

# **THE EFFECTIVENESS OF USING SCAFFOLDING TECHNIQUE IN WRITING DESCRIPTIVE TEXT**

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## **ABSTRACT**

Writing is a key to get success at school, at work, and in the personal life. Writing for a Junior High School students is not an easy thing, writing becomes more difficult for students because it needs hard thinking and produce word sentences, paragraph at the same time, whereas the students often have not idea or "blank page syndrome". Scaffolding is one kind of technique in learning activity. Scaffolding will help students master each step in the process proceeding further. So, here the researcher wants to figure out the effectiveness of Scaffolding in teaching writing descriptive text.

This study used quantitative research method and the design is quasiexperiment design. The researcher used test as the instrument in this research. The researcher was using descriptive text to the material. The subjects in this research are all students from VII A class (N= 25) as an experiment class and VII B class (N= 22) as a controlled class. Before starting the treatment, the researcher gave pretest to know the students' competence toward their writing skill. For the treatment the researcher was giving scaffolding technique in experiment class, and clue technique in control class. At the end of the research, a posttest was taken by the students in two classes and the score of the students was compared. The comparison used to find out which class that had higher score from experimental and controlled class.

The collected data was analyzed through ANCOVA test. Based on the data analysis, it appears that the significance figure is 0,000. Due to the significant value far below 0.05 then the alternative hypothesis ( $H_a$ ) is accepted. It means by using scaffolding technique to teach writing skill at the seventh grade of MTs Al Hikam is effective than using clue technique.

**Keywords: Scaffolding, Writing Skill.**

## ABSTRAK

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Menulis adalah kunci untuk mendapatkan kesuksesan di sekolah, di tempat kerja, dan dalam kehidupan pribadi. Menulis untuk siswa SMP bukanlah hal yang mudah, menulis menjadi lebih sulit bagi siswa karena perlu berpikir keras dan menghasilkan kalimat kata, paragraf pada saat yang sama, sedangkan siswa sering tidak tahu atau "sindrom halaman kosong". Perancah adalah salah satu jenis teknik dalam kegiatan belajar. Perancah akan membantu siswa menguasai setiap langkah dalam proses selanjutnya. Jadi, di sini peneliti ingin mengetahui efektivitas Scaffolding dalam mengajar menulis teks deskriptif.

Penelitian ini menggunakan metode penelitian kuantitatif dan desain quasiexperiment design. Peneliti menggunakan tes sebagai instrumen dalam penelitian ini. Peneliti menggunakan teks deskriptif untuk bahan. Subjek dalam penelitian ini adalah semua siswa dari kelas VII A (N = 25) sebagai kelas eksperimen dan kelas VII B (N = 22) sebagai kelas terkontrol. Sebelum memulai perawatan, peneliti memberikan pretest untuk mengetahui kompetensi siswa terhadap keterampilan menulis mereka. Untuk perawatan tersebut peneliti memberikan teknik scaffolding di kelas eksperimen, dan teknik clue di kelas kontrol. Pada akhir penelitian, posttest diambil oleh siswa di dua kelas dan skor siswa dibandingkan. Perbandingan digunakan untuk mengetahui kelas mana yang memiliki skor lebih tinggi dari kelas eksperimen dan terkontrol.

Data yang terkumpul dianalisis melalui tes ANCOVA. Berdasarkan analisis data, tampak bahwa signifikansi adalah 0,000. Karena nilai yang signifikan di bawah 0,05 maka hipotesis alternatif ( $H_a$ ) diterima. Artinya dengan menggunakan teknik scaffolding untuk mengajarkan keterampilan menulis di kelas tujuh MTs Al Hikam lebih efektif daripada menggunakan teknik clue.

**Kosa Kata: Scaffolding, Kemampuan Berbicara**

## 1. INTRODUCTION

Writing for a Junior High School students is not an easy thing, moreover English in Indonesia is as a Foreign Language. In fact, many students are not competent or did not like writing activity. Sevim (2014: 594) identifies several expert opinions why writing becomes difficult skill. First, writing is a challenging and complex process as second language issues can overwhelm the writing process. Second, given that writing is one of the most difficult skills, the lastlearners have “blank page syndrome”.

In Junior High School, there are some text types which is taught by teacher, one of them is descriptive text. The content of this text is description about particular thing, animal, and also person. According to Azar (1999 cited in Rahayu Sekarini) the language features of descriptive text is simpler because it consists of the use of simple present tense, action verb and adverb. He added that the language feature of descriptive text makes it sensible to be taught to young learners’ rather than other types of text such as explanation, exposition, procedure, and discussion.

