

# A COMPARATIVE STUDY BETWEEN THE USE OF SCAFFOLDING TECHNIQUE AND WRITE PAIR SQUARE (WPS) TECHNIQUE IN INCREASING STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMP WIYATAMA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

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**Abstract.** *The aim of this research is to investigate whether there are any significant differences in the achievements in writing descriptive text of students which one is better teaching by using Scaffolding Technique and Write Pair Square (WPS) Technique. This research was Statistic Group Comparison that used Simple Random Sampling. There were two groups that were given different treatment. The first group was the experimental class 1 as VIII C that was taught by using Scaffolding Technique, and the second group was the experimental class 2 as VIII B that was taught by using Write Pair Square (WPS) Technique. The result of data analysis showed that the result of T-test is 3.628 and the result of T-critical is 2.056, because the T-observed > T-critical. It means that there was a significant different achievement between the students those which one was better after teaching by using WPS and those which one was better after teaching by using Scaffolding toward students' descriptive text writing ability.*

**Key words:** *descriptive text, scaffolding technique, wps technique*

## A. INTRODUCTION

### *Background of The Problem*

Writing is communication tool to express meanings indirectly. According to Hyland (2004), writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her own views on a topic. It

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means that writing is an activity of forwarding messages using written language. Writing involves some language components (spelling, grammar, vocabulary and punctuation. According to Linda (1998), writing is one of the basic language skills that should be mastered by Junior High School students.

Descriptive writing depends on details of language to bring a subject to life. By describing one person, place, or thing with vivid detail, a writer can create a descriptive scene in the reader's mind. Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.

Based on the result of score descriptive text and data from the teacher related to the students and also the result of interview with the teacher, these were some problems; the students have low motivation in writing, the students were not able to write correctly, they have low vocabulary, the students were not interested in the writing and also they cannot know how to start for writing.

The used of Scaffolding Technique and Write Pair Square (WPS) Technique in teaching of writing descriptive text it focused on this research. There were actually a lot of techniques that can be motivated and actively involved students in English teaching – learning process. One of those techniques is Scaffolding Technique. According to Veeramuthu (2011), Scaffolding is a learning activity is connected with real world to reach purpose through using the simple language, pictures is seen by teacher, cooperative learning, and prepares the previous learning by teacher. Based on theories above by using Scaffolding, the students was not felt bored, given more attention and developed ideas to write. When they feel interested in learning English and then the teacher was easier to deliver the material and reach the goal of teaching and learning.

According to the previous research by Daud Yusuf (2018), he said that the analyses of student texts imply that the use of scaffolding in teaching writing leads to the improvement of students' writing performance, not only in terms of score, but also in terms of its schematic structure, content, and language. Herein, this technique was appropriated to achievement indicators of score students writing.

According to previous research by Dwi Arni Siti Margiyanti (2018), she said that the response is something that becomes the key of this learning process. This strategy provides students with the opportunity to reflect on the question posed and then practice sharing and receiving potential solutions. By doing this step, students are supposed to be critical and creative to respond a question dealing with the theme given by the teachers. It means that the student can produced the text by received their partner idea related to the theme.

Those techniques was help students to developed the main idea and supporting details of descriptive text and also wants to know which one of the both of techniques were better to increased in teaching descriptive text. Hence, the problem above was acted out in a research entitled: A Comparative Study between the use of Scaffolding Technique and Write Pair Square (WPS) Technique in increasing students' descriptive text writing ability at the first semester of the Eighth grade at SMP Wiyatama Bandar Lampung in the academic year of 2018/2019.

The objectives of the study was intended to find out which technique better after teaching the students' descriptive text writing ability using Scaffolding Technique and Write Pair Square (WPS) Technique.

Concerning the frame of thinking above, the hypotheses was formulated as follows:

Ha :There is significant difference between the use of Scaffolding Technique and Write Pair Square (WPS) Technique in Increasing the Students' Descriptive Text Writing Ability at The Eighth Grade at SMP Wiyatama Bandar Lampung, in The Academic Year of 2018/2019.

