ENHANCING STUDENTS' RECOUNT TEXT WRITING SKILLS THROUGH THE IMPLEMENTATION OF SCAFFOLDING TECHNIQUE AT THE ELEVENTH GRADE OF SMA YP HKBP PEMATANGSIANTAR

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INFO ARTIKEL	ABSTRAK
	Menulis merupakan keterampilan penting dalam pembelajaran bahasa Inggris, namun banyak siswa sekolah menengah atas masih mengalami kesulitan dalam menghasilkan teks recount yang koheren. Siswa kelas XI SMA YP HKBP Pematangsiantar menghadapi berbagai permasalahan, seperti kesulitan dalam mengembangkan ide, menyusun peristiwa secara kronologis, serta membangun struktur teks yang lengkap, meliputi orientasi, rangkaian peristiwa, dan reorientasi. Permasalahan ini dipengaruhi oleh praktik pembelajaran yang lebih menekankan pada hasil akhir tulisan dibandingkan dengan proses menulis itu sendiri. Penelitian ini menggunakan pendekatan Classroom Action Research yang melibatkan 34 siswa kelas XI dan menerapkan teknik scaffolding melalui kegiatan pemodelan, latihan terbimbing, dan pemberian kemandirian secara bertahap. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan menulis siswa. Nilai rata-rata siswa meningkat dari 58,82 sebelum penerapan scaffolding menjadi 82,06 setelah penerapan scaffolding, yang mengindikasikan peningkatan pencapaian menulis yang substansial. Selain itu, performa siswa menjadi lebih konsisten, dengan semakin banyak siswa mencapai kategori pencapaian Baik dan Sangat Baik. Temuan ini menunjukkan bahwa teknik scaffolding merupakan strategi pembelajaran yang efektif untuk meningkatkan keterampilan menulis teks recount siswa.
	ABSTRACT
	*Writing is a crucial skill in English language learning, yet many senior high school students continue to face difficulties in producing coherent recount texts. Eleventh-grade students of SMA YP HKBP Pematangsiantar encountered problems in generating ideas, organizing events chronologically, and developing complete text structures, including orientation, series of events, and reorientation. These challenges were influenced by instructional practices that emphasized writing outcomes rather than the writing process. This study employed Classroom Action Research involving 34 eleventh-grade students and implemented scaffolding techniques through modeling, guided practice, and gradual independence. The results showed a notable improvement in students' writing performance. The mean score increased from **58.82 before** scaffolding to 82.06 after scaffolding, indicating a substantial enhancement in writing achievement. Moreover, students' performance became more consistent, with more learners reaching the Good and Very Good achievement categories. These findings suggest that scaffolding is an effective instructional strategy for improving students' recount text writing skills.*

1. Introduction

The acquisition of proficient writing skills in English is imperative for students at the senior high school level, as writing serves as a vital tool for academic success and effective communication. Mastery of this skill not only enables students to express their thoughts and ideas clearly but also contributes significantly to their cognitive development and critical thinking capabilities (Gibbons, 2003). Within the English language curriculum, students are required to master various genres of writing, one of which is recount text. This genre plays a crucial role in facilitating students' ability to narrate past experiences, organize events chronologically, and integrate reflective insights into their writing (Ban et al., 2023). Despite its importance, numerous studies indicate that students frequently encounter substantial difficulties in producing coherent recount texts. These challenges include problems in generating and developing ideas, weak chronological sequencing of events, incomplete mastery of the generic structure namely orientation, events, and reorientation as well as limited vocabulary and low textual coherence (Ng & Cheung, 2018).

The difficulties experienced by students in recount writing are closely linked to broader instructional issues in writing pedagogy. One major constraint is the continued reliance on traditional teaching approaches that prioritize the final written product rather than providing systematic guidance throughout the writing process (Alston & Eagle, 2024). Consequently, students receive limited support in essential stages such as planning, drafting, revising, and editing, which often results in underdeveloped narratives that fail to meet academic writing standards (Hamman-Ortiz et al., 2022). Moreover, insufficient instructional scaffolding during the writing process intensifies students' struggles, leading to decreased motivation, frustration, and a lack of confidence in their writing abilities.

