

## The Effectiveness of Using Scaffolding Technique In Teaching Descriptive Text Writing to The Eighth Grade Students of SMP Negeri 3 Onan Gajang

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### Abstract

This research was conducted in order to improve students' writing descriptive text by using scaffolding technique to the eighth grade students of SMP Negeri 3 Onan Gajang. In conducting this research, the writer used Classroom Action Research (CAR). This research showed that teaching writing through Scaffolding Technique to the eighth-grade students of SMP Negeri 3 Onan Gajang could improve their writing descriptive text. The result of this research showed that the students' responses after being taught by using Scaffolding Technique are very good. The result of the test showed that the students' mean score of pre-tests is 46,87 with 4,16% students got score >68, in formative test, the students' mean score is 63,04 with 41,66% students got score >68, and in post-test, the students' mean score is 81,75 with 70,83% got score >68. The research findings showed that using Scaffolding Technique could improve the students' writing descriptive text. It is advisable that English teachers could apply Scaffolding Technique in order to improve their students' writing.

### INTRODUCTION

Writing is a creative process and one of important skills in academic life. In learning English, there are four skills that should be mastered by learners; those are reading, listening, speaking, and writing. Among the skills above, writing is the poor language most important and difficult to study and mastered by students. By writing, students can share informations and ideas through written text with other students. Richards and Willy (2002) state that writing is the most difficult skill for second language learners to master. The difficulty is not only generating and organizing ideas, but also translating idea into readable text. It makes many students dislike writing activities in classroom. Writing is usually thought to be the most difficult skill to acquire and should only be thought by students have learned the other skill. Writing must be mastered by students in order to communicate the students' idea or thought in a writing for other learners.

Based on the observation of the writer in SMP Negeri 3 Onan Gajang carried out on 15th February 2024 and also the writer's communication with the English teacher Ms. Roslan Anagisa Marbun, the writer found some problems in English learning process especially in writing composition. First, the students felt difficult to organize their ideas because they are lack of ideas,

students at the school also did not understand about using and how to create a text based on the structures and the language features of the text, resulting in students did not know what to write. Secondly, the teacher was lack creativity to give various ways in teaching by applying an interest technique in the process of learning in the class. The reason why the students lack of ideas and creativity because the teacher just teaches monotonously and gives homework without explanation and examples. The students are only use the handbook they have and other supplementary materials. That's way students did not have any interest in study about writing. Not only using text book for teaching, teacher should have an interest technique for teaching.

In junior high school, there are some text types taught by teacher. Such as narrative text, recount text, procedure text and descriptive text. From the four types of text above, the researcher is interested in descriptive text.

There are many creative techniques that support and help students in writing skill. In this case, the writer chooses Scaffolding technique which is effective to be applied in this teaching learning process. The writer is interest in applying this scaffolding technique in order to see the effect in the students' skill writing. Linsday & Knight (2006) state that scaffolding is the teacher' support and learner's effort that guides students in the right direction until students get the knowledge and understand the material. The teacher can support students in writing by giving students the opportunity to build up their ideas and thoughts in creating their writing. Therefore, it is an effective technique to be implemented in the learning teaching process of writing skill. The previous related writer was conducted by Chumairotun Nisa (2019) entitled *The Effectiveness of Using Scaffolding Technique in Writing Descriptive Text*. The Findings of the research that application of Scaffolding technique can improve the students' writing skill. From the data's previous research, shown that between experimental class and control class there are 25 students. The condition of students before the implementation the scaffolding technique the mean controlled class got 70.6 in pre-test. But after the implementation of scaffolding technique, the controlled class got 71.6. Whereas, the mean experiment class pretest got 68.8 and posttest 80.2. It is mean, that the implementation of scaffolding technique made quite a good impact for the students. This indicates that scaffolding technique could give a positive effect in score to the students' skill in writing.

