some errors of grammar or word order but do not interfere comprehension. Errors of grammar or word order frequent; re-reading is necessary for full comprehension. Errors of grammar or word order very frequent; readers own interpretation is needed. Errors of grammar or word order so severe as to make comprehension. 	5
		4
		3
		2
		1
2.	Vocabulary <ul style="list-style-type: none"> Use few (if any) inappropriate words. Use some inappropriate words but do not interfere comprehension. Use wrong or inappropriate words frequent; expressing of ideas limited. Use wrong or inappropriate words very frequent; readers own interpretation is needed. Vocabulary so limited as to make comprehension impossible. 	5
		4
		3
		2
		1
3.	Mechanics <ul style="list-style-type: none"> Few (if any) misspelling, wrong punctuation, and capitalization. Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension. Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension. Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed. Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible. 	5
		4
		3
		2
		1
4.	Content <ul style="list-style-type: none"> Main idea stated clearly and accurately, change of opinion very clear. Main ideas stated fairly clearly and accurately, change of opinion relatively clear. Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak. Main ideas not clear and accurate, change of opinion statement weak. Main ideas not all clear and accurate, change of opinion statement very weak. 	5
		4
		3
		2
		1
5.	Organization <ul style="list-style-type: none"> Few (if any) lack of organization and link to ideas. Some lack of organization and link of ideas but do not impair communication. Lack of organization and link of ideas frequent; re-reading is required for clarification ideas. Lack of organization and link of ideas very frequent; readers own interpretation is needed. Lack of organization and link of ideas so serve as to make communication impaired 	5
		4
		3
		2
		1
Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization) Writing score: $\frac{\text{Total score from each aspect}}{\text{Maximum score (25)}} \times 100 = \dots\dots\dots$		

(Adopted from: Hughes, 2003: 101-102)

The English Teacher

Jember, 2018
The Researcher

Heri Tri Sutanto, S.Pd
NIP.-

Deztya Ayu Ning Winty
NIM. 150210401015

Enclosure

1. Pre Instructional Activities

Set Induction



Leading Questions

1. Look at the picture, do you like it?
 2. Why do you like/dislike it?
 3. Do you think it is good to consume?
 4. What do you think about the taste?
 5. Do you agree that junk foods have good taste but dangerous for our health?
 6. Why? Can you tell me your reasons?
 7. So, what do you think we are going to study today?
2. Main Activities
- a. The Definition of Opinion text

An opinion text is a formal piece of writing. It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and/or examples.
 - b. The Social Function of Opinion text

The social function is to state our opinion about something that we are interested in.
 - c. The Language Features Use in Opinion text
 1. Using opinion statement, such as; In my opinion, I think, Personally I think, According to me, I strongly believe that, etc.
 2. Using simple present tense.
 3. Using some linking words or phrases such as; First of all, In addition, to sum up, etc to start the paragraph.
3. The Generic Structure of An Opinion text
- a. An introductory paragraph in which you state the topic and your opinion.
 - b. A main body which consists of several paragraphs, each presenting a separate viewpoint supported by reasons. You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint; and a
 - c. Conclusion in which you restate your opinion using different words.

4. Model of Opinion text

Title	Is Junk Food Good for You?
An Introductory Paragraph	Generally, junk foods look so attractive and yummy for the people of every age group. However, it is very true that they are so coarse from inside. What they look from outside never become from inside.
Main Body	<p>According to my mind, junk foods are never considered healthy to the health, they have been proved unhealthy in all ways. I think, junk foods are unfit to the health and one who practice to eat junk foods calls so many disorders to his or her health. Furthermore, it may cause heart diseases, cancer, early ageing, high blood pressure, bone problems, diabetes, mental disorders, liver disorders, digestive system problems, constipation, diarrhoea, heart attack, prostate and breast cancer, osteoporosis, and so many health disorders.</p> <p>Moreover, based to the research, it is found that puberty is the most sensitive age during which one should practice healthy eating habits because during this age there are many changes occur in the body to prepare one to enter to the adult age group.</p>
Conclusion	As far as I'm concerned, the term junk food means a food do not good to the body health in anyway. It is less nutritional and harmful to the body systems.

