THE EFFECT OF USING SCAFFOLDING TECHNIQUE ON THE TENTH GRADE STUDENTS' DESCRIPTIVE TEXT WRITING ACHIEVEMENT AT SMA NEGERI 1 ARJASA

THESIS

By:

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NIM: 130210401075

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
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DEDICATION

*This thesis is honorably dedicated to:*

1. *My beloved parents, Zainuddin and Siti Muanatun, and my beloved brothers and sister, Abdullah Mahbubul Muttaqin, Maftuh Ali Mabrurin, Sukron Makmun Habibi, and Zulaikha Nur Umamah who always love, care, support, help, motivate, and pray for me.*

2. *All of my teachers who always help me and give me lots of inspiration*
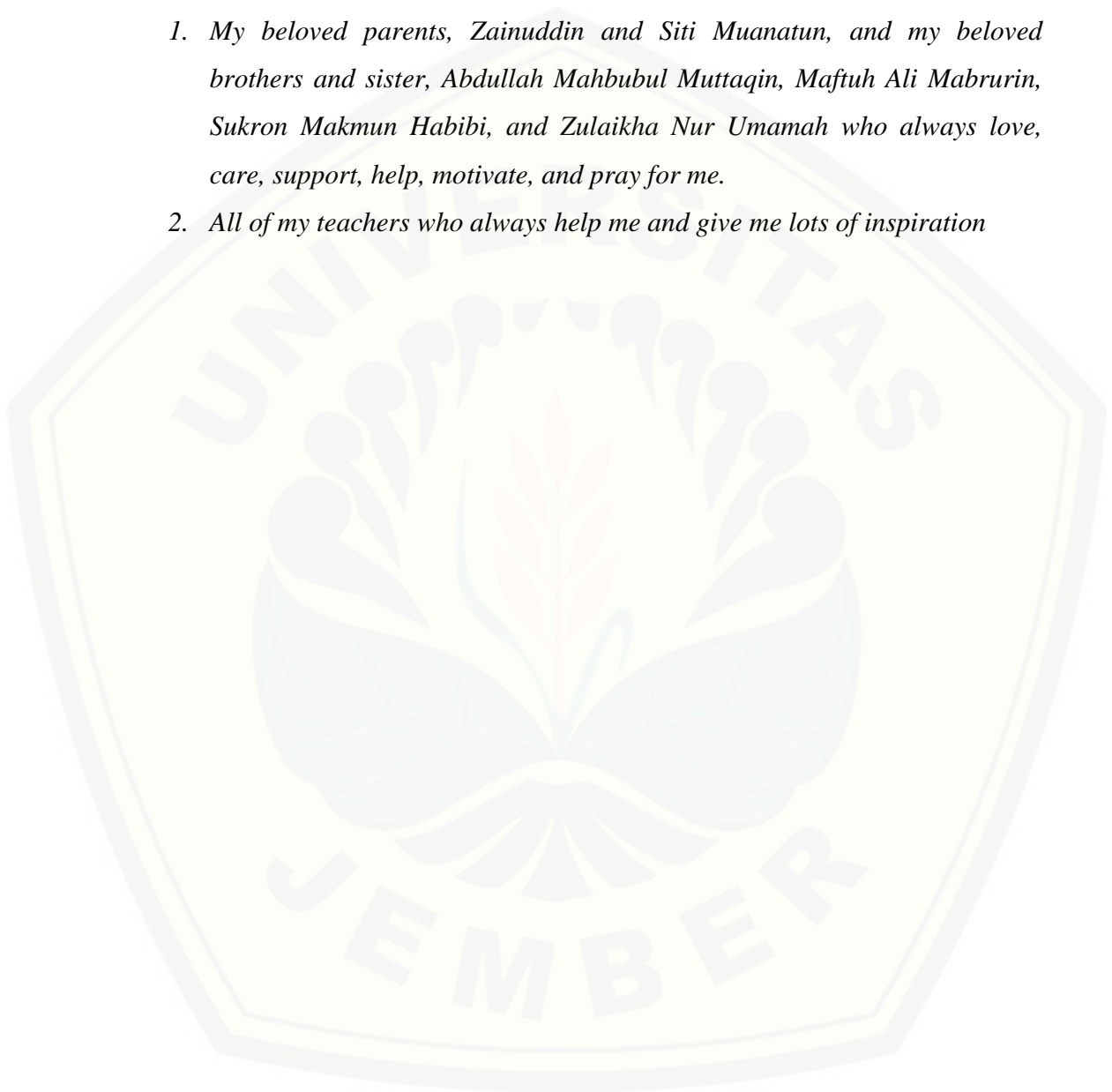
MOTTO

"The beautiful part of writing is that you don't have to get it right the first time, unlike, say, brain surgeon. You can always do it better, find the exact word, the apt phrase, the leaping simile."

(Robert Cormier)
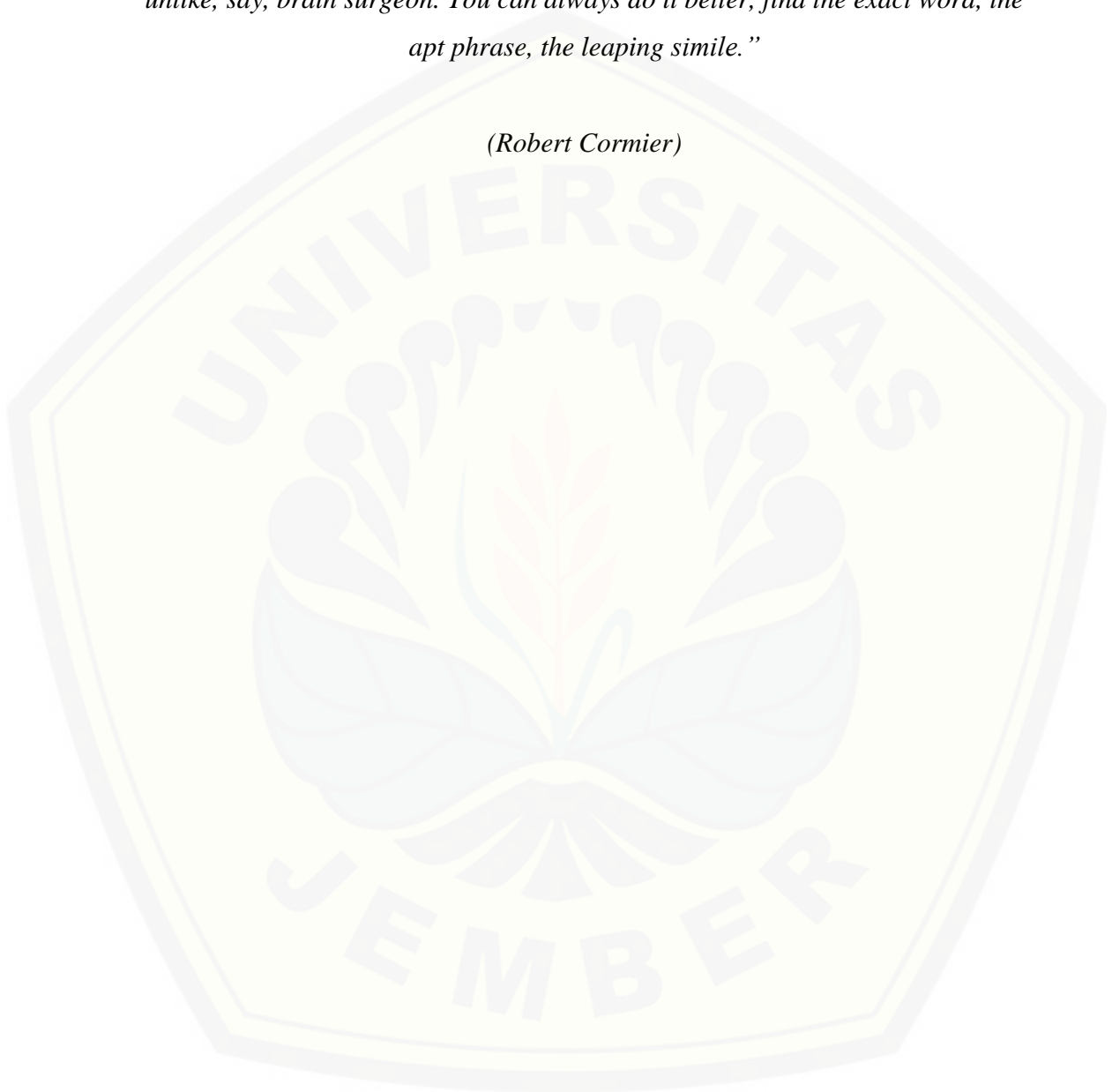
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I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to quality for any other academic award, ethics procedure, and guideline of the thesis writing from the university and the faculty have been followed.

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Iin Zulfatul M.
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CONSULTANTS' APPROVAL

THE EFFECT OF USING SCAFFOLDING TECHNIQUE ON THE TENTH GRADE STUDENTS' DESCRIPTIVE TEXT WRITING ACHIEVEMENT AT SMA NEGERI 1 ARJASA

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember

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THESIS

This thesis entitled **"The Effect of Using Scaffolding Technique on The Tenth Grade Students' Descriptive Text Writing Achievement at SMA Negeri 1 Arjasa"** is approved and received by the examination committee of the Faculty of Teacher Training and Education of Jember University.

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Finally, I believe that this thesis has some weaknesses. I will appreciate if there are any suggestions or criticisms.

The Writer

Iin Zufatul Mahmudah

SUMMARY

The Effect of Using Scaffolding Technique on the Tenth Grade Students' Descriptive Text Writing Achievement at SMA Negeri 1 Arjasa;

Iin Zulfatul Mahmudah, 130210401075; 2017; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was conducted to investigate the effect of using Scaffolding technique on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Arjasa in the 2017/2018 academic year. Writing is a complex skill that needs a long process to be done. The students often find it difficult to produce a good writing, from generating ideas into making their final writing. The teacher should find an effective teaching technique for teaching writing. Thus, the researcher conducted an experimental research by using Scaffolding Technique to teach writing through the process of writing. This technique involved a process on its implementation, which in each step was provided supports or assisstance.

The participants of this research were the tenth grade students of SMA Negeri 1 Arjasa in the 2017/2018 academic year. There was a homogenity analysis done to all of the population, all the tenth grade students of SMA Negeri 1 Arjasa. The data for homogenity analysis were taken from the previous English writing scores which were given by the English teacher to the researcher. After analyzing the students' previous writing scores by using One Way ANOVA in SPSS Aplication, it was found that the population was homogenous. Thus, the researcher used lottery to determine the experimental group and the control group.

The design of this research was quasi-experimental research with pottest only design. The main data of this research were taken by using posttest that was administered after the experimental group had received the treatment. There were two groups involved in this research, the experimental group and the control group. These groups received different treatment from the researcher. The experimental, which was the X IPA 1, was taught writing by Scaffolding Technique as the treatment. Meanwhile, the control group, which was X IPS 3, was taught writing without using Scaffolding Technique, but by using teaching

technique usually given by the teacher. After the treatment given, a posttest was administered to both groups. It was given after both groups had been taught twice by the researcer. The posttest was a writing test of writing a descriptive text.

