

The Implementation of Teaching Writing Descriptive Text using Scaffolding Technique to the fourth semester under graduate students at STKIP PGRI Sidoarjo

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Abstract

This study aimed to describe the Implementation of Teaching Writing Descriptive Text using Scaffolding Technique to the fourth semester of under graduate students at STKIP PGRI Sidoarjo. The qualitative-quantitative mix methods design was used in this study. The subject of this study were 18 students of class 2020-A, STKIP PGRI Sidoarjo. The instrument used were observation checklist, observation field note, and YES – NO questionnaire. The Observation checklist and observation field note were used to collect of teaching process. While the questionnaire was used to collect students, perceptions. The Findings the implementation of teaching writing using scaffolding were The lecturer asked students to record what the lecturer explained and what the lecturer showed the pictures of butterflies, The lecturer described about descriptive text of butterfly image that they saw on the slide of PPT., then the lecturer explained about scaffolding technique about butterfly; 1st. Describe Identification, 2nd Describe description about the specific of butterfly. The lecturer asked the students to continue to describe about Butterfly. The lecturer gives time to students asking some questions. The lecturer stimulates student's development. The Second finding students' perception were 98 % of YES answers, and 2 % of NO answers of perception. It means 98% students like and understand, 2% did not like on the implementation teaching writing using scaffolding technique.

Keywords: Teaching writing, Descriptive Text, Scaffolding Techniques

INTRODUCTION

Writing is one of the most difficult skills for second language learners to learn, whether it is how to write concepts, the essence of writing concepts, or an unpleasant school experience learning writing. Richards and Richard & Willy both claim (2002:303). "It is a human communication medium that involves the representation of a language through written symbols." With this viewpoint,

teachers began to teach students how to write proper English in order for them to be able to write English well. Students already understand and can use English in everyday situations, such as reading newspapers, writing articles, instructions, and directions. "The writing system is not the language of man, but a means of translating a language into different spatial and temporal forms that others can reconstruct." According to this viewpoint, a student must truly understand how to write as taught by a teacher in order to comprehend the intended context." (Christina, H. 1996; Ong, W. 1982). According to the character, the role of the teacher is to teach students how to write correct sentences so that the reader can easily understand the meaning of the written sentences.

Teachers began teaching students how to write correct English so that the students could know how to write well in English. This research is necessary because students find it difficult to write descriptive text based on the data they explain. This research is necessary because, according to the data submitted by students, they find writing difficult. Writing is essential to be taught in this situation.

Writing descriptive text is one of the more difficult functional texts for students to learn. It takes a long time to write. As a result, the teacher is forced to solve this problem. They must devise a strategy to encourage their students to write. The teacher must assign assignments that help students understand their purpose for writing and what they are writing. (Sulistyaningsih,2018). It is divided into two parts: introduction and explanation. The introduction is part of the paragraph in which the character is introduced, and the description is part of the paragraph in which the character is described. When writing descriptive text, students can use the present tense and adjective phrases.

Descriptive text that describes something, people, places, or things is known as descriptive text. Jean and Michael (1976:149). According to Keraf (2000), "in descriptive writing, the author transfers the author's image, the feelings experienced by the author to the reader." He attempts to convey the image, feelings,

and experiences to the reader so that they can imagine or feel as if they are also a part of it. According to this viewpoint, students strive to be able to imagine an image they see and pour their mindset into a text. Students, on the other hand, create clear descriptions that allow the reader to visualize the object being described.

According to Gerot and Wignell (1994: 208), "Descriptive text is the type of text used when people want to tell how something looks, smells, feels, acts, tastes, sounds etc." You can use descriptive text to explain to someone what something looks like, smells like, feels like, sees, tastes like, or hears like. It essentially gives detailed information about the characteristics of people, places, and things. This is the conclusion that can be drawn from this viewpoint. Students must be able to explain what they see in the image and then incorporate the main idea into a reading. Detailed information is used to assist the reader in forming an image of the mind.

Scaffolding is a learning method that connects with the real world to attain goals using simple words, images are viewed by the teacher, cooperative learning, and teacher preparation for previous learning. According to Veeramuthu c.s. (2011), "There are two levels of scaffolding: soft and hard. An example of soft scaffolding in a classroom is when a teacher circulates a room and talks to his students." The meaning is teacher and student. Have face-to-face interactions.

Based on the preceding research, researchers wish to discuss the Teaching Descriptive Text with Scaffolding technique with fourth semester students in class 2020 A. Motivation and reinforcement are used to start the learning process, which is then followed by theories about writing and the ability to write. "This scaffolding technique is expected to assist students' interest to write descriptive texts" (Simon and Klein, 2007). This method allows the student more control over the learning process. Scaffolding is a theory-based method of learning.

