



**THE EFFECT OF USING SCAFFOLDING
TEACHING STRATEGY ON THE STUDENTS' WRITING
ACHIEVEMENT**

THESIS

By:

Ariq Irfan Zaki

NIM: 130210401001

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

2018



**THE EFFECT OF USING SCAFFOLDING
TEACHING STRATEGY ON THE STUDENTS' WRITING
ACHIEVEMENT**

THESIS

Composed to Fulfill of the Requirements to Obtain the Degree of S1 at the
English Language Education Study Program, Language and Arts Department
The Faculty of Teacher Training and Education, Jember University

By:

Ariq Irfan Zaki

NIM: 130210401001

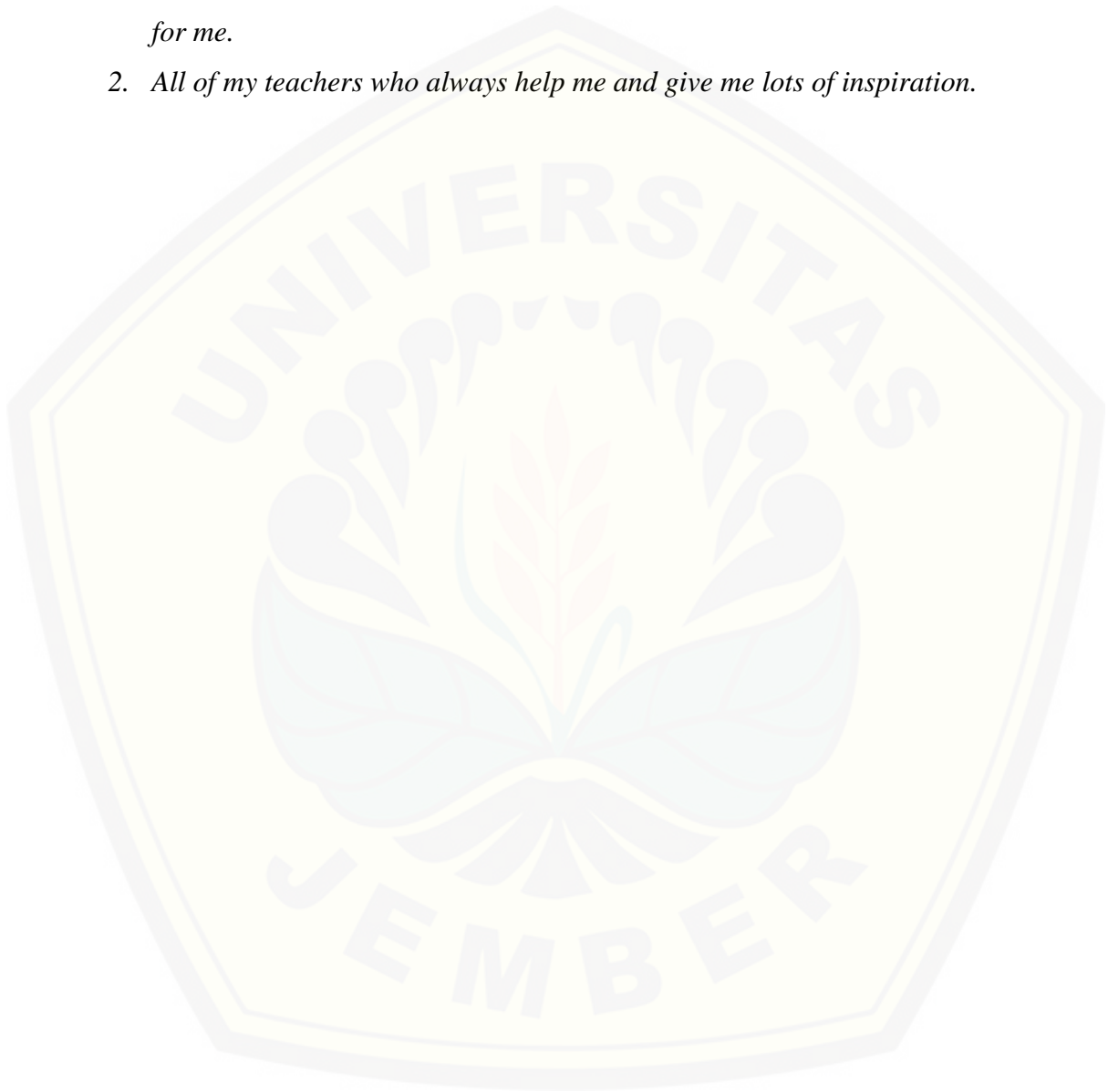
**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY**

2018

DEDICATION

This thesis is honorably dedicated to:

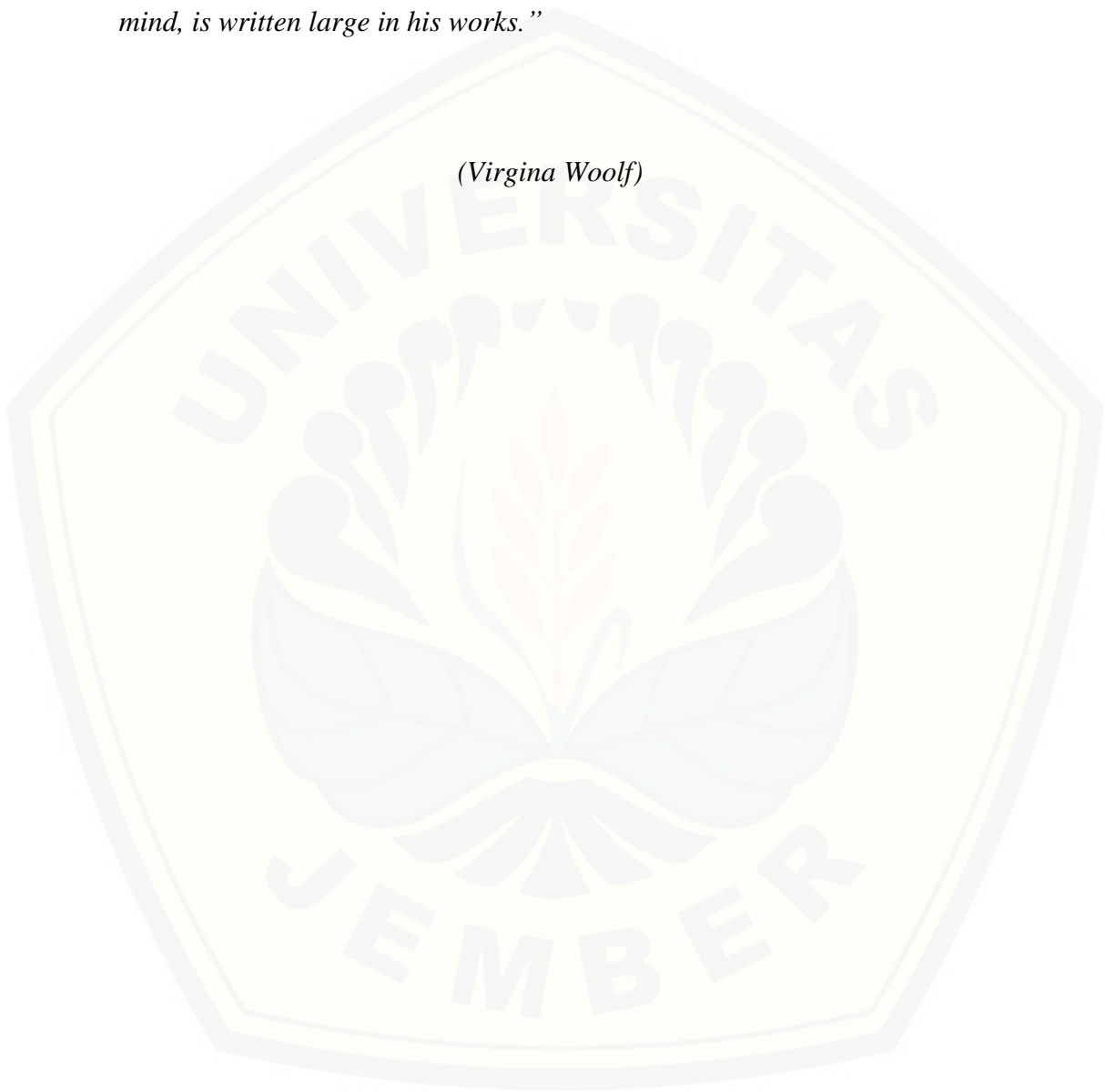
- 1. My beloved parents, Cholili S.E. and Sitinah S.E, and my beloved sister, Lina Idamatus Saadiyah who always love, care, support, help, motivate, and pray for me.*
- 2. All of my teachers who always help me and give me lots of inspiration.*



MOTTO

“Every secret of a writer’s soul, every experience of his life, every quality of his mind, is written large in his works.”

(Virginia Woolf)



(Source: www.writersdigest.com)

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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 qualify for any other academic award, ethics procedure, and guideline of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancelation of academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or my project in whole or part in the University/Faculty libraries in all forms of media, now or here after known.

Jember, 2018

Ariq Irfan Zaki.

NIM. 130210401001

CONSULTANTS' APPROVAL

**THE EFFECT OF USING SCAFFOLDING TEACHING STRATEGY ON
THE TENTH GRADE STUDENTS' WRITING ACHIEVEMENT**

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

Name : Ariq Irfan Zaki
Identification Number : 130210401001
Level : 2013
Place, Date of birth : Banyuwangi, July 13th 1995
Department : Language and Arts Education
Program : English Education

Approved By :

Consultant 1

Consultant 2

Dr.Hj.Aan Eriyana Fardhani, M.Pd..
NIP. 196503091989022001

Dra. Wiwiek Eko Bindarti, M.Pd.
NIP. 195612141985032001

APPROVAL OF THE EXAMINATION COMMITTEE

THESIS

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

Day :

Date :

Place : Faculty of Teacher Training and Education, Jember University

Examination Committee

The Chairperson

The Secretary

Dra. Made Adi Andayani T, M.Ed.
NIP. 196303231989022001

Dra. Wiwiek Eko Bindarti, M.Pd.
NIP. 195612141985032001

Members,

Dr.Hj.Aan Eriyana Fardhani, M.Pd.
NIP. 196503091989022001

1.

Drs. I Putu Sukmaantara, M.Ed
NIP. 196404241990021003

2.

**The Dean,
The Faculty of Teacher Training and Education**

Prof. Drs. Dafik, M.Sc., Ph.D.

NIP. 19680802 199303 1 004

ACKNOWLEDGEMENT

First of all, I would like to express my greatest gratitude to Allah SWT who always leads, guides, and grants me by his blessings and mercies so that I can finish this thesis entitled “The Effect of Using Scaffolding Teaching Strategy on The Students’ Writing Achievement”

I would also like to express my great appreciation and sincerest gratitude to these following people.

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of the English Education Study Program.
4. My first consultant, Mrs. Dr.Hj.Aan Erlyana Fardhani, M.Pd., and my second consultant Mrs. Dra. Wiwiek Eko Bindarti, M.Pd, I really thank you for your willingness for giving me your time, guidance, advices, and patience to compile and finish this thesis.
5. The examiners Mrs. Dra. Made Adi Andayani T, M.Ed. and Mr. Drs. I Putu Sukmaantara, M.Ed. who have given me suggestions in completing this thesis.
6. The lecturers of the English Education Study Program who have taught me and shared knowledge with me so that I am able to learn many things.
7. The Principal of SMA Negeri 1 Rogojampi, the English teacher, the staff, and the tenth grade students who gave me the permission and helped to conduct my research and collect the data for the research.
8. All of my precious friends who always, support, care, and help me whenever I need help.

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

The Writer

Ariq Irfan Zaki

SUMMARY

The Effect of Using Scaffolding Teaching Strategy on the Students Writing Achievement. Ariq Irfan Zaki, 130210401001; 2018; 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' writing achievement at SMA Negeri 1 Rogojampi in the 2017/2018 academic year. Writing is a kind of language skill that expects the students to produce a text or paragraphs in English. The students have some difficulty in producing a good writing such as, generating ideas into making their final writing. The teacher should find an effective teaching strategy for teaching writing. Thus, the researcher conducted an experimental research by using scaffolding teaching strategy to teach writing through the process of writing. This strategy involved a process on the implementation, which in each step was provided supports or assistance.

The participants of this research were the tenth grade students of SMA Negeri 1 Rogojampi in the 2017/2018 academic year. Homogeneity was conducted to divide the existing population (305 students) into two classes. The data for homogeneity 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 Application, it was found that the population was homogenous. Thus, the researcher used lottery to determine the experimental class and the control class.

The design of this research was quasi-experimental research with posttest only design. The main data of this research were taken by using posttest that was administered after the experimental class had received the treatment. There were two classes involved in this research, the experimental class and the control class. These classes received different treatment from the researcher. The experimental class was X IPA 4. The experimental class was taught by scaffolding teaching strategy as the treatment. Meanwhile, the control class which was X IPA 5 was

taught without using Scaffolding teaching strategy, but by using strategy that was usually given by the teacher. After the treatment given, a posttest was administered in both classes. It was given after both classes had been taught twice by the researcher. The posttest was a writing test of writing a descriptive text.

The result of the posttest was analyzed by using Independent Sample T-test formula in SPSS application. Based on the calculation in the analysis, the result of Levene's Test for Equality of Variances column, the value of significant column was 0.001. It was lower than 0.05, which means that the variability of both classes were heterogeneous. It means there was a significant difference between the experimental and the control classes. In t-test for equality mean column, it can be seen that the value of sig. (2-tailed) was 0.000 which was lower than 0.05. It means that the null hypothesis which say "There is no a significant effect of implementing scaffolding teaching strategy on the tenth grade students' writing achievement" was rejected the and the alternative hypothesis which says "There is a significant effect of implementing scaffolding teaching strategy on the tenth grade students' writing achievement" was accepted. This result also gave a conclusion that Scaffolding teaching strategy could be used as an effective teaching strategy to teach writing to the students.

