

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the searcher wants to explain how to find observations to answer survey questions. The first results came from Observation check list results and field notes records. The 2nd student questionnaires obtained from the students' perceptions. The results of the second survey were obtained from the questionnaire. The results of the questionnaire were used to explain the student's perceptions.

4.1 Findings

In this part, the researcher described the implementation as well as the students' perspective in learning writing descriptive text by using Scaffolding Technique approach on the morning class of forth semester students of the 2020 academic year at STKIP PGRI Sidoarjo, one separate meeting that were held on 22nd of June 2022. The observation made by the researchers involved around 18 students and one researcher, who was in charge of Teaching Writing course. Following the observation, researcher will conduct a direct assessment to discover students' perspective on the use of writer-response approach.

The first stage of this research, observation, focused on all activities performed by both lecturers and students during the education and learning process, which lasts until the end of the entire lesson. The second stage, the lecturer distributed the questionnaires prepared to the 18 students for filling it according to their perceptions.

4.1.1. Finding for the implementation of the implementation of Teaching Writing Descriptive Text using Scaffolding Technic to university student of English Department 2020 A class at STKIP PGRI, Sidoarjo.

To solve the first problem mentioned in Chapter one, the lecturer explained how to write descriptive text using scaffolding technique which is applied in class scenario to write descriptive text in English. In this phase the researchers made direct observations of STKIP PGRI Sidoarjo students in the morning class on June 22, 2022. Observations were carried out in one day at the meeting. The researcher observed the teaching and learning process of writing explanatory text using scaffolding technique. In the scaffolding technique, the researcher used the method of scaffolding theory to explain the definition of descriptive text when learning how to write descriptive text. Researchers obtained the results of observations and evaluations of class 2020-A students by explaining to class 2020-A students about the learning process that lecturers and students went through as follows.:

Pre-Teaching Activities

Pre-lessons took place at the beginning of each lesson activity. Teachers, usually in the form of teacher greetings, acknowledge student attendance, enthusiasm and motivation to increase student participation in all classroom activities, and send an overview or general description of a particular lesson may give instructions. The learning method or approach used for learning.

1. The researcher then explained the meaning of descriptive text and gave some examples of other descriptive text descriptions, students then saw some descriptive texts that they knew and also the functions of descriptive texts. Descriptive function is a text that describes a word picture and can be clarified by how something can look, smell, and so on. That is, if the students want to describe something very well, they must make a description of it clearly. Oshima and Ann Hogue (2007:60), In addition to the social function and generic structure, descriptive text also has language features that support the formation of descriptive text. Gerot and Wignel

1995:208 stated that the language features that are usually found in descriptive texts are;

- a. Focus on a specific participant.
- b. The use of simple present tense.
- c. The use of attributive and identifying processes.
- d. The use of frequent epithets and classifiers in nominal group, like attractive and beautiful.

Whilst Teaching Activities

The part when the lecture began to explain the descriptive text using the scaffolding technique. Students then paid close attention to the explanation from the lecturer.



Figure 4.1. Definition Teaching Writing Descriptive Text Using Scaffolding Technique.

From the picture above, the lecturer explained that the teaching of descriptive text writing used the scaffolding method. That was writing descriptive text using scaffolding technique with the help of image objects (with the knowledge, attitudes, emotions, and expressions of the author). So that the students enjoyed more in understanding the writing of descriptive text. The goal was to write to imagine what the university students saw, then easily described it.

The advantages of lecturers from the characteristics of scaffolding techniques, they interpreted descriptive texts in various ways, inviting students to be creative in describing an object they see.

