

CHAPTER I INTRODUCTION

This chapter discusses about the background of the problem, scope and limitation of the study, statement of the problem, purpose of the study, and significance of the study.

A. Background of the Study

English was one of an international language, which was used throughout the world and also English was used in many fields of life such as Politics, Economics, Social, and Education. English as an international language also was used by many people to communicate with each other. English was one of the foreign languages for Indonesian students that must be learned in school since kindergarten level until university level. English was different from the Indonesian language it could be seen from the system of structure, pronunciation, and vocabulary. It made Indonesian students have difficulties to learn the English language. Teaching English involves four language skill, there were speaking, listening, reading and writing. In teaching learning language, there were four aspects that supported the four language skill above such as vocabulary, grammar, spelling, and pronunciation. In the learning process, Writing is an important activity for language learning as it provides an excellent way to improve vocabulary, spelling, and sentence patterns (Girsang, 2016) . The benefits of writing to developed the skills of students in terms of paper such as creating scientific papers.

Some students SMPN 59 Surabaya feel that writing is not easy, it takes time for the students to write with the correct form. They feel distress in the use of grammar. And they also feel confused on deciding which vocabulary that they will use. The student are also confused on making paragraph with a good organization. Comparing my research with the previous study shows some similar results, when the student's write they find difficulties in pouring the idea or notion. The students find difficulties in writing grammar and getting ideas, organizing ideas, developing ideas into graphs, and maintaining paragraph unity (Yulia Vonna, 2015). So, many students when writing are still less understanding between the writing of good and right.

Therefore, the researcher assumes that the student's feels bored when they are writing because the student's find difficulties when to decide what grammar and vocabularies they choose.

To overcome this, teachers choose a model of learning which encourages students to think more creatively, innovative and independent. One of the learning models that can be used namely Scaffolding. Scaffolding uses instructional technique and capitalizes on the learning strategies/tasks they want during the lesson (Jamess S.Vacca, 2008). With this technique, the students will learn independently in a yield of a work without the aid of tutor because scaffolding uses constructivist approach, an approach in education that is divided from one of the concepts in developmental psychology (Tuti Hartani, 2007). Based on previous research the result demonstrated that gathering,works or exercises, symmetrically or asymmetrically, significantly affect speaking subcomponent, especially on complexity and fluence (Parviz Ghasedi, 2018, hal. 8).

On the basis of the above, the researcher had a motivation to examine when The use of scaffolding technique to the student's writing achievement.

B. Limitation of the Study

The scope of the study was used the scaffolding technique on teaching writing achievement. The limitation of this study was descriptive text on junior high schools.

C. Statement of the Problem

Based on the scope and limitation of the problem, the researcher defined that the purpose of this researcher was :

Is there any effect of using scaffolding technique to the student's writing achievement for VII grade students in Junior High School 59 Surabaya?

D. Purpose of the Study

Based on the formulated above, the researcher defined that the pupose of this research was :

To know the effect of using scaffolding technique to the student's writing achievement for VII grade students in Junior High School 59 Surabaya.

E. The Significance of the Study

The section would provide a brief description of the significances of the study for the students and the teachers.

The significances of the study for students :

1. Students explored their writing achievement through scaffolding technique.
2. Students got more active to wrote.

The significances for the teacher :

1. The teacher as facilitator could give the technique that can made students enjoy in the classroom.
2. The teacher would see the progress of student writing skill through scaffolding technique.

The significance for the researcher :

1. The researcher could be useful for teaching writing.
2. The researcher could help for a further researcher in researching the ability to write with a scaffolding technique.