The results of the posttest were analyzed by using Independent Sample T-test formula in SPSS application. Based on the calculation in the analysis, the result showed that the value of Sig(2-tailed) was 0.001, it was lower than 0.05. It means the null hypothesis was rejected and the alternative hypothesis was accepted. It indicated that there was a significant effect of using Scaffolding Technique on the tenth grade students' descriptive writing at SMA Negeri 1 Arjasa. This result gave a conlusion that Scaffolding Technique could be used as an effective teaching technique to teach writing to the students.
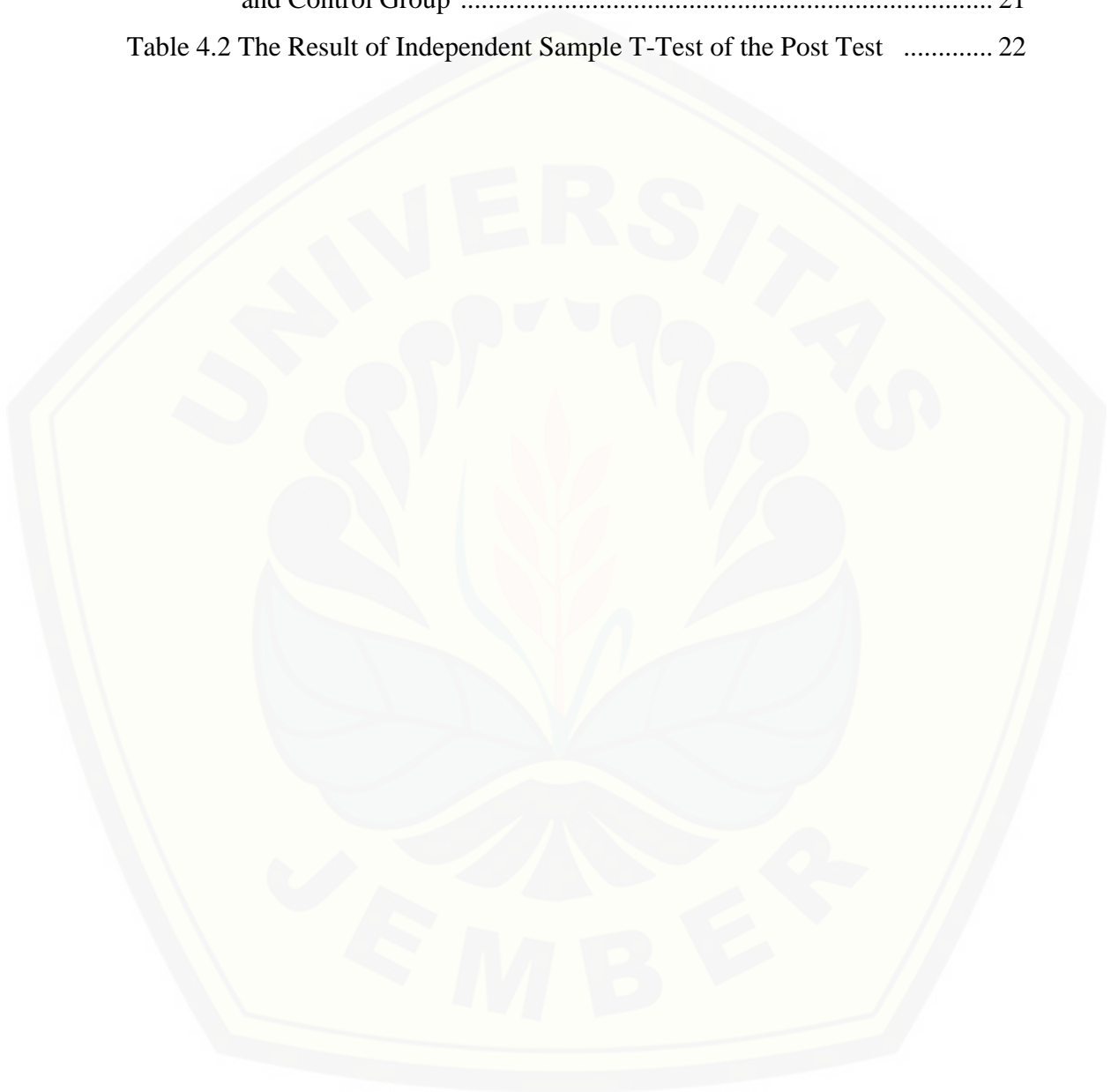
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CHAPTER 1. INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objectives of the research, and the significance of the researchh.

1.1 Background of the Research

There has been a growing interest in recent years to explore the notion of scaffolding in the process of students' learning around the world (Faraj, 2015).The concept of this term has been used by many educators and researchers as a term to describe and explain how the more capable partners or adult's role in guiding children's learning and development (Stone, 1998; Wells,1999; Hammond, 2002; Daniels, 2001 in Verenikina, 2003). The notion of scaffolding is inspired from Vygotsky's (1934) theory about Zone of Proximal Development which is the distance between the level of child's independent performance and the child's level with assisted performance (Bodrova and Leong,1998:2). In scaffolding implementation, when the students become more independent in doing the task, the scaffolds are reduced gradually (Rosenshine and Meister, 1992: 26).

In the teaching of language subject, scaffolding is used for teaching language skills, including writing. Writing activity can be organized by the teacher to help the students by using scaffolding (Vernon, 20014:1). Writing skill is considered as the most difficult skill taught in schools if it is compared with the other language skills; listening, speaking, and reading (Cocuk, Yelken, and Ozer, 2016:1). In producing a good writing, someone must follow some steps, from discovering ideas to making the final draft of the writing. Grave (1983) in Laksmi (2006) states that writing has a process which consists of five steps, while Vernon (2014) states that there are six steps of writing process. Thus, the implementation of scaffolding is done through this process. The students are required to do writing by assisstance or in peers, where finally they will make the final draft on their own.

An interview was conducted with the English teacher related to the the teaching of English writing. The teaching of writing is usually integrated with

reading or listening. Generally, the students' performance in writing was the same in each class of the tenth grade classes. The teacher rarely used various technique to teach writing because she usually used mind mapping technique to teach the students to write.

There were several previous studies discussing about the implementation of scaffolding technique in the classroom. Most of the participants of the research were university students. Moreover, the implementation of scaffolding technique in teaching writing on those research usually applied through writing process. The process itself had been determined differently by some experts and researchers, such as Seow (2004), Grave (1983), and Vernon (2014). Seow (2004) states that there are four steps of writing process, including planning, drafting, revising, and editing. Grave (1983) determines five steps of writing process, which are prewriting, drafting, revising, editing, and publishing. Vernon (2014) states more steps of writing process, including brainstorming, outlining, rough drafting, evaluating, final drafting, and publishing. Some researchers used Grave's (1983) in Faraj (2015), and Seow's (2004) in Behroozizad and Abdollahzadeh (2015), but none of them used Vernon's (2014). In this research, the researcher decided to use Vernon's writing process and the participants of this research were the students of senior high school. The reason of choosing Vernon's (2014) was because it consisted of more complete steps of writing process.

1.2 The Research Problem

In relation to the background of the study, the problem can be formulatedin the following research question: Is there any significant effect of using scaffolding technique on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Arjasa?

1.3 The Research Objective

The objective of the research is: To know whether there is a significant effect using scaffolding technique on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Arjasa.

1.4 The Research Contributions

The result of this research is expected to give some contributions in teaching and learning process as follows:

a. Empirical Contribution

The result of this research may help other researchers in the future who want to conduct a research using the same technique as one of their references or finding the gap like the research design, the theory used, or the participants in this research and theirs in their future research.

b. Practical Contribution

The result of this research is expected to give some evidences of the effectiveness of scaffolding techique in teaching writing so that the teacher can consider to use this technique for teaching writing to the students.

CHAPTER 2. LITERATURE REVIEW

This chapter includes the theoretical framework of scaffolding technique, the conceptual reviewof scaffolding technique in writing, review of previous studies on the implementation of scaffolding technique, and research hyphothesis.

2.1 The Definition of Scaffolding

Scaffolding concept is originated from Vygotsky's (1934) theory about Zone Proximal Development (ZPD). ZPD refers to a distance occurs between children's actual development level of performance (independent performance) and their level of asissted performance (Bodrova and Leong, 1998:2). Vygotsky (1934) differentiate development level of performance and asissted performance level, actual development performance level indicateswhat is already developed or achieved by the learners while the assisted performance level indicates what they can achieve later in the near future(Verenikina,2003). In assisted performance level, the students colaborates with the teacher or other students to solve problem or doing certain task. It is believed that collaboration gives positive influence to the individuals who contribute to work together in collaboration with the more proficient or skilled person to achieve new knowledge of concept, psychological tools, and skills (Shabbani et. al, 2010:238).

In line with Vygotsky's (1934) theory, Bruce, Wood, and Russel (1976) introduced the term "scaffolding" on their paper which discusses about learning by assistance in solving problems. The assisstance is expected to help the children achieve the ability they might not able to achieve without any assistance. Futhermore, Gibbons (2015) explains that scaffolding is temporary assistance given from the teacher to help learners know how to do something, so later they will be able to do the similar task alone. The same as the term scaffolding under bulding construction, the scaffolds will not exist forever. Whenever the students have learned the process, then the support will be gradually removed (Vernon, 2014; Vacca and Levitt, 2008). So it is done through a process or steps and as the students have dealt with the current task, then the scaffold is removed by not

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giving the scaffolding or support anymore. The final result is that the students are able to do the task without any assistance.

2.2 Types of Scaffolding Instruction

There are five different types of scaffolding instruction stated by Roehler and Cantlon (1997) in Bikmaz, Celebi, Ata, Ozer, Soyak, and Recber (2010:27). Those types are Offering explanation, Inviting students' participation, Verifying and clarifying students' understanding, Modelling of desired behaviors, and Inviting students to contribute clues. Offering explanation means the teacher provides explicit explanation for the students about the content discussed. Inviting students paticipation means that students are given opportunity to join the process after the teacher gives some illustrations. Verifying and clarifying students' understanding is verifying what the students have been understood, and clarifying if they have not. This type usually includes feedback as the means of varivying and clarifying. Modelling desired behaviors is the teaching act that models of how to feel, think and act in a given situation, like think aloud modelling, talk-aloud modeling, and performance modelling. The last is Inviting students to cotribute clue, the teacher encourages the students to offer clues of how to complete the task. According to the classification above, this research include to the first type, the second, and the third type because the students will be supported by the teacher through explanation and some illustration first in some steps. The third type is done in the step of Evaluation.

According to Vacca and Levitt (2008:151), applying scaffolding in the classroom can be done through a variety of ways to variety of lesson formats. It does not depend on one procedure of instruction, the teacher can create his/her own procedure on his/her teaching lesson plan which likely more suitable for the students. According to Alibali (2006), there are several kinds of scaffolds that can be used by the teacher, including advance organizers, cue cards, concept and mind maps, examples, explanantions, handouts, hints, prompts, question cards, question stems, stories, and visual scaffolds.

2.3 The Characteristics of Scaffolding Technique

Though it is up to the teacher to implement scaffolding his way, there are some common characteristics of scaffolding that is summarized by Van de Pol, Volman, and Beishuizen(2010). The characteristics include Contingency, Fading, and Transfer of responsibility.

1. Contingency refers to as the responsive, tailored, adjusted, differentiated, titrated, or calibrated support
2. Fading is the gradual withdrawal of the scaffolding.
3. Transfer for responsibility, the responsibility for the performance of a task is gradually transferred to the the learners.

<div style="text-align: right">(Van de Pol, Volman, and Beishuizen: 2010)</div>

Contingency here means that the teacher gives the students the supports by considering the students' ability and level of performance, the supports should be adapted to the students' current level. The teacher should know when to provide or remove the supports. Fading refers to the elimination of the support that given by the teacher. The students are provided temporary supports or assistance in the process of learning gradually according to the process. When the students are able to carry out the task or fulfill the goal independently, the supports from the teacher are fading or removed. This characteristic is related to the transfer of responsibility. As the supports are gradually removed, the responsibility in doing the task is transfered to the students (Van de Pol, Volman, and Beishuizen: 2010). In other words, they are ready to do the task alone without any assisstance given.

Moreover, this technique has some advantages and disadvantages (Stuyf: 2002). The advantages include engangingthe students in learning because they are involved in the process not only listen to the teachers. It also motivates students to learn as there is an opportunity of giving positive feedback when the students have solved a problem out or achieved the learning goal.Another advantage is reducing level of frustration. The activities in the implementation of scaffolding technique involve the interaction of teacher and students within group or peerin doing the task, so it will be easier for the students to do the task together than work alone. Unfortunately, there are also some disadvantages of scaffolding. This technique is applied through process of learning, which cause a time consuming

activity. The teacher also might not be able to see the maximum effect of scaffolding if it is not implemented properly by the teacher.

2.4 Writing Process

Writing is considered as a difficult skill in learning and teaching English because in writing, a writer needs a long process from generating ideas into making a final draft.The focus of teaching writing is to help students not only produce a text, but also generates and organize their ideas in writing. Over two decades ago, teaching writing by using process approach becomes in attention. In using writing process approach, which instead of focusing on the students' final product, the students are given experience doing a process of writing like a writer does (Laksmi:2006). Sun (2009 :151) states that process of writing allows the writer into perfection of writing by producing, reflecting on, discussing and reworking successive drafts.

Writing process consists of some steps from pre-writing to final draft. There are some experts and researchers who state different steps of writing process. Grave (1983) in Laksmi (2006) states that there are five steps of writing process, consisting of prewriting, drafting, revising, editing, and publishing. Seow (2002) in Behroozizad and Abdollahzadeh (2013) states that writing process includes four main stages; planning, drafting, revising, and editing. According to Vernon (2014), the steps of writing process consists of six steps including brainstorming, outlining, drafting, evaluation, final draft, and publishing. In this research, Vernon's (2014) steps of writing process were used in this study.

Vernon (2014) explains each step of the writing process. Brainstorming step is a step where the students are doing warming-up writing of collecting thoughts into some types of canvas (i.e chalkboard, overhead, and worksheet). In this step the students brainstorm ideas to be used as their topic of writing. Then those toughts are further organized through the Outlining step. The students arrange the ideas into main point and followed by the subpoints, distinguishing the general and specific ideas in some sections. After making the outline, the students make their rough draft by the framework in the outline into paragraphs.

Therefore, the students do the Evaluation step. They review their work and make corrections, usually the teacher provides some questions or instruction list regarding the aspects of writing to guide them to make correction. After the evaluation step, finally they make the final draft. The final draft is written based on the the feedbackin evaluation step. The students might also review the corrections with the teacher before doing this step. The last step is publishing. This is the optional step of the writing process. In this step, the students' writing may be published in certain ways by utilizing the technology, art, music, and etc. This can be done by sticking their work in front of the class, presenting the work in the form of power point, poster, comic, and many others that enable them to publish their writing.

2.5 The Aspects of Writing

A good writing should be composed carefully by considering the aspects of writing. These aspects also become the categories of evaluating writing. According to Jacobs, Zingraf, Hartfield, and Hughey (1981), the aspects of writing includes content, organization, grammar, vocabulary, and mechanics.

