SCAFFOLDING-ICT BASED TECHNIQUE TO PROMOTE 2013 CURRICULUM CHARACTER BUILDING AMONG RURAL EFL STUDENTS

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Abstract

English in Junior High Schools is taught as a subject from year seven up till year nine. One of the skills in English that the students find it difficult among the others is writing. Indeed, writing is the burden for the students especially those who live in rural areas. One of causes of this condition is the use of the teaching technique used by the teacher in carrying out his writing class. Based on 2013 curriculum the teaching and learning in high schools are promoted to build the students' characters. That is why this research is carried out to figure out whether the use of Schaffolding-ICT based Technique can develop the rural students' writing skill. It is also to reveal whether the use of this learning can promote the 2013 Curriculum character building. The research is a class room action reasearch (CAR) which involves a pre-cycle and two cycles. The subject is the seventh graders of SMP N 1 Pakis. This research is carried out in SMP Negeri 1 Pakis kabupaten Magelang which lies in a rural area at the slope of Mount Merbabu. This research involves qualitative and quantitative data.The data were taken by using documentations, observations, questionnaires, and test. It is hoped that using schaffolding-ICT based technique can develop the rural students' writing skill. It will be seen from the improvement of the students' scores. It is expected also promote the character building by seeing the implementation of the values in character building in the classroom activities during the teaching learning process.

Keywords: scaffolding-ICT based technique, rural EFL students' writing skill, 2013 curriculum character building.

I. INTRODUCTION
1.1 Research Background

English in Junior High Schools is taught from year seven up to year nine. It means that it is taught in all classes. In this level, Teaching English involves four skills i.e. listening, writing, reading, and writing. The last mentioned is indeed the hardest. Before coming to this, the students have to master the other four skills. That is why writing is the most difficult skill for the students to master considering those reasons. The way the teacher teaches writing in class also influence the students writing skill. The lack of variation in the techniques in teaching learning process seems to be the reason of the low mastery of the students' writing skill especially those who live in rural areas.

Based on 2013 curriculum the teaching and learning in Elementary School are promoted to build the students' characters. As stated by Fadlan (2012) Dr. Martin Luther King says, "intelligence plus character... that is the goal of true education". The education with character involves three aspects i.e.cognitive, feeling, and action. Therefore the process of education should also involve these three aspects and values in the teaching and learning. These values are implemented through the activities in class.

Writing means a process of communication that conveys ideas and opinions in written forms done by students.. Student must also master all kinds of genres; they are story and factual genres. The story genre includes narratives, news story, exemplum, anecdote, recount, and spoof while the factual genre includes procedure, explanation, report, exposition, discussion, commentary, reviews, news item, and descriptive.

In fact, many students have internal and external factors that are influenced the students in mastering English, especially is writing skill. For the matter of internal factors, the researcher discovered that the students tend to be passive. When they had difficulties in comprehending the material that was being discussed, there was no willingness from the students to raise questions. Especially, when it comes to writing. The next problem was that the students have low motivation in studying English. For example, when the teacher asked to write a text, some of them could not do it. The student said that they could not do it, so they

did not produce it by themselves, they produced the text in short form ones. They said that they could not get any ideas to be written in their texts because they have low vocabulary mastery. The students also have difficulties to use tenses in writing texts. Their grammar mastery is also not really good. Beside that, it also might be caused externally by the teacher's technique in teaching the students. The teacher uses conventional technique, without any interesting technique and media. It sometimes makes the students bored, they do not pay attention to the teacher and make noise in the classroom. Then, the students also have difficulties to get and express their ideas into written text.

In rural areas, internet sometimes becomes something strange, especially when it is used in the teaching learning process. Even though it is beneficial, most students' around these areas seem to be unfamiliar with this media. If the teacher as able to make use of it, it can be a very interesting activities to get the students involved in the teaching learning process with the use of internet.

