THE IMPLEMENTATION OF TEACHING WRITING DESCRIPTIVE TEXT USING SCAFFOLDING TECHNIQUE TO THE FOURTH SEMESTER UNDER GRADUATE STUDENTS AT STKIP PGRI SIDOARJO

THESIS

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ABSTRACT

This study aimed to describe The Implementation of Teaching Writing Descriptive Text using Scaffolding Technique to the fourth semester of under graduate students at STKIP PGRI Sidoarjo. The qualitative-quantitative mix methods design was used in this study. The subject of this study were 18 students of class 2020-A, STKIP PGRI Sidoarjo. The instrument used were observation checklist, observation field note, and YES – NO questionnaire. The Observation checklist and observation field note were used to collect of teaching process. While the questionnaire was used to collect students, perceptions. The Findings the implementation of teaching writing using scaffolding were: first, the lecture explained how to write descriptive text by showing the image of butterfly. Second, then the lecturer explained about scaffolding technique that were generic structure of descriptive text contained identification, and description. Third, the lecturer give example how to write descriptive text using scaffolding by showing butterfly image, then the last, the lecturer asked student to continue describing butterfly's characteristics. The Second finding students' perception were 98 % of YES answers, and 2 % of NO answers of perception. It means 98% students like and understand and 2% did not like and understand on the implementation teaching writing using scaffolding technique.

ABSTRAK

Mailina, Putri Giyarti. 2022. *Pelaksanaan Pembelajaran Menulis Teks Deskriptif Menggunakan Teknik Scaffolding pada Mahasiswa S1 semester IV STKIP PGRI Sidoarjo.* Skripsi. Program Studi Pendidikan Bahasa Inggris. STKIP PGRI Sidoarjo. Pembimbing: 1) Dr. Sulistyaningsih, M.Pd. 2) Henry Rio Putranto, M.Pd.

Kata kunci: Pengajaran menulis, Teks Deskriptif, Teknik Scaffolding

Penelitian ini bertujuan untuk mendeskripsikan Pelaksanaan Pembelajaran Menulis Teks Deskriptif dengan Teknik Scaffolding pada mahasiswa S1 semester IV STKIP PGRI Sidoarjo. Desain metode campuran kualitatif-kuantitatif digunakan dalam penelitian ini. Subjek penelitian ini adalah 18 mahasiswa angkatan 2020-A STKIP PGRI Sidoarjo. Instrumen yang digunakan adalah checklist observasi, catatan lapangan observasi, dan angket YA – TIDAK. Daftar periksa observasi dan catatan lapangan observasi digunakan untuk mengumpulkan proses pengajaran. Sedangkan angket digunakan untuk mengumpulkan persepsi siswa. Temuan pelaksanaan pembelajaran menulis menggunakan scaffolding adalah: pertama, dosen menjelaskan cara menulis teks deskriptif dengan menampilkan gambar kupu-kupu. Kedua, kemudian dosen menjelaskan tentang teknik scaffolding yaitu struktur generik teks deskriptif yang berisi identifikasi, dan deskripsi. Ketiga, dosen memberikan contoh bagaimana menulis teks deskriptif menggunakan scaffolding dengan menunjukkan gambar kupu-kupu, kemudian yang terakhir dosen meminta mahasiswa untuk melanjutkan mendeskripsikan ciri-ciri kupu-kupu. Temuan kedua persepsi siswa adalah 98% jawaban YA, dan 2% jawaban TIDAK persepsi. Artinya 98% siswa suka dan mengerti dan 2% tidak suka dan mengerti tentang pelaksanaan pengajaran menulis menggunakan teknik scaffolding.

CHAPTER I

INTRODUCTION

This introduction consists of background of the study, statement of the problem, research objective, research significance, scope and limitations, assumptions, definitions of key terms.

1.1.   Background of the study

Writing is the most difficult skills for second language learners to learn, how to write concepts, the essence of writing concepts, or a school experience learning unpleasant writing**.** According to Richards and Richard & Willy (2002:303). "It is a medium of human communication that involves the representation of a language with written symbols." With this opinion, teachers began to teach students how to write the right English in order to know how to write English well. Students already understand and can use English in everyday life, for example, reading newspapers, writing articles, instructions, directions, and the like. "The writing system is not the language of man itself, but a means of translating a language into different forms spatially and temporally that can be reconstructed by others. From this opinion it can be said that a student must truly understand how to write taught by a teacher, in order to understand the intended context." (Ong,W. , 1982, Christina, H. 1996). From the character's opinion, it can be concluded that the role of the teacher needs to teach the students how to write

the correct sentences so that the reader can easily understand the meaning of the written sentences.

Teachers began teaching students how to write correct English in order to know how to write English well. This research needs to be done because based on the data explained by students, they find it difficult to write descriptive text. This research needs to be done because based on the data submitted by students, they find writing is difficult. Based on this situation, writing is important to be taught. Writing or activity in the form of ideas / casting ideas with complex skills through actively productive activities in the form of letter symbols and numbers systematically so that they can be understood by others. The result of this creative process is commonly referred to as essay or writing.

Writing is the union of intelligence and the capacity of students to store information in writing in order to communicate easily at the most effective level so that the author gets various aspects to compose the text. Helmi (2012) states that "writing is very important and difficult for students to learn because they have to write text using several aspects of writing such as content, organization, vocabulary, grammar, mechanics in a balanced way." Therefore, the role of the teacher is needed to support the ability to write well and correctly. With the competency test, students can communicate using English with others. Based on the syllabus should allow students to do this writing descriptive text.

Writing descriptive text is one of the functional texts that is difficult for students to learn. It consists of an introduction and an explanation. The

introduction is part of the paragraph that introduces the character, and the description is part of the paragraph that describes the character. Students can use the present tense and adjective phrases when writing descriptive text. Students often have some difficulties when writing descriptive text.

Descriptive text is text that describes something, people, places, things Michael and Jean (1976:149). Keraf (2000) mentions that "in descriptive writing, the author transfers the image, the feelings experienced by the author to the reader." He tries to convey the image, feelings and experiences to the reader so that the reader can imagine or as if, they are also involved on it. From this opinion it can be concluded that students are strived to be able to imagine an image they see, and pour their mindset into a text. However, students make clear description allows the reader to visualize the object being described.

According to Gerot and Wignell (1994: 208), "Descriptive text is the type of text used when people want to tell how something looks, smells, feels, acts, tastes, sounds etc." So if you want to explain to someone what something looks like, smells, feels, sees, tastes, or hears, you can create descriptive text. Basically, it provides detailed information about the characteristics of people, places and things. From this opinion can be concluded Students need to be able to explain what they see in the picture then pour the main idea into a reading. Detailed information is used to help the reader draw a picture of the mind. To train students when writing a description, the teacher wants to use the scaffolding technique, because the use of this scaffolding technique shows that scaffolding techniques

can improve student performance outcomes in order to access and use them (Simon and Klein, 2007).

Scaffolding is a learning activity that connects with the real world to achieve goals using simple words, images are viewed by the teacher, collaborative learning, and prepare for previous learning by the teacher. According to Veeramuthu c.s. (2011), "There are two levels of scaffolding: soft and hard. An example of soft scaffolding in a classroom is when a teacher circulates a room and talks to his students." The meaning is teacher and student. Have face-to-face interactions.

The learning used to get started with motivation and reinforcement, and it is accompanied by theories about writing and the writing process. "The use of this scaffolding technique can be wished to help students as the technique in learning writing descriptive text" (Simon and Klein, 2007). Teachers can question approaches to difficult problems and provide constructive feedback to students. According to Van Lier, "this type of scaffolding can also be referred to as contingent scaffolding.

The type and amount of support needed is dependent on the needs of the students during the time of instruction" (Van Lier, 1996). Thus such assistance can be received appropriately in the field of proximal development, because if given at a lower level than actual development, it will be an unnecessary assistance because each student is already operating independently in relation to the assistance. " In using scaffolding, the support can be given to a student by an

instructor throughout the learning process. This support is specifically tailored to each student; this instructional approach allows students to experience student-centered learning, which tends to facilitate more efficient learning than teacher-centered learning "(Sawyer, 2006). This technique gives the learner more responsibility in the learning process. Scaffolding is a theory-based learning method.

Due to the background, researchers are interested in conducting a study titled "Teaching Writing Descriptive Text Using Scaffolding Technique"

1.2. Statements of the Problem

Based on the reasons above it is important to break down the following statement of the problems.

1.2.1. How is the implementation of The Implementation of Teaching Writing Descriptive Text Using Scaffolding Technique to The Fourth Semester Under Graduate Students at Stkip Pgri Sidoarjo to university student of English Department 2020 A class at STKIP PGRI, Sidoarjo?

1.2.2. How are the students' perceptions toward The Implementation of Teaching Writing Descriptive Text Using Scaffolding Technique to The Fourth Semester Under Graduate Students at Stkip Pgri Sidoarjo to university student of English Department 2020 A class at STKIP PGRI, Sidoarjo?

1.3. Objective of the study

To answer the statement of the problems above, the objective of this study as the following explanations.

1.3.1 To describe the implementation of The Implementation of Teaching Writing Descriptive Text Using Scaffolding Technique to The Fourth Semester Under Graduate Students at Stkip Pgri Sidoarjo to university students at STKIP PGRI, Sidoarjo.