The second writer carried out by Novita Shinta (2022) entitled *The Effect of Scaffolding Technique in Teaching Writing of Recount Text at SMK Pembangunan Bukittinggi*. The research findings showed that the result of pre-test and post-test score of the experimental class  $t_0$  (-7,578) was higher than t table (1,717). The calculation of the post-test both classes: was experimental class and control class, it was obtained that the  $t_0$  (8,307) was higher than the t table with a degree of freedom (DF) = 22. It is proved that using scaffolding technique can help the students in improving their ability in writing recount text.

Based on the observation and the previous writers, the writer is interested in conducting research with entitle *The Effectiveness of Using Scaffolding Technique in Teaching Descriptive Text Writing to the Eighth Grade Students of SMP Negeri 3 Onan Ganjang*.

## **METHOD**

This research is Classroom Action Research (CAR). According to Mills (2006), Classroom Action Research (CAR) is any systemic inquiry conducted bt teacher, researcher, principals, school counselors, or other stakeholders in the teaching and learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the social environment and improving students' outcomes and the lives of those involved.

Besides that, Burns (1999), states that action research is the view to improve the quality of action within social situation, involving collaboration and cooperation of researchers, practitioners and laymen. It means to the ideas of reflective practice and the teacher as a researcher. In Classroom Action Research, a teacher becomes an investigator or explorer of her personal teaching context, while at the same time being one of the participants in it. It means that one of the main aims of action research is to identify problematic situations or issues the participants are faced with. And this study is focused on teaching and learning to make an improvement on students' achievement in writing in the classroom.

### **Participants / subject**

The participants of this study were eighth-grade students at SMP Negeri 3 Onan Ganjang. The population comprised all students in this grade, with the sample selected for participation in the action research. The specific number of students and their demographic details are described in the research context. Instruments

### **Instruments**

The instruments used in this study were:

#### **1. Tests**

- a) Pre-test: Administered before the intervention to measure the students' initial ability in writing descriptive texts.
- b) Formative test: Conducted after the first cycle of the intervention to evaluate the students' progress.
- c) Post-test: Administered after the second cycle to measure the improvement in students' writing performance.

#### **2. Observation Sheets**

Used to observe the teaching-learning process, focusing on students' participation, engagement, and response during the implementation of the Scaffolding Technique.

#### **3. Field Notes**

Field notes were taken to document classroom dynamics, challenges encountered during teaching, and reflections on the teaching process.

#### **4. Questionnaires**

Distributed to students to gather feedback on their experiences and perceptions of learning descriptive writing using the Scaffolding Technique.

### **Data analysis procedures**

In this research, there are two types of data analysis which were analysed to find out of the result writing descriptive text students by using Scaffolding Technique, they are quantitative and qualitative data.

#### **1. Quantitative Data**

The quantitative data was taken from the test result of students, they were pre-test, formative test after cycle one and post-test after do treatment in cycle two. The complete result of the students' score in every test could be seen from the table and the histogram of score interval and frequency.

#### **2. Qualitative Data**

Qualitative data was collected from observation sheets, field notes, and students' responses in the questionnaires. This data was analyzed thematically to identify trends, patterns, and insights regarding the effectiveness of the Scaffolding Technique in improving writing skills and classroom engagement.

**FINDINGS**

In this research, there are two types of data analysis which were analysed to find out of the result writing descriptive text students by using Scaffolding Technique, they are quantitative and qualitative data.

## 1. Quantitative Data

The quantitative data was taken from the test result of students, they were pre-test, formative test after cycle one and post-test after do treatment in cycle two.

**Table: 1 Pre-Test Score Interval**

Score interval	Frequency	Percentage %
27-34	4	16,66%
35-42	6	25%
43-50	8	33,33%
51-58	1	4,16%
59-66	2	8,33%
67-74	3	12,5%
<b>Total</b>	<b>24</b>	<b>100%</b>

Scoring interval is found by applying by this formula:

$$(P) = \frac{R}{K} + \frac{Xn - X1}{1 + 3.3 \log n}$$

R = The division of distance

Xn = The highest score

X1 = The lowest score

K = The sum of the whole data

n = The number of data

$$\text{Thus } P = \frac{R}{K} = \frac{Xn - x1}{1 + 3,3 \log n} = \frac{72 - 27}{1 + 3,3 \log 24} = \frac{45}{5,55} = 8,1 = 8$$

