

# CHAPTER I

## INTRODUCTION

### **A. Background**

Writing is one of the four skills in English that is necessary to be taught. Many students say that writing is the most difficult one. It is caused by their ignorance about what and how to write. Writing is admitted widely as one of the most difficult skills that students ever do, either in foreign language or in their native language.

Writing will be used as a generic term to refer to all the various activities that involves transferring through paper. Writing that focuses primarily on the conventions of language form, i.g. grammatical or lexical structures will be termed transcription. The term composition will refer to the skills involved in effectively developing and communicating an idea or making a point. There are many methods and techniques in teaching and learning writing. If the method of teaching English is suitable for the students, they will enjoy it. So, the students will enhance their ability in the language. Besides that, the teacher gathers some information about

the students' progress and then doing the evaluation to measure the students' achievement. It is better to give the students some assessment to measure their achievement in writing. Basri. D (2007)

The most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letter, how to put written reports together, they need to know some of writing's special convention such as punctuation, paragraph construction, etc. just as the need to know how to pronounce spoken English appropriately.

There are many students find that difficulty when they are asked to write because they do not know how to start and what topic that they should choose. Besides that, uninteresting topic and unsuitable teaching methods can influence students' interest in writing ability. The writer has observed to the school and founded some problems and condition when the students learn English especially in writing and the writer known the condition exactly because the writer ever study there. To break through the problem, English teachers have to be more creative in choosing the materials

and methods which can make the writing class more interesting, exciting, and enjoyable. It can be done by choosing an appropriate material and method that students like based on the students' level and background of knowledge. One of technique that suitable to apply to the class is Scaffolding.

Scaffolding is one kind of technique in learning. It is a process by which a teacher provides students with a temporary framework for learning.<sup>1</sup> 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.<sup>2</sup> By understanding the definition and the use of scaffolding technique, we can use the technique in teaching 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. The modelling will be useful for students' learning.

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<sup>1</sup> Veeramuthu, Wei Hui Suan and Tajularipin Sulaiman, *The Effect of Scaffolding Technique in Journal Writing among the Second Language Learners*, *Journal of Language and Research*, 2,4, 2011, p. 934.

<sup>2</sup> Wang Yuanying, *College English Writing on Scaffolding Theory*, *Studies in Literature and Language*, 3,2011, p.46.

The term scaffolding was first used by Wood, Bruner, and Ross (1976) in their examination of parent–child talk in the early years. It is a useful metaphor that we will employ throughout the book.<sup>3</sup> Then Vygotsky develop the scaffolding in teaching. Scaffolding is known as Zone of Proximal Development (ZPD) was developed by Lev Vygotsky “The ZPD refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner. Thus, the term proximal refers those skills that the learner is close to mastering. ZPD has been defined as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers (Vygotsky, 1978).

In applying scaffolding as an alternative techniques of writing may help teacher to know the weakness of the pupils so he can build up the pupils’ knowledge. Furthermore, it supports the notion that writing is process that involve growth, development,

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<sup>3</sup> Pauline Gibbon. *Scaffolding Language Scaffolding Learning*, (USA : Heinemann, Pauline Gibbon. 2015. *Scaffolding Language Scaffolding Learning*, USA : Heinemann), p.16

and learning as well as a product. It also helps students to become actively involved in assessing their needs, progress, achievement and effort.

Based on the problem above, the researcher will conduct this research under the title “Improving Students’ Writing in narrative text through Scaffolding Technique (A Quasi Experiment Research at First Grade Senior High School of Al-Irsyad Waringinkurung)

## **B. Identification of Problem**

The writer identified several problems in teaching learning writing process in the class, as follow:

1. The students feel difficult to learn English especially in writing at first grade senior high school of Al Irsyad Waringinkurung.
2. The students are lazy and they aren’t interested to write and study English especially in writing.
3. Unattractive teaching makes students bored in learning writing

## **C. Limitation of Problem**

Although there are many problems on the students, the writer limits the problem. The problem researched is writing skill, writer

focus on the difficulties and the laziness of students when study writing. we need method which is more effective in order to learn English easily. So, the writer using Scaffolding Technique to improve student's writing skill at first grade students of SMA Al-Irsyad Waringinkurung.

#### **D. Statements of the Problem**

Based on the backgrounds discussed above, the writer underlines the problems as follow:

1. How is the student's writing skill in narrative text at the first grade senior high school of Al Irsyad Waringinkurung?
2. How is Scaffolding Technique applied in teaching writing narrative text at first grade senior high school of Al Irsyad Waringinkurung?
3. How is the influence of scaffolding technique in students' writing narrative text at first grade senior high school of Al Irsyad Waringinkurung?

### **E. Objectives of the research**

Based on the statement of the problem, the writer has the objectives of this research as follow:

1. To know the student's writing skill in narrative text at first grade senior high school of Al Irsyad Waringinkurung.
2. To know Scaffolding Technique in teaching students' writing narrative text at first grade senior high school of Al Irsyad Waringinkurung.
3. To know the influence of Scaffolding Technique in students' writing narrative text at first grade senior high school of Al Irsyad Waringinkurung.

### **F. The Important of the Study**

The Significant of the study is advantageous for :

1. Student

Student will be more enjoyable to learn writing. Beside student more interesting and does not feel bored when learn English, especially in learning writing.

## 2. Teacher

Teacher can take advantages of the implementing scaffolding technique, teacher will find the new experience when teaching writing with using scaffolding technique, and explore her/his skill in teaching more.

## 3. Writer

The writer hopes the result will give worth contribution in English teaching learning either teacher or student by finding the implementation of scaffolding technique to teach writing in narrative text.

### **G. Organization of the Writing**

The main part of this paper consist of five chapters, which deal between chapter one with other chapters.

Chapter I : Introduction consist of Background of Study, Identification of Problem, Limitation of Problem, Statement of The Problem, The Objective of Study, The Important of the Study, and Organization of Writing.



- Chapter II : Theoretical Review consist of Theoretical Definition; Writing skill; *the definition of writing skill, the characteristic of good writing, the forms of writing, the process of writing, and assessing writing* , Narrative text; *the definition of narrative text, generic structure of narrative text, and characteristic of narrative text*, and Scaffolding technique; *the understanding of scaffolding, the advantages of scaffolding technique, the steps of scaffolding technique*,
- Chapter III: Methodology of Research consist of research method, place and time, population and sample, the technique of data collecting, and the technique of data analyzing.
- Chapter IV: Research Finding and Discussion
- Chapter V: Closing, consist of conclusions and suggestions that relevance to the exciting problem.