



**A STUDY ON TEACHING WRITING OF DESCRIPTIVE TEXT BY
USING SCAFFOLDING TO THE TENTH GRADE STUDENTS AT SMAN
1 NGADILUWIH IN ACADEMIC YEAR 2014/2015**

THESIS



By:

WAHYU NITA PRABANDARI

NPM: 11.1.01.08.0212

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI

2015



APPROVAL PAGE

THESIS

By:
WAHYU NITA PRABANDARI
NPM: 11.1.01.08.0212

ENTITLED:

**A STUDY ON TEACHING WRITING OF DESCRIPTIVE TEXT BY
USING SCAFFOLDING TO THE TENTH GRADE STUDENTS AT SMAN
1 NGADILUWIH IN ACADEMIC YEAR 2014/2015**

Approved by the advisors to be proposed to
The English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, _____

The Advisors,

Advisor I,

SUHARTONO, M.Pd.
NIDN. 0714026901

Advisor II,

SULI MULYATI, M.Pd
NIDN.

APPROVAL SHEET

THESIS

By:

WAHYU NITA PRABANDARI
NPM : 11.1.01.08.0212

ENTITLED:

**A STUDY ON TEACHING WRITING OF DESCRIPTIVE TEXT BY
USING SCAFFOLDING TO THE TENTH GRADE STUDENTS AT SMAN
1 NGADILUWIH IN ACADEMIC YEAR 2014/2015**

Approved and Accepted by all its qualification
By the Examination Committee of
University of Nusantara PGRI Kediri

Board of Examiners,

Chairman : Drs. SETYA ADI SANCAYA, M.Pd

First Examiner : SUHARTONO, M.Pd

Second Examiner : SULI MULYATI, M.Pd

The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri



DR. HJ. SITI PANCA SETYAWATI, M.Pd
NIDN: 0716046202



A STUDY ON TEACHING WRITING OF DESCRIPTIVE TEXT BY USING SCAFFOLDING TO THE TENTH GRADE STUDENTS AT SMAN 1 NGADILUWIH IN ACADEMIC YEAR 2014/2015

Wahyu Nita Prabandari

NPM 11.1.01.08.0212

Faculty of Teacher Training and Education - English Education Department

Wnietha68@gmail.com

Suhartono, M.Pd and Suli Mulyati, M.Pd.

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Writing is one of productive skill in learning English. Students must produce their own written texts. In teaching writing, the teacher needs a technique or media to support their teaching. One of the techniques that the teacher can be used is scaffolding. The purpose of this study are to know the students' response and students' problem in teaching writing of descriptive text by using scaffolding. Also the advantages and disadvantages of scaffolding technique. The approach of this research is qualitative and the design is descriptive qualitative. To get the data, the writer did observation, gave questionnaire to the students to know how the students' response, interview to the English teacher, and took some pictures for documentation

Keywords : Writing, Teaching writing, Descriptive text, Scaffolding

I. Introduction

In teaching English, the teacher must have background knowledge about English. Teaching is a process of transferring knowledge. It involves many components such as teachers, students, material, method, media, evaluation, and etc. It is supported by Brown (2007: 8) that, "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning". It means that teaching has an important role in the purpose of learning about something. Moreover according to Brown Douglas (2007: 8) state that "Teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know or understand". It means that teaching is a process of transferring knowledge to others and makes the other understand about the teacher gives to them.

Writing is important for English learners to convey information and ideas. According to Siahaan (2007: 215), "Writing is a physiological activity of the language user to put information in the written text. In writing we need to think abroad about the ideas and also the choice words". It means that in writing information is needed to write a text. But, usually students find difficulties in their

writing. Jill and Charles (2008: 116) states that "Writing is difficult skill for many learners, even in their mother tongue". It means that writing is important to learn by the learners because writing is difficult skill for learners.

Teaching writing is seen as difficult since it takes time to manage the composing process. Because of this difficulty, teachers must help the students in generating ideas and providing practice in composing the texts. In this case, the role of the teachers is very important in helping the students. According to Crovitz (2004: 2) "Teaching is filled with contradictions and challenges that we strive to overcome in our determination to teach writing well" it means that, to explore some of them, raising questions about teaching writing well that may stimulate constructive discussion with your peer and colleagues.

In KTSP as a standard of education system, the text that should be learned by students are following the genre. Such as descriptive, narrative recount, report, procedure, and anecdote. One of text that must be mastered by the students is descriptive text. Anis Apriliawati (2009:1) stated that "Descriptive text describe particular person or thing in detail." It means that descriptive text is a text which describe about the features and

characteristics of a certain thing in detail (a person or a thing).

Based on the reason above using a technique in teaching for students is important, because it used to get the good result based on the purpose. And also teacher should supply to suitable material based on the students knowledge so that students can understand about the material. To enable students achieve the competence of writing descriptive text, the teacher should use an appropriate method or technique concerning this. One of technique is by using scaffolding. Based on Holton and Clarke (2006: 131) define scaffolding as: "An act of teaching that (i) supports the immediate construction of knowledge by the learner; and (ii) provides the basic for the future independent learning of individual". It means that scaffolding can support the learners' knowledge for the future independent of learning.