The advantages of Scaffolding Technique

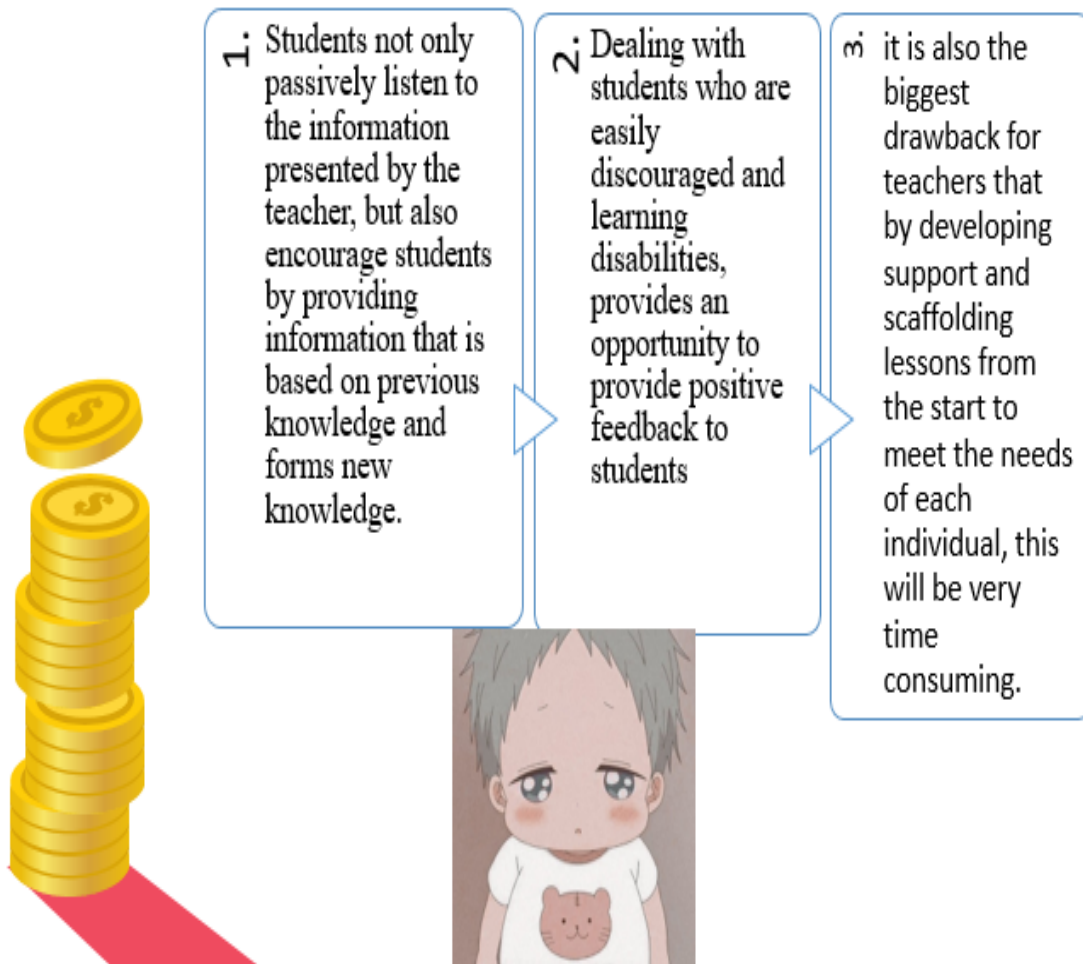


Figure 4.2. Advantages of Scaffolding Technique

Next, the lecture asked the students to write a descriptive text using a predetermined observation checklist. And there is the existence of the use of scaffolding methods. This includes:

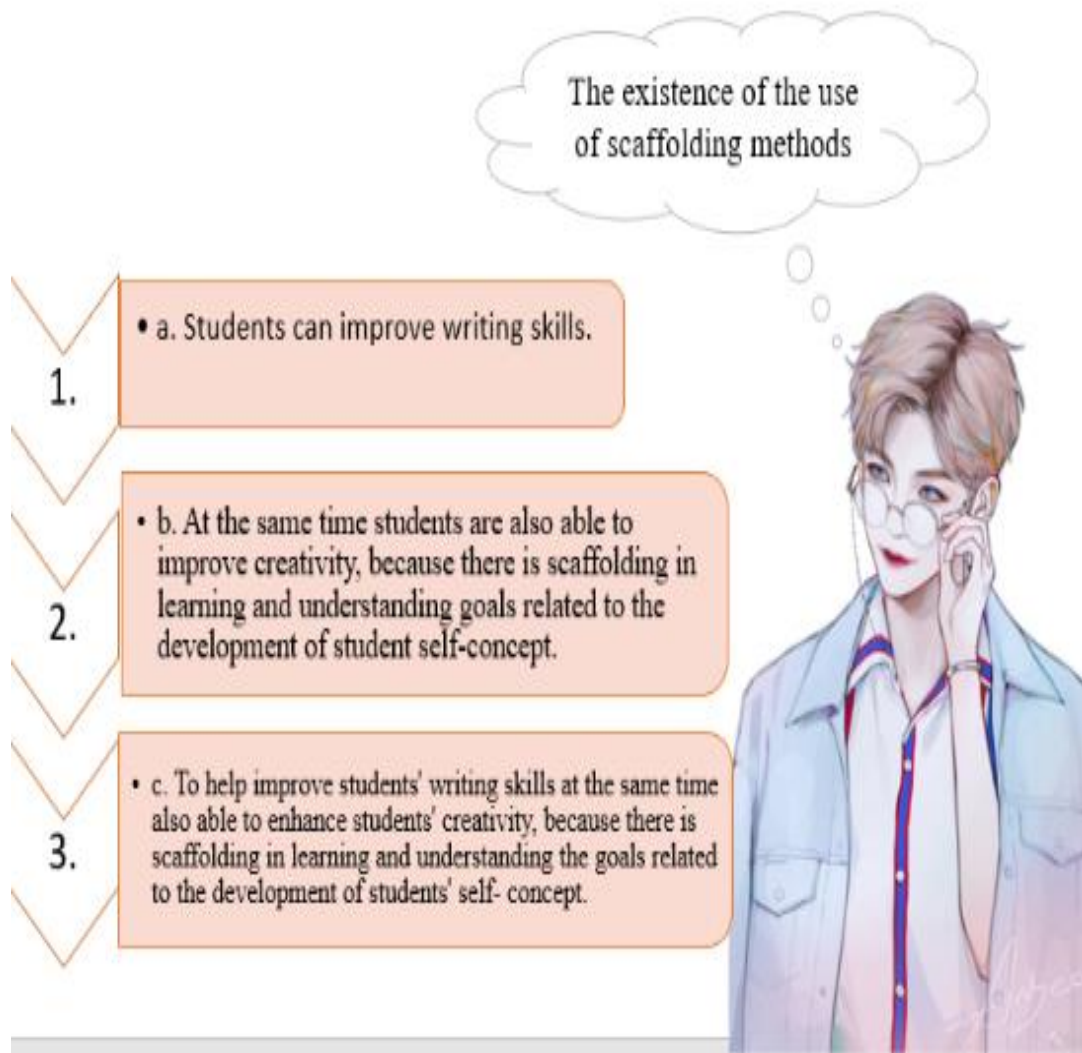


Table 4.3. The existence of the use of scaffolding methods

The existence of the use scaffolding method

- a. Students can improve writing skills.
- b. At the same time students are also able to improve creativity, because there is scaffolding in learning and understanding goals related to the development of student self-concept
- c. To help improve students' writing skills at the same time also able to enhance students' creativity, because there is scaffolding in learning and understanding the goals related to the development of students' self- concept.
- d. After the lecture finished explaining, the lecture asked the university students paid attention to the examples of descriptive texts then filled in the examples of descriptive texts that had been provided by the lecture and then filled out the observation checklist. link the words into a clear descriptive text.



Figure 4.5 Example of Descriptive Text

Next, university students were asked to analyze the things that had been explained by the teacher at the stage of describing. After the students were asked to

Exercise



Butterfly



Identification :
Butterflies are.....

Description

Butterfly wings are...
 Butterfly body is.....
 Butterfly has antennae.
 Butterflies use their antenna to...
 The shapes of their antennae are.....
 Butterfly usually eat.....




Figure 4.5 Example of Descriptive Text Question by using Scaffolding Technique

write by continuing word by word on the example of descriptive text with a picture of a butterfly provided by the lecture. Students were asked to make a continuation word by word based on the examples at the stage of describing.

Third, students are asked to interpret the descriptive text that has been written. Then students are asked to paraphrase the written descriptive text that has been displayed.