For those problems, this research will apply internet or ICT as the media and scaffolding as the technique. Internet is choosen because it is interesting for the students and based on the interview done they really want to have lectures by using it. With attractive outline and performance, internet could facilitate them in studying and learning writing. By using scaffolding-ICT based technique in teaching, the students will get the idea easily, enjoy the teaching-learning process and became interesting in learning English. Besides, the students will also be motivated in learning English and get more enthusiasm to learn English.

1.2 Research Objective

This research is conducted to know whether:
1. The use of Scaffolding-ICT Based Technique can improve the rural EFL students' writing skill,
2. This technique can make the rural EFL students well-motivated to learn English,
3. It can promote the 2013 curriculum character building.

1.3 Research Significance

This research will be useful for the teacher and the students.This research contributes to the teacher to improving students' writing skill and makes the students feel fun with English. The students are expected to be more motivated and interested to learn english especially to develop their writing skill. Practically, it can be used as a teaching model to improve the students' ability in writing. Theoretically, the research provides enormous and valuable sources on the use of internet as a media and schffolding as the technique in writing for other researchers. Pedagogically, this study gives positive contribution to the teaching and learning at rural schools.

1.4 Research Outcome

The outcomes of this research are teaching-learning model using scaffolding-ICT based the technique, national accredited journal, proceedings and teaching material enrichment in 2014.

II. REVIEW OF RELATED LITERATURE
2.1 Theoretical Background
2.1.1 Writing

Writing, one of the productive skills, is considered difficult, especially writing in a foreign language. When students want to write something they should have a lot of information, ideas, and thought in their mind so that they will be able to express them into sentences, paragraphs, and an essay. The writing ability is the main activity of composition. The writing should be systematic and detail. A knowledge or study about good writing or how to write composition is much needed.

2.1.1.1 Writing Definition

Harmer (2004: 86) states that writing is a process and often heavily influenced by constraints of genres, then these elements have to be present in learning activities. In genre-based approach, the focus of writing is to integrate the knowledge of a particular genre and its communicative purpose, these help learners to produce their written products to communicate to others in the same discourse community. Writing is not just arranging words into a sentence, linking the sentences into a paragraph, and

ordering the paragraphs into a text. It also requires grammatical and lexical knowledge, understanding in applying the grammatical knowledge into different context and purposes and knowledge of topic that are going to be written (Hyland, 2003: 3-14). Based on the statement above, it can be concluded that writing is expressing ideas, facts, feeling, experience, and thought in written form.

2.1.1.2 Writing Elements

Brown (2004) stated that there are five significant components of writing. They are content, organization, vocabulary, language use and mechanics.

1) Content

There at least two things which can be measured in connection with content; the points that are presented and formal signals given the reader to guide in understanding the topic fully.

2) Organization

The process of organizing materials in writing involves coherence, order of importance, general specific, specific to general, chronological order and special order pattern.

3) Vocabulary

Vocabulary is one of the language aspects dealing with the process of writing. The process of writing is the process when the writer always think about putting words into sentence and then putting sentence into paragraphs until they can create a piece of writing.

4) Language use

For language use in writing procedure text and other form of writing, it involves correct usage and points of grammar or structure. Grammar is one of important components in writing. It ggoverns utterance that we produce to be right and orderly. Therefore, it also has great influence in the quality of writing.

5) Mechanics

Mechanics of writing deals with capitalization, spelling, and punctuation.

2.1.1.3 Writing in rural Junior High School

Writing in Junior High School is embeded in the English Subject. In writing the goal is to develop the students' ability to write various types of English text based on the genre: report, description, recount, narrative, spoof, anecdote, and procedure.