1.3.2. To describe the university students' perceptions toward The Implementation of Teaching Writing Descriptive Text Using Scaffolding Technique to The Fourth Semester Under Graduate Students at Stkip Pgri Sidoarjo to university students at STKIP PGRI, Sidoarjo

1.4.   Significance of the study

1.4.1. To the lecture:

Scaffolding Technique allows the lecture to build a bridge to the information transmitted from the learner's current knowledge. This can be done by the lecture using modeling to convey knowledge to the learner.

1.4.2. To the students:

Scaffolding Technique makes Student understand well in the lesson, and make them easy to improve their writing skill.

1.5.3. To other Researcher

Scaffolding Technique Implementation in Teaching Descriptive Text to English Graduate Students in the fourth Semester.

1.5.   Scope and Limitation.

Scope of this study is the university students and lecture of **STKIP PGRI Sidoarjo**. The limitation of this study is Teaching writing descriptive text using scaffolding technique. It is process of teaching and university students' perceptions in the implementation of teaching.

1.6.   Operational definitions

1.6.1. **Writing**

Writing is pour ideas, thoughts, or feelings into the form of writing, so that the author's intentions can be known to others through the writing.

1.6.1.1.Teaching Writing

Writing instruction is an ongoing process that Time for Learning facilitates in a variety of ways. Most people agree that writing skills are becoming more and more important and often not well taught. When teaching writing at school, writing lessons often take the backseat in phonetics, handwriting and reading comprehension

1.6.1.2.Descriptive Text

According to Kane (2000:352) "Descriptive paragraph is a group of sentences that describe about a particular thing, place, person, etc".

1.6.2. **Scaffolding technique**

Scaffolding technique is a teaching method by adjusting the level of teacher support to meet students' cognitive abilities. This allows classroom teachers to adjust the level of guidance to suit each student's potential.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will review the theories of the literature that underlying the implementation of *Teaching Writing Descriptive Text using Scaffolding Technique,* and *the students' perceptions toward Teaching Writing Descriptive Text*. They are : writing, Descriptive text, scaffolding theories.

2.1. Writing

Murcia, Marianne (1991:233) stated that writing is the ability to express one's ideas in written form is a second or foreign language. It means that writing is an activity to express our ideas in written form.

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Richards and Willy (2002:303) stated that writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. Teachers do not need to use all the words that students learn, some of these words only need to be introduced. Teachers can choose what to teach, based on the frequency of word occurrence and the benefits of the word related to the needs of students is very important. When the teacher has chosen what needs to be taught, the next important step is what students need to know about the word and how the teacher will teach it.

Barnet and Stubb's (1983:3) stated that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice. Based on definitions above, the researcher concludes that writing is one the ways to give information to the readers so that in giving information to the readers, the writing should be clearly and useful for the reader need. To make writing clearly, there are some guides that important to make the writing clearly and easy to be understood.

Types of writing

Types of writing are Narrative, Descriptive, Exposition, Report, Procedure, but in this study Descriptive Text is used for research.

Narrative

Mark and Kathy (1998:28) stated that narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative. The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. There are many different types of narratives including: humor, romance, crime, mystery, fantasy, science fiction, real-life fiction, adventure, diary-novel, etc.

Descriptive

Hogue (1995:70-71) stated that descriptive is "word pictures". You tell how something looks, feels, smells, tastes, and sounds. If you organized your paragraph of a car by location, you might talk about the material, the exterior, and the underside. Elizabeth (1998:148) stated that descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words. The explanation about this term will be presented in the next session.

Exposition

Kernen (1999:99) stated that exposition can be one of the most effective ways of creating and increasing the drama in your story. It can also be the quickest way to kill a plot's momentum and get your story bogged down in detail. Too much exposition, or too much at one time, can seriously derail a story and be frustrating to the reader eager for a story to either get moving or move on.

Ansen (1988:51) stated that exposition is a form of writing that explains something. It often answers to the question of what, how, and why. It purposes is to present ideas and to make ideas as clear as possible.

Report

Nofri (2010:34-35) stated that report is a text which presents information about something. It is as a result of systematic observation and analysis. Generic structure of report: General classification: Stating classification of general aspect

of thing; animal, public place, plant, etc. which will be discussed in general. Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

The aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types is; newspaper, reports, conversation, speeches, television, interviews, etc.

Procedure

Mark and Kathy (1998:28) stated that procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include: recipes, itineraries, instruction manuals, directions.

Explanation

Shiel and Murphy (2000:17-19) stated that explanation is written to explain how or why something happens. Typically such text consist of describe of phenomenon and explanatory sequence. Explanation begins by identifying the phenomenon (thing) that will be explained. Topic sentence identifies a process and presents an attitude toward the process. The process can be efficient, inefficient, careful, insensitive, kind, a marvel, awkward, streamlined, bulky, etc.

2.2. Descriptive text

According to Kane (2000:352), "Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but

description also deals with other kinds of perception. Pardiyono 's (2007:34) descriptive is a type of written text which has the specific function to give description about an object (human or non-human). Furthermore, Oshima and Ann Hogue (2007:60), "A description is a word picture. It tells how something can look, smell, and others. It means that if we want to describe about something very well, we should make description about it clearly. So, the reader will be able to imagine the meaning of our descriptions."

The Generic Structure of Descriptive text are:

Identification

Identification: (contains about the introduction of a person, place, animal or object will be described.)

Description.

Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Traditionally, descriptions are divided into two categories: objectives and subjective. In objective description you record details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded.

The goal of subjective description is to create vivid mental images. To do that, the use concrete sensory detail, which consists of specific words that appeal to the sense **(sight, sound, taste, smell, touch)**. Miller (1986:105) stated that whether objective or subjective, descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader.

Kinds of descriptive text

Michael and Jean (1976:149) stated that descriptive text is a text to describe something, such as **persons, places, or things**. So, it normally takes on three forms, they are:

Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation.

Description of a place

In describing a place for example, a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceeds to another one. Nevertheless, the sentences should not be randomly arranged.

Description of a things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

Examples of Descriptive Text of **an animal, place, and person**. *(https://www.ef.co.id/englishfirst/kids/blog/contoh-descriptive-text-dalam-bahasa-inggris/)*

An animal. A dog is a puppy to be exact. I called him Ross **(identification).**

Ross is a small puppy. His size is as big as the palm of my hand. Ross is so fragile. Sometimes I afraid I will hurt him if I want to take him up. Dad said he found Ross near our house, crying looking for his mom. But Dad can't see her, so Dad decides to bring him home and give him some comfort. Ross is a good eater. He always finished everything we gave him. Now, it's been a year since Ross come to our family. His small body has grown up into a size of a football ball. Ross is a good dog, and we love him so much **(description).**

My room is my favorite place in my house (identification).

My room is in second floor, next to my big sister's room. My room is painted light grey. There is big bed inside my room where I sleep every day. I put some pictures on my desk. There is my family picture, my picture with my friends, and my pictures with my pet, Luna, a Persian cat. I also have drawers where I put all my clothes inside. My room is not big, but it is the best place in my house for me **(description).**

3. Randy is my friend since we are kid (identification).

Randy is my friend since we are kid **(identification).**

1). We are neighbors and we always go to the same school. 2) Randy is taller than me. 3) He has blonde hair and pointed nose. 4) His favorite food is hamburger with fries and coke. 5) We often playing video games together in my house.6) But sometime we love swimming in water park near our neighborhood. 7) Randy and I are best friend forever **(description).**

2.3.   Scaffolding Technique

Scaffolding is derived from a sociocultural theory developed by Vygotsky (1978), he says the process of learning and development requires the help of adults or friends who are more knowledgeable. In other words, it is called the zone of proximal development (ZPD) (Chaiklin, 2003; Orey, 2010; Shabani et al., 2010). The existence of the use of scaffolding methods, students can improve writing skills, at the same time students are also able to improve creativity, because there is scaffolding in learning and understanding goals related to the development of student self-concept.

Application of scaffolding learning methods in addition to help improve students' writing skills at the same time also able to enhance students' creativity, because there is scaffolding in learning and understanding the goals related to the development of students' self- concept. He stated: understanding of the purpose and scaffolding learned included:

 1) Spurred the development of students

2) Stimulated students' creativity

3) Enhanced and improved the teaching process,

4) Assisted the development of students' self- concept,

5)Gave attention and guidanced to the students,

6) Stimulated student reflection,

7) Helped and straightened the learning objectives.

(Veeramuthu, 2011:934-940).

Veeramuthu (2011:934-940) stated that in scaffolding learning methods, there are some common ways for teachers: 1) Using simple language, 2). Completing sentences or paragraphs by selecting the available answer, 3). Using images to convey information. This method is used to implement the teaching process.

Application of scaffolding learning methods in addition to help improve students' writing skills at the same time can be able to enhance students' creativity, because there is scaffolding in learning and understanding the goals related to the development of students' self- concept

In addition, scaffolding learning method has advantages that are not owned by the conventional learning methods. Superiority is reflected in the creativity of students, foster students' sense of responsibility in the tasks given, improving the ability to think in a systematic and organized so as to produce the best work.

Various studies on scaffolding learning methods show positive results, research was conducted Veeramuthu (2011:934-940) demonstrated the application of scaffolding learning method can improve the writing skills of

students descriptive text, there is progress grammatical writing skills of students, infrequent errors, writing sentences complete and structured, reduced errors of spelling and punctuation as well as students are able to connect ideas in each sentence and can form a complete article. Another study conducted Belland (2007:4), which uses problem-based learning approach assisted scaffolding to help students build critical thinking skills and creativity of students. The provision of scaffolding in learning can help facilitate students with the means to practice the skills that students learn to read and write is an effective way to support the journal with low English skills.

