CHAPTER I
INTRODUCTION

A. Background of Research

Learning is a process of getting knowledge from a subject or a skill by studying, experiencing, or instruction. Learning English is learning how to speak, read, listen and write in English. The students learn how to implement those basic skills in daily life. It was mentioned above, there are four major skills in learning language, they are writing, reading, speaking and listening. Those skills should be mastered by the students when they learn language, so they can achieve a good competence in English.

Writing is one of four skills in learning English. It is used to reveal or express facts, feeling, thought from the writers to the readers in written form. Writing is comprehensive ability involving grammar, vocabulary and other elements and it one of the interesting activities because it can be developed rapidly when the students’ concerns and interest are arisen. When they are given many chances to write, they will be more active to write (Nunan, 1991: 88).

Based on the description above in junior high school, the students start to learn how to express the meaning of short functional written text in daily life context. They 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 texts that the students should master. The
texts are recount and narrative texts. This research will focus on teaching recount text.

Recount text is defined as a text which is tells the readers about past event or experience of past time. The events are considered the experienced of the author. The purpose of writing recount text is to tell the readers about past event or experience. Generic structures of recount text are title, orientation, event 1, event 2 and reorientation.

Most students consider that writing is a difficult activity. They feel difficult to share their idea in the form of written text. Writing is compared with the other three skills of language (listening, speaking and reading), it is more difficult to be mastered even by a native speaker (Nurgiyantoro, 2001: 296). There are many factors that cause this problem, either from the teacher or the students. The first is the teachers’ method or technique in teaching. Trianto (2009: 18) stated that much of the teachers’ role or technique 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. In this method the teacher transfer the knowledge directly so it causes the students receive the structure of knowledge passively. Moreover, transmission on teaching can cause lack of variety in activities and classroom atmosphere (Harmer, 2007: 109). Second, the students’ problems are on the vocabulary and idea. The lack of vocabulary and the difficulties in sharing idea make the students have no interest to write. As the result, the students feel that writing is difficult activity especially in English.
In short, it is better for each teacher to modify the teaching writing in the classroom, so that the ability of students in writing will get achievement. There are some ways to help the teacher in modifying the teaching writing for the students, and one of the ways is implementing scaffolding technique.

Scaffolding is technique in teaching which was originated from Lev Vygotsky’s social cultural theory and his concept of the Zone of Proximal development (ZPD). The ZPD is the distance between what children can do by themselves and the next learning that they can do with competence assistance.

According to Trianto (2010: 76), the other important idea which is adopted from Vygotsky theory is scaffolding. Scaffolding means giving such assistance to the children during the initial learning process then they assume full responsibility for controlling the progress of a given task. Scaffolding features include clear direction, warning, motivating, solve the problem in some learning steps, giving example or the others so the students grow independently.

Teaching writing through scaffolding technique is very appropriate for increasing the student’s ability in writing because through this technique the teacher can interact the student’s prior knowledge into the learning situation. True learning occurs when information is integrated into an individual’s knowledge base Hogan and Pressley (1997).
In short, Scaffolding technique will be effective in teaching writing recounts text because the students can learn how to make a good writing especially recounts text through step by step while the teacher assist them.

Based on the description above, Scaffolding technique is one of good ways to teach writing for students. There are several contributions for curriculum and pedagogy aspects. For the curriculum aspect, Scaffolding technique can be used as a technique to teach writing. For the pedagogy aspect, teacher can learn and develop the technique for teaching English, and they are able to implement it in the teaching learning process.

The fact above inspire the writer to conduct a research study which is entitled “The Effectiveness of Scaffolding Technique in Teaching Writing Recount Text”

B. Reason for Choosing the Topic

There are some reasons why the writer is interested in conducting a research with the topic above. They are:

1. Writing is the crucial part in learning, primarily in learning foreign language.

2. Scaffolding technique is one of the good ways to make the students have more ability in writing.

3. Many teachers are lack of technique or method to deliver the material well.
C. Problem of the Research

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 scaffolding technique effective for teaching writing recount text?”

D. The Aim of the Research

The aim of this study is to find out whether scaffolding technique is effective or not to teach writing for the 2nd Grade Students of SMP N 1 Kalimanah in Academic Year 2013/2014 through experimental study.

E. Clarification of the Terms

To make the topic easy to understand, the writer wants to give definition of the terms (The Effectiveness of Scaffolding Technique in teaching writing text).

1. Scaffolding

Scaffolding is defined as the process by an expert to provide temporary support for the learner to “help bridge the gap between what the learner know and can do and what they need to accomplish a particular learning task”. While completing the task, a learner is better able to make the connection between prior knowledge and new information. Scaffolding process can be seen from the teachers which interact with the student by asking leading question and providing information in order to help
students discover the information that they need to successfully complete the task Graves and Braaten (1996: 169).

2. Writing

Brown (2001:335) states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products. The writing here focuses on how the teacher teaching writing text through scaffolding technique.

3. Recount text

Recount text is a type of text that has the main function or communicative purpose to tell the readers or the listeners or viewers about past events Purwanti (2013: 59).

F. Contribution of Research

The result of the study will be useful for the following parties:

1. For Students

The students can get some information about their mistake in writing text, so they can anticipate their problems in writing text.

2. For Teacher

From the research, the teacher can take advantages of the research. They have more ideas to modify the teaching and learning process more
interesting for the students. Of course, from this research, the teachers have more knowledge about writing and technique in teaching writing.

3. For the Institution

The result of the research can be used as references for those people who want to conduct the research about teaching learning process especially in writing.

G. The Scope of the Research

Actually there are many kinds of text that is taught in junior high school, but in this research the writer will focus in recount text. The reason why the writer focus in recount text is because recount text belongs to one of text that is taught for the students based on the syllabus that is used in junior high school of second grade in SMP N1 Kalimanah.