SCAFFOLDING THE CREATIVE WRITING
OF *JENIUS* WRITING STUDENTS

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Abstract: The purpose of this study was to discuss the scaffolding techniques used in the Jenius Writing (JW) program to support students' creative writing. The Jenius Writing 58 (JW 58) class was studied using a qualitative case study method. The data were gathered through documentation from posts on the JW 58 WhatsApp Group and Gen JW International's Facebook page. Data analysis was performed using Miles and Huberman's data analysis technique, which included data reduction, data visualization, and conclusion drawing. The findings reveal four distinct types of creative writing scaffolding techniques: (1) writing inconsequentially, directly, or as things; (2) utilizing a hypnotic pattern or employing wording and phrases that can influence the development of writing; (3) employing a paragraph pattern to build writing, specifically writing based on the structure of words or phrases that focus on a single concept; and (4) using questions to develop a piece of writing.

Keywords: creative writing, scaffolding techniques, jenius writing, social media

Writing is a language skill that is vital to one's success in life. Writing is a critical tool for recalling and organizing information (Zsigmond, 2014), and so plays a significant role in academic performance (Lloyd, 2007; Zsigmond, 2014). Writing has been shown to alleviate sadness (Susilowati & Hasanat, 2011) and hostile emotions (Fikri, 2012), hence promoting an individual's personal and professional development (Veerappan, Suan, & Sulaiman, 2011; Patesan, 2013).

Writing is critical for students, parents, and the broader public. Allowing all that is stored in the heart and mind to flow freely will serve as a form of soul catharsis. Mental poisons and mental wastes can be released through writing without causing harm to others. Expressive writing has been demonstrated to reduce symptoms of mental and physical disorders (Baikie, Geerligs, & Wlhelm, 2012).

Recognizing the significance of writing, numerous community groups volunteer to provide writing lessons, particularly during current COVID-19 pandemic. Limited busyness encourages individuals to seek activities that are both fun and useful. Writing is one of the possibilities.

Jenius Writing (JW) is an online writing program designed for novice writers to learn how to write during the epidemic.

The *Jenius* Writing (JW) class is unique among writing classes in that it is conducted entirely online via a WhatsApp group. The JW class is mentored by Coach Lutfi. Classes do not begin with writing theory. Theories about writing, such as the procedures involved in writing, the construction of sentences and paragraphs, and the use of proper grammar and punctuation, can discourage a person from beginning to write. JW lessons are open to anyone regardless of employment, education, or age. The JW writing class is a place where prospective 'bestselling authors who are pleased and missed by readers' congregate. Those who initially lack the ability to write can create both individual and group works. Masiyah Firdaus, for instance is one of the successful writers who graduated from JW. Firdaus claims never to have completed formal education, yet has produced works published under the titles *"Mimpi yang Tertunda"* (a Delayed Fantasy) and *"Mendobrak Jeruji Imajinasi"* (Breaking the Bars of Imagination).

What methods of instruction are used in the *Jenius* Writing (JW) class? So far, it has been discovered that writing is a real hassle. Ahangari, Hejazi, & Razmjou (2014) state that writing is the most challenging task. Producing a coherent and cohesive piece of writing is the most difficult thing to do (Schultz & Fecho 2000 in Ahangari, Hejazi, & Razmjou, 2014). Almost all students who are working on their final assignment are experiencing this challenge. Understanding orthographs, sentence structure/grammar, text structure, word choice/diction, and coherence are all factors that frequently create difficulties in writing (Sunendar, Cahyani, & Mulyadi, 2014). Beginning to write is similarly tough for the teachers. A lack of motivation, confidence, and support are the variables that may impede writing fluency (Hartono, Purwanto, & Bahri, 2019).

Every novice writer requires assistance in completing a writing work that he or she cannot do on their own. Such support is called scaffolding (Wood, Brunner, & Ross, 1976). This scaffolding concept was developed based on Vygotsky's social constructivism theory, which introduced the terms actual development and potential development. Competence that has been mastered by someone is referred to as actual development, whereas competence that will be mastered with the assistance of others is referred to as potential development. The range of tasks that can be completed with assistance falls under the purview of the zone of proximal development (Vygotsky, 1978).