**Table: 2 Formative Test Score Interval**

Score Interval	Frequency	Percentage %
40-47	4	16,66%
48-55	3	12,5%
56-63	5	20,83%
64-71	4	16,66%
72-79	6	25%
80-87	2	8,33%
<b>Total</b>	<b>24</b>	<b>100%</b>

Scoring interval is found by applying by this formula:

$$(P) = \frac{R}{K} + \frac{Xn - X1}{1 + 3.3 \log n}$$

R = The division of distance

Xn = The highest score

X1 = The lowest score

K = The sum of the whole data

n = The number of data

$$\text{Thus } P = \frac{R}{K} = \frac{Xn-x1}{1+3,3 \log n} = \frac{85-40}{1+3,3 \log 24} = \frac{45}{5,55} = 8,1 = 8$$

**Table: 3 Post-Test Score Interval**

Score Interval	Frequency	Percentage %
59-65	4	16,66%
66-72	4	16,66%
73-79	1	4,16%
80-86	4	16,66%
87-93	6	25%
94-100	5	20,83%
<b>Total</b>	<b>24</b>	<b>100%</b>

Scoring interval is found by applying by this formula:

$$(P) = \frac{R}{K} + \frac{Xn - X1}{1 + 3.3 \log n}$$

R = The division of distance

Xn = The highest score

X1 = The lowest score

K = The sum of the whole data

n = The number of data

$$\text{thus } P = \frac{R}{K} = \frac{Xn-x1}{1+3,3 \log n} = \frac{97-60}{1+3,3 \log 24} = \frac{37}{5,55} = 6,6 = 7$$

To find out the students' mean score in each test, the writer applied the following formula:

$$x = \frac{\sum x}{N}$$

From the formula above, the result of the students, mean score could be seen as follows:

In pre-test, the the total score of the students is  $\frac{1125}{24} = 46,87$

In fromative test, the the total score of the students is  $\frac{1513}{24} = 63,04$

In post-test, the the total score of the students is  $\frac{1962}{24} = 81,75$

From the result of the table and chart of pre-test, formative test and post-test, the writer presented the conclusions of quantitative data as follows:

**Table: 4 Quantitive Data**

Component	Pre-test	Formative Test	Post-test
<b>Mean</b>	46,87	63,04	81,75
<b>Median</b>	46	63,5	85
<b>Mode</b>	50	75	85

To find out the percentage of the students' improvement score from pre-test, formative test and post-test, the writer applied the following formula:

$$P = \frac{y1 - y}{y} \times 100\%$$

Which:

P = Percentage number of the students,

y1= the number of those who get the highest mean,

y = the number of those who get the lowest mean.

So, this is students' improvement score from pre-test to formative test:

$$P = \frac{63,04 - 46,87}{46,87} \times 100\%$$

$$P = \frac{16,17}{46,87} \times 100\%$$

$$P = 34,49\%$$

And students' improvement score pre-test to post-test:

$$P = \frac{81,75 - 46,87}{46,87} \times 100\%$$

$$P = \frac{34,88}{46,87} \times 100\%$$

$$P = 74,41\%$$

From the result of the students' score, it is concluded that the students mean score increased. It could be seen from the mean score in pre-test, formative test and also the post-test. In pre-test, the students' mean score is 46,87 while in the students' mean score in formative test is 63,04, and in the post-test is 81,75. Then, could be seen that the mode and median of the students' score in post-test are higher than pre-test formative test. It meant, it can be councluded that there was development of the students' writing descriptive text through applying Scaffolding technique. The percentage of the students' achievement in writing test was presented in a table as follow:

**Table: 5 Percentage of students' achievement who got score > 68**

Test	students who got score >	Percentage
Pre-test	1	4,16%
Formative Test	10	41,66%
Post-test	17	70,83%

To find out the percentage of the students who passed the Minimum Completeness Criteria in the test, the writer applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