Ho :There is no significant difference between the use of Scaffolding Technique and Write Pairs Square (WPS) Technique in Increasing the students' Descriptive Text Writing Ability at The Eighth Grade of SMP Wiyatama Bandar Lampung, in The Academic Year of 2018/2019.

## **B. RESEARCH METHOD**

### ***Research Design***

Statistic Group Comparison was used in this research. According to Jhon (2008), Group comparison was the process of a research obtaining scores for individuals or groups on the dependent variable and comparing the means and variance both within the groups and between the groups. Herein, the result of the score both of classes was comparing the means after doing the treatments. In addition, According to Setiyadi (2006), This kind of design could be used in the research which comparing two groups but oriented on causality between variables. This design it was be applied because the researcher were not real teacher at the school where the researcher was conducted the research.

### ***Population***

Population is the larger group to which one hopes to apply the results. The population in this research was the students at the eighth grade of SMP Wiyatama Bandar Lampung in the academic year of 2018/2019. The total population in this research were 68 students which divided into three classes.

### ***Sample***

According to John (2012), A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Herein, the sample was chosen by researcher they were the individual of members. There were three classes of the eighth grade of SMP Wiyatama Bandar Lampung, the researcher used two classes to do this research, one class as experimental class 1 and another as experimental class 2.

### ***Instrument***

For collecting the data, there were some techniques that were used in collecting data, those were Pre-Test and Post-Test. According to Jhon (2012), A pre-test provides a measure on some attribute or characteristics that you assess for participations in an experiment before they receive a treatment. In this research, the students was given pre-test to both of classes before treatments in order to find out the students scores of writing ability in descriptive text before and to know the strengths and the weaknesses of the students in writing descriptive text. In pre-test, the student was asked to write the descriptive text related to the topics they were “My Friend, Rabbit, and Laptop”. This test was given in class VIII C as experimental class 1 and class VIII B as experimental class 2.

### ***Data Analysis***

#### ***a.) Normality Test***

To analyze the data, the researcher needs to test the data distribution whether it was normally or not. The researcher need to know whether the data normally distributed or not so that the researcher can be decided what type of test that was used to test the hypothesis of the research later. It means the data which collected should be indicated as a normal. In this research, the normality of test was used

measure whether data in the experimental class 1 and experimental class 2 were normally distributed or not.

### ***b.) Homogeneity Test***

Homogeneity used to determine whether the data is homogeneous or not. The data was taken from a homogeneous population, so the result of the test was indicated that the data was also homogeneous. It means the data should be considered as homogenous after we has checked normality test by using Homogeneity test was used to know whether the data in experimental class 1 and experimental class 2 were homogenous or not.

Thus, the result of the homogeneity test for Pre-Test in experimental class 1 and in experimental class 2 were 1,079618. The result of the homogeneity test for Post-Test in experimental class 1 and in experimental class 2 were 1,667146.

### ***c.) Hypothetical Test***

After the researcher knew that the data were normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypothetical formulas as follows:

Ho :  $\mu_1 = \mu_2$  (There was a significant difference between Scaffolding Technique and Write Pair Square (WPS) Technique in increasing the students' descriptive text writing ability)

Ha :  $\mu_1 \neq \mu_2$ . (There was no significant difference between Scaffolding Technique and Write Pair Square (WPS) Technique in increasing the students' descriptive text writing ability)

Testing Criteria:

Ho is accepted if  $t\text{-observed} < t\text{-critical}$

Ha is accepted if  $t\text{-observed} > t\text{-critical}$

### **C. FINDINGS AND DISCUSSION**

The different between students' descriptive text writing ability after they were given treatment by using Scaffolding Technique and Write Pair Square (WPS) Technique was aimed whether the both of classes they were experimental class 1 and experimental class 2 was the different of significance. The first semester of the eighth grade students' of SMP Wiyatama Bandar Lampung were conducted for this research. The number of population was 68 students of the first semester. Two classes were sample of research, they were VIII C and VIII B. The simple random sampling was used in this research for choosing the sample. Furthermore, the instrument of this research was written test especially in descriptive text writing.

