

AN UNDERGRADUATE THESIS

**INCREASING THE DESCRIPTIVE TEXT WRITING ABILITY
THROUGH THE SCAFFOLDING TECHNIQUE AMONG THE
EIGHT GRADERS OF THE MTs. AT-THOHIRIYAH
SUKAJAWA CENTRAL LAMPUNG ACADEMIC YEAR
2015/2016**

Written by:

ANDRI FEBRIANSYAH
Student's Number: 1175497



Tarbiyah Department
English Education Study Program

**THE STATE ISLAMIC COLLEGE
(STAIN) OF JURAI SIWO METRO**
1437 H/2016 M

INCREASING THE DESCRIPTIVE TEXT WRITING ABILITY THROUGH
THE SCAFFOLDING TECHNIQUE AMONG THE EIGHT GRADERS OF
THE MTs. AT-THOHIRIYAH SUKAJAWA CENTRAL LAMPUNG
ACADEMIC YEAR 2015/2016

Presented as a partial fulfillment of the requirements for the degree of the
requirements for the degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

By:
ANDRI FEBRIANSYAH
STUDENT NUMBER: 1175497

TARBIYAH DEPARTMENT
ENGLISH EDUCATION STUDY PROGRAM

Sponsor : Drs. Kuryani Utih, M.Pd.
Co-sponsor : Dra. Yerni Amir, M.Pd

ISLAMIC STATE COLLEGE
(STAIN) JURAI SIWO METRO
1437 H/ 2016 M

ABSTRACT

THE INCREASING THE STUDENT'S WRITING ABILITY OF DESCRIPTIVE TEXT THROUGH SCAFFOLDING TECHNIQUE AT THE EIGHT GRADE OF MTs. AT-THOHIRIYAH SUKAJAWA CENTRAL LAMPUNG ACADEMIC YEAR OF 2015/2016

By:
ANDRI FEBRIANSYAH

The objective of this research was to know whether the scaffolding could increase the student's writing ability in constructing descriptive text in teaching learning process. The objective of this research was forty students' of eight grade Islamic junior high school of At-Thohiriyah Sukajawa Central Lampung in the academic year 2015/2016. The action was done in two cycles. In cycle 1 is done two meetings, in cycle II was done one meeting and tests for seventy minutes (70 minutes) each. Each cycle consisted of planning, action, observation and reflection. In this research the students were given writing test in the first cycle and the second cycle (pre-test and post- test).

In collecting data, writer used writing test, they are pre-test and post-test, and observation. The purpose of writing test was to know how far the students have abilities in constructing descriptive text after the scaffolding technique was implemented.

In the meeting of cycle I it showed that the learning target has not been achieved, because the students who got under 75 were 50% in cycle II there were more 70% students who got score than 75 it means, that the target of ability learning has been achieved.

The result of writing test in cycle 1 showed that there was an increase from writing test in cycle 2. The average of first test was 73,5 and the second test 78,25. It was clear that based on the result of writing test, it could be said that scaffolding has positive increase in constructing descriptive text. By using scaffolding, the students were interested and motivated in the class. So, the enjoy doing the task. It also made them easier in studying the materials.

Referring to the result of the student's score above, it could be said that scaffolding positive increase towards the student's ability in constructing descriptive text.

ABSTRAK

UPAYA PENINGKATAN KEMAMPUAN MENULIS SISWA PADA TEKS DESKRIPSI DENGAN MENGGUNAKAN SCAFFOLDING TEKNIK DI KELAS VIII MTs. AT-THOHIRIYAH LAMPUNG TENGAH TAHUN PELAJARAN 2015/2016

Oleh
ANDRI FEBRIANSYAH

Pembahasan masalah penelitian ini adalah untuk mengetahui apakah scaffolding dapat meningkatkan kemampuan menulis siswa dalam menyusun atau membuat teks deskripsi dengan benar dalam proses pembelajaran. Objek dalam penelitian ini adalah empat puluh siswa di MTs. At-Thohiriyah Lampung Tengah tahun Akademik 2015/2016. penelitian ini dilakukan dalam dua tingkatan (siklus). Dalam siklus pertama ada 2 pertemuan dan siklus ke dua ada 1 pertemuan dan setiap pertemuan memerlukan waktu 70 menit. Setiap siklus terdiri perencanaan (planning), pelaksanaan (action), pengamatan (observation), dan pengayaan (reflection). Dalam penelitian ini siswa diberikan tes awal (pre test) sebelum pelaksanaan penelitian dan tes akhir (pos test) setelah pelaksanaan penelitian.

Dalam pengumpulan data, penulis menggunakan test menulis, yaitu test awal dan test akhir, observasi dan catatan. Tujuan dari test awal dan test akhir adalah untuk mengetahui sejauh mana kemampuan siswa merangkai kata membentuk sebuah kalimat sederhana siswa sebelum dan sesudah dilaksanakannya penelitian tindakan kelas.

Hasil dari siklus pertama menunjukkan bahwa target keberhasilan penelitian belum tercapai karena siswa yang mendapat nilai di bawah 75 sebesar 50%. Pada siklus kedua lebih 70% siswa mendapat nilai lebih dari 75. Dalam hal ini target dari pembelajaran telah tercapai.

Hasil dari test awal dan test akhir menunjukkan bahwa ada peningkatan dari test awal dan test akhir. Nilai rata-rata dari test akhir lebih besar dari test awal. Nilai rata-rata test awal adalah 73,5 dan test akhir 78,25. Hal ini jelas bahwa berdasarkan test awal dan test akhir dapat dikatakan bahwa flashcard memiliki peningkatan yang positif dalam belajar menyusun teks deskripsi. Dengan menggunakan scaffolding, siswa lebih tertarik dan termotivasi dalam mengikuti proses pembelajaran, sehingga mereka merasa senang dalam mengerjakan tugas dan membuat mereka lebih mudah dalam menerima pelajaran.

Berdasarkan hasil nilai siswa di atas, dapat disimpulkan bahwa Scaffolding memiliki peningkatan yang positif terhadap penguasaan membuat teks deskripsi.



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jl. KH. Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 3411 Telp.
(0725) 41507, Fax.(0725)77296 Email:stainjusi@stainmetro.ac.id,
website:www.stainmetro.ac.id

RATIFICATION PAGE

No:

The undergraduated thesis entitled: INCREASING THE DESCRIPTIVE TEXT
WRITING ABILITY THROUGH THE SCAFFOLDING TECHNIQUE AMONG
THE EIGHT GRADERS OF THE MTs. AT-THOHIRIYAH SUKAJAWA
CENTRAL LAMPUNG ACADEMIC YEAR 2015/2016

Written by: ANDRI FEBRIANSYAH, Student Number: 1175497 English
Education Study Program, had been examined (Munaqosah) in Tarbiyah
Department on, March 2016 at.

BOARD OF EXAMINERS

Chairperson	: Drs. Kuryani Utih, M.Pd	(.....)
Secretary	:	(.....)
Examiner I	:	(.....)
Examiner II	: Dra. Yerni Amir, M.Pd	(.....)

Principal,

Prof. Dr. Hj. Enizar, M.Ag
NIP. 19600918 198703 2 003

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : ANDRI FEBRIANSYAH

Student Number : 1175497

Department : Tarbiyah

Study Program : English Education

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, February 2016

ANDRI FEBRIANSYAH

Student Number: 1175497

MOTTO

وَلَا تَقْضُ الشَّيْءَ مِنْ شَيْءٍ مَا لَمْ يَكُنْ بِكَ بِهِ عِلْمٌ
وَلَا تَقْضُ الشَّيْءَ مِنْ شَيْءٍ مَا لَمْ يَكُنْ بِكَ بِهِ عِلْمٌ
وَلَا تَقْضُ الشَّيْءَ مِنْ شَيْءٍ مَا لَمْ يَكُنْ بِكَ بِهِ عِلْمٌ

“And do not pursue that of which you have no knowledge. Indeed, the hearing, the sight and the heart - about all those [one] will be questioned”. (Al-Israa’: 36)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:
My beloved father Mr. Sholehuddin and my beloved mother Mrs.

Siti Asiah

My beloved sisters Siti Rohayah and Iswatul Khasanah and my
brother Muchlisin

thanks for the praying and supporting to finish this
undergraduate thesis

My lovely friends in STAIN Jurai Siwo Metro

ACKNOWLEDGMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Sholawat and Salam must be the best an inspiration for all of people to live as Moslema.

This thesis is presented as a partial fulfillment of the requirements for degree of Sarjana Pendidikan (S.Pd) in English Education Study Program, entitled: “Increasing The Descriptive Text Writing Ability Through The Scaffolding Technique Among The Eight Graders of The Mts. At-thohiriyah Sukajawa Central Lampung Academic Year 2015/2016.”

The researcher would like to express his gratitude to the principle of STAIN Jurai Siwo Metro, Prof. Dr. Hj. Enizar, M.Ag, to sponsor, Drs. Kuryani Utih, M.Pd, and to the co-sponsor, Dra. Yerni Amir, M.P.d, who have sincerely guided the researcher to accomplish this research thesis in time.

Finally, the writer welcomes any suggestion and criticism for the improvement of this thesis and hopefully this thesis will be useful for himself and all readers.

It is Allah who bestows success and guides to the Right Path.

Metro, 09 Februari 2016

The writer

ANDRI FEBRIANSYAH
NPM. 1175497

LIST OF APPENDIX

1. Syllabus.....	63
2. The Lesson Plan.....	66
3. Instrument.....	82
4. Observation Sheeet of the students' activity in cycle.....	83
5. List of Students' name.....	84
6. Intrument of students activity.....	85
7. SK bimbingan.....	86
8. Surat Izin Research.....	88
9. Surat Tugas.....	82
10. Surat Balasan Sekolah.....	84

LIST OF TABLES

1.Pre-survey Result.....	3
2. Total of The Students Among Seventh Graders.....	26
3. Building Condition of MTs At-Thohiriyah Sukajawa.....	35
4. Data of The Teacher.....	37
5. Students Quantity.....	38
6. Result Data of Pre Test Writing Descriptive Text.....	41
7. Result Data of Post Test I Writing Descriptive Text.....	43
8. Result of Students Activity 1.....	45
9. Result Data of Post Test II Writing Descriptive Text.....	48
10. Result of Students' Activity 2.....	49
11. Result Data Pre Test and Post Test I.....	51
12. Result Data of Post Test I and Post Test II.....	52
13. Increament of Students' Average Score.....	54
14. Result Students' Activity.....	55

LIST OF GRAPH

1. The Graph of Result Pre Test, Post Test I and Post Test II..... 54
2. The Graph of Result Students' Learning Activity..... 56

BIBLIOGRAPHY

A.S Hornby. *Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press. 2000.

