

CHAPTER I

INTRODUCTION

In this chapter, the writer presents about the background of study, formulation of the research problem, research objective, research hypothesis, significance of research, scope and limitation of research, and definition of key term.

A. Background of the Study

The purpose of teaching English language school is to develop the students language skill. There are four skill that should be mastered by students in English, namely speaking, reading, listening, and writing. All of the skill are important to be learned. One of the skill can not be neglected is writing, because it is to remember what we learn before.

According to Heaton (1991:135), the writing skill is a complex skill and sometimes difficult to be learned, the learners should not only master grammar but also share the information and writing elements. In the learning process, writing becomes a problem for the students of the seventh grade of junior high school. They have difficulties to write a sentence or a paragraph. In addition, Richard and Renandya (2002) explain that “writing is the most difficult skill for learners to master”. The difficulty is not only in generating and organizing ideas, but also in translating the ideas into a readable text, covering cohesion and coherence in writing. In short, writing seems hard to be accomplished because of some considerations. But, it will be good points for many students to write.

Now, every teaching and learning process in our school use curriculum 2013. It means that the students must be productive, creative, innovative, and affective

than the teacher. In this curriculum the teacher as a facilitator that makes the students can do their task are not same with the previous curriculum. The teacher not only can help the student's tasks that have low ability, but also their friends that have a high knowledge can help also. Oshima and Hogue (2006: 265) state that "writing is a process of creating, organizing, writing, and polishing. The students must know the steps to make a good writing. In the first step of the process, the students create ideas. In the second step, the students organize the ideas. In the third step, the students write a rough draft. In the final step, the students polish the rough draft by editing it and making revisions."

Knowing the writing is one of important language skill that should be mastered by students inside or outside the classroom. There are 4 main types of writing: expository, persuasive, narrative and descriptive. All of the type of writing have advantages. Here the researcher focus on descriptive text. According to Tompkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. It has a purpose to moving on the senses of students while describing an object.

According Prayogo (2009) to teach descriptive writing by using mind mapping more helpful because through mind mapping, can throw away boring at the students and time consuming notes in favour of two dimensional structure which shows the 'shape' of topic, related ideas and concepts, and the relative importance of all the in information. With this technique we can easy to

write a good sentence. In this study the researcher proposes one technique to help the students easier to write a good text independently. The writer choose scaffolding technique to teaching writing especially in descriptive text, whose structure is identification and description. Identification identifies the person, place or things to be described, while description means to describe parts, qualities, and characteristics (Hammond, 1992:78).

Scaffolding is one kind of technique in teaching process. It is a process by which a teacher provides students with a temporary framework for learning (Veeramuthu et al 2011: 934). It could be defined as the role of the teacher to supporting learner's development. According (Bodrova 2012:2) Vygotsky in his concept named Zone of Proximal Development, defines that development as the space between the child's level of independent performance and the child's level of maximally assisted performance. From this statement we know that the students need a teacher to help them in developing their knowledge or their skill. In here the teacher needed to help the students in process of writing text. The teacher must inform clue or suggestion to make the students easier to write. It can be said that using scaffolding is an effective way to see students' processes in writing.

In this study, the researcher a previous study from journal by Tiara Maria Dewi and Yuseva Ariyani Iswandari entitled "The Implementation of Scaffolding in Writing Recount Texts in SMP Joannes Bosco Yogyakarta". In this research the researcher used qualitative research. The researcher use a population of second grade of junior high school. The data was gathered by interviewing the

English teacher, writing on the field notes, distributing the questionnaires, and interviewing the students. Analyzing the students' writings was used as the supplementary data to make the result stronger. The result of this study showed that the implementation of scaffolding gave benefits for the students. The benefits were challenging the students through deep learning and discovery, engaging the students in meaningful and dynamic discussions in the small and the large classes, and motivating the learners to become better students. In conclusion, scaffolding does give benefits for the students so that teachers are able to use scaffolding as one of the effective teaching techniques.

Another previous study that found by a researcher from journal by Yulia Vonna, Nur Mukminatien and Ekaning Dewanti Laksmi entitled "The Effect of Scaffolding Techniques on Students' Writing Achievement". In this research the researcher used quantitative research, the researcher applied quasi-experimental research with nonrandomized control group design. The total number of participants was 36 students who were in two different groups: experimental group and control group. There were twenty students in the experimental group and sixteen students in the control group. The result of the pre-test showed that both the experimental group and the control group were equal and homogenous. Since the statistical computation yielded significant value $p = 0.890$ which was higher than $\alpha = 0.05$. The analysis of writing test in post-test yielded $p = 0.027$ which was smaller than $\alpha = 0.05$. Thus, it can be concluded that scaffolding techniques can significantly improve the students' writing achievement.

Based on the previous study above, the researcher conducted study in teaching writing by using scaffolding model. The researcher use pre-experimental study and describes the effectiveness of using scaffolding technique towards students skill in writing descriptive text at the seventh grade of SMP Negeri 1 Sumbergempol by comparing between the students' score before and after being taught by using scaffolding technique and using pre test and post test each of item.

B. Research Problem

According to background of the study, the reasearcher want to know : “Is scaffolding technique effective in teaching writing descriptive text at the seventh grade of SMP Negeri 1 Sumbergempol?”

C. Objective of The Research

Based on the problem of the study, the problem of this study is formulated of the research is to know whether the use of scaffolding technique is effective in writing descriptive text or not.

D. Significance of The Research

The result of this study is expected to be useful information and give contributions for educational institutions.

1. For the teacher

This study is expected to help English teachers use new teaching to teach writing descriptive text using scaffolding technique. Moreover, the study can enrich the teachers' knowledge to develop learning and the creativity of the teacher and the students will enthusiastic in learning English in the class.

2. For the students

Hopefully the result of this study will make the students become interest during the learning process and it can increase students' english achievement

E. Scope and Limitation

This research is only conducted to the seventh graders at SMP Negeri 1 Sumbergempol on academic year 2018/2019, especially VII - B class as sample.

The limitation of subject is English which focusses on writing on descriptive text. Beside, the researcher uses Scaffolding Technique towards students' writing on descriptive text. Scaffolding is one kind of technique in teaching process. It is a process by which a teacher provides students with a temporary framework for learning (Veeramuthu et al 2011: 934). It could be defined as the role of the teacher to supporting learner's development. In addition, this teaching strategy can increase students achievement by understanding the object directly.

F. Definition of Key Terms

To make an easier to understanding this research, the researcher defines the key terms. The key terms in this study are writing, scaffolding technique, and descriptive text.

1. Scaffolding teaching technique

According to Suyono (2014:113) scaffolding technique means that a process conducted by an expert to a subject in process of teaching and learning. It can be from teacher, friends, etc. It means that scaffolding technique is a process to help the students to write well.

2. Writing skill

Writing is some expression and share what they seen, felt and what they know it is the various activity of writing. It is the skill of a writer to communicate information to a reader or group of readers (Siahaan, 2008:2). It means that writing is an activity that doing by people to express their feeling.

3. Descriptive Text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing (<https://freeenglishcourse.info/what-is-descriptive-text/> accessed on September 22, 2018 retrived at 10.00). It means that descriptive text is a kind of text to tells some people about what we see.