TABLE OF CONTENTS

COVER	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF AUNTHENTICITY	iv
CONSULTANTS' APPROVAL	v
APPROVAL OF EXAMAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
SUMMARY	viii
TABLE OF CONTENTS	x
THE LIST OF APPENDICES	xii
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problem of the Research	3
1.3 Objective of the Research	3
1.4 Scope of the Research	3
1.5 Significant of the Research	3
CHAPTER 2. REVIEW OF RELATED LITERATURE	5
2.1 Theoretical Framework	5
2.1.1 Writing Skill	5
2.1.2 The Aspect of Writing	6
2.1.3 Process of Writing.....	6
2.1.4 Cooperative Learning.....	8
2.1.5 Theory of Scaffolding	9
2.2 Conceptual Framework.....	10
2.2.1 Teaching Writing Using Curriculum 2013	11
2.2.2 The Use of Scaffolding in Teaching Writing.....	12
2.2.3 Descriptive Text Writing	15
2.3 Previous Study	16
2.4 Research Hypothesis	17
CHAPTER 3. RESEARCH METHOD.....	18

3.1 Research Design	18
3.2 Research Context	19
3.3 Research Participants	20
3.4 Data Collection Method	21
3.5 Data Analysis Method.....	22
CHAPTER 4. RESULTS AND DISCUSSION	23
4.1 The Result of Homogeneity Test	23
4.2 The Description of Experimental and Control Class	23
4.2.1 Experimental Class	23
4.2.2 Control Class	24
4.3 The Analysis of Posttest Result	25
4.4 The Verification Hypothesis	26
4.5 Discussion	27
CHAPTER 5. CONCLUSION AND SUGGESTION.....	30
5.1 Conclusion	30
5.2 Suggestion	30
REFERENCES	31
APPENDICES	

APPENDICES

Appendix A. Research Matrix	34
Appendix B. Evaluation Form	35
Appendix C. Scoring Rubric of Writing	36
Appendix D. The Schedule of the Research	37
Appendix E. Interview Guide	39
Appendix F. The Students' Previous Writing Score.....	40
Appendix G. Lesson Plan	42
Appendix H. Post Test	70
Appendix I. The Results of the Mean Score of Writing the Tenth Grade Students.....	71
Appendix J. The Posttest Scores of the Experimental Class	72
Appendix K. The Posttest Scores of the Control Class	73
Appendix L. Surat Izin Penelitian.....	74
Appendix M. Statement Letter from SMA Negeri 1 Rogojampi.....	75
Appendix N. The Result of Experimental Class's Post Test Scored by The Researcher.....	76
Appendix O. The Result of Experimental Class's Post Test Scored by The Teacher	78
Appendix P. The Results of Control Class's Post Test Scored by The Researcher.....	80
Appendix Q. The Results of Control Class's Post Test Scored by The Teacher.....	82

CHAPTER I INTRODUCTION

This chapter presents five topics, namely background of the research, problem of the research, objective of the research, and significance of the research.

1.1 Background of the Research

Writing is an important language skill for foreign language students who study English. English writing skill is required by someone to produce a paragraph or a text by using English as a language. Writing ability has some important aspects such as grammar/structure, punctuation and spelling. Brown (2001:335) states that writing skill is a written product which is completed after the process of thinking, planning, drafting, as well as revising. In fact there are some aspects of writing. According to Brown (2001:357), the aspects of writing are Content which includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions. Organization which includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length. Discourse which includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation. Syntax/Grammar which includes the structure of the sentences and the tenses that one used in writing. Vocabulary which includes the choice of words in writing. Mechanics which includes spelling, punctuation, and citation of references, neatness and appearance. There are two aspects that we have to consider in writing a paragraphs or a text, they are cohesion and coherence. Cohesion is the surface links between clauses and sentences of the texts. Coherence is the feeling that the element of the text is tied together in order to make sense (McCharty, 2000:25). Writing activity can be organized by the teacher to help the students by using scaffolding (Vernon, 2001:1).

The terms scaffolding is familiar in educational field in the 20th century. The scaffolding theory has been popularized by Lev Vygotsky's in socio cultural

theory and his concept of the zone of proximal development (ZPD) 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). Vygotsky's concept developmental level is divided into 2 kinds, actual developmental level and potential development level. The zone of proximal development (ZPD) is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under or in collaboration with more capable peers (Lipscomb 2004). In the teaching of language subject, scaffolding is used by the teacher to teach the language skills, mostly in writing. Writing activity can be organized by the teacher to help the students by using scaffolding (Vernon, 2001:1).

Scaffolding teaching strategy has some benefits such as intents guiding by the teacher and teacher feedback and suggestion that guide students. One of the primary benefits of scaffolding teaching strategy is to engage the students to be active participants. The students do not passively listen to information presented, but through teacher's prompt, the students build on prior knowledge and form new knowledge. In scaffolding teaching strategy students who have low capability, will be provided an opportunity by the teacher in the form of positive feedback to the students. Another benefit of this type of instruction is that it can minimize the level of frustration of the students. This is extremely important for students who need special treatment, especially for those, who become frustrated very easily and silent/shy because less of confidence.

There are several previous studies discussing about the successful implementation of scaffolding technique in the classroom. Mostly the participants of the research were university students. Moreover, the implementation of scaffolding strategy in teaching writing on those researches were applied through writing process.

Based on the previous studies there were some problems appeared during the process of writing. The first problem appeared when discussing the topic of writing. The students spent too much time in finding the idea of the topic given to write. It was usually caused by the differences in background knowledge and

ability to gain ideas of each student. Most of the teachers do not really know about the ability and skill of each student. Teacher usually just explains the materials without considering the students' ability.

Considering the description above, it was necessary to conduct a research entitled "*The Effect of Using Scaffolding Teaching Strategy on the Students' Writing Achievement in the 2017/2018 Academic Year.*" Therefore, the researcher was interested in conducting this research because scaffolding is an effective strategy in teaching writing.

1.2 Problems of the Research

Based on the background of the research, the problem of the research is formulated as follows: "is there any significant effect of using scaffolding teaching strategy on the students' writing achievement?"

1.3 Objective of the Research

Based on the background and the problem of the research, the objective of the research is formulated as follows: "to know the significant effect of using scaffolding teaching strategy on the students' writing achievement".

1.4 Scope of the Research

This research was conducted in the second semester 2017/2018 academic year of the tenth year students of SMAN 1 Rogojampi. Descriptive text was used in this research because descriptive text used was appropriate with the curriculum that used in tenth grade senior high school students.

1.5 Significance of the Research

Hopefully the result of the research can give valuable significance and contribution in the teaching and learning process as follows:

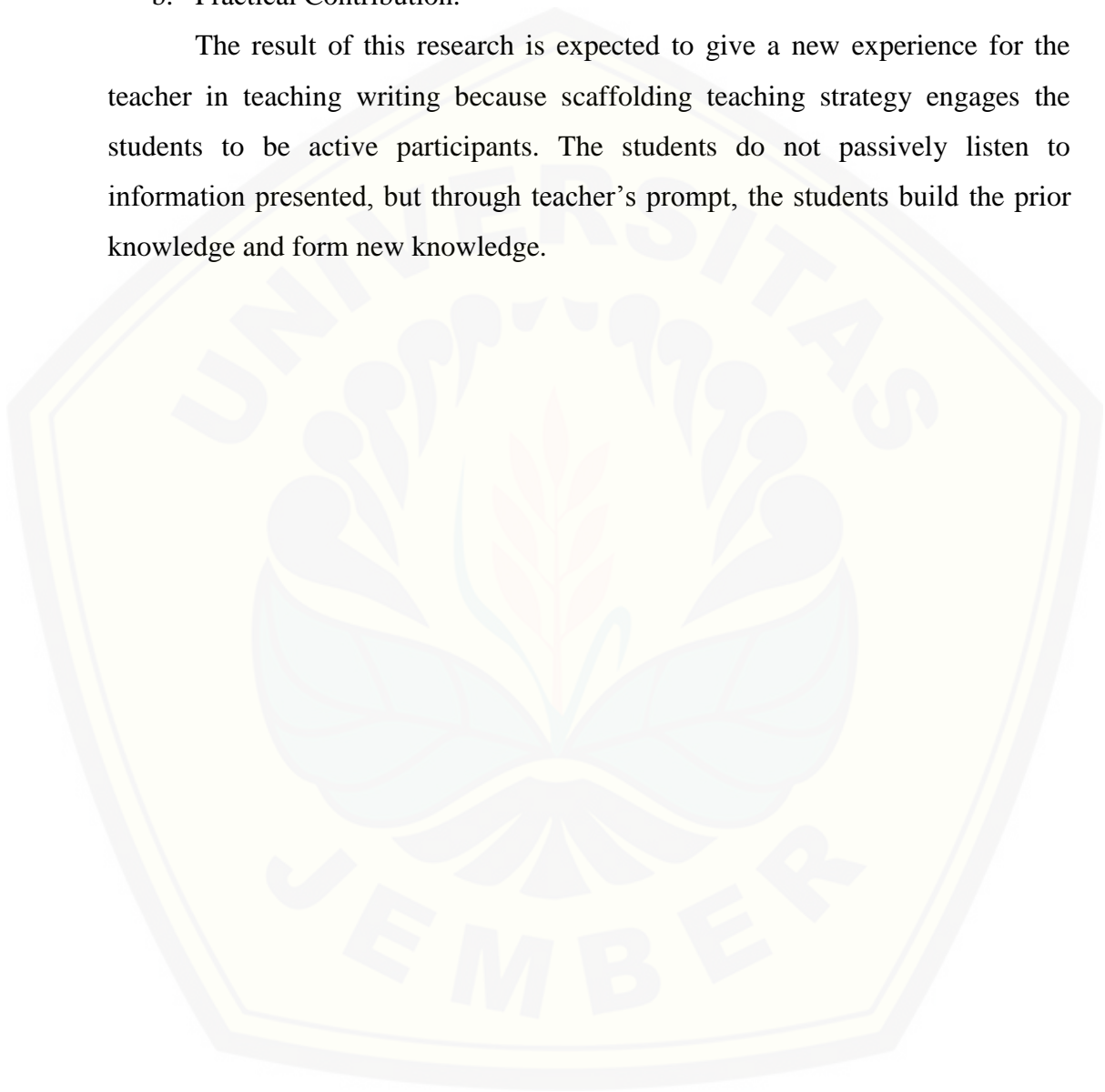
a. Empirical Contribution

The result of this research may help the other researchers in the future who want to conduct a research using different research design such as classroom action research (CAR) in improving students' writing achievement by using

scaffolding teaching strategy, or using the same research design on the effect of using scaffolding teaching strategy on the students' reading comprehension achievement.

b. Practical Contribution.

The result of this research is expected to give a new experience for the teacher in teaching writing because scaffolding teaching strategy engages the students to be active participants. The students do not passively listen to information presented, but through teacher's prompt, the students build the prior knowledge and form new knowledge.



CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter highlights the discussion of some literatures which covers Theoretical Framework, Conceptual Framework, and Previous Research Findings.

2.1 Theoretical Framework

This sub chapter consists of some literature reviews about the theoretical framework which covers, writing skill, aspects of writing, process of writing, cooperative learning, and theory of scaffolding.

2.1.1 Writing Skill

Writing is a kind of language skill that expects the students to produce a text or paragraphs in English. However many experts have different perspectives about the definition of writing itself. Robert *et al.* (2005:12) state that writing is a means to develop imagination. It is deliberated as a conceptual construct that develops very early in sequential stages through several cognitive conflicts happening during the problem solving of writing tasks. Furthermore, Brown (2001:335) defines that writing skill is a written product which is completed after the process of thinking, planning, drafting, and revising.

During writing process there are several aspects that we have to consider in writing such as content, organization, discourse, mechanic, the use of grammar and vocabulary. In addition, McCharty (2000:25) states when people write something, there are two aspects that we have to consider, they are cohesion and coherence. Cohesion is the surface links between clauses and sentences of texts, while coherence is the feeling that the elements of the text are tied together in order to make sense. Cohesion and coherence are related with the aspects of writing such as organization and discourse. Organization deals with logical sequence of idea of the paragraph and discourse deals with cohesion of a text.

From several definitions of writing above, it can be concluded that writing is considered as a highly complex activity which involves some process of writing

and in the process of writing there are some aspects of writing which should be considered by the writer.

2.1.2 The Aspects of Writing

The aspects of writing deal with categories that are used by the teacher in evaluating the students' writing. The writer should consider about the aspects of writing in making a good paragraph or a text. Brown (2001:357) proposes five major aspects of writing that should be required by the writer in producing a written text namely content, organization, Grammar/syntax, vocabulary, and mechanics.

The following aspects can be explained as follows:

1. Content : It includes the substance of the writing or the ideas expressed.
2. Organization : It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.
3. Grammar/syntax : the employment of grammatical forms and syntactic patterns.
4. Vocabulary : It deals with the variations of words and the choice of word.
5. Mechanics : The use of graphic conventions of the language

Based on the explanation above, it can be said that there are some aspects of writing which should be mastered by the students to make a good writing and the teacher should guide the students in mastering those important aspects by using some theories and an appropriate strategy in the process of writing skill.

2.1.3 Process of writing

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.

As stated by Harmer (2004:4) there are four stages in the writing process, namely planning, drafting, editing, and writing the final version. The stages are stated as follows:

1. Planning/Pre-Writing

Planning is related to what we are going to write. Planning is process of developing the idea. When we are planning, we have to think about the purpose of the writing, the audience, and the structure of writing.

2. Drafting

Drafting is the framework of writing. In drafting, we should make a case and structuring the evidence for that case.

3. Revising

Revising is a process of editing and revising the written form to make a better writing. There are three stages in revising, first revising ideas, second revising form, and the last revising mechanics.

- a. Revising ideas

In revising the idea, we have to think again about our topic or idea about the interest and appropriateness.

- b. Revising form

In revising form, we have to make sure our draft is unity. It means that we have to check how the ideas are connected and organized well.

- c. Revising mechanic (Editing)

In this process, we have to read their draft carefully to find the errors in mechanism (punctuation, capitalization, spelling, grammar, and usage).

4. The final version

The final version is the final writing which is ready to be delivered to the audience.

In the process of writing the teacher should use an appropriate strategy. The researcher in this research used scaffolding as a teaching strategy. Scaffolding teaching strategy (STS) is a part of cooperative learning. Scaffolding teaching strategy concentrates on how the teacher teaches and guides the students in process of writing. So that in scaffolding teaching strategy, the teacher does not only guide the students in writing, but also gives them more background knowledge about the material to the students.

2.1.4 Cooperative Learning

Writing is a complex skill in language because writing has some aspects and process. In teaching writing, the teacher should guide the students in mastering some important aspects of writing by using an appropriate approach and strategy in the process of teaching writing skill. There are some approaches that can be used by the teacher such as cooperative approach and scientific approach. Cooperative Learning is an instructional strategy in which small groups of students work together on a common task. The task can be simple or complex. In some cases, each group member is individually accountable for part of the task; in other cases, group members work together without formal role assignments. As stated by Johnson and Johnson (1999), there are five basic elements that allow successful cooperative learning. They are explained as follows.

1. Positive interdependence: students feel responsible for their own and the group's effort.
2. Face-to-face interaction: students encourage and support one another; the environment encourages discussion and eye contact.
3. Individual and group accountability: each student is responsible for doing their part; the group is accountable for meeting its goal.
4. Group behaviors: group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others occurs.
5. Group processing: group members analyze their own and the group's ability to work together.

Cooperative learning changes students' and teachers' roles in classrooms. The ownership of teaching and learning is shared by groups of students, and is no longer the sole responsibility of the teacher. The authority of setting goals, assessing learning, and facilitating learning is shared by all. Students have more opportunities to actively participate in their learning, question and challenge each other, share and discuss their ideas, and internalize their learning. . In this research the researcher used cooperative learning as an approach because it related with the steps of scaffolding teaching strategy which required a group work to minimize time consuming.

Some challenges of using cooperative learning include releasing the control of learning, managing noise levels, resolving conflicts, and assessing student learning. Carefully structured activities can help students learn the skills to work together successfully, and structured discussion and reflection on group process can help avoid some problems.

