CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of many languages in the world that has a big role in this modern era, because it has important position in the world as an international language or the language that is used and comprehended by people in around the world. As an international language, English is absolutely important for many persons to master it, because it is used in many aspects and has important role in the world. In addition, it is also giving many advantages for people who mastery, for example to share and get information in around the world, to communicate with other persons in different countries, to make relation with other countries in social, politic, economy, and technology term, and many reasons that make English is important for us.

In Indonesia, English is a foreign language and it has been studied start from elementary school until university grade and it is also used in job requirement in some companies. English is not only a material that is studied by students in Indonesia but also it is one of the materials that be tested in national examination from elementary school, to high school. Because of those reasons, teaching English has an important role in educational system in Indonesia.

Teaching English focused on some skills such as listening, speaking,

reading, writing and some elements such as vocabulary, spelling, and pronunciation. The students have to master both the skills and elements to be able to communicate well orally and written.

English is taught at schools in order that students are able to master the for skills, they are listening, speaking, reading, and writing. Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing.

Richards and Renandya state that "There is no doubt that writing in the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts[1]."

Brown states as follows "We also fully understand the difficulty of learning to write "well" in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very view learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose."[2]

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount,

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[1] Richards, J. C. and Renandya, W. A, *Methodology In Language Teaching : an anthology of current practice* (Cambridge: Cambridge University Press, 2002), 303.

[2] Brown, Douglas. *Language Assessment: principles and classroom practice (* New York : Longman.com, 2004), 218.

narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps.

Seow in Richards states as follows: "Process Writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage."[3]

In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks.

The facts above frequently happen in many schools. Based on the observation in a school in SMA SUBIS, it seemed that the students were rarely taught to write in English. They just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well.

Students did not have any ideas to write. In other words, they had blank

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[3] Richards, J. C. and Renandya, W. A, *Methodology In Language Teaching : an anthology of current practice* (Cambridge: Cambridge University Press, 2002), 316

minds when they were asked to write a text, for example a report text, Therefore, some strategy were needed to bring out their ideas. Some strategy here could be scaffolding.

Some problems or conditions above was happens in SMA SUBIS in teaching English process where the teacher is not has enough writing report to teach English writing skill, consequently, the students' writing ability are not trained well. The other problem that appeared for students is they feel difficult to write the idea.

Actually, there are many methods, techniques, and strategies to teach writing skill and overcome writing problem, but in this condition, the writer assumes that scaffolding is the best choice to apply in the class, and the writer thinks it will work and can overcome those problems. Because scaffolding uses clue as a source of writing activity where the teacher not use media in class and sit only in class to do writing practice, he just give instruction for practice, and give instruction to student for search the something even for be a report. Moreover. It will help to make habit for students to write the idea with scaffolding. In addition scaffolding is an interactive where it focuses on team/individual work to reconstruct the information that they have know about clue and then work in groups, of course, it can motivate students to follow writing activity with fun and enthusiasm.

Based on the background above the writer decides to conduct a study with quantitative method of pre-experimental that entitled *"The Effectiveness of*

Using scaffolding in teaching writing report text" (an experimental study at second grade of SMA SUBIS)"

B. Statement of the Problem

Based on the background of the study, the writer intends to formulate the statement of the problem as follows:

1. How is students writing report skills at SMA SUBIS before and after using scaffolding?

2. How is the effectiveness of using scaffolding in English writing report subject at the second grade of SMA SUBIS?

C. The Aim of the Study

Based on the statement of problem above, the objectives of the research are follows:

1. To know students writing report skills at SMA SUBIS before and after using scaffolding.

2. To know the effectiveness of using scaffolding in teaching writing report text subject at the second grade of SMA SUBIS.

D. The Hypothesis of the Study

Hypothesis is defined as a temporary conclusion that still must be tasted and verified. The researcher is interested in the investigation of story

impressions and it is effectiveness on students' writing report comprehension. The from of hypothesis is as follow:

H0 = Means there is no effect between variable X and Y (there is no effect between using scaffolding and students writing report text skill).

