



The Effectiveness of Scaffolding Method in Improving Students' Arabic Essay Writing Competence

Renti Yasmar^{1*}, Rahadian Kurniawan^{2*}

^{1,2}Institut Agama Islam Negeri Curup, Indonesia,

¹rentiyasmar@iaincurup.ac.id ²rahadian@iaincurup.ac.id

Abstract

This study explores the effect of the Scaffolding Method to improve students' Arabic Essay Writing Competence. This study used an experimental strategy with a one-group pretest–posttest design in order to measure changes in performance within the same cohort. The results show that the students' writing skills have significantly improved from their initial assessment scores (68.50) to their final evaluation scores (85.75), with the latter showing a lower standard deviation, indicating greater consistency in performance. The paired samples test findings show a t-value of -8.358 with $p < 0.001$, which supports the difference's statistical significance. These discoveries affirm that scaffolding represents a beneficial pedagogical approach for enhancing students' essay writing skills, presenting a tangible resolution for the instruction of Arabic essay composition. Beyond statistical gains, the findings also highlight that the method helps students engage more actively in the learning process, fosters confidence in structuring ideas, and gradually reduces reliance on teacher guidance. Nevertheless, this study is limited by the small number of participants and its focus on a single program of study. Future research is recommended to involve larger and more diverse samples and to explore the effectiveness of scaffolding in various other educational contexts and text genres.

Keywords:

Arabic Learning; Scaffolding Method; Teaching Method; Writing Skills.

PENDAHULUAN / INTRODUCTION / مقدمة

The urgency of being able to write effectively is becoming increasingly important in our interconnected society Weigle (2002) That is why, learning to write has a very important role in learning second language communication and non-native language. This is in line with the opinion of Schultz Fecho (2000) who asserts that the production of coherent, clear, and extensive written works can be a significant challenge in foreign language learning because writing in a second language is considered more difficult than writing in a native language Topuz (2004). Writing activity is an activity that requires everyone to learn a foreign language in order to gain language skills.

Scaffolding is a pedagogically related approach to helping students learn to write by providing appropriate motivation and guidance when needed. This approach was originally presented by Parkinson et al. (Jarvis & Baloyi, 2020; 2007; Sun, 2024) and is defined as "the natural process by which an adult is able to control elements of a task that are principally beyond the scope of learning, thereby enabling students to focus on and accomplish those elements that are within their scope of competence". This is



relevant to Reiser and Tabak's (2014). opinion on student focus. This is relevant to Reiser and Tabak's ⁽²⁰¹⁴⁾ opinion on student focus. Scaffolding is a pedagogical approach where a lecturer provides a supporting structure to students in an effort to provide assistance in the learning process. The application of scaffolding can help students' creativity, motivation and cognitive development. This can be seen how scaffolding helps students gain knowledge and improve their competence. When students are able to develop their abilities, scaffolding is completely no longer needed in the learning process because students are able to develop on their own (Van Der Stuyf, 2002).

The application of Scaffolding in learning Arabic, especially in learning to write students' essays, can be done in various ways. Such as providing models and essay writing examples. The structure and format of the essay provided by the teacher can help students understand the essay format correctly and appropriately. Furthermore, teachers can provide clear guidelines and instructions in the form of guidelines and details starting from the use of language, topic selection, and how to develop arguments. Providing constructive feedback is part of scaffolding that can help students in building their writing/essays, so that their weaknesses in writing essays can be overcome (Muzdalifah et al., 2021).

According to Rahman, (2022) Scaffolding is a teaching strategy designed to help students in the learning process by providing appropriate direction and guidance to students when needed (Rahman). This is in line with Vygotsky's theory of the Zones of Proximal Development (ZPD), which describes Scaffolding as a method that teaches that students can acquire knowledge with external support (Newman & Latifi, 2021). Students receive the necessary guidance and support in completing their assignments. The assistance provided will decrease step by step as the student's competition increases. Scaffolding can be used at all levels of learning including learning to write Arabic essays .

Various studies have been conducted to evaluate the influence of Scaffolding in improving language skills. As seen in the research of Mai, Hien and Phuong (2024) who researched the views and perceptions of English teachers in Vietnam in the use of scaffolding in academic writing learning. This research focuses on the importance of scaffolding in improving students' academic writing skills in learning English as a Second Language. Data collection was carried out randomly on 88 teachers, and the results of the study showed a positive response of teachers to the application of scaffolding, but some teachers were not familiar and had weak abilities in applying scaffolding .