Although previous research has acknowledged the potential of scaffolding strategies to support students' writing development, there remains a noticeable gap in studies that specifically examine how scaffolding can be systematically applied to improve recount text writing at the senior high school level. In particular, limited attention has been given to identifying which aspects of scaffolding such as modeling, guided practice, feedback, or gradual release of responsibility contribute most effectively to students' writing improvement. Furthermore, there is a lack of empirical evidence highlighting the dominant indicators of students' progress in recount writing, including improvements in content development, generic structure, language use, and coherence. Therefore, this study seeks to address these gaps by investigating the implementation of scaffolding in recount text writing instruction, identifying the most effective scaffolding components, and providing a replicable instructional model that can be adopted by English teachers to enhance students' writing performance and learning experiences.

An analysis of existing literature reveals that previous studies have explored various instructional methods aimed at improving writing skills, including process-based writing, cooperative learning, graphic organizers, and other guided writing techniques (Walker & Sampson, 2013). While these methods have shown promise in facilitating improvement in diverse writing genres—such as narrative and descriptive texts there exists a research gap concerning their application specifically to recount texts at the senior high school level (Caplan & Farling, 2016). Moreover, many of the previously employed strategies fail to provide students with adequate step-by-step guidance throughout the writing process, leaving them vulnerable to misunderstandings regarding the structural necessities of recount writing (Abdel-Malek, 2019). As a result, the exploration of alternative pedagogical approaches is critical to effectively bridge this gap and foster improvement in students' recount writing abilities.

In this context, the scaffolding technique emerges as a particularly effective pedagogical strategy. Scaffolding involves progressive teacher support through modeling, guidance, and promoting learner independence (Schneider et al., 2025). It is especially suitable for the context of recount text writing, as it aids students in brainstorming ideas, organizing events chronologically, and developing the required text structure and language features (Lin et al., 2022). The scaffolding technique directly addresses the limitations of previous instructional methods by prioritizing the writing process over merely focusing on the final product. Such an approach not only alleviates students' confusion but also reduces anxiety associated with writing. Therefore, leveraging scaffolding as a means to enhance recount text writing aligns with pedagogical best practices while directly catering to the specific needs of students.

Consequently, this study aims to enhance students' recount text writing skills through the implementation of the scaffolding technique at the eleventh grade of SMA YP HKBP Pematangsiantar. By addressing the existing educational gaps and employing a structured and supportive approach, this research intends to considerably improve students' capabilities in producing coherent and well-structured recount texts, thereby fostering their overall language acquisition and academic success.

2. Method

This study employed Classroom Action Research (CAR) to improve students' recount text writing skills through the implementation of the scaffolding technique. CAR was chosen because it enables teachers and researchers to systematically improve instructional practices through reflective and cyclical processes conducted directly in the classroom context. The research design followed the CAR model proposed by Kemmis and McTaggart, which consists of four interconnected stages: planning, acting, observing, and reflecting. The research was conducted in two cycles, with each cycle consisting of two meetings (2 × 90 minutes) to ensure continuous instructional improvement and refinement (Asror et al., 2024). The overall research design is illustrated in Figure 1.
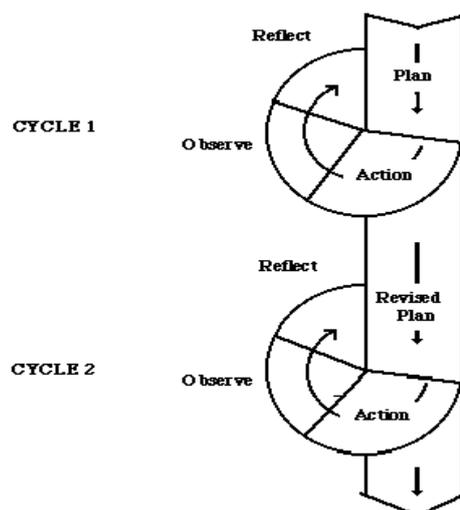
Figure 1. Research Design of Classroom Action Research Based on the Kemmis and McTaggart Model

