
Teaching Writing of Descriptive Text by Using Scaffolding Technique

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Abstract

Writing is one of productive skill in learning English. Students must produce their own written texts. In teaching writing, the teacher needs a technique or media to support their teaching. One of the techniques that the teacher can be used is scaffolding. The purpose of this study are to know the students' response and students' problem in teaching writing of descriptive text by using scaffolding, the advantages and disadvantages of scaffolding technique. The approach of this research is qualitative and the design is descriptive qualitative. To get the data, the writer did observation, gave questionnaire to the students to know how the students' response, interview to the English teacher, and took some pictures for documentation

Keywords: Writing, Teaching Writing, Descriptive text, Scaffolding

Introduction

In teaching English, the teacher must have background knowledge about English. Teaching is a process of transferring knowledge. It involves many components such as teachers, students, material, method, media, evaluation, and etc. It is supported by Brown (2007: 8) that, "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning". It means that teaching has an important role in the purpose of learning about something. Moreover according to Brown Douglas (2007: 8) state that "Teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know or understand". It means that teaching is a process of transferring knowledge to others and makes the other understand about the teacher gives to them.

Writing is important for English learners to convey information and ideas. According to Siahaan (2007: 215), "Writing is a physiological activity of the

language user to put information in the written text. In writing we need to think abroad about the ideas and also the choice words". It means that in writing information is needed to write a text. But, usually students find difficulties in their writing. Jill and Charles (2008: 116) states that "Writing is difficult skill for many learners, even in their mother tongue". It means that writing is important to learn by the learners because writing is difficult skill for learners.

Teaching writing is seen as difficult since it takes time to manage the composing process. Because of this difficulty, teachers must help the students in generating ideas and providing practice in composing the texts. In this case, the role of the teachers is very important in helping the students. According to Crovitz (2004: 2) "Teaching is filled with contradictions and challenges that we strive to overcome in our determination to teach writing well" it means that, to explore some of them, raising questions about teaching writing well that may stimulate constructive discussion with your peer and colleagues.

In KTSP as a standard of education system, the text that should be learned by students are following the genre. Such as descriptive, narrative recount, report, procedure, and anecdote. One of text that must be mastered by the students is descriptive text. AnisApriliawati (2009:1) stated that "Descriptive text describe particular person or thing in detail." It means that descriptive text is a text which describe about the features and characteristics of a certain thing in detail (a person or a thing).

Based on the reason above using a technique in teaching for students is important, because it used to get the good result based on the purpose. And also teacher should supply to suitable material based on the students knowledge so that students can understand about the material. To enable students achieve the competence of writing descriptive text, the teacher should use an appropriate method or technique concerning this. One of technique is by using scaffolding. Based on Holton and Clarke (2006: 131) define scaffolding as: "An act of teaching that (i) supports the immediate construction of knowledge by the learner; and (ii) provides the basic for the future independent learning of individual". It means that scaffolding can support the learners' knowledge for the future independent of learning.

The aims of the study is to answer the following questions, How is the students' response of teaching writing of descriptive text by using scaffolding to the tenth grade students at SMAN 1 Ngadiluwih? What is the students' problem in learning writing of descriptive text by using scaffolding to the tenth grade students at SMAN 1 Ngadiluwih? What are the advatages and disadvantages of teaching writing of descriptive text by using scaffolding to the tenth grade students at SMAN 1 Ngadiluwih?

Research Method

The orientation of research design is descriptive qualitative research. The subject of the research was X3 class which consisted of 25 students, consist of 12 male students and the female students consist of 13. The procedures of collecting the data are; observation, questionnaire, interview, and documentation. The result of the data colleting was described by the writer. In process of finding the data and process of collecting the data, the writer describes the result of obeservation, interview, and also the doumentation. The next step is displaying the data. It is the process in which the data dercribe in a form of sentences aranged systematically and logically. The last step is data verification. To verify the data, the writer must take the conclusion in the first stage and support it with the instruments. There are three types for validiting of checking data. The first is validity, in validity the writer check the accuracy of the data between the data that is reported and the data that finds by the writer in the field. Second is reliability, in reliability the writer check the consistency and accuracy of data that found by the writer in the field. Third is measurement of validity and reliability. in this step the writer triangulation technique. Triangulation technique is checking of the data from several sources.

Research Findings and Discussion

First, the writer used observation checklist to check the students' response when they were taught writing of descriptive text by using scaffolding. There were fifteen points that the writer used to know the students' response. And the students' gave a good response in writing descriptive text by using scaffolding. It means that scaffolding technique successfully help the students in their problem in

writing descriptive text. Second is questionnaire. The writer used questionnaire to get the data about students' response about the use of scaffolding in their writing descriptive text. There were ten questions that they must be answered by giving the sign (x). The students who answered "yes" as much as 97.3% and "no" as much as 2.7%. It was showed that their response in teaching writing of descriptive text by using scaffolding was good and this technique has been successful helping the students in writing descriptive text. Third, the writer used interview to the English teacher. The result of the interview showed that scaffolding technique had been successfully helped the students to finish and solve their problem when they wrote a text. The last is documentation. The writer took some pictures when she was teaching in the classroom. Documentation was done by the writer to check the validity of the data that was collected.

According to the result of data collection and research findings above, the writer concluded that the students' response in teaching writing of descriptive text by using scaffolding was good and they enjoyed it. The students' problem in teaching writing of descriptive text by using scaffolding are, most of the students didn't know about the form of descriptive text, their cooperation in group work and vocabulary was poor. The advantages are, help students to understand the material through their own motivation, help students in making of descriptive text, and facilitate the students who do not understood yet to asking the teacher. And the disadvantages are in some of activity the students make some noise in the class.

Conclusion and Suggestion

According to data analysis, the use of scaffolding in teaching writing of descriptive text has gotten a good response. And the writer found the students' problems those are, they had been taught about the material before, but they still couldn't understand the material about descriptive text, their cooperative in group work was poor, and the last is they were lack in vocabulary. Lastly, it can be concluded that the advantages of the use scaffolding in teaching writing of descriptive text are; help students to understand the material through their own motivation. Second, help the students to make descriptive text. The last is affords

the opportunity to peer teaching and learning. The disadvantage from this technique is that there were some students who made some noise in the class. But this problem could overcome by the teacher because the teacher always guides them in the classroom.

In summary, scaffolding is recommended technique to teach writing in the classroom. Because this technique had a good response from the students and surely it helps the students to understand the material.

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