

ABSTRACT

Febryan Delfita Sari. 2018. The Effectiveness of Using Scaffolding Technique to Improve Students' Writing Skill in Descriptive Text (A Quasi-Experimental Study at Seventh Grade Students of SMP 1 Yadika Cicalengka)

As a foreign language, English in Indonesia aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills. Among those skills, writing is the most difficult to be learnt. To overcome the problem the teacher should make some innovations. The teacher needs to use a technique which can improve students writing skill especially in descriptive text. One of the technique that can teacher use is scaffolding.

The purposes of this research are 1) to find out students' writing skill in descriptive text taught by using scaffolding technique, 2) to find out students' writing skill in descriptive text taught by using speech technique, 3) to find out how significant is the use of scaffolding technique to improve students' writing skill.

This research used an experimental method. The population of this research is the students at seventh grade of SMP 1 Yadika Cicalengka. The population used as the sample of this class are two classes; VII-D and VII-E. The population was divided into two classes, those are experimental class and control class. The experimental class was taught by using scaffolding technique, while control class was taught by speech technique. The data were collected by using written test; pre-test and post-test. The purpose of the test is to know the effectiveness of using scaffolding technique to improve students' writing skill.

The research findings can be seen from mean of both experimental and class and control class. The mean of pre-test in experimental class before being taught by scaffolding technique is 67.95 and after being taught by scaffolding technique is 81.13. The mean of pre-test in control class is 71.59 and the mean of post-test is 74.22. Based on the data, it can be seen that the result of the experimental class is better than the control class. From the data, also known that t_{count} is $3.38 > t_{\text{table}}$ is 2.01. It means that H_a is accepted and H_o is rejected. So, it can be conclude that scaffolding technique can improve students' writing skill in descriptive text of the seventh grade students' SMP 1 Yadika Cicalengka. This research can be an alternative for the teacher to improve students' writing skill.