The participants of this study were 34 eleventh-grade students of SMA YP HKBP Pematangsiantar in the 2025/2026 academic year. The object of the research was students' ability to write recount texts, focusing on their competence in generating relevant content, organizing events chronologically, using appropriate vocabulary and language features, applying correct mechanics, and producing coherent and complete text structures consisting of orientation, series of events, and reorientation. Following the CAR framework, each cycle consisted of four stages: planning, acting, observing, and reflecting. However, the instructional actions and scaffolding intensity differed between Cycle I and Cycle II based on students' progress and reflective evaluation.

Cycle I was conducted in two meetings. In the planning stage, initial problems were identified through a preliminary writing test and classroom observation. The findings revealed that students experienced difficulties in organizing ideas chronologically, developing content, and using appropriate vocabulary and language structures in recount texts. Based on these issues, lesson plans were designed using scaffolding strategies, and teaching materials were prepared, including model recount texts, guided writing worksheets, vocabulary lists related to personal experiences, and graphic organizers to help students sequence events. In the action stage, scaffolding was implemented primarily through modeling and guided practice. The teacher first modeled a complete recount text by explaining its social function, generic structure, and language features. Students were guided to analyze the model text collaboratively, focusing on orientation, events, and reorientation. During guided practice, students worked in groups to complete partially structured recount texts using provided outlines and prompts. Instructional support was still intensive, with continuous teacher guidance and feedback. In the observation stage, students' participation, engagement, and writing performance were systematically recorded using observation sheets. Particular attention was given to students' responses to modeling activities and their ability to follow chronological sequencing during guided writing tasks. In the reflection stage, the results of Cycle I indicated improvement in students' understanding of recount text structure; however, many students still depended heavily on teacher guidance and showed weaknesses in vocabulary use and mechanics. Therefore, revisions were made for Cycle II to strengthen independent writing and language accuracy.

Cycle II was also conducted in two meetings. In the planning stage, revised lesson plans were prepared based on the reflection from Cycle I. Teaching materials were adjusted to include fewer writing prompts, more individual writing tasks, and additional practice focusing on vocabulary enrichment and mechanical accuracy. In the action stage, scaffolding emphasized guided practice and gradual release of responsibility. Students were encouraged to write recount texts more independently, with the teacher providing limited prompts and delayed feedback. Peer review activities were introduced to support self-regulation and critical reflection. The teacher gradually reduced instructional support, allowing students to apply their knowledge autonomously. In the observation stage, students' writing independence, coherence, and accuracy were closely monitored. Observations focused on students' ability to organize ideas independently, use appropriate vocabulary, apply correct grammar, and maintain mechanical accuracy. In the reflection stage, the outcomes of Cycle II were evaluated. The results showed substantial improvement in students' overall writing performance and reduced reliance on teacher assistance, indicating that the scaffolding strategy was effective.

This study employed a mixed-methods approach to obtain a comprehensive understanding of students' writing development. Quantitative data were collected through writing tests administered as a pre-test, post-test of Cycle I, and post-test of Cycle II to measure improvements in students' recount text writing performance. Qualitative data were obtained through classroom observations and analysis of students' written documents, which provided in-depth insights into students' learning processes, classroom interaction, and responses to the scaffolding intervention (Amyatun & Kholis, 2023).

The primary quantitative instrument was a writing assessment rubric consisting of five indicators, ensuring consistency between the instrument and the reported test data. These indicators included content, organization, vocabulary, language use, and mechanics, which collectively represent the essential components of effective recount text writing (Dewi et al., 2023). In addition, observation sheets were used to document students' participation, engagement, interaction patterns, and behavioral changes during the implementation of scaffolding activities. Students' written documents from each cycle were also collected to qualitatively examine patterns of improvement, recurring errors, and structural development in recount texts. Quantitative data were analyzed by comparing the mean scores of the pre-test, post-test of Cycle I, and post-test of Cycle II to identify measurable improvements in students' writing achievement. Qualitative data were analyzed descriptively through data reduction, data display, and conclusion drawing, focusing on observable changes in students' writing behavior and text production (Saidon et al., 2018). Specifically, qualitative analysis emphasized observation findings, common writing error patterns, and improvements in recount text structure, such as clearer orientations, more logically sequenced events, and more appropriate reorientations. These qualitative findings were used to support, explain, and contextualize the quantitative results, particularly in relation to how scaffolding facilitated students' gradual writing independence.

