

CHAPTER 1

INTRODUCTION

A. Background of The Research

English as an international language takes an important role in communication among nations in the world. In Indonesia, English is the first foreign language that is taught in formal education institutions. The government, in the new curriculum of Curriculum 2013, states English will be taught starting from junior high school degree. It becomes a new problem in teaching English since the students have less experience before. However, it is still important to make a progress in order to make it possible in teaching and learning English from the beginner.

There are standard competence and basic competence dealing with writing. According to English syllabus of School in Curriculum 2013¹, the teaching of writing for junior high school involves the teaching of short functional text. In this stage they should express meaning. It means that they should produce a text. One of the genres that is given for the grade VII of junior high school is descriptive text. Descriptive text is used to train the students to be able to describe thing or give the information about it. By studying descriptive text, the students will be able to give an account of imagination or factual events.

¹Badan Nasional Standart Kependidikan (2013), *Standard Content of the Curricullum 2013*, (Jakarta: Depdikbud).

As one of the four skills that is taught in Junior High School, writing needs special methods and techniques. There are many process before the letter become a paragraf. According to Heaton, writing skill is more complex and difficult to teach, require, and master not only grammatical and rethorical devices but also conceptual and judgement because of the difficulties of writing.² In the other hand, text is really important to be taught because it is the nature of communication. In the teaching of writing skill a descriptive text is popularly known as descriptive paragraf. The students are trained to describe certain object in a written language by developing one main idea as a topic sentence. So it will be quite easy to them producing the simple text. Descriptive text is a text which describes what a person or a thing is like. The main aim of descriptive text is to inform about the thing to be described.

Writing descriptive text needs specification. When students writing descriptive text, they should have imagination to gain idea, a skill of writing, and a lot of vocabularies. In writing descriptive text, they also need something to help them in writing descriptive and need motivation to keep them writing. There were many students got a bad score in writing because of their lack of motivation. Some of them dont know what they should write, the other problems; how to arrange a paragraf, using vocabulary and how to choose the topic.

²Heaton, J B. *Writing English Language Test*. (London: Longman Pub Group, 1975).

Based on the observations from researcher when she conduct her PPLK's duty at MTs MII Cidangiang Pandeglang, the researcher found that the students have an idea of what they are going to write but they do not know how to write a good descriptive text. They have a limited vocabularies and use incorrect words in their writing.

Considering on the description above, the researcher prefer the scaffolding technique as a technique for teaching writing descriptive text. The notion of Scaffolding technique is based on Lev Vygotsky's theory and his concept of the Zone of Proximal Development (ZPD) or in other words, the difference between what a learner can do without any help and what he/she can do with the assistance of more capable peers or under adult guidance.³ But, the term of *Scaffolding* was first used by Bruner, the theory behind scaffolding is that when learners first approach a new skill or subject matter, they are able to accomplish much more with support (Bruner, 1966). As they master each step, those supports can gradually be withdrawn, until the learner is able to tackle these tasks completely independently.

Based on the background of the research above, the writer would like to conduct an experimental research with the title **“THE EFFECTIVENESS OF USING SCAFFOLDING TECHNIQUE IN TEACHING WRITING ON DESCRIPTIVE TEXT”** (*An experimental Research at The Seventh Grade Students of MTs MII Cidangiang Pandeglang*).

³Anja Sticher, *Scaffolding in the EFL Classroom* (seminar paper :universitat des saarlandes, 2009), p. 5.

B. Identification of The Research

Based on background of the research above, the researcher identifies several problems in learning writing:

- 1) The students have problem in writing especially in descriptive text.
- 2) The students have a limited vocabulary when they write a descriptive text.
- 3) Students feel difficult to express their ideas about things which they wanted to be described.
- 4) Students are less interested in joining writing descriptive text

C. Limitation of The Research

Based on problems above, the researcher limiting the research on seeing the effectiveness of using scaffolding technique in teaching writing on descriptive text at seventh grade students of MTs MII Cidangiang Pandeglang.

D. Statement of The Research

Based on limitation of the research above, the statement of the research is formulated as follow:

1. How is the student's writing ability at the seventh grade of MTs MII Cidangiang Pandeglang?

2. How is the effectiveness of using scaffolding technique in teaching writing on descriptive text at the seventh grade of MTs MII Cidangiang Pandeglang?

E. The Research Objectives

The objective of this research is;

1. To find out the student's writing ability at the seventh grade of MTs MII Cidangiang Pandeglang.
2. To find out the use of using scaffolding technique is effective to improve students' writing skill on writing descriptive text of the seventh grade MTs MII Cidangiang Pandeglang.