2.1.2 Text

Text are determined by genre (and other semiotic system which are part of the context of culture) and register (the meanings associated which the context of situation – field, tenor and mode). Furthermore, the oral and written text which people create also act upon an influence the context (genre and register) which are part of the environment of all speakers and writers (Literacy and Education Research Network, 1990 : 78). Derewianka (1995 : 17) says that a text is only meaningful stretch of language oral or written. But of course not all texts are the same, and a function model of language tries to describe the ways in which they differ. When we use language to writer, we are creating text. When we read, we are interpreting text. When we talk and listen, we are also creating and interpreting a text. A text is a product of a particular context of culture and situation. We need to understand a text n term of the context in which it is produced. The differences in texts occur because of the choice that we make from the language system (Board of Studies NSW, 1994 : 67). Communicate with the reader to express their ideas without pressure and to explore experience. Based on the explanation above, the writer conclude that writing is the expressing ideas or exploring experience, thoughts or even feeling in written symbols.

Based on Gerrot and Wignell (1994:17), there are fifteen types of text, they are :
1) Report: to describe the way things are with reference to arrange of natural, man-made and social phenomena in the environment.
2) Recount: to retell events for the purpose of informing or entertaining.
3) News Story: to inform the readers about events of the day which are newsworthy or important.
4) Exemplum: to point to some general value in the cultural context.

5) Discussion: to present (at least) to point view about an issue.
6) Explanation: to explain the process involved of natural or cultural phenomena.
7) Exposition (Analytic): to persuade the readers or listeners that something is related to the case.
8) Exposition (Hortatory): to persuade the readers or listeners that something should or should not be the case.
9) News Item: to inform the readers about events of the day which are considered newsworthy of important.
10) Anecdote: to share with others an account of unusual or amusing incident.
11) Narrative: to amuse, entertain and deal with actual vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
12) Description: to describe a particular person, place or thing.
13) Procedure: to describe how something is accomplished through a sequence of actions or steps.
14) Review: to critique an art work, event for a public audience such works of art include movies, TV shows, books, plays, operas, recording, exhibitions, concerts and ballets.
15) Commentary: to explain the process involved in the formation of a socio cultural phenomenon, as though a natural phenomenon.

2.1.3 Scaffolding Technique

Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know.if scaffolding is properly administered, it will act as enabler, not as a disabler (Benson, 1997). In this process, the language tutor helps the learners master a task or concept that the learners are initially unable to grasp independently. The tutor offers assistance with only the skills that are beyond the student's capability but they have to let the learners to complete as much of the task as possible, unassisted. The tutor only attemps to help the students with tasks that are just beyond theis current capability. Students' errors are expected, but, with the tutor's and learners' peers feedback and prompting, the learner is able to achieve the task or goal. When the learners are able to take responsibility for or

master the task, the tutor begins the process of "fading", or gradual removal of the scaffolding, which allows the learners to work independently.

2.1.4 Internet (ICT Based) Media

Internet is well familiar among students in the cities and towns, but not among those who live in rural areas. The existence of this media can actually cover many areas of human needs. People can do many things through internet included teaching and learning. Teaching with the use of internet will be cheap, easy and effective. The picture below shows the benefits of internet.