2.1.5. Theory of Scaffolding.

The term scaffolding is usually used in engineering and construction context but in educational context scaffolding is a kind of teaching strategy. Scaffolding teaching strategy is a kind of student-centered approach. Scaffolding concept is originated from Vygotsky's (1934). In his concept he stated about Zone Proximal Development (ZPD). ZPD refers to a distance which occurs between children's actual development level of performance (independent performance) and their level of assisted performance.

In 1976, Wood, Bruner and Ross introduced the term "*scaffolding*" in the Journal of Child Psychology and Psychiatry as mentioned by Lipscomb et al (2004). Wood, Bruner and Ross used the idea of 'scaffolding' to describe the way adult guide and support children's learning activity and it is ultimately removed when the learners do not need support anymore. The scaffolding theory actually originated earlier from Lev Vygotsky's socio-cultural theory and his concept of the zone of proximal development (ZPD) in the 20th century (Stuyf 2002). He stated that learners' developmental level is divided into 2 kinds, those are developmental level and potential development level. 'The zone of proximal development (ZPD) is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under or in collaboration with more capable peers (Lipscomb 2004). In the view of ZPD, the role of teachers is to guide or support students with tasks appropriate with students' current capability.

Scaffolding is a strategy which can be applied in any language skill because scaffolding teaching strategy focuses on the interaction between teacher

and students, Samana (2013) states the interaction can be between a teacher and students or within students themselves. The interaction in scaffolding strategy is various. Shooshtari and Mir (2014) mention three of them. First is Join Construction, which requires the students to work in groups and the teacher will act as a mentor and give suggestion of possible words that can be used by the students. Second is Peer Response Feedback, which requires the students to work in peers or in small groups and the teacher gives prompts to students to respond to each other's writing. Third is by using teacher's feedback, the teacher gives feedback to the students' writing and the students work by themselves and depend on the teacher's feedback. In this research, Peer Response Feedback is used because the activity requires students to work in small groups.

Moreover, scaffolding has some advantages and disadvantages (Stuyf: 2002). The advantages include engaging the students in learning because they are involved in the process not only listen to the teachers, but also motivate 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 peers in doing the task, so it will be easier for the students to do the task together than to work alone. Unfortunately, there are also some disadvantages of scaffolding. A disadvantage of this strategy is time consuming because this strategy is applied through process of learning, which causes a time consuming activity.

To avoid time consuming the researcher did not guide the students one by one but in group. Besides, the time allotted to guide the students studying in group was limited (the detail information about time allocation in guiding the students, etc is enclosed in Appendix G).

2.2 Conceptual Framework

This sub chapter consists of some literatures about conceptual review which covers, the use of scaffolding teaching strategy through writing process and descriptive text writing.

2.2.1 Teaching Writing Using Curriculum 2013

In teaching writing to the students of Senior High School, we should consider the regulation of the education ministry. Nowadays, 2013 curriculum is used as the main guide of teaching and learning process in Indonesia.

Curriculum 2013 is the development of curriculum 2006 (KTSP). There is a basic difference between curriculum 2013 and curriculum 2006 (KTSP, the difference between curriculum 2013 and curriculum 2006 (KTSP is the addition of character building which was not included in the curriculum 2006 (KTSP).

Curriculum 2013 has some approaches of teaching such as Scientific Approach. The researcher applied student centered approach for the control class and Scaffolding Teaching Strategy (STS) for the experimental class. There is a basic difference between Scientific Approach and STS. Student centered approach focuses on the needs of the students but STS not only focuses on the need of the students but also on teacher guiding.

In curriculum 2013 the ability in achieving something is called *Kompetensi Inti* and the ability in achieving *Kompetensi Inti* (Standard Competence) that the students must acquire through learning process is called *Kompetensi Dasar* (Base Competence). Curriculum 2013 has some *Kompetensi Dasar* and *Kompetensi Inti*. The researcher focused on the writing competencies especially for descriptive writing on the tenth grade students' level. *Kompetensi Inti* and *Kompetensi Dasar* for the tenth grade students on Senior High School which they have to perform in writing competencies are shown in Table 2.1.

Standard Competence and Basic Competence of Writing Skill for the tenth Grade Students in Senior High School.

<i>Kompetensi Inti</i>	<i>Kompetensi Dasar</i>
<p>4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan</p>	<p>4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

From the table above, it can be concluded that the tenth grade students on Senior High School should to learn writing with the genre descriptive text. Therefore, the researcher focused on teaching descriptive text about tourism object as the strategy that researcher used was appropriate with the material.

2.2.2 The use of Scaffolding in Teaching Writing.

Scaffolding teaching strategy has some steps in teaching. The steps of teaching every skill are different. There is the stage of teaching writing by using scaffolding which is stated by Benko as follows.

1. Scaffolding through Initial Task Selection

To help students to engage in writing tasks, teachers must be able to:

- a. Ensure that the writing task is appropriately challenging for students.
- b. Consider ways to make the task relevant to students, thus providing ownership of the task by students (for example, when students learn about descriptive writing, the teacher should give an example of descriptive writing in daily life). Whenever possible, allow students to write about what is important to them.
- c. Use more familiar formats for the students.

2. Scaffolding during the Writing Process.

In order to relate with writing process, teachers should

- a. structure tasks in ways that students can learn skills and strategies that apply both to the writing task they are completing and to parallel tasks that they will later encounter.
- b. use less complex formats, like the five-paragraph essay, as a base on which students can build more complex and creative structures once they master the simpler format.
- c. in giving feedback, both written and in conferences, as students write, emphasize skills to be learned rather than products to be created.
- d. provide models and examples for the type of writing that students are aiming to accomplish. Is whenever possible, model process as well as products and use student models.
- e. use digital tools and spaces for engaging students in helpful thinking and development of ideas. For example, use an online role-playing site to get students to take on different viewpoints and stances to develop ideas for writing arguments and persuasive essays.
- f. provide students with graphic organizers to keep track of ideas and organize them for writing.
- g. avoid focusing on isolated skills (like grammar and usage skills) that seem disconnected from the writing task at hand.
- h. teach "mini lessons" as Nancie Atwell (1998) describes them, to address issues interrupting good writing, as the information is needed, either by an individual student, by small groups, or by the whole class.
- i. share their own writing with students and talk about obstacles to clear communication encountered and ways that these are addressed and overcome.

3. Teacher's stance while scaffolding the writing process.

The roles of a teacher while scaffolding through writing process are collaborative, not evaluative and minimize students' frustration whenever possible.

In this research the steps of scaffolding teaching strategy in teaching writing adapted from Vernon (2001) was applied by the researcher. The steps were as follows.

Step 1 Brainstorming. In this step, the students 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 wrote words as the main topic and some sub topics related to the main topic 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 the mind mapping before writing.

Step 2 Outlining. This step required the students to transform their thoughts stated in brainstorming step in a more arranged structure. This could make the students focus on arranging ideas stating in clustering map into an arrangement according to the generic structure of the descriptive text. The idea was to draw the topic sentence and the supporting details of each paragraph. In this step, 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 mistakes or errors, as the errors were handled in the next step. Some introductory sentences were also provided to help students to begin their paragraphs. The researcher monitored the students' writing by getting around among the groups and provided guidance when necessary.

Step 4 Evaluating, was done to evaluate the students' writing based on some criteria. According to Vernon (2001), this step can be done either by the teacher or peers. In this case the teacher provided a list of evaluation form, in the form of checklist and instruction which consisted of some questions dealing with the aspects of writing. The students were be positioned as the evaluators. They evaluated their friends' work using the evaluation form.

Step 5 Final Drafting. This is the step where the students made their final draft based on the evaluation step before. The students were no longer provided any scaffolds or assistance. The students were still allowed to discuss the results

of their friends' comments on their writing in evaluation step with the teacher. The students wrote their descriptive text in a chart paper.

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

2.2.3 Descriptive Text Writing.

The teaching of writing has been focusing on several types of genres. There are several types of genres stated which are given according to its level and semester stated in Curriculum 2013. The researcher chose descriptive text as the genre because descriptive text writing is appropriate with the curriculum being used. Descriptive text deals with description and description is a visual experience of how something looks, sounds, tastes, or feels (Kane, 2000:351). Descriptive text is a text that describes something that can be caught by human senses. It means that the reader get an illustration in his mind about the thing mentioned in the text.

When we write a text in a certain genre, we have to pay attention to the generic structure of descriptive text used. In 2013 curriculum it is stated that descriptive text has a structure of text which consists of Identification and Description. Identification consists of the general information of the topic discussed an. Description consists of the further or more detail information about the topic.

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

1. The use of verbs 1 in simple present tense, for example: hikes, rides, swims.

For Examples:

- a. I **climb** Ijen Mountain every year.
- b. My father **rides** an motor cross on the beach
- c. My sister **swims** in the swimming pool every week

2. The use of relational verbs to describe or classify appearance (is, has, will).

For Examples:

- a. Ijen **is** a mountain with a beautiful crater.
 - b. Banyuwangi **has** so many beautiful tourism objects.
 - c. Banyuwani **will** build a cottage at ijen next year.
3. The use of adjectives (beautiful, big, amazing).
- For Examples:
- a. Pulau merah is a **beautiful** beach.
 - b. Raung is a **big** mountain.
 - c. Ijen mount has an **amazing** crater.
4. The use of adverbs (slowly, clearly) and adverbial phrase (the red boot, her tiny shoes, etc).
- a. Bayu hikes Ijen Mountain **slowly**.
 - b. Putra speaks **clearly** when on the mountain.
 - c. My sister wears her **tiny shoes** when she hikes.
 - d. My brother wears the **red boots** when in the beach.

The purpose or social function of descriptive text is to describe and reveal a particular person, place, or thing.

2.3 Previous Study

The previous studies related with the use of scaffolding teaching strategy were conducted by some researchers. Behroozizad and Abdollahzadeh (2015) conducted a research about teaching writing to EFL learners. The participants of their research were thirty EFL learners in intermediate level. The result of his research showed that scaffolding teaching strategy was an effective way to teach writing to EFL learners. Moreover it helped the teacher to provide a high quality instruction and stimulate students' process of thinking and their motivation in learning.

Another research was conducted by Rose, Lui-Chivize, McKnight, and Smith (2003), which took place in a learning center for indigenous adults who returned to formal study. They used scaffolding in integrating reading and writing. The result of their research showed that the participants' ability in reading and writing improved. In the writing, the participants became more aware of

organizing ideas and processed the information from reading in a better result. Another study about teaching writing using scaffolding strategy was conducted by Vivi Rahmawati entitled *Improving the Eighth Grade Students' Writing Achievement by Using Scaffolding Strategy in the Process of Writing at SMP 1 Jember*. From this research, the researcher found the effectiveness of using scaffolding strategy. Her research finding indicated some positive results in her study. Scaffolding teaching strategy helped the learners to produce a good writing accurately, meaningfully, and appropriately. Moreover, it helped students reduce their difficulties in writing English.

2.4 Research Hypothesis.

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

H0 : There is no a significant effect of implementing scaffolding teaching strategy on the tenth grade students' writing achievement.

H1 : There is a significant effect of implementing scaffolding teaching strategy on the tenth grade students' writing achievement.

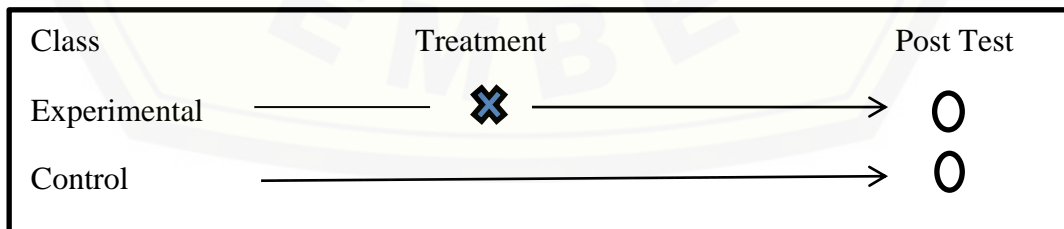
CHAPTER 3
RESEARCH METHODS

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

3.1 Research Design

The aim of this research was to know whether or not there was a significant effect of using scaffolding teaching strategy on the tenth grade students of senior high school students' writing achievement. A quasi experimental research with posttest only design was used in this research because this study was conducted in a school where the research participants were already in groups (classes). This design was used to know the cause and effect relationship between two or more variables. Scaffolding teaching strategy was an independent variable and students' writing achievement was the dependent variable.

The participants of this research consisted of the experimental and control classes. The experimental class was given the treatment by using scaffolding teaching strategy to teach descriptive text writing, while the control class was taught by Scientific Approach that the teacher usually uses. After that, a post-test of writing was administered to both classes. The purpose was to know the mean difference between the experimental and the control classes. The diagram of the design is as follows.



(Cresswell, 2012:310)

The procedures of the design were as follows:

1. The first step was getting the students' writing scores from the English teacher.
2. Analyzing the scores of homogeneity test by means of ANOVA (Analysis of Variance) on SPSS (Statistical Package for Social Science). As the value of variance was more than 0.05 which means that the population was homogeneous, two classes were randomly chosen as the participants of the research.
3. The third step was conducting the treatment to the experimental class by applying scaffolding teaching strategy to the experimental class, while the control class is taught by using scientific approach. After the treatment was conducted, a post test was administered to both classes.
4. The next step was analyzing the writing scores of post test by applying Independent t-test to measure the mean score of the experimental and the control classes.

The mean score of both classes were compared in order to know the effect of applying scaffolding teaching strategy in teaching descriptive text writing. The last step was drawing conclusion of the result to answer the research problem.

3.2 Research Context

This research was conducted at SMAN 1 Rogojampi Banyuwangi. Before using this school as the research area, a permission was asked formally to the school based on the procedure. In this research, the researcher applied scaffolding teaching strategy on the students' descriptive text writing. Students' major subjects are natural science and social science, and there are about nine classes of the tenth grade consisting five classes for natural science (IPA) and four classes for social science (IPS) and each class consists of 40-45 students.

Based on the English teacher's explanation, this school uses curriculum 2013 in teaching learning process including the English subject. In this school, English is taught once a week with 2x45 minutes for each meeting. English is used as a foreign language that means it is used only in English subject. Based on

informal interview with the students, the English teachers seldom speak English while teaching the students. The same thing happens to the students, they seldom or never speak English inside or outside the classroom.

Moreover, in this research, the area of the research was purposefully selected on convenient grounds. First, the English teacher never applied scaffolding teaching strategy to teach writing. Second, there was no research that conducted in this school related to the use scaffolding teaching strategy. Last, the principal gave permission to the researcher for doing this research in that school.

3.3 Research Participants

The population of this research was the tenth grade students of SMAN 1 Rogojampi Banyuwangi in 2017/2018 academic year. The tenth grade students of SMAN 1 Rogojampi consisted of five classes for natural science and four classes for social science and each class consisted of 40-45 students. Before determining the participants, the researcher did the homogeneity analysis to the population based on the writing scores from the English teacher.