Content refers to the materials or topic discussed in a writing. It is the information that the writer wants to deliver to the reader. Ur (1996) mentions that content presents details information or completeness. Completeness here means that the contents has sufficient information to give a clear picture or explanantion about the topic. The content of writing should be clear and have sufficient information of the topic because limited information of the topic might confuse the reader.

Organization refers to the ability of presenting ideas of writing logically ordered. A writter should know how to arrange their ideas into paragraphs and arrange them in a way that make sense to the reader. A well-organized writing may help the readers to follow how the discussion goes in the writing and understand the writer's purpose easily. According to Rosen and Behrens (2000:119), well organized writing should be united and coherent. Unity means that the ideas in the paragraph focus on one topic and followed by supporting

details of the topic. The supporting details should relate to the the topic. The topic of the paragraph is usually stated in the beginning of the paragraph and the rest is the supporting details. Coherence, according to Wong (1999:369), means that the ideas and sentences are stated smoothly in a logical manner.

Grammar is one aspect that everyone must know in learning English. It is necessary to concern this aspect in writing. According to Kane (2000:13), grammar refers to the rules that structure language. These rules help writers to write sentences that are meaningful and acceptable for the readers. In English, these rules caled as tenses which there are sixteen of them. In this research, the text taught is descriptive text and the language feature use is simple present tense.

Learning a language should deal with the knowledge of vocabulary or words. Words are the key component of language (Dehkordi and Salehi, 2015:152). Vocabulary occurs as the element that helps communication. This is important since the vocabulary that is used influence the meaning or the message of the writing to the reader. It means that a writer should has vocabuary mastery and consider the word choice of his writing.

Heaton (1988:135) states that mechanics refer to particular conventions that is used correctly in written language. It is the composition of spelling, punctuation, and capitalization. A good writer should be able to use appropriate punctuation. Clear punctuation can make writing be clear and easy to read. There are some punctuation marks that are stated by Straus (2008:52), including periods (.), ellipsis marks (...), commas (,), semicolons (;), colons (:), question marks (?), exclamation points (!), quotation marks ("..."), parentheses ((...)), aphostrophes ('s), hyphens (-), dashes (–). Capitalization refers to the use of capital letters in the beginning of sentence, proper noun, title, department, and so forth.

2.6 Descriptive Text Writing

The teaching of writing is focusing on several types of genres. In 2013 Curriculum, there are several types of genres stated which are given according to its level and semester. In this research, a descriptive text is chosen as one of the

genres. This type of text is taught in senior high school at the tenth and the eleventh grade level. Description deals with visual experience of how something looks, sounds, or tastes (Kane, 2000:351). Descriptive text is a text that describes something that can be caught by human sense. It means that the reader will get an illustration in their mind about the thing mentioned in the text.

When we write a text in a certain genre, we also have to pay attention to its structure. It is stated in the curriculum that this text has a structure of text which consists of Identification and Description. Identification consists of the general information of the topic discussed, while description consists of the further or more detail information about the topic.

Besides, there are also some language features in a descriptive text. The following is the language features of descriptive text (adapted from Knapp and Watkins, 2005).

a. The use of present tense, for example: has, eats, sings, lays, swims.

b. The use of relational verbs to describe or classify appearance, for example : is, are, has, have.

c. The use of action verbs to describe behaviour, for example : lay, live

d. The use of adjective (beautiful, nice, long),

e. The use of adverbs (slowly, always, clearly) and adverbial phrase (the red book, her tiny shoes

2.7 The Steps of Scaffolding Technique in Teaching Descriptive Text Writing

In this research, scaffolding technique was used to teach writing, because scaffolding allowed the students to produce writing by assisstance from the teacher until they do it by themselves without any assistance. As a teaching technique, scaffolding was implemented through process. In line with the concept of scaffolding, scaffolding technique in writing was usually applied through writing process. The scaffolding was usually included in the step of the process. The scaffolds depended on the teacher.The students are guided by the teacher in every step. The guidances were not given anymore as they had achieve the

learning goals. This guidance was aimed to help learners overcome their problem to do a task and as the guidance was no longer given, they were able to do writing without any asisstance.

The students activity of writing descriptive text was done by giving a writing test. The assignment required the students to follow some intructions, which contained the process of writing. This was aimed to give the students experience of producing writing through the process of writing. The process included the activity from brainstorming ideas until making the final draft. The scaffolding was done by giving scaffolds in the steps of the process. It helped the students to do the task from the earliest step to the last step of doing writing, but they were not doing it alone. They did it by assisstance from the teacher so it made the task more easier for the students.

In this research, this technique was used to teach descriptive text writing through writing process approach, the steps of writing process approach stated by Vernon (2014) is used in this research. These steps were brainstorming, outlining, rough drafting, evaluating, final drafting, and publishing.

Step 1 Brainstorming. In this step,the students were asked to generate their ideas. Mind mapping was used as the scaffold to help the students to do this step. In mind mapping, the students should write a word as the main topic and some sub topics related to the main topic which is connected with lines. Mind mapping was considered helpful for the students to generate their ideas. The researcher showed the example of mind mapping and how to do mind mapping.

Step 2 Outlining. This step required the students to transform their thoughts stated in brainstorming step in a more arranged structure. It is more focused on arranging ideas stating in clustering map into an arrangement according to the generic structure of descriptive text. The idea was to draw topic sentence and and the supporting details of each paragraph. The teacher gave an example of the outline.

Step 3 Rough drafting. In this step, the students wrote a descriptive text based on their outline. As a rough draft, it did not require the students to write the text in the perfect form or without any mistake. The errors were handled in the

next step. Some introductory sentences weree provided to help students to begin their paragraph. The researcher monitored the students' writing by getting around among the groups and provided guidance when necessary.

Step 4 Evaluating. Evaluating in here had a meaning to evaluate writing based on some criterias. According to Vernon (2014), this step was done by teacher or peer evaluation. The teacher provided a list of evaluation form (in Appendix A), in the form of checklist and instruction, consisted of some questions dealing with the aspects of writing. The students were positioned as the evaluator. They evaluated their friends' work based on the evaluation form.

Step 5 Final Drafting. This was the step where the students made their final draft based on the evaluation step before. The students were no longer provided any scaffolds or assisstance. The students were still allowed to discuss the result of their friends' coments on their writing in evaluation step with the teacher. The students wrote their descriptive text in a manilla paper.

Step 6 Publishing. This was the final step of writing process. The students were asked to stick their writing on a board in front of the class.

2.8 Review of Previous Studies on The Implementation of Scaffolding Technique

Some previous studies were conducted on the application of scaffolding technique in writing. Krishnamurti (2009) conducted a classroom action research on university students as the participants with problems in writing for their level. The finding of the research showed improvement in the students' writing, their confidence and their awareness in writing. Similarly, an experimental research was conducted by Faraj (2015). The previous study from Faraj (2015) was on the used theory and the participants. The participants of the research were university students. His research finding indicated some positive results in his study, and one of them was the use of scaffolding helped the learners to produce a good writing accurately, meaningfully, and appropriately. Moreover, it helped students reduce their difficulties of writing English.

Another research was conducted by Behroozizad and Abdollahzadeh (2015) who had the same research design as Faraj's (2015). The participants were thirty EFL learners of the intermediate level. The finding of the research showed that scaffolding technique was an effective way to teach writing to EFL learners. Moreover it helped the teacher provided a high quality instruction and stimulated students' process of thinking and their motivation in learning. Other research conducted by Rose, Lui-Chivize, McKnight, and Smith (2003), which took place on a learning center for Aboriginal and/or Tores students in university. They implemented scaffolding by integrating reading and writing. The finding of the research showed that the participants' ability in both skills was improved. In the writing itself, the participants became more aware of organizing ideas and processed the information from reading in a better result.

Each study had difference characteristic with this present study. The diferences are on the research design, the used theory, the participants. There are two previous studies that used clasroom action research, while this research used experimental research. From the used theory, all of the the previous studies used different theory from the used theory in this preset study. The researcher used Vernon's (2014) theory about writing process, while two studies used other experts theory like Seow (2004) and Grave (1983), and the others implemented scaffolding by their own writing process without following any theory of writing process. The last is the participants in the studies. All of the previous studies used university students as the participants, but this present study used senior high school students as the participants.

2.9 Research Hypothesis

The research hypothesis of this research can be formulated as follows:

There is a significant effect of using scaffolding technique on the tenth' grade students' descriptive text writing achievement at SMA Negeri 1 Arjasa.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the methodology of the research, including research context, research design, research participants, data collection method, and data analysis method.

3.1 Research Context

This research was conducted in EFL (English as Foreign Language) context where students study English as one of the compulsory subjects in a senior high school in Jember. The area of the research was determined by purposive method. The curriculum used in this school is 2013 Curriculum (K13). The status of English as a minor subject is stated in the curriculum at the school where it is also taught once a week along with the other subjects, such as Mathematics, Indonesian Language, and so forth.

According to the teacher, the students still found some difficulties in writing English. They usually had problems in writing. For example of how to generate ideas in their writing, the vocabularies used, and the grammar. The students often needed a long time to discover ideas related to their topic and how to express their ideas of writing in the form of words, phrases or sentences into paragraphs in a text. There were sometimes misused vocabularies because the vocabularies that they use were not fit with the context of the writing. Grammar also took part as one of the problems. They often forgot to use different tense in different text genre.
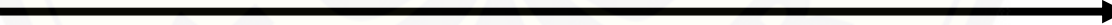
Before using this school as the research area, the permission was given formally to the researcher based on the procedure, and the headmaster gave the permission. In this research, the researcher applied scaffolding technique in teaching the students' descriptive text writing and administered posttest to the students in order to get the result of the students' descriptive text writing achievement after the treatment. The results of the posttest analysis determined whether or not scaffolding technique was an effective to be used in teaching writing.

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3.2 Research Design

The design used in this research was quasi experimental with post-test only for the experimental and the control group.The aim of this research was to know the effect of using scaffolding technique on the tenth grade students' descriptive text writing achievement. This design was used to know the cause and effect relationship between two or more variables. According to Cresswell (2012), in doing an experiment, a researcher test an idea (practice or procedure) to determine the influence of it to the outcome or dependent variables. There were two variables used in this research, independent variable (the scaffolding technique in teaching descriptive text writing) and dependent variable (students' descriptive text writing achievement). In this research, the independent variable was used to be tested or applied on the dependent variable.

The participants in this research consisted of experimental group and control group. The experimental group was given the treatment by using scaffolding technique to teach descriptive text writing, while the control class was taught writing by lecturing method. After that, a post-test was administered to both groups. The purpose was to know the mean difference between the experimental group and the control group. The diagram of the design is as follows :

Posttest Only Design Time

Select Control Group	No treatment	Postest
Select Experimental Group	Experimental treatment	Posttest

(Cresswell, 2012:310)

The procedures of the design were as follows:

The present research procedure were divided into steps. The first step was getting the students' writing scores of all the tenth grade students from the English teacher. The second step was analyzing the students' scores by using ANOVA

(Analysis of Variance) in SPSS applcation. This analysis was done to determine the experimental group and the control group. If the result was homogenous, cluster random sampling was used to determine the experimental and the control group, but if the result is heterogenous, the experimental group and control group were determined by taking two classes with the closest mean.

The third step was conducting a treatment to the experimental class by applying scaffolding tecnique to the experimental research, while the control class was taught writing by using the technique that was usually used by the teacher. After the treatment has been conducted, a post test was administered to both groups. The next step was analyzing the writing scores in post test by applying Independent sample t-test analysis to measure the mean score of the experimental and the control group. The mean score of both groups was compared in order to know the effectiveness of applying scaffolding technique in teaching descriptive text writing. The last step was drawing a conclusion of the result to answer the research problem.

3.3 Research Participants

The research paticipants of this study were the tenth grade students of SMA Negeri 1 Arjasa in Jember. Students' major subjects are natural science and social science, and there were eight classes of the tenth grade, each class consists of 36 students.

3.4 Data Collection Methods
3.4.1 Writing Test

In this research, an achievement test was used to get the data of students' descriptive text writing achievement The purpose of the test is to measure the ability of the students' achievement in writing a descriptive text. McMillan (1992:117) states that achievement test is able to measure what has been learned by the students and to measure the progress of the students.

Before conducting the achievement test, the researcher used homogenity analysis to know the homogenity of the population and to determine the experimental group and the control group. Homogenity analysis of the population was done by taking the students' previous English writing scores which were given by the teacher to the researcher. This data were analyzed by using ANOVA formula in SPSS application. If the result was homogenous,cluster random sampling by lottery was used to determine the experimental and the control group. If the result is heterogenous, the experimental and the control class was determined by choosing two classes with closest mean.

The achievement test or post-test was administered after giving the treatment in both groups, the experimental group and the control group. The analysis of post test result was done by analyzing students' descriptive text writing result in post-test, both in the experimental and the control group. The purpose of the post-test was to collect data of the students' descriptive text writing achievement after the treatment was given. The test was writing a descriptive text and scored with the same scoring system. The students were asked to write a descriptive text about tourism object in about 80-100 words. The students are provided three names of tourism object and they had to choose one of them as their topic writing. The students were required to do this in about 60 minutes.

