

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is needed to communicate people. Because through writing they can convey the meaning of information, ideas, opinion and feeling through the symbol of written language. People meet and communicate for particular purpose, when they communicate they not only use spoken language but also written language. This skill is extremely needed in daily life because our activity cannot separated from the writing for instance chatting, taking note, sending a letter, writing a shopping list, etc.

Writing as one of four language skills which have to be mastered by the students, beside listening, speaking, and reading. Writing is an important skill for students in learning English. Dayij (2011) stated that writing is an integrative skill and important, constructive, and a complex process. Writing plays a big role in learning English especially at Senior High School.

Harmer (2004:31) states that writing is a way to produce language and express idea, feeling and opinion. It means that the main purpose of writing is for communication. Through writing, people can express or delivering their thought, feelings, ideas, experiences, to tell a specific purpose to the people in form of sentences or and paragraph into a text.

Writing is one of the most difficult skills for language learners. Richards and Willy (2002:303) state that writing is the most difficult skill for second language

learner to master. It is because in writing the researchers need to know how to write letters, how to put sentences together, how to write paragraph even how to write text. In arranging a writing the researchers need to know component of writing such as phrase, paragraph construction, text construction, spelling capitalization, punctuation, etc. Moreover, English in Indonesia is as a foreign language. Although it is difficult, writing skill can be taught in the class with appropriate technique.

In Curriculum 2013 as a standard of education system, the students of senior high school are assessed to write a text. Based on the syllabus of Curriculum 2013, there are several kinds of texts that students need to master. One of the texts is a recount text. Dirgeyasa (2014) stated that “Recount text is a text that retells events or experience in the past.” It means that recount text is a text composed in order to give information about the past activities. In writing this text, students have to know about simple past tense and sentence structure in writing recount text. But most of them do not master in simple past tense and lack of vocabularies. These problems make them hard to pour their ideas into a written text. Furthermore, it is happened because they were not interested in writing.

Based on the result of a preliminary observation which has been done particularly for the subject of English which is used by students at the tenth grade of SMAN 1 Kisaran by using unstructure interview, it was found that there were still many problems in learning process of writing.

The researcher	: <i>Dalam mengajarkan writing apakah ada tehnik tertentu yang mam gunakan untuk membuat anak-anak lebih paham?</i>
Teacher	: <i>Kalau itu tergantung kelas, kalau memang rata-rata anak dikelas minat dalam belajar bahasa inggris langsung saja saya suruh mereka coba tulis pengalaman kamu sehari-hari. Tetapi jika kelasnya kurang minat dalam belajar bahasa inggris, saya akan memberikan gambaran kata-kata penting.</i>

Figure 1.1 The Interview Sheet with Teacher

The first problem related to the teacher's technique. The teacher still asked the students to write a certain topic and then collect it. In other words the teacher's technique was not interesting for the students and did not encourage them to write.

The researcher	: <i>Kalau belajar Bahasa Inggris lebih suka menulis atau membaca?</i>
Student 1	: <i>Saya lebih suka membaca.</i>
Student 2	: <i>Saya lebih suka membaca.</i>
Student 3	: <i>Saya lebih suka membaca.</i>
Student 4	: <i>Membaca.</i>
Student 5	: <i>Membaca</i>
The researcher	: <i>Mengapa tidak suka menulis?</i>
Student 1	: <i>Kalau menulis saya sulit menentukan kata-kata yang sesuai.</i>
Student 2	: <i>Saya sulit menentukan kata-kata yang tepat.</i>
Student 3	: <i>Karena menulis kosakatanya agak lebih sulit.</i>
Student 4	: <i>Karena menulis itu sulit menentukan kosakatanya takut salah.</i>
Student 5	: <i>Susah mikirnya, kosakatanya juga sulit.</i>
The researcher	: <i>Bagaimana dengan tenses, apakah adik-adik sekalian sudah paham dengan tenses terutama untuk simple past tense?</i>
Student 1	: <i>Saya belum paham.</i>
Student 2	: <i>Saya tidak paham.</i>
Student 3	: <i>Saya sulit memahami tenses.</i>
Student 4	: <i>Saya tidak paham.</i>
Student 5	: <i>Saya tidak paham.</i>
The researcher	: <i>Bagaimana jika disuruh guru menulis sebuah teks, tetapi kalian bingung bagaimana mengerjakannya, apakah adik-adik mau bertanya kepada guru atau dikerjain saja sampai selesai?</i>
Student 1	: <i>Terkadang saya mau juga bertanya.</i>
Student 2	: <i>Saya siapkan saja sampai selesai.</i>
Student 3	: <i>Saya tanya ke guru.</i>
Student 4	: <i>Saya kerjakan saja sampai siap.</i>
Student 5	: <i>Saya tanya ke teman.</i>

Figure 1.2 The Interview Sheet with Students

The second problem was about the students. The students were still passive. They were not interested in writing. They were not active to ask if they got difficulties in writing. They kept going writing although they got problem or

confused about the text being written. As the result, they got difficulties in developing their ideas. Here is the example of student's writing recount text that the researcher found while doing preliminary observation.

