

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents the research background, research questions, research objectives, scope of the research, research benefit, definition of terms and research outline.

### **1.1 Research Background**

English is a very important language in this current era. Many people in all over the world use English as their second language. Indonesia puts English as the first foreign language which is important for education, science and technology, art and culture, and establishing international relationship. In learning English, there are four language skills should be learnt. There are listening, reading, speaking, and writing. Therefore, writing is considered as an important skill to be learnt. Teachers of English should teach writing equally and appropriately as the way they teach other skills.

Writing skill is rather difficult to be master. The students had learnt on how to have a good writing, but they still find difficulties. According to Harmer (2004, p.3), if spoken language can be naturally acquired because children (as learners) are exposed to it, the ability to write has to be consciously learned. While students learn writing, they need time and a teacher to teach them. Spratt, Pulverness, and Williams (2005) also states that time is needed because writing involves a number of stages such as brainstorming, making notes, planning, writing a draft, editing, and proof-reading.

The other skills are compiling in writing skill because the student who has already had good writing skill usually has good ability in the other skills. Writing also has the complex rules according to the kinds of writing. Writing as a process to get product that will influence by some elements such as vocabularies, grammar, organization, spelling, and punctuation. According to Graham (2007), the leaning of writing skill in the schools has two benefits that very important. The first is writing skill can show the ability in using strategy such as planning, evaluating and revising for achieve the writing purpose and the second is writing cand improve the students knowledge.

Many Indonesian students, especially junior high school students have difficulties in mastering the four language skills especially in writing skill. In this study, the researcher will be observing students' problem in writing ability. Therefore, Alwasilah (2005:6) declares apparently as a whole, the Indonesian high school students do not have strong basic to write academically, since the national education in Indonesia does not provide

the students sufficient writing skill and critical thinking skill. Maslakhah (2005:21-28) also states that the difficulties of writing are not only from the students themselves like their characters, mentality, and personality, but also from the outside of the students like how to find the topic, to arrange the sentence effectively, and to master the rule in writing.

According to Brown (2001: 335), writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer averaging and how to edit text for appropriate grammar and how to produce a final products.

Writing is used extensively in higher education. If students do not understand on how to express themselves in writing; they will not be able to communicate well with teacher, lecturers, professors, employers, peers, or just about anyone else. Much of professional communication conducted in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate. Even if students manage to learn the material in their writing task without knowing how to write well, they will not be able to express their feeling or share their knowledge to the people who are making the big decisions.

Based on the early observation, the researcher found the problems of writing skill at SMP BOPKRI Godean. The researcher gathered the information during the classroom observation on August 10<sup>th</sup>, 2016. She found the problem related to the student's writing skill. From the observation, students cannot reach score target. It was because the students had very low skills in choosing vocabularies, sentence structure, and paragraph organizing. The school applies 2013 curriculum with the minimum criteria completeness or KKM (*Kriteria Ketuntasan Minimal*) is 67 for the indicator of writing skill. In fact, their writing ability was still under the minimum criteria completeness. The average pre-test' score of fourteen students of seventh grade at SMP BOPKRI is 49, so they could not reach the score target. Besides, the teacher's techniques was not interesting for the students and not encouraged them in writing. The teacher still gives instruction to the student to write a certain topic after that collect it.

Based on the appeared problems, it is necessary for the researcher to improve the students' writing skill especially for the seventh grades by using scaffolding techniques. Because one of the main benefits of scaffold instruction is providing a supportive learning environment. According to Olson & Pratt, (2000) the scaffolding instruction is more knowledgeable other provides scaffolds or supports to facilitate the learner's

development. The scaffolds give facilitate to the student's ability to build the prior knowledge and internalize the new information. The activities provided in scaffolding instruction are exceeded the level of what the learner can do alone. Educators may also use questions as scaffolds to help students in solving a problem and complete a task. The teachers may increase the level of questioning or specificity until the student is capable to provide a correct response.

In a scaffold learning environment, students are free to ask questions, provide feedback, and support their peers in learning new material. When the teacher incorporates scaffolding in the classroom, he/she become more of a mentor and facilitator of knowledge rather than the dominant content expert. This teaching technique provides the support for students to take a more active role in their own learning. Students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels. Through this interaction, students are able to take ownership of the learning event. Vigotsky (1978) also states that the scaffolding technique makes the learning process more tractable for the students with the changing complex and difficult task in ways that make the tasks accessible, manageable, and within student's zone of proximal development. It averages that by scaffolding technique, can inspire the students to want to learn more and increase their knowledge and understanding. In this technique, the teacher provide scaffold and support the students to complete the task and facilitate their learning.

### **1.2 Research Questions**

The researcher formulates the general questions as follows: How to improve students of SMP BOPKRI Godean in writing skills by using scaffolding technique? The specific questions are:(1) how to analyze the students' writing by using scaffolding technique?; (2)how to improve the students' writing by using scaffolding technique? and; (3) how is the students' interest in writing by using scaffolding technique?

### **1.3 Research Objectives**

The objectives of the study are the answers to the questions from the formulation of the problem, as follow: (1) to analyze the students' writing by using scaffolding technique; (2)to describe the improvement of the students' writing skill by using scaffolding technique; and (3) to find out the students' interests in writing skill by using scaffolding technique.

#### **1.4 Scope of the Research**

In the learning process, four aspects have to be prepared. Those are input, process, product, and evaluation. In the aspect of the process the teachers should use the teaching technique in the learning process that seems to be more effective. Therefore, the students will be interested and actively involved in the learning process.

This research will be focused on improving junior high school students' writing skill in descriptive text by using scaffolding technique model adapted from Silvia Read. The five steps in scaffolding technique by Silvia Read are inquiry, modeling, shared, collaborative and independent. This study will be conducted the seventh grade students in SMP Bopkri Godean in the second semester of academic year 2016/2017.

#### **1.5 Research Benefits**

The researcher hopes that the output of this study is significant for everyone who works in the educational field. Specifically, the significances of study are elaborate below:

a. Practically

Practically it will be beneficial for teacher as the suitable technique and reference in his/her teaching learning process of written English. It can be also practically beneficial for the teacher's upper to conduct the wider relevant policy or other relevant.

b. Theoretically

Theoretically it will give the benefit for the next relevant researchers who concern with written in English, uses the technique, and students' interest in writing skill. When there is a technique used in the learning process, it will add a reference in the learning process. This can increase the activities of independence and involvement, both teachers and students, both in the classroom and outside the classroom.

#### **1.6 Definition of Terms**

Terminologies of this study were describing orderly. Those descriptions avoided the reader's ambiguity and misperception. To give a clear explanation for terminologies used in the research, the researcher explained the key terms. Those were describing as follows:

- a. Jack Richard (2002 : 303), writing was the most difficult skills for second language learner to master of putting together string of grammatically correct sentences.
- b. According to Sawyer (2006), instructional scaffolding was a learning process that designed to encourage a deeper level of the learning. Scaffolding can support the students during the learning process, which is appropriate to the needs of the student with the aim of helping the student achieve his/her learning goal.
- c. According to Maier (2011), adolescence illustrates the teenage years between 13 and 19. In these ages, many crucial changes occur in young people life
- d. Burns (1999:30) says that “action research is the view to improve the quality of action within social situation, involving collaboration and cooperation of researchers, practitioners and laymen”.

Therefore improving junior high school students’ writing skill by using scaffolding technique is about to make better student’s ability in written English production by using scaffolding technique.