Akhmadi, Ali and Ida Safrida. *Smart Steps: The Smartest Way to Learn English*. Jakarta: Ganeca Exact, 2005.

Ann Hogue. *First Step in Academic writing level 2*, (New York: Longman, 2008)

Anne Burns. *Doing Action Research in English Language Teaching*. New York: Routledge, 2010.

Bima. Yuniarti, Dwi A *Buku Panduan Pendidik Bahasa Inggris untuk SMP/MTs Kelas VII*. Surabaya: PT. Jepe Press Media Utama. 2010.

Bates, Nina. *Real Time 1*. Jakarta: Erlangga. 2007.

Douglas, H. Brown. *Teaching by Principle; an Interactive Approach to Language Pedagogy, Second Edition*. San Francisco: Pearson ESL. 2000.

George E. Wishon and Julia M. Burks, *Let's Write English*, (Canada: Van Nostrand Reinhold Ltd, 1980)

Harmer Jeremy. *How to teach writing*, England: Pearson Education Limited, 2004.

Isnawati, Uzlifatul M., *Improving the Writing Ability of The eleventh Grade of MA Hasyim Asy'ari Kembabahu Lamongan through the Implementation of Scaffolding Strategy*. English Education Study Program, Malang: University of Malang, 2009.

Krishna, Murali. *Scaffolding Technique for Improving Engineering students' Writing Skills*. Illinois: Northern Illinois University, 2009.

Lindner, Lindy and Beth Means. *Teaching Writing in Middle School: Tips, Tricks, and Techniques*. Colorado: Teacher Idea Press, 1998.

Pardiyono, *The Art of Teaching*, Yogyakarta: ANDI Yogyakarta, 2010.

R.R Jordan, *Academic Writing Course*, Longman, England, 2003

Sanggam Siahaan, *Issues in Linguistics*, Graha ilmu, Yogyakarta, 2008.

Sanggamsiahaan, *The English Paragraph*, Yogyakarta: Graha Ilmu, 2007.

Soffos, Carla. Linda J Dorn. *Scaffolding Young Writers: a Writers' Workshop Approach*. Maine Portland: Stanhouse Publisher. 2001.

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

Thomas S. Kane. *Essential Guide to Writing*. New York: Oxford University Press, 2000.

W. Schwieter, John. *Developing second Language Writing through Scaffolding in the ZPD; A Magazine Project for an Authentic Audience*. Canada: Wilfrid Laurier University, 2010.

<http://mia-teaching-media.blogspot.com/2011/11/genre-kinds-of-text-in-english-language.html>, February-12-2015

CHAPTER I

INTRODUCTION

A. Problem Background

English is a basic subject in each level of school. Starting from the Elementary School up to the level of University, English is learned by all the grade of students. To effective the English teaching learning in the school, the educational government makes a curriculum of the material which is applied and studied in the class room. Standard Competence and Basic Competence are the kinds of government's policy to reach the goal of study and also to help the students to increase their ability in English skill.

It is very important for instructional process to increase the students' achievement. There are many techniques that the teachers can use to help them in teaching learning. Scaffolding is one of the writing technique helps the students to write well. The implementation of scaffolding in language teaching will, to a great extent. Be determined by the nature of language that a teacher adopts. In other words, the implementation will be determined by whether language is being viewed as a collection of linguistic rules or as a set of life skills required for students' success in the future. In subject areas in which knowledge is the main target, helps will be focused on providing information required for the development of relevant schema that will be useful for the pursuit of new

concepts or knowledge. In the meantime, when skill is the main target, the focus will be on constructing all sub-competences needed to develop the target.

Historically There are five steps of scaffolding, how to write the text; prewriting, drafting, revising, editing, and publishing. Each step has the activities to do. The researcher believes that scaffolding will more interested for the students to organize the sentences and paragraphs. There are many advantages for the students and teacher using the scaffolding. Firstly, the students will be motivated and active to write, and then the students are able to write well in order as a learning objective, the third advantage is the scaffolding technique may ease the teachers how to teach writing systematically.

Scaffolding can help the students to increase their English skills. There are two kinds of English skill; they are receptive and productive skill. These skills are contained of four steps that will be learned by the students, they are; Listening, Speaking, Reading, and Writing skill. Writing is one of the product skills, in this skill the students are expected to be able to write kinds of genre well. There are many kinds of genres that are learned by the students especially for the level of Junior High School, Descriptive, Procedure, Narrative and Report.

In this case, the students of the eight grade of Islamic Junior High School of At-Thohiriyah Sukajawa Central Lampung have a same problem, they are neither able to write a descriptive nor procedure text well. Moreover, some students are not interested to write the text, they feel so lazy and passive, but it is not an absolutely the students' problem. Meanwhile sometime the teacher is one of the

causes of this problem. The teacher competence and skill may influence to the students' writing ability. We still find the teachers who are not able to explain well, and they cannot imply the method in instructional process.

In addition, many students do not know the way and technique how to be a good writer, sometime the students are difficult to develop and support their writing paragraph and also they don't have any idea to write. Therefore, the researcher is going to try for applying the scaffolding method to increase the ability of descriptive text.

Table: The Assignment Result of Writing Descriptive Test at Eight Graders.

No	Name	Score	Note
1	Si	50	Failed
2	Mk	45	Failed
3	Sr	60	Failed
4	Bs	60	Failed
5	Fr	75	Passed
6	La	50	Failed
7	Rw	55	Failed
8	Yi	60	Failed
9	Aa	75	Passed
10	Al	50	Failed
11	Fa	50	Failed
12	Do	75	Passed
13	Dm	80	Passed
14	Es	50	Failed
15	En	70	Failed
16	Eb	55	Failed
17	Fp	75	Passed
18	Hd	60	Failed
19	Is	70	Failed
20	Ms	65	Failed

Source: The English Teacher Data of Eight Graders of MTs. At-Thohiriyah Sukajawa Central Lampung Academic Year 2014/2015.

According the Material Mastery Criteria (KKM) is 75, from the table above, it can be seen that just 9 students that have passed, and 31 students that have failed, because they have not reach KKM yet.

From the data above, the researcher finds about 75% of students who are included at the failed score. So, the researcher needs to imply the scaffolding technique to increase the students' writing ability. As the researcher explained before, the researcher expects that the scaffolding technique really can ease the students in writing descriptive text. And it will make them know how to write well and systematically.

B. Problem Identification

Based on the problem background, the researcher finds the problems that got by the students of eight grade of Islamic Junior High School of At-ThohiriyahSukajawa Central Lampung. The students' problems are:

1. The students have not been active in writing descriptive text yet.
2. The student still confused to decide the main idea in writing a text.
3. The students have not used the right punctuation in writing yet.
4. The students have not written the descriptive text grammatically yet.
5. The mark of students' descriptive text writing ability is still low.

C. Problem Limitation

Based on the problem above. There are many students' problems of eighth grade of MTs.At-ThohiriyahSukajawa Central Lampung. It is impossible for the

researcher to solve all the students' problem. To avoid the global explanation, so the researcher wants to limit the research on:

“How to increase the student ability in deciding a good main idea, using good punctuation, and writing grammatically in descriptive text writing ability”

D. Problem Formulation

The problems are limited as before. After limiting the problem, the researcher needs to formulate the problem to ease the research, the problems formulations are:

“Can the scaffolding technique increase the students' writing ability of descriptive text?”

E. Objective and Benefit of The Research

The researcher formulates three problems. Then, based on the problem formulation the researcher has the goals to this research. The aims of this research are:

“To know the students' writing ability of descriptive text after using scaffolding technique as a technique in teaching and learning process.”

Based on the research objective, the researcher also expects to this research has the benefit for:

1. For the students, the research can be used as an effective way to improve the resultsoftheir learning, and to ease them making a descriptive text, so they can write text structurally and be good writers.
2. For the researcher,the research can be used as broadening his knowledge, so the researcher has new style in teaching writing as an English teacher candidate.
3. For the teacher, the research can be used by teacher as alternative technique to teach writing especially descriptive text.
4. For the head master,this Classroom Action Research can be used as evaluation data of his school.It is used to know how far this technique can be effective in the school.

F. Relevant Research

To evaluate and compare this research and the research before, the researcher finds some previous research. Through this way, the researcher may know about the research of scaffolding technique is conducted by some researchers. In this previous research, the researcher will reveal the advantages and disadvantages of the previous research of scaffolding technique.

Some researchers conduct the research in increasing the students' writing ability using scaffolding method. 'The first previous research is according to UzlifatulMasrurohIsnawati, the student of State University of Malang on his thesis entitled "Improving the Writing Ability of The Eleventh Grade of MA HasyimAsy'ariKembabahuLamongan through the Implementation of Scaffolding

Strategy" says that the most problems in writing class is the way of the teacher to teach writing. The teachers often purpose the writing as a product skill, so they just accept the students writing product without giving attention to the process of students' writing. Due to this problem, the scaffolding technique is implemented as a technique to increase the students' writing ability.¹ The scaffolding technique may ease the teachers to teach writing systematically. There are five process in writing based on scaffolding technique: prewriting, drafting, revising, editing, and the last publishing. The activities in first steps of prewriting are questioning and answering, word webbing, showing the picture, giving a vocabulary list, and modeling. Then, in the second step the teachers do modeling and explaining the kinds of genre. In editing steps, the students discuss their draft to the teacher and each other's. The fourth, the students revise another students' work. And the last, reading aloud the product of writing and sticking the paper on the wall. Scaffolding technique has three advantages in its Implementation. Firstly, the students will be motivated and active to write, and then the students are able to write well in order as a learning objective, the third advantage is the students' writing ability increases about 87%, with the minimum score are 7, But, the implementation of this scaffolding will need much time to produce the text, especially for the young students. They will get the difficulties to find a proper word in their writing although they have a pattern to write.

The second research is conducted by John W. Schwieter in his research entitled "Developing Second Language Writing through Scaffolding in the ZPD:

¹Isnawati, UzlifatulM., *Improving the Writing Ability of The eleventh Grade of MA HasyimAsy'ariKembabahuLamongan through the Implementation of Scaffolding Strategy*. English Education Study Program, (Malang: University of Malang, 2009), P. 01.

