

## SCAFFOLDING EFL STUDENTS' WRITING THROUGH THE WRITING PROCESS APPROACH

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*Abstract.* This research reports a study conducted at secondary school 18 Bayavut district Sirdaryo region, and it aims at presenting the effect of scaffolding on EFL students' writing ability through the writing process. In this study, the students have taken the role of writers, so they need to follow the same steps that writers apply during their writing process. To this end, students start with writing process approach such as Prewriting, Drafting, Revising, Editing, and ended with Publishing. Students are provided with teacher scaffolding from the beginning until the end of writing process. Pre- and post-writing tasks are collected from the learners for both giving feedback and checking student's writing improvement. This study aims at investigating the effect of teacher's scaffolding with teaching writing process on improving students' writing skills. For this investigation, 11th grade school students of the school 18 were selected to be subjects of this study. They were only one experimental group. Pre-test and post-test were conducted for assessing how much students achieved from what had been taught. The study concludes with the result that students' achievement in post-test compare to pre-test revealed significant improvement. Also, 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.

*Keywords:* Scaffolding, writing process approach.

## YOZISH JARAYONI YONDASHUVI ORQALI EFL TALABALARINING YOZILISHINI ISKALA QILISH

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*Abstrakt.* Ushbu tadqiqot Sirdaryo viloyati Boyavut tumanidagi 18-umumta'lim maktabida olib borilgan tadqiqot haqida ma'lumot beradi va u yozuv jarayoni orqali ingliz tili o'quvchilarining yozish qobiliyatiga iskala ta'sirini ko'rsatishga qaratilgan. Ushbu tadqiqotda talabalar yozuvchilar rolini o'z zimmalariga oldilar, shuning uchun ular yozuvchilar yozish jarayonida qo'llaydigan qadamlarga rioya qilishlari kerak. Shu maqsadda talabalar oldindan yozish, loyihalash, qayta ko'rib chiqish, tahrirlash kabi yozish jarayoni yondashuvidan boshlanadi va Nashr qilish bilan yakunlanadi. Talabalar yozish jarayonining boshidan oxirigacha o'qituvchi iskala bilan ta'minlanadi. Yozishdan oldingi va keyingi topshiriqlar o'quvchilardan fikr bildirish va yozishni takomillashtirishni tekshirish uchun yig'iladi. Ushbu tadqiqot o'qituvchining yozishni o'rgatish jarayoni bilan bog'lanishining talabalarning yozish ko'nikmalarini yaxshilashga ta'sirini o'rganishga qaratilgan. Ushbu tadqiqot uchun 18-maktabning 11-sinf o'quvchilari ushbu tadqiqot sub'ekti sifatida tanlab olindi. Ular faqat bitta eksperimental guruh edi. Talabalar o'qitilgan narsadan qanchalik ko'p yutuqlarga erishganligini baholash uchun oldingi va keyingi testlar o'tkazildi. Tadqiqot shuni ko'rsatdiki, talabalarning keyingi testdagi yutuqlari oldingi testga nisbatan sezilarli yaxshilanishni aniqladi. Shuningdek, talabalarning yozuvlarini yozish jarayoni yondashuvi orqali iskala qilish talabalarning EFL yozuvidagi ehtiyojlarini qondirdi va keyinchalik bu ularning yozish mahoratini oshirdi, shu bilan birga ularning aksariyati yozishning asosiy elementlarida qiyinchiliklarga duch keldi, masalan, grammatika. Bundan tashqari, o'quvchilar o'z yozuvlarida o'z fikrlarini yanada maxfiyroq ifodalashlari mumkin edi.

*Kalit so'zlar:* Iskala, yozish jarayoni yondashuvi.

## ФОРМИРОВАНИЕ НАВЫКОВ ПИСЬМА СТУДЕНТОВ EFL С ПОМОЩЬЮ ПОДХОДА К ПРОЦЕССУ ПИСЬМА

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*Абстракт.* В данном исследовании сообщается об исследовании, проведенном в средней школе 18 Баяутского района Сырдарьинской области, и оно направлено на представление вли-

яния строительных лесов на навыки письма учащихся EFL в процессе письма. В этом исследовании студенты взяли на себя роль писателей, поэтому им необходимо следовать тем же шагам, которые писатели применяют в процессе написания. С этой целью студенты начинают с подхода к процессу письма, такого как предварительное написание, составление чертежей, редактирование, редактирование, и заканчивают публикацией. Студентам предоставляются строительные леса преподавателя от начала до конца процесса письма. От учащихся собираются задания до и после написания, чтобы дать обратную связь и проверить улучшение письма учащихся. Целью данного исследования является изучение влияния учителей на процесс обучения письму на улучшение навыков письма учащихся. Для данного исследования в качестве субъектов исследования были выбраны учащиеся 11-го класса школы 18. Это была всего лишь одна экспериментальная группа. Предварительное и последующее тестирование проводилось для оценки того, насколько учащиеся добились того, чему их учили. Исследование завершается выводом о том, что успеваемость учащихся после теста по сравнению с предварительным тестом значительно улучшилась. Кроме того, подготовка сочинений учащихся с помощью подхода к процессу письма удовлетворяет потребности учащихся в написании EFL, а затем улучшает их навыки письма, в то время как большинство из них испытывают трудности с основными элементами письма, например, грамматика. Кроме того, учащиеся могли более конфиденциально выразить свои идеи в своих сочинениях.

