

**THE EFFECT OF SCAFFOLDING TECHNIQUE ON WRITING
DESCRIPTIVE TEXT TOWARD EIGHTH GRADE STUDENTS IN SMP
NEGERI 3 SINGARAJA**

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ABSTRACT

The aim of this study was to investigate the use of scaffolding technique on writing descriptive text toward eighth grade students in SMP Negeri 3 Singaraja. This research was an experimental research with posttest-only control group design. The sample of this research consisted of 68 eighth grade students of SMP Negeri 3 Singaraja from two equal intact classes which were assigned randomly into two group, namely experimental group and control group. Experimental group was those students who taught by using scaffolding technique, control group was those students who taught by using conventional teaching technique. The data was collected by using writing test, then it analyzed by using descriptive and inferential statistics assisted by IBM SPSS Statistics Version 21. The result of this study show that (1) experimental group's mean was 86.58 (out of 100), which was higher that control group's mean was 81.23 (out of 100) and; (2) there was a significant difference between the mean of the experimental group and that of the control group (Sig. (two-tailed) was $0.001 < 0.05$). Therefore, it could be infded that scaffolding technique had positive and significant effect on EFL students' writing score.

Keywords: Scaffolding Technique, Writing Score

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ABSTRAK

Tujuan dari penelitian ini adalah untuk menginvestigasi efek penggunaan teknik *scaffolding* terhadap nilai menulis deskriptif teks siswa kelas 8 di SMP Negeri 3 Singaraja. Penelitian ini merupakan penelitian eksperimental dengan desain *posttest-only control group*. Sampel dari penelitian terdiri atas 68 siswa di SMP Negeri 3 Singaraja yang berasal dari dua kelas yang sederajat, yang secara acak dipilih menjadi kelompok eksperimental dan kelompok control. Eksperimental kelompok adalah kelas yang menerapkan penggunaan *scaffolding*, sedangkan kelompok control yang menerapkam penggunaan *conventional teaching technique*. Data dikumpulkan melalui *posttest* pemahaman dalam menulis yang dianalisis menggunakan deskriptif and inferention statistik dibantu oleh IBM SPSS Statistics versi 21. Hasil penelitian menunjukkan bahwa (1) rata-rata siswa kelompok eksperimental adalah 86.58 (dari 100) yang mana lebih tinggi dari nilai rata-rata nilai kelompok kontrol 81.23 (dari 100); terdapat perbedaan yang signifikan antara nilai rata-rata kelompok eksperimental dan kelompok kontrol (Sig. (two-tailed) adalah $0.001 < 0.05$). Oleh karena itu, dapat disimpulkan bahwa penggunaan *scaffolding* memberikan pengaruh positif and signifikan terhadap pemahaman menulis siswa.

Kata Kunci: Teknik Scaffolding, Nilai Menulis