The indicators of success for each cycle were defined as follows. In Cycle I, success was indicated by students' improved understanding of recount text structure, increased classroom engagement, and a measurable rise in mean writing scores compared to the pre-test. In Cycle II, success was achieved when students demonstrated greater independence in writing, produced coherent and complete recount texts, showed reduced reliance on teacher support, and exhibited significant improvement across all five rubric indicators, with the majority of students reaching the predetermined minimum achievement criteria.

3. Result and Discussion (Hasil dan Pembahasan)

This section presents the results and analysis of the research conducted to examine the effectiveness of the scaffolding technique in improving students' recount text writing skills among eleventh-grade students of SMA YP HKBP Pematangsiantar in the 2025/2026 academic year. The findings are organized chronologically in accordance with the research procedures, which included the pre-test, instructional treatment through Cycle I and Cycle II, and the post-test. Both quantitative and qualitative data are presented to provide a comprehensive understanding of students' writing improvement throughout the research process.

Pre-Test Results

Before the implementation of the scaffolding technique, a pre-test was administered to identify students' initial ability in writing recount texts. At this stage, 34 students were asked to write a recount text entitled *"My Unforgettable Experience,"* describing a personal past event by applying the generic structure of recount texts, namely orientation, series of events, and reorientation. Students' writing was assessed analytically using five indicators: content, organization, vocabulary, language use, and mechanics. Analysis of the pre-test results indicated considerable difficulties across several aspects of writing. In terms of content, many students were unable to develop ideas clearly and elaborately, resulting in incomplete and underdeveloped texts. Regarding organization, most students failed to present events in a logical chronological sequence and did not consistently apply the generic structure of recount texts, leading to weak coherence. In the area of language use, frequent grammatical errors were identified, particularly in the use of past tense forms and sentence construction, reflecting limited mastery of recount text language features. Students' vocabulary was generally limited and repetitive, while errors in mechanics, such as spelling, punctuation, and capitalization, were also observed, although these were less dominant than weaknesses in other indicators.

The statistical results of the pre-test are summarized as follows:

Highest score   : 76
Lowest score   : 52
Total score   : 2,000
Mean score   : 58.82
Students passing KKM (75)   : 12 students (35.3%)
Students not passing   : 22 students (64.7%)
Category   : Low to Fair Performance

Overall, the pre-test results indicate that students' recount writing ability was below the expected standard, justifying the need for instructional intervention through the implementation of the scaffolding technique.

Implementation of the Scaffolding Technique (Cycle I and Cycle II)

The scaffolding technique was implemented over two cycles, each consisting of the stages of planning, acting, observing, and reflecting. The instructional actions were designed based on the weaknesses identified in the pre-test results. During Cycle I, scaffolding focused on structured guidance during the pre-writing and drafting stages. The teacher modeled how to identify writing topics, generate ideas, and organize events chronologically within the recount text structure. Guided questions and examples were used to support students in writing the orientation and sequencing events logically. Although students demonstrated improved understanding of recount

text structure, observations indicated that many students still relied heavily on teacher support, particularly in developing ideas independently and applying accurate grammar. Based on reflection from Cycle I, instructional improvements were implemented in Cycle II. More explicit and gradual scaffolding was provided through clearer writing prompts, focused feedback on language use, and revision activities emphasizing coherence and grammatical accuracy. As students became more confident, instructional support was gradually reduced to encourage independent writing. Observations in Cycle II showed increased student engagement, stronger classroom participation, and improved ability to organize ideas and apply appropriate language features in recount texts, which contributed to the significant improvement observed in post-test results.