Scaffolding is one process that allows teachers to organize a writing activity systematically to meet the needs of all students. This Considerations Packet introduces a scaffolding approach for a typical six-step writing process that can be modified for almost all grade and ability levels. Scaffolding, which basically involves breaking down large tasks into smaller steps, is helpful for all learners. Yes, even your gifted students will benefit from the same scaffolding techniques that your ELLs are leaning on.

The authors main that Scaffolding in ESL Context Learning is a socially situated activity and what a learner at first accomplishes only in a social setting; she or he will eventually be able to do independently (Poehner & Lantolf, 2005; Nurkholidah & Margana, 2017). In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward a better understanding and greater independence in the learning process. Scaffolding could guide students and make sure they can be navigated properly. Over the past few

decades, scaffolding has been a promising and a beneficial technique used in teaching and learning, and it is indeed that the metaphor of scaffolding has been used as the name of a theoretical construct in education in general and particularly in language teaching (Gonulal & Loewen, 2018; DeCapua, 2018). The realisations of designed-in scaffolding can be found in how classroom goals are identified, International Journal of Innovation, Creativity and Change. www.ijicc.net Volume 5, Issue 6, 2019 72 how classrooms are organised, and in the selection and sequencing of tasks. To investigate how scaffolding contributes to the ESL context, the use of semiotic systems was chosen to be discussed here. Another reason why gatekeepers should implement scaffolding to support writing and learning, in general, is that scaffolding will be able to assist the achievement of a successful level of social interaction within a community (Oliver & Herrington 2003). Sheldon (2011) stated that a useful scaffold should not limit the students' learning process but should be able to enhance their performance. Scaffolding can also help in understanding the idea of the context (Kayi-Aydar, 2013). Learning is considered quite difficult by students, the scaffolding done by the teacher often appears. Scaffolding terms on initially his examination was introduced by Wood, Bruner, and Ross (1976) in them about conversations between parents and children in the early years of development they. Then this scaffolding was adapted into the world of education and adapted as a process of assistance provided by the teacher to students to solve problems, carry out tasks, or achieve learning objectives and then the teacher withdraw help so that the child is then able to control himself

concentrate on the more difficult skill he is currently attaining (Bruner, 1978, 1983; Wood, Bruner, and Ross, 1976).

It can be concluded that scaffolding is the teacher gradually withdrawing his support in a task until students can complete it independently. This is teaching strategy, in the effectiveness and usefulness of scaffolding for the teaching and learning process.

2.3.1 Procedure of teaching using scaffolding technique

Application of scaffolding techniques in reading learning understanding English literacy (minders), encouragement, examples or anything else that can lure students into a move. The scaffolding learning model is a practice based on vygotsky's concept of assisted learning. An example of this student's job is to provide basic materials. From the description above, about the meaning of descriptive text learning. (1) Stimulate student development, (2) stimulate creativity. It can be concluded that Vygotsky scaffolding is a theory that focuses on students' ability to learn information through the help of more informed individuals.

2.3.2 Advantages Scaffolding

One of the main benefits of scaffolding is because it involves students. Students not only passively listen to the information presented by the teacher, but also encourage students by providing information that is based on previous knowledge and forms new knowledge. Dealing with students who are easily discouraged and learning disabilities, provides an opportunity to provide positive

feedback to students. However, it is also the biggest drawback for teachers that by developing support and scaffolding lessons from the start to meet the needs of each individual, this will be very time consuming.

2.3.3 Disadvantages of Scaffolding

Although there are some disadvantages to using scaffolding as a teaching strategy, the positive impact of scaffolding is that it can help students learn and develop knowledge and improve students' abilities is much more important.

2.4. Previous Study

The First previous research has same technique as mine using clustering technique. That research conducted by Mona Haldrina Hikmat and Ma'ruf Nurrizal *entitled Scaffolding Technique Used in Teaching Reading*. The researcher is the student from Baleendah 1 Senior High School. By Bale Bandung University but it was just different class and school (EJ Vol.2 No. 2 October 2017) The research is conducted at Baleendah 1 Senior High School, in the eleventh grade of SMA Negeri 1 Baleendah. The research subject is three teachers which teach English at grade XI Baleendah 1 Senior High School. According to Arikunto (2006:129) "Data source is the subject of research from which data can be obtained". There are three data for the research object that take place at Baleendah 1 Senior High School. The data of the study are: a) The information of teacher's perception on scaffolding in **teaching reading** that is created by the teachers. b) The teacher implements scaffolding techniques in teaching reading. c) Kind of scaffolding that contributes to student's reading comprehension, this data is taken

by doing observation. In collecting the data, the instruments are used are observation and interview. The three aspects above are taken from teacher and student during teaching reading process. The activities are recorded, made transcript, and analyzed.

For the second previous study, The researcher focuses in the implementation of Clustering Technique in teaching essay writing. The method used is Scaffolding Technique.

Similarity of both researches are on using **scaffolding technique** for **teaching Reading.** While, the differences on both researches are first research by using *Qualitative Method* but the second research by using *Quantitative Method*.

Both researches are different with my study because my study uses Teaching writing while the previous study uses Teaching Reading.

My study uses Qualitative method', while previous uses CAR and quantitative method.

CHAPTER III

RESEARCH METHOD

3.1 Research design

To achieve the objectives of this study, the design of this study was the descriptive qualitative method. This process was carried out to explain a phenomenon by obtaining accurate information by collecting accurate data, which showed the importance of the details of the data being studied, which involved description and analysis without manipulating teaching and learning activities in the process of writing activities (Sulistyaningsih. 2019). As stated by Creswell (2014) regarding qualitative research that qualitative research was an approach to understanding and describing the meaning of individual or group perspectives on a social problem or human problem. The research process consisted of starting by selecting problems that were considered important in learning English in the university and were of interest to researchers. After getting the problem to be studied, the researcher conducted preliminary study in the form of interviews to an English Lecture in Kemiri village, Sidoarjo City. Furthermore, researchers formulated research problems in the form of questions that were answered through research. After formulating the problem, the researcher determined the appropriate approach to the problem that had been formulated. Then the researchers arranged the research instrument as a data collection medium. He stated: good qualitative research contains information about the central phenomena explored in research, participants in the study, and research locations (Creswell, 2014). This study

described the conditions and phenomena of the teaching and learning process at STKIP PGRI Sidoarjo from the beginning to the end of the lesson. Interviews were also applied to class English department 2020 A of university students to describe the problems faced by students after learning using scaffolding techniques.

This study described the conditions and phenomena of the teaching and learning writing process using scaffolding at STKIP PGRI Candi - Sidoarjo from the beginning to the end of the lesson. Interviews also applied to class English department 2020 A of university students to describe the problems faced by students after learning using scaffolding techniques.

3.2. Subject

The subject of this research included teacher, 18 students, and place. The teacher in this study was the English writing teacher of STKIP PGRI, Sidoarjo. While the university students were the 18 students of semester 4 batch 2020 A in STKIP PGRI, Sidoarjo institution, and the place at STKIP PGRI Sidoarjo Jl. Raya Kemiri, Kemiri, · Kecamatan Sidoarjo, Kabupaten Sidoarjo, Jawa Timur.

As for the research object in this study included: (1) The implementation of Teaching Writing Descriptive Text using Scaffolding Technique. (2) The students' perceptions toward Teaching Writing Descriptive Text using Scaffolding Technique.

3.3. Sources of Data and Data

This source of data was taken from observations 'result in the teaching and learning process. The researcher did observation during teaching and learning

activities. The researcher recorded all the activities that took place in the classroom to determine the implementation of the scaffolding technique as an activity to write descriptive text using the media images distributed.

The first data had taken from check list and field note observation results. For the second data had been taken from filled questionnaires for students. These data were about university students' perceptions of implementation scaffolding techniques in writing descriptive texts.

3.4. Research Instruments

The research instruments used Observation Checklist and Field Notes and Test also used Questionnaires.

3.4.1. Observation Checklist (See Appendix No. 1)

Qualitative observation relied on narratives or words described settings, behaviors, and interactions (Ary, 2010). Observations were used to obtain data in the form of check lists of observations, observation times, observation intensity, and reliability of activities that had the influence of research success. The observation checklist was used to cross check and to match the implementation of teaching process was done by the lecture.

Table 3.1. Learning Activities Done by The lecturer

Learning	Lecturer description	Time	Yes	No
Preliminary activities	1) The lecturer greets to student (*greeting*); Lecturer checks student attendance; Lecturer prepares students psychologically and physically to participate in the learning process; The lecturer gives appreciation The lecturer explains the learning objectives to	10 "		

	be achieved; The lecturer conveys an outline of the activities that will be carried out by students.			
Main Activities	**Observe** The lecturer shows the pictures of butterflies The lecturer asks students to record what the lecturer explains and what lecture describe about descriptive text of butterfly image that they see in the slide of PPT. The lecturer explains about scaffolding technique, that are: Scaffolding *is a learning method by providing structured learning support*. *That is generic structure of writing descriptive about butterfly;* *1ˢᵗ. Describe Identification*, *Butterflies belong to the order Lepidoptera or scale-winged insects. Butterflies are usually active during the day. Butterflies are very beautiful and have charming colors.* *2ⁿᵈ Describe description about the specific of butterfly*. • *The color of the body and wings of a colorful butterfly that serves to trick the enemy.* • *Has a pair (two wings) that are flexible which serves to facilitate the butterfly while flying.* • *Used their antennas to sense the air for-wind.* • *The body consists of……* *The lecturer asks the students to continue to describe about Butterfly.* • *…examples……* • *the head, chest, and abdomen (abdomen). It has 3 pairs of legs on the chest. The wings are 2 pairs and are beautifully colored. Sucking mouth type with a proboscis that functions as a nectar sucker.* • *Pollinate flowers. ...* • *Maintaining the sustainability of the ecosystem. ...* • *Help scientists monitor climate change. ...* • *Provide antibiotics. ...*	80"		

	• Helps get rid of nuisance insects. ... *• 6. Clean the environment from waste.*			
	The lecturer gives time to students asking some questions Students with direction from the teacher ask questions about things related to the "descriptive text".			

