

CHAPTER 1

INTRODUCTION

A. Background of The Study

Writing is one of skills in English language learning that should be mastered by any level of the students. Writing has been used as a means of reinforcing language that has been taught. In its simple form, teachers often ask students to write sentences using recently learnt grammar (Harmer, 2007 :22) Writing is the complex process that needs writer's ability to produce good sentences by using appropriate content, organization, vocabulary, language use, and mechanic. All of these aspects are very important to produce a good written work. On the other hand, the students should have basic knowledge in choosing content, organize the ideas, choosing appropriate vocabulary, language use, and mechanic. So, the reader can get the main point of writing clearly and easily. According to Landmarks & Horizons (2002:7) states that writing is usefully described as a process, something which shows continuous change in time like growth in organic nature.

At the Junior High School, the basic competency that should be achieved in English subject especially in writing is the students have ability to develop and produce written simple functional texts in form of short functional text (like notice, announcement, personal letter, invitation and warning) and monolog text (like recount text, narrative text, procedures, report text and descriptive text). Based on syllabus of

Curriculum Based Educational Level KTSP (2006), there are five genres that the students should learn in Junior High School: Descriptive, Recount, Report, Narrative and Procedure.

Additionally, In learning writing, the students should know some aspects to be improved such as content, organization, language use, vocabulary, and mechanics (Jacob 1981). Content is the substance of writing. It will be the main point to the reader. Organization refers to the generic structure of the text, which organize a text well. Vocabulary refers to the use of choice of words that used in written product. Language use refers to the structure of the language or correct use of grammatical pattern and structural words. Mechanic refers to the use of graphic convention of the language, such as punctuation and the use of capital letter.

Recount text is a text which retell events or experiences in the past. Recount text is a kind of English texts in which students have to learn. Students can memorize their experience from several sides, such as location, situation and feeling. As writers, students can share what they have known about person, place by explaining detail in their writing.

Based on writer's preliminary study in Junior High School 4 VII Koto Sungai Sarik Padang-Pariaman. The writer found that most of students got low score in their writing and can be seen also from the mean score of each class as in the table below:

Table. 1.1
Students' English Score Junior High School 4 VII Koto Sungai Sarik

NO	CLASS	TOTAL STUDENTS	MID TERM TEST
1	VIII.1	25	47.2
2	VIII.2	25	46.8
3	VIII.3	23	54.9
4	VIII.4	23	41.9
		KKM	76

Source: English Teacher Bookmark at Juniorr High School 4 VII Koto Sungai Sarik Academic Year 2016/2017

Based on preliminary study in Junior High School 4 VII Koto Sungai Sarik, writer found students' problem in writing especially in organize idea. Many students still confused when they want to write a good paragraph. It can be occurred because the students do not know what to do or what to write. This happen because of some problem that faced by students when they start to write. First, students have lack of vocabulary. Second, they can not write a sentence correctly because many students have low score in grammatical structure. Third, they have still confused how to organize sentences into a good paragraph. The writer found that most of students got low score in their writing as pointed on table below :

Table 1.2. Students Writing Score of Academic Year 2016/2017

No	Students	Indicators of Writing					Mean Score
		Content	Organi- zation	Vocabu- lary	Language Use	Mechanic	
1	23	16.1	11.1	12.3	11.6	3	54.1

(Source: The Students Writing Score in Recount Text of Class

VIII Junior High School 4 VII Koto Sungai Sarik)

From the table above, it can be seen that the students' writing score in recount text were low score. It can be seen that the average of students' total scores were 54.1. Meanwhile, the Minimal Criteria Competencies was 76. The score is indicated that the students' writing skill in recount text were low.

There are some students' writing on recount text at VIII class of Junior High School 4 VII KotoSungai Sarik can be seen in the figure below.

Figure 1.1

Handwritten student writing on a piece of paper. The text is a recount of a beach visit. The writing is annotated with colored boxes: blue for vocabulary, orange for language use, and green for mechanics. Below the text is a legend and a table.