Ardiningtias et al (2023) highlighted in their study that the Scaffolding approach affects students' writing skills. Groups that received peer feedback demonstrated commitment to genre organization. These results imply that a combination of scaffolding methods can be more impactful in enhancing students' writing abilities and competence in writing courses. Research by J J Yang (2022) offers another viewpoint on using scaffolding for writing instruction. The study incorporates Toulmin's framework. Examines the influence of scaffolding on students' argumentative Writing in China. The findings indicate that implementing the Toulmin model significantly enhances the aspect of students' Writing, showing that scaffolding effectively enhances students' ability to write persuasively.

Also looking in design education, Van Kampen (2021) held an investigation of scaffolding. Most intriguingly, the study revealed that scaffolding mitigation attention



in student exhibited a high-risk. WAC as a Learning Process No one-supported task fully engages the design process, self-reflection or higher-order thinking using WAC scaffolding techniques. Scaffolding also leads to the enhancement of writing skills and results in creative learning tasks as well.

Many studies indicated that many studies demonstrated the effectiveness of scaffolding techniques in enhancing students' writing skills. With reference to the study conducted by Rahmah and Ali (2022), it can be concluded that teachers play a vital role in delivering adequate outcomes through scaffolding procedure so best results can easily be attained. Similarly, studies by Van Kampen (2021) and R Yang (2022) show that the scaffolding of Writing Across the Curriculum (WAC) may adapt its argumentation model and technique to a variety of demands and learning settings. Prior studies suggest training educators using scaffolding and sharpening students' Arabic essay Skills through scaffolding techniques. Different scaffolding may include argument modelling and peer feedback to enhance students' writing skills. This study is referring these as the obstacle and problem students encounter in their pursuit of essay writing Arabic Education Program IAIN Curup research project. Students often require support in composing orderly as well as easy to understand essays. Those adults struggle with a lack of vocabulary and limited grammar to express ideas clearly, but the real cause is that they cannot speak a single precise language. This all suggest the pressing need for better writing pedagogy as students produce less work that needs clarification .

Many students also require assistance on how to organize their essays. This leads to a lack of coherence in the essays they write— which could otherwise have been properly organized with ease. They need help in presenting their arguments assertively as well; this lacuna serves to underscore the inadequacies inherent in present pedagogical models and techniques today .Another hurdle for learners of Arabic is the organization of ideas. It may not be easy for students to come up with essays that have well-structured and logical ideas which flow cohesively. These shortcomings are clearly visible in essays where there is no apparent coherence in the sequence of ideas presented— hence the less persuasive nature of such compositions. This challenge underscores the importance of coming up with more effective instructional strategies that will help these students make sense in a rational way when organizing their thoughts.

Students' writing skills are still a work in progress. A lot of students struggle with choosing the right words, putting together coherent and concise sentences, and steering clear of grammatical errors. There is room for improvement in their writing because of this. The call for an enhancement in students' writing underscores the importance of better pedagogical approaches. Moreover, many students in the Arabic Language Education study programs require basic information regarding essay writing. Students can often struggle when it comes to creating well-written essays that also true. Where they put their teaching of writing failing. This difficulty means an under-studied area here, and it offers a nice avenue for helpful scaffolding measures .

The need for this research is very important because many students of the Arabic Language Education study program experience difficulties in writing essays. Many students need help figuring out how an essay should be organized, organizing their thoughts well and giving them in writing. They also need help with writing, wherein before even poor diction and ambiguous sentence can be addressed, the majority would evade grammar anyway. Nonetheless, the scaffolding approach— widely successful in



different educational setups— stands as a ray of hope towards curbing these issues without removing any fragmentary details.

The results of the study help Arabic students become more competent essay writers by providing a methodical and focused teaching method. Therefore, this study is crucial and relevant to improving students' academic performance and the quality of education. The primary objective of this research is to evaluate the effectiveness of the scaffolding strategy in assisting students to write Arabic compositions. The study will investigate the impact of scaffolding techniques on enhancing students' writing skills, which encompass but are not limited to organizing concepts, using proper grammar and understanding the structure of an essay. This research is anticipated to come up with specific recommendations for teachers within the Arabic language education study program: through an analysis that evaluates the effects of these strategies, it is hoped that such findings will provide a strong basis towards developing a curriculum and pedagogical strategy with increased success in improving students' academic performance.