	Try/ Collecting Data or Information with *Scaffolding Technique,*
	
	The Lecturer:
	Stimulate student development
	Ask students to do an assignment on descriptive text about butterfly text.
	
	Stimulate students' creativity to name parts of the characteristics of a butterfly:
	  1. Their wings are beautiful
	  2. They can fly high or low
	  3. Butterfly wings are colorful
	  4. Improve and repair the teaching process.
	
	Ask students to name adjectives that are commonly used to describe the characteristics of butterflies in the description section
	
	Helping the development of students' self-concept, by giving attention and guidance to students.
	
	Students are observed, supported, when writing sentences based on adjectives and nouns that have been made.
	
	Stimulating student reflection, to help and align learning objectives to form descriptive text.
	
	Students continue the sentence with a dotted pattern in the form of a descriptive text about butterflies.			

	Associate Students look at the picture of a butterfly Students compose descriptive texts about butterflies that have been selected based on guided writing from the teacher			
	Communicating Students display their work on a display board. The lecturer gives feedback (less or best work) in the form of input			
Closing Activities	Students and lecturers conclude about the learning activities they have done. The lecturers explain the planned learning activities that will come. Students and The lecturers say the closing greeting .	10 Minutes		

3.4.2. Observation Field Note

Observation Field notes refer to qualitative notes were recorded by researcher during field research, during the observation of the phenomena they had been studying. The notes were read as evidence that gives meaning and helped in understanding the phenomenon. Field notes allow researchers to access subjects and record what they observed in an unobtrusive way (Asplund & Welle, M. & C.G., 2018).

Field Notes Observations were used to determine the implementation of the scaffolding technique as a descriptive text writing activity by students in class English department 2020 A of university students at STKIP PGRI - Sidoarjo. Field notes were used to collect data on the implementation of the Scaffolding technique

strategy implementation in descriptive text learning. Writing in class English department 2020 A of university students at STKIP PGRI - Sidoarjo. In other words, the researcher recorded all the activities carried out by the English lecture during the teaching and learning process.

Table no.3.2. Field Notes to Check Teaching Activities

NO.	Date	Implementation	Notes
1.	…	Pre-Teaching	
2.	…	While Teaching	
3.		Post Teaching	

3.4.2 Questionnaire

Questionnaire is a technique of collecting data through forms containing written questions to the subject to get an answer. Questionnaires were relatively economical, had the same questions for all subjects, and can ensure anonymity. In this study, the author used a data questionnaire to determine the results of the **students' perceptions** towards teaching and learning activities in the classroom.

3.5. Data Collection Procedure

Data collection means identifying and selecting individuals for research, obtaining permission to study them, and gathering information by asking questions or observing their behavior (Creswell, 2012:9). There were several steps to collect data. First, the researcher asked the head of the STKIP PGRI Sidoarjo English education study program for permission to conduct research. Then the researcher met with the English teacher to discuss the preparation for observations that would be carried out at STKIP PGRI Candi Sidoarjo and the researcher would start class observations.

Second, the researcher prepared instruments related to the statement of the problem in the research.

3.5.1. The researcher made notes on the Field Note about Teaching writing using scaffolding done by the teacher to the students in the classroom. The researcher also did cross check the teaching learning implementation on the Observation check list. All the data results became data collection that can be analyzed.

3.5.2. After the class, the researcher distributed the questionnaires to the students, and she asked the students to fill the blank form of questionnaires, the university students' activities in filling questionnaires were helped by the researcher. They fill the form using YES or NO. The results of filled questionnaires become data collection that can be analyzed. The data collection in the form of sum of YES answers and NO answers were calculated. YES answer means agree with teaching

writing using scaffolding technique, and NO answer means dis-agree with teaching writing descriptive text using scaffolding technique.

Finally, the researcher analyzed the data collections.

3.6. Data Analysis Techniques

In this qualitative research. Data analysis techniques were carried out in order to answer the statements of the problems. The researcher performed three steps to analyze the data. Namely data reduction, data presentation, and drawing conclusions or verification (Dwi, 2019).

3.6.1. Data collection in the Observation check lists and, on the field-note were compiled. The un-important data reduced and the data compiled were displayed or presented, and were drawn conclusion.

3.6.2. Data collection from questionnaires were calculated, and were presented, then were drawn conclusion, at last were made a chart.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the searcher wants to explain how to find observations to answer survey questions. The first results came from Observation check list results and field notes records. The 2nd student questionnaires obtained from the students' perceptions. The results of the second survey were obtained from the questionnaire. The results of the questionnaire were used to explain the student's perceptions.

4.1   Findings

In this part, the researcher described the implementation as well as the students' perspective in learning writing descriptive text by using Scaffolding Technique approach on the morning class of forth semester students of the 2020 academic year at STKIP PGRI Sidoarjo, one separate meeting that were held on 22nd of June 2022. The observation made by the researchers involved around 18 students and one researcher, who was in charge of Teaching Writing course. Following the observation, researcher will conduct a direct assessment to discover students' perspective on the use of writer-response approach.

The first stage of this research, observation, focused on all activities performed by both lecturers and students during the education and learning process, which lasts until the end of the entire lesson. The second stage, the lecturer distributed the questionnaires prepared to the 18 students for filling it according to their perceptions.

4.1.1. Finding for the implementation of the implementation of Teaching Writing Descriptive Text using Scaffolding Technic to university student of English Department 2020 A class at STKIP PGRI, Sidoarjo.

To solve the first problem mentioned in Chapter one, the lecturer explained how to write descriptive text using scaffolding technique which is applied in class scenario to write descriptive text in English. In this phase the researchers made direct observations of STKIP PGRI Sidoarjo students in the morning class on June 22, 2022. Observations were carried out in one day at the meeting. The researcher observed the teaching and learning process of writing explanatory text using scaffolding technique. In the scaffolding technique, the researcher used the method of scaffolding theory to explain the definition of descriptive text when learning how to write descriptive text. Researchers obtained the results of observations and evaluations of class 2020-A students by explaining to class 2020-A students about the learning process that lecturers and students went through as follows.:

Pre-Teaching Activities

Pre-lessons took place at the beginning of each lesson activity. Teachers, usually in the form of teacher greetings, acknowledge student attendance, enthusiasm and motivation to increase student participation in all classroom activities, and send an overview or general description of a particular lesson may give instructions. The learning method or approach used for learning.

1. The researcher then explained the meaning of descriptive text and gave some examples of other descriptive text descriptions, students

then saw some descriptive texts that they knew and also the functions of descriptive texts. Descriptive function is a text that describes a word picture and can be clarified by how something can look, smell, and so on. That is, if the students want to describe something very well, they must make a description of it clearly. Oshima and Ann Hogue (2007:60), In addition to the social function and generic structure, descriptive text also has language features that support the formation of descriptive text. Gerot and Wignel 1995:208 stated that the language features that are usually found in descriptive texts are;

a. Focus on a specific participant.

b. The use of simple present tense.

c. The use of attributive and identifying processes.

d. The use of frequent epithets and classifiers in nominal group, like attractive and beautiful.

Whilst Teaching Activities

The part when the lecture began to explain the descriptive text using the scaffolding technique. Students then paid close attention to the explanation from the lecturer.

Figure 4.1. Definition Teaching Writing Descriptive Text Using Scaffolding Technique.

From the picture above, the lecturer explained that the teaching of descriptive text writing used the scaffolding method. That was writing descriptive text using scaffolding technique with the help of image objects (with the knowledge, attitudes, emotions, and expressions of the author). So that the students enjoyed more in understanding the writing of descriptive text. The goal was to write to imagine what the university students saw, then easily described it.

