

The Role of Scaffolding Strategy in Reducing Students' Writing Anxiety in English Subject at SMKN 1 Sidoarjo

Rafli Satya F.
Dr. Dian Novita, S.Pd., M.Pd

Pendidikan Bahasa Inggris

FPIP

2026

Introduction

- English writing skill is essential for vocational students in global era
- Students still face difficulties in writing (grammar, vocabulary, idea development)
- Writing anxiety (FLWA): fear, blank mind, low confidence
- Scaffolding strategy already applied, but anxiety still exists
- **Research gap:** scaffolding focuses on technical skills, not fully on psychological aspects
- **Purpose:** to examine how scaffolding reduces students' writing anxiety

Problem & Objectives

- **Problem**

Students experience writing anxiety (fear of mistakes, lack of confidence)

Difficulty expressing ideas in English

- **Objectives:** To examine how scaffolding strategy helps reduce students' writing anxiety

Research Questions

1. How does the scaffolding strategy help reduce students' anxiety in the process of writing?

Research Method

- Design: Qualitative research
- Location: SMKN 1 Sidoarjo
- Participant: 1 English teacher & 4 students with writing anxiety (XI TPTU)
- Data Collection: Classroom observation & Semi-structured interviews.
- Data Analysis: Data condensation, data display, conclusion drawing

Findings

- **Scaffolding Implementation:**

BKOF → activating prior knowledge

MOT → model text & grammar explanation

JCOT → collaborative writing

ICOT → independent writing

- **Writing Anxiety Indicators:**

Fear of grammar mistakes

Limited vocabulary

Low confidence

Blank mind

- **Key Finding:**

Scaffolding reduces anxiety gradually through structured and guided support

Discussion

- Writing anxiety = cognitive, linguistic, and emotional problem
- Scaffolding reduces anxiety through:
 - BKOF → organizing ideas
 - MOT → clarifying grammar and structure
 - JCOT → reducing pressure through collaboration
 - ICOT → developing independence
- Supportive feedback creates a positive classroom environment
- Scaffolding function as: instructional strategy and psychological support

Conclusion

- **Conclusion:**

Writing anxiety affects students' writing performance

Scaffolding (BKOF–ICOT) reduces anxiety gradually

It improves students' confidence and writing ability

- **Implications:**

Teachers: apply scaffolding consistently

Students: practice writing actively

Future researchers: explore other strategies or contexts

Thank you