

Friska Nurbayani, 142301686, 2018, “The Effectiveness of Using Scaffolding Technique in Teaching Writing on Descriptive Text (An Experimental Research at the Seventh Grade of MTs MII Cidangiang Pandeglang)”.

ABSTRACT

This research conducted based on the main problems 1). How is the student’s ability in writing descriptive text? 2). How is the effectiveness of scaffolding technique in teaching writing on descriptive text?. This research is oriented to the following aims, 1). To know students’ writing ability in descriptive text, 2). To know the effectiveness of using scaffolding technique in teaching writing on descriptive text. To answer the questions, the researcher used quantitative research by implementing quasi experimental design as the research method. The population of this study was the students of the seventh grade of MTs MII Cidangiang Pandeglang. The sample was divided into two groups, control group and experimental group. There were 25 students in control group and 25 students in experimental group. The experimental group was taught by using scaffolding technique and control group taught without it. After conducting the treatments and evaluating the result of both pre-test and post-test, the researcher found that there was significant effect of using scaffolding technique toward students’ writing skill on descriptive text. After collecting and calculating the data from 50 students’ spread two classes, class VII A as the experimental class and class VII C as control class. The result shows that the hypothesis value of t_o ($t_{observation}$) is higher than t_t (t_{table}); $3,89 > 1,67$ or $t_{observation} 3,89 > 2,40$, so the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that scaffolding technique has significant effect on students’ writing ability on descriptive text.

Keyword: Descriptive Text, Scaffolding Technique, Writing.