CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problem, objective of the study, the significance of the study and definition of key terms.

A. Background of the Study

In our country, English is the important language that has purpose to develop knowledge, technology and to help to communicate with other nations easily. Learning English can help people to get more information and knowledge in every aspect such as education, science, religion, social and technology.

Minister of Education and Culture decrees No: 372/2003 stated that English becomes the first foreign language and compulsory subject that should be taught in Indonesian schools from junior high school up to university level.[2] The students must pay attention in English lesson because English is very important for them and become one of the lessons in national final exam.

English language teaching includes four language skills. Those are speaking, listening, reading, and writing. Besides, there are language components, such as grammar and vocabulary.

The writing skills are complex and sometimes difficult to teach. It is because it requires mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements. [3] Another statement from Richard and Renandya say, "Writing is the most difficult skill for second language learners to

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[2] Ketetapan menteri pendidikan dan kebudayaan Republik Indonesia no. 372 tahun 2003 tentang pengajaran bahasa Inggris di Indonesia,(http://www.kemdiknas.go.id/media retrieved on 6 Januari 2014)

[3] Heaton J.B., *Writing English Language Test, New Edition* (New York: Longman Inc, 1988), 135

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master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text."[4] In addition, Hammer states that "writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities."[5] We also must pay attention in content, format, sentence structure, vocabulary, punctuation, spelling, etc when we write.

To solve these problems, it needs the creativity of teachers to use a suitable technique in teaching writing. There are a lot of techniques and methods in teaching learning process that can motivate the students and the teacher to get the English teaching effectively for example using mind mapping, clustering technique, peer feedback etc.

Based on the writer's experience while she took student teaching (PPL) in SMAN Plosoklaten, she found students' problem in writing skill especially in writing descriptive paragraph. When the writer gave exercises to students to make descriptive paragraph they were still confused about how to make it. The result was that all of the students got scores under 75, under the Minimum Mastery Criterion (Kriteria Ketuntasan Minimum-KKM).

Descriptive text is describing a particular person, place or thing.[6] Descriptive text consists of introduction and description. The identification part is the part where writers of descriptive text identifies phenomenon to be described.

[4] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice*, (New York, Cambridge University Press:2002), p.303
[5] Jeremy Harmer, How to Teach Writing, (England: Pearson Education Ltd, 2004) P.86
[6] Doddy Ahmad, *Developing English Competencies 1: for Senior High School (SMA/MA) grade X* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008). Page 128

The description part describes parts, qualities, and characteristics. By studying descriptive text, the students can increase their mastery in using present tense.

The scaffolding strategy in this study is to help students' writing especially in writing descriptive paragraph. According to Jones in Henry (2002:2)," Scaffolding is a process that requires direct teaching and monitoring by an adult. To be successful with this teaching strategy, the teacher must provide all information that a student needs to complete a given task." [7]

Based on the explanation above, the writer is interested in conducting a research entitled **"Improving Students' Ability in Writing Descriptive Text by Using Scaffolding Strategy at the Tenth Grade Students of SMA Negeri 1 Plosoklaten"**

B. Research Problems

Based on the statement in the background of the study described above, the research problems are:

1. How is the implementation of scaffolding strategy to teach writing to improve students' ability in writing descriptive paragraph at the tenth grade students of SMAN 1 Plosoklaten?

2. Can it improve students' ability in writing descriptive paragraph at the tenth grade students of SMAN 1 Plosoklaten?"

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[7] Latoya Henry, *"Educational Concept of Scaffolding "*,(November 2002) p.2

C. Objective of Study

Based on the research problem above, the objective of this research are:

1. To describe the implementation of scaffolding strategy to teach writing to improve students' ability in writing descriptive paragraph at the tenth grade students of SMAN 1 Plosoklaten.

2. To describe whether the method can improve students' ability in writing descriptive paragraph at the tenth grade students of SMAN 1 Plosoklaten.

D. Significance of the Study

The writer hopes that this research is accepted to be useful for students, teachers and the future researchers. For students, they could improve their ability in writing descriptive text. For teachers, they could use scaffolding strategy to improve students writing skill. They could also use this strategy for making variation in their teaching learning process. For the future researchers, it could be used as a reference to conduct similar studies in the future.

E. Scope and Limitation

Based on the background of the study above, the researcher limited her research on the implementation of scaffolding strategy to improve the students' ability in writing descriptive paragraph. This research took the tenth grade students class X6 of SMAN 1 Plosoklaten in the 2013-2014 academic year.

F. Definition of Key Term

- Scaffolding Strategy is one of the methods that will help the students to do their writing well. This strategy focuses on what student can do for their task. The teacher is as a collaborator. The teacher collaborates with the students in order that they can finish their duty well. So, they can reach what the goal of the lesson. This method needs three meeting in a cycle. In the first meeting, the teacher and the students ask and answer each other about the topic, the teacher and students collaborates doing brainstorming idea, the teacher gives the example how to make outline and the students make outline. In the second meeting, the teacher shows model of the first draft as developing from outline, the teacher and the students discuss the model of the text, the students write the first draft, the teacher discusses with students about content of their draft, the students revise their draft, the students exchange their revision of draft with their friends and the teacher explain how to correct or edit the draft. In the third meeting, the students write their final draft, the students publish their writing by reading their writing in front of the class and display it, the students give comment to appreciate their friends' writing and the teacher collects the students' writing result. The students' writing result was the data for the cycle.

- Writing is a process of gaining ideas and gets them down on paper. It is done by the students. The students write descriptive text about their idol.