RESEARCH METHOD

Research design

A research design was a detailed set of research procedures used to gather information and data from a study. The purpose of research design was to strengthen evidence derived from data collected through a research method. The descriptive qualitative method was used in this study's design to achieve the study's objectives. (Sulistyaningsih, 2022) This process was carried out to explain a phenomenon by obtaining accurate information by collecting accurate data, demonstrating the significance of the details of the data being studied, which included description and analysis without manipulating teaching and learning activities in the writing process. According to Creswell (2014), qualitative research was an approach to understanding and describing the meaning of individual or group perspectives on a social or human problem. The research process began with the selection of problems that were thought to be important in university English learning and were of interest to researchers.

Subject

This study focused on the teacher, students, and location. Sidoarjo, the English writing teacher at STKIP PGRI, was the teacher in this study. While the university students were semester 4 batch 2020 A students at STKIP PGRI, Sidoarjo institution, and the location was STKIP PGRI Sidoarjo Jl. Raya Kemiri, Kemiri, Kecamatan Sidoarjo, Kabupaten Sidoarjo, Jawa Timur. The following research objectives were included in this study: (1) the implementation of Teaching Writing Descriptive Text Using Scaffolding Technique. (2) The students' perspectives on Scaffolding Technique for Teaching Writing Descriptive Text.

Research Instruments

The research instruments used Observation Checklist and Field Notes and Test also used Questionnaires.

Data Analysis Techniques

In this qualitative study. In order to answer the problem statements, data analysis techniques were used. The researcher performed three steps to analyze the data. Namely data reduction, data presentation, and drawing conclusions or verification (Dwi, 2019). Data collection in the Observation check lists and, on the field-note were compiled. The un-important data reduced and the data compiled were displayed or presented, and were drawn conclusion. Data collection from questionnaires were calculated, and were presented, then were drawn conclusion, at last were made a chart.

FINDING AND DISCUSSION

This section presented and discussed research findings questions regarding how to find observations to answer survey questions. The Findings the implementation of teaching writing using scaffolding were:

The implementations of teaching writing descriptive text using scaffolding as follows :

Learning Lecturer description

Preliminary activities

- 1) The lecturer greets to student (*greeting*);
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 that will be carried out by students.

Main Activities

Observe

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.

The lecturer explains about scaffolding technique, that are:

Scaffolding *is a learning method by providing structured learning support. That is generic structure of writing descriptive about butterfly;*

1st Describe Identification,

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.

2nd Describe description about the specific of butterfly.

- a. *The color of the body and wings of a colorful butterfly that serves to trick the enemy.*
- b. *Has a pair (two wings) that are flexible which serves to facilitate the butterfly while flying.*
- c. *Used their antennas to sense the air for-wind.*
- d. *The body consists of.....*

The lecturer asks the students to continue to describe about Butterfly.

-examples.....
 - a. *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.*
 - b. *Pollinate flowers. ...*
 - c. *Maintaining the sustainability of the ecosystem. ...*
 - d. *Help scientists monitor climate change. ...*
 - e. *Provide antibiotics. ...*
 - f. *Helps get rid of nuisance insects. ...*

The lecturer gives time to students asking some questions

Students with direction from the lecturer ask questions about things related to the "descriptive text". Collecting Data or Information with ***Scaffolding Technique***,

The Lecturer:

Stimulates student development and Ask students to do an assignment on descriptive text about butterfly text.

Stimulates 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
Improves and repair the teaching process.

Asks students to name adjectives that are commonly used to describe the characteristics of butterflies in the description section

Helps the development of students' self-concept, by giving attention and guidance to students.

Students are observed, supported, when writing sentences based on adjectives and nouns that have been made.

Stimulating student reflection, to help and align learning objectives to form descriptive text.

Students continue the sentence with a dotted pattern in the form of a descriptive text about butterflies.

Closing Activities

- a. Students and teachers conclude about the learning activities they have done
- b. The teacher explains the plan for future learning activities.
- c. Students and teachers say closing greetings.

Second finding on the Students' perceptions

The second is to describe students' perceptions of using Scaffolding Techniques to learn Descriptive Text.