A Magazine Project for an Authentic Audience" states that scaffolding writing is used as the theoretical basis to study the development of second language writing. A course project is presented in which advanced English language learners of Spanish acts as authors and editors to create their own professional magazines for an authentic audience. In the project, each student author four essays which go through four peer- and instructor-edited stages of scaffolding writing techniques. After each stage, ratings are given by the editors who also facilitate feedback-debriefing sessions. Statistical analyses reveal significant improvement within the four essays demonstrating writing development of subsequent revisions of a single essay. There was also significant improvement between the four essays revealing linear, continuous writing development. In all, these results support a notion that scaffolding writing techniques and feedback debriefing sessions within the ZPD effectively develops writing skills in second language learning when contextualized through a writing workshop involving the creation of a professional magazine designed for an authentic audience.²

The last, RahmadHusein the student of State University of Medan conducts on his thesis entitled "Teachers' Opinion on scaffolding L2 Learner to Become Autonomous writers", writing is not just a matter of someone producing the text, but the more important is that someone needs to experience to step-by-step process to produce a text. Although both subjects (teachers) support their choices with different opinion and ways, overall the show that the teacher mostly agree on

²W. Schwieter, John, *"Developing Second Language Writing through Scaffolding in the ZPD; A Magazine Project for an Authentic Audience"*, (Canada: Wilfrid Laurier University), No. 7/October 2010, P. 31.

most of the scaffolds throughout the writing stages and strongly agree on guiding the learners to choose the topic, to define a topic sentence and to write a rough draft. This implies that guidance, gradual support and activities during the pre-writing, drafting, revising, editing, and publishing stages are important to be given to the students to promote them to become autonomous writers.³ They will get many difficulties because of their each own abilities. However, at the class action, the time is limited for learning process. It is about 2x40 minutes in normal time.

All of the previous researches believe that scaffolding can increase the students writing ability. Masruroh states that the scaffolding technique may ease the teachers how to teach writing systematically.⁴ There are five process in writing based on scaffolding technique; prewriting, drafting, revising, editing, and the last publishing. However, she argues that the implementation of this scaffolding will need much time to produce the text, especially for the young students. Then, John says that there is also significant improvement between the four essays revealing a linear, continuous development.⁵ The last, Husein believes guidance gradual support and activities during the pre-writing, drafting, revising, editing, and publishing stages are important to be given to the students to promote them to become autonomous writers.⁶ Guiding the students, particularly inexperienced writers and involving all the learners in writing activity will lead them to produced well organized paragraph. Nevertheless, the students will spend the time

³Husein, Rahmad. *Teachers' Opinion on Scaffolding L2 Learner to Become Autonomous writers*. English Education Study Program, Medan: University of Medan, No. 9/Juli 2009, P. 102.

⁴Isnawati, UzlifatulM., *Improving the Writing*, P. 01.

⁵W. Schwieter, John, *Developing Second*, P. 31.

⁶Husein, Rahmad. *Teachers' Opinion*, P. 102.

much to write the text because the students have a different ability to make a paragraph.

The researcher wants to conclude that the students' writing ability will using pre-writing- drafting, revising, editing, and publishing stages, namely scaffolding. It will be more interested for the students to organize the sentences and paragraphs. There are many advantages for the students and teacher using the scaffolding. The students can write the text in order, making a topic and supporting sentence. Drafting can ease the students to develop their paragraph and it will avoid the general explanation on their writing or it will specify the explanation based the topic sentence, the students will be more active to write. Using this scaffolding, the teacher will also get the easiness. The teacher will be assisted using this scaffolding.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Scaffolding Technique

1. The Definition of Scaffolding Technique

Anthony defines technique as super ordinate term to refer to various activities that either teacher or learners perform in the classroom⁷⁷. Scaffolding as most people know, is placed around the outside of new buildings to allow builders access to the emerging structure as it rises from the ground. Then scaffolding in etymology term is a structure made of scaffolding for the students when they are writing a text⁸⁸. The key word in this term is "structure". Structure means the way in which the parts of something are connected together, arranged, or organized. In this technique, the teacher structures the time to ensure that students have an opportunity to plan, organize, and carry out writing projects, it is impossible for the students to write the text directly without making a plan or a scaffold. While, Scaffolding according to Jennifer and Gibbons is “the nature of scaffolding includes both the micro-level scaffolding which occurs in the ongoing interactions between teacher and students and more macro-level scaffolding which is related to large issues such as program goals and the selection and sequencing of

⁷⁷ H. Brown Douglas, *Teaching by Principle; an Interactive Approach to language Pedagogy, Second Edition*. (San Francisco: Pearson ESL, 2000), P. 128.

⁸⁸ A.S Hornby, *Oxford Advance Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 2000), P. 1184.

tasks.”⁹They also argued that “scaffolding is a term that resonates with teachers.”¹⁰As well as exploring the ways in which the term scaffolding has been used in educational contexts and its theoretical underpinnings, it will also address questions on the nature and quality of teacher intervention in learning. Furthermore, scaffolding is not only teacher support but assistance that is designed to help learners to work with increasing independence to know what to think and do, but how to think and do, so that new skills and understandings can be applied in new contexts. During writers' workshop, students learn how to select their own topics and develop these topics through multiple drafts. The draft is a rough written version of something that is not yet in its final form¹¹. It will help the students to develop their own topic. Thus, they acquire an understanding of the writing process.

The writing process has been associated with five stages of writing. They are prewriting, drafting, revising, editing, and publishing¹². These stages provide the writer (and teacher) with a good framework for developing a writing project.

2. The Principles of Scaffolding Technique

Leo Van Lier has formulated six principles of scaffolding:

- a. Conceptual Support. A safe but challenging environment: errors are expected and accepted as part of the learning process.

⁹Anne Burns and Helen de Silva Joyce. *Teachers' voices & Explicitly Supporting reading and writing in the classroom*. (Sidney: Macquarie University. 2005. P. 08

¹⁰Ibid.

¹¹Ibid., P. 399.

¹² Linda J. Dorn. Carla Soffos, *Scaffolding Young Writers: a Writers' Workshop Approach*, (Portland: Stenhouse Publisher, 2001), P. 32.

- b. Continuity. Repeated occurrences over time of a complex of actions, keeping a balance between routine and variation.
- c. Intersubjectivity. Mutual engagement and support: two minds thinking as one.
- d. Flow. Communication between participants is not forced, but flow in a natural way
- e. Contingency. The scaffolded assistance depends on learners' reactions: elements can be added, changed, deleted, repeated, etc.
- f. Handover. The ZPD closes when learner is ready to undertake similar tasks without help¹³.

3. The Steps of Scaffolding Technique

To write the text through scaffolding needs the steps of writing. In scaffolding, there are five steps of writing text; prewriting, drafting, revising, editing, and publishing.

a. Prewriting

In this stage, the students begin by identifying the purpose and audience for her writing or what they want to write. They have to know the main idea of their text. It may be from their knowledge or their life experience. The choosing of the topic should be suitable with the prior knowledge of students. Lindner says that the prewriting choices have two things in common: They are crucial decisions all writers must make, and accidentally

¹³Roger Bernard . And Lucy Campbell. *Sociocultural Theory And The Teacheing of Process Writing: The Scaffolding of Learning In A University Context*. (Hamilton: University of Waikato. 2007) P. 77.

changing even one of them in the middle of the draft will always result in a major rewrite or a confusing disaster¹⁴. For instance, if they want to write a descriptive of animal they need to correlate with their knowledge or experience such as describing an elephant, monkey or another animal that they have seen. The trick to developing a good writing idea is to develop several ideas and then choose the best. The object is to think of several writing ideas. No matter how dull or silly they may seem¹⁵. Then, they imagine what it is like. Basically, the prewriting stage is about planning, gathering, and organizing ideas for writing. This can occur as oral discussion or as written organizing with tools such as an outline, map, or notes.

b. Drafting

Now the students begin to draft his ideas on a sheet of paper. At this stage, the content is emphasized. Rather than mechanics, students are encouraged to transcribe their thoughts with fluency, thus keeping their focus on the development of their ideas¹⁶. The drafting stage can consist of several attempts to construct an idea: for instance, a writer might draft different lead sentences to introduce his topic. The point here is that drafting is not restricted to a first copy of the entire paper; it can also include multiple drafts of particular sections of the paper, such as character development, good settings, interesting lead sentences, and catchy endings.

¹⁴ Lindy Lindner and Beth Means, *Teaching Writing in Middle School: Tips, Tricks and Technique*, (Colorado: Teacher Ideas Press, 1998), P. 27.

¹⁵ Ibid., P. 10.

¹⁶ Linda J. Dorn. Carla Soffos, *Scaffolding Young*, P. 33.

Good writers use drafting as an important tool for organizing, reorganizing, and reflecting on the quality of their compositions. Thus, drafts can be numerous and messy.

c. Revising

The next stage is revising. Here, the students reread the written text for clarity and best choice of words. He uses techniques such as carets (to add words or phrases), lines and crosses (to delete unnecessary information), circles with connecting lines (to move pieces of text to a new position), and cut-and paste (to rearrange larger chunks of passage within the text). During revising, the writer shares his piece with listeners, who provide him with constructive feedback on the clearness of his message; also, listeners might offer suggestions for making the composition more interesting. A writer's piece can go through several revisions prior to final draft.

d. Editing

The next step after revising is editing. During editing, the students proofread their composition for mechanical mistakes, including spelling, grammar, and punctuation. They use spelling tools to identify errors. For instance, they circle misspelled words, try the spellings out several ways on a trial page, and use the dictionary to correct spellings. In areas of grammar and, punctuation, they apply their knowledge of language skills to edit as many errors as possible.

e. Publishing

The last stage of scaffolding is publishing. If the students decide to publish their work, they engage in a process of organizing the piece for a public audience. This means they must decide how to lay out the text in the most appealing way to the reader¹⁷. For the instance, in the classroom to publish their work, the students can stick their product on the wall magazine. If the piece is designed for a book, the students must consider important organizational aspects, such as how much text to put on each page, when to include pictures to illustrate the text, how to design a title page, and how to bind the book in the most appropriate form. If the piece is a poem or report, the publication requirements can follow a different set of criteria. However, in all cases, published work has an obligation to the reader; thus, writers must develop an understanding acceptable convention for preparing writing for an audience.

4. The Criteria for Effective Scaffolding Technique

According to Applebee, there are five criteria for effective scaffolding:

- a. Student ownership of the learning event. The instructional task must allow students to make their own contribution to the activity as it evolves.
- b. Appropriateness of the instructional task. This means that the tasks should build upon the knowledge and skills the student already possesses, but should be difficult enough to allow new learning to occur.

¹⁷Ibid., P. 33.

- c. A structured learning environment. This will provide a natural sequence of thought and language, thus presenting the student with useful strategies and approaches to the task.
- d. Shared responsibility. Tasks are solved jointly in the course of instructional interaction, so the role of the teacher is more collaborative than evaluative.
- e. Transfer of control. As students internalize new procedures and routines, they should take a greater responsibility for controlling the progress of the task such that the amount of interaction may actually increase as the student becomes more competent.¹⁸

B. The Concept of Writing Ability

This subtitle entails the basic definition of writing and types of writing proposed by the experts on the field.