METODE PENELITIAN / RESEARCH METHOD / منهج البحث

This research utilizes a quantitative design with an experimental method to evaluate the effectiveness of scaffolding on the essay writing skills of Arabic language students (Bloomfield & Fisher, 2019). The applied experimental design is the one-group pretest-posttest design. In this design, one group of subjects is given a pretest to measure their initial skills, followed by the treatment of scaffolding, and then a posttest to measure skill changes after the treatment. The research instruments consist of an essay writing skills assessment rubric and a perception questionnaire, which were developed and validated by experts in Arabic language education to ensure the validity and reliability of the instruments (Creswell, 2003).

Participants

A total of twelve students of the Arabic Language Education study program IAIN Curup Bengkulu participated in this study. These students were selected using purposive sampling by ensuring that they met the inclusion criteria: (1) students who had taken kitabah 1 and 2 courses, and (2) were willing to participate in the entire series of research. All participants are contacted by email and mobile phone.

Data Collection

This study uses a quantitative design with an experimental method to evaluate the effectiveness of scaffolding on students' Arabic essay writing skills. The experimental design applied is one group pretest-posttest design. In this design, one group of subjects was given a pretest to measure their initial skills, followed by a treatment in the form of scaffolding, and then a posttest was carried out to measure the change in skills after the treatment. The research instrument in the form of an essay writing skill assessment rubric is prepared and validated by ahli in the field of Arabic Language Education to ensure the validity and realism of the instrument.

Data Analysis

The research procedure includes the scaffolding implementation stage for 6 weeks.

Week 1: Pretest is held to measure students' initial essay writing skills. Students are asked to write an essay with a predetermined topic as part of the pretest.

Week 2-5: The implementation of scaffolding is carried out in four stages:



- Modelling: The lecturer provides good essay examples and discusses the important elements that should be present in the essay .
- Guided Practice : Students are asked to write essays with intensive guidance from lecturers, including providing constructive feedback.
- Independent Practice: Students write essays independently with minimal guidance, but are still given feedback.
- Review : Students reflect on the essays they have written and make revisions based on the feedback received.

Week 6: Posttest is carried out to measure the improvement of essay writing skills after scaffolding treatment. Students are asked to write an essay with a topic that is different from the pretest but equivalent in the level of difficulty. The collected data was analyzed using descriptive analysis techniques to calculate the mean, median, and standard deviation of the pretest and posttest scores to describe the distribution of the data. In addition, the paired sample t-test is used to test the difference in significance between the pretest and posttest scores.

HASIL PENELITIAN DAN PEMBAHASAN / RESULTS AND DISCUSSION /

نتائج البحث ومناقشتها

The pretest and post-test results of 12 students who received the scaffolding treatment were compared using a paired samples test in this study. The statistical test's findings are described as follows:

Table 1 Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	68.5000	12	7.35465	2.12311
	Post test	85.7500	12	3.30633	.95446

Table 2 Paired Samples Correlation

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-test & Post test	12	.286	.368

Table 3 Paired Sampels Test

Paired Samples Test									
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre-Test	-	7.14938	2.06385	-	-	-	11	.000
	Post Test	17.25000			21.79250	12.70750	8.358		

The efficacy of scaffolding in enhancing students' Arabic essay writing abilities was evaluated by paired sample analysis, which revealed a statistically significant rise in scores between the pretest and post-test. The average post-test score rose to 85.75 (SD=3.306633) from the pretest's average score of 68.50 (SD=7.35465). Twelve students in all participated in this investigation. The post-tests reduced standard deviation indicated a drop in score



variation following the scaffolding intervention, indicating a rise in student writing proficiency uniformity. The standard error mean was smaller in the post-test (0.95446) compared to the pretest (2.12311) indicating an increase in accuracy in the estimation of the post-test mean. These findings underscore that the use of scaffolding not only improves overall essay writing ability but also results in more uniform skills among college students .

The results of the analysis on the paired sample revealed a t-statistic of -8.358 with 11 degrees of freedom (df) and a statistical significance level (Sig.2-tailed) of 0.000, which shows that this difference is very significant ($P < 0.0001$). The mean difference between the pretest and post-test scores was - 17.25 (SD = 7.14938), with a 95% confidence interval for the mean difference ranging from - 21.79250 to - 12.70750. These results prove that scaffolding is effective in improving Arabic essay writing skills and deserves to be recommended as a teaching approach to improve the quality of Language Education. Students' essay writing skills significantly improved after using scaffolding, demonstrating both individual growth and improved correctness and consistency of writing across all research participants.