http://primarytech.global2.vic.edu.au
CC BY-NC-ND 3.0
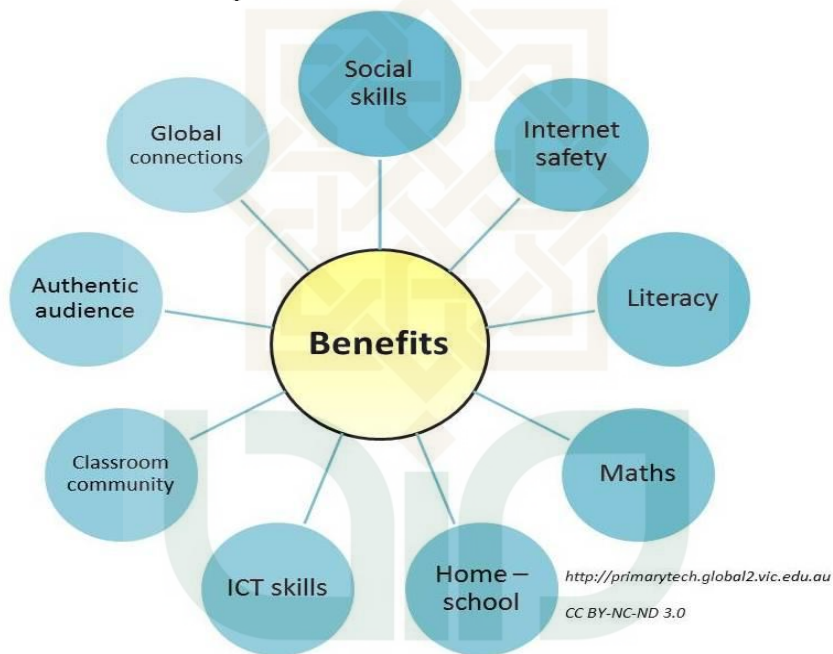
2.1.6 Motivation

A cognitive view of motivation included factors such as the need for exploration, activity stimulation, new knowledge and ego enhancement (Brown, 2000, 160). While Gottfried (1990:525) explains that academic motivation is enjoyment of school learning characterized by a mastery orientation, curiosity, persistence, task-endogeny, and the learning of challenging, difficult and novel tasks. Harmer (2001:51) states that there are two types of motivation, extrinsic and intrinsic motivation. Extrinsic

motivation is a motivation that comes from outside of individual. It is caused by any number of outside factors. The second, intrinsic motivation comes from within the individual. Thus a person is motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. According to Notoatmojo (2005) there are some ways to measure motivation, there are projection test, questionnaire and creating a certain situation.

III. RESEARCH METHODOLOGY
3.1 Research Type

The type of this research is Classroom Action Research. There are pre-cycle and three cycles. Each cycle consists of planning, acting, observing, and reflecting. Each cycle needs 2 meetings (2x 100 minutes). One meeting is for building knowledge of the field (BKOF), modeling of text (MOT) and construction of text (JCOT), and another one is for individual construction of text (ICOT).

Diagram 3.1 Progressive Problems Solving with Action Research
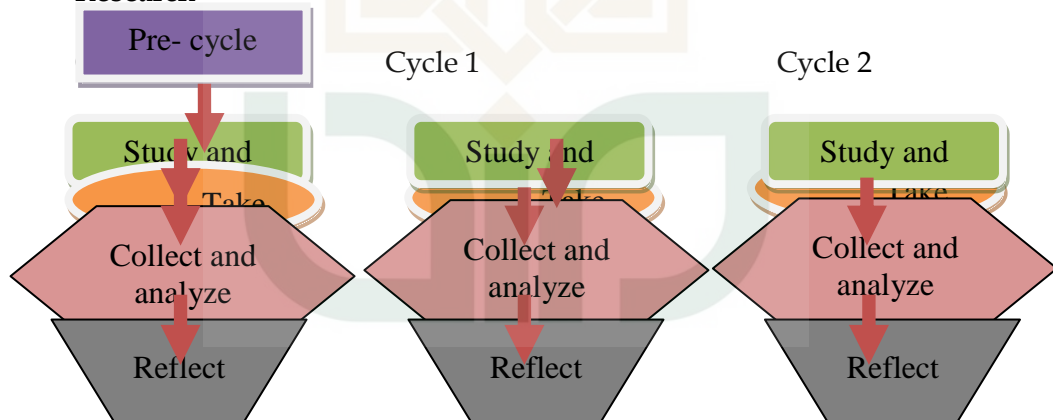
3.2 Research Subject

The subject of the research is the seventh graders of SMP Negeri 1 Pakis in the School year 2014/2015 which involves 22 students. The researcher chooses this class because they have low achievement in English writing.

3.3 Research Setting

The setting of the research is in SMP Negeri 1 Pakis in the school year 2014/2015. This school lies in a rural area at the slope of Mount Merbabu and far away from the city center.