Table 1. Questionnaires on the students' perceptions done by Students

No.	Question	Yes	No	YES %	NO %
1	Do you like English writing activities?	18	0	100 %	0
2	Do you have difficulty in writing?	17	1	95 %	5
3	Do you need to improve your writing skills?	17	1	95 %	5
4	Can you understand the writing Descriptive text?	18	0	100 %	0

	<i>Do you understand the definition of descriptive text?</i>	18	0	100 %	0
5	Can you understand Generic structure of Descriptive Text?	18	0	100 %	0
6	Do you like writing descriptive text using scaffolding technique?	18	0	100 %	0
7	Do you more understand on writing descriptive text by using Scaffolding Technique?	18	0	100 %	0
8	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?	18	0	100 %	0
9	Do you feel like writing descriptive text using scaffolding technique?	18	0	100 %	0
10	Do you understand the generic structure of descriptive text by the help of scaffolding technique?	18	0	100 %	0
11	Do you feel the benefit of scaffolding technique on improving your writing skill?	18	0	100 %	0
12	Is the use of scaffolding in writing descriptive text easy to understand?	18	0	100 %	0
	Total (n)			180	18
	Percentages (%)			98%	2%

CONCLUSIONS

The first purpose of this study is to describe teacher's implementation in teaching writing descriptive text by using Scaffolding Techniques. The steps of implementations of teaching as follows:

The lecturer asked students to record what the lecturer explains and what the lecturer shows the pictures of butterflies

1. The lecture described about descriptive text of butterfly image that they saw on the slide of PPT.
2. The lecturer explained about scaffolding technique
 - a. Scaffolding applied in this learning is a learning method by providing structured learning support. That is generic structure of writing descriptive about butterfly;
 - b. 1st. Described Identification,
 - c. 2nd Described description about the specific of butterfly.
 - d. The lecturer asked the students to continue to describe about Butterfly.
 - e. The lecturer gave time to students asking some questions
 - f. The lecturer stimulated student's development

The second finding is about the students' perception on the teaching writing descriptive text using scaffolding.

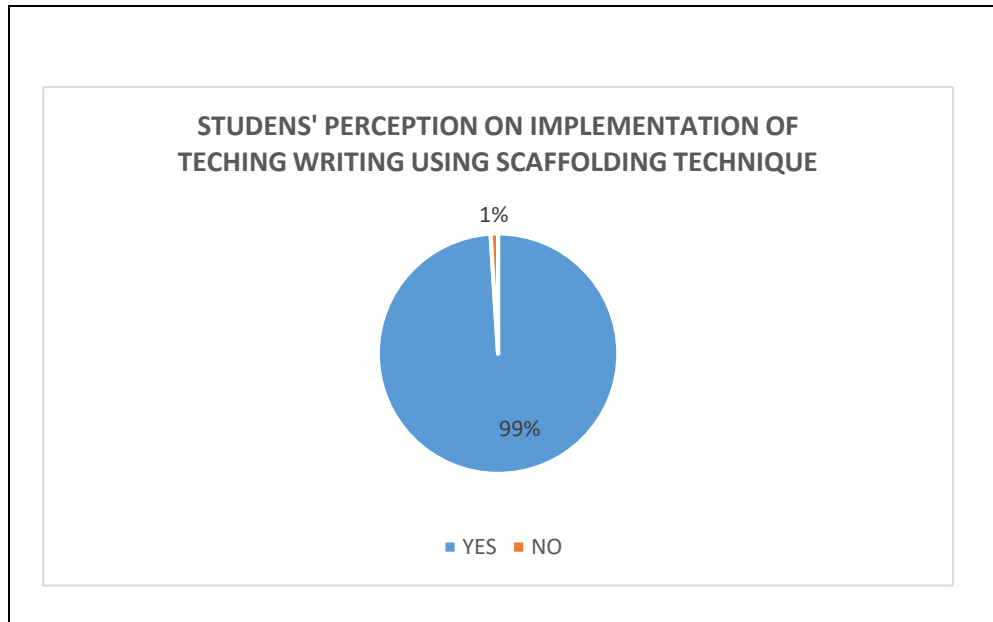
First the writer distributed the Yes-No Questionnaires to students, then asked them to fill it. The students fill them based on their perceptions about teaching writing using scaffolding technique. After filling the form, writer collected them, calculated, and drew conclusion, then made graph.

The diagram below depicted the following questionnaire results:

Table 2. Questionnaires for Students

NO.	Students' perception	YES	NO
1	Total (n)	180	18
2	Average (%)	98%	2%

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



After the writer analyzed and calculated the questionnaires students' answerers of Yes answer and No answers, it could be found 98 % of YES answers, and 2 % of NO answers of perception. It means 98% students like and understand and 2% did not like and understand on the implementation teaching writing using scaffolding technique.

The researcher concludes, based on data analysis and discussion, that students favor the Scaffolding technique for learning descriptive text.

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