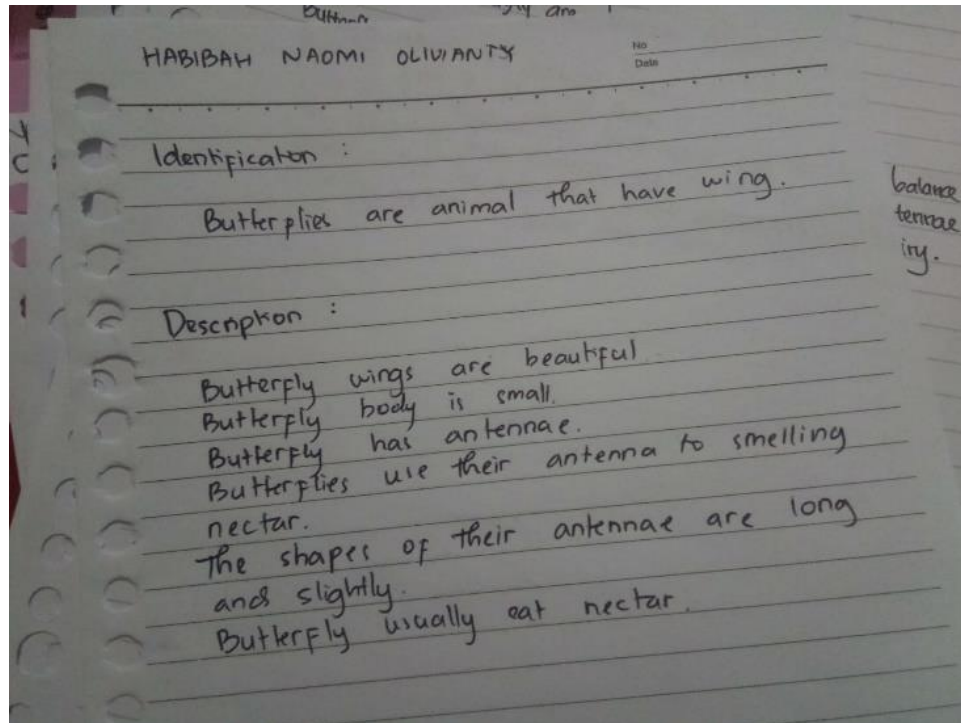


Figure 4.5 5 Descriptive text using Scaffolding Technique

3rd Judging After the assigning was clear, students produced single draft.

Post-Teaching Activities

Prior to the main teaching phase, the lecturer then gave some further feedback to the students on how to make full use of the scaffolding technique approach in most of the descriptive texts. The feedback could be described as follows:

1. Students needed to be aware of the difference between describing directly and using scaffolding techniques, because scaffolding techniques were very dependent on students' critical thinking in understanding descriptive texts.
2. Read a lot and made observations, so that each learner had adequate background knowledge that was useful for further analysis in each making a sentence to be used as a descriptive text.
3. Students should enrich their vocabulary, knowing that most of the learners were not native English speakers, the lack of proper vocabulary could hinder one's understanding of the text-making material to be described.
4. In a technical perspective, students needed to focus on the object they are going to describe. Whether it's pictures of animals, objects and humans, then students could compare the generic structure of descriptive text in order to produce clear descriptive text.
5. Students needed to be a little more creative, because the key point of the scaffolding technique was to check and make the next word that matched the next conjunction so that the sentence was clear and in accordance with the picture to be described.

Following the completion of all direct observation sessions, the researcher created a detailed checklist to track the overall learning progress, which could be seen in the table below:

Table 4.1. Learning Activities Done by the lecturer

Learning	Lecturer description	Time	Yes	No
Preliminary activities	1) The lecturer greets to student (<i>greeting</i>); Lecturer checks student attendance; Lecturer prepares students psychologically and physically to participate in the learning process; The lecturer gives appreciation The lecturer explains the learning objectives to be achieved; The lecturer conveys an outline of the activities	3 Minutes	✓ ✓ ✓	✓ ✓

	that will be carried out by students.		✓	
Main Activities	<p>Observe</p> <p>The lecturer shows the pictures of butterflies The lecturer asks students to record what the lecturer explains and what lecture describe about descriptive text of butterfly image that they see in the slide of PPT.</p> <p>The lecturer explains about scaffolding technique, that are:</p> <p>Scaffolding <i>is a learning method by providing structured learning support. That is generic structure of writing descriptive about butterfly;</i></p> <p>1st. Describe Identification, <i>Butterflies belong to the order Lepidoptera or scale-winged insects. Butterflies are usually active during the day. Butterflies are very beautiful and have charming colors.</i></p> <p>2nd Describe description about the specific of butterfly.</p> <ul style="list-style-type: none"> • <i>The color of the body and wings of a colorful butterfly that serves to trick the enemy.</i> • <i>Has a pair (two wings) that are flexible which serves to facilitate the butterfly while flying.</i> • <i>Used their antennas to sense the air for-wind.</i> • <i>The body consists of.....</i> <p><u>The lecturer asks the students to continue to describe about Butterfly.</u></p> <ul style="list-style-type: none"> • <i>.....examples.....</i> • <i>the head, chest, and abdomen (abdomen). It has 3 pairs of legs on the chest. The wings are 2 pairs and are beautifully colored. Sucking mouth type with a proboscis that functions as a nectar sucker.</i> • <i>Pollinate flowers. ...</i> • <i>Maintaining the sustainability of the ecosystem. ...</i> • <i>Help scientists monitor climate change. ...</i> • <i>Provide antibiotics. ...</i> • <i>Helps get rid of nuisance insects. ...</i> 		✓	
			√	
			√	
			√	