1. The Definition of Writing

Etimologically, writing is derived from word “write”. In Oxford Advanced Learner’s Dictionary the word ‘write’ is defined as:

- a.** Make letters or number of surface, especially with pen or pencil

¹⁸Joseph Foley. *Departement of English Language and Literatur* (Singapore: National University of Singapore, 1994, No. 2/September 2015, P. 101

- b.** To produce in written form so that people can read, perform or use it.¹⁹

Terminologically, there are so many experts who have different definitions for writing, but here the researcher will take several definitions according to the experts as following:

R.R Jordan stated that “Writing is method of human intercommunication by means of conventional visible marks”.²⁰ It means that writing is a medium to communicate one’s thought, feeling, want, and opinion by nonverbal means. Furthermore, Sanggam Siahaan assumed that “writing is a psychological activity of the language user to put information in the written text”.²¹ It should be noted that writing involves physical and mental activities of someone in the form of writing about certain topics in a context. Moreover, Sanggam Siahaan in his book “The English Paragraph” stated: “The written productive language skill is called writing”.

Based on the quotations above, the researcher can put forward that writing is not only writing something in the written text form and developing ideas but also thinking creatively about the information and the idea put in the

¹⁹A.S. Hornby, *Oxford Advanced Learner’s Dictionary*, Oxford University Press, New York, 1995. P.996

²⁰R.R Jordan, *Academic Writing Course*, Longman, England, 2003. P.41

²¹Sanggam Siahaan, *Issues in Linguistics*, Graha Ilmu, Yogyakarta, 2008, p.215

written text with the good writing and the suitable rules of writing.

2. Characteristics of Written Text

There are some characteristics of writing, from perspective from a reader. They are as follows:²²

a. The first is permanence.

Once something is written down and delivered in its final form to its intended audience, obviously the researcher abdicates the power. The work is written in the paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and to refine their work.

b. The second is production time.

The good writing is that, given appropriate stretches of time, a researcher can indeed become a good researcher by developing efficient processes for achieving the final product. The bad writing is that many educational contexts demand student writing within time limits or writing for

²²H. Douglas Brown. *Teaching by Principle: An Interactive Learning to Language Pedagogy*. (Great Britain, Longman, 2001), 2nd. p. 341-342

display as noted in the previous section (examination writing, for example).

c. The third is distance.

The good researcher can read their own writing from the perspective of the mind of the targeted audience. The researchers need to predict the audience's general knowledge, cultural, and literacy schemata, specific subject-matter knowledge, and very important, how their choice of language will be interpreted.

d. The fourth is complexity.

Researchers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in text, how to create syntactic and lexical variety, and much more.

e. The fifth is vocabulary. Written language places a heavier demand on vocabulary use than does speaking. Good writing will learn to take advantage of the richness of English vocabulary.

3. The Types of Writing

To decide which strategy will be used in the act of writing, George and Yulia propose five types in writing, they are as follows:²³

a. Narration

Narration is the form of writing used to relate story of acts of events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narrative include short stories, novels, and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

b. Description

Description reproduces the way things looks, smell, taste, feel, or sound; it also evokes moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even or units of time-days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

c. Exposition

Exposition is used in giving information, making explanation, and interpreting meanings. It includes

²³George E. Wishon and Julia M. Burks, *Let's Write English*, (Canada: Van Nostrand Reinhold Ltd, 1980), p.379

editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways.

d. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.

e. Persuasion

A persuasion paragraph gives the researcher's opinion on the topic and tries to get the reader to agree with it.

Based on the above quotations, the types of writing is divided into some types namely description, argumentation, narration, persuasion, and exposition. Every types have the characteristics it self and also different one anothers.

4. Paragraph Writing

A paragraph is a group of related sentences about a single topic. A sentence is a group of words that contains a subject and

a verb that expresses a complete thought. The topic is one, and only one, idea. A paragraph has three main parts. They are as follows:²⁴

a. Topic Sentence

The first sentence in paragraph is a sentence that named the topic and tells what the paragraph will explain about the topic. This topic is called the topic sentence.

b. Supporting Sentences

The middle sentences in a paragraph are called the supporting sentences. Supporting sentences give examples or other details about the topic.

c. Concluding Sentence

The last sentence in a paragraph is called the concluding sentence. A concluding sentence often repeats the topic sentence in different words or summarizes the main points. To put it more simply, it can be understood that text is any kind of written information that has specific meaning. Some words, sentence, or paragraph can be a text.

²⁴Ann Hogue. *First Step in Academic writing level 2.2^{ed}* (New York: Longman, 2008),p. 4

This is an example of the three part of paragraph

Now, let's decide our topic

Subject/ theme	Education
Topic	University
A topic sentence	I will never forget my first lecture at my University.
Supporting Ideas	<ul style="list-style-type: none"> - I was nervous to enter the classroom - I saw a girl. - I decided to make friends with her. - It was extremely shy about talking to her.
Conclusion	It was embarrassing moment of the lecture at university.

C. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Thomas highlighted that descriptive text is about sensory experience or visual experience, it is about something looks, sounds, and tastes.²⁵ Another expert Sanggam argued that, in composition, a descriptive is also considered as a text. The text as a product of writing functions to reflect what is being described to the readers.²⁶ Furthermore, Alice Oshima, Ann Hogue Wesley stated that “descriptive writing appeals to the senses, so it tells how something looks, feels, tastes, and sounds.”²⁷

Based on the quotations above, it can be concluded that the researcher can illustrate from the definitions above an object to the readers. The object of descriptive text can be an object concrete and abstract object. The concrete objects include a person, an animal, a plant, a car etc. The existent the concrete object can be felt by the human sensory perception. In contrast, the abstract objects include an opinion, idea, love, hate, or

²⁵Thomas S. Kane.*Essential Guide to Writing*.(New York: Oxford University Press, 2000),p. 351

²⁶Sanggam, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2007), p.119

²⁷Alice Oshima and Ann Hogue.*Writing Academic English*.(New York: Longman, 2008). p, 50

believe. The existent of the abstract object cannot be felt by the human sensory perception.

2. The Generic Structure Of Descriptive Text

The student should master the generic structure of descriptive text before they write the descriptive text. Each text has its own generic structure. The generic structure of descriptive text is shown in the following table:²⁸

Generic Structure	Function
Identification	<ul style="list-style-type: none">➤ It is a statement or a short paragraphs that identify object that going to be described.➤ It is usually interesting and able to provoke the readers to be eager to read the text.
Description	<ul style="list-style-type: none">➤ It may consist of one of several paragraphs. This part is

²⁸Pardiyono, *The Art of Teaching*, (Yogyakarta: ANDI Yogyakarta, 2010), p. 44

	<p>used to give sufficient description about the object as mentioned in the definition part.</p> <p>➤ The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location etc.</p>
--	--

3. Grammatical Features of Descriptive Text

Besides having social function and generic structure, descriptive text also uses significant lexicogrammatical features that support the form of a descriptive text including focus on specific noun, use kinds of adjective, and use of simple present tense.²⁹

As stated before, the purpose of descriptive text is to describe particular person, thing, or place. Good description is to use details that help the reader imagine the person the students are describing. The subject that is going to be in general.

²⁹<http://mia-teaching-media.blogspot.com/2011/11/genre-kinds-of-text-in-english-language.html>, February-12-2015

However, we can describe particular person, thing, or place, for example, my school, my father, my house, my friends, etc.

Another feature of descriptive text is using kinds of adjective. The adjective has characteristics: describing, numbering, classifying, for example: three tall buildings, sharp white fang.

Descriptive text usually uses simple present tense. For example, I have a friend. She is a dancer.

4. The Example of descriptive text³⁰

My friend

Identifica tion	Lusia is my classmate. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing.
Descripti	She has been practicing dance since

³⁰Akhmadi, Ali and Ida Safrida. *Smart Steps: The Smartest Way to Learn English*. Jakarta: GanecaExact, 2005, P. 78

<p>on</p>	<p>she was six year old. She can dance both traditional and modern dances, but she prefers traditional dance to modern ones. Her favorite dance is Pakarena dance. It is from Makassar.</p> <p>Every time she performs the dance on the stage, she always gives her best performance to her audience so they really enjoy her dance.</p> <p>So far, she has appeared maby times in formal ceremonies, parties, and local dancing festival. So she is very famous in our school. She often performs abroad as a member of Indonesian cultural delegations. Someday, she dreams to become a well-known dancer and if she has enough money.</p>
-----------	--

Analyzing the text:

1) Generic structure analysis

Identification; identifying the phenomenon to describe in general: Lusi

Description: describing Lusi in shape, condition and its characteristics.

2) Language features analysis

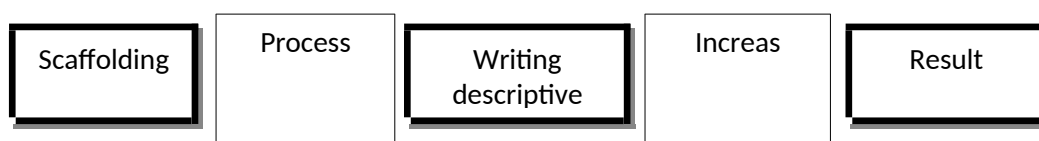
Using adjective and classifies; beautiful, energetic, and famous.

Using simple preset tense; she is beautiful, she is very famous, and she can dance.

D. Action Hypotheses

Hypothesis is a concept of variable which has a causal correlation between variable X (Scaffolding) and variable Y (Writing descriptive). In this research, scaffolding as the technique of learning is used to increase students' writing ability in descriptive text.

Figure 2.1. Process of Increasing Writing Ability through Scaffolding.



In this scaffolding, the students should do the steps of writing, namely: prewriting, Drafting. Revising, editing, and publishing. These steps must be done by the students, through this technique, the students will be more interested and enjoy the writing class. They will not be bored of the technique, and they can be able to write the text systematically. Using this scaffolding, the researcher also hopes that the students' score of writing descriptive text will increase than before, and reach the criteria of success or the minimum score of writing descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting

Islamic junior high school of At-Thohiriyah Sukajawa is located in St. Brawijaya, No. 09 RT. VII RW. VI Sukajawa sub-district of Bumiratu Nuban, district of Central Lampung, postal code 34161. It was established in 1990. This research was done at eight graders, at first semester in Academic year 2015/2016. The sum of students are 40, consist of 2 class, A class 20 students and B class 20 students.