The study shows that scaffolding can greatly increase students' abilities in Arabic writing. Better post-test scores than pre-test ones mean some scaffolding improves the main problems that prevent students from learning grammar and vocabulary. Scaffolding is a tool that offers students guidance in constructing their language learning process with a clear pathway. Scaffolding is defined as the support given during the learning process, which helps students fully develop, and this, too, makes Vygotsky's theory of proximal development (ZPD) consistent with these results (Puntambekar, 2022).

Providing a scaffolded essay format helps students comprehend and write in a particular academic writing style. This decrease in standard deviation was reflected as a positive change post-test, indicating improved consistency for the students' Arabic writing scores. In so doing, the findings imply that scaffolding can facilitate students in developing an understanding of the structure and logical sequence inherent in their essays. Since according to the cognitive paradigm of organized learning, students find it easier to learn complex ideas with guidance (Ibda, 2015). Consequently, scaffolding may increase how well students comprehend essay structure and write.

Scaffolding also had a considerable effect on conceptual organization. Students who struggle to build a logical and coherent arguments were now writing better, more interesting papers. This study reinforces Brenner's theory and explains the significance of scaffolding in helping students connect newly learned materials with their preexisting frameworks. This finding shows how scaffolding helps students overcome difficulties in organizing their thoughts and thus write more compelling and organized papers (Gonulal & Loewen, 2018).

Furthermore, the effectiveness of scaffolding can be seen in students' choices of terms and their use of appropriate writing styles with fewer grammatical errors. The impact of the strategy in doing better on the tests, which was revised, improved their basic writing skills so they could more effectively employ correct grammar and word choice. Such, finding imply that scaffolded and contextualized learning may enhance students' understanding of fundamental knowledge constructively (Kusumaningpuri & Fauziati, 2021). College students produce higher-quality writing through scaffolding essay. The scaffolding approach is handy, especially for Arabic learners who still need basic essay writing skills. The scaffolding approach provides a solid foundation for students to improve their writing skill. This study shows that scaffolding gives students a strong basic for developing their writing abilities. This aligns with Mayer's learning design theory, which holds that a well-thought-out learning environment can enhance students' comprehension and abilities. Thus, scaffolding should be incorporated into



essay writing education to enhance the teaching of Arabic.

The study's finding demonstrated that scaffolding is a useful instructional technique for closing the achievement gap in Arabic classroom essay writing among students. The consistent enhancement in writing abilities and the notable rise in exam result after scaffolding show how beneficial scaffolding is for raising students' unique competency levels and establishing a share baseline of proficiency. Writing learning courses with research projects that involve Arabic instruction should incorporate scaffolding approaches to enhance the calibre and efficacy of learning.

It is highly recommended that Arabic language teaching programs regularly use scaffolding methods when learning essay writing to circumvent the above challenges and differences. With scaffolding, students can enhance their vocabulary, grammar, and essay structure while receiving pertinent guidance and a clear structure. If stakeholders experience issues that the study uncovered, they ought to consider the corrective actions suggested by the study's conclusions.

Scaffolding has been shown to be a good way to help students overcome writing barriers, write better essays, and develop consistency in writing skills. As a result, scaffolding can be an effective educational strategy for developing students' essay-writing abilities.

SIMPULAN / CONCLUSION / خاتمة

The present study establishes that using the scaffolding approach substantially enhances the essay composition abilities of students enrolled in the Arabic language program. The outcomes of the statistical analysis reveal a noteworthy advancement from the initial assessment to the final evaluation, demonstrating that scaffolding enhances students' lexicon, syntax, and essay organization. The reduced standard deviation further evidences the enhanced uniformity and accuracy in written expression and mean standard error in the post-assessment phase. These results support the proposition that scaffolding represents a valuable instructional approach for augmenting students' written work caliber and managing the diverse obstacles encountered in teaching essay composition. Consequently, incorporating scaffolding into the educational framework can be advocated to ameliorate students' comprehensive academic achievements.

These findings' benefits are significant, theoretically and practically, in the field of Arabic language education. Theoretically, this research enriches the literature on the effectiveness of scaffolding in the language learning context, supporting learning theories such as the Zone of Proximal Development (ZPD) and cognitive theories of structured learning. Practically, these findings provide concrete solutions for educators to enhance students' writing skills, helping them overcome vocabulary, grammar, and essay structure difficulties. However, this research has limitations, such as the limited number of participants and focus only on one program of study. Therefore, future research should involve larger and more diverse samples and explore the effectiveness of scaffolding in various other educational contexts to broaden the understanding and application of this method.