	<ul style="list-style-type: none"> • <i>Clean the environment from waste.</i> 			
	<p>The lecturer gives time to students asking some questions Students with direction from the teacher ask questions about things related to the "descriptive text".</p>		✓	
	<p>Try/ Collecting Data or Information with Scaffolding Technique,</p> <p>The Lecturer: Stimulate student development Ask students to do an assignment on descriptive text about butterfly text.</p> <p>Stimulate students' creativity to name parts of the characteristics of a butterfly: - Their wings are beautiful - They can fly high or low - Butterfly wings are colorful Improve and repair the teaching process.</p> <p>Ask students to name adjectives that are commonly used to describe the characteristics of butterflies in the description section</p> <p>Helping the development of students' self-concept, by giving attention and guidance to students.</p> <p>Students are observed, supported, when writing sentences based on adjectives and nouns that have been made.</p> <p>Stimulating student reflection, to help and align</p>		✓ ✓ ✓ ✓ ✓ ✓	

	<p>learning objectives to form descriptive text.</p> <p>Students continue the sentence with a dotted pattern in the form of a descriptive text about butterflies.</p>	✓	✓
Post teaching Closing Activities	<p>Students and teachers conclude about the learning activities they have done.</p> <p>The teacher explains the planned learning activities that will come.</p> <p>Students and teachers say the closing greeting.</p>	✓	✓

4.1.2. Findings from Students' Perceptions in Learning to Write Descriptive English Texts through the Use of Scaffolding Techniques for STKIP PGRI Sidoarjo Students.

In accordance with the formulation of the second problem, the researcher conducted a direct inquiry with the aim of finding students' perspectives related to the use of scaffolding techniques in learning to write descriptive English texts. Because the focus of the second objective was students, the researcher took 18 students to join as participants in the questionnaire. Direct assessment was formulated against the results of student worksheets that were collected collectively. From there, the researcher developed a set of closed-ended questions, in which participants could continue their sentences with respect to the basic continuation of the word that had been given. The results of the questionnaire will be processed by researchers in order to create cohesiveness.

The researcher chose a YES-NO (closed-ended) questionnaire to reduce ambiguity, which is common in surveys with scales. As a result, the questionnaire provided more simplified options. Later, a percentage is averaged to depict the questionnaire results, which can be done using the following formula:

$$\% = \frac{n}{N} \times 100\%$$

(Harinaldi, 2005)

'N' in above equation signifies the total number of all respondents, whereas 'n' represents the number of an answer selected in the questionnaire.

As for the question, there are around 12 in total, which can be displayed in the following table:

Table 4.2. Questionnaires done by Students

No.	Question	Yes	No	YES %	NO %
1	<i>Apakah kamu menyukai kegiatan menulis dalam Bahasa Inggris.</i> Do you like English writing activities?	18	0	100 %	0
2	<i>Apakah kamu tidak mendapat kesulitan dalam menulis</i> Don't you have difficulty in writing?	17	1	95 %	5
3	<i>Apakah kamu tidak perlu memperbaiki Teknik penulisan?</i> Don't you need to improve your writing skills?	17	1	95 %	5
4	<i>Apakah kamu faham tentang menulis teks deskriptif?</i> Can you understand the writing Descriptive text?	18	0	100 %	0