Table. 4

The Number Students' Class VI (Six)

No	Grade	Class		Total
		A	B	
1.	VIII	20	20	40

The researcher chooses this class because this class has low English ability that way proves by the preserved result. In this research, the researcher was not only as observer but also the teacher. In this research, the researcher needs the collaborator to help her in this action research.

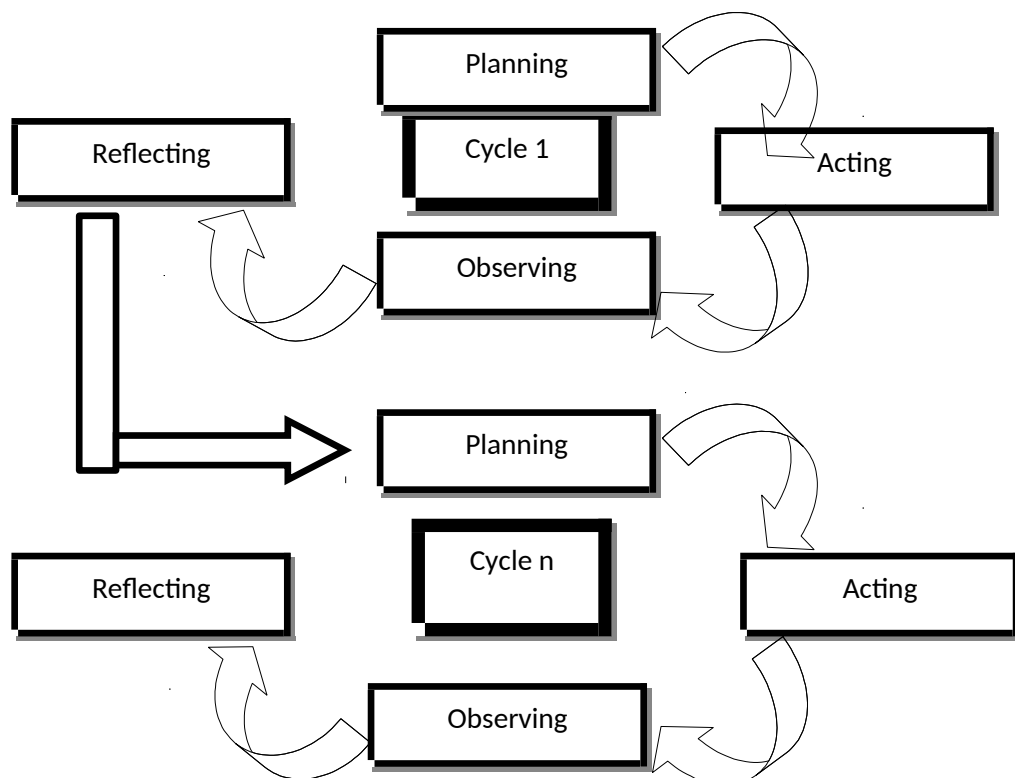
B. Object of The Study

Object of the study in this research is increasing students' writing ability in descriptive text by using the scaffolding technique at the eighth grade of MTs. At-Thohiriyah Sukajawa Central Lampung.

C. Action Plan

The researcher uses the classroom action research because the researcher becomes the teacher in this class. The researcher would like to hold the research in some cycles. Between one cycle and the other has relationships.

Figure 2: Sequences of Action-Reflection Cycles



Source: *Anne Burns, 2010. P. 09*

Based on the explanation above, it can be inferred that the classroom action research is a dynamic process that has some cycles, and in every cycle has four aspects (planning, action, observing and reflecting).

1. Cycle I

a. Planning

Planning was the first step of this teaching context and it was prepared the researcher did the action. Planning that was concluded by the researcher were:

- 1) Designing the lesson plan based on Standard Competence, it is used to ease the researcher teaches in the class in order.
- 2) Determining the criteria of success, the minimum mastery standard is decided by real English teacher and the headmaster. It is according to the student's ability, the complexity of the materials, the school facilities, and the policy of the headmaster and English teacher.
- 3) Planning the teaching and learning process. In this activity, the researcher plan what he will do in the class. Actually, the activities are considered from the lesson plan.
- 4) Preparing some material that will be explained such as; making a power point slide, finding some sources.

- 5) Making the test for the students. It is used to know the students writing descriptive text ability after implementing the scaffolding.

b. The Implementation of Cycle 1

In the implementation of action, the teaching learning process was done in the eighth grade of MTs. At-Thohiriyah Sukajawa that relates to the schedule of English subject in this grader. Every performance is 2 x 35 minutes. The researcher was done the implementation in 3 activities, they are:

1) Introduction Activities

- Greeting, prays and check attendance list
- Checking the students' attendance.
- Ice breaking or brainstorming. Reviewing the last material that students learn.

2) Core Activities

a) Exploration

- Stimulate the student's knowledge with the related material.
- Giving a simple explanation about the steps of writing.
- Asking the students about descriptive text.

b) Elaboration

- Giving a simple of descriptive.
- Explaining the material of descriptive text.

- Teaching the process of writing text; prewriting, drafting, revising, editing, and publishing.
- Asking the students to make a little of descriptive text based on his knowledge.
- Make the draft 1,2, or more.
- Revise the text.
- Edit the text.
- And publish the product of writing, patching on the wall.

c) Confirmation

- Giving a task to students
- Giving the reflection to the students.
- Motivate the students.

3) Closing activities

- Concluding the lesson taught.
- Giving a short moral message.
- Giving home assignments.
- Informing home assignments.
- Parting.

c. Observing

The researcher observes the students' writing ability by using scaffolding. In the classroom action research, the researcher conducts collaborative with the real English teacher. The English teacher is an observer while the researcher is implying the scaffolding. The observer records the events happened since teaching and learning process. It is conducted during the process and outlines the students' abilities in writing the descriptive text using scaffolding, making the topic sentence and supporting sentence. Then, the result of observing will be discussed together the English teacher and the researcher.

d. Reflecting

Reflecting is the last step in this process. The researchers analyzed and observation and test result during teaching learning process. In this step the researchers used the data for evaluation to make improvement for the second cycle. And in cycle 2, is conducted mark up from cycle 1, it mean if from cycle 1 has failed in cycle 2 must reviewed, and if from cycle 1 successful in cycle 2 as continuation from cycle 1.

2. Cycle II

a. Planning

- Study of the reflection result in the action.
- Arrange the detail plan about the action on cycle 2.
- Collected the subject material and the learning technique.
- Prepared the subject material

b. The implementation of cycle 2

1) Introduction Activities

- Greeting, prays and check attendance list
- Checking the students' attendance.
- Ice breaking or brainstorming. Reviewing the last material that students learn.

2) Core Activities

a) Exploration

- Stimulate the student's knowledge with the related material.
- Asking the students about descriptive text.

b) Elaboration

- Asking the students to make a little of descriptive text based on his knowledge.
- Make the draft 1,2, or more.
- Revise the text.
- Edit the text.
- And publish the product of writing, patching on the wall.

c) Confirmation

- Giving a task to students
- Giving the reflection to the students.
- Motivate the students.

3) Closing activities

- Concluding the lesson taught.
- Giving a short moral message.
- Giving home assignments.
- Informing home assignments.
- Parting.

c. Observing

The collaborator is observed and collected the data when the learning process was being done.

d. Reflecting

The researcher analyzed the result of the action. By reflecting, the writer was known the strength and weakness of the action. In the step the writer was compared the score distribution of writing test, the writer reviewed and reflected on the student's attitude whether it is positive or negative, enough in second cycle or need for next cycle.

D. Data Collection Method

To find the result of each variable, the researcher uses some instruments. The researcher administrates some instruments to find the data. They are writing test and observation.

1. Test

The researcher uses writing test prompt in pretest and posttest form and the topic of the test is about describing someone. It is used to know the improvement of students' writing ability of descriptive text among the eight graders of MTs. At-Thohiriyah Sukajawa. Pretest was done before applying the treatment and posttest has been done after the treatments. The posttest was held in order to know the student's writing ability of descriptive text through scaffolding technique,

To get the result study, there are four aspect of scoring; content, organization, vocabulary, and grammar. It is measured by using a scoring rubric. The final product of students writing descriptive will be scored by the real English teacher.

2. Observation

Observation sheets are used to collect the data of the students' activities during the teaching and learning process. This study provides observation sheets in the form of checklist. It is used to collect the data about the students' performance during the implementation of scaffolding in writing class. The students' performances are categorized into very good, good, fair, poor, and

very poor. The observatory is an English teacher while the researcher implements the scaffolding.

Moreover, to find out the students' achievement after the action is conducted, the researcher uses formula as follow:

Figure 2. Formula of Mean:

$X = \frac{\sum X}{\sum N}$	X = mean or average score $\sum X$ = the total number of students' score $\sum N$ = the total number of respondents
-----------------------------	---

Source: (Sugiono, 2011, P. 212)

E. Indicator of the Success

Indicator it can be stated successful in teaching learning process if the result of the cycle II more successfully than cycle I. The research is called success if 75 students get referring Minimum Mastery Criteria (MMC) is 75.

There are some indicators of success in teaching writing descriptive text by using process approach. These are as follows:

1. The students are enthusiastic during the learning process.
2. The students are very active in the classroom.
3. All of the students can be said that it is successfully taught if students had minimal score 75. It means that 75% of the materials are mastered by students.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. The History of MTs At-Thohiriyah Sukajawa

MTs At-Thohiriyah Sukajawa is one of MTs in Central Lampung. It is located on street of Brawijaya No.09 Kroya Sukajawa, sub district of Bumiratu Nuban, Central Lampung. It was built on the land area of $\pm 12.850\text{m}^2$ with the following borders: East, west, and south side bordering by dwelling of Kroya Sukajawa denizen, and north side bordering by the rice fields.

In the first, there was a prominent citizen named Mr. Imam Mukhtar, BA. He collected some Kroyas' denizen to make an Islamic Education Institute named LPI At-Thohiriyah. In that time, LPI At-Thohiriyah made Islamic Elementary School and MTs. The MTs named MTs At-Thohiriyah Sukajawa, it was built on 1988.