The participants of the research were two of the nine classes which were selected as the control and the experimental classes by using cluster random sampling method. As stated by Fraenkel et.al (2012:96) that cluster random sampling is the selection of class, or clusters, of subjects rather than individuals. The researcher decided to use this sampling because it was often far easier to implement in schools and frequently less-time consuming. Besides, the researcher analyzed the tenth grade students' English writing scores obtained from the teacher taken as the data for homogeneity test. The writing scores were analyzed by using ANOVA test using SPSS computation. As the value of variance was more than 0.05, two classes were randomly chosen as the participants of the research.

3.4 Data Collection Methods

In order to get the data about the students' scores in descriptive text the researcher administered writing test (post-test). A post-test was given in the third meeting after doing the treatment in both classes, the experimental and the control classes. The purpose of the post-test was to collect the data on the students' scores in writing descriptive text with the same material for both classes and was scored with the same scoring system and scoring rubric.

The students were asked to write a descriptive paragraph about tourism object of about 100-125 words. The teacher gave three pictures of tourism places and they had to choose one of them. The time allocation was about 60 minutes.

In creating a good writing test, there were two aspects to be considered. Those aspects were the validity and reliability of the test. According to Hughes (2003) a test has content validity if its content represents the skills, structures, or materials to be tested. The content validity of the test in this research was adjusted to the curriculums 2013 for SMA, so that the test items were appropriate to the intended curriculum. The reliability of the test was also important to consider. According to Heaton (1990:162) says that a test is not reliable if it is administered to the same candidates on different occasions with different output of scores. Reliability is obviously concerned with the consistency of the test scores. In this research, inter-rater reliability was used to score the students' results in writing descriptive texts. Its purpose was to reduce subjectivity. The inter-rater was consisting of two persons that is, the researcher as the scorer 1 and the teacher as the scorer 2. The length between scorer 1 and scorer 2 should not more than 5. If the length of the score more than 5 the scorer 1 and scorer 2 should discuss and decided the final score.

To score the students' writing, analytical scoring was used by the researcher. Analytical scoring is a type of scoring based on the aspects of writing with separate scores for each aspect (Hughes, 2003). In this research, the scoring rubric from Jacob, Zingraf, Hartfield, and Hughey (1981) was used to score the students' writing result. It is a rubrics which has different aspects of writing and every aspect has its own level of scoring. After using the scoring rubric, there

should be the calculation of the students' writing which is gained based on the criteria of the scores on the rubric (Jacob, Zingraf, Hartfield, and Hughey, 1981). (see Appendix C).

3.5 Data Analysis Method

The obtained data from the students' writing scores of the post-test was analyzed using independent sample t-test in SPSS program. The independent sample t-test was used to compare the mean difference between the two classes and examined the significant differences regarding two factors. The independent sample t-test with 5% significant level was used to compare the mean scores of the control and experimental classes. The researcher used SPSS, because it was accurate software in calculating the data. To know the effectiveness of the treatment, the formula of DRE (Degree of Relative Effectiveness) was also applied. The formula used was as follows:

$$\text{DRE} = \frac{M_a - M_b}{M_b} \times 100\%$$

Note: DRE = the degree of relative effectiveness

M_a = mean of experimental class

M_b = mean of control class

(Mashud, 2000:61)

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter contains the conclusion of the findings and the suggestions 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 teaching strategy on the tenth grade students' writing achievement at SMA Negeri 1 Rogojampi in the 2017/2018 academic year.

5.2 Suggestion.

Since the implementation of scaffolding strategy came give significant effect on the students' descriptive text writing achievement, this technique can be used as an alternative technique for teaching writing. Therefore, some suggestions are proposed by the researcher to the English teachers and the future researchers.

5.2.1 The English Teacher.

It is suggested for the English teachers of SMA Negeri 1 Rogojampi to use scaffolding technique as an effective strategy to teach writing. This strategy allows the students to develop their writing by engaging them into a process of learning by assistance. It also emphasizes communication between the teacher and the students which can reduce the students' level of stress in doing a task.

5.2.2 Future Researchers.

The researcher hopes that the result of this research can be used as a reference for future researchers who want to conduct further research dealing with the implementation of scaffolding teaching strategy. There was a weakness during the research. It was about the time of the test, the researcher suggested the test must be held in the same times to avoid deceitfulness. By considering the limitations that occur in this research, hopefully they can develop the implementation of scaffolding technique better in their future research.

REFERENCES

- Alibali, M. (2006). Does visual scaffolding facilitate students' mathematics learning. *Evidence from Early Algebra*. Available at :<https://ies.ed.gov/funding/grantsearch/details.asp?ID=54>.
- Behroozizad, S., & Abdollahzadeh, M. 2015. An Integrated Approach to Improve the Writing Performance of The Iranian EFL Learners: Scaffolding Means And Process Writing. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*. Vol 8, No. 1, pp. 112-115.
- Benko, S. (2012). Scaffolding: An ongoing process to support adolescent writing development. *Journal of Adolescent & Adult Literacy*, 56 (4), 291-300.
- Bikmaz, F. H., Celebi, O., Ata, A., Ozer, E., Soyak, O., & Recber, H. 2010. Scaffolding Strategies Applied by Student Teachers to Teach Mathematics. *The International Journal of Research in Teacher Education*. 1(Special Issue): 25-36.
- Bodrova, E. and Leong, J. D. (1998). Scaffolding Emergent Writing in the Zone of Proximal Development. *Literacy Teaching and Learning*. Vol. 3, No 2, pp.1-18.
- Brown, H. Douglass. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Fransisco: State University.
- Cocuk, H. E., Yelken, T. Y., & Ozer, O. (2016). The Relationship between Writing Anxiety and Writing Disposition among Secondary School students. *Eurasian Journal of Educational Research*. Issue 63: 336.
- Cresswell, J. 2012. *Educational Research*. Boston: Pearson Education Ltd.
- Faraj, A. 2015. Scaffolding EFL Students' Writing through the Writing Process Approach. *Journal of Education and Practice*. Vol.6, No. 13:131-141.
- Frankael, Jack R. and Wallen, N.E. (2007). *How to Design evaluative Research in Education*. New York: Mcgraw-Hills Companies Inc.
- Gibbons, P. 2005. Scaffolding Language Scaffolding Learning: Teaching English Language Learners in The Mainstream Classroom. Portsmouth US: Heinemann (second edition).
- Harmer, Jeremy. 2004. *How to Teach Writing: Effective Sentence, Paragraph, and Essay*. New York: Longman.
- Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press (second edition).

- Heaton, J. B. 2004. *Writing English Language Tests*. Hongkong: Longman Group.
- Johnson, D.W., Johnson, R., & Smith, K. (1998). *Active learning: Cooperation in the college classroom (2nd ed.)*. Edina, MN: Interaction Book Co
- Kane, T. S. 2002. *The Oxford: Essential Guide to Writing*. New York: Oxford University Press (fourth edition).
- Knapp, P., & Watkins, M. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press Ltd.
- Krishnamurti, M. 2009. Scaffolding Techniques for Improving Engineering Students' Writing Skills. *ASEE Annual Conference Proceedings*. Washington, D. C. American Society for Engineering.
- Laksmi, E. D., 2006. "Scaffolding" Students's Writing in EFL Class: Implementing Process Approach. *TEFLIN Journal*. Vol. 17, No. 2, pp. 146-156.
- Rachmawati, V. 2010. *Improving the Eight Grade Students' Writing Achievement by Using Scaffolding Strategy in the Process of Writing at SMP 1 Jember*. Universitas Jember: Unpublished S1 thesis
- Rose, D., Lui-Chivize, L., McKnight, A., & Smith, A. 2003. Scaffolding Academic Reading and Writing at the Koorie Centre. *The Australian Journal of Indigenous Education*. Vol. 32, pp. 41-49.
- Rosen, L., & Behrens, L. 2000. *The Allyn and Bacon Handbook: Annotated Instructor's Edition, (4th Edition)*. Boston: Allyn and Bacon.
- Rosenshine, B. and Meister, C. (1992). The Use of Scaffolds for Teaching Higher-Level Cognitive Strategies. *Educational Leadership*. Vol. 49, No. 7, pp. 26-33.
- Samana, W. 2013. Teacher's and Students' Scaffolding in an EFL Classroom. *Academic Journal of Interdisciplinary Studies*. Vol. 2, No. 8, pp. 338-343.
- Shabani, K., Khatib, M., & Ebadi, S., 2010. Vgotsky's Zone of Proximal Development: Instructional Implications and Teacher's Professional Development. *English Language Teaching*. Vol. 3, No. 4, pp. 237-248.
- Shooshtari, Z. G., & Mir, F. 2014. ZPD, Tutor; Peer Scaffolding; Sociocultural Theory in Writing Strategies Application. *Procedia – Social and Behavioral Sciences*. Vol. 98. pp. 1771-1776.

- Solati-Dehkoordi, S. A., & Salehi, H. 2016. Impact of explicit Vocabulary Instruction on Writing Achievement of Upper-Intermediate EFL Learners. *International Education Studies*. Vol. 9, No. 4, pp. 141-154.
- Straus, J. 2008. *The Blue Book of Grammar and Punctuation*. San Fransisco: Jossey-Bass.
- Sun, C., & Feng, G. 2009. Process Approach to Teaching Writing Applied in Different Teaching Models. *English Language Teaching*. Vol. 2, No. 1, pp. 150 – 155.
- Vacca, J. S., & Levitt, R. 2011. Using Scaffolding Technique to Teach a Lesson about The Civil War. *International Journal of Humanities and Social Science*. Vol. 1, No. 18, pp. 150-161.
- Van Der Stuyf, R. R. 2002. *Scaffolding as Teaching Strategy*. Available at : workplacesafety.pbworks.com/f/Scaffold%20Learning.doc. Retrieved on November 20th, 2016
- Van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher–student interaction: A decade of research. *Educational Psychology Review*, Vol. 22, No. 3, pp. 271-296.
- Verenikina, I. 2003. Understanding Scaffolding and the ZPD in Educational Research. *International education Research Conference*. Auckland, New Zealand.
- Vernon, L. 2001. *The Writing Process: A Scaffolding Approach*. Consideration Packet. Available at: <http://education.wm.edu/centers/ttac/documents/packets/writingprocess.pdf>. Retrieved on November 20th, 2016
- Wood, D., Bruner, J.S., Ross, G. 1976. The Role of Tutoring in Problem Solving. *Journal of Child Psychology and Psychiatry*. Vol. 17, No. 2, pp. 89-100.
- Wong, L. 1999. *Essential Language Skills*. Boston : Houghton Mifflin Company.

Appendix A

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Using Scaffolding Teaching Strategy on the Tenth Grade Students' Writing Achievement	Is there any significant effect of using Scaffolding Teaching Strategy on the tenth grade students' writing achievement	<p>Independent variable: The Use of Scaffolding Teaching Strategy in Teaching Writing.</p> <p>Dependent variable: The students' Writing Achievement</p>	<p>Teaching descriptive text writing by using Scaffolding Teaching Strategy through writing process :</p> <ol style="list-style-type: none"> 1. Brainstorming 2. Outlining 3. Rough Draftng 4. Evaluating 5. Final Drafting 6. Publishing <p>(Vernon, 2002) The student's scores of writing achievement test by covering the aspects of:</p> <ol style="list-style-type: none"> 1. Grammar 2. Vocabulary 3. Mechnics 4. Content 5. Organization 	<p>Respondents: The tenth grade students of SMAN 1 Rogojampi</p> <p>Informant: The English teacher of SMAN 1 Rogojampi</p> <p>Documents: - Names of the respondents - Students' writing score</p>	<ol style="list-style-type: none"> 1. Research Design : Quasi Experimental Research 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Cluster Random Sampling 4. Data Collection Method: -Primary data: Writing test -Secondary data: Interview 5. Data Analysis: Independent sample t-test of SPSS computing system. 	There is a significant effect of using scaffolding teaching strategy on the tenth grade students' writing achievement at SMAN 1 Rogojampi

Appendix B**Evaluation Form**

Writers:

Evaluators :

No	Questions	Yes	No	Comment / Suggestion
1	Is the text structured as a descriptive text?			
2	Does the first paragraph belong to Identification?			
3	Does the second paragraph belong to Description?			
4	Are the first words in every sentence, the words I, names of a person, and names of a place capitalized?			
5	Is the punctuation correctly used in every sentence?			

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

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

Appendix C

Table 3.1 Scoring Rubric of Writing

No	Aspects	Score	Level	Criteria
1.	Content	30-27	Very good	The content is very relevant to the topic, very enough supporting details and very easy to understand
		26-22	Good	The content is relevant to the topic, enough supporting details and easy to understand
		21-17	Fair	The content is fairly relevant to the topic, almost enough supporting details, and fairly easy to understand
		16-13	Poor	The content is not relevant to the topic, not enough supporting details, 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 of using present tense, pronoun, articles, and other aspects of grammar
		21-18	Good	Few errors of using present tense, pronoun, articles, and other aspects of grammar
		17-11	Fair	Some errors of using present tense, pronoun, articles, and other aspects of grammar
		10-5	Poor	Many errors 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' Total Score: Gained Score: (Content + Organization + Vocabulary + Grammar +
Mechanic)

(Jacob, Zingraf, Hartfield, and Hughey, 1981)

*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.	Friday, April 3 th 2018
2	Analyzing the previous writing scores.	Sunday, April 15 th 2018
3	Giving treatment 1 to the experimental class.	Wednesday, April 18 th 2018
4	Giving treatment 1 to the control class.	Saturday, April 21 st 2018
5	Giving treatment 2 to the experimental class	Wednesday, April 25 th 2018
6	Giving treatment 2 to the control class	Saturday, April 28 th 2018
7	Administering post test for experimental class	Wednesday, Mei 2 nd 2018
8	Administering post test for control class	Saturday, Mei 5 th 2018
9	Analyzing the result of both classes	Wednesday, Mei 9 st 2018

*Appendix E***Interview Guide**

No	Questions	Answers
1	What curriculum do you use in teaching English at SMA Negeri 1 Rogojampi?	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. It is pretty difficult for the students to master English Because English taught as foreign language in Indonesia. But to compare, I think writing is the most difficult skill to be mastered by the students. It should be taught integrated 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.
6	Generally, how do you usually teach writing to the students?	Writing is taught integrated with other language skills. For example, I teach about analytical text. I give them a listening or reading session first about the example of analytical 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?	No I Don't I just the book as the media in teaching English
8	How much meeting you teach English in a week?	I teach English once a week