In creating a good writing test, there are two aspects to be considered. Those aspects are the validity and the reliability of the test. According to Hughes (2003) a test has content validity if its content represent the skills, structures, or materials to be tested. The content validity of the test in this research was adjusted to the 2013 Curriculum for SMA, so that the test item was appropiate with 2013 Curriculum for SMA. Reliability also have to be considered in constructing a test. It means the scores of the students are consistently and precisely the same in a particular candidates whenever the test is administered. In this research, inter-rater reliability was used to score students' descriptive text writing. Its purpose was to avoid subjectivity. It included the researcher as the scorer 1 and the teacher as the scorer 2.

To score students' writing, analytical scoring was used. Analytical scoring is a type of scoring based on aspects of writing with separate score for each aspect (Hughes, 2003). In this research, the scoring rubric from Jacob, Zingraf, Hartfield, and Hughey (1981) was used to score students' writing. It was a rubric which had different aspects of writing and every aspect has its own level of score, such as content, organization, vocabulary, grammar, and mechanic. After using the scoring rubric, there was the calculation of the students' writing results which was gained based on the criteria of score on the rubric. (*see Appendix B*)

3.4.2 Interview

An interview was conducted in the preliminary study to the English teacher. McMillan (1992:132) states that interview is a form of data collection method in which questions are asked orally or recorded. In this interview, the researcher prepared a list of questions related with information needed.

The researcher conducted an interview to the English teacher who taught the tenth students at SMA Negeri 1 Arjasa. The purpose of the interview was to get the data about the curriculum used by the school, the English teacher's materials, the students' ability in writing, and how the teacher taught writing in the classroom.

3.4.3 Documentation

Documetation was used in this research in order to collect the supporting data. The supporting data were the the previous Engish writing scores from the English teacher and the names of the participants of the research (the experimental group and the control group).

3.5 Data Analysis Method

The data from the experimental group and the control group were analyzed by using independent sample t-test with significance level of 5 % by using SPSS application. The Independent sample t-test was used in this research in order to compare the mean difference between the experimental and the control group. The

aim of the analysis was to know whether or not there was a significant effect of using scaffolding technique on the tenth grade students descriptive text writing. If the result of the test shows that the value of the significant Sig.(2-tailed) ≥ 0.05, this means that null hypothesis is accepted and so the result of the research is not significant. If the value of Sig.(2-tailed) ≤ 0.05, this means that alternative hypothesis is accepted and the result of the reseach is significant.
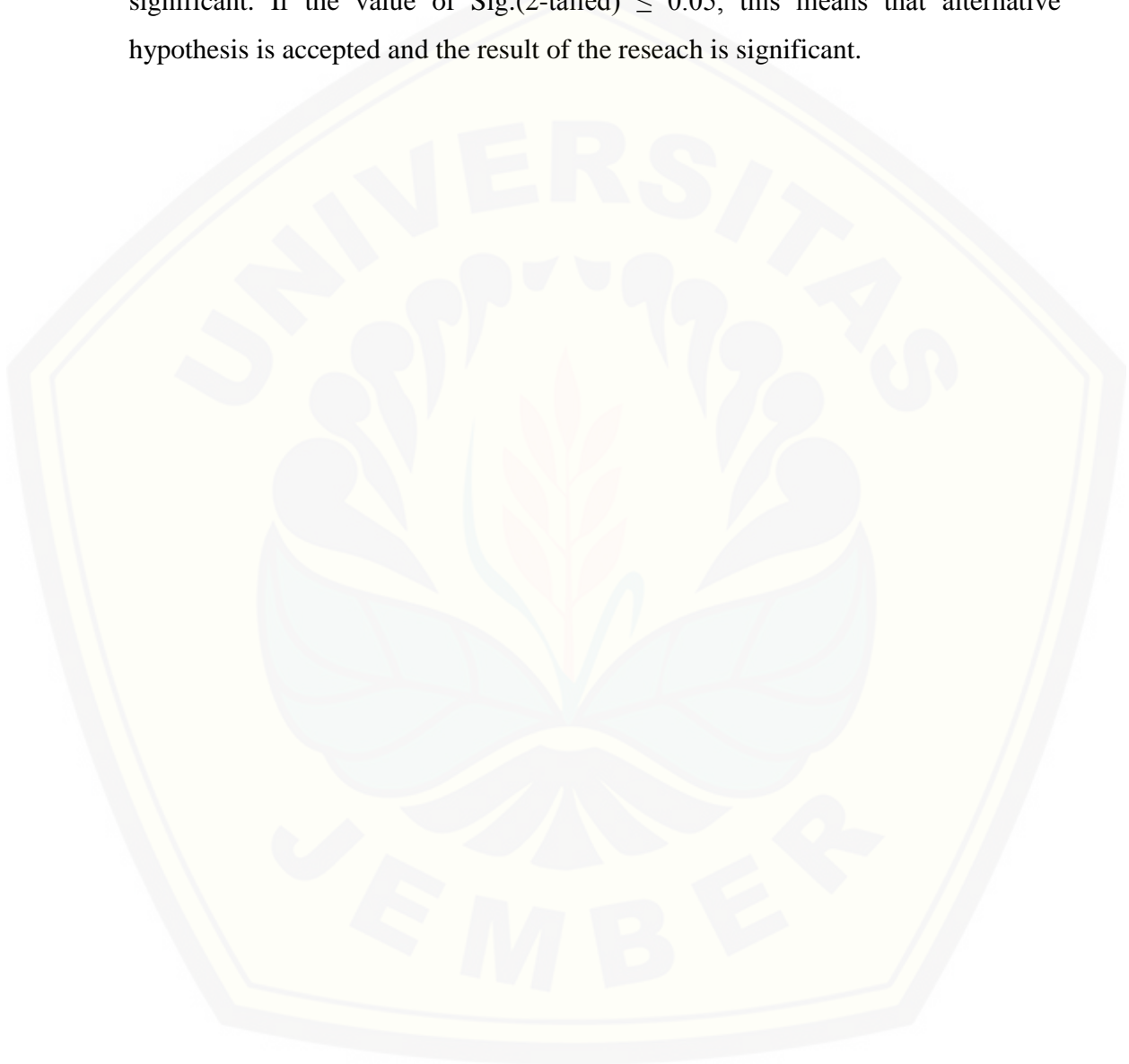
CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter contains the coclusion of the findings and the sugestions for the English teacher and the future researchers.

5.1 Conclusion

According to the result of the data analysis, it could be concluded that there was a significant effect of using scaffolding technique on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Arjasa in the 2017/2018 academic year. It means that the experimental group that was taught writing by using scaffolding technique got better writing achievement than the control group that was taught writing by using lectuing method.

5.2 Suggestions

Since the implementation of scaffolding technique gave significant effect on the students' descriptive text writing achievement, scaffolding technique can be used as alternative technique for teaching writing. Some suggestions are proposed by the researcher to the English teacher and the future researcher.

5.2.1 The English Teacher

It is suggested for the English teacher of SMA Negeri 1 Arjasa to use scaffolding technique as an effective technique to teach writing. This technique allows the students to develop their writing by engganging the students into process of learning by assisstance. It also emphasizes communication between teacher and students which can reduce the students' level of stress in doing atask.

5.2.2 The Future Researchers

The reasearcher hopes that the result of this research can be used as a reference for future researcher who want to conduct further research dealing with the implementation of scaffolding technique. By considering the limitationsthat occur in this research, hopefully they can develop the implementation of scaffolding technique better in their future research.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Using Scaffolding Technique on The Tenth Grade Students' Descriptive Text Writing Achievement at SMA Negeri 1 Arjasa	Is there any significant effect of the use of scaffolding technique in teaching writing on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Arjasa?	1.**Independent variable**: Teaching writing using scaffolding technique 2.**Dependent variable**: The tenth grade students'descriptive text writing achievement	Teaching descriptive text writing by using scaffolding technique through writing process : 1. Brainstorming 2. Outlining 3. Rough Drafting 4. Evaluating 5. Final Drafting 6. Publishing *(Vernon, 2002)* The student's score of writing achievement test by covering aspects: 1. Content 2. Organization 3. Grammar 4. Vocabulary 5. Mechanics	**Respondents**: The tenth grade students of SMA Negeri 1 Arjasa **Informant**: The English teacher **Documents**: - Names of the respondents - Students' writing score	1. **Research Design** : Quasi Experimental Research 2. **Area Determination Method**: Purposive Method 3. **Respondent Determination Method**: Cluster Random Sampling 4. **Data Collection Method**: Writing Test 5. **Data Analysis**: Independent sample T-test of SPSS computing system	There is a significant effect of using scaffolding technique on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Arjasa

Appendix B

Evaluation Form

Writers:

Evaluators :

No	Questions	Yes	No	Comment / Suggestion
1	Does the text have the generic structure of descriptive text?			
2	Does the first paragraph belong to Identification?			
3	Does the second paragraph belong to Description?			
4	Are the first word in every sentence, the word I, name of a person, and name of place capitalized?			
5	Is every sentence's punctuation correctly used?			

*Circle the misspelled words and any incorrect use of simple present tense. Put any correction if necessary.

*Underline any incomplete sentences or sentences that do not make sense

Appendix C

Scoring Rubric of Writing

No	Aspects	Score	Level	Criteria
1.	Content	30-27	Very good	The content is very relevant to the topic, it covers all of the subtopics and very easy to understand
		26-22	Good	The content is relevant to the topic, it covers four to five subtopics and easy to understand
		21-17	Fair	The content is fairly relevant to the topic, it covers three to four subtopics, and fairly easy to understand
		16-13	Poor	The content is irrelevant to the topic, it covers only one to two subtopics, and hard to understand
2.	Organization	20-18	Very good	Ideas stated clearly, Well-organized, complete logical sequence, connectors are used effectively
		17-14	Good	Ideas stated clearly, loosely organized, complete logical sequence, connectors are used effectively
		13-10	Fair	Ideas stated unclearly, loosely organized, lack of logical sequence, connectors are used effectively
		9-7	Poor	No organization, lack of logical sequence, connectors are not effectively used/ no connector
3	Vocabulary	20-18	Very good	Effective choice of words and mastery of word form,
		17-14	Good	Adequate choice of words, mastery of word form, sometimes misused words
		13-10	Fair	Limited choice of words, confusing words and meaning
		9-7	Poor	Very limited choice of words, confusing words and meaning,
4.	Grammar	25-22	Very good	No errors or few mistakes of using present tense, pronoun, articles, and other aspects of grammar

		21-18	Good	Some errors of using present tense, pronoun, articles, and other aspects of grammar
		17-11	Fair	Many errors of using present tense, pronoun, articles, and other aspects of grammar
		10-5	Poor	Dominated by errors or no mastery of using present tense, pronoun, articles, and other aspects of grammar
5.	Mechanics	5	Very good	No errors in spelling, punctuation, and capitalization
		4	Good	Few errors in spelling, punctuation, and capitalization
		3	Fair	Some errors in spelling, punctuation, and capitalization
		2	Poor	Many errors in spelling, punctuation, and capitalization

Students' Score: Gained Score

(Content+Organization+Vocabulary+Grammar+Mechanics)

Appendix D

The Schedule of the Research

No.	Activities of the Research	Date
1.	Asking for the students' previous writing scores and interview to the English teacher	September 1st 2017
2	Analyzing the previous writing scores	September 6th 2017
3	Giving treatment 1 to the experimental class	September 12th 2017
4	Giving treatment 1 to the control class	September 15th 2017
5	Giving treatment 2 to the experimental class	September 19th 2017
6	Giving treatment 2 to the control class	September 22nd 2017
7	Administering post test for experimental class	September 26th 2017
8	Administering post test for control class	September 29th 2017
9	Analyzing the result of both classes	October 2nd 2017

Appendix E

Interview Guide

No	Questions	Answers
1	What curriculum do you use in teaching English at SMA Negeri 1 Arjasa?	I use 2013 curriculum
2	What grade do you teach?	The tenth grade
3	Where do you get the materials for teaching English from?	From the English textbook
4	In your opinion, what is the most difficult skill or competence to be mastered by the students?	I think that the students' have their own capability to master each skill or competence. English is taught as a foreign language. So it is pretty difficult for the students to master English. But to compare, I think writing is the most difficult skill to be mastered by the students.It should be taught integratedly with other language skills. Mostly the students' performance are nearly the same in this skill.
5	How do you know?	The students often find difficulties to find ideas to be written in sentences in their writing. It is because the students have limited vocabulary mastery. They sometimes use the wrong grammar in writing certain genre o text.

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6	Generally, how do you usually teach writing to the students?	Writing is taught integratedly with other language skills. For example, I teach about analytical text. I give them a listening or reading session first about the example of analytcal text and also the explanation. After they understand about the structure of analytical text, I will give them topics to choose as their writing topic.
7	Do you ever use technique or media in teaching writing?	I sometimes use picture or video as a media for teaching. For the technique, I rarely use a technique for teaching. It is because I teach writing integratedly with other skills, it will take more time when I use a teaching technique, but I ever use mind mapping to teach writing.

