ABSTRACT

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This study aims to analyze scaffolding in the writing activities of the tenth grade textbook English skills for the future. Descriptive qualitative method used in this study. The data were analyzed based on Hyland (2003) namely language familiarization, model analysis and manipulation, guided composition and controlled composition. The study found that the six chapters in the textbook involved scaffolding with different portions of language familiarization, model analysis and manipulation, and guided composition. The portion were described as follow: 1). Thehighest percentage of language familiarization is in chapter 5 with 67% and the lowest is chapter 2 with 25%. The most type of writing activity in language familiarization is comparison. 2). The highest percentage of model analysis and manipulation is in chapter 3 with 33% and the lowest percentage is chapter 5 with 0%. The most type of writing activity in model analysis and manipulation is transforming. 3). The highest percentage of guidedcomposition is in chapter 2 with 50% and the lowest percentage is chapter 4 with 14%.The most type of writing activity in guided composition is keyword writing. The resultof this study was the textbook did not included all scaffolding categories, which is controlled composition.

Keywords: Scaffolding, Writing Activity, Textbook