The advantages of lecturers from the characteristics of scaffolding techniques, they interpreted descriptive texts in various ways, inviting students to be creative in describing an object they see.
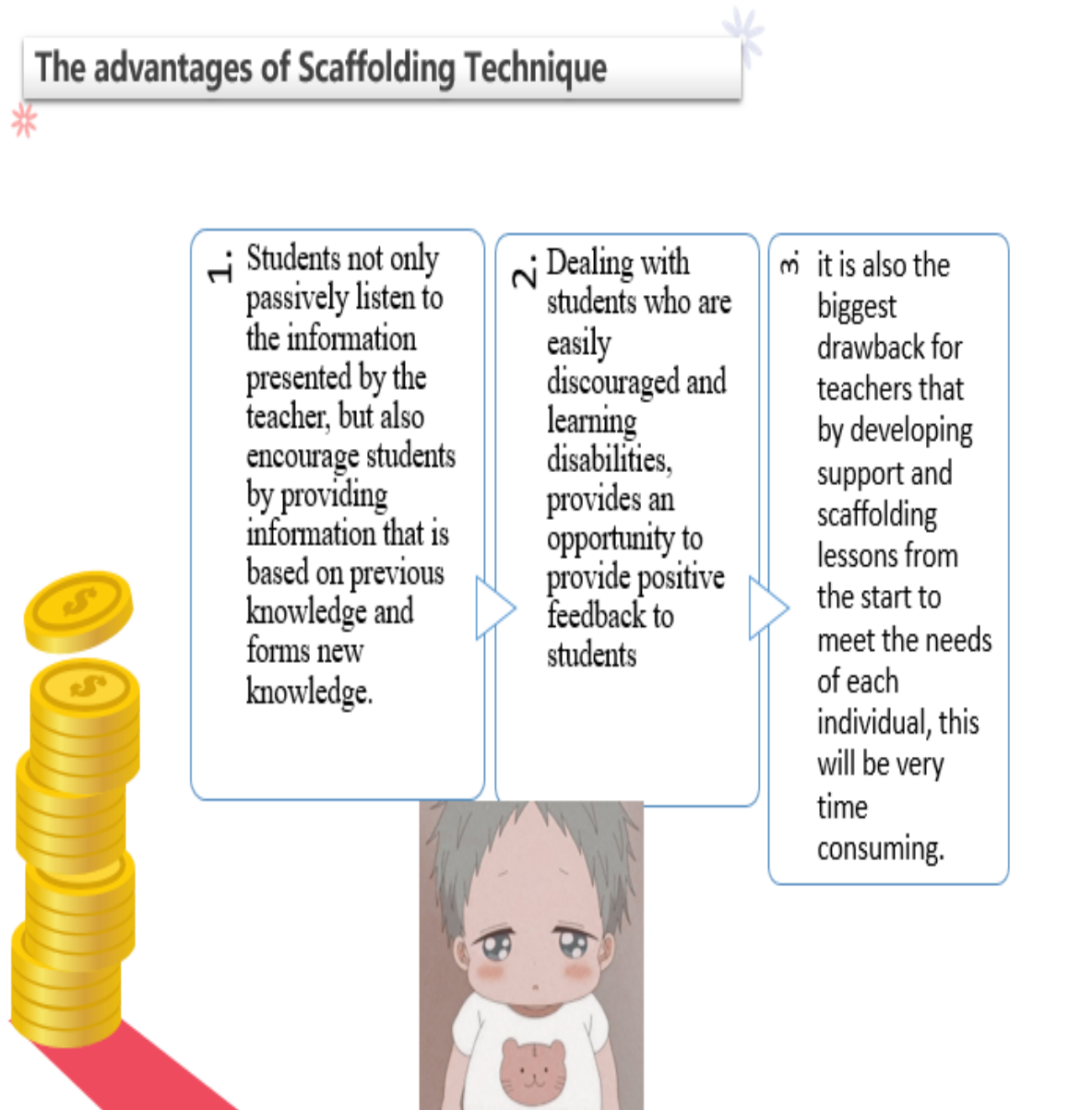
The advantages of Scaffolding Technique

1. Students not only passively listen to the information presented by the teacher, but also encourage students by providing information that is based on previous knowledge and forms new knowledge.

2. Dealing with students who are easily discouraged and learning disabilities, provides an opportunity to provide positive feedback to students

3. it is also the biggest drawback for teachers that by developing support and scaffolding lessons from the start to meet the needs of each individual, this will be very time consuming.

Figure 4.2. Advantages of Scaffolding Technique

Next, the lecture asked the students to write a descriptive text using a predetermined observation checklist. And there is the existence of the use of scaffolding methods. This includes:
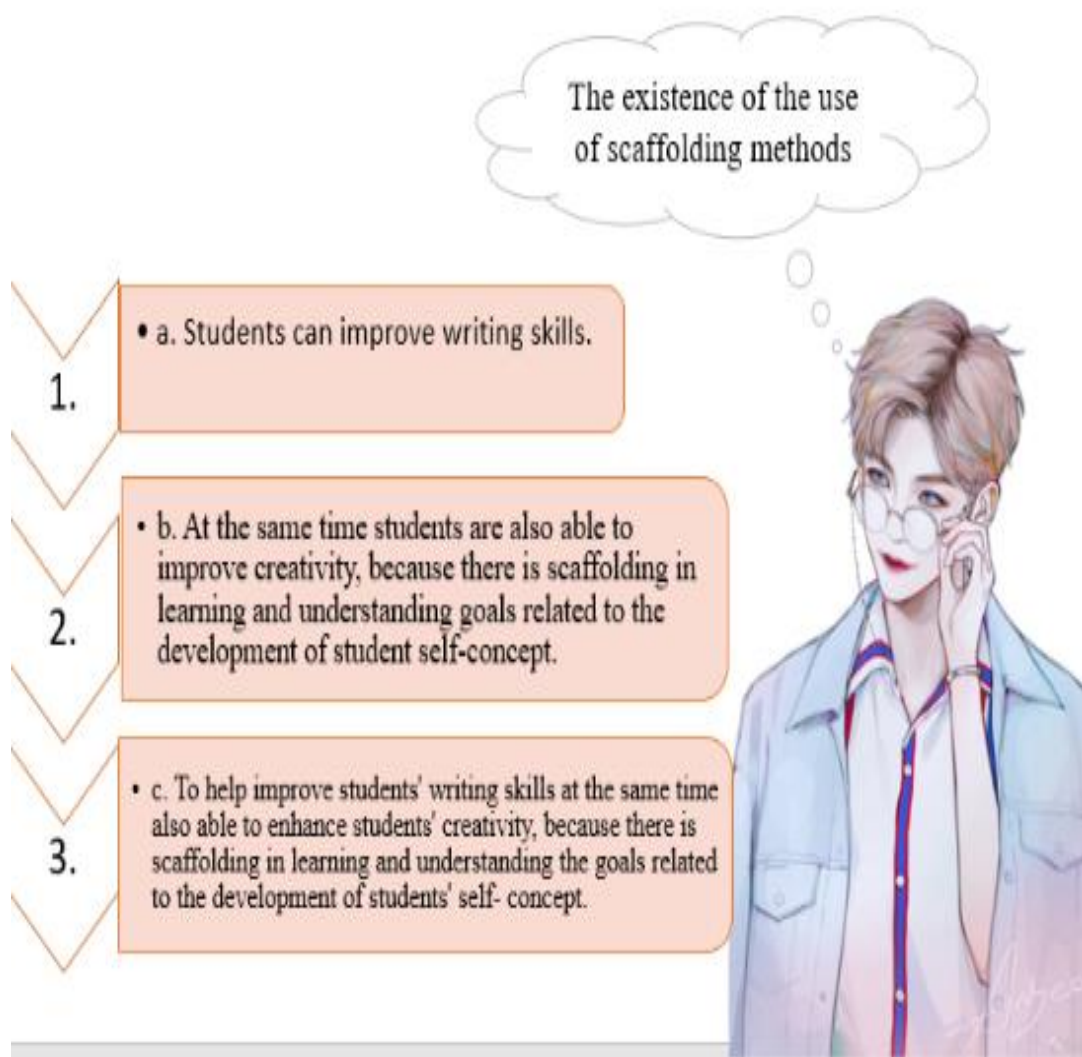

Table 4.3. The existence of the use of scaffolding methods

The existence of the use scaffolding method

a. Students can improve writing skills.

b. At the same time students are also able to improve creativity, because there is scaffolding in learning and understanding goals related to the development of student self-concept

c. To help improve students' writing skills at the same time also able to enhance students' creativity, because there is scaffolding in learning and understanding the goals related to the development of students' self- concept.

d. After the lecture finished explaining, the lecture asked the university students paid attention to the examples of descriptive texts then filled in the examples of descriptive texts that had been provided by the lecture and then filled out the observation checklist. link the words into a clear descriptive text.

Figure 4.5 Example of Descriptive Text

Next, university students were asked to analyze the things that had been explained by the teacher at the stage of describing. After the students were asked to

Figure 4.5 Example of Descriptive Text Question by using Scaffolding Technique

write by continuing word by word on the example of descriptive text with a picture of a butterfly provided by the lecture. Students were asked to make a continuation word by word based on the examples at the stage of describing.

Third, students are asked to interpret the descriptive text that has been written. Then students are asked to paraphrase the written descriptive text that has been displayed.
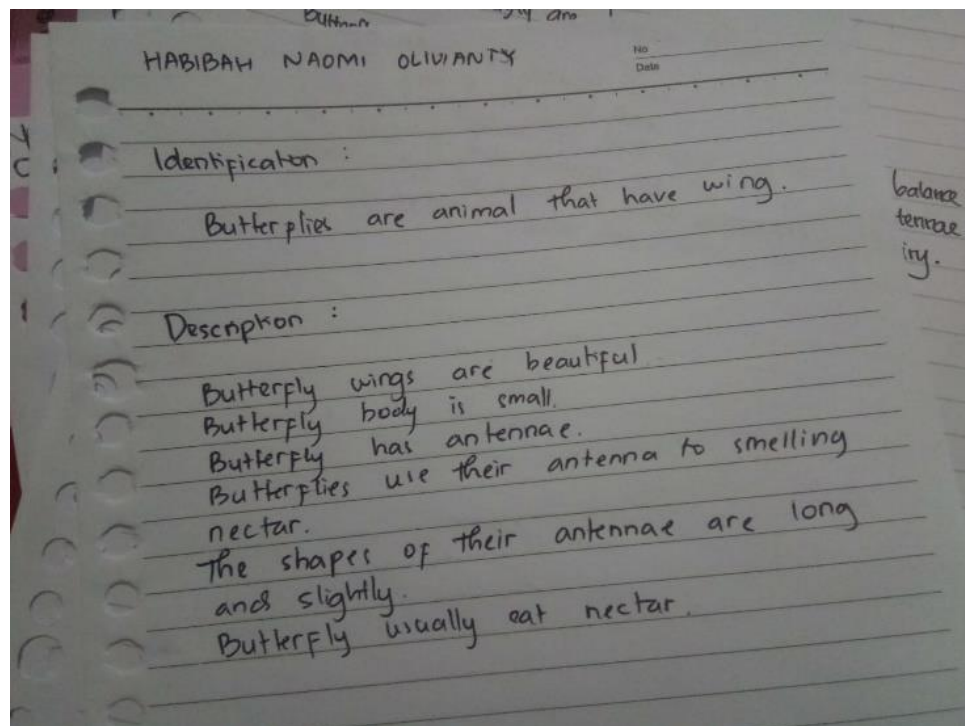

Figure 4.5 5 Descriptive text using Scaffolding Technique

3rd Judging After the assigning was clear, students produced single draft.