Appendix F

The Students' Previous Writing English Scores

No	X IPA 1	X IPA 2	X IPA 3	X IPA 4	X IPA 5	X IPS 1	X IPS 2	X IPS 3
1	80	70	70	75	45	80	75	65
2	60	65	50	70	60	75	50	70
3	55	65	75	80	65	50	55	70
4	65	70	65	55	70	70	65	45
5	75	65	85	60	70	65	60	60
6	60	70	60	70	65	80	70	70
7	75	65	50	55	55	75	55	60
8	45	50	55	70	60	75	70	65
9	65	75	75	70	85	65	85	75
10	75	65	45	85	50	85	65	70
11	50	45	55	60	45	60	70	45
12	65	70	55	55	55	65	70	70
13	55	55	70	75	60	70	60	70
14	70	75	80	70	55	70	70	65
15	65	65	75	75	70	60	70	60
16	70	80	75	60	80	45	55	45
17	60	60	50	60	50	40	60	75
18	55	55	60	55	45	65	80	80
19	70	80	55	60	70	60	55	55
20	75	75	70	60	75	70	70	75
21	45	60	75	70	55	65	45	65
22	75	55	70	50	70	55	50	65
23	70	60	60	55	65	45	75	60
24	85	55	65	75	45	70	75	45
25	60	50	45	75	60	65	45	70
26	55	70	65	50	65	75	55	70

27	70	80	70	85	75	70	75	80
28	50	70	85	65	70	60	70	55
29	65	75	75	55	80	55	55	70
30	70	45	75	55	70	45	70	65
31	65	65	65	70	75	50	65	60
32	50	50	45	55	70	60	50	55
33	70	70	55	55	65	55	70	60
34	65	55	60	70	60	75	70	55
35	75	65	55	55	70	60	50	60
36	65	70	55	75	60	70	60	85
SUM	2325	2315	2295	2335	2285	2300	2290	2310

Appendix G

<div align="center">

LESSON PLAN 1

</div>

School	:	SMA Negeri 1 Arjasa
Subject	:	English
Grade/Semester	:	X / 1
Language Skill	:	Writing
Text Type	:	Descriptive Text
Time Allocation	:	1 meeting (2 X 45 minutes)

I.   Core Competencies

KI 1   **:** Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkanperilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3   **:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   **:** Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competencies and Indicators

Basic Competencies	Indicators
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Praying before the lesson begin and after the lesson end 1.1.2 Showing enthusiasim in teaching and learning process
2.1 Menunjukkan perilaku jujur, disiplin,percaya diri, danbertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.1.1. Being honest, discipline, confidence in doing the task 2.1.2. Showing solidarity in doing the group task
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait **tempat wisata** dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Mentioning the generic structures in descriptive text 3.7.2 Mentioning the language features in descriptive text
4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait **tempat wisata** dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.10.1 Writing an outline of descriptive text 4.10.2 Writing a descriptive text about a tourism object through some writing process steps including brainstorming, outlining, rough drafting, evaluating, final drafting and publishing.

III. Learning Objectives

1. Students are able to mention the social function of descriptive text
2. Students are able to mention the language features in descriptive text
3. Students are able to mention the generic structures in descriptive text
4. Students are able to make an outline of descriptive text
5. Students are able to write a descriptive text writing about a tourism object

IV. Learning Materials

(The material is attached)

V. Learning Method/Approach

a. Approach **:** Scientific Approach (Control Group)

Scaffolding Technique (Experimental Group)

b. Method : Group work

VI. Media and Learning Sources

1. Media: Board, laptop, power point presentation, dictionary.

2.Sumber Belajar :

http://www.britishcourse.com/tag/language-feature-of-descriptive-text

http://nisarizona.blogspot.co.id/2015/06/an-english-descriptive-text-and-its.html

VII.Teaching Learning Activity

Sequences	Description (Experimental Group)	Description (Control Group)	Time
Set Induction	1. The teacher greets the students 2. The teacher checks the attendance list 3. The teacher shows a picture 4. The teacher asks some leading questions to the students 5. The teacher states the	1. The teacher greets the students 2. The teacher checks the attendance list 3. The teacher shows a picture 4. The teacher asks some leading questions to the students 5. The teacher states the	15'

	objective of the material	objective of the material	
Main Activity	1. The teacher reviews the materials of descriptive text, its generic structures, and its language feature 2. The teacher gives chance to the students to ask question related to descriptive text 3. The teacher shows an example of descriptive text about a tourism object 4. The students determine the generic structure and the language features from the text 5. The teacher explains about scaffolding technique and shows the steps of scaffolding technique **Brainstorming** 1. The teacher divides the students into groups consist of 5-6 members in each group 2. The teacher distributes the worksheet and explains what the students have to do 3. The students within group do brainstorming step by using mind mapping activity abouta certain	**Observing** 1. The teacher reviews the materials of descriptive text, its generic structures, and its language features **Questioning** 1. The teacher gives chance to the students to ask question related to descriptive text **Exploring** 1. The teacher shows an example of descriptive text about a tourism object 2. The teacher asks the students to determine the generic structure and the language features from the text **Associating** 1. The teacher distributes the worksheet 2. The teacher asks the students to do task 1 individually 3. The teacher divides the students into groups consists of 5-6 members each group for task 2 4. The teacher asks the students to make an outline about a tourism object 5. The teacher ask the	70'

	tourism object **Outlining** 4. Each group make an outline based on the maps they have made based on the teachers' example **Rough Drafting** 5. Each group writes rough draft of descriptive text based on the outline **Evaluating** 6. Each group exchanges their writing with the other group 7. The teacher distributes the evaluation form to the students 8. Each group evaluates the other group's writing based on the evaluation form 9. Each group gives back the work to the owner **Final Drafting** 10. The students write the final draft based on the evaluation given **Publishing** 11. The students stick their work on the board	students to write a descriptive text based on the outline **Communicating** 1. The teacher with the students discuss the answer of the first task 2. The teacher gives feedback to the students' writing	
Closure	The students draw conclusion about the material given	The teacher leads the students to draw conclusion about the material given	5'

VIII.   Assessment

Technique : Writing Test

Instrument :Make a group of 5-6 students. Write a descriptive text about a

tourism object by choosing the following options

Scoring Guidline of Writing

No	Aspects	Score	Level	Criteria
1.	Content	30-27	Very good	The content is very relevant to the topic, it covers all of the subtopics and very easy to understand
		26-22	Good	The content is relevant to the topic, it covers four to five subtopics and easy to understand
		21-17	Fair	The content is fairly relevant to the topic, it covers three to four subtopics, and fairly easy to understand
		16-13	Poor	The content is irrelevant to the topic, it covers only one to two subtopics, and hard to understand
2.	Organization	20-18	Very good	Ideas stated clearly, Well-organized, complete logical sequence, connectors are used effectively
		17-14	Good	Ideas stated clearly, loosely organized, complete logical sequence, connectors are used effectively
		13-10	Fair	Ideas stated unclearly, loosely organized, lack of logical sequence, connectors are used effectively
		9-7	Poor	No organization, lack of logical sequence, connectors are not effectively used/ no connector
3	Vocabulary	20-18	Very good	Effective choice of words and mastery of word form,
		17-14	Good	Adequate choice of words, mastery of word form, sometimes misused words
		13-10	Fair	Limited choice of words, confusing words and meaning
		9-7	Poor	Very limited choice of words, confusing

				words and meaning,
4.	Grammar	25-22	Very good	No errors or few mistakes of using present tense, pronoun, articles, and other aspects of grammar
		21-18	Good	Some errors of using present tense, pronoun, articles, and other aspects of grammar
		17-11	Fair	Many errors of using present tense, pronoun, articles, and other aspects of grammar
		10-5	Poor	Dominated by errors or no mastery of using present tense, pronoun, articles, and other aspects of grammar
5.	Mechanics	5	Very good	No errors in spelling, punctuation, and capitalization
		4	Good	Few errors in spelling, punctuation, and capitalization
		3	Fair	Some errors in spelling, punctuation, and capitalization
		2	Poor	Many errors in spelling, punctuation, and capitalization

Students' Score: Gained Score

(Content+Organization+Vocabulary+Grammar+Mechanics)

Jember,

The researcher,

Iin Zulfatul Mahmudah
NIM. 130210401075

Instructional Material

Leading questions:

    a.   What do you see in the picture?

    b.   Where is it?

    c.   Have you ever visited this place?

    d.   What does it look like?

Materials :

1. Descriptive text

   Descriptive text is a text which says what a person or a thing looks like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Generic structure of descriptive text

   Identification : contains identification of what to be described. Usually is the general description of the object.

   Description : Explain the specific information or characteristic of the object like sizes, colours, quality, etc.

3. Language features :

   - Specific participant, not in general. Example : My sister, My parents, Jane's house, Papuma beach

   - The use of adjective : beautiful, nice, kind, bad, short, long, etc.

- The use of simple present tense. These are the patterns of simple present tense :

  Verbal Sentence

  (+) I/You/We/They + V1+object

  He/She/It + V1+s/es+object

  Example *:I buy some vegetables everyday*

  They watch TV in the livingroom

  He speaks English very well

  (-) I/You/We/They +do not V1+object

  He/She/It + does not+ V1+ +object

  Example : *I do not buy some vegetables everyday*

  They do not watch TV in the livingroom

  He does not speak English very well

  (?)Do+ I/You/We/They + V1+object

  Does + He/She/It + V1+s/es+object

  Example : *Do I buy some vegetables everyday?*

  Does they watch TV in the livingroom?

  Does he speak English very well?

  Nominal Sentence

  (+)I/You/We/They + Tobe(am,are)+object/adjective

  He/She/It +V1+s/es + Tobe (is) + object/adjective

  Example: *I am a teacher*

  They are singers

  She is beautiful

  (-) I/You/We/They + Tobe(am,are)+ not +object/adjective

  He/She/It +V1+s/es + Tobe (is) + not +object/adjective

  Example: *I am not a teacher*

  They are not singers

She is not beautiful

(?)Tobe(am,are)+ I/You/We/They + object/adjective ?

Tobe (is) + He/She/It +V1+s/es + object/adjective?

Example:*Am I a teacher?*

Are they singers?

Is she beautiful?

The example of descriptive text:

Pandawa Beach

Pandawa Beach is one of tourism object in Bali. It is located in Kutuh Village, Badung, South Bali. Pandawa Beach is also known as 'Kutuh Beach' and 'Secret Beach' because the beach is hidden behind the limestone steeply sloping riverbank.

Identification

At the entrance of the beach, there are five sculptures of Mahabharata Mythology 'Panca Pandawa' (Yudhistira, Bima, Arjuna, Nakula and Sadewa) and one sculpture of 'Dewi Kunthi' which stand in a row that is why it is called Pandawa Beach. The sculptures are very big and look great, many people take pictures of them. The domestic and foreign tourists visit Pandawa Beach to enjoy the beauty of the beach. In the morning, they can see the sunrise because the beach faces to east. After that, they usually enjoy the white sand and the blue water by sunbathing, swimming, and water sports like canoeing and parasailing. In the afternoon, the local seaweed cultivators start taking seaweeds which are brought to the edge by wave.

Description

There are many restaurants and souvenir shops around the beach. The restaurants serve coconut water, roasted corn and other foods. The wave in Pandawa Beach is quiet so many visitors come with their family.

EXERCISES (Experimantal Group)

I. **Make a group of 5-6 students. Write a descriptive text about a tourism object by choosing the following options :**

      a. Watu Ulo Beach

      b. Payangan Beach

      c. Red Island Beach

Follow the steps below:

Step 1 Brainstorming

Thinking about what you are going to write in your paper about the teacher. Make a mind map in a piece of paper. It should consists some information, such as **the location, how to go there, the view, the weather, the activities that can be done, and the food**. The teacher will show you how to do it.

Step 2 Outlining

Make an outline of based on your maps. Group the topic and subtopics on your mind map into the Identification and Description part. Follow the teacher's example.

Step 3 Rough drafting

Write your sentences into paragraph.

Step 4 Evaluating

After you finish your writing, exchange your group work with the other group. The teacher will give you an evaluation form and evaluate the other group's work based on the form. After that, give it back to the owner.

Step 5 Final drafting

Here you will do your final writing based on the evaluation from the other group. The teacher will give you a piece of manilla paper and write the final draft into it.

Step 6 Publishing

Stick your work on a board in front of the class

EXERCISES (Control Group)

Task 1

Answer the following questions correctly based on the text!

Parangtritis Beach

Parangtritis beach is a famous beach in Jogjakarta. Many people come to this place every holiday. People from other city will come to this beach when they are visiting Jogjakarta.

If you go to Parangtritis, you will see a beach with big waves, that's why you must be careful when you swim in this beach. You should not swim to far to the sea. There are also some activities you can do in this beach. You can ride a horse. You also can try to use a four wheel motorcycle at the beach. My favorite activity in parangtritis is siting on the cafe and drink coconut water while enjoy the view.