Appendix F**The Students' Previous Writing 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	X IPS 4
1	78.0	76.0	77.5	77.0	75.0	77.0	80.0	75.0	80.0
2	77.5	78.0	83.5	77.5	75.0	77.5	75.0	75.0	75.0
3	76.0	76.0	76.0	76.0	76.0	76.0	76.0	75.0	76.0
4	79.0	77.5	79.0	75.0	80.0	75.0	80.0	75.0	80.0
5	77.0	80.0	77.5	76.5	77.5	76.5	77.5	76.5	77.5
6	75.0	75.0	75.0	75.0	75.0	75.0	75.0	75.0	75.0
7	75.5	75.5	75.5	75.5	75.5	75.5	75.5	75.5	75.5
8	76.5	76.5	75.0	76.5	75.0	76.5	75.0	76.5	75.0
9	76.0	76.0	76.0	76.0	76.0	76.0	77.0	76.0	77.0
10	75.0	75.0	75.0	75.0	75.0	75.0	75.0	75.6	75.0
11	75.0	75.0	75.0	75.0	75.0	75.0	75.0	80.0	75.0
12	78.0	78.0	78.0	78.0	75.0	78.0	75.0	78.0	75.0
13	78.0	78.0	75.0	78.0	75.0	78.0	75.0	78.0	75.0
14	76.5	76.5	76.5	76.5	76.5	76.5	76.5	76.5	76.5
15	77.0	77.0	75.0	77.0	75.0	77.0	75.0	77.0	75.0
16	76.5	76.5	76.5	76.5	76.5	76.5	76.5	76.5	76.5
17	75.0	75.0	75.0	80.0	75.0	80.0	75.0	75.0	75.0
18	77.0	75.5	77.0	75.5	77.0	75.5	77.0	75.5	77.0
19	78.5	75.5	78.5	75.5	77.0	75.5	77.0	75.5	77.0
20	75.0	75.0	75.0	75.0	75.0	75.0	75.0	74.0	75.0
21	76.5	76.5	76.5	76.5	75.0	76.5	75.0	76.5	75.0
22	75.0	80.0	75.0	80.0	77.0	80.0	77.0	80.0	77.0
23	77.5	77.5	77.5	77.5	75.5	77.5	75.5	80.0	75.5
24	78.5	78.5	78.5	78.5	78.5	78.5	75.0	78.5	75.0
25	75.5	75.5	75.5	75.5	75.5	75.5	75.5	75.5	75.5
26	76.0	76.0	76.0	76.0	77.0	76.0	75.0	76.0	75.0
27	75.0	75.0	75.0	75.0	75.0	75.0	75.0	75.0	75.0
28	78.5	78.5	78.5	78.5	75.0	78.5	75.0	78.5	75.0
29	77.5	75.5	77.5	75.5	77.5	80.0	77.5	80.0	77.5

30	76.5	76.5	76.5	76.5	76.5	76.5	75.0	76.5	75.0
31	75.0	75.0	75.0	75.0	75.0	75.0	75.0	75.0	80.0
32	75.0	75.0	75.0	75.0	75.0	75.0	75.0	75.0	75.0
33	76.5	76.5	76.5	76.5	75.0	76.5	77.0	76.5	77.0
34	77.5	80.5	77.5	80.0	85.0	75.0	80.0	80.0	75.0
35	76.5	80.5	75.0	75.5	75.0	85.0	75.0	75.0	75.0
	2679	2684.5	2677	2678.5	2664.5	2687.5	2660.5	2679.1	2660.5



Appendix G**LESSON PLAN 1**

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

I. Main Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam, serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

II. Basic Competence and Indicators.

Basic Competence	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 begins and after the lesson ends.
2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.1.1. Showing cooperation and responsibility in doing the group tasks.
6.4 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 of descriptive text 3.7.2 Mentioning the language features of the descriptive text 3.7.3 Mentioning the social functions of the descriptive text
4.4.2 Menyusun teks <i>deskriptif</i> 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 a 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 show their cooperation and responsibility while doing the task given.
2. Students are able to mention the generic structures in descriptive text
3. Students are able to mention the language features in descriptive text
4. Students are able to mention the social function of descriptive text
5. Students are able to make an outline of descriptive text
6. Students are able to write a descriptive text writing about a tourism object

IV. Learning Materials For Control and Experimental Class

(The material is attached)

V. Learning Method/Approach

- a. Scientific Approach (Control Class)
Scaffolding Teaching Strategy (Experimental Class)
- b. Method : Group work

VI. Media and Learning Sources For the Control and Experimental Classes

1. Media: Board, laptop, dictionary, power point presentation.
2. Learning Sources:

<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 Activities

Sequences	Description (Experimental Class)	Time (Min)	Description (Control Class)	Time (Min)
Set Induction	<ol style="list-style-type: none"> Greeting Asking the students to pray together Checking the attendance list Asking some leading questions to the students Stating the objective of the lesson. 	1' 1' 2' 5' 1'	<ol style="list-style-type: none"> Greeting Asking the students to pray together Checking the attendance list Asking some leading questions to the students Stating the objective of the lesson. 	1' 1' 2' 5' 1'
Main Activity	<p>Brainstorming</p> <ol style="list-style-type: none"> Giving the explanation about descriptive text: generic structures, language feature, and social function. Giving chance to the students to ask question about descriptive text. Showing an example of descriptive text about a tourism object. Dividing the students into groups which consist of 4 members in each 	10' 2' 2' 2'	<p>Observing</p> <ol style="list-style-type: none"> Giving the students an example of a Descriptive text and asking the students to read the text silently. <p>Questioning</p> <ol style="list-style-type: none"> Giving chance to the students to ask question about the descriptive text provided. <p>Exploring</p> <ol style="list-style-type: none"> Asking the students to determine the generic structure, the language features and the language features from the text. <p>Associating</p> <ol style="list-style-type: none"> Dividing the students into groups which consists of 4 members 	10' 5' 10'

	group and explaining what the students have to do.		each group.	5'
	5. Asking the students within group doing brainstorming step by using mind mapping activity about a certain tourism object.	10'	2. Asking the students to make an outline about a tourism object in group.	10'
	Outlining		3. Asking students to write a descriptive text based on the outline in group.	15'
	1. Asking each group to make an outline based on the maps they have made based on the teachers' example.	10'	Communicating	
	Rough Drafting		1. Discussing and giving feedback to the students' writing.	15'
	1. Asking the students to write descriptive text in the form of rough draft based on the outline in group of 4	15'		
	Evaluating			
	1. Exchanging the writing results with among groups and distributing evaluation form to the students.	2'		
	2. Evaluating the other group's writing based on the evaluation form.			
	3. Returning the	5'		

	work to the owner. Final Drafting 1. Asking the students to write final draft based on the evaluation given. Publishing 1. Asking the students to stick their work on the board.	1' 15' 1'		
Closure	Leading the students to draw conclusion about the material given.	5'	Leading the students to draw conclusion about the material given.	5'

VIII. Assessment

Technique : Writing Test

Instrument: Make a group of 4 students. Write a descriptive text about a tourism object by choosing the following options

- a. Wedi ireng Banyuwangi
- b. Pulau merah Banyuwangi
- c. Teluk hijau Banyuwangi

Scoring Guideline of Writing

No	Aspects	Score	Level	Criteria
1.	Content	30-27	Very good	The content is very relevant to the topic, very enough supporting details and very easy to understand
		26-22	Good	The content is relevant to the topic, enough supporting details and easy to understand
		21-17	Fair	The content is fairly relevant to the topic, almost enough supporting details, and fairly easy to understand
		16-13	Poor	The content is irrelevant to the topic, not enough supporting details, 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 of using present tense, pronoun, articles, and other aspects of grammar
		21-18	Good	Few errors of using present tense, pronoun, articles, and other aspects of grammar
		17-11	Fair	Some errors of using present tense, pronoun, articles, and other aspects of

				grammar
		10-5	Poor	Many errors 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)

(Jacob, Zingraf, Hartfield, and Hughey, 1981)

Jember,
The researcher,

Ariq Irfan Zaki
NIM. 130210401001

Instructional Material (Experimental and control Class)**Leading questions:**

- a. What is the name of the beach in Yogyakarta which has big waves?
- b. What is the name of the beach in Yogyakarta which is famous with Nyi Roro Kidul Myth?
- c. What is the name of the beach in Yogyakarta which has some sand hills?
- d. Please take a look on the pictures, is it Parangtritis or Pulau merah?
?

Materials :

1. Descriptive text

Descriptive text is a text which tells about 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 it is the general description of the object. Description: Explain the specific information or characteristic of the object like sizes, colors, 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 Sentences

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

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

Examples : I **buy** some vegetables everyday

They **watch** TV in the living room every night

My brother usually **speaks** English very well

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

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

Examples : I **do not buy** some vegetables everyday

They **do not usually watch** TV in the living room

My friend **does not speak** English very well

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

Does + He/She/It + V1+ (object)

Examples : **Do I buy** some vegetables everyday?

Do they watch TV in the living room?

Does Bayu speak English very well?

Nominal Sentence

(+)I/You/We/They + be 1(am,are)+(object/adjective)

He/She/It + be 1 (is) + (object/adjective)

Examples:I **am** a teacher.

Judika and Agnes Monica **are** singers

Raisa **is** beautiful

(-) I/You/We/They + be 1(am,are)+ not + (object/adjective)

He/She/It + be 1 (is) + not + (object/adjective)

Examples: My father **is not** a teacher

We are not singers

She is not beautiful

(?) Be 1 (am,are)+ I/You/We/They + (object/adjective) ?

Be 1 (is) + He/She/It + (object/adjective)?

Examples: **Am** I a teacher?

Are they singers?

Is she beautiful?

4. Social Function

The social function of descriptive text is to describe and reveal a particular person, place, or thing.

The example of a descriptive 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. **(IDENTIFICATION)**

If you go to Parangtritis, you will see the sea with big waves, that's why you must be careful when you swim in this sea. You should not swim too far to the sea. There are also some activities you can do in the beach. You can ride a horse. You can also try to use a ATV (All Terrain Vehicle) at the beach. My favorite activity in parangtritis is sitting inside the cafe and drink coconut water while enjoying the view. **(DESCRIPTION)**

Adapted from (<http://bahasainggrismudah.com/5-descriptive-text-about-place/>)

EXERCISES (Experimantal Class)

Make a group of 4 students. Write a descriptive text about a tourism object by choosing the following options:

- a. Wedi Ireng Banyuwangi
- b. Pulau Merah Banyuwangi
- c. Teluk Hijau Banyuwangi

Follow the steps below:**Step 1 Brainstorming**

Thinking about what you are going to write on a piece of paper about the the tourism object. Make a mind map on a piece of paper. I will show you how to do it.

Step 2 Outlining

Make an outline based on your maps. Group the topic and subtopics on your mind map into the Identification and Description parts. Follow my example.

Step 3 Rough drafting

Write your sentences into paragraphs.

Step 4 Evaluating

After you finish your writing, exchange your group work with the other group. I will give you an evaluation form and evaluate the other group's work based on the form. After that, give it back to the owners (members of the groups).

Step 5 Final drafting

Here you will do your final writing based on the evaluation from the other group. I will give you a piece of chart paper and asking the students to write the final draft on it.

Step 6 Publishing

Stick your work on a board in front of the class.

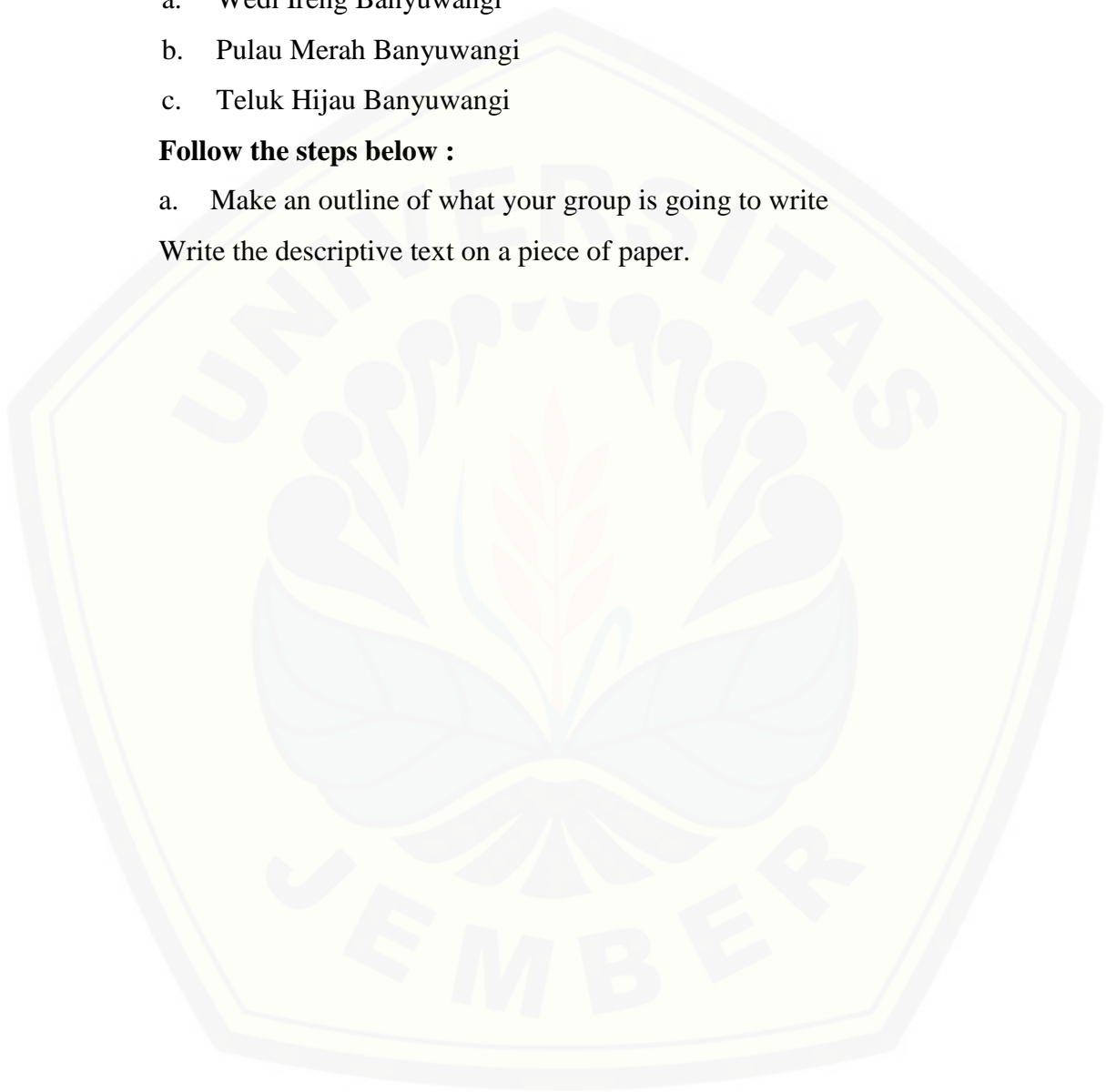
EXERCISES (Control Class)

Make a group of 4 students. Write a descriptive text about a tourism object by choosing one of the following options:

- a. Wedi Ireng Banyuwangi
- b. Pulau Merah Banyuwangi
- c. Teluk Hijau Banyuwangi

Follow the steps below :