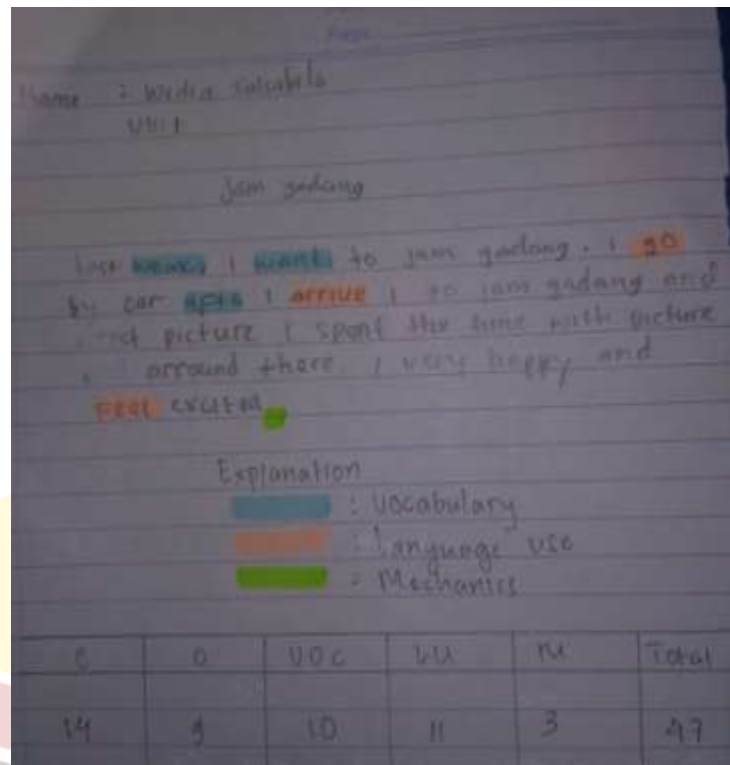
ganda surman Date: _____
Page: _____

Wanted to go to beach with my friends and I went beach Gerdereh
we reached 08.00 AM
In the afternoon we went home that was
very pleasant moment with my family that
ever get

Explanation:

- : Vocabulary
- : Language use
- : Mechanics

C	D	VOC	LU	M	Total
13	9	12	10	2	50



From the figure (1.1) above, it can be seen that the students had problem in writing because they could not produce a recount text well. There are five components of writing that should be mastered by each students, such as content, organization, vocabulary, language use, and mechanic

In addition, one of the strategies in writing is scaffolding. This strategy will be used to propose as a strategy in improving students' writing skill in recount text. Writer used this strategy in teaching writing in order to make the students be an independent writer. Also in teaching writing, the writer did modelling what should the students do to compile a proper writing. Accordingly, it can be said that scaffolding strategy is an effective way to guide students' processes in writing. Moreover, the products were better because they passed some steps.

Based on the background of the study above, the writer decided to take the research by the title “ The Effectof Scaffolding Strategy Towards Students’ Writing Skill in Recount Text at Class VIII of Junior High School 4 VII Koto Sungai Sarik”

B. Identification of the Problem

Based on the background of the study above, students’ problem in writing especially in organize the ideas are caused by :First, students have lack of vocabulary. Therefore, they do not know how to express their idea in writing. Second, they can not write a sentence correctly because many students have low score in grammatical structure. Third, they have still confused how to organize sentences into a good paragraph.

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PADANG

C. Limitation of the Problem

This research has some limitation, first, this study focus on the class VIII of Junior High School 4 VII Koto Sungai Sarik. There are five text types that should be taught to the students, namely descriptive,

recount, narrative, procedure, and report. In this research the writer focuses on teaching recount text. In order to make a story in the past experience. The problem will be limited in the implementation of using scaffolding strategy in teaching recount text.

D. Formulation of the Problem

Based on the problem above, the writer formulated the problem in this research with following question below :

“Does scaffolding strategy give significant effect on students’ writing skill at class VIII of Junior High School 4 VII Koto Sungai Sarik?”

E. The Purpose of the Research

The purpose of the research is to find out whether there is significant effect on students’ writing skill in recount text by using scaffolding strategy at class VIII of Junior High School 4 VII Koto Sungai Sarik.

F. The Significance of the Study

The result are expected to give contributions to:

1. To Students, hopefully by scaffolding strategy in writing can help them improve their skill in writing.

2. To Teachers, the result of this study will give an input for the teachers in teaching recount text and as an alternative strategy to enrich their teaching strategy.
3. To my research, this thesis can give more knowledge in teaching writing recount text especially.
4. To English Tadris Department, this thesis as one of requirements for accreditation

G. The Definition of Key Terms

The following definitions are used to avoid misunderstanding and in order to make same perceptions for the readers. So the terms are needed to be defined as follow:

1. Writing means is a process of thinking in which writers figure out their thoughts then put them into written language.(Brown : 2001)
2. Recount text means all pass events not only retell about factual events, but based on their personal experience. (Hyland :2009)
3. Scaffolding is a strategy used by teachers to facilitate learners' transition from assisted to independent performance (Cooper ; 33)