5. Scaffolding Technique by Using Graphic Organizer


A graphic organizer is a visual display that demonstrates relationships between facts, concepts or ideas. A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram. They are also informally used as a term to describe all visual learning strategies such as concept mapping, webbing, mind mapping, and more.

6. The Implementation of Graphic Organizer


a. Modelling the use of Graphic Organizer

1. Displaying OREO Graphic Organizer in front of the class. (Instruction: Please pay much attention to Graphic organizer template below.)


Oreo Opinion Writing




Opinion - Give your opinion.



Reason - Your reason for your opinion.



Example - Give an example to support your opinion.



Opinion - Restate your opinion.

(Adopted from: "Common Core Graphic Organizer," 2016)

2. Asking the students to discuss in pair about the use of Graphic Organizer, the function of Graphic Organizer, the meaning of each elements of OREO Graphic Organizer and how to complete them (Instruction: Please discuss in pair dealing with the use and the function of Graphic Organizer, the meaning of each elements and how to complete them.)
- b. Leading the Use of Graphic organizer Technique
1. Asking the students to read the example about opinion text about junk food identify the elements of the text in pairs (Instruction: Please read the opinion text about Junk Food then identify each elements of the Graphic Organizer in pairs).
 2. Asking the students to state their opinion and discuss it with the class (Instruction: Have you done fill out the Graphic Organizer? Let's discuss each elements of Graphic Organizer and please state your opinion).
 3. Asking the students to write their own outline by using Graphic Organizer based on the theme that they are interested in (Instruction: Please complete your own outline by using the Graphic Organizer based on the theme that you are interested in)

OREO Graphic Organizer of An Opinion text entitled
'Is Junk Food Good for You?'

Name:

Oreo Opinion Writing



Opinion - Give your opinion.

According to my mind, junk foods are never considered healthy to the health, they have been proved unhealthy in all ways.



Reason - Your reason for your opinion.

I think, junk foods are unfit to the health and one who practice to eat junk foods calls so many disorders to his or her health.



Example - Give an example to support your opinion.

Furthermore, it may cause heart diseases, cancer, early ageing, high blood pressure, bone problems, diabetes.

Moreover, based to the research, it is found that puberty is the most sensitive age during which one should practice healthy eating habits.



Opinion - Restate your opinion.

As far as I'm concerned, the term junk food means a food do not good to the body health in anyway. It is less nutritional and harmful to the body systems.

c. Independent Use of Graphic Organizer

Asking the students to write their outline by using the OREO Graphic Organizer independently and develop their main ideas into complex opinion text independently (Instruction: Please write their outline by using the OREO Graphic Organizer independently and develop your main ideas into complex opinion text based on the topic you are interested in independently).

MODEL ANSWER

Topic: Are Video Games A Good Way for Teenagers to Keep Fit?
Graphic Organizer

Name:

Oreo Opinion Writing

**Opinion - Give your opinion.**

I think that playing video games is really fun but playing real sports is better because of some reasons.

**Reason - Your reason for your opinion.**

First of all, we can't be a professional player if we play a sport only in the game because we can't learn it completely in the correct way.

**Example - Give an example to support your opinion.**

In my opinion video games can be addictive and stop us from activities that are more important than be the winner in a game.

**Opinion - Restate your opinion.**

To sum up, I believe that video games can be useful and enjoyable for us if we use them wisely.

The Model of Final Draft

Are Video Games A Good Way for Teenagers to Keep Fit?

Nowadays video games are so popular and many teenagers play them, I think that playing video games is really fun but palying real sports is better because of some reasons. first of all, we can not be a professional player if we play a sport only in the game because we can not learn it completely in the correct way.

In my opinion video games can be addictive and stop us from activities that are more important than be the winner in a game. In addition having face-to-face interaction with our friends is better for our well-being because we need to improve our social skills by meeting our friends and talking with them.