F. The Significance of The Research

The Significance of this study is expected to contribute several benefits in the English language teaching quality. There are two significance contributions gain from this study. They are follows:

a. Theoretical Significance

The result of this study is expected to give contribution to the development of knowledge especially in the field of education. This study expected to be a reference and an alternative source in conducting similar research related to the use of Scaffolding technique.

b. Practical Significance

The result of this study is expected to be beneficial for the teachers, the students, and other researchers.

1. For the teacher

Through this study, the teachers can enrich their knowledge about techniques or strategies in teaching writing. It can provide idea and inspiration for the teachers on how to conduct writing effectively.

2. For the students

This study is also beneficial for the students. It is directly intended to create effective writing class that let students to explore and develop their writing.

3. For other Researchers

This study is expected to be useful other researchers as a reference to implement the scaffolding technique in teaching writing.

G. Previous of The Research

Some researcher had done their study about scaffolding technique in teaching writing, and there were some of previous research that dealing with my research are:

1. The first previous research is conducted by Ni Putu Ayu Dian Anggraeni, Dedi Turmudi "The Comparison Of Students' Writing Descriptive Text Ability By Using Jigsaw And Scaffolding Technique At the Tenth Grade Senior High School 1 Seputih Raman Academic Year 2012/2013." Her

research is to compare between Jigsaw and Scaffolding Technique in writing descriptive text. The researchers takes 90 students from total population as the sample. 30 students as experiment class of Jigsaw, 30 students as experiment class of Scaffolding, and 30 as control class that matching based on classification of student level. And the researchers use cluster random sampling as technique sampling. To analyze data, the researchers uses One Way ANOVA.⁴

2. The second previous research is conducted by Putri Dito Rembulan I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd & Kadek Sonia Piscayanti, S.Pd. Entitled “The Effect of Using Scaffolding Technique on the Competency in Writing Descriptive Text”. The population of this study was the eighth grade students at MTs Negeri Srono. The experimental group was taught by using Scaffolding Technique, while the other group was taught by using Conventional Teaching Technique. The result shown that there was a significant difference in the students’ writing competency in writing descriptive text taught by using Scaffolding Technique and Conventional Teaching Technique.⁵

⁴Anggraeni, Ni Putu Ayu Dian, and Dedi Turmudi. "The Comparison Of Students' writing Descriptive Text Ability By Using Jigsaw And Scaffolding Technique In Even Semester At Grade X State Senior High School 1 Seputih Raman Academic Year 2012/2013." *Premise Journal: ISSN online: 2442-482x, ISSN printed: 2089-3345* 2.1 (2013).

⁵Rembulan, Putri Dito, I. Nyoman Pasek Hadi Saputra, and Kadek Sonia Piscayanti. "The Effect of Using Scaffolding Technique on the Competency in Writing Descriptive Text at the Eighth Grade of Mts Negeri Srono in Academic Year 2015/2016." *Jurnal Pendidikan Bahasa Inggris* 1.1 (2016).

The similarity between the previous research above and my research is to know whether or not the use of Scaffolding technique is effective to improve student's writing skill, and the research is focuses on seeing how students writing skill can be improved whether or no there is a significant result after using the scaffolding technique. The process of the writing is focused on writing a descriptive text. The difference is the participants, location of this research, and the technique of analyze data. One of the previous research by Ni Putu Ayu Dian Anggraeni, Dedi Turmudi, she is comparing her research with the other technique to know is there any different result of the student writing ability by using jigsaw and scaffolding technique. Despite the difference above, both of the previous research are reasonable and applicable to this research. The researcher will use the result as the references for the research of the effectiveness scaffolding technique in teaching writing on descriptive text.

H. The Organization of The Writing

This paper is organized into five chapters. The chapter as follows:

Chapter I: introduction provides the background of study. It will discuss writing skill becomes the focus of this research and reason using Scaffolding in teaching writing on descriptive text. The chapter also states the identification of the problem, the limitation of the problem, the statement of the problem, the aim of the study, the significance of the study, hypothesis and the organization of paper.

Chapter II: the review of related theories consist of Writing, Scaffolding Technique, and Descriptive Text.

Chapter III: the methodology of research consist of the method of the research (place, subject, time). The population and sample, research instrument, technique of data collection and data analysis.

Chapter IV: result and discussions report the findings of the research clearly. Consist of description of the data test, data analysis, hypothesis testing (t-test), and interpretation of data.

Chapter V: consist of conclusion and suggestion.