

CHAPTER I

INTRODUCTION

A. Background of Research

Writing is a productive skill which requires someone to transfer words or utterance, to make correct sentences, to make letters of other symbols on surface, and to communicate message to a reader for purpose systematically. Writing is one of the four skills in English which is considered to be the most difficult skill to be mastered by students since they have to express their ideas in written form to the readers with good content, language, vocabulary, organization, mechanics so that the readers get the message correctly. Teaching writing is very challenging for a teacher since teaching writing is not only focus in the product but also the process in the writing which requires the students to follow every single steps in writing such as pre-writing, whilst writing and post-writing.

According to Nunan (86:1991) stated there is perennial tension in most aspect of language learning and teaching between writing as process and writing as product. Traditionally in curriculum practice, a distinction has been drawn between the activities of the syllabus designer which have been focused on the product, and the activities of the methodologist, which have been focused on process.

Consequently, in the process of writing teacher could not separate reading and writing, that is mean reading follows-up writing process. Students have to

read a lot first before they do writing. The more the students read, the more ideas they can write. The process of writing will give influence to the product of writing. In other words, a good writing product requires a good writing process. It seems like easy because the students only follow every single steps of writing as a process and they can do their writing product but in the fact it is hard for students and there are still many difficulties that faced by the students and also the teacher. Since, lack of vocabulary the students could not catch the word when they read a text, it influences when they write. Gibbons (2002) stated in Dewi (2013:1) said that writing is challenging for students since the difficulties not only lay on generating and organizing ideas but also lay on translating those ideas into a readable text. Beside that when we write a text there are many thing should be considered such as grammar or structure. Grammar take important role in writing, students have to be focus in constructing sentences based on the right grammar or structure so that their writing can be understood well by the readers. The lack of ideas are one of the problems that faced by students, it is possible because they do not have prior knowledge especially students in junior high school. It is because students will not to read a lot they only busy with their smart phone or doing unimportant thing.

The other problem is how to start writing. The problem appears for the students who are very reluctant to write since they have no ideas to be shared to the other people. They get the difficulties in generating the ideas in mind to be written down on a piece of paper. It is definitely true that writing

the first page is the hardest thing when we are going to create a text even for advance learners.

Teaching writing not only focus in the product but also the process in the writing which requires the students to follow every single step in writing such as pre-writing, whilst writing and post-writing. Therefore the process of students' engagement is important. It is not simple for the teacher to engage students to be focus in the learning process because students think that writing is difficult and boring material, even writing is tiring material since students have to be able to explore their ideas in written form. Sometimes some of them will not focus on the learning process they do their own business while learning process such as having little conversation with their friend even they draw something that is not important.

As a teacher we are expected to use many various strategy in teaching writing to our students in order that the students can create a good writing even could change students opinion about writing. According to (Ningsih 5: 2014) strategy is a necessary part in helping students and teacher for getting successful in teaching learning activity. In this case the strategy is scaffolding. Despite the difficulties, writing skills are possible to be taught through providing temporary support as an instructional strategy; the support is then called scaffolding (Bruner, 1978, cited in Pinter, 2006 in Dewi, 2013). Scaffolding is described as a temporary support made available for students' learning until the students can perform independently of that support (Verhagen & Collis, 1996 cited in Monica and Olatubosun, 2013). Therefore

planning for and implementing scaffolding is time consuming and demanding since it is in the form of coaching and modeling.

B. Reason for Choosing the Topic

The underlying reasons for the writer choose the topic “Teaching Writing Using Scaffolding Strategy to Eight Grade Students of SMP Negeri 3 Kalimantan in Academic Year 2015/2016” is:

1. Writing is one of the fourth skills that should be mastered by the students in learning English. Students face many difficulties when they are writing a text. They could not catch the meaning while understanding the text so that they could share their ideas freely in written form. Moreover, it is hard for students to generate their ideas and construct good sentences.
2. Scaffolding is a strategy that assists students to understand a text or new concept in detail in a form of coaching and modeling. Scaffolding also guides students to be independent learners it starts from reading a text that follow up writing process. This strategy can be effective because students are engage in teaching learning process to get the right and a good writing.

C. Problem of the Research

Based on the background of this research, the problem is stated by question “is teaching writing using Scaffolding strategy effective to teach writing to the eight grade students of SMP N 3 Kalimantan in academic year 2015/2016?”

D. Aim of the Research

The aim of this research is to know the effectiveness of using Scaffolding strategy to teach writing for eight grade students of SMP N 3 Kalimanah in academic year 2015/2016.

E. Contribution of the Research

The writer is expected to give positive contributions to the improvement of teaching and learning English as a foreign language. The contribution of the research as follows:

1. For the Teacher

Teacher gets more information, knowledge and experience about the strategy to teach writing so it adds their insight.

2. For the Reader

This research hopefully can add new information about the one of strategies in teaching learning English.

F. Clarification of the Key Term

1. Writing skill

Writing is a way to product language that comes from our thought. We can share our ideas, feeling or anything else that exists in our mind by constructing word by word to be sentences which have meaning. So that writing can be a communicative activity. As Murcia (2001:2007) stated writing in addition to being a communicative skill of vital importance is a skill which enables the learner to plan and rethink the communication process.

2. Scaffolding Strategy

Scaffolding is a strategy to teach writing where the teacher give assistance to the students by modeling, demonstration and coaching to make the students master the concept that they could do without assistance from the teacher. Olatubosun (2013:150) stated that Scaffolding is a communication process where presentation and demonstration by the teacher is contextualized for the learners stated by. By Scaffolding strategy students will know the detail of the text so they can get the important thing in the text that will be ideas to be written.