*Ключевые слова:* строительные леса, подход к процессу письма.

### 1. Introduction

In recent years there have been some evidences, 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 writing process to find out the effects and improvements of scaffolding on students' 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). So, for the sake of solving and helping students' difficulties in terms of writing process, the researcher has decided to implement scaffolding students' writing through writing process approach.

### 2. Methodology

The study was conducted with 30 students all native speakers of Uzbek language in the 16-17-year age. They are studying at secondary school 18 grades 10. The students were attending a required general English course and were registered in one group, which included (10 male and 20 female) students. The general English course was a composition-writing course with two-hour per-week. The "Composing with Confidence" book by 'Alan Meyer' was used as the instructional material.

This book consists of different parts that motivate students to write and it focuses on the reasons for writing. It involves a six step of writing process that begins with the discovery and ends with proofreading; the shape and form of the paragraph; and the shape and form of the essay. It also offers practice in developing paragraph or essay through explanations, examples and details; achieving coherence; writing directly and vividly.

### 3. Procedures

In this study, one-group students have set to this study, which were 30 students. Pre-test and Post-test were taken. Both pre-test and post-test were consisting of the same questionnaire that contained 25 items (see Appendix A) with giving a Likert scale, which was consist of five Likert items (1. Never or almost never true of me. 2. Usually not true of me. 3. Somewhat true of me. 4. Usually true of me. 5. Always or almost always true of me). The questions were about the processes of writing. Pre-test questionnaire were conducted before starting the experiment. The same questionnaire used for post-test. The aim was to see whether the student's writing skill improved or not, after proposing techniques of writing and teacher's scaffold.

The procedure of this study has started with familiarizing students with the process of writing,

which consists of six stages. After students familiarized with the process of writing pre-test were took. During each stage students have required to write drafts according to what they had studied with teachers' scaffolding.

Researcher personally took the questionnaires into the students' classes and explained the questions and how to complete the answers. He/She emphasized that their answers were confidential and that it was important that they responded honestly and sincerely. The explanation and the handing out of the questionnaire were done at the beginning of the lesson to ensure that there was adequate time for the students to respond.

#### 4. Data analysis

The usual procedures used in analyzing the pre-test and post-test questionnaire responses are the following:

- a. Finding out the 'coefficient midst'.
- b. Finding out the 'percentage weight'.

As Fisher (1956, p. 327) states to find the average of each item in the questionnaire and to get knowledge of strength and weakness of each of item, the following formula can be used:

$$\frac{1r \times 1 + 2r \times 2 + 3r \times 3 + 4r \times 4 + 5r \times 5}{\text{Total number of repetition}} \text{ Coefficient midst} =$$

Where

1r = repetition of the first answer (Never or almost never true of me) and its value is 1, 2r = repetition of the second answer (Usually not true of me) whose value is 2, 3r = repetition of the third answer (Somewhat true of me) its value is 3, 4r = repetition of the third answer (Usually true of me) whose value is 4, 5r = repetition of the fifth answer (Always or almost always true of me) whose value is 5; the total number of repetition means the sample size (30 students).

To change the 'coefficient midst' of each item into percentage or what is called percentage weight, according what Al-Ghareeb (1970, p. 77) said, the following formula should be adopted:

$$\frac{\text{Coefficient midst}}{\text{Maximum value}} * 100$$

Where

Maximum value = the maximum degree in the questionnaire which is (5).

#### 5. Discussion

In order to come up with accurate analysis and detailed discussion of students' writing skill performance, the researcher will shed light on each item separately in both pre-test and post-test and compare them so as to make them clear how much students' skill of writing improved.

The following graph shows more clearly the ranking improvement of writing skill by the secondary school students, 10th grade Bayavut district, Sirdarya region.

#### 6. Conclusions

The present study indicates that, 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. According to the result the experimental group was better in post-test than the pre-test. This is due to the fact, that 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 compared to the students that only get knowledge about writing process without practically practicing it and without teacher's scaffold.

Thus, the major conclusions drawn from the results obtained are:

1. Practicing writing process practically with teacher's scaffold provides learners with the practice and skills necessary to write a good piece of writing accurately, meaningfully and appropriately.
2. Students, who previously struggled to write, now have a growing awareness of how to gather information and use it in their writing confidently.
3. Scaffold writing help students to examine their learning of writing skills, and it is an effective way to support students' writing with inefficient English language proficiency that most of them have.
4. Scaffold writing not only improve students' writing skills but also makes it possible to establish and shift student's other skills of English language (reading, speaking, and listening), since they use



the feedback, which they get from their writing, to help them with other English skills (reading, speaking, and listening).

5. Scaffolding technique helped educators develop themselves and become autonomous learners. In other words, the scaffolding technique presented in this study has helped the students to find out their weaknesses and strengths, and how to work on their weaknesses and improve them.

6. Since teacher gives the right instruction to the students through the mini-lesson they know how to organize their writings and how to make correction in both reviewing and editing stages independently before publishing stage.

7. Researcher could find out how much using scaffolding techniques be effective on developing students' abilities and skills of writing if we compare it to traditional method that the facilitator only passed on the theoretical framework of writing and giving orders to write.

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