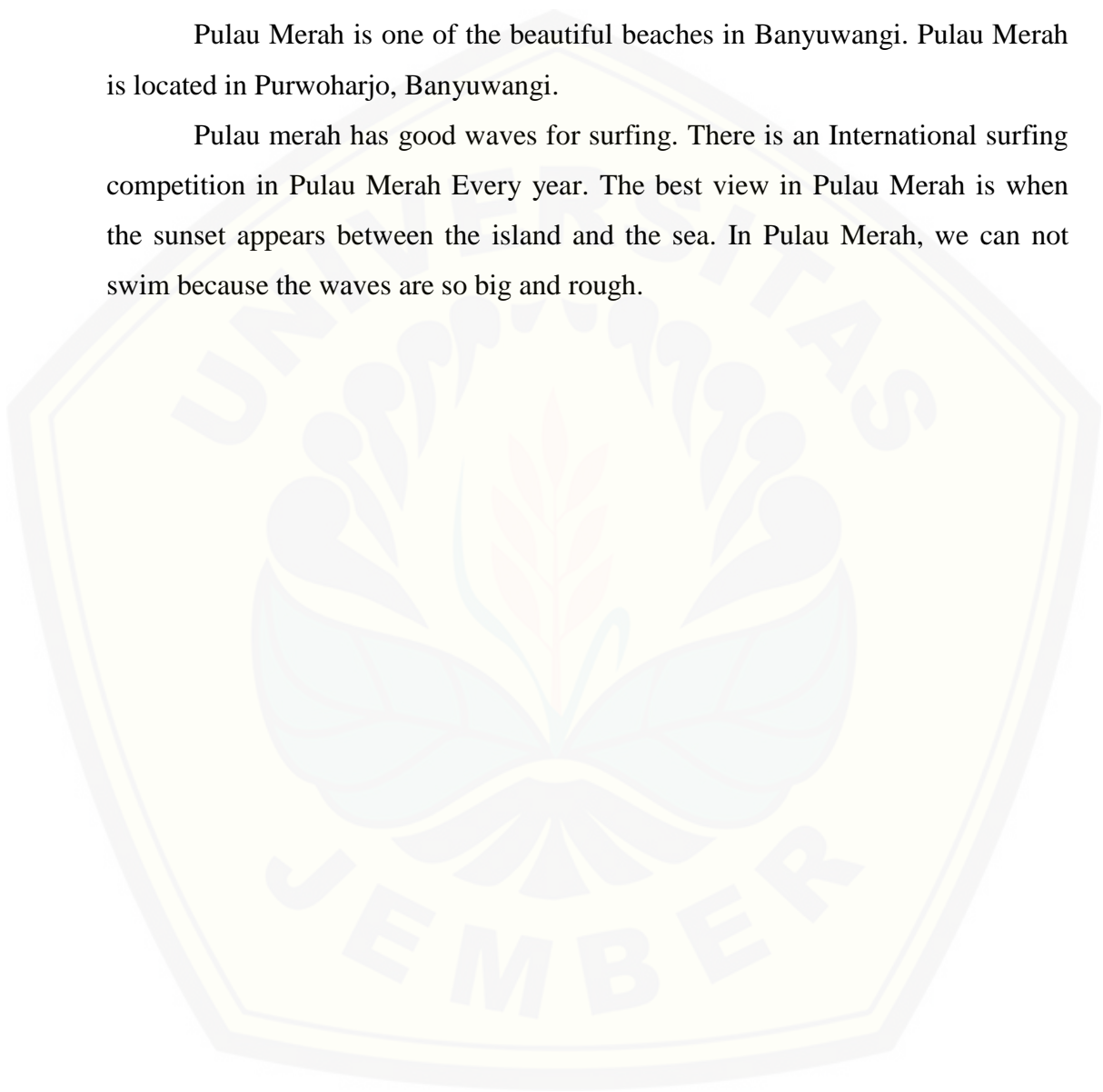
- a. Make an outline of what your group is going to write
Write the descriptive text on a piece of paper.



Key Answer**Pulau Merah**

Pulau Merah is one of the beautiful beaches in Banyuwangi. Pulau Merah is located in Purwoharjo, Banyuwangi.

Pulau merah has good waves for surfing. There is an International surfing competition in Pulau Merah Every year. The best view in Pulau Merah is when the sunset appears between the island and the sea. In Pulau Merah, we can not swim because the waves are so big and rough.



LESSON PLAN 2

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

I. Main Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam, serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

II. 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 begins and after the lesson end.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.1.2. Showing cooperation and responsibility in doing the group task
6.5 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	3.7.4 Mentioning the generic structures of descriptive text 3.7.5 Mentioning the language features of the descriptive text 3.7.6 Mentioning the social functions of the descriptive text
4.4.2 Menyusun teks <i>deskriptif</i> 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 a 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 show their cooperation and responsibility while doing the task given
2. Students are able to mention the generic structures in descriptive text
3. Students are able to mention the language features in descriptive text
4. Students are able to mention the social function of descriptive text
5. Students are able to make an outline of descriptive text
6. Students are able to write a descriptive text writing about a tourism object

IV. Learning Materials For Control and Experimental Class

(The material is attached)

V. Learning Method/Approach

- a. Scientific Approach (Control Class)
Scaffolding Teaching Strategy (Experimental Class)
- b. Method : Group work

VI. Media and Learning Sources For the Control and Experimental Classes

1. Media: Board, laptop, dictionary, power point presentation.
2. Learning Sources:

<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 Activities.

Sequences	Description (Experimental Class)	Time (Min)	Description (Control Class)	Time (Min)
Set Induction	<ol style="list-style-type: none"> Greeting Asking the students to pray together Checking the attendance list Asking some leading questions to the students Stating the objective of the lesson 	<p>1'</p> <p>1'</p> <p>2'</p> <p>5'</p> <p>1'</p>	<ol style="list-style-type: none"> Greeting Asking the students to pray together Checking the attendance list Asking some leading questions to the students Stating the objective of the material 	<p>1'</p> <p>1'</p> <p>2'</p> <p>5'</p> <p>1'</p>
Main Activity	<p>Brainstorming</p> <ol style="list-style-type: none"> Reviewing about descriptive text: generic structures, language feature, and social function. Giving chance to the students to ask question about descriptive text. Showing an example of descriptive text about a tourism object Dividing the students into groups which consist of 4 members in each group and 	<p>10'</p> <p>2'</p> <p>2'</p> <p>2'</p>	<p>Observing</p> <ol style="list-style-type: none"> Giving the students' an example of a Descriptive text and asking the students to read the text silently <p>Questioning</p> <ol style="list-style-type: none"> Giving chance to the students to ask question about the descriptive text provided. <p>Exploring</p> <ol style="list-style-type: none"> Asking the students to determine the generic structure, the language features and the language features from the text 	<p>10'</p> <p>5'</p> <p>10'</p>

	<p>explaining what the students have to do</p> <p>5. Asking The students within group doing brainstorming step by using mind mapping activity about a certain tourism object</p> <p>Outlining</p> <p>1. Asking Each group to make an outline based on the maps they have made based on the teachers' example</p> <p>Rough Drafting</p> <p>1. Asking the students to write descriptive text in a form of rough draft based on the outline in group</p> <p>Evaluating</p> <p>1. Exchanging the writing results with among groups and distributing evaluation form to the students.</p> <p>2. Evaluating the other group's writing based on the</p>	<p>10'</p> <p>10'</p> <p>15'</p> <p>2'</p> <p>5'</p>	<p>Associating</p> <p>1. Dividing the students into groups which consists of 4 members each group.</p> <p>2. Asking the students to make an outline about a tourism object</p> <p>3. Asking students to write a descriptive text based on the outline</p> <p>Communicating</p> <p>1. Discussing and giving feedback to the students' writing</p>	<p>5'</p> <p>10'</p> <p>15'</p> <p>15'</p>
--	---	--	--	--

	evaluation form 3. Giving back the work to the owner. Final Drafting 1. Asking the students to write final draft based on the evaluation given Publishing 1. Asking the students to Stick their work on the board	1'		
		15'		
		1'		
Closure	Leading the students' to draw conclusion about the material given	5'	Leading the students to draw conclusion about the material given	5'

VIII. Assessment

Technique : Writing Test

Instrument: Make a group of 4 students. Write a descriptive text about a tourism object by choosing the following options

- a. Bromo Mountain
- b. Gunitir Mountain
- c. Raung Mountain

Scoring Guideline of Writing

No	Aspects	Score	Level	Criteria
1.	Content	30-27	Very good	The content is very relevant to the topic, very enough supporting details and very easy to understand
		26-22	Good	The content is relevant to the topic, enough supporting details and easy to understand
		21-17	Fair	The content is fairly relevant to the topic, almost enough supporting details, and fairly easy to understand
		16-13	Poor	The content is irrelevant to the topic, not enough supporting details, 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 of using present tense, pronoun, articles, and other aspects of grammar
		21-18	Good	Few errors of using present tense, pronoun, articles, and other aspects of grammar
		17-11	Fair	Some errors of using present tense, pronoun, articles, and other aspects of

				grammar
		10-5	Poor	Many errors 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)

(Jacob, Zingraf, Hartfield, and Hughey, 1981)

Jember,
The researcher,

Ariq Irfan Zaki
NIM. 130210401001

Instructional Material



Leading questions:

1. What is the name of a beautiful Mountain in Banyuwangi which is famous with blue flame phenomenon?
2. What is the name of the mountain in Banyuwangi which has sulfur crater?
3. What is the name of the mountain which used for tracking an international bike competition?
4. Please take a look on the picture, is it Ijen Mountain or Bromo Mountain?

Materials :

1. Descriptive text

Descriptive text is a text which tells about 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 it 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, Pulau Merah 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 Sentences

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

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

Examples :I **buy** some vegetables everyday

They **watch** TV in the living room every night

My brother usually **speaks** English very well

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

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

Examples : I **do not buy** some vegetables everyday

They **do not usually watch** TV in the living room

My friend **does not speak** English very well

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

Does + He/She/It + V1 + (object)

Examples : **Do I buy** some vegetables everyday?

Do they watch TV in the living room?

Does Bayu speak English very well?

Nominal Sentence

(+) I/You/We/They + be 1 (am, are) + (object/adjective)

He/She/It + be 1 (is) + (object/adjective)

Examples: I **am** a teacher

Judika and Agnes Monica **are** singers

Raisa **is** beautiful

(-) I/You/We/They + be 1 (am, are) + not + (object/adjective)

He/She/It + be 1 (is) + not + (object/adjective)

Examples: My father **is not** a teacher

We **are not** singers

She **is not** beautiful

(?) Be 1 (am, are) + I/You/We/They + (object/adjective) ?

Be 1 (is) + He/She/It + (object/adjective)?

Examples: **Am I** a teacher?

Are they singers?

Is she beautiful?

4. Social Function

The social function of descriptive text is to describe and reveal a particular person, place, or thing. The example of descriptive text:

Kawah Ijen

Kawah Ijen is one of the mountains in Indonesia which has a beautiful crater. Kawah ijen is located in Paltuding, Banyuwangi and Bondowoso districts. It takes 1 hour and 30 minutes from Banyuwangi town

Identification

Kawah ijen is so famous because there are blue beautiful crater and blue fire. You can see a beautiful blue fire at midnight. When you hike on Kawah Ijen Mountain you have to be very careful with the poisonous sulfur smoke, so you should use a masker to protect you from the poisonous smoke. On the top of the mountain you can see bright stars on the sky.

Description

EXERCISES (Experimantal Class)

II. Make a group consist of 4 students. Write a descriptive text about a tourism object by choosing one of the following tourism objects :

- a. Bromo Mountain
- b. Gumitir Mountain
- c. Raung Mountain.

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. 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 draft

Write your sentences into paragraph.

Step 4 Evaluation

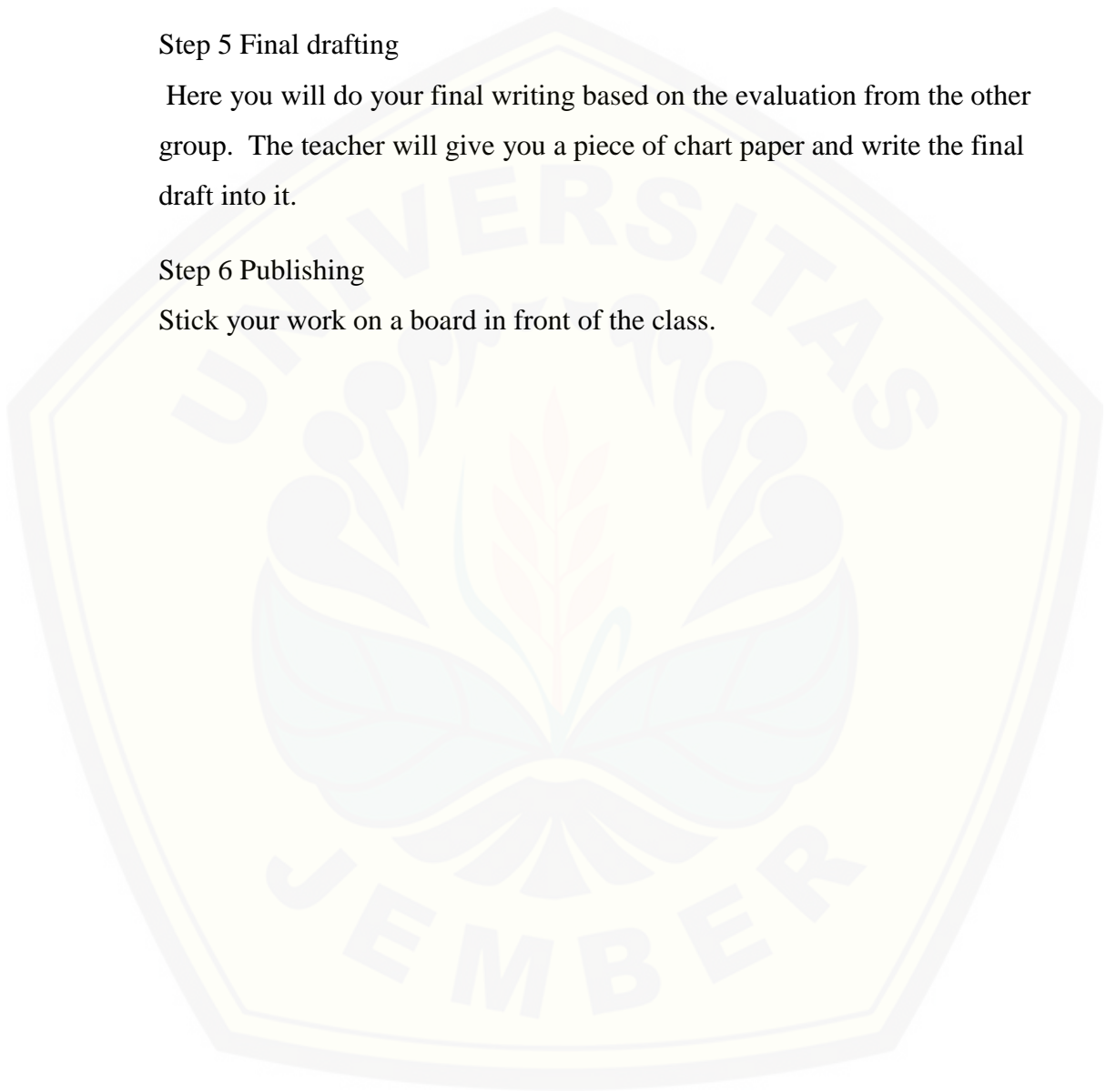
After you finish your writing, exchange your group work with the other group. The teacher will give you an evaluation form and evaluate the other group's work based on the form. After that, give it back to your friend.