3.4 Research Procedures

The action research is conducted through a pre-cycle and three cycles with 2 meetings in each-cycle, there are four procedures of this research, they are:

1) Pre-cycle

The pre-cycle is conducted at the beginning of the research before the three cycles. The aim of this activity is to know students' ability in writing and students' learning motivation before the treatment through test, observation, questionnaire, interview and documentation.

2) Cycle I

a. Planning

At this cycle 1 phase the researcher will make a lesson plan and prepare the media in the learning activity. In this stage the researcher also prepare for evaluation.

b. Acting

This action is adapted with lesson plan which has been made. Action in cycle I covered pre-activity, learning process and evaluation.

c. Observing

The researcher observed the students' activity and motivation in learning activity by questionnaire sheet, observation sheet and documentation

d. Reflecting

Reflecting is activity of evaluating critically about the progress or change of the students, class and also teacher. Reflecting was very significant for the enhancement of the second cycle. The feedback given by the students obtained from some informal interview and the observation sheet that would be used as the basic for reflection. To resave the lack, the researcher made

reflection from the action in Cycle I based on same formal interviews with the students and observation sheet to decide and plan the next Cycle steps. Beside the data can get from the written test that is done in the end of meeting.

3) Cycle II
a. Planning
Planning will be done to repair lesson plan which has been made in Cycle I. In this phase indicate, the researcher would make different action of the lesson plan from Cycle I. The researcher also prepared test.

b. Acting
Acting in Cycle II will be different from Cycle I. The researcher will explain the test result of Cycle I. Then the researcher will give the students some random re-sequenced picture in the next. The teacher will ask the difficulty that is faced by the students in using the media and the collaborative writing technique.

c. Observing
The researcher will observe the students by using observation sheet and take photograph during learning process.

d. Reflecting
The researcher will evaluate critically about the progress or change of the students and also lecture.

3.5 Technique of Collecting Data
3.5.1 Test
Brown (2004) says that test is subset of assessment. Test can be useful device to measure the students' achievement. There are two kinds of tests, they are:

1) Formative test
It is an on-going test that is used to evaluate the students in the process of forming their competencies and skills with the goal of helping them to continue that growth process.

2) Summative test
It is a test that the aim is to measure or summarize what a student has grasped, and typically occurs at the end of a course or unit of instruction.

The researcher used the formative test in this research by giving the students on-going test in each cycle. The students are asked to write text as pre-cycle, cycle 1, cycle 2 and cycle 3 tests. After collecting the students' written texts, the researcher calculates and analyzes the scores of students' writing skill using the following writing assessment scoring:

Table 3.1 Writing Assessment Scoring

Writing elements	Score	Criteria
Content	20-18	Uses clearly appropriate details to support or illustrate ideas.
	17-15	Uses details to support or illustrate an idea.
	14-12	Uses some details to support or illustrate an idea.
	11-6	Uses inappropriate or insufficient details to support or illustrate generalization.
	5-1	Uses little or no detail or irrelevant specifics.
Organization	20-18	Well organized and well developed.
	17-15	Generally well organized and developed.
	14-12	Adequately organized and developed.
	11-6	Inadequately organized and developed.
	5-1	Seriously disorganized.
Vocabulary	20-18	Demonstrates variety and appropriate word choice.
	17-15	Demonstrates some variety and range vocabulary.
	14-12	Contains some errors that occasionally obscure meaning.
	11-6	Demonstrates inappropriate choices of words form.
	5-1	Contains serious problems with focus.
Language	20-18	Displays consistency facility in the use of language. Displays facility the use of language.
	17-15	Demonstrates adequate but possibly inconsistent facility with usage'
	14-12	
	11-6	Displays an accumulation of errors in sentences structure and/or usage.
	5-1	Displays serious and frequent error in sentences structure or usage.