#### ***Result of Pre-Test***

Before conducting the three meetings of treatments they were Scaffolding Technique in experimental class 1 and Write Pair Square (WPS) Technique in experimental class 2, the pre-test was conducted to know whether the weaknesses and the strengths and also the score of students to write the descriptive text writing ability on Thursday, September 27<sup>th</sup>, 2018 in different time for the both of classes they were experimental class 1 were VIII C and experimental class 2 were VIII B.

The analysis students work sheet based on the instrument that was doing for the both of classes and also calculating the score related to rubric' score from Tribble. R1 as a teacher and R2 as a researcher. The both of score from teacher and researcher concuts the scores. The Mean showed that the mean score of pre-test in experimental class 1 was 40.36. The highest score was 75 and the lowest score

was 22. While in experimental class 2 the mean score was 38.43. The highest score was 72 and the lowest score was 21.

### ***Result of Post-Test***

After conducting three meetings of treatments, the post-test was conducted to the sample. The post-test were given both in experimental class 1 and experimental class 2 in order to see whether which one was better teaching students' descriptive text writing ability by using Scaffolding Technique and the students descriptive text writing ability by using Write Pair Square (WPS) Technique.

The analysis students work sheet based on the instrument that was doing for the both of classes and also calculating the score related to rubric' score from Terrible. R1 as a teacher and R2 as a researcher. The analysis showed mean score of post-test in experimental class 1 was 73.62. The highest score was 86 and the lowest score was 60. While in experimental class 2 the mean score was 75.90. The highest score was 87 and the lowest score was 55.

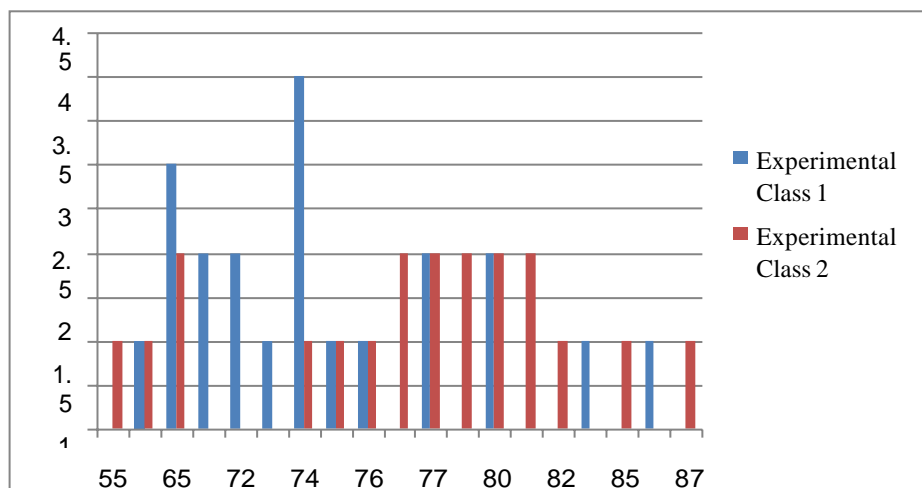


Figure 1. Student's Score of Post-Test in Experimental Class 1 and in Experimental Class 2



### ***Result of Normality Test***

The normality test was used to measure whether the data in experimental class 1 and in experimental class 2 were normally distributed or not. The score of normality test for Pre-Test and for Post-Test to both of classes were marked by  $L_{observed}$ .

The hypothesis for normality as follows:

$H_0$ : The sample was originated from population which has normal distribution.

$H_a$ : The sample was not originated from population which has normal distribution.

The criteria were as follows:

Refused       $H_a$  if  $L_{observed} > L_{critical}$

Accepted      $H_0$  if  $L_{observed} \leq L_{critical}$

**Table 1**

**Normality of the Pre-Test in Experimental Class 1 and in Experimental Class**

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Class	Pre-Test		Calculation
	$L_{observed}$	$L_{critical}$	
Experimental Class 1	-0,17467	0.190	Normal
Experimental Class 2	-0,17469	0.190	Normal

Based on Table 1, it could be seen that in the experimental class 1 and in the experimental class 2 showed if  $L_{observed} \leq L_{critical}$ . So, the calculation was normal.