Since its establishment until 2016, MTs At-Thohiriyah Sukajawa has undergone a change of leadership as much as 6 times, namely:

Table. III
The Headmaster of MTs At-Thohiriyah Sukajawa

No	Name	Working Years
1.	Imam Mukhtar, BA.	1988 until 1989
2.	Drs. Sudarmadi	1989 until 1992
3	Nurkhamid	1992 until 1997
4	Madarwis	1997 until 2000

5	Nurkhamid, S.Ag	2000 until 2011
6	Alfan Nu'mansyah, S.Pd.I	2011 until now

Source: Observation Result in MTs At-Thohiriyah Sukajawa on January, 13th 2016

b. The Building of MTs At-Thohiriyah Sukajawa

MTs At-Thohiriyah Sukajawa has a permanent infrastructure which divided into several rooms for supporting the teaching learning process, such as :

Table IV
The Condition of Building of MTs At-Thohiriyah Sukajawa

No	Building	Total	Condition
1.	Headmaster room	1	Good
2.	Vice Headmaster room	1	Good
3.	Teacher room	1	Good
4.	Administration room	1	Good
5.	Reception room	1	Good
6.	Library	1	Good
7.	Canteen	1	Good
8.	Kitchen	1	Good
9.	Classroom	6	Good
10.	Toilet Teacher	1	Good
11.	Toilet Student	2	Good
12.	BK room	1	Good
13.	UKS room	1	Good
14.	Scout	1	Good
16.	Musholla	1	Good
17.	Volly Ball field	1	Good
18.	Football field	1	Good

Source: Observation Result in MTs At-Thohiriyah Sukajawa on January, 13th 2016

c. The Condition of Teachers and Official Staff in MTs At-Thohiriyah Sukajawa in The Academic Year of 2015/2016

MTs At-Thohiriyah Sukajawa has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of MTs At-Thohiriyah Sukajawa who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process. The descriptions of human resources are as follow:

The total number of the teachers and officers were 20 people which can be seen as the table below:

Table V
The list of teachers and employees of MTs At-Thohiriyah Sukajawa

No	Name	NIP/NUPTK	Occupation
1	Alfan Nu'mansyah, S.Pd.I	2633761662200012	Principal
2	Jubaidah, S.Ag		Fiqih Teacher
3	Nurhayati, S.Pd.I	8946759660210102	Al-Qur'an Hadits and Tahfidz Teacher
4	Endang Puji Rahayu, S.E	9655758659300032	Social teacher
5	Wahyu Desi S, S.Pd	553676869220003	Math teacher
6	Eny Nurhayati, S.Pd	10813280192001	Science teacher
7	Ratna Rohmaningsih, S.Pd	6153767668210023	Indonesian Teacher
8	Andri Febriansyah	10813280193001	Science Teacher
9	Khumaidi, S.Pd		English teacher
10	Amirudin, S.Pd	8957767668110022	Penjasorkes teacher, Pra-karya teacher
11	M.Sohib, S.Pd		Islamic History Teacher
12	Wahyudi, S.Pd	10813280189002	Art & Culture teacher
13	Asyifaul Aevi M., S.Pd	2442767666210003	Arabic, and Tahfidz Teacher
14	Siti Faizah	-	Lampung language teacher
15	M.Farid Nurma Huda	10813280194002	Computer Teacher

16	Syafiqoh	3737763664300132	Qur'an H. Teacher
17	Kaniatun	10813280185001	Guidance & Counseling teacher
18	Ernawati	10813280176001	Civilization Teacher
19	Siti Khotimah		Staff of administration
20	Syaikhun		Guardian scholl
21	Mirul Hartopo	10813280189001	Head of Adminitrasion

Source: Observation Result in MTs At-Thohiriyah Sukajawa on Januari, 13th 2016

d. The Quantity of Student in MTs At-Thohiriyah Sukajawa in The Academic Year of 2015/2016

The Quantity of student in MTs At-Thohiriyah Sukajawa in the Academic Year of 2015/2016 is 112 Students that can be identified as follows:

Table. VI
The Quantity of Student in MTs At-Thohiriyah Sukajawa in The Academic Year of 2015/2016

No	Grade	Σ Classes	Σ Students
1	VII	2 Classes	37
2	VIII	2 Classes	40
3	IX	2 Classes	35
Total		23 Classes	112

Source: Observation Result in MTs At-Thohiriyah Sukajawa on January, 13th 2016

Figure 2

Organization Structure of MTs At-Thohiriyah Sukajawa in Academic Year of 2015/2016

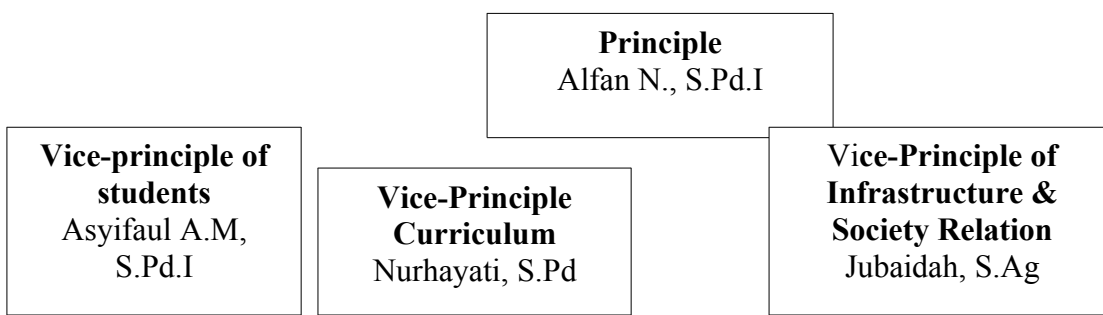
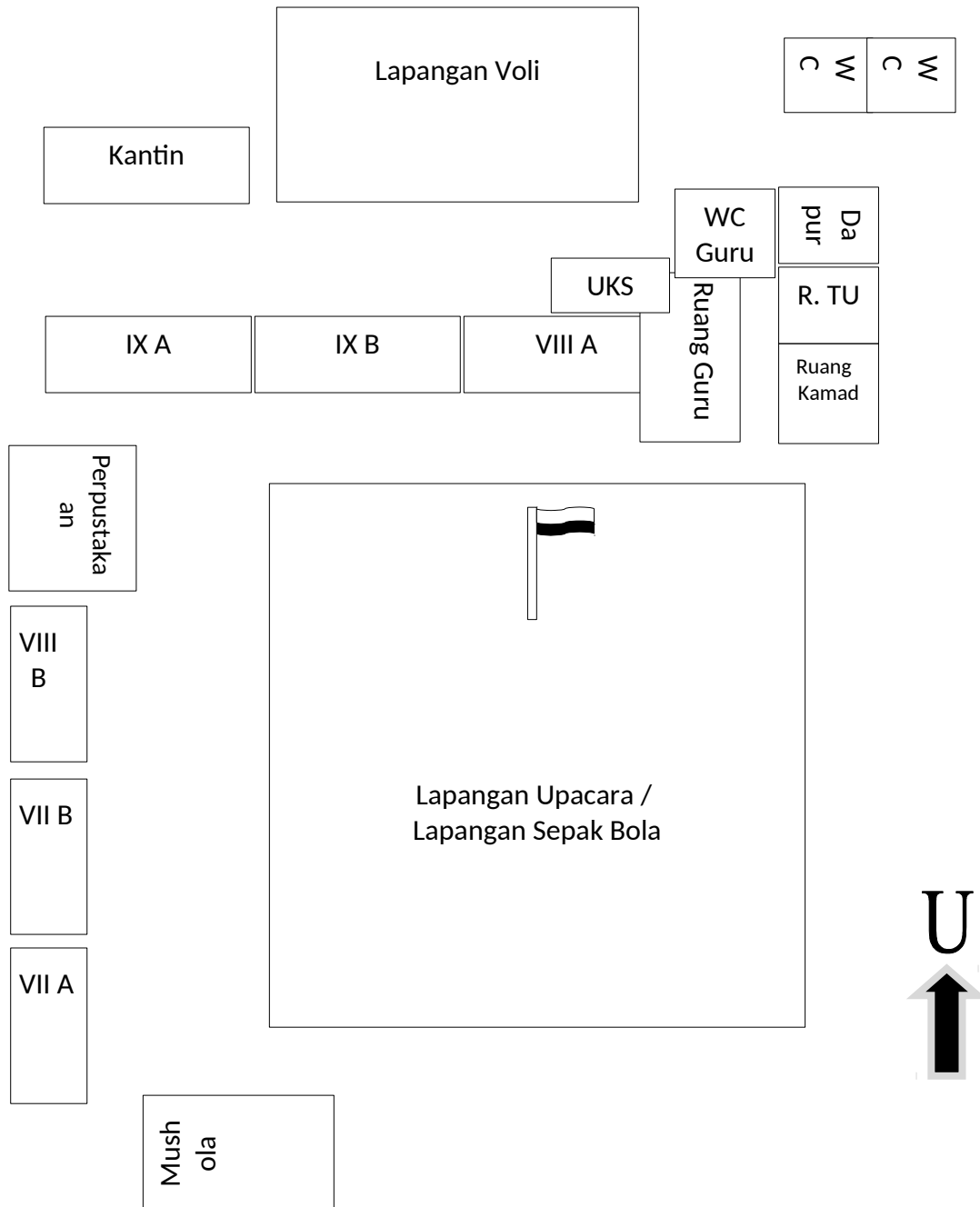


Figure. 3
Location Sketch of MTs At-Thohiriyah Sukajawa in Academic
Year of 2015/2016



1. Description of the Research

a. Cycle 1

1) Planning

In this cycle, the researcher prepared about the lesson plan, the material, and learning media. The material was text for the first treatment. Moreover, the researcher made observation sheets that contains about list of students' name and activities of the students as long as the teacher explained the material. The researcher also prepared work sheets and answer sheets which would be learned.

Furthermore, the researcher made the test to the students which would be used in pre-test and post-test. The students were asked to answer the main idea of the text, but the topic which were given in the post-test was different with the pre-test. It began from the cycle I was done on July 29th, then cycle II was done on August 12th 2015.

2) Acting

The implementation of this step was conducted in two meetings, namely: pre-test and treatment with post-test.

(a) First Meeting

In the first meeting the researcher conducted pre-test was done to know the ability of the students in speaking performance before giving treatment. The students were given main idea from the text. After the students finished pre-test questions, the teacher asked them

to present the answer in front of the class. The result of pre-test could be seen on the table below:

Table 5
The pre test writing descriptive text score

No	Name	Pre-test	Note
1	AFS	70	Failed
2	AFS	63	Failed
3	AAA	48	Failed
4	AFN	70	Failed
5	AAS	78	Passed
6	AM	72	Failed
7	ASS	45	Failed
8	AL	55	Failed
9	DA	77	Passed
10	DFR	65	Failed
11	DAP	58	Failed
12	DNS	75	Passed
13	IAP	80	Passed
14	KDA	66	Failed
15	KAP	46	Failed
16	LA	40	Failed
17	MAF	76	Passed
18	MFF	70	Failed
19	MJS	68	Failed
20	NAH	50	Failed
Total		1272	
Average		63,6	

Source: The Result of Pre test MTs At-Thohiriyah Sukajawa on Januari, 13th 2016

Based on the table, it could be inferred that only 5 (25%) students, students who passed the pre-test and the other students who failed the pre-test with the lowest score in pre test was 40 and the highest score was 80 . It means the students did not fulfill the minimum standard at MTs At-Thohiriyah Sukajawa yet. Besides, from the result pre-test, the researcher got the average. So, it was the

reason why the researcher used Scaffolding as the alternative technique to increase the students' writing ability.