Post-Test Results and Progress Across CAR Cycles

Following the completion of Cycle II, a post-test was administered using the same writing topic, *"My Unforgettable Experience,"* to evaluate students' recount text writing skills after the full implementation of the scaffolding technique. The post-test required students to independently compose a recount text by applying the knowledge and strategies acquired throughout both instructional cycles. The results demonstrate a substantial improvement in students' writing performance, confirming the effectiveness of scaffolding as an instructional intervention. To reflect the cyclical nature of Classroom Action Research, students' writing progress was analyzed across three stages: pre-test, post-test of Cycle I, and post-test of Cycle II. The quantitative analysis indicates a gradual and consistent improvement in students' writing achievement across the two cycles. The mean score increased from 58.82 in the pre-test to approximately 72.00 in the post-test of Cycle I, and further improved to 82.06 in the post-test of Cycle II. This progressive increase demonstrates that each instructional cycle contributed meaningfully to students' writing development. The improvement observed in Cycle I indicates that students began to understand the basic structure of recount texts and showed better organization of events after receiving scaffolding through modeling and guided practice. However, some students still relied on teacher support, particularly in vocabulary use and grammatical accuracy. In Cycle II, following the gradual release of responsibility, students demonstrated stronger independence, clearer idea development, improved coherence, and more accurate language use, which resulted in a higher mean score and more consistent performance. The post-test scores in Cycle II ranged from 78 to 89, showing not only higher achievement but also reduced score variability. This reduction suggests that scaffolding helped standardize students' understanding of recount text writing components, including content development, chronological organization, and appropriate language use.

A summary of students' writing performance across the CAR cycles is presented below:

Pre-Test Mean Score   : 58.82
Post-Test Cycle I Mean Score   : 72.00
Post-Test Cycle II Mean Score   : 82.06
The detailed statistical results of the post-test (Cycle II) are as follows:
Highest score   : 89
Lowest score   : 78
Total score   : 2,790
Mean score   : 82.06
Students passing KKM (75)   : 34 students (100%)
Students not passing   : 0 students (0%)
Category   : Good to Very Good Performance

All students successfully achieved the Minimum Mastery Criterion (KKM) by the end of Cycle II, indicating that the instructional objectives were fully attained. The majority of students reached the Good and Very Good performance categories, reflecting notable improvements across all five writing indicators: content, organization, vocabulary, language use, and mechanics.

Paired Sample *t*-Test Results

To examine whether the improvement in students' recount text writing skills after the implementation of the scaffolding technique was statistically significant, a paired sample *t*-test was conducted comparing students' pre-test scores and post-test scores (Cycle II). The analysis revealed a statistically significant difference between students' writing performance before and after the intervention. The results showed that the mean score increased from 58.82 (pre-test) to 82.06 (post-test). The paired sample *t*-test indicated a very large and statistically significant improvement, $t(33) = 49.41$, $p < .001$. Furthermore, the effect size was extremely large (Cohen's *d* = 8.47), indicating that the scaffolding technique had a strong and substantial effect on students' recount text writing skills. These findings confirm that the observed improvement in students' writing performance was not due to chance, but rather resulted from the systematic implementation of scaffolding across the instructional cycles.

Table 1 . Paired Samples Statistics of Students' Recount Writing Scores

Test	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	58,82	34	5,108	,876
Post-Test	82,06	34	2,730	,468

Discussion

The results of this study demonstrate that the implementation of the scaffolding technique effectively improved students' recount text writing skills, thereby addressing the instructional challenges identified in the introduction. Prior to the intervention, students experienced substantial difficulties in generating ideas, organizing events chronologically, and constructing complete recount texts consisting of orientation, series of events, and reorientation. These difficulties are consistent with previous findings indicating that students often struggle with recount writing due to insufficient procedural guidance during the writing process (Ng & Cheung, 2018). The significant increase in students' mean writing score from 58.82 in the pre-test to 82.06 in the post-test provides strong empirical evidence that scaffolding successfully supported students in overcoming these challenges.