Mechanics	20-18	Effectively addresses the writing tasks.
	17-15	Addresses some parts of the task more effectively than others.
	14-12	Addresses the writing topic adequately but may slight part of the task.
	11-6	Showing errors in sentence punctuation.
	5-1	Showing severe spelling problems.

(Sources: Brown, 2004)

After giving scores to the students' written texts, the researcher categorized the scores into very good category, good category, fair category, poor category and very poor category by using the following analytic scores:

Table 3.2 Analytic rating Score

No.	Category	Span of Score
1.	Very Good	85-100
2.	Good	70-84
3.	Fair	60-69
4.	Poor	50-59
5.	Very Poor	<50

(Sources: Brown, 2004)

3.5.2 Non-Test

1) Observation

The observation sheet guidance is as follows:

Table 3.3 THE OBSERVATION SHEET GUIDANCE

No.	Behavioral Types	Observation Focus	Total Score	Max. Score	Percen-tage (%)
1.	The activity of students to listen teacher's explanation	1. The students give attention to the teacher's explanation		22	
		2. The students ask something about the material		22	
		3. The students comment about the material		22	
		4. The students answer the teacher's questions		22	
		5. The students make		22	

		notes			
2.	The activity of students during learning process	1. The students have spirit in the learning process 2. The students involved in the learning process 3. The students can understand about the material		22 22 22	
3.	The activity of students do the task that was given by the teacher	1. The students can do the evaluation sheet 2. The students can finish the task within the time which have been determined		22 22	

2) Interview

Interview is designed to collect the data by using direct conversation to the respondent. Interview will be conducted to the student after they writing test or each cycle as a source of reflection in the next action. The researcher takes several students randomly as informants and they represent the whole class to collect the data.The information which the researcher gets from interviewing the student is:

a) The students interest in some activities in learning process using collaborative technique and sequenced picture as media conducted by teacher during the research.

b) The students' motivation in learning process using collaborative technique and sequenced picture as media conducted by teacher during the research.

3) Questionare

In this research, the researcher used the closed questionnaires of yes/no question. The questionnaires guidance is as follows:

Table 3.4 The Questionnaire Sheet Guidance

No.	Statement	Yes	No
1.	Do you like studying English?		
2.	Does your teacher explain the material clearly?		
3.	Are you able to understand the teacher's explanation well?		

4.	Are you bored with the teacher's explanation?		
5.	Does your teacher use a good technique in teaching writing class?		
6.	Did your teacher ever use scaffolding Tecnique and internet as the media?		
7.	Are you able to understand the material after teacher uses scaffolding technique and internet as media?		
8.	Do you like scaffolding technique and internet as media?		
9.	In this research, do you feel that this technique and media can improve your writing skill?		
10.	Do you have high motivation after the teacher uses scaffolding technique and internet as media?		

4) Documentation

Documentation is the technique which is used to collect the data and information about the students such as the list of students' names, their scores, and photograph.

3.6 Data Analysis

Technique analyze data that was used were quantitative and qualitative.

1. Quantitative Data

After collecting the data, the quantitative data analyses were done with summarizing obtained students' score calculate cumulative score from all aspects, calculate class mean scores, and calculate percentages. To calculate the percentage of score use formula as follows:

$$SP = \frac{SS}{R} x\ 100\ \%$$

Explanation:
SP = Score percentage
SS = Score is reached by students
R = Respondent

The data analysis that was compared with the score of Pre-cycle, Cycle I, II and III. The result of this research gave description about the percentage of improving

vocabulary mastery by using first and last game in every cycle.

2. Qualitative Data

After collecting the qualitative data, they are observation, questionnaire, interview and documentation. So, the result of qualitative data analysis are used to know the changing students' behavior in learning process Cycle I, II, and III and also also to know the improvement of the students' writing skill.