H1 = Means there is an effect between variable X and Y (there is an effect between using scaffolding and students writing report text skill).

E. The Previous of Study

The writer found many previous studies dealing with Scaffolding writing in teaching those previous studies are:

The first study is "The Use of Scaffolding on Teaching Process and Students Writing in A Senior High School" this journal was written by Alifah Rafidah Fauzia Sari and Ahmad Munir from English Department of State University of surabaya.[4] The aim of the research is to motivate the students to write, and to give some benefits to the teacher in teaching writing skill. The result of the research is Scaffolding strategy could improve students' motivation in learning writing, and they could organize idea easier when they wrote functional text. the findings of this research should be reference to be able to transfer understandings and skills to new tasks in new learning contexts, also able to become independent learners. In addition, as this

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[4]Alifah Rafidah Fauzia Sari and Ahmad Munir, "The Use of Scaffolding on Teaching Process and Students Writing in A Senior High School ", *Jurnal English Department of State University of Surabaya,* Vol. 6, No. 2 (2013).

study is still imperfect for the future researcher, the researcher does hope that the other researchers would be interested in doing this kind of research.

The second is journal of "Scaffolding EFL Students' Writing through the Writing Process Approach", this journal was written by Avan Kamal Aziz Faraj from English Department of State University of Sulaimani, Iraq.[5] The finding of this result that using writing process with teacher's scaffolding techniques in teaching writing skill provides a better basis for enhancing the students to write a good and an academic piece of writing in English compared to the students that only get knowledge about writing process without practically practicing it and without teacher's scaffold.

The Third is journal of "Developing E-Scaffolding to improve the quality of process and learning outcomes", this journal was written by Hena D. Ayu, Hestiningtiyas Y. Pratiwi, Sentot K, and Muhardjito from Science Department of State University of Malang, Malang.[6] The result of this research that the Scaffolding can improce the prosecc and learning outcome, that is the grow the persentase in learning question.

Therefore, this research has different focus if it is compared with the writer research. The writer did not implement anxiety upon writing competency but descriptive' text writing.

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[5]Avan Kamal Aziz Faraj, "Scaffolding EFL Students' Writing through the Writing Process Approach", *Journal of Education and Practice,* Vol. 6, No. 13 (2015).

[6] Hena D. Ayu, Hestiningtiyas Y. Pratiwi, Sentot K, and Muhardjito, Developing E-Scaffolding to improve the quality of process and learning outcomes", *Jurnal Kependidikan,* Vol.1, No.2, (Nov : 2017).

F. The Importance of the Study

The result of the research is expected has many uses for the researcher, especially and also for some people, the study has two major benefits as follows:

1. Theoretical benefit

   - The result of the study can be used an input in scaffolding on the students' writing report skill.

   - The result of the study can be used as reference for who want to conduct this research.

2. Practical Benefit

   a. Student

   - students can improve their writing report text skill as one process and enjoyable activity.

   - Can help student understanding the material of writing report better.

   b. English Teacher

   - It can develop a teaching more creative, effective, alternative and efficient to make students interested in learning writing report.

   - The teacher can know the teaching which can improve students writing report skill.

   c. The writer;

   - It gives a description about the effects of treatment by using scaffolding in teaching writing report text skill.

- It can improve the writer's knowledge, skill, and experience about teaching learning process especially in English writing report subject.

d. Further researcher

- It gives a profitable description to any further researcher which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.

- It can be a data source for other writer who interest with scaffolding in teaching writing report text to improve and apply it by using other approach or research method.

G. Benefits of the Study

The writer hopes that this study will be useful for the teachers, students and also the readers who read the results of the study.

