

CHAPTER I

INTRODUCTION

This chapter contains an introduction that presents the reason why the research is conducted through the background of the study. The research question is also mentioned in this chapter. Furthermore, the researcher writes the purposes, formulation of the hypothesis, and the significance of the study aimed to make the reader understand more about the objective and the beneficial aspect of this research. The scope and the limitations define the main focus of this research and the definition of a key term is presented to avoid misunderstanding what may happen.

A. BACKGROUND OF STUDY

There are various sorts of subjects developed within the 2013 Curriculum, one of them being English subjects. English subjects included one in every *muatan lokal* subject studied by students from elementary to high school. In English subjects there are four language skills: listening, reading, speaking, and writing. These four language skills should be ready to be mastered by high school students maturely. However, students still get into difficulty when practicing the four language skills. This is often because learning is taken into account as less interesting and doesn't achieve the training goals well. It is also stricken by the Covid-19 pandemic. As an example, writing, most students faced obstacles when it involves writing.

Writing skill is more difficult than the other three language skills (Nurgiyantoro, 2013: 422). This opinion is also supported by the opinion of Akhaidah (2004: 2), which states that the ability to write is a complex ability, which demands several knowledge and skills. Writing is a productive and active activity. Writing is a system of communication between humans that uses symbols or language symbols that can be seen and agreed upon by the reader. As a form of verbal communication, writing involves the author's element as the presenter of the message, the idea or content of the writing, the channel or medium of writing, and the reader as the recipient of the message. From some of these opinions, there are

similarities in the characteristics of good writing clear, effective, good organizational unity, use of acceptable language, and following grammatical rules.

With some explanation of the definition of writing, then we should also know how to write properly and correctly. According to Betty (2011: 9-10), in general, the writing stage has four stages including, pre-writing, writing concepts (drafting, discovery, and exploration), revisions, and the last editing. Pre-writing is the first stage of writing that aims to capture and save existing ideas. Drafting, discovery, and exploration aim to allow the author's ideas to be developed, expanded, and shape existing relationships. The revision aims to rethink, improve, and develop existing ideas. Editing or re-reading, this stage requires testing the ideas, details, words, grammar, and punctuation that are influential in every sentence.

While writing a descriptive text is important learning for students in 10th grade at senior high school. Writing a description text is part of a writing skill that should also get attention. In the 2013 Curriculum (K-13) contained in the syllabus, the writing skill that must be mastered by senior high school students in 10th grade in 1st Semester is to reveal information in various forms of text (narrative, description, and exposition). Especially now still in a condition affected by the pandemic covid-19, students have difficulty in determining ideas and themes, and students also have difficulty in grammar writing. so learning to put in writing descriptive text cannot achieve the idealized learning goals. Learning techniques are very necessary because they will affect the achievement of learning goals themselves.

One technique that will be applied in exercises writing descriptive text is the technique of *scaffolding*. *Scaffolding* may be a bridge accustomed connect what students already know with something new that students will master or learn. *Scaffolding* may be learning support in overcoming problems (Woolfolk, 2008: 82). The *scaffolding* technique may be a practice supported by Vygotsky's concept of the zone of proximal development (Mamin, 2008: 55). *Scaffolding* technique is expected to foster student creativity in writing learning, especially writing descriptive text. Supported

by the outline above, there has to be research to pilot *scaffolding* techniques in learning descriptive writing text.

According to Sugihartono (2007: 113), learning-supported scaffolding provides skills that are important for self-solving problems like discussing with students, direct practice, and providing reinforcement. *Scaffolding* techniques are expected to foster student creativity in writing skills. Through the gradual learning that exists in the *scaffolding* technique students are trained and directed to develop the thoughts, feelings, creativity, and ideas possessed in writing descriptive text so the flexibility to write down descriptive text is best. Additionally, discover if the *scaffolding* technique is more effectively utilized in teaching writing descriptive text toward SMAN 1 Tulungagung.

The researcher uses a variety of references to the previous study, including Research on the *scaffolding* learning model has been conducted by Hamzah., & Rozimela Y. (2018) with the title "The Use of *Scaffolding* by English Teacher at Senior High School in West Sumatera". This study concludes that the *scaffolding* learning model is effective in mapping learning problems related to support. Another study on the *scaffolding* learning model was conducted by Ersani, NPD, Suwastini, NKA, & Artini, LP (2021) with the title "Schemes of *Scaffolding* in Online Education". In addition to the research above, there is another research, namely research by Anindita Fitriani, et al (2019) with the title "Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School". The research proves that the application of teaching writing especially descriptive text in the study and the newest strategy can improve students' writing skills.

Both studies are relevant to this study because the first and second studies used *scaffolding* learning models to improve students' abilities. In the second study, writing learning was also effectively used in improving students' writing skills. Based on the relevant research, the author would like to conduct a study entitled "The Effectiveness of *Scaffolding* in Teaching

Writing toward SMAN 1 Tulungagung.”

B. RESEARCH QUESTION

The formulation of the problem during this study is as follows:

Is the scaffolding technique effective for the 10th grade students' writing skills of descriptive text at SMAN 1 Tulungagung?

C. PURPOSE OF STUDY

Based on the formulation of the research question above, the purpose is:

To know the effective *scaffolding* technique toward the writing skill of descriptive text of 10th grade at SMAN 1 Tulungagung.

D. FORMULATION OF HYPOTHESIS

Referring to the previous discussions, the question that should be answered in this research is “How *scaffolding* technique will be effective toward the writing skill of descriptive text of 10th grade at SMAN 1 Tulungagung?”

1. H₀: *Scaffolding* technique is effectively used in writing skill of descriptive text of 10th grade at SMAN 1 Tulungagung
2. H₁: *Scaffolding* technique is not effectively used in writing skill of descriptive text of 10th grade at SMAN 1 Tulungagung

E. SIGNIFICANT OF STUDY

Research must have significant benefits, both for the researcher and for others. This research is predicted to produce the subsequent benefits:

1. Theoretically

This research is predicted to be used as study material that's useful within the development of education, especially within the development of learning methods for teaching the writing of the descriptive text.

2. Practically

- a. For the teachers,

This research is predicted to supply alternative learning techniques employed in learning literature, especially writing descriptive text

- b. For the students,

This research is predicted to assist students to develop ideas and themes when writing descriptive text.

- c. For the next researchers,

This research is expected to help further researchers as a research reference on the ability to write descriptive texts.

F. SCOPE AND LIMITATION OF THE RESEARCH

The problem that was studied further in this research was about the differences in writing skills of descriptive text between students whose learning uses the *scaffolding* technique and students who learn without the *scaffolding* technique. The next problem is the effectiveness of the *scaffolding* technique in writing skills of descriptive text for class X-MIPA students of SMAN 1 Tulungagung.

G. THE DEFINITION OF KEY TERMS

To obtain the same understanding of the terms used in this study, it is necessary to have a term limit that limits the terms used in this study. The term limits in this study are as follows:

1. Effectiveness is an increase in the average score before and after the short story writing treatment using the *scaffolding* technique.
2. Writing is a skill in building an idea or picture that is in the human mind into a written work that can be read and easily understood by others.
3. Descriptive text is a text that explains or describes people, animals, or an object in terms of its shape, characteristics, amount, and others.
4. The *scaffolding* technique is the provision of assistance to students gradually starting from the early stages of learning, then reducing the

assistance and providing opportunities for students to take greater responsibility after being able to work on their own.