Step 5 Final drafting

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

Step 6 Publishing

Stick your work on a board in front of the class.



EXERCISES (Control Class)

I. Make a group of 4 students. Write a descriptive text about tourism object by choosing one of the following tourism objects :

- a. Bromo Mountain
- b. Gunitir Mountain
- c. Raung Mountain

Follow the steps below:

- a. Make an outline of what your group is going to write.
- b. Write the descriptive text in a paper.
- c. Submit your group writing.

Key Answer**Raung**

Raung is a popular mountain in Banyuwangi and Bondowoso. Raung is located between Banyuwangi and Bondowoso regencies.

There are so many hikers climb Raung every year. You must be careful when you hike Raung because the track is so difficult. Raung belongs to the most dangerous mountain in Indonesia. Raung belongs to Volcano Mountain which is still active.

Appendix H**POST TEST**

School	: SMAN 1 Rogojampi
Subject	: Bahasa Inggris
Grade/Semester	: X / 2
Language Skill	: Writing
Text Type	: Descriptive Text
Time Allotment	: 60 minutes

- I. Make a descriptive text that describes a tourism object that you know.
Make it in about 100 – 125 words!**

Key Answer**Borobudur**

Borobudur temple is a famous Buddhist temple in Indonesia. Borobudur is one of the greatest Buddhist monuments in the world. Borobudur was built in the 8th and 9th centuries by Syailendra Dynasty.

Borobudur consists of ten floors. It symbolizes the ten floors of Bodhisattvas (ten levels to achieve the perfection). Borobudur Temple is also divided into three levels; those are Kamadatu, Rupadatu, and Arupadatu. Kamadatu symbolizes the lowest level of human. The second level is Rupadatu or the level of face. Rupadatu symbolizes people starting to search for illumination, at this level we can see Lalitavistara, the relief about Buddha. The last one is Arupadatu or the level without face. Arupadatu symbolizes the perfection.

Appendix I

The Results of the Mean Score of Writing the Tenth Grade Students of SMA Negeri 1 Rogojmpi Academic Year 2017/2018.

Rata Rata

Kelas	Mean	N	Std. Deviation
X IPA1	76.543	35	1.2448
X IPA 2	76.700	35	1.6812
X IPA 3	76.486	35	1.7719
X IPA 4	76.529	35	1.4997
X IPA 5	76.129	35	1.9604
X IPS 1	76.786	35	2.0732
X IPS 2	76.014	35	1.5121
X IPS 3	76.546	35	1.7822
X IPS 4	76.014	35	1.5121
Total	76.416	315	1.6891

The Result of ANOVA

ANOVA

Rata Rata

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23.561	8	2.945	1.033	.411
Within Groups	872.287	306	2.851		
Total	895.847	314			

*Appendix J***The Posttest Scores of the Experimental Class by the Rate I and the Rate II.**

NO	INITIAL NAMES	C		O		V		G		M		TOTAL		AVG
		II	I	II	I	II	I	II	I	II	I	II	I	
1	AI	30	30	15	15	15	15	20	22	4	4	84.0	86.0	85.0
2	ASK	25	25	15	15	15	17	20	20	4	4	79.0	81.0	80.0
3	AT	25	25	15	15	15	15	20	22	4	4	79.0	81.0	80.0
4	AVH	28	30	15	15	15	15	20	22	5	5	83.0	87.0	85.0
5	BG	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
6	BH	25	27	15	15	15	15	20	20	4	4	79.0	81.0	80.0
7	BNK	25	27	15	15	15	15	20	22	3	3	78.0	82.0	80.0
8	DPW	30	30	15	15	15	17	20	22	3	3	83.0	87.0	85.0
9	DRG	25	25	15	17	15	15	20	22	3	3	78.0	82.0	80.0
10	DWP	30	30	15	17	15	17	20	20	3	3	83.0	87.0	85.0
11	ELS	22	22	14	14	14	14	15	17	4	4	69.0	71.0	70.0
12	EPY	22	22	15	14	15	14	18	20	4	4	74.0	76.0	75.0
13	GHK	30	30	15	15	15	17	20	20	4	4	84.0	86.0	85.0
14	HK	25	25	15	15	15	15	20	22	4	4	79.0	81.0	80.0
15	HL	25	27	15	15	15	15	20	22	3	3	78.0	82.0	80.0
16	IK	30	30	15	15	15	15	20	22	4	4	84.0	86.0	85.0
17	IFW	30	30	15	15	15	17	18	20	5	5	83.0	87.0	85.0
18	JK	30	30	15	15	15	15	20	22	4	4	84.0	86.0	85.0
19	KTW	25	27	15	15	15	15	20	20	4	4	79.0	81.0	80.0
20	LSA	25	27	15	15	15	15	20	20	4	4	79.0	81.0	80.0
21	MAR	25	25	15	15	15	15	18	20	4	4	77.0	79.0	78.0
22	MAP	22	24	15	15	15	15	18	18	4	4	74.0	76.0	75.0
23	MEM	25	25	15	15	15	15	20	22	4	4	79.0	79.0	79.0
24	NPS	28	30	15	15	15	15	18	18	4	4	84.0	86.0	85.0
25	PS	30	30	15	15	15	15	20	22	4	4	84.0	86.0	85.0
26	PW	25	25	15	15	15	15	18	20	4	4	77.0	79.0	78.0
27	RF	22	24	15	15	15	15	18	20	4	4	74.0	76.0	75.0
28	RH	25	27	15	15	15	15	18	18	4	4	77.0	79.0	78.0
29	RP	25	25	15	15	15	15	20	22	4	4	79.0	81.0	80.0
30	SD	28	30	15	15	15	15	20	20	4	4	82.0	84.0	83.0
31	SG	30	30	15	17	15	15	20	20	4	4	84.0	86.0	85.0
32	SP	30	30	15	17	15	15	18	20	4	4	82.0	86.0	84.0
33	TR	25	25	15	15	15	15	20	22	4	4	79.0	81.0	80.0
34	TK	25	25	15	15	15	15	20	22	5	5	80.0	82.0	81.0
35	VA	25	25	15	15	15	15	20	22	4	4	79.0	81.0	80.0

Note:

Rate I : The Researcher

Rate II : The Teacher

C : Content

O : Organization

V : Vocabulary

M : Mechanic

AVG : Average

Appendix K**The Posttest Scores of the Control Class by the Rate I and the Rate II.**

NO	NAMA	C		O		V		G		M		TOTAL		AVG
		II	I	II	I	II	I	II	I	II	I			
1	AS	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
2	AA	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
3	AS	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
4	ARA	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
5	AND	22	22	15	14	15	14	20	22	5	5	75.0	79.0	77.0
6	ANAM	25	25	15	15	14	15	18	18	4	5	76.0	78.0	77.0
7	BIP	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
8	DER	25	25	15	15	15	15	20	22	4	4	79.0	81.0	80.0
9	DPS	25	25	15	15	15	15	20	22	4	4	79.0	81.0	80.0
10	DWK	22	22	15	14	14	14	18	20	4	5	73.0	77.0	75.0
11	ETQ	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
12	GWP	22	22	15	14	14	14	18	20	4	5	73.0	77.0	75.0
13	HS	25	25	15	15	15	15	18	20	4	4	77.0	79.0	78.0
14	IU	25	25	15	15	15	15	18	20	4	4	77.0	79.0	78.0
15	KII	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
16	MN	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
17	MAR	22	22	15	14	14	14	18	20	4	5	73.0	77.0	75.0
18	M	25	25	15	15	15	15	18	20	4	4	77.0	79.0	78.0
19	MEM	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
20	MRW	25	25	15	15	15	15	18	20	4	4	77.0	79.0	78.0
21	MSAR	25	25	15	15	15	15	18	20	4	4	77.0	79.0	78.0
22	MTR	25	25	15	15	14	15	18	20	4	5	76.0	80.0	78.0
23	NC	25	25	15	15	15	15	18	20	4	4	77.0	79.0	78.0
24	OGT	25	25	15	15	14	15	18	20	4	5	76.0	80.0	78.0
25	RDS	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
26	RC	25	25	15	15	15	15	18	20	4	4	77.0	79.0	78.0
27	RKL	25	25	15	15	14	15	18	20	4	5	76.0	80.0	78.0
28	RM	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
29	RW	22	22	15	14	14	14	18	20	4	5	73.0	77.0	75.0
30	SN	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0
31	SNF	22	22	15	14	14	14	18	20	4	5	73.0	77.0	75.0
32	TH	25	25	15	15	14	15	18	20	4	5	76.0	80.0	78.0
33	TW	25	25	15	15	15	15	18	20	4	4	77.0	79.0	78.0
34	VAP	25	25	15	15	15	15	20	22	4	4	79.0	81.0	80.0
35	ZAH	22	22	15	15	15	15	18	20	4	4	74.0	76.0	75.0

Note:

Rate I : The Researcher

Rate II : The Teacher

C : Content


O : Organization

V : Vocabulary

M : Mechanic

AVG : Average

Appendix L

 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

11 APR 2018

Nomor : 3050 / UN25.1.5 / LT / 2018
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMA NEGRI 1 ROGOJAMPI
Jember

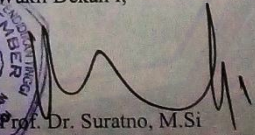
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.


Nama : Ariq Irfan Zaki
NIM : 130210401023
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 tugas akhir yang berjudul: **"The Effect of Using Scaffolding Teaching Strategy on the Students' Writing Achievement"**.

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

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si
NIP. 19670625 199203 1 003



Appendix M



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1 ROGOJAMPI
Jl. Ali Sakti No.2 Rogojampi ☎ (0333) 631459 E-mail : smanrogojampi@yahoo.co.id
BANYUWANGI Kode Pos 68462

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/290/101.6.7.9/2018

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Rogojampi :

Nama : Drs. YASENI, M. Pd
NIP : 19610806 199003 1 003
Pangkat / Gol. : Pembina Tk. I/IV b
Unit Kerja : SMAN I Rogojampi

Dengan ini menerangkan bahwa :

N a m a : **ARIQ IRFAN ZAKI**
NIM : 130210401023
Status : Mahasiswa FKIP Universitas Jember
Program Studi : S1/Pendidikan Bahasa Inggris

Telah mengadakan Penelitian dengan judul “ **The Effect of Using Scaffolding Teaching Strategy on the Students’ Writing Achievement**” SMAN 1 Rogojampi Kabupaten Banyuwangi

Demikian surat ini dibuat agar digunakan sebagaimana mestinya.

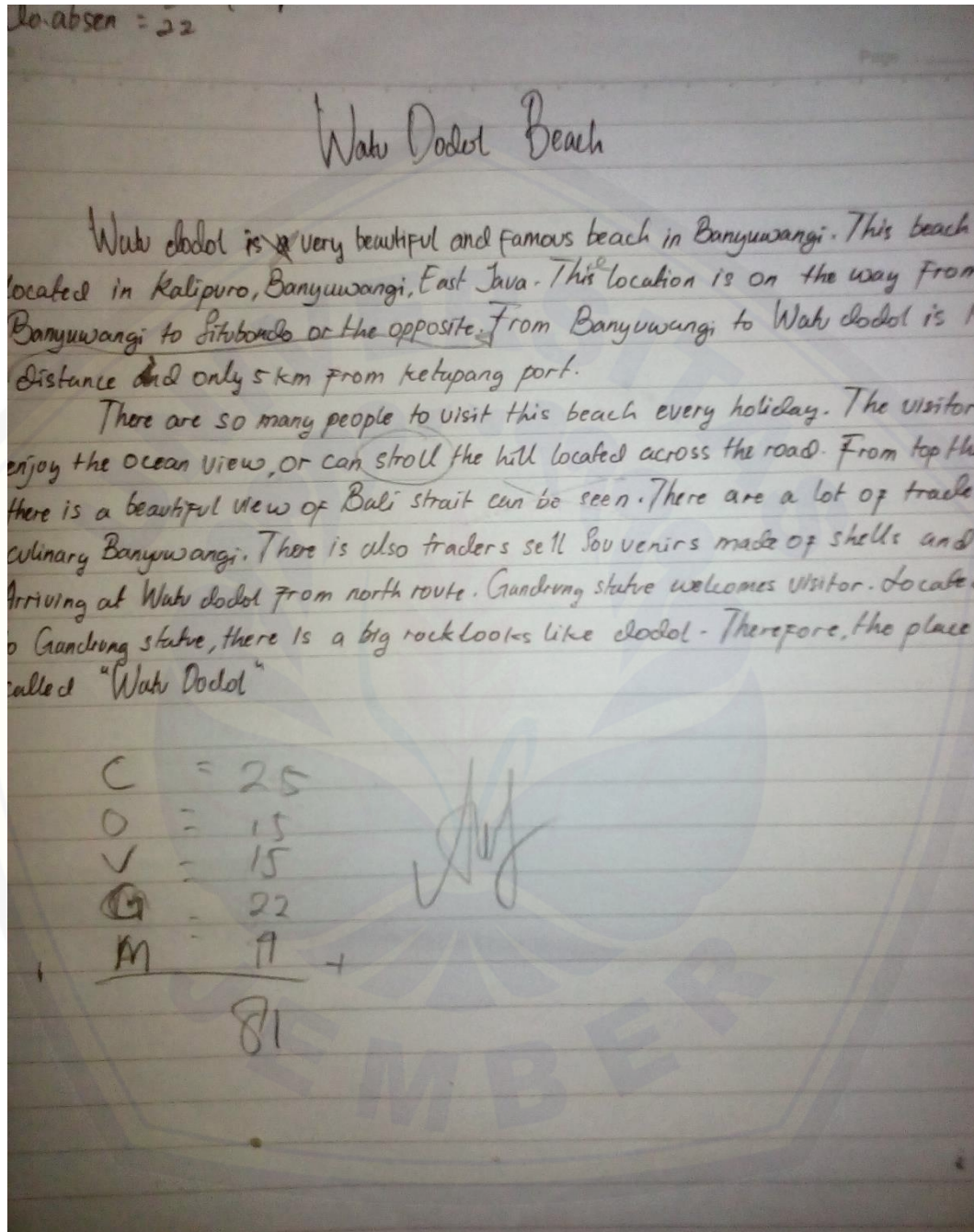
Rogojampi, 7 Mei 2018

Kepala Sekolah

Drs. YASENI, M. Pd
NIP:19610806 199003 1 003

Appendix N

The Result of Experimental Class's Post Test Scored by The Researcher.



Nama: Artha Indih.
 Absen: 01
 Kelas: X IPA 4

No.: _____ Date: _____

WATU DODOL

Banyuwangi has many famous and ~~also~~ beautiful beach, one of them is Watu Dodol is tourism object in Banyuwangi ^{which is} located in Kalipuro district, there are big rock that looks like a dodol, because that, this area is called Watu Dodol. Near big rock, there are gandrung statue. This statue is the roon of Banyuwangi. Because Watu Dodol is tourism object, many people visit there on weekend or holiday.