**Table 2**  
**Normality of the Post-Test in Experimental Class 1 and in Experimental Class 2**

Class	Post-Test		Calculation
	$L_{observed}$	$L_{critical}$	
Experimental Class 1	-0.10198	0.190	Normal
Experimental Class 2	-0.17449	0.190	Normal

Based on Table 2, it could be seen that in the experimental class 1 and in the experimental class 2 showed if  $L_{observed} \leq L_{critical}$ . So, the calculation was normal.

### ***Result of Hypothetical Test***

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the following t-test by independent t-test for hypothetical of test was used in this research.

The hypothetical formulas as follows:

$H_0: \mu_1 = \mu_2$  (There was no significant difference between Scaffolding Technique and Write Pair Square (WPS) Technique in increasing the students' descriptive text writing ability)

$H_a: \mu_1 \neq \mu_2$ . (There was a significant difference between Scaffolding Technique and Write Pair Square (WPS) Technique in increasing students' descriptive text writing ability at the first semester of the eighth grade at SMP Wiyatama Bandar Lampung in the academic year of 2018/2019)

The criteria of the test as follows:

$H_0$  is refused if  $T_{observed} < T_{critical}$ , on other case  $H_a$  administered

$H_a$  is accepted if  $T_{\text{observed}} > T_{\text{critical}}$ , with  $\alpha = 0.05$  (5%)

The result was showed in Table 3 below:

**Table 3**  
**The Result of Hypothesis Test**

The Difference	T-observed	T-critical	Conclusion
	3.628	2.056	Significant

In this case the significant level of 0.05 was used. Based on the result of calculation of T-test (table 3), it showed that T-observed was higher than T-critical; the result was  $3.6289 > 2.056$ , it means that  $H_a$  was accepted because  $T_{\text{observed}} > T_{\text{critical}}$ . Then, it could be assumed that which one was better teaching by using Scaffolding and WPS Techniques in increasing students' descriptive text writing ability.

### ***Result of Homogeneity Test***

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not.

The hypotheses for the homogeneity test were formulated as follows:

$H_0$  : data have the homogenous variances

$H_a$  : data have not homogenous variances

Here were the criteria of homogeneity test:

$H_a$  is rejected if  $F_{\text{observed}} > F_{\text{critical}}$

$H_0$  is accepted if  $F_{\text{observed}} \leq F_{\text{critical}}$

**Table 4**  
**Homogeneity of the Post-Test in Experimental Class 1 and**  
**in Experimental Class 2**

	The Biggest Variance (Experimental Class 1 and Experimental Class 2)	The Biggest Variance (Experimental Class 1 and Experimental Class 2)	$F_{observed}$	$F_{critical}$	Calculation
Pre-Test	261.7571	262.4536	1.07962	2.12	Homogenous
Post-Test	67.7655	40.6476	1.66715	2.12	Homogenous

Based on Table 4, it could be seen that in the result of Pre-Test was 1.07962 and the result of Post-Test was 1.66715, while the  $F_{critical}$  at the significant level of 0.05 is 2.12. It proves that  $H_0$  is accepted because  $F_{observed} \leq F_{critical}$ . It means that the variance of the data was homogeneous.

The result for Mean score the experimental class 1 as VIII C by using Scaffolding Technique was the highest score was 86 and the lowest score was 60. The mean score was 73.62, and the experimental class 2 as VIII B by using Write Pair Square (WPS) Technique was the highest score was 87 and the lowest score was 55. The mean score was 75.90. So, the result of the mean for the both of classes by using Write Pair Square (WPS) Technique was better than by using Scaffolding Technique.

### ***Discussion of Findings***

It could be seen from the result of teaching writing by using WPS gave better or higher result than by using Scaffolding. Most students in experimental class 1 and in experimental class 2 gave response and more active in teaching learning process. All students in both of classes gave good response. They tried to do those activities well. They were enthusiastic in teaching learning process. The both of

classes enjoyed learning writing through Scaffolding and WPS Technique. Those techniques can help students to make descriptive text correctly.