5	<p><i>Bisakah kamu memahami struktur Generik Teks Deskriptif?</i></p> <p>Can you understand Generic structure of Descriptive Text?</p>	18	0	100 %	0
6	<p>Apa kamu suka menulis Descriptive text dengan tehnik scaffolding?</p> <p>Do you like writing descriptive text using scaffolding technique?</p>	18	0	100 %	0
7	<p><i>Apakah kamu merasa lebih faham dengan adanya teknik scaffolding dalam pembelaran menulis teks descriptive?</i></p> <p>Do you more understand on writing descriptive text by using Scaffolding Technique?</p>	18	0	100 %	0
8	<p><i>Apakah teknik penulisan mu sudah membaik setelah guru menerangkan tentang deskriptif teks sambil memandu murid - murid yang lain yang belum faham dengan menggunakan scaffolding tehnik?</i></p> <p>Has your writing technique improved after the teacher explained about the descriptive text while guiding other students who did not understand using the scaffolding technique?</p>	18	0	100 %	0
9	<p><i>Apakah Anda merasa senang menulis teks deskriptif menggunakan teknik scaffolding?</i></p> <p>Do you feel like writing descriptive text using scaffolding technique?</p>	18	0	100 %	0
10	<p><i>Apakah kamu faham generic structure teks deskriptif dengan menggunakan teknik perancah?</i></p> <p>Do you understand the generic structure of descriptive text by the help of scaffolding technique?</p>	18	0	100 %	0
11	<p><i>Apakah Anda merasakan manfaat teknik scaffolding dalam</i></p>	18	0	100 %	0

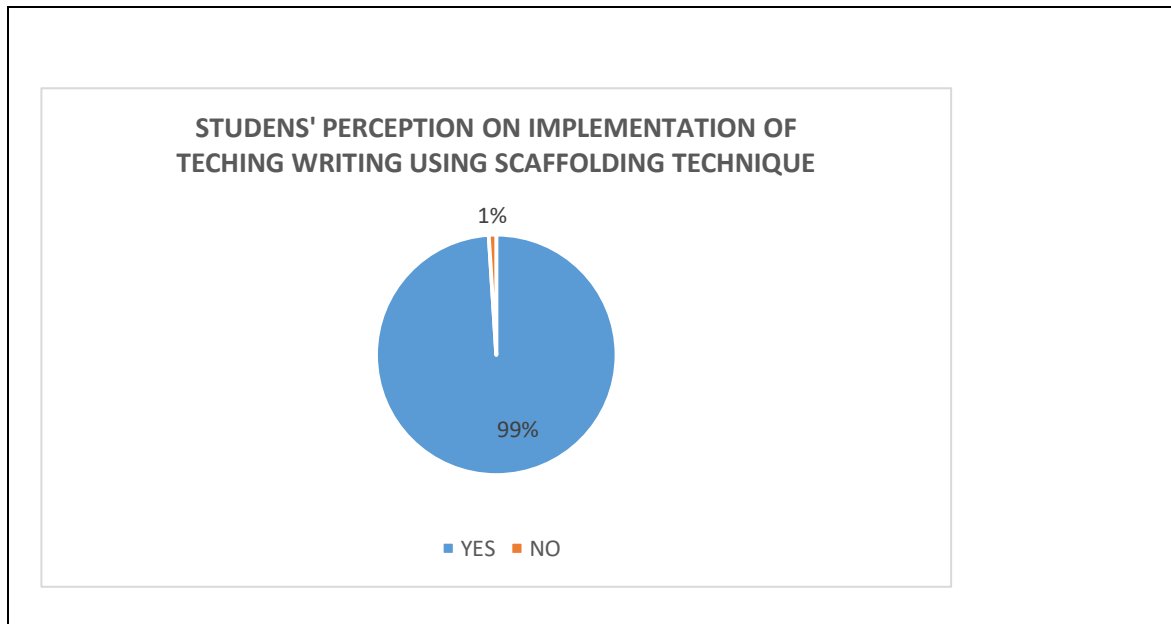
	<p><i>meningkatkan keterampilan menulis Anda?</i></p> <p>Do you feel the benefit of scaffolding technique on improving your writing skill?</p>				
12	<p><i>Apakah menggunakan scaffolding dalam menulis deskriptif teks mudah difahami?</i></p> <p>Is the use of scaffolding in writing descriptive text easy to understand?</p>	18	0	100 %	0
%	Mean	17,85	0,17	99%	1%

1. The first statement is about whether students like writing activities in English. The 18 respondents, 100% answered "yes", while the remaining 0% answered "no". This shows that the approach provides a better way for students to understand the description of the text that has been explained.
2. The second statement is “don’t you have difficulty in writing descriptive text through scaffolding technique?” The 17 respondents, 95% of them answered "yes", 5% of students answered “no” This means that this approach allows students to have no difficulty in writing descriptive texts.
3. The third statement is about whether students don’t need to improve writing techniques in writing descriptive texts.-The 17 respondents or 95% of them answered "yes", 5% of students answered “no” This signifies the prior knowledge that students have regarding the material given and how they can improve their writing technique properly.