The aims of the study is to answer the following questions, How is the students' response of teaching writing of descriptive text by using scaffolding to the tenth grade students at SMAN 1 Ngadiluwih? What is the students' problem in learning writing of descriptive text by using scaffolding to the tenth grade students at SMAN 1 Ngadiluwih? What are the advatages and disadvantages of

teaching writing of descriptive text by using scaffolding to the tenth grade students at SMAN 1 Ngadiluwih?

II. Research Method

The orientation of research design is descriptive qualitative research. The subject of the research was X3 class which consisted of 25 students, consist of 12 male students and the female students consist of 13. The procedure of collecting the data are observation, questionnaire, interview, and documentation. The result of the data colleting was described by the writer. In process of finding the data and process of collecting the data, the writer describes the result of obeservation, interview, and also the doumentation. The next step is displaying the data. It is the process in which the data dercribe in a form of sentences aranged systematically and logically. The last step is data verification. To verify the data, the writer must take the conclusion in the first stage and support it with the instruments. There are three types for validiting of checking data. The first is validity, in validity the writer check the accuracy of the data between the data that is reported and the data that finds by the writer in the field. Second is reliability, in reliability the writer check the consistency and accuracy of data that found by the writer in the field. Third is measurement of validity and reliability. in this step the

writer triangulation technique. Triangulation technique is checking of the data from several sources.

III. Research Findings and Discussion

First, the writer used observation checklist to check the students' response when they were taught writing of descriptive text by using scaffolding. There were fifteen points that the writer used to know the students' response. And the students' gave a good response in writing descriptive text by using scaffolding. It means that scaffolding technique successfully help the students in their problem in writing descriptive text. Second is questionnaire. The writer used questionnaire to get the data about students' response about the use of scaffolding in their writing descriptive text. There were ten questions that they must be answered by giving the sign (x). The students who answered "yes" as much as 97.3% and "no" as much as 2.7%. It was showed that their response in teaching writing of descriptive text by using scaffolding was good and this technique has been successful helping the students in writing descriptive text. Third, the writer used interview to the English teacher. The result of the interview showed that scaffolding technique had been successfully helped the students to finish

and solve their problem when they wrote a text. The last is documentation. The writer took some pictures when she was teaching in the classroom. Documentation was done by the writer to check the validity of the data that was collected.

According to the result of data collection and research findings above, the writer concluded that, the students' response in teaching writing of descriptive text by using scaffolding was good and they enjoyed it. The students' problem in teaching writing of descriptive text by using scaffolding are, most of the students didn't know about the form of descriptive text, their cooperation in group work and vocabulary was poor. The advantages are, help students to understand the material through their own motivation, help students in making of descriptive text, and facilitate the students who do not understood yet to asking the teacher. And the disadvantages is in some of activity the students make some noise in the class.

BIBLIOGRAPHY

- Crovitz, Darren and Kirby, DL. 2004. *Inside Out: Strategies for Teaching Writing*. Heinemann: Portsmouth, NH
- Douglas, Brown, H. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2th Ed. (New York: Longman)
- _____. *Principles of Language Learning and Teaching*, 4th Ed. (New York: Longman)
- Hancock, Beverly. 1998. *Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research: Trent Focus*
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching (4th Ed.)*. London: Pearson Education
- _____, *How to Teach Writing*. England: Longman
- Hasan, Basri. 2011. *Teaching Writing News Item Text Through Documentary Video at The Tenth Grade of SMA N 1 Kaliwungu Kendal In The Academic Year of 2010-2011*. tersedia: <http://library.walisongo.ac.id>, diunduh 1 Desember 2014
- Heaton, J.B. 1990. *Writing English Language Tests*. London and New York: Longman, Inc
- Hughes, Arthur. 2003. *Testing for Language Teacher*, Cambridge: Cambridge University Press
- Marlina, Lia. 2012. Teaching Descriptive Text through Mind Map Technique at Seventh Grade Students of SMPN 1 Mande Cianjur. tersedia: <http://publikasi.stkipsiliwangi.ac.id/>, diunduh 1 Maret 2015
- Merriam, S. 2009. *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Ministry of National Education. 2009. *Teaching Writing*
- Purnomo, Adi. 2014. Improving Descriptive Writing Skill through Mind-Mapping Technique. tersedia: <http://eprints.iainsalatiga.ac.id/>, diunduh 1 Maret 2015



Richards, J.C and Renandya, W. A. 2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press

Sari, Ratna. 2014. The Influence of Cooperative Learning (Think Pair Share Technique) in Teaching Descriptive Writing. *tersedia*: <http://repository.uinjkt.ac.id/>, diunduh 1 Maret 2015

Sugiyono, Prof. Dr. 2011. *Metode Penelitian Pendidikan*. Bandung: Alfabeta

Yuli, Reszy. 2013. Teaching Writing A Descriptive Text by Using Environmental Observation Strategy. *tersedia*: <http://ejournal.unp.ac.id/>, diunduh 1 Maret 2015