Based on the analysis of the data and the testing of hypothesis, the result of the calculation was found that the null hypothesis ( $H_0$ ) was refused and the alternative hypothesis ( $H_a$ ) was accepted. The result of data analysis showed that the result of T-test is 3.628 and the result of T-critical is 2.056, because the T-observed > T-critical. It means that there was a better after teaching by using WPS toward students' descriptive text writing ability.

According to Jacobs (2016), Write Pair Square is the cooperative learning technique, which works as follows. Students first work alone to write their ideas on a task/problem. Next, the students pair with a group mate and discuss what they wrote, finally the students form a square, that is each student takes a turn to discuss with the other two about the dialog they had with their original partner. The four students then further discuss. It means that the students in this technique used as the team work that the first got the idea related to the topics, the second pairs with a group to elaborate an idea by change a mind with their partner, and the last discuss the result of their written.

According to Arni (2016) stated that the procedure of WPS Technique includes into three steps; the first write, divided into groups, each group has four members. Each member of group has pairs and each person write a code. The second pair, after got a code of each person, they showed to their partner and the third square, they have to compose the final draft after sharing and discussing the topic. Each pair presents its pair work and by discussing they will find which idea is good and complete with another good idea. It means that Write Pair Square (WPS) Technique was a Technique in writing that used three steps namely write, pair and square.

According to Jacobs and McCaferty (2006) stated that In write pair and square, each students first writes alone, then compares what he or she has written with a partner before sharing with the two other members of the foursome. It means that the students were to active participation with their friends to sharing their own ideas to complete their written.

Beside, Write Pair Square (WPS) Technique helps students to more focus to the topics they want to describe to writing descriptive text. While, the write step make the students got more another code and think aloud a code related to the topics. Second, most of students can shared their codes to another student in order to make them more active, more got an idea to write descriptive writing becomes easier and more interesting. The last, WPS Technique can increase student's activation, motivation, and participation in learning process. Thus, WPS is very simple and good that could be applied by teacher to help students increase their writing ability especially descriptive text.

Based on explanation above, it could be seen that Write Pair Square (WPS) was a good technique that can be applied to help students more active and more easier to learning writing process especially in descriptive text.

#### **D. CONCLUSION AND SUGGESTION**

##### ***Conclusion***

The data statistically has been analyzed. Based on the outcome, it can be concluded that there is improvement of students' descriptive text writing in the post-test score of in the experimental class 2 (Scaffolding Technique). Meanwhile, there is no improvement of students' descriptive text which can be seen from the students' post-test score in experimental class 1 (Write Pair Square Technique).

The mean score of post-test in experimental class 2 is statistically higher than the post-test in experimental class 1.

It can be concluded that there is difference of students' descriptive text writing outcome between those which better after teaching by Scaffolding Technique and those which better after teaching by Write Pair Square Technique. It is supported by  $T_{observed} > T_{critical}$  is  $3.628 > 2.056$  which means that there is advantages of using Scaffolding Technique towards students' descriptive text writing at the first semester of the eight grade at SMP Wiyatama Bandar Lampung in the Academic Year of 2018/ 2019.

### ***Suggestion***

In this research, the treatments were done three meetings. Other researcher can spend more time in giving the treatments to the students so that they can get enough exercise.

- a. The Scaffolding Technique and WPS Techniques was used in this research and the result that was increased the students descriptive text writing ability. The other researcher can use this technique more effective if the time is enough so after giving Scaffolding and WPS Techniques, the researcher can give explanation more clearly about another theme for example the place.
- b. In this research, the researcher used Scaffolding and WPS Techniques to helps students of Junior High School, especially in descriptive text writing. Further other researcher should conduct more interesting media for example picture to make the students easier to imagine and easier to write descriptive text.
- c. In this research, the researcher focused on comparative study Scaffolding and WPS Techniques in increasing students' descriptive text writing ability. The other researcher can investigate the comparative between Scaffolding and

WPS Techniques in increasing other English skills such as listening, speaking, or reading skill.

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