Visitors can enjoy the beautiful panorama beach. Watu Dodol has a black sand and rocky. In the beach, many fisherman who rent his chip. For visitors, in there, grew many tree, there are coconuts, and each other, so the air feel so cool. Watu Dodol has a villa on the hill. In there, we can see an amazing view, panorama beach with a sparkler sunrise. If you come there you can feel so happy.

$C = 30$
 $O = 15$
 $V = 15$
 $\bar{G} = 22$
 $M = 4$

86

Appendix O

The Result of Experimental Class's Post Test Scored by The Teacher.

absen = 22

Page : _____

Watu Dodol Beach

Watu dodol is a very beautiful and famous beach in Banyuwangi. This beach is located in Kalipuro, Banyuwangi, East Java. This location is on the way from Banyuwangi to Situbondo or the opposite. From Banyuwangi to Watu dodol is 14 km and only 5 km from ketupang port.

There are so many people to visit this beach every holiday. The visitors can see the ocean view, or can stroll ^{like when it} the hill located across the road. From top the hill is a beautiful view of Bali strait can be seen. There are a lot of traders from Banyuwangi. There is also traders sell souvenirs made of shells and coral. When coming at Watu dodol from north route, Gandrung statue welcomes visitor. Located near the Gandrung statue, there is a big rock looks like dodol. Therefore, the place is called "Watu Dodol".

$C = 25$
 $D = 15$
 $V = 15$
 $G = 20$
 $M = 9$

 79

Nama: Artha Indah.
 Absen: 01
 Kelas: X IPA 4

No.: _____ Date: _____

WATU DODOL

Watu Dodol

Banyuwangi has many famous and ~~also~~ beautiful beach, one of them is Watu Dodol is tourism object in Banyuwangi, located in Kalipuro district, there are big rock that look like a dodol, because that, this area is called Watu Dodol. Near big rock, there are gandrung statue. This statue is the icon of Banyuwangi. Because Watu Dodol is tourism object, many people visit there on weekend or holiday.

View
 Visitors can enjoy the beautiful panorama beach. Watu Dodol has a black sand and rocky. In the beach, many fisherman who rent his chip. For visitors, in there grew many tree, there are coconuts, and each other, so the air feel so cool. Watu Dodol has a villa on the hill. In there, we can see an amazing view, ~~Panorama beach~~ with a sparkler sunrise. If you come there you can feel so happy.

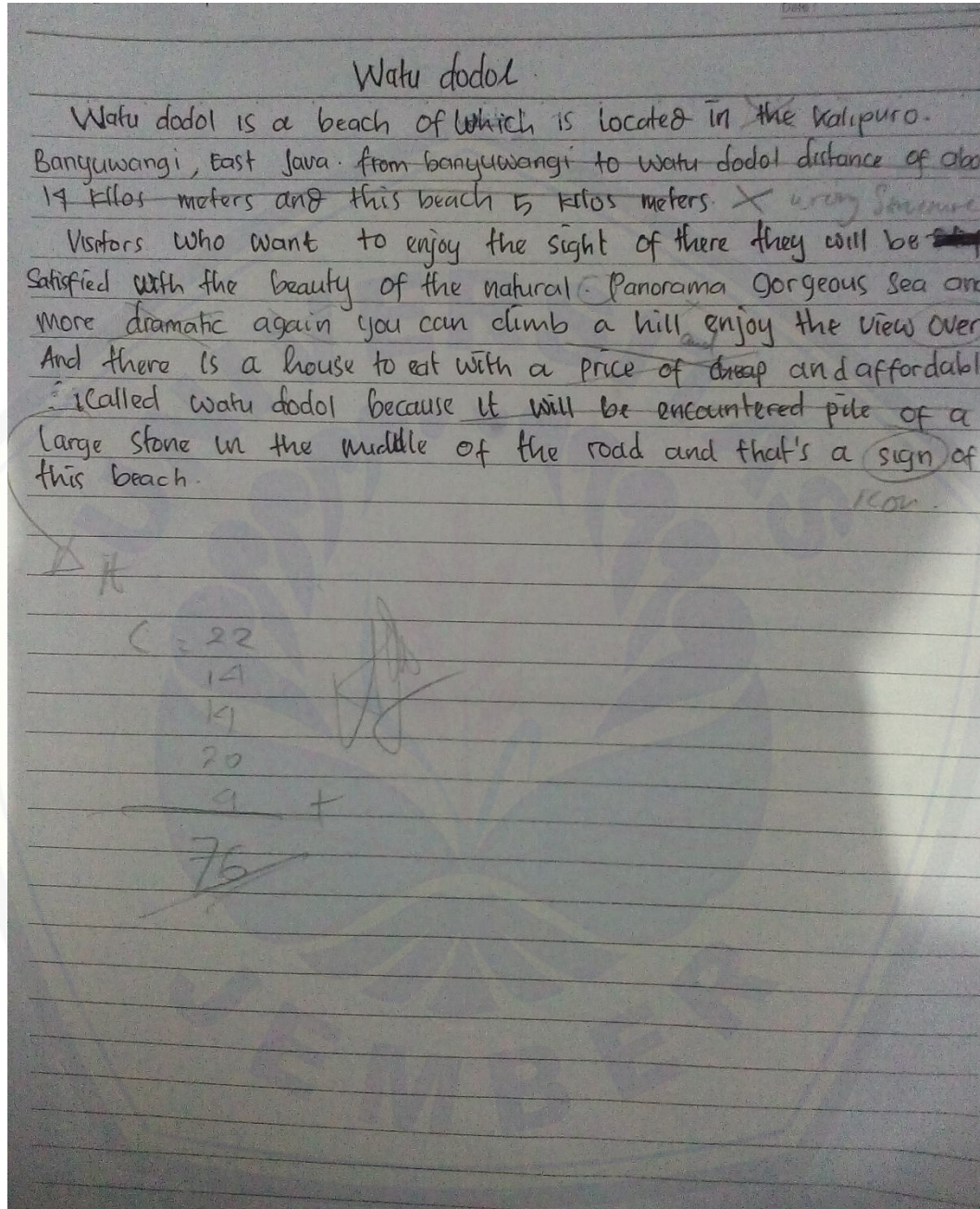
$C = 30$
 $O = 15$
 $V = 15$
 $G = 20$
 $M = 9$

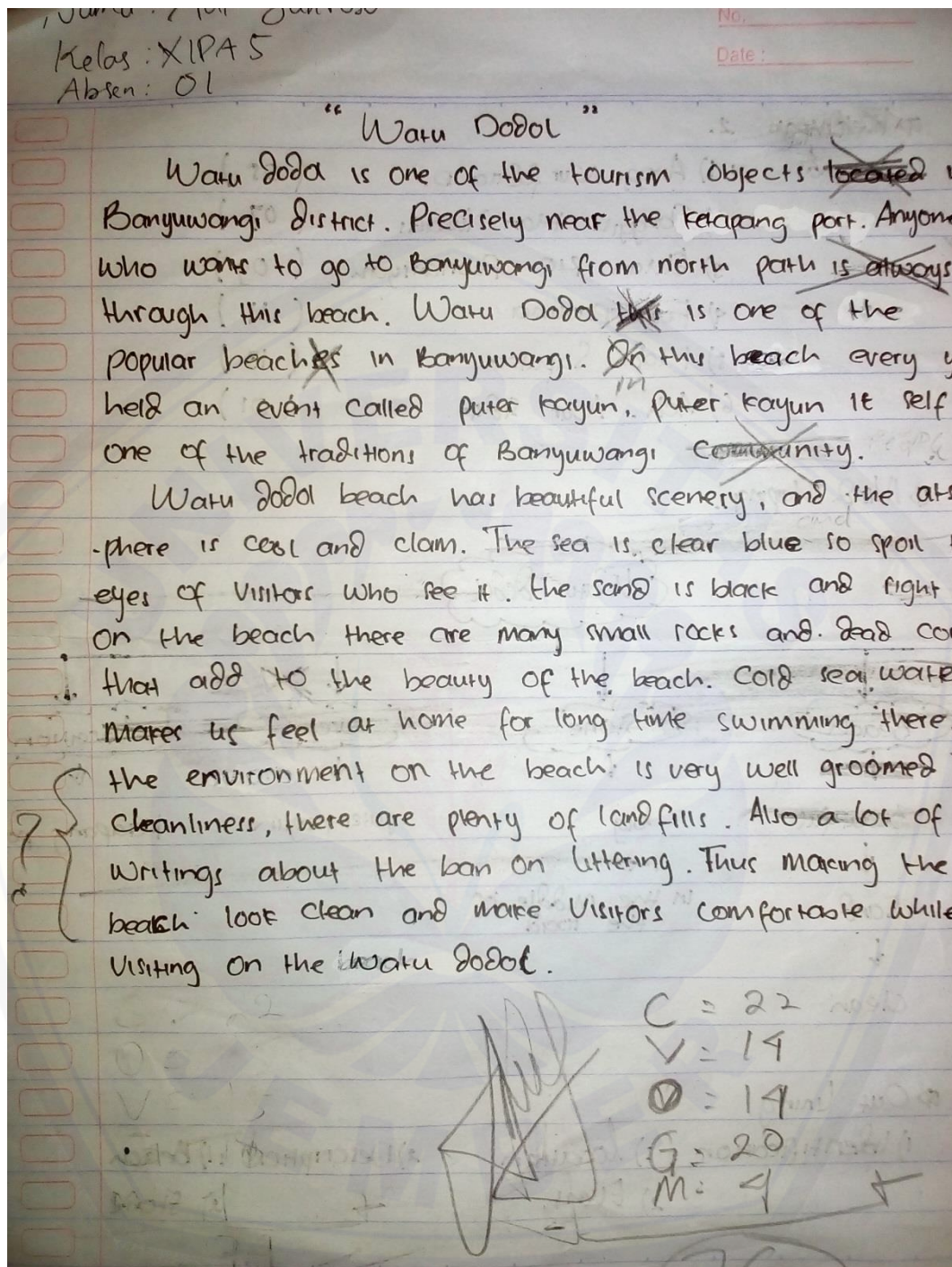
$C = 30$
 $O = 15$
 $V = 15$
 $G = 20$
 $M = 9$

 89

Appendix P

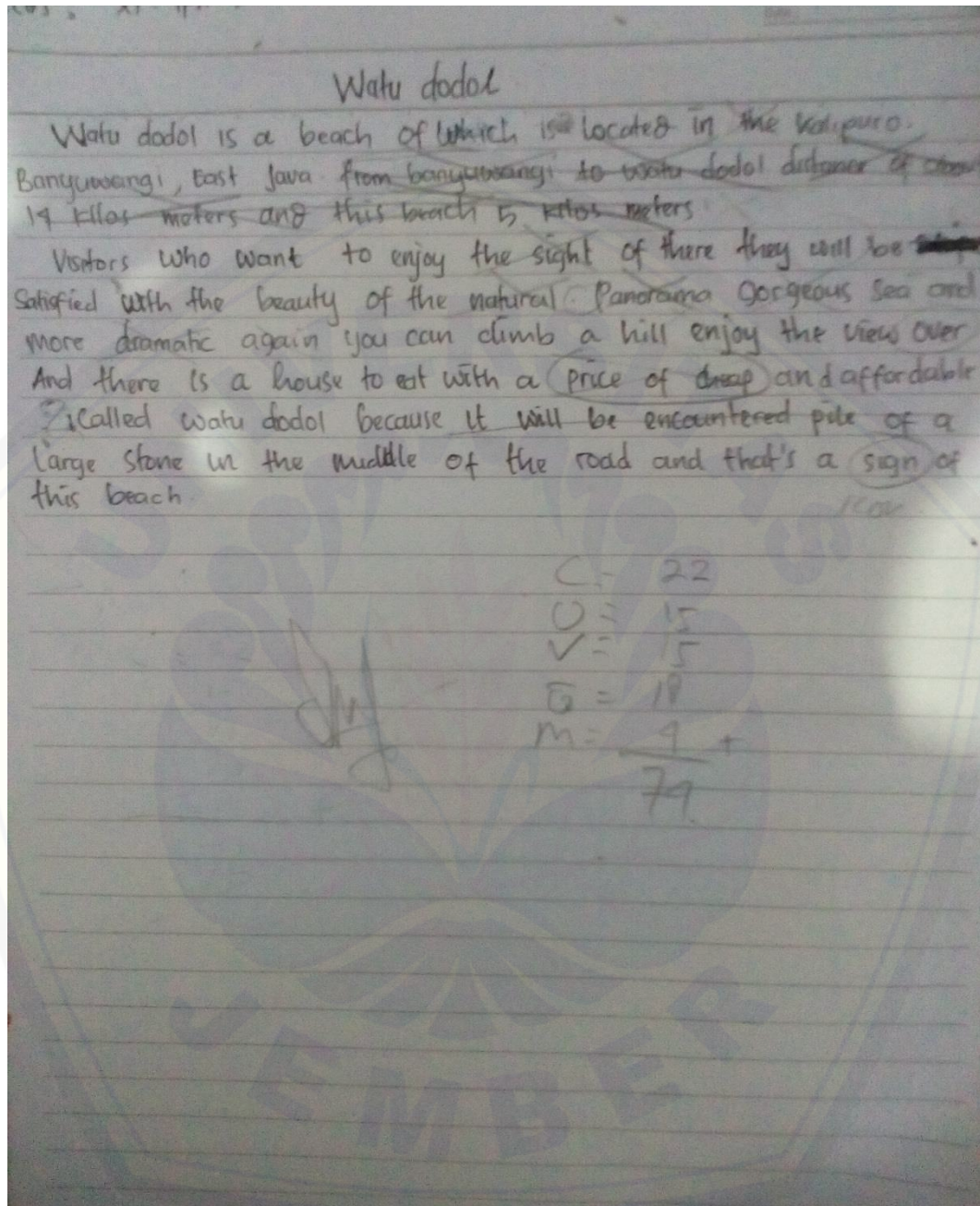
The Results of Control Class's Post Test Scored by The Researcher





Appendix Q

The Results of Control Class's Post Test Scored by The Teacher.



Kelas: XI IPS
Absen: 01

Date: _____

"Watu Doda"

Watu Doda is one of the tourism objects ^{which is} located in Banyuwangi District. Precisely near the Kelapang port. Anyone who wants to go to Banyuwangi from north path is always through this beach. Watu Doda ~~this~~ is one of the popular beaches in Banyuwangi. On this beach every year held an event called puter kayun, puter kayun it self is one of the traditions of Banyuwangi ~~community~~ ^{people}.

Watu Doda beach has beautiful scenery, and the atmosphere is cool and calm. The sea is ~~clear~~ ^{and} blue so spot the eyes of visitors who see it. The sand is black and tight. On the beach there are many small rocks and dead coral that add ~~to~~ the beauty of the beach. Cold sea water makes us feel at home for long time swimming there. The environment on the beach is very well groomed cleanliness, there are plenty of landfills. Also a lot of writings about the ban on littering. Thus making the beach look clean and make visitors comfortable while visiting on the Watu Doda.

C = 22
O = 15
V = 15
E = 18
M = 4

+

74