In a subsequent development, the interpretation of ZPD was expanded. Wells (1999) proposed four fundamental characteristics of the extended ZPD. To begin, ZPD is a learning potential that is developed through interaction between individuals while participating in activities together. In practice, the upper limit or potential development is unclear and uncertain; it is determined by how the relationship unfolds. Second, ZPD has potential for all ages, not simply the less talented or knowledgeable. Third, sources of guidance and learning help are not confined to physically present human participants; they can also come from memory or be found in semiotic artifacts such as books, maps, diagrams, and works of art. Finally, at ZPD, learning encompasses all parts of the learner's life, including actions, thoughts, and feelings. This will alter learners' and teachers' engagement and identity. Because the individual and the social world shape each other, the learner's development also entails the transformation of the community. Students and teachers see themselves as fellow students, but teachers have a primary responsibility as community leaders who are committed to building shared knowledge and skills.

Scaffolding is a method of guiding novices through their zone of proximal development. The offered assistance has three characteristics: contingency, fading, and transfer of responsibility (van de Pol, Volman, & Beishuizen, 2010). Assistance is provided as needed, but it is gradually withdrawn until the student is able to accomplish the activity on his own. As a result, learners gradually assume more responsibility, allowing them to become self-directed learners.

Scaffolding has been commonly utilized to alleviate writing difficulties. Researchers have demonstrated that scaffolding has an effect on writing skills when performed either by experts such as teachers or lecturers (Priyatni, Hamidah, Supeni, & Triantoto, 2008; Baradaran & Sarfarazi, 2011; Ahangari, Hejazi, & Razmjou, 2014; Budiyono, Eriyani, Harjono, & Pudjaningsih, 2020) or joint experts with colleagues (Boldrini & Cataneo, 2014; Bigdeli & Rahimi, 2015). Scaffolding can also be provided by peers, which is called reciprocal scaffolding (Holton & Clarke,

2006) or peer scaffolding (Riazi & Rezaii, 2011; Sabet, Tahriri, & Pasand 2013).

Teachers and peers utilize four scaffolding tactics: strategies, planning, questioning, and restating (Shooshtari & Mir, 2014). Check lists (Veerappan, Suan, & Sulaiman, 2011), check lists and prompts (Boldrini & Cataneo, 2014), templates (Ahangari, Hejazi, & Razmjou, 2014), cards sentences and content maps (Priyatni, Hamidah, Supeni, & Triantoro, 2008), and graphic organizers can all be employed in this scaffolding process (Boyle & Hundman, 2015). Furthermore, Van de Pol (2010) suggests six means of scaffolding: (1) feeding back, (2) the giving of hints, (3) instructing, (4) explaining, (5) modeling, and (6) questioning.

The strategies, techniques, and scaffolding facilities studied in the previous research were used in formal classes. Teachers and students used to interact face to face. Learning used to start with motivation and reinforcement, and it was accompanied by theories about writing and the writing process. Such education has not been able to instill in students the pleasure, habits, and interest in writing. Ginting (2013) observed that pupils' interest in writing was poor. When theory is submitted before writing exercises, there is generally a fear of making mistakes. As a result, writing becomes a chore rather than a joy, and ideas suffer as a result.

Scaffolding strategies utilized in the *Jenius* Writing (JW) program can make writing more fun, allowing the process to flow more effortlessly. Participants in the JW class write diligently and upload their work on Facebook. Therefore, a more in-depth investigation of this topic is required so that the writing instruction applied might be adopted and, if possible, replicated in formal institutions to develop student interest in writing. Based on this, the purpose of this study was to look into the scaffolding approaches utilized in the *Jenius* Writing class to help students write.

METHOD

A qualitative case study design was used in this investigation. The scaffolding strategies employed in the Jenius Writing (JW) 58 WhatsApp Group were the case analyzed. The current study included 16 writing group members and 1 writing mentor. The participants ranged in age from 20 to 54 years. They were made up of one male and sixteen females.

The data were collected in the form of words and sentences linked to the scaffolding approaches utilized to assist JW participants in writing. Documentation was used to collect the data. All documented posts on the JW 58 WhatsApp Group and the Gen JW International Facebook page were thoroughly reviewed before being used in the data analysis.

In addition, the data were evaluated utilizing the Miles and Huberman technique, which included three activity lines: data reduction, data display, and conclusion drawing. Table 1 shows a simulation of the data analysis.

Table 1. Data Analysis

Data Reduction	Data Display	Conclusion Drawing
C. 11112019 • Make a list of the 13 things in your immediate vicinity. • Add your body's fluids to the list! • Add your own characteristics to the list! • Take number four and make it a title. Divide it into four paragraphs. Now! • Improve your writing band share it on Facebook!	The coach posted the five orders on the WhatsApp group. Each participant gave a short and spontaneous response. They write quickly and without thinking.	This is an inconsequential scaffolding technique for creative writing.