Writing descriptive text needs a technique to support it. One of the techniques is scaffolding. Scaffolding will help students master each step in the process proceeding further. Scaffolding is one kind of technique in learning. It is a process by a teacher provides students with a temporary framework for learning. It could be defined as the role of teachers and others in supporting the learner’s development and providing support structures to get the next stage or level. According to Avan Kamal Aziz Faraj (2015) this research said that there some students have problem with grammar, but it does not influence in their ideas in writing and the students can improve in their writing. The next researcher is Khaliliaqdam, S. (2014) titled “ZPD, Scaffolding and Basic Speech Development in EFL Context” stated that when learning used Scaffolding can make the class atmosphere is more cooperative and supportive mood and at the end of course the speech of students increase surprisingly.

Saeideh, A., Maryam, H., & Leila, R. (2014: 83 – 89) Comparison of the results obtained from the written posttest showed that the students in the experimental group out performed the learners in the control group in their writings and remembered more details from the story. scaffolding can be used in many kinds of learning such as Mathematic, Science, and also Language.

One of the researchers who did the scaffolding research was Wei Hui Suan and Tajularipin Sulaiman (2011: 934-940) they found that the writing errors from the samples of written journals during week 1 were as it was written before and during the scaffolding period. Data were collected and the results of the progression were obtained based on the observation and comparison of written journals on week 1 and 5, the scaffolding technique has helped the students' remedy to get the target by further developing their effectiveness in journal writing unity to these students to take over responsibility once he is able to do alone.

## **2. METHOD**

Research design is planning or procedure to be done in research. The design of this research is experimental design, because the researcher wanted to know how far the effectiveness of using scaffolding technique toward the subject of this research. This research applied quasi experimental, the researcher could not choose the class randomly because the teacher have recommended the class.

The researcher will come to school and get permission to headmaster that conducts the study in his school. After getting permission, researcher will observe the situation of class that observe, about students, situation, and class facilities. The researcher will met an English teacher of the class and consults about study doing and give the test to the try out class in order to the validity and reliability. After getting the score, the test will use to collect the students' understanding on writing descriptive text. In this study, the researcher gives pretest and posttest.

Population of this research is seventh grade of MTs AL-HIKAM students at the second semester 2018/2019 academic year. The subject is naturally formed in the intact group (naturally formed intact group). These reasons appear because in the seventh grade two classes A and B MTs AL-HIKAM 2018/2019, because we cannot random the class. The instrument of this study is using pre test and post test.

The data analysis is gotten from the result of test in experimental and control group. Data analysis used to answer the problem of research and to take the conclusion. For analyzing the data from the score of pre-test and post-test, the researcher used ANCOVA. ANCOVA test needs in the existence of relationship between independent and dependent variable. Ary et al., (2010:287) stated that analysis of covariance or ANCOVA is a statistical

technique used to control for the effect of extraneous variable known to be correlated with the independent variable. The researcher chooses ANCOVA because by using ANCOVA she can control extraneous variable that can be from the school and the group which are made by the researcher

1) Reliability of Pre-Test

**Table 1.1**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.960	8

The coefficient of reliability of the above is 0.960. According to the criteria, this value is already greater than 0.80, then the result data from the test has good reliability level, or in other words the data the results of test can be trusted.

2) Reliability of Post-Test

**Table 1.2**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.960	8

The coefficient of reliability of the above is 0.960. According to the criteria, this value is already greater than 0.80, then the result data from the test has good reliability level, or in other words the data the results of test can be trusted.

### **3. FINDING**

As previously stated, the researcher conducted the field research at the first class students of MTs Al Hikam. To find a valid data, the researcher gave test to provide data. This test was given to know the writing skill of the students, and to get the validity of the result, the researcher uses some books as writing test references. The researcher used one of the ways in grading writing scale Adapted from Brown and Balley (1984, in Brown, 2004:245). It is

the most applicable in our rating system since we would have 1-4 scores. Brown and Balley has categorized five component in analysis of writing process that are content, organization, mechanic, grammar and vocabulary.