Post-Teaching Activities

Prior to the main teaching phase, the lecturer then gave some further feedback to the students on how to make full use of the scaffolding technique approach in most of the descriptive texts. The feedback could be described as follows:

1. Students needed to be aware of the difference between describing directly and using scaffolding techniques, because scaffolding techniques were very dependent on students' critical thinking in understanding descriptive texts.

2. Read a lot and made observations, so that each learner had adequate background knowledge that was useful for further analysis in each making a sentence to be used as a descriptive text.

3. Students should enrich their vocabulary, knowing that most of the learners were not native English speakers, the lack of proper vocabulary could hinder one's understanding of the text-making material to be described.

4. In a technical perspective, students needed to focus on the object they are going to describe. Whether it's pictures of animals, objects and humans, then students could compare the generic structure of descriptive text in order to produce clear descriptive text.

5. Students needed to be a little more creative, because the key point of the scaffolding technique was to check and make the next word that matched the next conjunction so that the sentence was clear and in accordance with the picture to be described.

Following the completion of all direct observation sessions, the researcher created

a detailed checklist to track the overall learning progress, which could be seen in

the table below:

Table 4.1. Learning Activities Done by the lecturer

Learning	Lecturer description	Time	Yes	No
Preliminary activities	1) The lecturer greets to student (*greeting*); Lecturer checks student attendance; Lecturer prepares students psychologically and physically to participate in the learning process; The lecturer gives appreciation The lecturer explains the learning objectives to be achieved; The lecturer conveys an outline of the activities that will be carried out by students.	3 Minutes	✔ ✔ ✔ ✔	✔ ✔
Main Activities	**Observe** The lecturer shows the pictures of butterflies The lecturer asks students to record what the lecturer explains and what lecture describe about descriptive text of butterfly image that they see in the slide of PPT. The lecturer explains about scaffolding technique, that are: Scaffolding *is a learning method by providing structured learning support. That is generic structure of writing descriptive about butterfly;*		✔	
	1st. Describe Identification, *Butterflies belong to the order Lepidoptera or scale-winged insects. Butterflies are usually active during the day. Butterflies are very beautiful and have charming colors.*		√	
	2nd Describe description about the specific of butterfly. • *The color of the body and wings of a colorful butterfly that serves to trick the enemy.* • *Has a pair (two wings) that are flexible which serves to facilitate the butterfly while flying.*		√	

	• *Used their antennas to sense the air for-wind.* • *The body consists of……* *The lecturer asks the students to continue to describe about Butterfly.* • *………………examples……* • *the head, chest, and abdomen (abdomen). It has 3 pairs of legs on the chest. The wings are 2 pairs and are beautifully colored. Sucking mouth type with a proboscis that functions as a nectar sucker.* • *Pollinate flowers. ...* • *Maintaining the sustainability of the ecosystem. ...* • *Help scientists monitor climate change. ...* • *Provide antibiotics. ...* • *Helps get rid of nuisance insects. ...* • *Clean the environment from waste.*	√	
	The lecturer gives time to students asking some questions Students with direction from the teacher ask questions about things related to the "descriptive text".	✓	
	Try/ Collecting Data or Information with *Scaffolding Technique,* ***The Lecturer:*** Stimulate student development Ask students to do an assignment on descriptive text about butterfly text. Stimulate students' creativity to name parts of the characteristics of a butterfly: - Their wings are beautiful - They can fly high or low - Butterfly wings are colorful Improve and repair the teaching process. Ask students to name adjectives that are commonly used to describe the characteristics of butterflies in the description section Helping the development of students' self-concept, by giving attention and guidance to students.	√ √ ✓ ✓ ✓ ✓	

	Students are observed, supported, when writing sentences based on adjectives and nouns that have been made.		✓	
	Stimulating student reflection, to help and align learning objectives to form descriptive text.		✓	
	Students continue the sentence with a dotted pattern in the form of a descriptive text about butterflies.		✓	
Post teaching Closing Activities	Students and teachers conclude about the learning activities they have done.			✓
	The teacher explains the planned learning activities that will come.		✓	
	Students and teachers say the closing greeting.			

4.1.2. Findings from Students' Perceptions in Learning to Write Descriptive English Texts through the Use of Scaffolding Techniques for STKIP PGRI Sidoarjo Students.

In accordance with the formulation of the second problem, the researcher conducted a direct inquiry with the aim of finding students' perspectives related to the use of scaffolding techniques in learning to write descriptive English texts. Because the focus of the second objective was students, the researcher took 18 students to join as participants in the questionnaire. Direct assessment was formulated against the results of student worksheets that were collected collectively. From there, the researcher developed a set of closed-ended questions, in which participants could continue their sentences with respect to the basic continuation of the word that had been given. The results of the questionnaire will be processed by researchers in order to create cohesiveness.

The researcher chose a YES-NO (closed-ended) questionnaire to reduce ambiguity, which is common in surveys with scales. As a result, the questionnaire provided more simplified options. Later, a percentage is averaged to depict the questionnaire results, which can be done using the following formula:

$$\% = \frac{n}{N} \ x \ 100\%$$

(Harinaldi, 2005)

'N' in above equation signifies the total number of all respondents, whereas 'n' represents the number of an answer selected in the questionnaire.

As for the question, there are around 12 in total, which can be displayed in the following table:

Table 4.2. Questionnaires done by Students

No.	Question	Yes	No	YES %	NO %
1	*Apakah kamu menyukai kegiatan menulis dalam Bahasa Inggris.* Do you like English writing activities?	18	0	100 %	0
2	*Apakah kamu tidak mendapat kesulitan dalam menulis* Don't you have difficulty in writing?	17	1	95 %	5
3	*Apakah kamu tidak perlu memperbaiki Teknik penulisan?* Don't you need to improve your writing skills?	17	1	95 %	5
4	*Apakah kamu faham tentang menulis teks deskriptif?* Can you understand the writing Descriptive text?	18	0	100 %	0

5	*Bisakah kamu memahami struktur Generik Teks Deskriptif*? Can you understand Generic structure of Descriptive Text?	18	0	100 %	0
6	Apa kamu suka menulis Descriptive text dengan tehnik scaffolding? Do you like writing descriptive text using scaffolding technique?	18	0	100 %	0
7	*Apakah kamu merasa lebih faham dengan adanya teknik scaffolding dalam pembelaran menulis teks descriptive?* Do you more understand on writing descriptive text by using Scaffolding Technique?	18	0	100 %	0
8	*Apakah teknik penulisan mu sudah membaik setelah guru menerangkan tentang deskriptif teks sambil memandu murid - murid yang lain yang belum faham dengan menggunakan scaffolding tehnik?* Has your writing technique improved after the teacher explained about the descriptive text while guiding other students who did not understand using the scaffolding technique?	18	0	100 %	0
9	*Apakah Anda merasa senang menulis teks deskriptif menggunakan teknik scaffolding?* Do you feel like writing descriptive text using scaffolding technique?	18	0	100 %	0
10	*Apakah kamu faham generic structure teks deskriptif dengan menggunakan teknik perancah?* Do you understand the generic structure of descriptive text by the help of scaffolding technique?	18	0	100 %	0
11	*Apakah Anda merasakan manfaat teknik scaffolding dalam*	18	0	100 %	0

	meningkatkan keterampilan menulis Anda? Do you feel the benefit of scaffolding technique on improving your writing skill?				
12	*Apakah menggunakan scaffolding dalam menulis deskriptif teks mudah difahami?* Is the use of scaffolding in writing descriptive text easy to understand?	18	0	100 %	0
%	**Mean**	17,85	0,17	**99%**	**1%**

1. The first statement is about whether students like writing activities in English. The 18 respondents, 100% answered "yes", while the remaining 0% answered "no". This shows that the approach provides a better way for students to understand the description of the text that has been explained.

2. The second statement is "don't you have difficulty in writing descriptive text through scaffolding technique?" The 17 respondents, 95% of them answered "yes", 5% of students answered "no" This means that this approach allows students to have no difficulty in writing descriptive texts.

3. The third statement is about whether students don't need to improve writing techniques in writing descriptive texts.–The 17 respondents or 95% of them answered "yes", 5% of students answered "no" This signifies the prior knowledge that students have regarding the material given and how they can improve their writing technique properly.

4. The fourth statement is about "Can you understand about writing descriptive text? The 18 respondents or 100% of them answered "yes". This shows that the approach provides a trigger to increase their interest in describing something.