Once identified, the scaffolding technique was classified and formulated using the name used in the class.

FINDINGS AND DISCUSSION

Based on data analysis, it was found that the mentor used a variety of scaffolding techniques to assist the participants in writing fluently. These are the inconsequential technique, the hypnotic pattern, the paragraph pattern, and questions. These techniques were named by coach Lutfi himself.

Findings

Inconsequential Technique

The inconsequential technique is used to refer to the scaffolding given in the form of arbitrary writing orders. Members of the class were instructed to write spontaneously straight away. The writing was based on a bizarre self-made title based on the coach's instructions.

The title can be created in a variety of ways. For example, in the session on November 11, 2019, participants were instructed to write down the names of 13 things in their immediate vicinity. The names of the fluids in their bodies and the attributes that exist in a person were added to the list. The combination of these three themes was used as a title. The participants were instructed to take the number four and create a title for a piece of writing that would be developed into four paragraphs. The participants were then instructed to revise their writing and post it on their respective Facebook pages.

Instructions one, two, and three generate titles that are unusual and odd-sounding. One of the contestants, for example, came up with the following titles: (1) *Televisi Darah Baik* (Good Blood Television), (2) *Cangkir Nanah Suka Menolong* (A Cup of Helpful Pus), (3) *Selimut Air Disiplin* (Disciplined Water Blankets), (4) *Bantal Keringat Teliti* (Thorough Sweat Pillow), (5) *Lemari Liur Hati-Hati* (Careful Saliva Cabinet), (6) *Cermin Asi Sabar* (Breast Milk Patience Mirror), (7) *Botol Muntah Dermawan* (Generous Vomiting Bottle), (8) *Kursi Ingus Pemalu* (Shy Snot Chair), (9) *Meja Iler Cantik* (Beautiful Sludge Table), (10) *Bak Urin Manis* (Sweet Urine Tub), (11) *Pintu Ludah Peduli* (Caring Spit Door), (12) *Jendela Ketuban Ulet* (Tenacious Amniotic Cavity), and (13) *Piring Dahak Setia* (Faithful Phlegm Plate).

The titles are expanded into a work of fiction or nonfiction literature. Each participant is free to write whatever they like for the title's development. Every day, the participants' essays must be uploaded to their Facebook pages. That is the task that the participants must do. Participants must provide a lecture résumé in addition to writing with a preset title as a sort of "writing is alms."

The use of inconsequential scaffolding assists beginner authors in overcoming their dread of writing. They can write fluently and without feeling rushed. Inconsequential titles and haphazard literary advances might result in distinctive and quite engaging writing. Things that appear incoherent in a piece of literature can be linked together by trivial logic. It should be mentioned that this technique can produce a lengthy piece of writing in a relatively short period of time.

Readers, according to Coach Lutfi, are intelligent enough to figure out the relationship between paragraphs in an article. As a result, the writer's task is to write and allow the reader to participate actively in the reading by locating parts that have not been revealed.

Using a Hypnotic Pattern for Scaffolding

A hypnotic pattern is a structure or arrangement of words and phrases that can generate ideas for developing sentences, paragraphs, or even a work of writing. These words or phrases can appear at any point in the text, either at the beginning or the middle of a sentence/paragraph. There are no regulations that must be followed in such writing process.

The following is an example of a hypnotic pattern featured in the JW 78 class:

> *My life is like ... until... all....; A... someone... nothing ... only....; A piece of... sound. And there ... until....; More... even more... deep... at last....*

A hypnotic pattern is divided into level two and level three. The second level hypnotic pattern is a sentence pattern made up of three words/ phrases similar to those stated in the first pattern above. As shown in Figure 1, a level three hypnotic pattern is a sentence pattern consisting of four words/ phrases.