(Source: http://bahasainggrismudah.com/5-descriptive-text-about-place/)

1. Please mention the adjectives, nouns, and verbs on the text!
2. Make at least 2 sentences for each category!

Task 2

Make a group of 5-6 students. Write a descriptive text about a tourism by choosing one of the following options :

    a. Watu Ulo Beach

    b. Payangan Beach

    c. Red Island Beach

Follow the steps below :

    a. Choose one of the topic above as your writing topic

    b. Make an outline of writing related to the topic you choose

    c. Write the descriptive text in a paper

Appendix H

LESSON PLAN 2

School	**:**	SMA Negeri 1 Arjasa
Subject	**:**	English
Grade/Semester	**:**	X / 1
Language Skill	**:**	Writing
Text Type	**:**	Descriptive Text
Time Allocation	**:**	1 meeting (2 X 45 minutes)

IX. Core Competence

KI 1 **:** Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkanperilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 **:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 **:** Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

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X. Basic Competence and Indicators

Basic Competence	Indicators
1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.2.1 Praying before the lesson begin and after the lesson end 1.2.2 Showing enthusiasim in teaching and learning process
2.2 Menunjukkan perilaku jujur, disiplin,percaya diri, danbertanggung jawab dalam melaksanakan komunikasitransaksional dengan guru dan teman	2.1.3. Being honest, discipline, confidence in doing the task 2.1.4. Showing solidarity in doing the group task
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait **tempat wisata** dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.3 Mentioning the generic structures in descriptive text 3.7.4 Mentioning the language features in descriptive text
4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait **tempat wisata** dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.10.3 Writing an outline of descriptive text 4.10.4 Writing a descriptive text writing about a tourism object through some writing process steps including brainstorming, outlining, rough drafting, evaluation, final draft and publishing.

II.   Learning Objectives

1.   Students are able to mention the social functionof descriptive text

2.   Students are able to mention the language features of descriptive text

3.   Students are able to mention the generic structures of descriptive text

4.   Students are able to make an outline of descriptive text

5.   Students are able to write a descriptive text writing about a tourism object

III.   Learning Materials

   (The material is attached)

IV.   Learning Method/Approach

   Approach**:**   Scientific Approach (Control Group)

                Scaffolding Technique (Experimental Group)

   Method: Group work

V.   Media and Learning Sources

   1. Media: Board, laptop, power point presentation, dictionary.

   2.Sumber Belajar :

   http://www.britishcourse.com/tag/language-feature-of-descriptive-text

   http://khitdhys.blogspot.co.id/2009/09/descriptive-textmount-bromo.html

VI.   Teaching Learning Activity

Sequences	Description (Experimental Group)	Description (Control Group)	Time
Set Induction	1. The teacher greets the students 2. The teacher checks the attendance list 3. The teacher shows a picture 4. The teacher asks some leading questions to the students 5. The teacher states the	1. The teacher greets the students 2. The teacher checks the attendance list 3. The teacher shows a picture 4. The teacher asks some leading questions to the students 5. The teacher states the	15'

	objective of the material	objective of the material	
Main Activity	1. The teacher reviews the materials of descriptive text, its generic structures, and its language feature 2. The teacher gives chance to the students to ask question about descriptive text 3. The teacher shows an example of descriptive text about a tourism object 4. The students determine the generic structure and the language features from the text 5. The teacher explains about scaffolding technique and shows the steps of scaffolding technique **Brainstorming** 1. The teacher divides the students into groups consisting 5-6 members each group 2. Te teacher distributes the worksheet and explaining what the students have to do 3. The students within group do brainstorming step by using mind mapping	**Observing** 1. The teacher reviews the materials of descriptive text, its generic structures, and its language features **Questioning** 1. The teacher gives chance to the students to ask question about descriptive text **Exploring** 1. The teacher shows an example of descriptive text about a tourism object 2. The teacher asks the students to determine the generic structure and the language features from the text **Associating** 1. The teacher distributes the worksheet 2. The teacher asks the students to do task 1 individually 3. The teacher divides the students into groups consisting 5-6 members each group for task 2 4. The teacher asks the students to make an outline about a tourism object	70'

	about a tourism object **Outlining** 4. Each group makes an outline based on the map they have made **Rough Drafting** 5. Each group writes a descriptive text based on the outline based on the teacher's example **Evaluating** 6. Each group exchanges their writing with the other group 7. The teacher distributes the evaluation form to the students 8. Each group evaluates the other group's writing based on the evaluation form 9. Each group gives back the work to its owner **Final Drafting** 10. Each group writes the final draft based on the evaluation given **Publishing** 11. Each group sticks their work on the board	5. The teacher asks the students to write a descriptive text based on the outline **Communicating** 1. The teacher with the students discuss the answer of the first task 2. The teacher gives feedback to the students' writing	
Closure	The students draw conclusion about the material given	The teacher leads the students to draw conclusion about the material given	5'

VII. **Assessment**

Technique : Writing Test

Instrument :Make a group of 5-6 students. Write a descriptive text about tourism object by choosing one of the following tourism objects

Scoring Guidline of Writing

No	Aspects	Score	Level	Criteria
1.	Content	30-27	Very good	The content is very relevant to the topic, it covers all of the subtopics and very easy to understand
		26-22	Good	The content is relevant to the topic, it covers four to five subtopics and easy to understand
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2.	Organization	20-18	Very good	Ideas stated clearly, Well-organized, complete logical sequence, connectors are used effectively
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		9-7	Poor	No organization, lack of logical sequence, connectors are not effectively used/ no connector
3	Vocabulary	20-18	Very good	Effective choice of words and mastery of word form,
		17-14	Good	Adequate choice of words, mastery of word form, sometimes misused words
		13-10	Fair	Limited choice of words, confusing words and meaning

		9-7	Poor	Very limited choice of words, confusing words and meaning,
4.	Grammar	25-22	Very good	No errors or few mistakes of using present tense, pronoun, articles, and other aspects of grammar
		21-18	Good	Some errors of using present tense, pronoun, articles, and other aspects of grammar
		17-11	Fair	Many errors of using present tense, pronoun, articles, and other aspects of grammar
		10-5	Poor	Dominated by errors or no mastery of using present tense, pronoun, articles, and other aspects of grammar
5.	Mechanics	5	Very good	No errors in spelling, punctuation, and capitalization
		4	Good	Few errors in spelling, punctuation, and capitalization
		3	Fair	Some errors in spelling, punctuation, and capitalization
		2	Poor	Many errors in spelling, punctuation, and capitalization

Students' Score: Gained Score

(Content+Organization+Vocabulary+Grammar+Mechanics)

Jember,

The researcher,

Iin Zulfatul Mahmudah
NIM. 130210401075

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Instructional Material

Leading questions:

1. What do you see in the picture?
2. Where is it?
3. Have you ever visited that place?
4. What does it look like?

Materials :

1. Descriptive text

   Descriptive text is a text which says what a person or a thing looks like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Generic structure of descriptive text

   Identification : contains identification of what to be described. Usually is the general description of the object.

   Description : Explain the specific information or characteristic of the object like sizes, colours, quality, etc.

3. Language features :

   - Specific participant, not in general. Example : My sister, My parents, Jane's house, Papuma beach

   - The use of adjective : beautiful, nice, kind, bad, short, long, etc.

- The use of simple present tense. These are the patterns of simple present tense :

   Verbal Sentence

   (+) I/You/We/They + V1+object

    He/She/It + V1+s/es+object

    Example :*I buy some vegetables everyday*

      They watch TV in the livingroom

      He speaks English very well

   (-) I/You/We/They +do not V1+object

    He/She/It + does not+ V1+ +object

    Example : *I do not buy some vegetables everyday*

      They do not watch TV in the livingroom

      He does not speak English very well

   (?)Do+ I/You/We/They + V1+object

    Does + He/She/It + V1+s/es+object

    Example : *Do I buy some vegetables everyday?*

      Do they watch TV in the livingroom?

      Does he speak English very well?

   Nominal Sentence

   (+)I/You/We/They + Tobe(am,are)+object/adjective

    He/She/It + Tobe (is) + object/adjective

    Example:*I am a teacher*

      They are singers

      She is beautiful

   (-) I/You/We/They + Tobe(am,are)+ not +object/adjective

    He/She/It + Tobe (is) + not +object/adjective

    Example:*I am not a teacher*

      They are not singers

      She is not beautiful

(?)Tobe(am,are)+ I/You/We/They + object/adjective ?

Tobe (is) + He/She/It +V1+s/es + object/adjective?

Example:*Am I a teacher?*

Are they singers?

Is she beautiful?

The example of descriptive text:

Mount Bromo

One of the most beautiful and magical mountains in East Java which I have visited is Mount Bromo. It is located in Probolinggo. This mountain is very interesting because you can see the beautiful sunrise and sunset from this mountain. You can take a magical picture from the sky above this mountain. — **Identification**

There is beautiful or large field or what the Bromo people call 'Lautan Pasir' or 'The Desert Sea'. It is very beautiful if you see from the top of Mount Bromo.At the top of this mountain, there is a 'Kawah' or 'Crater', where visitors can make warm their body on a cold waeather. In this crater you can see some beautiful colors of fire and beautiful clouds going up to the sky.You can ride a horse to go to the top of the mountain. You can rent a horse cheaply. There are some guides who can help you to get some stories about Bromo and the natives who live there.

In the first of Suro Month, (the name of Javanese month), there is also a ceremony of 'Kasodo'. This ceremony is very interesting to see because there are some unique cultures on this event. This ceremony is for 'Dewa' or God, which has blessed them (the people of Bromo) upon their welfare. You know that generally the people of Bromo follow Hinduism. According to the story, the Bromo people came from the Majapahit Kingdom, the biggest Kingdom in Indonesia. — **Description**

EXERCISES (Experimantal Group)

I. **Make a group of 5-6 students. Write a descriptive text about a tourism objectby choosing one of the following tourism objects :**

     a. Rembangan
     b. Kawah Ijen
     c. Jawa Timur Park

Follow the steps below:

Step 1 Brainstorming

Thinking about what you are going to write in your paper about the teacher. Make a mind map in a piece of paper. It should consists some information, such as **the location, how to go there, the view, the weather, the activities that can be done, and the food**. The teacher will show you how to do it.

Step 2 Outlining

Make an outline of based on your cluster. Group the topic and subtopics on your mind map into the Identification and Description. Follow the teacher's example.

Step 3 Rough drafting

Write your sentences into paragraph.

Step 4 Evaluating

After you finish your writing, exchange your group work with the other group. The teacher will give you an evaluation form and evaluate the other group's work based on the form. After that, give it back to your friend.

Step 5 Final drafting

 Here you have to do your final writing based on the evaluation from the other group. The teacher will give you a piece of manilla paper and write the final draft into it.

Step 6 Publishing

Stick your work on a board in front of the class

EXERCISES (Control Group)

Task 1

Answer the following questions correctly based on the text!

Surabaya Zoo

Surabaya Zoo is one of the largest zoos in Southeast Asia. It is also one of the oldest zoos in Asia. It has a land area of 15 ha. Itis a perfect place for family recreation and education. Itis often used for exercising and just walking around. It is located on Surabaya, East Java.

Surabaya Zoo has more than 351 species and more than 2806 animals. Including Indonesian endangered species in the world consists of mammals, aves, reptiles and pisces. It also features several animal show to entertain the visitors. It has animal aquarium contained in the form of fish Arapaima gigas. Arapaima gigas is the largest freshwater fish in the world, which come from Amazon.