5. The fifth question is about Can you understand the structure of Generic Descriptive Text. The 18 respondents, 18 or 100% answered "yes". This means that the technique offers an organized method of explaining the structure of descriptive texts for them to study descriptive texts.

6. The sixth question is about Do you like writing descriptive text with scaffolding technique. The 18 respondents, 18 or 100% answered "yes". This signifies an approach that helps students in measuring their writing ability.

7. The seventh statement refers to students' increased understanding of the scaffolding technique when learning to write descriptive text. The 18 respondents, 18 or 100 % said "yes." This demonstrates that the approach allows student reasoning to play a role in the learning process in addition to understanding.

8. The eighth statement is about *Has your writing technique improved after the teacher explained about the descriptive text while guiding other students who did not understand using the scaffolding technique?* The 18 respondents, 18 or 100% of them answered "yes". This means that this approach allows the improvement of students' abilities in learning to write descriptive texts.

9. The ninth statement is about whether students feel happy writing descriptive texts guided by the teacher. The 18 respondents, 18 or 100% of them answered

"yes". This indicates that the approach helps in maintaining their involvement in writing learning.

10. The tenth statement about *Do you understand the generic structure of descriptive text by the help of scaffolding technique?* The 18 respondents, 18 or 100% of them answered "yes". This shows that this approach contributes to the performance of students' understanding in studying the structure of descriptive texts by using scaffolding technique.

11. The eleventh statement about *Do you feel the benefit of scaffolding technique on improving your writing skill?* All 18 respondents, or 100 percent, said "yes." This means that all students understand the significance of mastering writing skills using scaffolding technique.

12. The twelfth statement about *Is the use of scaffolding in writing descriptive text easy to understand?* Yes" was answered by all 18 respondents. This suggests that the approach can boost students' self-esteem and improve their overall learning experience. It denotes the approach that helps them understand the objectives of a specific learning scenario.

Overall, researchers can visualize the above data in the following percentage Graph:

STUDENS' PERCEPTION ON IMPLEMENTATION OF TECHING WRITING USING SCAFFOLDING TECHNIQUE
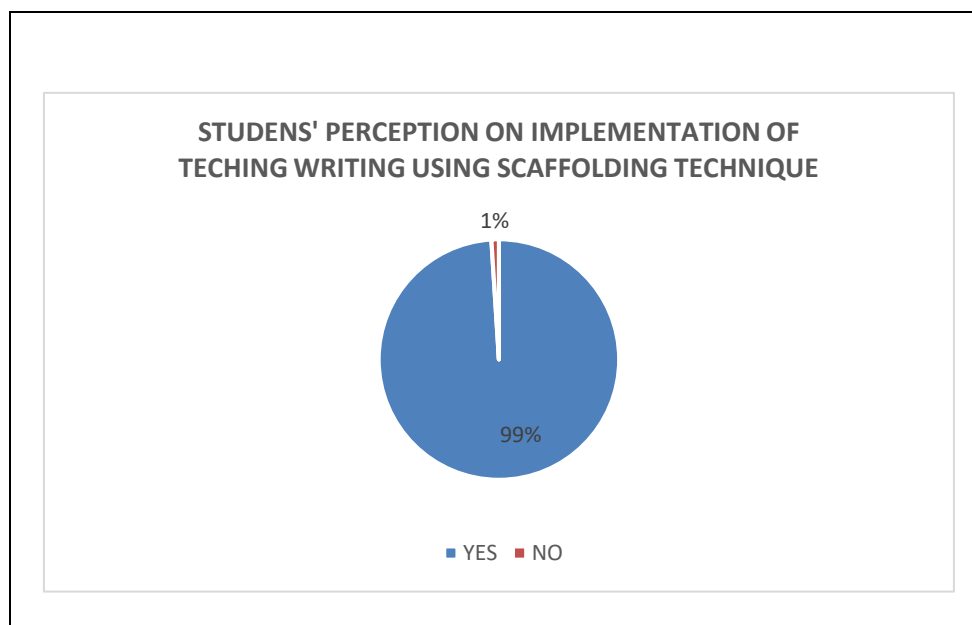
4.1. Discussion

This section contains a discussion of all of the study's findings. That is direct observation, followed by the final activity, which is a questionnaire evaluation. Direct observation provided the researcher with in-depth ideas about how the learning process was carried out by the researcher. As stated in the observation checklist and table, all teaching activities are divided into three parts that are pre teaching, while teaching and post teaching. The first is the pre-teaching section, which combines three focuses: opening, preparation, and learning activity initiation. The second is the teaching portion. Post teaching is Closing Activities, The students and teachers conclude about the learning activities they have done. The teacher explains the planned learning activities. Students and teachers say the closing greeting.

The lecture observed students' efforts to incorporate scaffolding techniques into learning activities while teaching, which revealed significant opportunities throughout the learning experience. Initially, the lecture provided students with reading material in the form of descriptive text about my room. This allows the lecture to involve them in understanding the generic structure of the descriptive text on the reading, which is authentic material. Second, students are asked to comprehend and explain all of the text's elements using a generic descriptive text structure. In the third step, students are tasked with connecting the dots on the descriptive text questions provided by the lecture.

The second stage is a questionnaire-based survey. This stage is carried out following the first. Questionnaires were distributed directly to the observation class's 18 students. Questionnaires were distributed to students to ascertain their attitudes toward the use of scaffolding techniques. Once distributed, their responses will provide researchers with solid data, further validating the approach's effects. In percentage terms, the total number of student responses showed positive feedback for the scaffolding technique implementation, up to 98 percent, with only 2 percent voting dissatisfaction or negative feedback for the scaffolding technique implementation.

Other researchers also showed the same results in terms of applying the scaffolding technique approach in the writing class. Qualitative research conducted by Veeramuthu, A., Veerappan, L., Suan, W.A., & Sulaiman, T. (2011), entitled "Effect scaffolding technique in journal writing among second language learners.", shows that the use of a technical approach scaffolding facilitates the use of critical

thinking students in filling in empty sentences by continuing to make new vocabulary texts given. It also provides space for students to express their personal thoughts into the text, which in turn validates the capacity for literary exploration made possible by the scaffolding technique approach.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

The purpose of this study from the first is implementation of teaching writing descriptive text using scaffolding and the second is to describe students' perceptions of teaching writing descriptive text using scaffolding. Based on data analysis and discussion, the researcher concludes: the percentage Students' perceptions indicate that they understand the use of Scaffolding Techniques in Writing Descriptive Text Learning.

5.1.1. The implementations of teaching writing descriptive text using scaffolding as follows :

1. The lecturer asks students to record what the lecturer explains and what the lecturer shows the pictures of butterflies

2. The lecture describes about descriptive text of butterfly image that they see on the slide of PPT.

3. The lecturer explains about scaffolding technique

   a. Scaffolding is a learning method by providing structured learning support. That is generic structure of writing descriptive about butterfly*;*

   b. 1st. Describe Identification,

   c. 2nd Describe description about the specific of butterfly.

   d. The lecturer asks the students to continue to describe about Butterfly.

e. The lecturer gives time to students asking some questions

f. The lecturer stimulates student's development

5.1.2. Students' Perceptions on the implementations of teaching writing descriptive text using scaffolding

The students' perceptions obtained are: they like English writing activities using scaffolding technique; their understanding in the definition and structure of Generic Descriptive Text, can increase; they feel really liked the scaffolding technique and enjoyed writing descriptive texts guided by the teacher. They feel that they got many benefits from the teaching writing descriptive text using scaffolding technique done by the lecturer.

The percentage Students' 98% YES answer and only 2% NO answer perceptions indicate that they understand the use of Scaffolding Techniques in Writing Descriptive Text Learning.

5.2. Suggestions

Following the completion of this research, the researcher attempted to make some recommendations to English teachers, students, and other researchers.

5.2.1. For English Teachers

Teachers should use media pictures or objects outside the classroom, as well as people around them who can make them happy, to creatively describe these objects in order for students to learn descriptive text. The scaffolding technique is one of the techniques that can be used to learn descriptive text. Teachers should use

Scaffolding Techniques as an alternative tool in the simple and enjoyable Descriptive Text learning process because they provide many benefits to students.

5.2.2. For Students

Scaffolding Techniques should be used more frequently by students to assist them in learning to write descriptive texts. Because there are numerous advantages to studying Writing Descriptive Text, students should employ the Scaffolding Technique to assist them in easily writing new vocabulary.

5.2.3. For Other Researchers

Scaffolding Technique should be used to help students learn to write Descriptive Text, so that future researchers should use this research as a reference for similar research on how effective Scaffolding Technique is in helping students learn to write Descriptive Text.

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APPENDICES

APPENDIX NO. 1

OBSERVATION CHECK LIST ON THE IMPLEMENTATION

Teaching Writing Descriptive Text Using Scaffolding

Time of activity	Description of activities	YES	NO	Note
Preliminary activities	The teacher greets (greeting);	….	….	….
	The teacher checks student attendance;	…	…	…
	Teachers prepare students psychologically and physically to participate in the learning process;	…. …	…. …	…. …
	Teacher gives apperception	…	…	…
	The teacher explains the learning objectives to be achieved;	… …..	… …..	… …..
	The teacher conveys an outline of the activities that will be carried out by the students.	… … …	… … …	… … …
Core activities	**Observe**			
	1) Students observe a picture of a person	…	…	…
	2) Students record what they see in the picture.	….	….	….
	Ask			
	Students with direction from the teacher ask questions about things related to the "person"	… …	… …	… …
	Trying / Collecting Data or Information with _Scaffolding_ techniques			
	Stimulate student development by			
	Ask students to form groups of 4 students.	…	…	…
	b. Stimulate students' creativity			
	to name the parts of a person's characteristics	…	…	…
	c. Improve and improve the teaching process.			