DAFTAR PUSTAKA / REFERENCES / قائمة المراجع

- Ardiningtyas, S. Y., Butarbutar, R., Weda, S., & Nur, S. (2023). Online scaffolding behavior for speaking EFL improvement: narrative inquiry issues. *Interactive Learning Environments*, 1–11.
- Bloomfield, J., & Fisher, M. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses' Association*. <https://doi.org/10.33235/jarna.22.2.27-30>
- Creswell, J. W. (2003). Research design Qualitative quantitative and mixed methods approaches. *Research Design Qualitative Quantitative and Mixed Methods Approaches*. <https://doi.org/10.3109/08941939.2012.723954>
- Gonulal, T., & Loewen, S. (2018). Scaffolding technique. *The TESOL Encyclopedia of English Language Teaching*, 1–5.
- Ibda, F. (2015). Perkembangan kognitif: teori jean piaget. *Intelektualita*, 3(1).
- Jarvis, M.-A., & Baloyi, O. B. (2020). Scaffolding in reflective journaling: A means to develop higher order thinking skills in undergraduate learners. *International Journal of Africa Nursing Sciences*, 12, 100195. <https://doi.org/https://doi.org/10.1016/j.ijans.2020.100195>
- Kusumaningpuri, A. R., & Fauziati, E. (2021). Model pembelajaran RADEC dalam perspektif filsafat konstruktivisme Vygotsky. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 3(2), 103–111.
- Muzdalifah, Z., Khasairi, M., & Kholisin, K. (2021). Development of the Arabic Grammar (Nahwu) Textbook Al-Ajrumiyyah Al-Qur'aniyyah based on the Scaffolding-Structure. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 4(2), 153–164.
- Newman, S., & Latifi, A. (2021). Vygotsky, education, and teacher education. *Journal of Education for Teaching*. <https://doi.org/10.1080/02607476.2020.1831375>
- Parkinson, J., Jackson, L., Kirkwood, T., & Padayachee, V. (2007). A scaffolded reading and writing course for foundation level science students. *English for Specific Purposes*, 26(4), 443–461. <https://doi.org/10.1016/j.esp.2007.01.001>
- Pham, K. T., Thi Do, L.-H., Dinh, H.-V. T., Nguyen, Q. A. T., Phan, Q.-N., & Ha, X. Van. (2024). Professional development of primary school teachers in Vietnamese educational reform context: an analysis from a sociocultural perspective. *Education 3-13*, 52(3), 428–443.
- Puntambekar, S. (2022). Distributed Scaffolding: Scaffolding Students in Classroom Environments. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-021-09636-3>
- Rahmah, S. (2022). *The Use Of Scaffolding Talk Technique In Teaching English Speaking*. UIN Ar-Raniry Banda Aceh, Tarbiyah dan Keguruan.
- Reiser, B. J., & Tabak, I. (2014). Scaffolding. In *The Cambridge Handbook of the Learning Sciences, Second Edition* (pp. 44–62). Cambridge University Press.
- Schultz, K., & Fecho, B. (2000). Society's child: Social context and writing development. *Educational Psychologist*, 35(1), 51–62.



- Sun, X. (2024). Scaffolded extensive reading: a case study of an extensive reading programme in China. *Education 3-13*. <https://doi.org/10.1080/03004279.2022.2119092>
- Topuz, E. (2004). *The effects of two different goal setting processes on students' attitudes towards writing and towards a writing course*. Bilkent Universitesi (Turkey).
- Van Der Stuyf, R. R. (2002). Scaffolding as a teaching strategy. *Adolescent Learning and Development*, 52(3), 5–18.
- van Kampen, S. (2021). Scaffolding experiential learning in the undergraduate graphic design studio. *International Journal of Design Education*, 15(1), 221–229. <https://doi.org/10.18848/2325-128X/CGP/V15I01/222-229>
- Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press.
- Yang, J., Jiang, R., & Su, H. (2022). A technology-enhanced scaffolding instructional design for fully online courses. *Australasian Journal of Educational Technology*, 38(6), 21–33.
- Yang, R. (2022). An empirical study on the scaffolding Chinese university students' English argumentative writing based on toulmin model. *Heliyon*, 8(12), e12199. <https://doi.org/https://doi.org/10.1016/j.heliyon.2022.e12199>