1. The results of this study is hoped to be useful in the English teaching process especially in writing report skill.

2. The writer hopes the students will be able to improve their writing report skill easily with scaffolding.
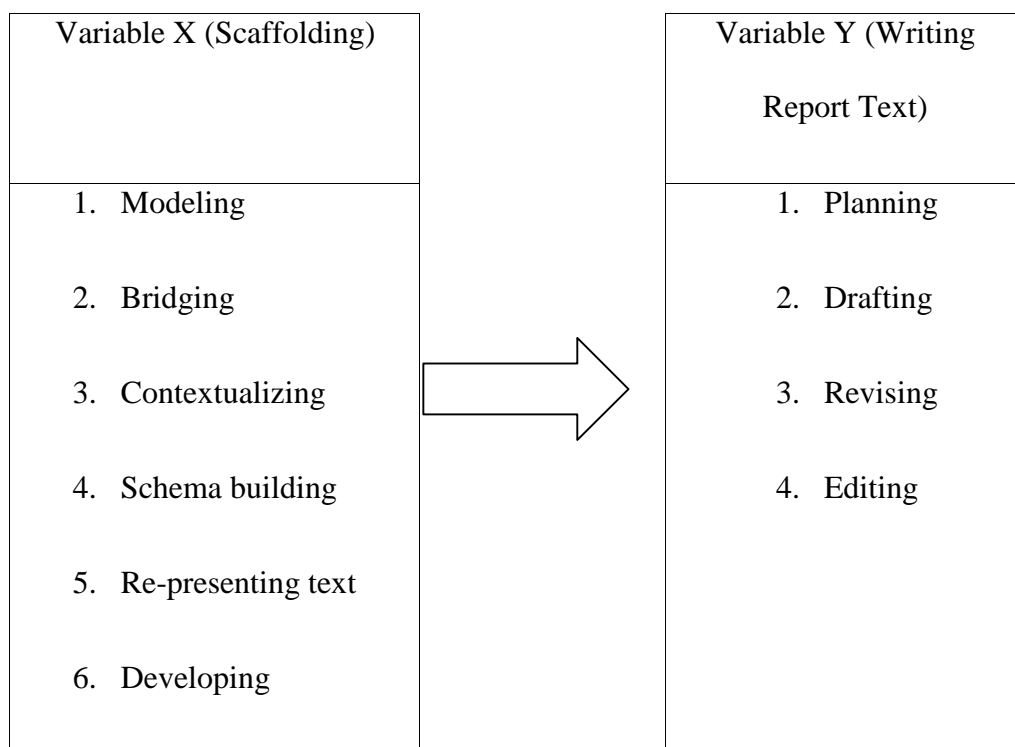
H. Theorytical Research

In quantitative research, the researcher is concerned with process, context, interpretation, meaning or understanding the phenomenon of interest through inductive reasoning while in quantitative research, the researcher is concerned

with outcomes, generalization, predication and causal relationships using deductive reasoning.

The goal of quantitative research is the discovery of depth of knowledge and to generate hypotheses while in quantitative research it is the breadth of new knowledge which is a fundamental and the testing of hypotheses.

Experimental research is the explanatory research, and the goal of explanatory research is to know the relationships between variable and other variable.

I. Conceptual framework

Variable X (Scaffolding)
1. Modeling
2. Bridging
3. Contextualizing
4. Schema building
5. Re-presenting text
6. Developing

Variable Y (Writing Report Text)
1. Planning
2. Drafting
3. Revising
4. Editing

J. The Organization of the Paper

The researcher used the systematic organization of paper that contains five chapters as follow:

Chapter I is introduction, it contains the background of the research, statement of the problem, the aim of the study, the hypothesis of the study, the previous of study, the scope of limitation, the importance of the study, benefit of the study, theoritical research, conceptual research, and the organization of the paper.

Chapter II This chapter consists of the theories from some experts who have conducted the research related to this research.

Chapter III is the methodology of the study, it contains the method of research, time and location, population and sample, the procedure of collecting data, the technique of analyzing data.

Chapter IV is the processing of pre-test, the processing of post-test, comparing the pre test and the post test, t-test calculation by using formula calculation (manual), the hypothesis testing, and discussion of research finding.

Chapter V is closing, it contains conclusion of the data, the writer suggestions for student, teacher, and other researcher who want to do research about scaffolding or other technique in writing skill.