(Source: http://gutadii2616.blogspot.co.id/)

1. Please mention the adjectives, nouns, and verbs on the text!
2. Make at least 2 sentences for each category!

I. Make a group of 5-6 students. Write a descriptive text about tourism object by choosing one of the following tourism objects :

    a. Rembangan

    b. Kawah Ijen

    c. Jawa Timur Park

Follow the steps below:

1. Choose one of the topic above as your writing topic
2. Make an outline of writing related to the topic you choose
3. Write the descriptive text in a paper

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Appendix I

POST TEST

School	**:** SMA Negeri 1 Arjasa
Subject	**:** Bahasa Inggris
Grade/Semester	**:** X / 1
Language Skill	**:** Writing
Text Type	**:** Descriptive Text
Time Allotment	**:** 60 menit

I. **Make a descriptive text that describe one of a tourism objectby choosing one of the the following options. It should consists some information, such asthe location, how to go there, the view, the weather, the activities that can be done, and the food. Make it in about 80 – 100 words!**

      a. **Papuma Beach**

      b. **Jember Botanical Park**

      c. **Borodudur Temple**

      d. **Other tourism object that you know**

Appendix J

The Result of Writing Score of The Tenth Grade Students at SMA Negeri 1

Arjasa Academic Year 2017/2018

Descriptives

Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
X IPA 1	36	64,58	9,811	1,635	61,26	67,90	45	85
X IPA 2	36	64,31	9,721	1,620	61,02	67,59	45	80
X IPA 3	36	63,75	11,299	1,883	59,93	67,57	45	85
X IPA 4	36	64,86	9,891	1,649	61,51	68,21	50	85
X IPA 5	36	63,47	10,544	1,757	59,90	67,04	45	85
X IPS 1	36	63,89	10,962	1,827	60,18	67,60	40	85
X IPS 2	36	63,61	10,185	1,697	60,17	67,06	45	85
X IPS 3	36	64,17	10,036	1,673	60,77	67,56	45	85
Total	288	64,08	10,204	,601	62,90	65,26	40	85

The Result of ANOVA

ANOVA

Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	59,635	7	8,519	,080	,999
Within Groups	29821,528	280	106,505		
Total	29881,163	287			

Appendix K

The Experimental Group's Posttest Scores by the Researcher and the Teacher

No	Nama	C		O		V		G		M		TOTAL	
		T	R	T	R	T	R	T	R	T	R	T	R
1	AFR	27	26	17	18	17	18	20	21	4	4	85	87
2	ART	17	18	14	14	15	16	14	14	3	4	63	66
3	AMW	17	21	16	14	15	13	17	16	3	4	68	68
4	ADF	21	24	17	17	17	18	15	15	3	3	73	77
5	AIP	13	15	14	16	17	16	17	18	4	4	65	69
6	AMPK	23	25	16	16	17	17	17	13	4	4	77	75
7	AAS	17	13	14	17	17	15	17	19	4	4	69	68
8	BAQ	23	24	17	16	16	16	18	16	4	4	78	76
9	BW	13	13	13	13	13	12	17	15	3	3	59	56
10	CDC	23	21	15	15	15	16	18	20	4	4	75	76
11	DH	22	24	15	15	15	17	17	12	4	4	73	72
12	DTR	26	26	15	16	15	17	17	17	4	4	77	80
13	DAN	21	21	13	14	14	14	15	15	3	4	66	68
14	FAH	23	28	16	16	15	17	21	15	4	5	79	81
15	FWA	18	20	14	15	15	15	17	15	3	4	67	69
16	FKF	23	27	16	14	15	15	15	15	3	4	72	75
17	INB	18	18	13	14	14	15	12	14	4	4	61	65
18	IP	17	18	15	15	10	10	12	8	4	4	58	55
19	IR	21	21	14	15	14	16	15	15	3	3	67	70
20	MAD	16	15	13	15	14	14	11	11	3	4	57	59
21	MAY	16	17	14	16	14	16	15	13	3	4	62	66
22	MCANK	17	20	13	14	14	14	13	12	3	4	60	64
23	MGSH	17	18	16	15	15	15	13	14	4	4	65	66
24	NBP	26	26	17	17	17	19	21	23	4	4	85	89
25	PAD	21	22	14	15	14	17	14	12	4	4	67	70
26	RH	22	22	14	15	15	17	17	15	4	4	72	73
27	RNA	28	28	17	18	17	17	21	19	4	5	87	87
28	RDAS	21	25	17	15	17	16	18	16	4	4	77	76
29	RAW	21	24	15	14	16	15	18	16	4	3	74	72
30	RA	23	23	14	16	15	16	17	17	4	4	73	76
31	REA	21	22	14	15	14	17	14	12	4	4	67	70
32	SCAM	14	17	15	15	15	15	15	14	3	5	62	66

33	SAC	22	24	17	15	15	17	17	12	4	4	75	72
34	SA	26	26	17	18	16	17	16	17	4	5	79	83
35	SDAP	24	25	15	13	16	15	16	14	4	4	75	71
36	TA	23	25	15	16	16	15	17	18	3	4	74	78

*R=Researcher T = Teacher

Appendix K

The Mean Score for The Experimental Group

No	Nama	Teacher Score	Researcher Score	Mean Score
1	AFR	87	85	86
2	ART	66	63	64,5
3	AMW	68	68	68
4	ADF	77	73	75
5	AIP	75	70	72,5
6	AMPK	75	77	76
7	AAS	68	69	68,5
8	BAQ	76	78	77
9	BW	56	59	57,5
10	CDC	76	75	75,5
11	DH	72	73	72,5
12	DTR	80	77	78,5
13	DAN	68	66	67
14	FAH	81	79	80
15	FWA	69	67	68
16	FKF	75	72	73,5
17	INB	65	61	63
18	IP	55	58	56,5
19	IR	70	67	68,5
20	MAD	59	57	58
21	MAY	66	62	64
22	MCANK	64	60	62
23	MGSH	66	65	65,5
24	NBP	89	85	87
25	PAD	70	67	68,5
26	RH	73	72	72,5
27	RNA	86	87	86,5
28	RDAS	76	77	76,5
29	RAW	72	74	73
30	RA	85	73	79
31	REA	70	67	68,5
32	SCAM	66	62	64
33	SAC	72	75	73,5
34	SA	83	79	81

69

35	SDAP	71	75	73
36	TA	78	74	76

Appendix K

The Control Group's Posttest Scores by the Reasercher and the Teacher

No	Nama	C		O		V		G		M		TOTAL	
		R	T	R	T	R	T	R	T	R	T	R	T
1	APP	16	15	13	13	12	11	11	11	3	3	55	53
2	AR	22	20	17	17	17	16	15	16	3	3	74	72
3	ADEM	19	17	16	16	14	14	18	18	4	4	71	69
4	ATR	18	17	14	14	15	15	15	15	4	3	66	64
5	AR	18	18	12	14	10	14	18	13	4	3	62	62
6	AS	19	19	14	13	14	13	10	12	3	3	60	60
7	AFYA	27	28	17	17	16	16	16	18	4	4	80	83
8	DNPHY	16	14	9	9	9	9	10	12	3	3	47	47
9	DSM	16	16	10	11	12	10	11	11	3	3	52	51
10	DNAR	22	24	15	16	14	14	16	15	4	4	71	73
11	ECAP	23	22	13	13	13	13	16	15	4	3	69	66
12	FA	26	23	13	16	15	16	13	11	3	3	70	69
13	FWF	24	18	13	12	15	15	10	14	4	3	66	62
14	FA	16	16	12	14	12	13	14	13	4	4	58	60
15	FNS	26	26	18	17	16	17	20	21	4	4	84	85
16	GMY	16	16	9	9	9	10	7	8	4	3	45	46
17	IGYP	24	24	16	16	15	17	23	25	4	4	82	86
18	IGGIS	23	20	13	13	12	13	11	14	4	4	63	64
19	IKNR	20	20	16	14	13	14	16	16	3	3	68	67
20	KA	15	13	13	12	13	13	12	12	3	3	56	53
21	KK	21	18	13	13	13	13	15	15	3	3	65	62
22	LMS	13	13	13	10	11	13	13	12	3	3	53	51
23	MDBS	16	16	9	9	9	10	7	8	4	3	45	46
24	MDC	22	23	14	14	15	15	18	17	4	4	73	73
25	MARS	13	13	7	7	7	7	6	5	2	2	35	34
26	MAN	16	16	15	15	13	14	14	14	3	3	61	62
27	MR	20	20	14	14	14	14	15	17	4	4	67	69
28	MAND	18	18	14	15	17	15	14	14	4	3	67	65
29	MF	13	13	10	9	9	9	10	11	3	3	45	45
30	MRAP	15	17	13	10	15	15	13	12	3	3	59	57
31	NAF	16	16	15	13	13	13	12	12	3	3	59	57
32	NDL	17	17	13	15	15	14	15	16	4	4	64	66
33	RR	20	20	16	15	15	14	17	17	4	4	72	70

71

34	SPH	16	14	13	13	15	14	13	13	3	4	60	58
35	TDAR	17	15	14	13	17	17	18	18	3	4	69	67
36	TD	26	26	18	16	17	17	21	19	4	4	86	82

*R=Researcher T = Teacher

Appendix K

The Mean Score for The Control Group

No	Nama	Researcher Score	Teacher Score	Mean Score
1	APP	55	53	54
2	AR	74	72	73
3	ADEM	71	69	70
4	ATR	66	64	65
5	AR	62	62	62
6	AS	60	60	60
7	AFYA	80	83	81,5
8	DNPHY	47	47	47
9	DSM	52	51	51,5
10	DNAR	71	73	72
11	ECAP	69	66	67,5
12	FA	70	69	69,5
13	FWF	66	62	64
14	FA	58	60	59
15	FNS	84	85	84,5
16	GMY	45	46	45,5
17	IGYP	82	86	84
18	IGGIS	63	64	63,5
19	IKNR	68	67	67,5
20	KA	56	53	54,5
21	KK	65	62	63,5
22	LMS	53	51	52
23	MDBS	45	46	45,5
24	MDC	73	73	73
25	MARS	35	34	34,5
26	MAN	61	62	61,5
27	MR	67	69	68
28	MAND	67	65	66
29	MF	45	45	45
30	MRAP	59	57	58
31	NAF	59	57	58
32	NDL	64	66	65
33	RR	72	70	71
34	SPH	60	58	59

35	TDAR	69	67	68
36	TD	86	82	84

Appendix L

The Final Posttest Scores of the Experimental Group and the Control Group

No	Experimental Group	Control Group
1	86	54
2	64,5	73
3	68	70
4	75	65
5	70	62
6	76	60
7	68,5	81,5
8	77	47
9	57,5	51,5
10	75,5	72
11	72,5	67,5
12	78,5	69,5
13	67	64
14	80	59
15	68	84,5
16	73,5	40,5
17	63	84
18	56,5	65,5
19	68,5	67,5
20	58	54,5
21	64	63,5
22	62	52
23	65,5	40,5
24	87	73
25	68,5	34,5
26	72,5	61,5
27	86,5	68
28	76,5	66
29	73	45
30	79	58
31	68,5	58
32	64	65
33	73,5	71
34	81	59

35	73	68
36	76	84

Appendix M

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor   3 2 6 0   / UN25.1.5 / LT / 2017
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth. Kepala SMA N Arjasa

Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Iin Zulfatul Mahmudah

NIM   : 130210401075

Jurusan   : Pendidikan Bahasa dan Seni

Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Scaffolding Technique on The Tenth Grade Students' Descriptive Text Writing Achievement at SMA Negeri 1 Arjasa."

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerja sama yang baik kami sampaikan terima kasih.

a.n. Dekan   0.8 MAI 2017
Wakil Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 1998812 1 001

Appendix N

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1
ARJASA – JEMBER
Jalan Sultan Agung No. 64. Telp. (0331) 540133 **e_mail** smaarjasa@yahoo.co.id
JEMBER
Kode 68191

SURAT KETERANGAN
Nomor : 421.3/1089/101.6.5.10/2017

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Arjasa :

Nama   : WIDIWASITO, S.Pd
NIP   : 19690415 199703 1 010
Pangkat/Golongan : Pembina TK.I, IV/b
Jabatan   : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

No.	Nama	NIM	PROGRAM STUDI
1.	IIN ZULFATUL MAHMUDAH	130210401075	Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah melaksanakan tugas Penelitian/Observasi di SMA Negeri 1

Arjasa Jember tanggal 1 September s.d 29 September 2017 (3 tatap muka)

Judul :

"The Effect of Using Scaffolding Technique on The Tenth Gade Students' Descriptive Text

Writing Achievement at SMA Negeri 1 Arjasa"

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 29 November 2017
Kepala Sekolah,

WIDIWASITO, S.Pd
NIP 19690415 199703 1 010

Appendix O

The Result of Experimental Group's Post Test Scored by The Researcher

Name : Regita Nur Azizah
Absent : 27
Class : X IPA 1

Papuma Beach

Papuma Beach is one of a tourism object in Jember. It is located in the Lojejer village, Wuluhan District, 45 km south of the town of Jember, Jawa Timur. We can go there by motorcycle or car, it takes 1 to 1,5 hours. Papuma Beach offers a very beautiful feel to visit.

The view in Papuma Beach is so amazing. Along the Papuma Beach there is clean and beautiful white sand. Besides its natural beauty, this beach is also rich in fauna such as monkey, birds, etc. But the weather is very hot because there is beach area. The activities that can be done are sunbathe, selfie, and playing sand. The food is there one of them grilled fish and the drink is coconut ice. The food and the drink can be found in beachside stalls.

In addition, on this beach provided some support facilities for those who want to enjoy the atmosphere Papuma longer, such as lodging and campground. At sunset, the atmosphere at Papuma Beach will be more beautiful to enjoy.

C : 28
O : 18   87
V : 17
G : 19
M : 5

Appendix O

The Result of Experimental Group's Post Test Scored by The Researcher

NAMA : FIKRI KAMAL FASHAH
NO   : 16
KLS   : X IPA I

Jember Botanical Park

Jember Botanical Park is one of destination in Jember. It is located at Jl. Mujahir, Sukorambi, Jember. The Botanical Park open at 07.00 still 16.00. Tickets price in there are divrent. That's weekday 12.000/person and weekend and Holiday 20.000/person. We can go there by car or motorcycle and it takes 27 minutes.

In The Jember Botanical Park, we can view the plant are divrent and not only plants we can looking, We can also swim in the swimming pool are available in the Jember Botanical Park. Activities we can doing are selfie, learn about plants and animals, swimming. The weather in there is chilly. We can also lunch in an restaurant. Foods and drinks are available in the restaurant, that's fried chicken, fried rice, meat balls, Hot tea, cold tea, and coffee.