A closer analysis of the writing assessment rubric reveals that the most notable improvements occurred in organization and content development. Before the intervention, many students produced recount texts with unclear or missing orientations, loosely connected events, and abrupt or absent reorientations. After the implementation of scaffolding, particularly through explicit modeling and guided practice, students demonstrated clearer introductions, more logically sequenced events, and more meaningful reorientations. This improvement indicates that scaffolding was especially effective in helping students internalize the generic structure of recount texts. Improvements were also observed in language use and vocabulary, although these developed more gradually, suggesting that structural understanding emerged earlier than grammatical accuracy. Analysis of students' written documents further shows a reduction in dominant grammatical and mechanical errors across the cycles. In the pre-test, common errors included incorrect use of past tense verbs, inconsistent subject–verb agreement, limited vocabulary

repetition, and frequent punctuation mistakes. By the end of Cycle II, many students showed greater control of past tense forms and more appropriate lexical choices, although minor grammatical inaccuracies were still present. This pattern suggests that scaffolding was particularly effective in supporting macro-level writing skills (content and organization), while micro-level accuracy (grammar and mechanics) improved progressively with continued practice.

The improvement in students' writing performance confirms the importance of shifting instructional focus from the final product to the writing process, as emphasized in the literature (Alston & Eagle, 2024). Through modeling, guided practice, and gradual release of responsibility, scaffolding enabled students to engage meaningfully in each stage of writing recount texts. When composing texts on the topic *"My Unforgettable Experience,"* students were better able to brainstorm relevant ideas, arrange events in a logical sequence, and apply appropriate language features. This process-oriented approach aligns with the view that effective writing instruction must guide learners through planning, drafting, and revising to produce coherent and well-structured texts (Hamman-Ortiz et al., 2022).

Qualitative observation data further indicate that scaffolding fostered greater student engagement and reduced anxiety toward writing tasks. Students participated more actively in discussions, responded positively to feedback, and demonstrated increased confidence during independent writing tasks. These affective changes contributed to improved writing outcomes, as students became more willing to revise and refine their texts. This finding supports Gibbons' (2003) assertion that progressive instructional support enhances both cognitive and affective dimensions of learning, including self-regulation and critical thinking. The reduced variability in post-test scores also suggests that scaffolding helped standardize students' understanding of recount text conventions across the class.

The findings of this study are consistent with previous research highlighting the effectiveness of scaffolding in improving writing skills. Studies by Lin et al. (2022) and Schneider et al. (2025) emphasize that scaffolding is particularly effective in genre-based writing instruction because it provides structured, step-by-step guidance tailored to learners' needs. While earlier studies explored instructional strategies such as cooperative learning and graphic organizers (Walker & Sampson, 2013), this study addresses a notable research gap by demonstrating the effectiveness of scaffolding specifically for recount text writing at the senior high school level (Caplan & Farling, 2016). Unlike approaches that offer limited procedural support, scaffolding ensures continuous assistance throughout the writing process, thereby minimizing misunderstandings related to genre structure and language features (Abdel-Malek, 2019).

Overall, the results confirm that scaffolding is a highly effective pedagogical strategy for enhancing students' recount text writing skills. By prioritizing the writing process and providing systematic instructional support, scaffolding enabled students to produce more coherent, well-organized, and linguistically appropriate recount texts. These findings reinforce the relevance of scaffolding as a practical solution to the instructional challenges outlined in the introduction and suggest that English teachers should consider integrating scaffolding into genre-based writing instruction. Future research may extend this study by examining the long-term effects of scaffolding on grammatical accuracy and its application across different writing genres and educational contexts.

4. Conclusion

This study concludes that scaffolding is an effective pedagogical approach for improving senior high school students' recount text writing skills by systematically supporting idea development, chronological organization, and genre structure mastery. This research advances

current knowledge by providing empirical evidence of scaffolding's effectiveness specifically within recount text instruction at the senior high school level, an area that has received limited focused attention. The findings justify the application of scaffolding as a process-oriented instructional strategy in English classrooms. Future research should examine its longitudinal effects, explore integration with digital learning tools, and extend its application to other writing genres and instructional contexts.

5. Acknowledgement

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