From the formula above, the result of the students' percentage score could be seen as follows:

1. In the pre-test, the total number of the students who pass the Minimum Completeness Criteria was:

$$P = \frac{1}{24} \times 100\%$$

$$P = 4,16\%$$

2. In the formative test, the total number who pass the Minimum Completeness Criteria was:

$$P = \frac{10}{24} \times 100\%$$

$$P = 41,66\%$$

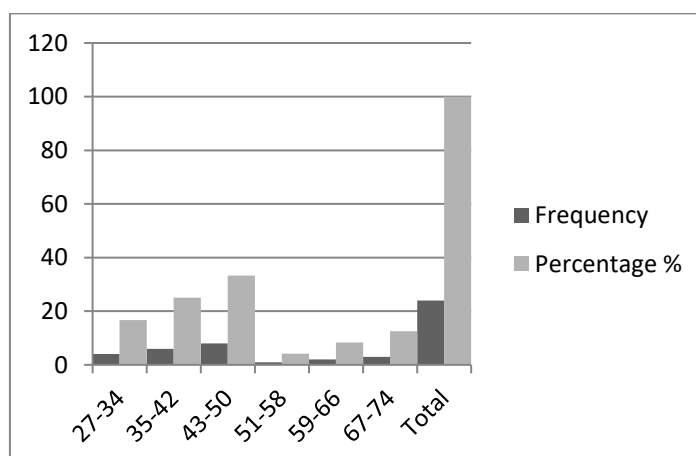
3. In the post-test, the total number who pass the Minimum Completeness Criteria was:

$$P = \frac{17}{24} \times 100\%$$

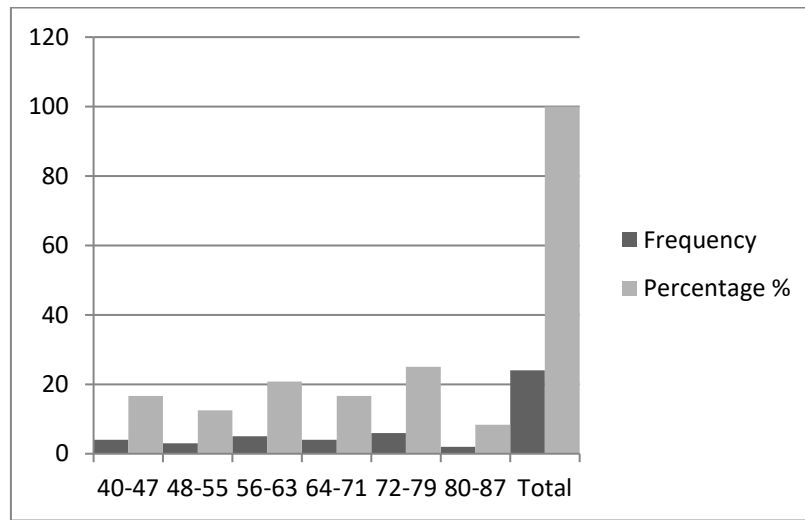
$$P = 70,83\%$$

## 2. Qualitative Data

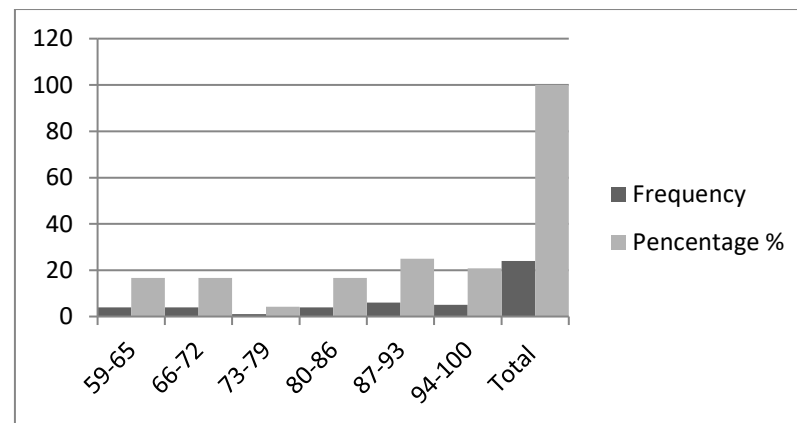
The qualitative data were taken from field notes, observation sheet, questionnaires and discussion.



