

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, Research questions, research objectives, significance of study, scope and limitation, and definition of key terms.

A. Background of The Study

English is an international language and the first international language is English. Almost all the people from many different countries use it to communicate. In English language there are four skills. They are : speaking, reading, listening, and writing. All of the skills above are important to be learned. Actually four skills above have the difficulties, but for second learners they have the difficulties in writing. Writing for a senior high school also is not an easy thing to be learned. They have the difficulties to write a sentence or parahraph.

Writing is one of important lesson that must be learned by students, because in studying English the students must be able to do four skills in studying English. Not only they can speak English but they must do a good writing. Writing is one of the four major language skills that should be learnt by any language learners. This skill is regarded as the most difficult one. In line with this, Richard and Renandya (2002) say that writing is the most difficult skill for second language learner to master.

Now teaching and learning process used curriculum 2013 or K13. In this new curriculum students must be active and the teacher only gives them instructions. It can make a students that have low ability can't get the goal from this lesson. Although the teacher have an important role to students. Teacher as a facilitator that makes the students can do their task easily. Not only the teacher that can help the students that have low ability but also their friend that have a high knowledge can help also. Especially in teaching writing, if the students don't know about how to write a good writing they only write about what they want. Actually in writing have a step to make a good writing, like we must be make an outline to make a good writing because our writing will be read by each other not only by my self.

Actually in teaching writing the students always need more time to create a writing. Sometimes they confused about what they will write. They don't know about the component that must do in writing. In here teacher must be help a students, the teacher also must lead the students. They can't let alone if teacher not lead them. For first time it's doesn't matter if teacher must help the students about their difficulties in writing. But as long as they already have an habitual to write the teacher wouldn't help them again. In here the teacher as a facilitator to help the students if the students have the difficulties in writing. As long as the students can't write a good writing the teacher must be help them.

There are so many techniques that can be used in teaching writing. For example, we can use a mind mapping to help them to write a good sentence or paragraph. One of the examples above is often used in teaching writing and we know that it is always effective to be used in teaching writing. In here, the writer used one technique that can help students to write a good writing independently. The writer chooses scaffolding technique to teach writing especially in narrative text.

Scaffolding is one kind of technique in the 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 teachers and others in supporting the learner's development and providing support structures to get to that next stage or level. (Yuanying 2011:46). By understanding the definition and the use of scaffolding technique, we can use the technique in teaching writing.

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 (Bodrova 2012:2). From the statement above, we know that the students need a teacher to help them in developing their knowledge or their skill. In here, the students need a teacher to help them in the process of writing. Actually, the teacher must help the students to finish their task. The teacher also must focus to give the students any ideas, clues, or suggestions that make the students more easier to write.

It can be said that using scaffolding is an effective way to see students' processes in writing. Scaffolded writing is intended to be a temporary technique in order to make the learner be an independent writer. In teaching writing, the teacher do modelling what should the students do to compile a proper writing. In applying scaffolding as an alternative techniques of writing may help teacher to know the weakness of the pupils so they can build up the pupils' knowledge. Furthermore, it supports the notion that writing is process that involve growth, development, and learning as well as a product. It also helps students to become actively involved in assessing their needs, progress, achievement and effort (Rose 2003:42)

In this study the researcher found a previous study by Kasmaini entitled "the implementation of scaffolding in improving students activeness in writing" in 2010. Kasmaini used Classroom Action Research, her action research followed the spiral model which was developed by Kemmis and Taggart. The model consist of four steps namely plan, action, observation and reflection. Her research was conducted at SMA 15 Padang in class XI IPA 2. From her observation, it was known that the class consist of 41 students. She used three cycle, the first cycle is the influence of scaffolding technique is not yet improve significantly. At the second cycles, it hopes that the scaffolding improve most of the problem. At the last cycle, it is hoped that three would be fully change to a better condition of the students' activeness in writing. She

used three kinds of data collection technique. That are observation, interview and questionnaire. The techniques of collecting data were direct observation, questionnaire and interview. The researcher was divided into three cycles. Each cycles consisted of four phrases that are plan, action, observation and reflection. The implementation of scaffolding in teaching writing has been successful to improve the students activeness at the second year of SMA 15 Padang.

Another previous study that found by a researcher from journal by Reski Pulu entitled “the use of scaffolding technique in teaching writing descriptive text”. In this research the researcher used quantitative research, the researcher applied pre experimental research. The researcher use a population of second semester of English Department Cokroaminoto Palopo University. The number of population is 240 in six classes. The researcher used random sampling because the number of population relatively large. The number of the sample are 25 students. In this research the researcher 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.

Based on the previous study above, the researcher will conducts study in teaching writing by using scaffolding techniques. The researcher use pre-experimental study and describes the effectiveness of using

scaffolding technique in teaching writing at tenth grade of SMK Islam 2 Durenan 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 researcher want to know : “Is there any significant difference on the students writing narrative text achievement before and after being taught by scaffolding technique of the tenth grade of SMK Islam 2 Durenan” ?

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 used of scaffolding technique is effective in teaching writing of narrative text or not.

D. Significance of Research

There are some advantages that can be taken from this research :

- a. For the teachers, the result of this research is expected to provide them with an alternative technique to teach writing. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class

- b. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for writing.
- c. For the students, the result of this research is expected to give them new experience in English learning, especially in learning writing so they can be more motivated to develop their abilities.

E. Scope and Limitation

This research focused on the effectiveness of using scaffolding technique on students writing narrative text achievement of the tenth grade at SMK Islam 2 Durenan. 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 researcher perhaps not explain detail yet about the method in teaching writing narrative text.

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 scaffolding technique, writing, and narrative text.

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

(Suyono (2014:113). It means that scaffolding technique is a process to help the students to reach their goal in process of teaching and learning.

The second terms is writing. 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 what they seen.

And the last terms is narrative text. Narrative text Narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener Anderson (1997: 8). It means narrative text is a kind of text that to tells a story and for entertain to a readers.