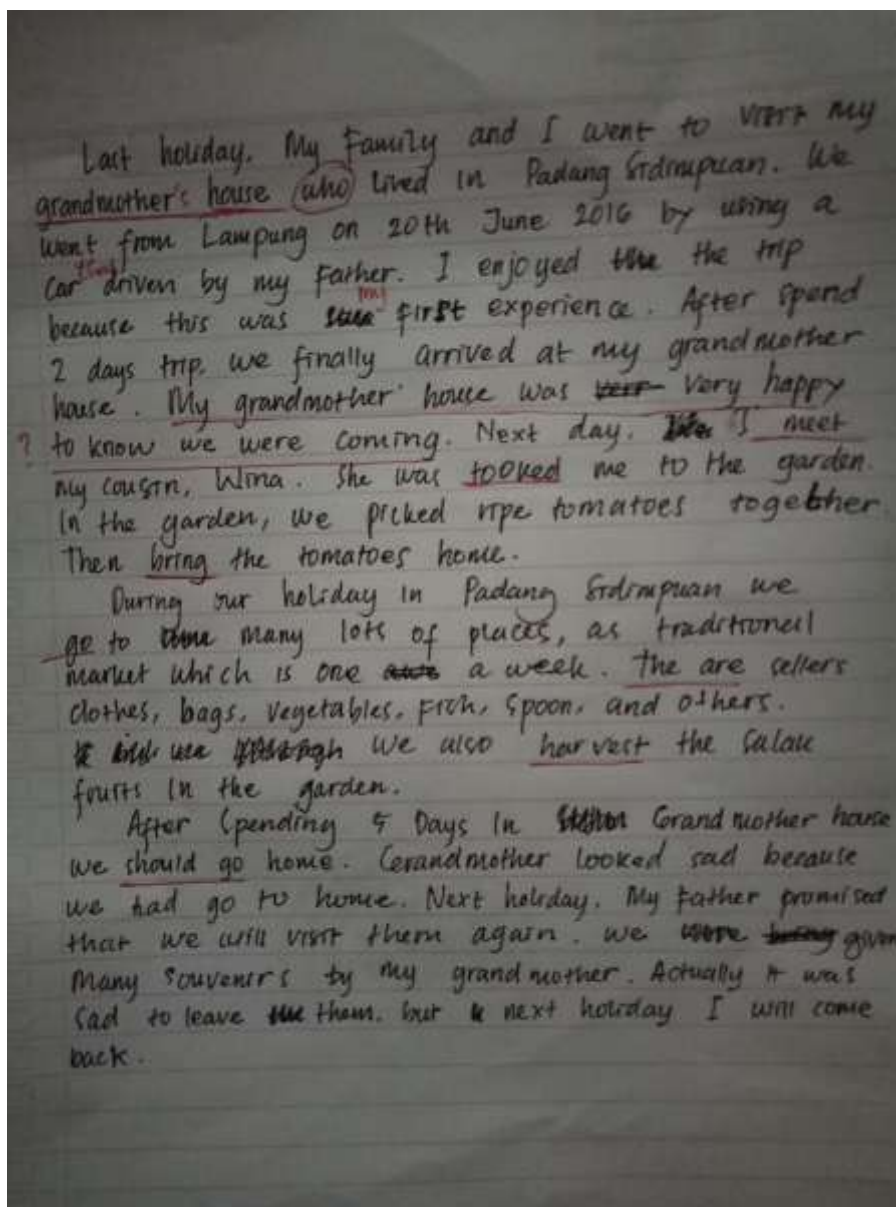


Figure 1.3 Student's Writing Recount Text

From the example above there are many mistakes that the student made in writing recount text, not only about tenses especially simple past tense but the

arrangement of words and sentences are not grammatically. It happened because the students lack of vocabularies and the understanding of how to use past tense.

In line with the problem on students' writing, the researcher focuses on how to make writing interesting for students. There are various teaching techniques that can be used to solve this problem. One of the techniques is scaffolding technique. Holton and Clarke (2006: 131) define scaffolding as an act of teaching that support the immediate construction of knowledge by the learner and provides the basic for the future independent learning of individual. It means that scaffolding can support the learners' knowledge for the future independent of learning.

Scaffolding technique is very needed to apply in learning process in order to make students' writing better especially in recount text. Veeramuthu (2011) said that scaffolding is a process by which a teacher provides students with a temporary framework for learning. When scaffolding is done correctly, students are encouraged to develop their own creativity, motivation and resourcefulness this technique gradually handover to the students.

Based on the explanation, the researcher would like to do a study of the scaffolding technique which is expected to enhance students' writing recount text for the tenth grade of SMAN 1 Kisaran year of academic 2018/2019. Choosing recount text as the research material refers to the curriculum and the syllabus used by the school. Recount text is taught in the English subject to the tenth graders of this school.

B. The Problem of the Study

As related to the background of the study, the researcher formulated the problem of the study as the following:

“How are the students’ writings of recount text by using scaffolding technique for the tenth grade students of SMAN 1 Kisaran?”

C. Objective of the Study

The objective of the study is to find out the students’ writing of recount text by using scaffolding technique for the tenth grade students of SMAN 1 Kisaran.

D. The Scope of the Study

This study focuses on the using of scaffolding technique on students’ writing recount text. It will conduct for the tenth grade students of SMAN 1 Kisaran in the first semester of academic year 2018/2019.

E. Significance of the Study

The finding out of this study is expected to give contribution in writing students’ recount text.

1. For teachers, as guidance and to give information that scaffolding technique can be applied by teachers to teach English writing skill, especially in writing recount text.
2. For students, they can get new knowledge of how to write naturally, and be motivated to more active in the class and be able to write recount text well.
3. For other researchers, the result of the research can be a reference for other researchers who want to use scaffolding technique on students’ writing skill of any genre of the text.