	Ask students to name adjectives that are commonly used to describe the characteristics of people in the column	…	…	…
		…	…	…
	d. Helping the development of students' self-concept, giving attention and guidance to students	…	…	…
	Students are observed, supported, when writing sentences based on adjectives and nouns that have been made	…	…	…
		…		
	e. Stimulate student reflection, to help and straighten the learning objectives to form descriptive text.		…	…
	Students sort sentences in the form of descriptive text about people.	…	…	…
		…	…	…
	Associate a. Students look at pictures of people	....	....	....
	b. Students compose descriptive texts about people who have been selected based on guided writing from the teacher.	…..	…..	…..
	Communicating **a**. Students display their work on a display board	…	…	…
	b. Students visit the work of other groups and provide comments	…	…	…
	c. The teacher provides feedback (less or best work) in the form of input	…	…	…
Closing Activities	. Students and teachers conclude about the learning activities they have done	…	…	…
		…	…	…
	. The teacher explains the plan for future learning activities.	…	…	…
	. Students and teachers say closing greetings.	…	…	…

Learning Implementation Plan (LIP)

Educational Unit   : STKIP PGRI SIDOARJO

Subject   : Bahasa Inggris

Class/semester   : 2020 A / 4

Theme   : **Writing Descriptive Text**
                      Using Scaffolding Technique

Sub Theme   : Teks Deskriptif (Orang)

 Learning to   : I (satu) Alokasi Waktu : 10 menit

A. OBJECTIVE OF LEARNING

1. Based on the observations of some of the pictures that have been provided, students are expected to be able to confidently fill in the column about the characteristics of people in descriptive texts about people.

2. Based on the table that has been filled in, students are expected to be able to make sentences from the vocabulary that has been entered into the column in the descriptive text about people correctly

3. Based on the sentences that have been made, students are expected to be able to sort random sentences in the form of descriptive text about people correctly.

4. Based on some of the pictures that have been provided, students are expected to be able to make descriptive text to properly describe the person they like.

5. Based on the scaffolding technique that has been made, students are expected to be able to compose very short and simple written descriptive texts, about people they like, taking into account social functions, text structure, and linguistic elements confidently and correctly.

A. LEARNING ACTIVITIES

Learning	Teacher description	Time	Yes	No
Preliminary activities	Teacher greets to student (*greeting*); The teacher checks student attendance; The teacher prepares students psychologically and physically to participate in the learning process; Teacher gives appreciation The teacher explains the learning objectives to be achieved; The teacher conveys an outline of the activities that will be carried out by students.	10 Minutes	✔ ✔ ✔ ✔	 ✔ ✔
Main Activities	**Observe** Students observe pictures of butterflies Students record what they see in the picture	80 Minutes	✔ ✔	
	Ask Students with direction from the teacher ask questions about things related to the "descriptive text".		✔	
	Try/ Collecting Data or Information with *Scaffolding Technique,* *The Teacher:* Stimulate student development Ask students to do an assignment on descriptive text about butterfly text. Stimulate students' creativity to name parts of the characteristics of a butterfly: Their wings are beautiful They can fly high or low Butterfly wings are colorful Improve and repair the teaching process. Ask students to name adjectives that are commonly used to describe the characteristics of butterflies in the description section Helping the development of students' self-concept, by giving attention and guidance to students.		✔ ✔ ✔ ✔ ✔	

			✓	
	Students are observed, supported, when writing sentences based on adjectives and nouns that have been made.			
	Stimulating student reflection, to help and align learning objectives to form descriptive text.		✓	
	Students continue the sentence with a dotted pattern in the form of a descriptive text about butterflies.			
	Associate			
	Students look at the picture of a butterfly		✓	
	Students compose descriptive texts about butterflies that have been selected based on guided writing from the teacher		✓	
	Communicating			✓
	Students display their work on a display board.		✓	
	The teacher gives feedback (less or best work) in the form of input			
Closing Activities	Students and teachers conclude about the learning activities they have done.	10 Minutes		
	The teacher explains the planned learning activities that will come.			✓
	Students and teachers say the closing greeting.		✓	

C. LEARNING ASSESSMENT

Assessment of this material can be done from observation of attitudes, knowledge tests, and presentations of performance or work/projects with an assessment rubric.

LEARNING MATERIALS

Definition: Descriptive text is the text to describe particular object.

General structure of descriptive text (taken from https://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti/)

Vocabulary / Important Phrases:

1) -Punctual : tepat waktu

2) -well-educated : terdidik dg baik

3) -manners : sikap

4) -well-dressed : berpakaian baik

5) -well-behaved : berprilaku baik

6) -well-built body : berpostur baik

7) -fearless : barani

8) -gentle : lemah lembut

9) -truthful : jujur

10) -obedient : patuh

Language element

Adjectives: big, small, many etc.

Verbs (v1): do (does), like, look, etc.

Simple present tense

DESCRIPTIVE TEXT		
Title	My best friend	Keterangan
Identification	My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.	
Descriptions	He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a Friend	

Learning Outcome Assessment

Attitude

Rubric for Assessment of Social Attitudes Assessment of Observation

The observation assessment is based on observing the attitudes and behavior of students on a daily basis, both related to the learning process and in general. Direct observations were made by the teacher. The following is an example of an attitude assessment instrument

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	PD			
1	…	75	75	50	75	275	68,75	C
2	…	...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama

- JJ   : Jujur
- TJ   : TanggunJawab
- DS   : Percaya Diri

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

   100   = Sangat Baik

   75   = Baik

   50   = Cukup

   25   = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =
   100 x 4 =400
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75
4. Kode nilai / predikat :

   75,01 – 100,00   = SangatBaik (SB)

   50,01 – 75,00   = Baik (B)

   25,01 – 50,00   = Cukup (C)

   00,00 – 25,00   = Kurang (K)

2. Knowledge

Writing Test Assessment Rubric

KRITERIA	DESKRIPSI	RENTANG SKOR	SKOR PEROLEHAN
A. Kosakata	Hampir sempurna	(89-100)	
	Ada kesalahan tapi tidak mengganggumakna	(76-88)	
	Ada kesalahan dan mengganggu makna	(61-75)	
	Banyak kesalahan dan mengganggumakna	(0-60)	
B. Ketelitian	Sangat teliti	(89-100)	
	Teliti	(76-88)	
	Cukup teliti	(61-75)	
	Kurang teliti	(0-60)	
C. Pilihan Kata	Sangat variatif dan tepat	(89-100)	
	Variatif dan tepat	(76-88)	
	Cukup variatif dan tepat	(61-75)	
	Kurang variatif dan tepat	(0-60)	

3. Ketrampilan (Produk)

Teknik Penilaian   : Unjuk Kerja (Menulis)
Bentuk Instrumen   : Write a descriptive text about people

Rubrik Penilaian Menulis

KRITERIA	DESKRIPSI	RENTANG SKOR	SKOR PEROLEHAN
Menulis Teks	Struktur dan unsur kebahasaan tepat	(89-100)	
	Struktur tepat dan unsur kebahasaankurang tepat	(76-88)	
	Struktur dan unsurr kebahasaan kurang tepat	(61-75)	
	Penggunaan kata, kalimat, dans truktur tidak sesuai	(0-60)	

QUESTIONNAIRE FOR STUDENTS.

Put a check list (√) in the column that you think is appropriate,

information: *YES: if the statement is considered true*.

NO: if the statement is considered false

No.	Question	Yes	No
1	*Apakah kamu menyukai kegiatan menulis dalam Bahasa Inggris.* Do you like English writing activities?		
2	*Apakah kamu tidak mendapat kesulitan dalam menulis* Don't you have difficulty in writing?		
3	*Apakah kamu tidak perlu memperbaiki Teknik penulisan?* Don't you need to improve your writing skills?*(*		
4	*Apakah kamu faham tentang menulis teks deskriptif*? Can you understand the writing Descriptive text?		
5	*Bisakah kamu memahami struktur Generik Teks Deskriptif*? Can you understand Generic structure of Descriptive Text?		
6	Apa kamu suka menulis Descriptive text dengan tehnik scaffolding? Do you like writing descriptive text using scaffolding technique?		
7	*Apakah kamu merasa lebih faham dengan adanya teknik scaffolding dalam pembelaran menulis teks descriptive?* Do you more understand on writing descriptive text by using Scaffolding Technique?		
8	*Apakah teknik penulisan mu sudah membaik setelah guru menerangkan tentang deskriptif teks sambil memandu murid - murid yang lain yang*		

	belum faham dengan menggnakan scaffolding tehnik? Has your writing technique improved after the teacher explained about the descriptive text while guiding other students who did not understand using the scaffolding technique?		
9	*Apakah Anda merasa senang menulis teks deskriptif menggunakan teknik scaffolding?* Do you feel like writing descriptive text using scaffolding technique?		
10	*Apakah kamu faham generic structure teks deskriptif dengan menggunakan teknik perancah?* Do you understand the generic structure of descriptive text by the help of scaffolding technique?		
11	*Apakah kamu merasa ada peningkatan perbaikan dalam kemampuan menulis Bahasa inggrismu?* Do you feel the benefit of scaffolding technique on improving your writing skill?		
12	*Apakah menggunakan scaffolding dalam menulis deskriptif teks mudah difahami?* Is the use of scaffolding in writing descriptive text easy to understand?		

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