(b) Second Meeting

The second meeting was treatment. The researcher conducted treatment. In this meeting, the researcher acted as a teacher and Mr. Khumaedi (English teacher) as the collaborator in this classroom. The researcher started the meeting by praying and greeting, checking the attendance list, and asking the students' condition, motivating the students, reviewing the students by giving question related with previous meeting, explaining the purpose of study and topic would be learned.

After that the researcher gave subject material about text. Before explained the material, the researcher presented main idea from the text in a slide presentation. Then, the researcher explained the general structure of descriptive text. After that, the researcher taught in the classroom by implementing Scaffolding technique. Afterwards, the researcher asked the students to construct the text by self.

In the constructing of the text, the students made the title of the text and then, the student made a draft. After that, The researcher asked students to revise and edit the text. After they finished in editing the students were asked to publish their text. The researcher always guide the students to be active in the class.

In the end of meeting, the researcher gave feedback with the learning process, informed activities in the next meeting and closed the meeting by praying together.

After treatment, the researcher gave post-test to the students. The post-test was done to know how the writing ability of the students after giving treatment. The result of post-test in cycle 1 could be seen on table, as follow:

Table 6
Post-test 1 of writing descriptive text score

No	Name	Post-test	Note
1	AFS	70	Failed
2	AFS	65	Failed
3	AAA	76	Passed
4	AFN	79	Passed
5	AAS	80	Passed
6	AM	79	Passed
7	ASS	66	Failed
8	AL	73	Failed
9	DA	77	Passed
10	DFR	75	Passed
11	DAP	78	Passed
12	DNS	78	Passed
13	IAP	81	Passed
14	KDA	73	Failed
15	KAP	78	Passed
16	LA	43	Failed
17	MAF	80	Passed
18	MFF	72	Failed
19	MJS	75	Passed
20	NAH	72	Failed
Total		1470	
Average		73,5	

Source: The Result of Post Test I in MTs At-Thohiriyah Sukajawa on Januari, 13th 2016

From the table, it can be analyzed that the students' average score (mean) was 73,5. The highest score was 81 and the lowest score was 43. Based on KKM, there were 12 (60%) students that had passed posttest 1 or got score ≥ 75 . It means that in cycle 1 the students' achievement could increase enough, but was not successful yet.

3) Observing

As long as the researcher explained the material, the collaborator observed the students' activities. The researcher as the teacher gave material about the text especially descriptive text by using Scaffolding technique.

In learning process, there were four indicators were used to know the students' activities. Every student who active in learning process gave a tick in observation sheet. The indicators of the students' activities were:

1. Giving respond to the teacher's explanation and question
2. Participating in defining title of the text
3. Participating in making draft
4. Participating in revising and editing the text
5. Participating in publishing the text

The result of students' learning activities could be seen as follow:

Table 7
The Students' Activities in Cycle I

No	Name	Activities					Frequency
		A	B	C	D	E	
1	AFS	3	2	3	3	4	21
2	AFS	2	3	4	4	4	25
3	AAA	4	4	3	3	4	24
4	AFN	3	2	3	4	4	22
5	AAS	2	4	4	3	4	24
6	AM	3	3	3	3	3	23
7	ASS	4	4	3	3	4	23
8	AL	2	3	3	3	3	21
9	DA	3	4	4	4	4	25
10	DFR	3	2	3	3	4	23
11	DAP	3	4	3	4	3	24
12	DNS	4	4	4	3	4	26
13	IAP	3	4	4	4	4	24
14	KDA	4	3	3	3	4	22
15	KAP	3	2	3	3	3	21
16	LA	3	4	3	3	3	21
17	MAF	3	4	4	4	4	24
18	MFF	3	3	3	3	4	22
19	MJS	3	4	4	3	4	24
20	NAH	3	2	3	3	3	20
Total		61	65	67	66	74	459
Percentage (%)		12,6	13	13,4	13,2	14,8	22,95

Source: The Result of Student Activity in MTs At-Thohiriyah Sukajawa on Januari, 13th 2016

Note:

- a. Giving respond to the teacher's explanation and question
- b. Participating in defining title of the text
- c. Participating in making draft
- d. Participating in revising and editing the text
- e. Participating in publishing the text

The table above showed that the students who gave respond to the teacher's explanation got percentage 12,6%, participating in defining title was 13%, participating in making the draft was 13,4%,

participating in revising and editing was 13,2%, participating in publishing was 14,8%.

Based on the result above, it could be concluded that the learning process in cycle 1 was not successfully yet because one activities that got percentage 12,2% that was pay attention of the teacher's explanation and the other activities got percentage < 60%.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the standard score. It could be seen from the result of pre-test score and post-test I score. However, most of students' scores had increased although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problem that found, as follow:

- a) There were some students that shown unenthusiastic to the teacher's explanation.
- b) Some students did not understand the material.
- c) Some students did not active in learning process.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, as follow:

- a) Teacher gave the students motivation to study harder.

- b) Teacher gave more detail explanation about the material and gave questions after explaining the material to control the students' comprehension.
- c) Teacher made the learning more attractive.
- d) Teacher made the class more active.

Table 11
Students' score at pre-test and post-test cycle 1

No .	Name	Pretest Score	Posttest Score	Improving	Explanation
1.	AFS	70	70	0	Constant
2.	AFS	63	65	2	Improved
3.	AAA	48	76	28	Improved
4.	AFN	70	79	9	Improved
5.	AAS	78	80	2	Improved
6.	AM	72	79	7	Improved
7.	ASS	45	66	21	Improved
8.	AL	55	73	18	Improved
9.	DA	77	77	0	Constant
10.	DFR	65	75	10	Improved
11.	DAP	58	78	20	Improved
12.	DNS	75	78	3	Improved
13.	IAP	80	81	1	Improved
14.	KDA	66	73	7	Improved
15.	KAP	46	78	32	Improved
16.	LA	40	43	3	Improved
17.	MAF	76	80	4	Improved
18.	MFF	70	72	2	Improved
19.	MJS	68	75	7	Improved
20.	NAH	50	72	22	Improved
	Total	1272	1470	198	
	Average	63,6	73,5	9,9	

Source: The Result of Post Test I in MTs At-Thohiriyah Sukajawa on Januari, 13th 2016

In this research, pre-test and post-test had done individually. It is aimed to know the ability of the students writing ability before and

after a treatment. From the result of pre-test and post-test, we knew that there was an increasing from the students result score. It could be seen from the average 63,6 became 73,5. Although there was increasing of students achievement, cycle I was not successful yet because only 12 (60%) students who passed in post test I. Therefore, this research would be continued in the next cycle.

b. Cycle II

Cycles II was similar with cycle I, it divided in planning, acting, observing, and reflecting. It would be explained more detail as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successful yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, the material and media, observation sheet, work sheets, and test for post-test.

2) Acting

The implementation of this step was conducted on one meeting, namely: treatment with post-test. The description of the acting in cycle II could be elaborated as follows:

The treatment in cycle II was started by greeting and asking the students' condition. Besides, the teacher gave rewards to the best

students. Then, the teacher presented the material about text by using Scaffolding technique. In the process, the students were asked to make a descriptive text and imagine what they will write. Then, they begin to define the title of the text. After that, the students have to make a draft, revise the text, and edit it. After those all, the students were asked to publish their work on class madding.

In the end of meeting, the teacher closed the meeting and gave to the students some motivation in order that they would study hard and got good score in this subject.

After giving treatment, the researcher conducted post-test. There was text, it was same type with the first cycle but different text. The task was still about making a descriptive text. After they finished the test, they submit it with the teacher and accumulated the post-test II score with the beginning score (pre-test score). Then, the teacher gave the rewards to top teams. The result of post test II could be seen on the table below:

Table 9

Students' score in Post Test II

No	Name	Post-test	Note
1	AFS	76	Passed
2	AFS	78	Passed
3	AAA	79	Passed
4	AFN	80	Passed
5	AAS	84	Passed
6	AM	84	Passed
7	ASS	78	Passed

8	AL	73	Failed
9	DA	80	Passed
10	DFR	79	Passed
11	DAP	77	Passed
12	DNS	83	Passed
13	IAP	85	Passed
14	KDA	70	Failed
15	KAP	77	Passed
16	LA	65	Failed
17	MAF	80	Passed
18	MFF	79	Passed
19	MJS	80	Passed
20	NAH	78	Passed
Total		1565	
Average		78,25	

Source: The Result of Post Test II in MTs At-Thohiriyah Sukajawa on Januari, 20th 2016

Based on the table above, it could be seen that the students' average score (mean) in post-test II was 78,25. The highest score was 85 and the lowest score was 65. According to standard score, 80% students had passed the test. Most of students could develop their writing ability. It means that cycle II was successful.

3) Observing

In this step, the researcher presented the material by using Scaffolding technique. In the learning process, there were also seven indicators used to know students' activities like in learning process before. The result score of students' learning activities observation, as follow:

Table 10
The Students' Activities in Cycle II

No	Name	Activities					Frequency
		A	B	C	D	E	
1	AFS	4	4	4	4	4	27
2	AFS	2	4	4	3	4	25
3	AAA	4	2	4	4	4	26
4	AFN	3	4	4	3	3	24
5	AAS	2	4	4	4	4	26
6	AM	4	4	3	4	4	26
7	ASS	4	3	4	4	4	27
8	AL	3	4	4	3	3	24
9	DA	4	4	3	4	4	26
10	DFR	4	3	4	4	4	27
11	DAP	4	3	4	3	4	25
12	DNS	4	4	3	4	4	27
13	IAP	4	3	4	4	4	27
14	KDA	4	4	4	4	4	28
15	KAP	3	4	3	4	4	24
16	LA	3	4	4	4	4	26
17	MAF	4	4	4	4	4	25
18	MFF	3	4	4	3	3	24
19	MJS	3	3	3	4	4	25
20	NAH	3	2	4	3	4	24
Total		69	71	75	74	77	513
Percentage (%)		13,8	14,2	15	14,8	15,4	25,65

Source: The Result of Student Activity II in MTs At-Thohiriyah Sukajawa on Januari, 13th 2016

The table above showed that the fourth students' activities in cycle II increased. The students' activity that had high percentage gave respond to the teacher's explanation got percentage 13,8%, participating in defining title was 14,2%, participating in making the draft was 15%, participating in revising and editing was 14,8%, participating in publishing was 15,4%.