Based on that criteria, the reseacher gave the pre-test and post-test then compared the scores both from 25 students of the seven grade students at MTs Al Hikam and to know the result of the test, the reseacher makes the table of the students' score of pre-test (score X), post-test (score Y) and the comparison scores of X and Y. From that data (see appendix) it can be shown that between experimental class and control class there are 25 students. The mean of controlled class pre-test got 70.6 while in post-test got 71.6. The lowest score in pre-test is 55 and the highest score in pre-test is 85. While in post-test, the lowest score is 60 and the highest score are 85. Whereas, the mean of experiment class pre-test got 68.8 while in post-test got 80.2. The lowest score in pre-test is 55 and the highest score in pre-test is 85. While in post-test, the lowest score is 65 and the highest score are 90. Some students are higher in post-test than pre-test.

#### **4. DISCUSSION**

In analyzing the data, the researcher analyzed the hypothesis of pre-test and post-tests both of class. This step is the main to figure out The Effectiveness of using Scaffolding technique in writing descriptive text at the seventh grade students of MTS AL-HIKAM. The researcher analysis by conducting ANCOVA, to test this hypothesis, each group is given a pretest and posttest related. If this figure is compared with the significance of categorical figure is 0.05, then these numbers look bigger, so it can be ascertained that the variant of the dependent variable is a homogeneous, thus meeting the requirements of ANCOVA. Testing is done by eliminating the effect of pretest of the technique. The number of significance for the strategy in teaching writing descriptive text is 0.000 because the value is far below 0.05 then  $H_a$  is accepted. Based on data description, the researcher can conclude that in the seven grade students' of MTs AL-HIKAM that Scaffolding technique effective to teach students' writing descriptive text. The result of data got from test that divided into pre-test and post-test. It can be concluded that there is a significant difference on students' writing descriptive text by using Scaffolding technique in learning process. This finding same as Saeideh, A., Maryam, H., & Leila, R. (2014: 83 – 89) scaffolding can be used in many kinds of learning such as

Mathematic, Science, and also Language. she recommended this technique to teach language and English is the kind of language.

That statement above same as Khaliliaqdam, S. (2014) he stated that when learning used Scaffolding can make the class atmosphere is more cooperative and supportive mood and at the end of course the speech of students increase surprisingly.

## 5. CONCLUSION AND SUGGESTION

### CONCLUSION

Writing in foreign language may be not as easy as writing in native language. It occurred to the students of *MTs Al-Hikam Jatirejo Jombang* while the reseacher taught descriptive text. Some problems are they did not know about the vocabulary and grammar rules until they did not have the idea and even the motivation in writing. Therefore, an interesting media is needed in teaching and technique learning of descriptive text. Scaffolding is one kind of technique in learning. It is a process by which a teacher provides students with a temporary framework for learning. It could be defined as the role of teachers and others in supporting the learner's development and providing support strutures to get to that next stage or level. By understanding the definition and the use of scaffolding technique, we can use the technique in teaching writing. Scaffolded writing is intended to be a temporary technique in order to make the learner be an independent writer. In teaching writing, the teacher do modelling what should the students do to compile a proper writing. The modelling will be usefull for students' learning.

After conducting an experimental research and referring to the result of the students' pre-test and post-test in *MTs Al-Hikam Jatirejo Jombang*, the reseacher saw there is significance difference between the results of variable X and variable Y. It appears that the significance figure is 0,000. Due to the significant value far below 0.05 then the alternative hypothesis ( $H_a$ ) is accepted. Moreover, the students' writing result showed positive result, it proved that the experimental class students got the advantages of the treatment. In other words, the research findings show that the result of the treatment is in line with the reseachers' alternative hypothesis that "There is an effectiveness of using scaffolding technique towards students' skill in writing skill". Therefore, the null hypothesis that "There is not an effectiveness of using scaffolding technique towards students' skill in writing skill"

is rejected. It can be concluded that there is good improvement of the experimental groups' skill after they received the treatments using scaffolding technique.

## **SUGGESTION**

For Teacher, teacher should pay attention to students' processes, because writing is not gained by a short period. It needs a long time journey to finish the writing. Then, do not forget to construct a prior knowledge before asking the students to fulfill their tasks. Hence, using scaffolding techniques is recommended. Moreover, it was implemented and the result was effective.

For further researcher, try to apply scaffolding in different skills of English language. Some experts have tried to conduct a study of scaffolding toward students' writing, then make something new. Long time journey in conducting the study means more effective.

For school, it can be better if the computer laboratory can be optimized for teaching and learning facilities because sometimes the teachers need to use the internet for scaffolding technique tools. So, the learning process may be not so boring. School as a formal institution should provide all the teaching aids that are needed by the teachers because it is important to make teaching learning process in the classroom more effective.

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