

**AN ANALYSIS OF SCAFFOLDING STRATEGY IN TEACHING
WRITING SKILLS AT SMP AL HUDA AT SMP AL HUDA**

THESIS



BY

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WRITING SKILLS AT SMP AL HUDA AT SMP AL HUDA**

THESIS

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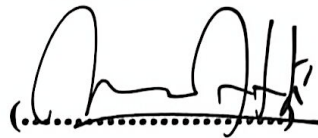
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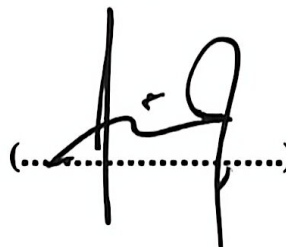
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MOTTO

"berdirilah untukmu dan almarhum ibumu"

(Penulis)

DEDICATION

All praise and gratitude are devoted to Allah SWT for His mercy, guidance, and love that have enabled the writer to complete this thesis. This work is sincerely dedicated to:

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ABSTRACT

Ernawati, Siti Dela. (2026). An Analysis of Scaffolding Strategy In Teaching Writing Skills at SMP Al Huda. Thesis. Department of English Education, Faculty of Tarbiyah and Teacher Training State Islamic University of Syekh Wasil Kediri. Advisors: (I) Mohammad Muhyidin, M.Pd. (II) Ria Fakhuriana, S.Pd.I, M.Pd.

Keyword: *Scaffolding Strategy, Teaching Writing, Writing Skills*

Writing is one of the essential language skills that students need to master. However, in practice, many students still experience difficulties in writing. To help students overcome these difficulties, teachers implement the scaffolding strategy as a form of gradual support that assists students in completing writing tasks. This research aims to (1) describe how the scaffolding strategy is implemented in teaching writing skills and (2) identify the challenges faced by teachers when implementing the scaffolding strategy during the learning process.

This research employed a descriptive qualitative method. Data were collected through classroom observations, semi-structured interviews, and documentation. The participant of this research was an English teacher at SMP Al Huda Kediri who implemented the scaffolding strategy in teaching writing skills. The data were analyzed into themes related to the implementation of the scaffolding strategy and the challenges encountered by the teacher in teaching writing skills.

The findings revealed that the scaffolding strategy was implemented in teaching writing skills through several stages of support provided by the teacher. The implementation was divided into three main stages: pre-teaching, main teaching, and post-teaching. The findings showed that the teacher faced several challenges in implementing the scaffolding strategy, including Adjusting and Determining Appropriate Support for Students' Diverse Needs and Abilities, gradually reducing support (fading), Encouraging Students to Become Independent Learners. This study concludes that the scaffolding strategy provides systematic and gradual support that helps students develop their writing skills and move toward greater independence, although several challenges remain in the process of transferring responsibility from the teacher to the students

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