To sum up, I believe that video games can be useful and enjoyable for us if we use them wisely, because It is a fun way of doing exercises, mostly when you can't go and play outside, but playing sports outside is better for our health.

APPENDIX F

The Sample Result of The Student's Opinion Text through Graphic Organizer

Was checked and scored by Rater 1 (The English Teacher)

92

JKOH
XL MIPA 3

I really like junk foods, that is because junk foods have delicious taste. When you eat junk foods - your tongue will feel something amazing. The most interesting is, you don't have to wait long to eat, you can buy junk foods anywhere. But you must be careful because junk foods is unhealthy.

First of all, junk foods is delicious because junk foods have many different taste. The example of junk foods that I like are noodles, burgers. When you eat burger, the burger in your mouth will taste very juicy. Junk foods is delicious when you eat after cooking. Besides the delicious taste, junk foods stores a million harmful substances. One of the example is candle, additive substances, even though it has been cooked for a long time, junk foods is also still dangerous.

Junk foods is unhealthy proven by if we often consume junk foods we can get obesity. That because junk foods contains high carbohydrates, carbohydrates can make obesity, besides carbohydrates inhibit the work of the heart.

G: 4
V: 5
M: 5
C: 4
O: 5

23/25 x 100 = 92

Was checked and scored by Rater 2 (The Researcher)

JKOH
XL MIPA 3

I really like junk foods, that is because junk foods have delicious taste. When you eat junk foods - your tongue will taste something amazing. The most interesting is, you don't have to wait long to eat, you can buy junk foods anywhere. But you must be careful because junk foods is unhealthy. First of all, junk foods is delicious because junk foods have many kinds of flavors.

The example of junk foods that I like are noodles, burgers. When you eat burger, the burger in your mouth will taste very juicy. Junk foods is delicious when you eat after cooking. Besides the delicious taste, junk foods stores a million harmful substances. One of the example is candle, additive substances, even though it has been cooked for a long time, junk foods is also still dangerous.

Junk foods is unhealthy proven by if we often consume junk foods we can get obesity. That because junk foods contains high carbohydrates, carbohydrates can make obesity, besides carbohydrates inhibit the work of the heart.