Based on the result above, the researcher indicated that learning process in cycle II was successful because the fourth students' activities got percentage > 60%.

4) Reflecting

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. There were 80% of students passed the examination that means the students' speaking skill had increased. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

Table 12
Students' score at pre-test and post-test cycle 2

No .	Name	Pretest Score	Posttest Score	Improving	Explanation
1.	AFS	70	76	6	Improved
2.	AFS	63	78	15	Improved
3.	AAA	48	79	31	Improved
4.	AFN	70	80	10	Improved
5.	AAS	78	84	6	Improved
6.	AM	72	84	12	Improved
7.	ASS	45	78	33	Improved
8.	AL	55	73	18	Improved
9.	DA	77	80	3	Improved
10.	DFR	65	79	14	Improved
11.	DAP	58	77	19	Improved
12.	DNS	75	83	8	Improved
13.	IAP	80	85	5	Improved
14.	KDA	66	70	4	Improved
15.	KAP	46	77	31	Improved
16.	LA	40	65	25	Improved
17.	MAF	76	80	4	Improved

18.	MFF	70	79	9	Improved
19.	MJS	68	80	12	Improved
20.	NAH	50	78	28	Improved
Total		1272	1565	293	
Average		63,6	78,25	14,65	

Source: The Result of Post Test II in MTs At-Thohiriyah Sukajawa on Januari, 20th 2016

Based on the result above, it could be inferred that Scaffolding technique could increase the students' writing ability because there was an increasing from the students result score from the average 63,6 score was became 78,25.

A. INTERPRETATION

1. Students' Score in Pre test, Post test Cycle I, and Post test Cycle II

In cycle I, English learning process was successfully, but the students' average score was low. While, the score of the students post-test I was higher than pre test. Moreover, in cycle II the students' average score was higher than in cycle I. The following was the table of illustration score in cycle I and II:

Table 14
Students' score Pre test, Post test Cycle I, and Post test Cycle II

No	Nama	Pretest	Posttest 1	Posttest 2	Improving	Explanation
1.	AFS	70	70	76	6	Improved
2.	AFS	63	65	78	15	Improved
3.	AAA	48	76	79	31	Improved
4.	AFN	70	79	80	10	Improved
5.	AAS	78	80	84	6	Improved
6.	AM	72	79	84	12	Improved
7.	ASS	45	66	78	33	Improved

8.	AL	55	73	73	18	Improved
9.	DA	77	77	80	3	Improved
10.	DFR	65	75	79	14	Improved
11.	DAP	58	78	77	19	Improved
12.	DNS	75	78	83	8	Improved
13.	IAP	80	81	85	5	Improved
14.	KDA	66	73	70	4	Improved
15.	KAP	46	78	77	31	Improved
16.	LA	40	43	65	25	Improved
17.	MAF	76	80	80	4	Improved
18.	MFF	70	72	79	9	Improved
19.	MJS	68	75	80	12	Improved
20.	NAH	50	72	78	28	Improved
Total		2021	1470	1565	293	
Average		69,69	73,5	78,25	14,65	

Source: The Result of Post Test II in MTs At-Thohiriyah Sukajawa on Januari, 20th 2016

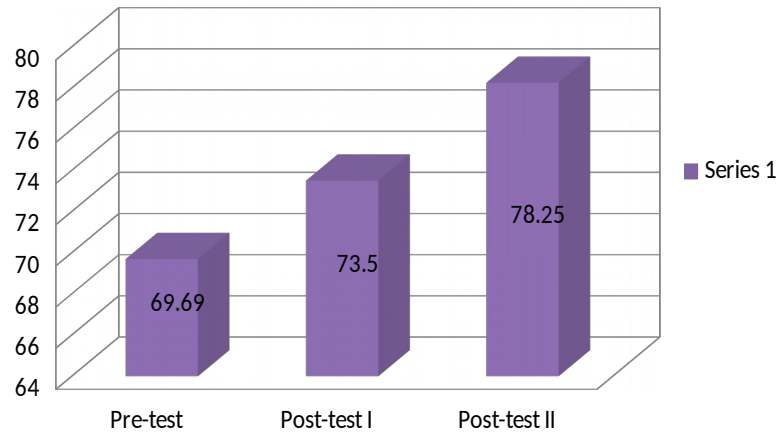
Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant increasing of the students' score. It could be seen from the average 69,69 to 73,5 became 78,25 . Therefore, the researcher concluded that the research was successful because the success indicator of this research had been achieved.

Based on the explanation above, it could be inferred that the using Scaffolding technique could increase the students' writing ability. There was progress average score from to and to. The researcher showed the graph of the result pre-test 69,69, post-test I 73,5 and post-test II 78,25, as follow:

Figure2

Graph of the Result of Pre-test, Post-test I and Post-test II

Graph of Result Pre test, Post test I, and Post test II



Based on the table, it can be concluded that Scaffolding technique could increase the students' writing ability. It was supported by the increasing score of the students from pre-test to post-test I, and from post-test I to post-test II.

2. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Tabel 13
The Tabel of Students' Activities in Cycle I and Cycle II

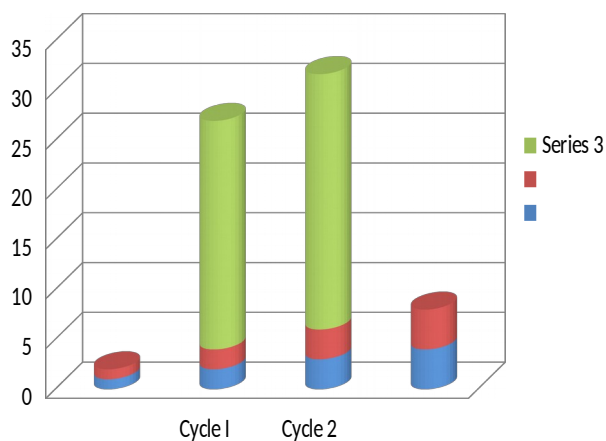
No	Name	Cycle I	Cycle II	Improving	Explanation
1	AFS	21	27	6	Improved
2	AFS	25	25	0	Constant
3	AAA	24	26	2	Improved
4	AFN	22	24	2	Improved
5	AAS	24	26	2	Improved
6	AM	23	26	3	Improved
7	ASS	23	27	4	Improved
8	AL	21	24	3	Improved
9	DA	25	26	1	Improved

10	DFR	23	27	4	Improved
11	DAP	24	25	1	Improved
12	DNS	26	27	1	Improved
13	IAP	24	27	3	Improved
14	KDA	22	28	6	Improved
15	KAP	21	24	3	Improved
16	LA	21	26	5	Improved
17	MAF	24	25	1	Improved
18	MFF	22	24	2	Improved
19	MJS	24	25	1	Improved
20	NAH	20	24	4	Improved
Total		459	513	54	
Avarage		22,95	25,65	2,7	

Source: The Result of Student Activity II in MTs At-Thohiriyah Sukajawa on Januari, 20th 2016

Based on the data above, it can be concluded that students felt comfortable and active with the learning process because most students showed good increasing in learning activities when Scaffolding technique was applied in learning process from cycle I to cycle II.

Graph of Result Students' activity in cycle I and cycle II



Because the result score of the students had achieved the indicator of success that was 80% with the minimum mastery criteria was 75, therefore this research was stated finish and could be stopped in cycle II.

The research was success if 80 % of students able to achieving of the minimum mastery criteria (KKM), that was 75. Based on the result of pre-test and the post-test, it could be stated that the indicator of success has been reached. So, this research was rated finish until cycle II and did not need to continue to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

This section is concerned with the conclusion, and suggestion. In this writing explore about the brief result of this research, the short experiences that the researcher get and little bit suggestion to the students, teacher, and also head master. All of them will explain more clearly as follows:

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the students' descriptive text writing ability can be increased by scaffolding technique in learning process.

1. This research was conducted at MTs At-Thohiriyah Sukajawa Central Lampung at 16th January 2016 until the end. This research was prevailed on the class VIII of Mts At-Thohiriyah Sukajawa Central Lampung. After the researcher had done the research at the eighth graders of Mts At-Thohiriyah Sukajawa Central Lampung, the researcher concludes that the students did not interested in writing subject because the English teacher did not use appropriate technique in teaching the material. Then, the researcher given an alternative technique to solve the problem by using scaffolding technique.
2. By applying scaffolding technique in learning process can increase student's enthusiasm. The student's activity in implementation cycle I was

more active and the student's activity in implementation cycle was very active.

3. Scaffolding as technique can be used as an alternative technique in learning process of English lesson. These conclusion can be seen from the result of the student's average score from pre test before treatment was 61,3 and the result post test of cycle I was 67,5. The increasing in cycle I is 6,2 point. The result post test of cycle II was 77,9, the increasing of cycle I to cycle II is 10,4 point. From the student's result of post test, it can be seen that cycle II is higher than cycle I, it means that by using scaffolding technique the students can increase their writing ability in descriptive text of English lesson.
4. Some students are not interesting to study English because the students did not know the step of writing well. The result of this research by using scaffolding technique have positive effect in teaching writing especially in descriptive text.

B. Suggestions

Based on the result of the research above, the researcher would like to suggestion as follow:

1. For Students
 - a. The students must be active in learning process especially English writing subject.
 - b. The students are suggested to increase their speaking ability through scaffolding technique.

- c. The students should be accustomed to write English in daily activities.
- 2. For English Teacher
 - a. The English teacher should have various techniques like scaffolding technique to teach English, especially to increase the student's descriptive text writing ability.
 - b. The English teacher should prepare some books to increase their knowledge especially in English subject.
- 3. For the Headmaster
 - a. The headmaster should support the English learning process by the preparing the facilitations and instruments completely.
 - b. The headmaster is recommended to make the further research about increasing writing ability through scaffolding technique.

Curriculum Vitae



Andri Febriansyah was born on Februari 13, 1993 in Sukajawa, Bumiratu Nuban Central Lampung, in Lampung Province. He is the last son of a couple Mr. Sholehuddin, and Mrs. Siti Asiah. In his history, he studied at MI. At-Thohiriyah Sukajawa at 2000-2005. Then, having graduated from Elementary school, he continued studying at MTs. At-Thohiriyah Sukajawa Central Lampung for three years. Having graduated from the Islamic junior school, he continued studying at Modern Islamic Boarding School of MA. Roudhotul Jannah Sidokerto for three years, Now, he has been studying at Islamic State College of Jurai Siwo Metro for four years. He took English Study Program at the college. In addition, he also has been sharing his little knowledge of English at the MTs. At-Thohiriyah Sukajawa since 2013