4. The fourth statement is about “Can you understand about writing descriptive text? The 18 respondents or 100% of them answered "yes". This shows that the approach provides a trigger to increase their interest in describing something.
5. The fifth question is about Can you understand the structure of Generic Descriptive Text. The 18 respondents, 18 or 100% answered "yes". This means that the technique offers an organized method of explaining the structure of descriptive texts for them to study descriptive texts.
6. The sixth question is about Do you like writing descriptive text with scaffolding technique. The 18 respondents, 18 or 100% answered "yes". This signifies an approach that helps students in measuring their writing ability.
7. The seventh statement refers to students' increased understanding of the scaffolding technique when learning to write descriptive text. The 18 respondents, 18 or 100 % said "yes." This demonstrates that the approach allows student reasoning to play a role in the learning process in addition to understanding.
8. The eighth statement is about *Has your writing technique improved after the teacher explained about the descriptive text while guiding other students who did not understand using the scaffolding technique?* The 18 respondents, 18 or 100% of them answered "yes". This means that this approach allows the improvement of students' abilities in learning to write descriptive texts.
9. The ninth statement is about whether students feel happy writing descriptive texts guided by the teacher. The 18 respondents, 18 or 100% of them answered "yes". This indicates that the approach helps in maintaining their involvement in writing learning.

10. The tenth statement about *Do you understand the generic structure of descriptive text by the help of scaffolding technique?* The 18 respondents, 18 or 100% of them answered "yes". This shows that this approach contributes to the performance of students' understanding in studying the structure of descriptive texts by using scaffolding technique.
11. The eleventh statement about *Do you feel the benefit of scaffolding technique on improving your writing skill?* All 18 respondents, or 100 percent, said "yes." This means that all students understand the significance of mastering writing skills using scaffolding technique.
12. The twelfth statement about *Is the use of scaffolding in writing descriptive text easy to understand?* Yes" was answered by all 18 respondents. This suggests that the approach can boost students' self-esteem and improve their overall learning experience. It denotes the approach that helps them understand the objectives of a specific learning scenario.

Overall, researchers can visualize the above data in the following percentage Graph:



1.1. Discussion

This section contains a discussion of all of the study's findings. That is direct observation, followed by the final activity, which is a questionnaire evaluation. Direct observation provided the researcher with in-depth ideas about how the learning process was carried out by the researcher. As stated in the observation checklist and table, all teaching activities are divided into three parts that are pre teaching, while teaching and post teaching. The first is the pre-teaching section, which combines three focuses: opening, preparation, and learning activity initiation. The second is the teaching portion. Post teaching is Closing Activities, The students and teachers conclude about the learning activities they have done. The teacher explains the planned learning activities. Students and teachers say the closing greeting.

The lecture observed students' efforts to incorporate scaffolding techniques into learning activities while teaching, which revealed significant opportunities throughout the learning experience. Initially, the lecture provided students with reading material in the form of descriptive

text about my room. This allows the lecture to involve them in understanding the generic structure of the descriptive text on the reading, which is authentic material. Second, students are asked to comprehend and explain all of the text's elements using a generic descriptive text structure. In the third step, students are tasked with connecting the dots on the descriptive text questions provided by the lecture.

The second stage is a questionnaire-based survey. This stage is carried out following the first. Questionnaires were distributed directly to the observation class's 18 students. Questionnaires were distributed to students to ascertain their attitudes toward the use of scaffolding techniques. Once distributed, their responses will provide researchers with solid data, further validating the approach's effects. In percentage terms, the total number of student responses showed positive feedback for the scaffolding technique implementation, up to 98 percent, with only 2 percent voting dissatisfaction or negative feedback for the scaffolding technique implementation.

Other researchers also showed the same results in terms of applying the scaffolding technique approach in the writing class. Qualitative research conducted by Veeramuthu, A., Veerappan, L., Suan, W.A., & Sulaiman, T. (2011), entitled "Effect scaffolding technique in journal writing among second language learners.", shows that the use of a technical approach scaffolding facilitates the use of critical thinking students in filling in empty sentences by continuing to make new vocabulary texts given. It also provides space for students to express their personal thoughts into the text, which in turn validates the capacity for literary exploration made possible by the scaffolding technique approach.