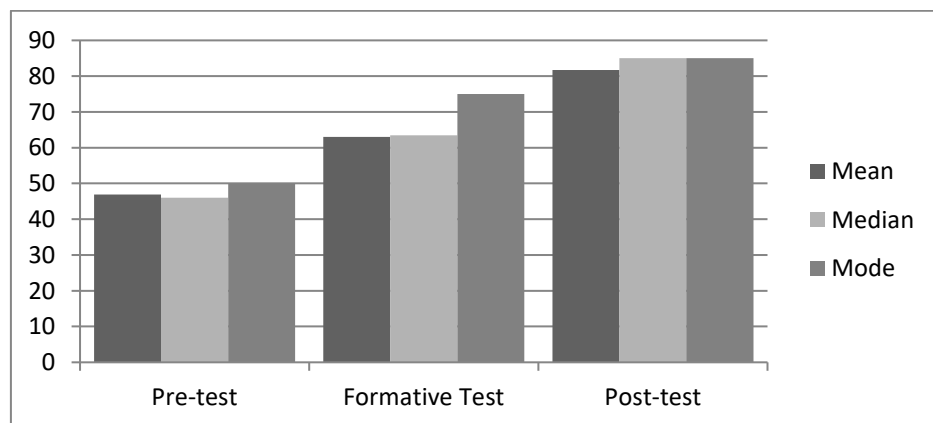
**Chart 1 The Histogram of Pre-test**



**Chart 2. The Histogram of Formative test**



**Chart 3. The Histogram of Post-test**



**Chart 4. The Histogram of Quantitive Data**

## DISCUSSION

Scaffolding technique was used by writer in teaching students' writing descriptive text to the Eighth Grade VIII-A of SMP Negeri 3 Onan Ganjang. As the collaborator, the English teacher and

the writer collaboratively discussed the result of the study. They concluded that the use Scaffolding Technique could be effective way to teach and help students in their writing. It was shown in table and histogram 4.4. In which mean score of each test improved. The mean score of pre-tests is 46,87%, formative test is 63,04%, and post-test is 81,75%. Those scores shown that the post-test was better than pre-test. Besides that, the improvement could be seen from observation sheet, field notes and questionnaires. The observation sheet showed that the teaching and learning process by using Scaffolding Technique was carried out well. It could be seen from students' interactions and responses in the classroom. And based on all questionnaires that students' response was very good for using Scaffolding Technique which used in writing descriptive text because from the item's response was very positive. Most of the students were more active and enthusiastic during learning process start from cycle I and II when the technique was applied

In conclusion, Using Scaffolding Technique was effective and suitable technique in teaching descriptive text writing because this technique gives students a chance to more active, work in do their practice and work independently. As the result, the students' writing score test improved from pre-test and post-test after being taught by using Scaffolding Technique and also all the response, interaction and condition students in teaching and learning process.

## CONCLUSION

In this chapter the writer would make some conclusions and give some suggestions of the research based on the analysing the data and discussion the result. The writer is going to present conclusions and suggestions. They are drawn as follows:

- 1) The application of Scaffolding Technique can be effective and able to improve students' writing descriptive text. It was found out that the students' achievement of writing descriptive text improved from pre-test to post-test after scaffolding technique applied. The increase of the students' total mean score mean in pre-test is, formative test is, and post-test is. Meanwhile, the students' score percentage who was passed Minimum Completeness Criteria from pre-test is, formative test is, and post-test is, the students score percentage continuously increased in each test. Therefore, it is concluded that the application of Scaffolding technique can improve the students' writing descriptive text successfully.
- 2) The students' responses after being taught by Scaffolding Technique are very good. The questionnaires show that the students strongly agree that scaffolding technique is interesting and suitable to improve their writing.

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