This hypnotic pattern can be utilized as a framework for writing and can help writers improve their writing. The JW 78 coach, on the other hand, always reminds the participants that this pattern is not a rule that must be followed. Everyone can diminish it, add to it, or make their own design out of it. The crucial thing to remember is that these patterns can assist writers in writing more quickly. The criterion for writing, according to Coach Lutfi, is to write "excellent" writing.
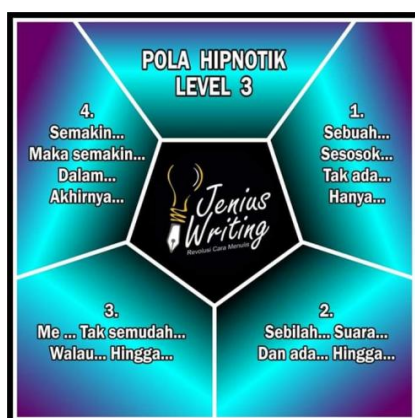
Figure 1. Hypnotic Pattern Level 3

Figure 2. The Heaven's Door Pattern

Scaffolding that employs hypnotic patterns is similar to hypnosis. Hypnosis is a state in which a person is unaware of or is influenced by suggestion (KBBI, 2016). A writer who struggles with arranging ideas may allow himself or herself to be influenced by a particular pattern. Since the pattern is frequently encountered in the author's ordinary conversation, it is commonly recognized either consciously or unconsciously.

Using a Paragraph Pattern for Scaffolding

The use of a paragraph pattern for scaffolding entails the shape or structure of words or phrases that focus on one item in order to develop writing. The difference between this pattern and the hypnotic pattern is in the intensity and emphasis. The hypnotic pattern is broader and more superficial, with only one pattern per letter. The paragraph pattern, on the other hand, is more precise and in-depth. The paragraph pattern leads to certain things and can be organized into many patterns that investigate specific objects. There are seven scaffolding strategies using paragraph patterns: heaven's door, rainbow, egg cracking, five senses, MAE, and PPF.

The heaven's door pattern consists of an arrangement of words or phrases related to the door. The pattern consists of 7 phrases, namely:

> I opened the door…, knew the door…, I entered the door with all my heart…, suddenly the door opened…, until I arrived at the door…, I was mesmerized by the door…, and my soul was at peace after…the door....

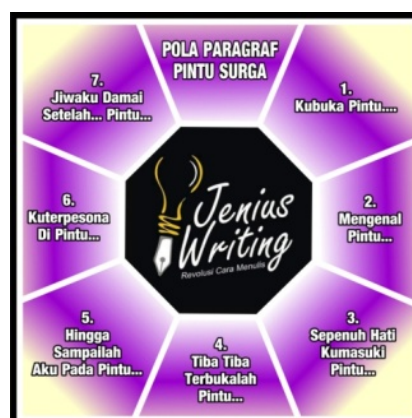Figure 2 depicts this pattern in the shape of a spider web.

The rainbow pattern is made up of words or phrases related to color that serve as the foundation for writing. This pattern is made up of seven words or phrases, which are as follows:

> the red of my spirit …, my green is …, the aura is golden yellow …, … like the blue of the sky and the ocean …, nothing is as black as …, if white is … then I …, only purple lines are ….

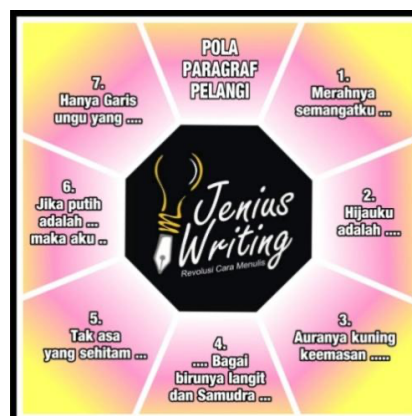This pattern is arranged in the form of a spider web in Figure 3.

Figure 3. The Rainbow Pattern

The egg cracking pattern is a kind of writing structure that involves stretching each letter of a word or phrase into a sentence or paragraph. As a result, the writing pattern begins with each letter in the chosen word or phrase. The chosen term could be the author's name, the name of an object, or anything else. Each letter of these words can also be used to form a single term. The word is then translated into tips or procedures. Figure illustrates this pattern.

Figure 4. The Egg Cracking Pattern

The "five senses" pattern is scaffolding given in the form of a word or phrase structure related to the function of the five senses. This pattern consists of the following word order:

> as far as the eye can see, I stare…; the whisper I heard…; delicious, I lick it…; your touch, I touch it, slap…; I can smell your fragrance….

This pattern is clearly presented in Figure 5.

Figure 5. The Five Senses Pattern

The MAE paragraph pattern is a scaffolding approach that entails arranging words and phrases connected to the time sequence in a single day. MAE is an abbreviation for morning, afternoon, and evening. The following terms and phrases are included in the text:

> this morning is very beautiful…, at around …, noon which is…, … sunshine…, before dusk…, my night….

