CHAPTER I
INTRODUCTION

A. Background of the Study

Writing is one of skills that has important role for people in their daily activities. By writing, people can express or share their ideas whether writing report or writing note. Tarigan (1994: 22) states that writing means to try to produce written message. There are some reasons why someone writes, firstly, to communicate with other. Writing is helpful for people to communicate with other when people want to write to share people’s idea, experiences. Secondly, it is important to clear and stimulate people’s mind. Writing can help people to make their ideas come out clearly and stimulate their mind to make his idea be understood by other easily.

Writing needs to be mastered by the people because some information and activities may be in written form. Writing is a skill that can be understood by the reader from the sentences into the text, by this skill the people are able to communicate successfully.

Writing needs more practice, it means that writing is the skill that must be practiced by the students time by time and also by the teachers must teach the students clearly. There are some activities in make a good writing. It is supported by Anthony Seow (2002:1), who said that the process of writing has four main elements: planning, drafting, revising and editing.
Based on the pre-observation and interview with the English teacher of SMP Negeri 2 Karangpucung on 15\textsuperscript{th} may 2013. In SMP Negeri 2 Karangpucung some problems were found, either from the teacher or the students. First, the teacher did not use different various teaching strategy in writing class. It is supported by Trianto (2009: 18) stated that much of the teachers’ role in teaching learning process is still transmitted. The teacher transfers and gives the concept directly to the students. This method is a teacher – centered method. The teacher often gave the students task directly to write a composition, without checking the students’ activity and difficulties in writing class. Moreover, this situation can cause the students were not interested in joining writing class classroom atmospher. Second, the students often get difficulties in formulating their ideas because the students have low vocabulary and grammatical comprehension, it makes them difficult to arrange good sentences appropriately. Lastly, the students are not facilitated by interesting media even appropriate approaches and strategies in the process of learning.

Based on the description above in SMP Negeri 2 Karangpucung, the students start to learn how to express the meaning of short functional written text in daily life context. The students should able to write some kinds of text. Based on the syllabus for the second grade students of junior high school in the second semester, there are two kinds of the texts that the students should master. The texts are recount and narrative text. This research will focus on teaching recount text.
Recount text is talking about experiences of events written for information. Recount text is a text which retells events or experiences in the past (www.englishdirection.com). Its purpose is either to inform or to entertain the reader. The text genre, the students can write about their past experiences.

Actually, there are many strategies which can be chosen by the teacher to make the students master the writing skill. One of the strategies is scaffolding strategy. As Arends (2008: 361) states that Scaffolding is the process whereby a student is assisted by a teacher or someone more advanced to master certain skills or a little beyond their current level of development. According to Rachel R. Van Der Stuyf (2002: 2), there are some reasons why the teacher uses scaffolding strategy to teach writing. First, scaffolding can help the students solve a problem or complete a task. Second, Scaffolding can motivate the students interest related to the task. The advantages of scaffolding helps the students in writing process that understand well to the writing elements. The disadvantage is the teacher must be always monitoring and assisting the students.

Based on the reason above, the researcher wants to conduct a research entitle “The Effectiveness of Scaffolding for Teaching Writing to the second grade students of SMP N 2 Karangpucung in the academic year of 2013/2014”.

The Effectiveness Of..., Oktaviani Nur Sukma Dewi, FKIP UMP, 2016
B. **Reason for Choosing the Topic**

The reasons for choosing the topic are as follows:

1. Writing is an important skill which has to be mastered by the students because the skills of English will be difficult to be mastered.
2. Scaffolding strategy is one of strategies to make the students have more ability in writing.

C. **Problems of the Study**

Based on the problem in teaching learning process as started in the background of the research, then the writer formulates the problem as follow “is the use of scaffolding effective to teach writing?”

D. **Aims of the Study**

Based on the problem above, the aim of the study is to know the effectiveness of using scaffolding for teaching writing.

E. **Contribution of Study**

Contribution of the study:

a. For students

It is expected the result will be useful for students in order that the students can make a good paragraph in writing lesson and the students writing ability will increase.
b. For teachers

The result of the study will be useful for English teacher who learn the research result, it means that the teacher can use scaffolding strategy to develop the student’ English writing mastery. The teacher will know the success of the student’ English writing mastery and find out the student’s difficulties on mastering English writing. This research can give the teacher an alternative method in teaching English writing and can be used as a basic conducting the remedial and suitable materials of their teaching program.

c. For institution

It is hoped that the result of the study will be an input for the institution to develop the teaching in English subject. The institution will get the scientific data of the students’ English writing mastery, and it will be able to formulate plans based on the finding.

F. Clarification of the Terms

To understand the title easier, the key terms of the study are clarified as follows:

1. Effectiveness

Effectiveness is a noun form of effect which means having effect, able to bring about the result intended (Hornby, 1995: 370).
2. Scaffolding

Instructional helps provided for the construction of learners’ mastery of certain knowledgeable and or competence (DidiSuherdi, 2008: 1).

3. Writing

Writing is the mental work of inventing ideas, thinking, about how to express them and organizing them into statements and paragraph that will be clearly to a reader (Nunan, 2003: 88).