3.7 Performance Indicators

Performance indicators in this case is the success of the implementation of using scaffolding-ICT Based Technique in teaching English writing are: (1) At least 75% students are able to reach 75 (2) at least 70% of students well-motivated in learning English writing, (3) the students can apply the good character in their activities.

IV. Reasearch Findings and discussion

The research resulted in the following details:

1. Improving the students' activeness in the teaching learning process.

The following was the result of the observation in pre-cyle.

TABLE 3

No	Behavioral Types	Observation Focus	Pre-cycle	Cycle I	Cycle II	Improvement
1.	The activeness of students to hear teacher's explanation	1.The students pay attention to the teacher's explanation	15	20	22	31.81%
		2. The students make notes	15	20	22	31.81%
2.	The activeness of students during learning process	3. The students ask about the material	5	20	22	77.27%
			8	20	21	61.90%

			10	19	22	54.54%
		4. The students comment on the material	15	20	21	28.57%
		5. The students answer the teacher's questions				
		6. The students involve in the learning process				
3.	The activeness of students to do the task given by the teacher	7. The students can do the evaluation sheet	15	19	20	25.00%
		8. The students can finish the task within the time which has been determined	15	20	21	28.57%

At observation focus (1) the number of students who pay attention to the teacher's explanation improves from15 to 22 students or 31.81%. It means 28 students paid attention to the teacher's explanation. There are 7 students more than previous cycle. At observation focus (2) the number of students who make notes improves from 15 to 22 students or 31.81%. It means 22 students make notes. It increases 7 students from previous cycle. At observation focus (3) the numbers of students who ask about the material improves from 5 to 22 students or 77.27%. It means 22 students asked about the material. It is 5 students more than previous cycle. At observation focus (4) the numbers of students who comment on the material improves from 8 to 20 students or 61.90%. It means 20 students commented on the material. It increases 12 students from previous cycle. At observation focus (5) the numbers of students who answer the teachers' questions

improves from 10 to 22 students or 54.54%. It means 22 students answered the teachers' questions. It increases 12 students. At observation focus (6) the number of student who involve in the learning process improves from 15 to 23 students or 28.57%. It means 22 students involved in the learning process. It increases 3 students. At observation focus (7) the number of students can do the evaluation sheet improves from 15 to 20 students 25.00%. It means 20 students did the evaluation sheet. There is 5 students increase. At the observation focus (8) the number of students who can finish the task within the time which has determined improves from 15 to 21 students or 93.75%. It means 21 students can finish the task within the time which have determined. It increases 10 students .

From the data above, it can be concluded that the activeness of the students in the teaching learning process improves. They little by little took part actively in the class activities.

9. Improving the students' speaking ability

The students speaking ability was tested by observing the students' activity and the teacher filled out the table of speaking assesment below. The results of the test could be seen in the following table:

TABLE 6

CRITERIA	PRE-CYCLE	CYCLE I	CYCLE II
EXCELLENT	-	2	6
GOOD	1	7	14
FAIR	12	7	2
POOR	10	6	-

From the table, the ability of the students in speaking improves. The number of the students who got excellent improves from nobody up till 6 students. The students who got good category improves from 1 to 14 students. And those who got fair decreases from 12 to 3 students. They who gor poor category decreases from 10 to none. Indeed, the students were confident to share ideas with other students.

10. Building good characters during the class activities.

During the class activities both indoor and outdoor, the students always cooperate and collaborate with others in finishing the project from the teacher. When the students worked in pairs, they had to respect their pairs and try to work together in harmony. When the students worked in groups they also had to listen to uthers share ideas with others and appreciate others. It did as well as when they have class survey.

V. Conclusion and Suggestions

Seeing the results of the research, it can be concluded :

1. By implementing collaborative learning, the students' activeness in the teaching learning process improved.
2. The students' speaking ability also improved by using this collaborative learning.
3. The students build good characters by exploring them in the activites in class. The good characters are independence, working with others, respect s, cooperate, collaborate with others.

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