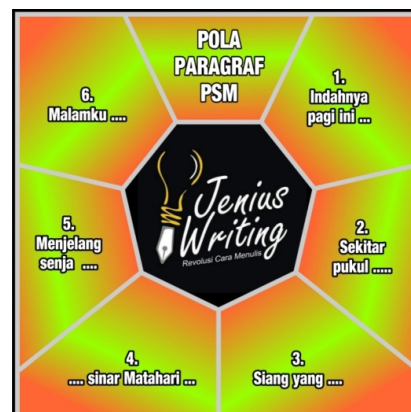The MAE paragraph pattern is presented in Figure 7 in detail.

Figure 6. The MAE Paragraph Pattern

The PPF paragraph pattern scaffolding approach is a time-related structure of words and phrases. PPF is an abbreviation for "past, present, and future." The pattern is made up of six phrases, which are as follows:

> back then…; it was the year…; now, today…; this moment, here…; later in the future…, five years from now….

Figure 7. The PPF Paragraph Pattern

Paragraph patterns are a more advanced type of hypnotic pattern. The core approach remains the same: establish a structure that helps drive the author's exploration and organization of ideas. The existence of patterns allows writers to produce more confined and longer texts in a less amount of time.

Using Questions for Scaffolding

The most commonly utilized aid is scaffolding questions. Coach JW 78 asked various questions on things in a row, such as happiness, peace, breath, eyes, nose, sore, and so on. Each of these questions was answered by the participants

based on their own preferences. Finally, participants were asked to go over all of their answers and post them on Facebook. The scaffolding questions presented at the WhatsApp group lecture on March 26, 2020 are as follows.

Tonight, what hue is your peace? Where is your tranquillity? Who is in charge of your tranquillity? How do you acquire mental tranquillity? Why does Allah instill tranquillity in the soul? So, what is the cost of your peace? What is the best name you can think of for your peace?

Where has your sincerity gone? Where did you get that sincerity? Why did Allah endow humanity with the ability to be sincere? What is the cost of your honesty? When was the last time you felt truly sincere? So, how does honesty relate to your paragraph? Who will be pleased if your paragraphs are intriguing and genuine? What is the formal term for your magical paragraph?

The WWH pattern (what why how) can be used to scaffold writing, as seen in Figure 8. The questions posed can be developed more creatively. Figure 8 contains a list of six questions, which are as follows:

what color…?; what makes you …?; why did Allah give … to man?; why do you often forget…?; how do you give alms or give thanks…?; and what if you can't… again?

The blanks should be filled up with the same phrase, such as cheerful, peace, sincerity, and so on. The number of questions is not specified and can be increased or decreased.

Figure 8. The What Why How Pattern

The scaffolding questions were asked in sequence, answered directly, then rearranged to create fascinating works. These questions can be combined or separated.

Discussion

This study found four types of scaffolding techniques that can be employed to help with creative writing ideas. This discovery strengthens numerous existing strategies while also introducing several previously unknown techniques, such as follows.

Inconsequential Technique

The inconsequential technique is a method of writing like-mindedly, spontaneously, and without thinking based on a hastily written title as an answer to a question concerning something close and familiar to the author.

This scaffolding technique is in line with the opinion of Elbow (2010), who believes that writing does not need to go through a long process. The fundamental principle of writing is to write, putting thoughts and ideas into writing form. Elbow refers to it as free writing, which is defined as writing nonstop without first developing an outline, without thinking about grammar, and without regard for correct or incorrect.

The free writing activity can help to break down mental blocks (barriers to writing) and allow creative ideas to flow. Fear of being wrong frequently stalks the writer, causing him/her to avoid writing activities. As a result, despite knowing that writing will improve their lives, few people are interested in doing it. Writers can pick the title arbitrarily and create literature freely and spontaneously by using irrelevant scaffolding. There is nothing wrong with it as long as they engage in writing activities.

The inconsequential scaffolding technique is useful for developing writing habits. This strategy can be used to establish a habit of writing every day or at a specific time. Writers can immediately jot down what they remember and think. You can write that you do not know what to write even if you do not know what to write.

The weakness of this technique lies in the mindset that has been embedded in the author. Writing is often seen as a complicated task that frequently creates worry and fear. The application of this technique necessitates courage and confidence. Anxiety and fear inhibit writing creativity.

Using a Hypnotic Pattern for Scaffolding

A hypnotic pattern offers inexperienced authors advice for developing writing based on the structure or arrangement of words and sentences. The specified word or phrase can be used at the start, middle, or end of a sentence/paragraph. What matters is that it encourages and expedites the development of writing ideas.