C : 27
O : 19
V : 15
G : 15
M : 9

75

Appendix P

The Results of Experimental Group's Post Test Scored by The Teacher

Name : Regita Nur Azizah
Absent : 27
Class : X IPA 1

Papuma Beach

Papuma Beach is one of a tourism object in Jember. It is located in the Lojejer village, Wuluhan District, 45 km south of the town of Jember, Jawa Timur. We can go there by motorcycle or car, it takes 1 to 1,5 hours. Papuma Beach offers a very beautiful feel to visit.

The view in Papuma Beach is so amazing. Along the Papuma Beach there is clean and beautiful white sand. Besides its natural beauty, this beach is also rich in fauna such as monkey, birds, etc. But the weather is very hot because there is beach area. The activities that can be done are sunbathe, selfie, and playing sand. The food is there one of them grilled fish and the drink is coconut ice. The food and the drink can be found in beachside stalls.

In addition, on this beach provided some support facilities for those who want to enjoy the atmosphere Papuma longer, such as lodging and campground. At sunset, the atmosphere at Papuma Beach will be more beautiful to enjoy.

C = 28
O = 17
V = 17
G = 20
M = 4

86

81

Appendix P

The Results of Experimental Group's Post Test Scored by The Teacher

NAMA : FIKRI KAMAL FASHAH
NO : 16
KLS : X IPA I

Jember Botanical Park

Jember Botanical Park is one of destination in Jember. It is located at Jl. Mujahir, Sukorambi, Jember. The Botanical Park open at 07.00 still 16.00. Tickets price in there are divrent. That's weekday 12.000/person and weekend and Holiday 20.000/person. We can go there by car or motorcycle and it takes 27 minutes.

In The Jember Botanical Park, we can view the plant are divrent and not only plants we can looking, We can also swim in the swimming pool are available in the Jember Botanical Park. Activities we can doing are selfie, learn about plants and animals, swimming. The weather in there is chilly. We can also lunch in an restaurant Foods and drinks are available in the restaurant, that's fried chicken, fried rice, meat balls, Hot tea, cold tea, and coffe.

C 23
O 16
V 15
G 15
M 3

72

82

Appendix Q

The Results of Control Group's Post Test Scored by The Researcher

Nama: Firza Nada Sabsabila
Kelas/No. absen: X IPS 3 / 15

"Jember Botanical Park"

Botanical Park is located in Mujahir street of Sukorambi village, Jember, East Java. We can travel by riding a motorcycle or a car and usually I see a lot of entourage from playgroup or Elementary school visit botanical park with a mini bus. We can takes 20 minutes from a central city.

We can enter botanical park by paying 15.000 tickets. There are some we are served with pleasant Facilities. In Botanical Park, we can swim with the size we have; we can fishing; can various of animals, such as: birds, snakes, monkeys, horses, chickens an others. There we can also play flying fox and we can see orchards, such as: dragon fruits, durian and orange. We are also served with a gazebo and mushotla mosque. The weather in botani is not too hot because of the many trees. At rest time we can enjoy the food, webring and can also buy in his canteen like pop mie, coffee, tea, fresh drinks, and snacks.

C = 26
O = 18   84
V = 16
G = 20
M = 4

Appendix Q

The Results of Control Group's Post Test Scored by The Researcher

Nama : Achrianti Rafiqoh
Kelas : X IPS 3
NO abs : 02

Jember Botanical Park

Botanical park is a botanical park located at sukorambi, jember regency, East Java, indonesia. To go there can use motorcycle or car. I went to the botanical park takes about 20 minutes. the view there is very nice, A garden surrounded by rice fields and most of its area is forest make this park still protected the plants.

The weather is jember botanical park there is hot or rain. Other interesting activities that can be done in this tour is a walk down the beauty of the park, visitors can also explore the fruit orchards, Flower gardens and herb gardens are in the field. In addition visitors can also get around to see the collection of animals and captivity. there food is really good. The

74

C : 22
O : 17
V : 17
G : 15
M : 3

84

Appendix R

The Results of Control Group's Post Test Scored by The Teacher

Nama: Firza Nada Salsabila
Kelas/No.absen: X IPS 3 / 15

"Jember Botanical Park"

Botanical park is located in Mujahir street of Sukorambi village, Jember, East Java. We can travel by riding a motorcycle or a car and usually I see a lot of entourage from playgroup or Elementary school visit botanical park with a mini bus. We can take 20 minutes from a central city.

We can enter botanical park by paying 15.000 tickets. There we are served with pleasant Facilities. In Botanical Park we can swim with the size we have; we can fishing; can various of animals, such as: birds, snakes, monkeys, horses, chickens an others. There we can also play flying fox and we can see orchards, such as: dragon fruits, durian and orange. We are also served wi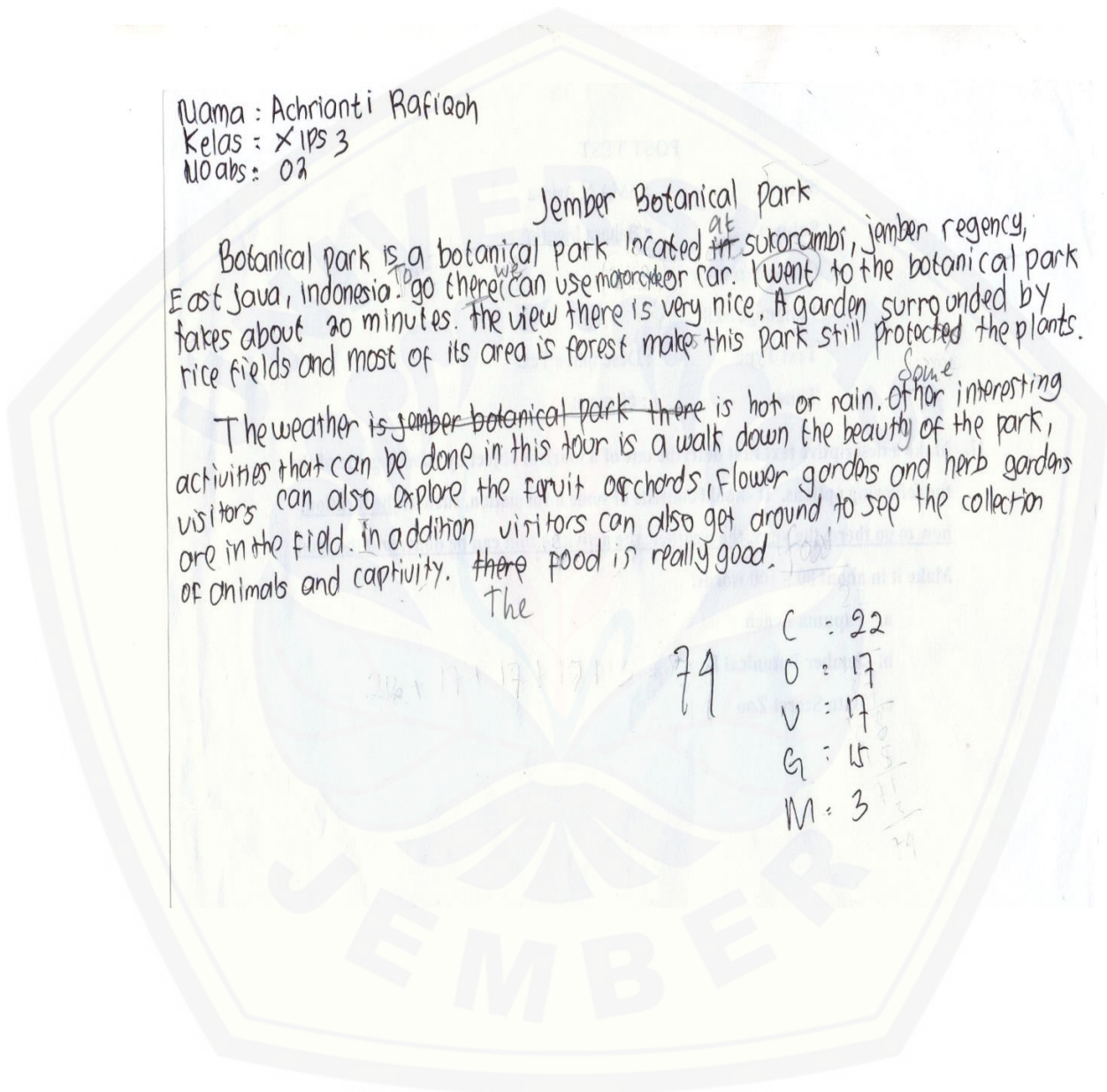th a gazebo and mushola mosque. The weather in botani is no too hot because of the many trees. At rest time we can enjoy the food, webring and can also buy in his canteen like pop mie, coffee, tea, fresh drinks, and snacks.
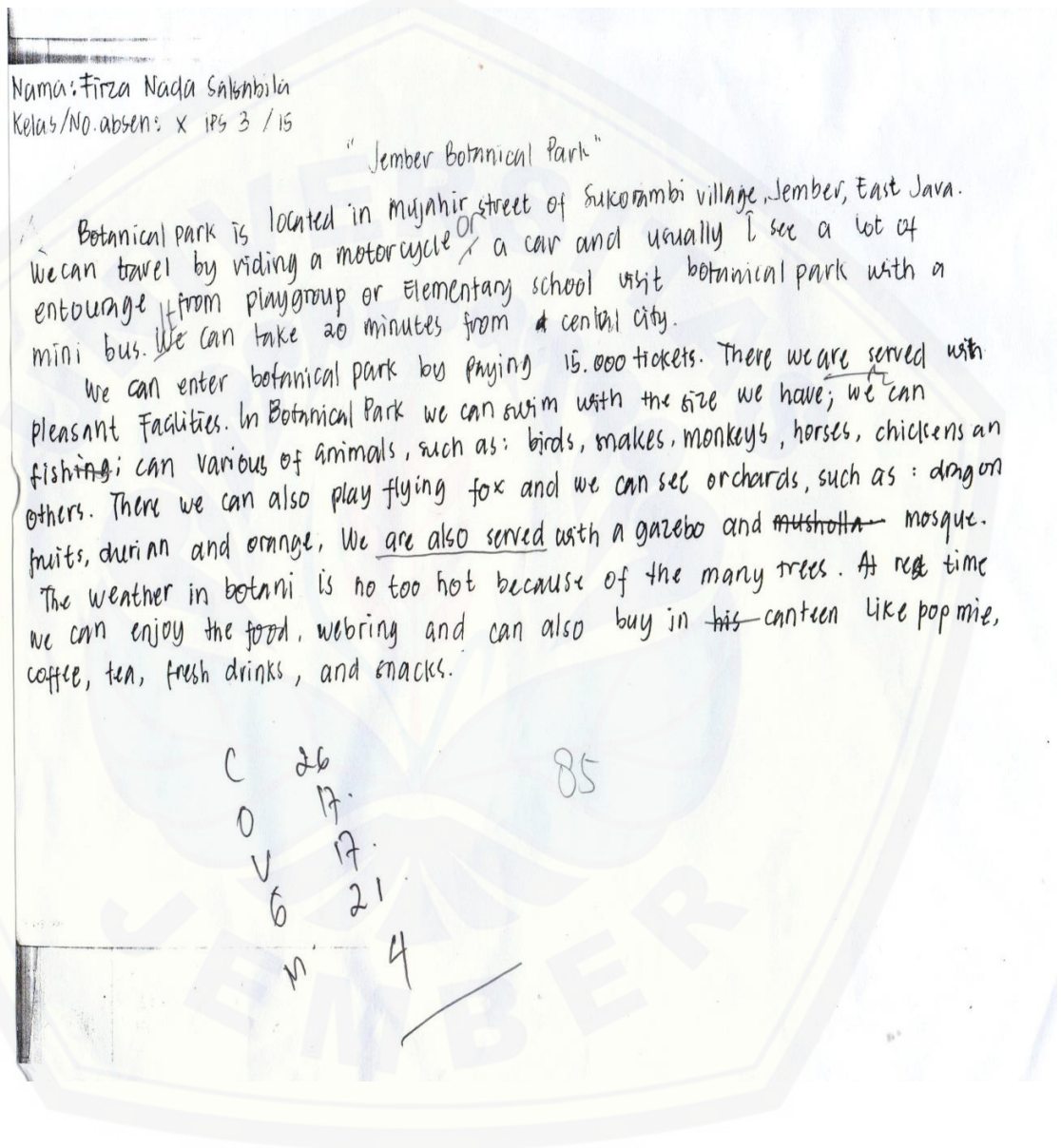
C 26
O 17
V 17
6 21
n 4

85

85

Appendix R

The Results of Control Group's Post Test Scored by The Teacher

Nama : Achrianti Katiqoh
Kelas : X IPS 3
NO abs : 02

Jember Botanical Park

Botanical park is a botanical park located in sukorambi, jember regency, East Java, Indonesia. go there can use motorcycle or car. I went to the botanical park takes about 20 minutes. the view there is very nice. A garden surrounded by rice fields and most of its area is forest make this park still protected the plants.

The weather is jember botanical park there is hot or rain. Other interesting activities that can be done in this tour is a walk down the beauth of the park, visitors can also explore the fruit orchards, flower gardens and herb gardens are in the field. in addition visitors can also get around to see the collection of animals and captivity. there food is really good.

C   20
O   17
V   16   72
6   16
M   3