

## CHAPTER I

### INTRODUCTION

This chapter discusses background of the study, formulation of research problem, the purpose of the study, significance of the study, research hypothesis, scope and limitation of the study, definition of key terms.

#### **A. Background of The Study**

Writing is one of the lesson in which have be done by students in the school. Writing also become skill is not easy like expert think, Richard and Renandya (2002) state that writing is the most difficult skill for First language learner to master. Many factor makes the students feeling difficult when they are doing writing. In other words, they had blank minds when they asked to write a text, for example a recount text. Moreover, the learners had to know what a word sounded like and what it looked like. These were fairly obvious characteristic, and one or the other would be preserved by the learner when encountered the item for the first time in teaching ( Nurhayati, 2008). In writing, they often lacked vocabularies, had a lot of mistakes of spelling and choice of words, and lacked ideas. grammatical knowledge (also known as grammatical or linguistic competence) that are central in First language learning and teaching: knowing how to use the grammatical system of a language to create sentences and knowing how to use the grammatical resources of a language as part of the processes used in creating spoken and written texts.

Grammar is one of important thing in learning writing English because with grammar we can know how to make correct sentence. According to Nurhayati (2016) The different grammatical both Indonesian and English bring some problems for the Indonesian learners. They have difficulties to differentiate the Tense Marker (Past Tense, Future Tense, Present Tense and Continuous/Progressive Tense). Students need to know how to create a correct and good sentence in correct structure. One of the most important parts in grammar to be learn is tense. Tense is form taken by a verb to indicate the time at when the action or state in viewed as accruing. Many kinds in writing to expressing idea or text. In text also there are kind, like descriptive, Narrative, and Recount texts etc.

There are many technique that can be used in teaching writing. For example we can used a cue card, mind mapping and game to easy them to write a good sentence or paragraph. Moreover, Nurhayati ( 2015) a game can help those who play to develop their inner self, help them relate to others more efficiently and cooperatively. One of example above is often to used in teaching writing and we know that always effective to used in teaching writing. Here the writer used one technique that can make a students can write a good writing independently. The writer using Scaffolding technique to teaching writing especially in recount text. Scaffolding is one kind of technique in teaching process. It could be defined as the role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level Yuanying (2011:46).

Based on writer experience when observed teaching in the class, the most difficult writing in English is recount text. There are some difficulties faced by students in mastering recount text especially in grammar and ideas. They are such as why in understanding when sentences used auxiliaries, is, are and am. They also confuse with s/-es addition and etc. Those problems affect them in identify the meaning and feeling difficult to make a good correct sentence. These problems can be influenced by some factors. The writer assume that method or technique in teaching writing also influenced, since some teachers taught writing just by giving explanation and exercise. Of course, it makes students less comprehension.

By understanding the definition and the use of Scaffolding technique, the language user can use the technique in teaching writing. According to Yasinta (2014) entitled “the effectiveness of using Scaffolding technique towards students skill in writing descriptive text”, Scaffolding technique only used in Descriptive text there is also a focus on using mind mapping. Another previous study that found by a writer from journal Pilu (2015) entitled “the use of Scaffolding technique in teaching writing Narrative text”.

Based on journal Pilu used quantitative research, the writer applied pre experimental research. The writer used a population of second semester of English Department Cokroaminoto Palopo University. The number of population is 240 in six classes. The writer used random sampling because the number of population relatively large. The number

of the sample are 25 students. In this research the writer use pre test and post test as the instrument. In pre test there were some weakness of the students in writing descriptive text such as in developing their ideas in writing about the topic. In post test the students weakness in pre test had been decrease. It could be seen that all of students got higher score.

By understanding from previous study the similarity of study is using Scaffolding technique and using mind mapping way. So, the writer want to know further about Scaffolding with different way, level and focus. Especially the way is add cue card. The writer conducts interview with some students of Islamic Senior High School 3 Tulungagung about their ability in writing, they like writing but they have to stop write when they are don't know about the vocabulary. Based on the previous study above and the problem, the writer conducts study in teaching writing by using Scaffolding techniques focus on recount text. The title of this thesis is *“The Effectiveness Of Using Scaffolding Technique On The Students’ Writing Recount Text Achievement Of The First Grade At Islamic Senior High School 3 Tulungagung”*

## **B. The Research Problem**

According to background of the study, the writer wants to know : “Is Scaffolding technique effective for teaching writing recount text at First grade of islamic senior high school 3 Tulungagung” ?

### **C. The Purpose of The Study**

Based on the problem of the study, the problem of this study is formulated of the research is to know whether Scaffolding technique is effective in teaching writing of recount text or not.

### **D. Significance of The Study**

The writer hopes that the result of the study are expected to give contribution for the reader, especially:

#### **1. The English Teachers**

The result of this study give addition to the teacher about the English teaching technique and it can become an alternative teaching technique especially in teaching writing. It is also expected to motivate the teachers to be more creative so the students be more enthusiastic in learning English in the class.

#### **2. Future Writers**

For the next writers, this study can be used as previous study. By reviewing this study hopefully it can inspire him or her who wants to develop the similar research especially in teaching writing.

### **E. Research Hypothesis**

There are two kinds of hypothesis those are Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_a$ ). This research formulates the two kinds of hypothesis to be tested as follows:

### **1. The Null Hypothesis ( $H_0$ )**

Null hypothesis is a hypothesis stating that there is no any relationship between or among variables. In this research, the null hypothesis is there is no any significant difference on the students' achievement in writing recount text between who are taught without using Scaffolding Technique and those are taught writing by using Scaffolding Technique of the First grade at islamic senior high school 3 Tulungagung

### **2. Alternative Hypothesis ( $H_a$ )**

Alternative Hypothesis is a hypothesis stating that there is a relationship between or among variables. In this research, the alternative hypothesis is there any significant difference on the students' achievement in Recount text between who are taught without using Scaffolding Technique and those are taught writing by using Scaffolding Technique of the First grade at islamic senior high school 3 Tulungagung

## **F. Scope and Limitation of The Study**

This research focused on the effectiveness of using Scaffolding technique on students writing recount text achievement of the First grade at Islamic Senior High School 3 Tulungagung.

The scope of this study is score of students' pre test and post test of writing test. This research is limited only on the students' writing skill not

discuss all of the skills. In addition, from the technique of this study the writer perhaps not explain detail yet about the method in teaching writing recount text.

## **G. Definition of Key Terms**

There are some term in this study that should be clarified, as follows:

### **1. Writing Recount text**

Writing is an activity in which people can express and share their things, what they seen, felt, and they understand. 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 a activity that doing by people to express their feeling or their experience. One of writing to expressing their experience is recount text. According to Anderson (1997: 49) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred.

### **2. Scaffolding Technique**

Scaffolding technique means that a process that did by an expert to a subject in process of teaching and learning. It can from teacher, friends, etc (Hariyanto ,2014:113). It means that Scaffolding technique is a process to help the students to reach their goal in process of teaching and learning.