This scaffolding method employs well-known language patterns. These patterns may indicate that writers generate creative thoughts. The author can select the pattern that he prefers and is familiar with in order to generate ideas for writing. As a result, his creative work can flow more smoothly, becoming richer and more unique.

The flexibility of this hypnotic pattern approach is its advantage. In addition to being able to employ the preferred design, the author can also reduce or increase the pattern's size. There are no binding on writers' employment of diverse hypnotic patterns in a piece of writing. Writers are allowed to be creative in their work without being constrained by notions.

This technique barely has flaws because its purpose is to generate writing ideas. This technique, however, will be more effective if the writer has a strong desire to write. Various hypnotic patterns can be implemented with the willingness to write. There is no longer any justification "not to write because there are no ideas", because hypnotic patterns can be used to generate ideas.

Using a Paragraph Pattern for Scaffolding

Scaffolding with paragraph patterns is a writing strategy for specific and in-depth topics. According to the paragraph patterns discovered, there are seven things that can be investigated. The author is directed to explore the journey through the Heaven's Door pattern. The rainbow pattern is about color, whereas the egg-cracking pattern defines each letter in a specific word or phrase in great detail. The five sense pattern is used to generate literature that is tied to the five senses; the MAE pattern is related to the time of day: morning, afternoon, and evening; Finally, the PPF pattern is related to the timeline, specifically the past, present, and future.

Each of these patterns can be utilized to produce ideas for writing. A paragraph pattern is similar to a simple outline or an initial outline. This framework can spark a story arc and a flood of ideas.

The disadvantage of the paragraph patterns is that it must be precisely followed. The author becomes obsessed with the pre-existing pattern. As a result, writing fluency may be impeded. Therefore, this design should be employed as freely as feasible. The author may add to, subtract from, or even replace it with a pattern deemed acceptable.

Using Questions for Scaffolding

Scaffolding questions are made up of several digging questions. By responding to the questions posed, the author can write a longer piece in a shorter amount of time. The questions posed can be generated independently using the current fundamental pattern, notably WWH (what, why, and how), or based on a more sophisticated pattern based on the author's wishes.

This scaffolding technique supports van de Pol's and Sulindra's (2010) theory (2018). Van de Pol (2010) conducted a review of the literature on classroom scaffolding published between 1998 and 2009. According to Van de Pol's research, there are six scaffolding tools, one of which is a question. Scaffolding questions are defined as those that necessitate active verbal and cognitive responses. This study supplements the study's findings with an actual framework of interrogative phrases that can be utilized to assist the writer in exploring his creativity.

The author might organize his or her writing based on the responses to the questions presented. Each question can be addressed in as much detail as feasible by relating an event or describing a situation. Questions can inspire ideas and sentiments in order to locate the portions to be written, allowing for innovative and original writing.

This technique can make writers feel as if they are working on essay exam problems. The writing is organized so that each question is answered one at a time. Authors sometimes overlook the fact that these questions are intended to generate thoughts rather than to test their knowledge. Each question can be answered with a lengthy anecdote. Because this is not an exam, participants merely need to answer the questions in their own style.

The findings of various highly comprehensive scaffolding techniques are the research's strength. Each technique is useful. It can be used by anyone who wants to practice writing. Furthermore, teachers and other researchers can create new versions of discovered strategies and apply them in additional writing learning contexts.

CONCLUSION

In the Jenius Writing (JW) 58 class, four scaffolding techniques were applied. Incon-sequential technique, hypnotic patterns, para-graph patterns, and questions were used to assist the JW 58 participants in creative writing. These scaffolding techniques were intended to help students break out of their writing rut. The beginner writers were able to produce quality writing by employing these techniques.

In online classes, inconsequential scaffolding, hypnotic patterns, paragraph patterns, and questions can all be used. These strategies can also be used in face-to-face situations and in schools. So far, school-based writing instruction has mostly focused on writing theory and the theory of writing processes. As a result, many students are terrified of making errors in their writing. Because of these anxieties, their writing creativity does not grow. Finally, writing habits are tough to develop, and writing skills are difficult to master on their own. The utilization of scaffolding techniques discovered in this study is expected to provide assistance to novice writers via their ZPD.

This study is strictly a documentation study, collecting data only from JW 58 class posts made on social media. As a result, it is advisable to perform an experimental study or action research to determine the efficacy of each of these scaffolding techniques.

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