Grammar : 4
Vocabulary : 5
Mechanics : 5
Content : 1
Organization : 5

23/25 x 100 = 92





APPENDIX G

The Scores of The Students Opinion Writing Text Final Drafts in Cycle 1

NO	Students' Initial	Rater 1					Students' Scores	Rater 2					Students' Scores	The Students' Final Scores	Score ≥84 (Achieved)	Score ≤ 84 (Not Achieved)
		Grammar	Vocabulary	Mechanics	Content	Organization		Grammar	Vocabulary	Mechanics	Content	Organization				
1	AH	4	5	5	5	4	92	4	5	5	5	4	92	92	√	
2	AA	4	5	5	4	5	92	4	5	4	4	5	88	90	√	
3	ARS	4	4	4	5	4	84	4	4	4	5	4	84	84	√	
4	AOP	4	5	4	5	4	88	4	5	4	5	4	88	88	√	
5	AA	4	4	5	5	4	88	4	4	4	5	4	84	86	√	
6	AZM	4	5	5	4	5	92	4	5	5	4	5	92	92	√	
7	CB	3	4	5	5	4	84	3	3	4	4	4	72	78		√
8	DBR	4	5	5	5	4	92	4	5	5	5	4	92	92	√	
9	DAPBZ	3	4	4	5	5	84	3	4	4	5	5	84	84	√	
10	DSN	4	4	4	5	4	84	4	4	4	5	4	88	86	√	
11	EFY	4	4	4	5	5	88	4	4	4	5	4	84	86	√	
12	FHR	4	4	4	5	4	84	3	3	4	4	4	72	78		√
13	GA	4	4	4	4	5	84	3	3	4	4	4	72	78		√
14	HANR	4	4	4	5	4	84	4	4	4	5	4	84	84	√	
15	INPA	4	4	4	5	4	84	4	4	4	5	4	84	84	√	
16	ISH	4	4	5	5	4	88	4	4	5	5	4	88	88	√	
17	JKOH	4	5	5	4	5	92	4	5	5	4	5	92	92	√	
18	KA	4	4	4	5	4	84	3	4	4	4	4	76	80		√
19	MGG	4	4	4	5	4	84	4	4	4	5	4	84	84	√	
20	MDTS	4	4	4	5	4	84	3	3	4	4	4	72	78		√
21	MAR	4	4	5	5	5	92	4	4	5	5	5	92	92	√	
22	MFK	4	4	4	5	4	84	4	4	4	5	4	84	84	√	
23	NAP	4	4	4	5	4	84	4	4	4	5	4	84	84	√	
24	NAA	4	4	4	5	4	84	3	3	4	4	4	72	78		√
25	NSS	4	4	4	4	5	84	3	3	4	4	4	72	78		√
26	PSC	5	4	4	5	5	92	5	4	4	5	5	92	92	√	
27	RPK	4	5	4	5	5	92	4	4	4	5	5	88	90	√	
28	RAA	4	4	4	5	4	84	3	3	4	4	4	72	78		√
29	SCH	4	4	5	5	5	92	4	4	5	5	5	92	92	√	
30	SA	5	4	4	5	5	92	5	4	4	5	5	92	92	√	
31	SW	4	4	4	5	5	88	4	4	4	5	5	88	88	√	
32	VOD	4	5	4	5	5	92	4	5	4	5	5	92	92	√	
33	YZE	4	5	5	4	5	92	4	5	4	4	5	88	90	√	
34	ZSAN	5	4	4	5	5	92	5	4	4	5	5	92	92	√	
The Percentage of Students Achieved the MinimumScore (≥84)														26 Students (76.5%)	8 Students (23.5%)	

Note:

Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)

Writing score: $\frac{\text{Total score from each aspect}}{\text{Maximum score (25)}} \times 100 = \dots\dots\dots$

APPENDIX H

The Permission Letter of Conducting the Research

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121

Telepon: 0331-334988, 330738 Fax: 0331-332475

Laman: www.fkip.unej.ac.id

Nomor **8: 197** /UN25.1.5/LT/2018

Lampiran : -

Perihal : Permohonan Izin Penelitian

14 NOV 2018

Yth. Kepala SMA Negeri 1 Jember

Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Seni FKIP Universitas Jember di bawah ini:

Nama : DEZTYA AYU NING WINTY

NIM : 150210401015

Fakultas : Keguruan dan Ilmu Pendidikan

Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di sekolah yang Bapak/Ibu pimpin dengan judul "Scaffolding Senior High School Students Compose Opinion Text through Oreo Graphics Organizer: An Action Research Project"

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan. Atas perkenan dan kerjasama yang baik, kami sampaikan terima kasih.



Dr. Suratno, M. Si.
NIP : 196706251992031003

APPENDIX I

The Statement Letter of Accomplishing the Research

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 JEMBER
Jl. Letjend. Panjaitan No. 53-55 Jember 68121 Telp./Fax. 0331-338586
<http://www.sman1jember.sch.id>, e-mail : sekolah@sman1jember.sch.id

SURAT KETERANGAN

Nomor : 421/085/101.6.5.1/2019

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Jember, menerangkan dengan sebenarnya bahwa :

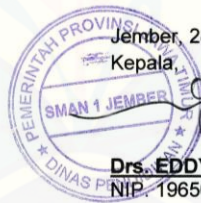
Nama : **DEZTYA AYU NING WINTY**
NIM : 150210401015
Program Studi : Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Jember

telah melaksanakan penelitian dengan judul "Scaffolding Senior High School Students Compose Opinion Text through Oreo Graphics Organizer: An Action Research Project " di SMA Negeri 1 Jember Tahun Pelajaran 2018/2019 pada tanggal 11 s.d 25 Januari 2019

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jember, 28 Januari 2019

Kepala



Drs. EDDY PRAYITNO, M.Pd
NIP. 19650414 199003 1 009