

CHAPTER I

INTRODUCTION

This introduction consists of background of the study, statement of the problem, research objective, research significance, scope and limitations, assumptions, definitions of key terms.

1.1. Background of the study

Writing is the most difficult skills for second language learners to learn, how to write concepts, the essence of writing concepts, or a school experience learning unpleasant writing. According to Richards and Richard & Willy (2002:303). "It is a medium of human communication that involves the representation of a language with written symbols." With this opinion, teachers began to teach students how to write the right English in order to know how to write English well. Students already understand and can use English in everyday life, for example, reading newspapers, writing articles, instructions, directions, and the like. "The writing system is not the language of man itself, but a means of translating a language into different forms spatially and temporally that can be reconstructed by others. From this opinion it can be said that a student must truly understand how to write taught by a teacher, in order to understand the intended context." (Ong,W. , 1982, Christina, H. 1996). From the character's opinion, it can be concluded that the role of the teacher needs to teach the students how to write the correct sentences so that the reader can easily understand the meaning of the written sentences.

Teachers began teaching students how to write correct English in order to know how to write English well. This research needs to be done because based on the data explained by students, they find it difficult to write descriptive text. This research needs to be done because based on the data submitted by students, they find writing is difficult. Based on this situation, writing is important to be taught. Writing or activity in the form of ideas / casting ideas with complex skills through actively productive activities in the form of letter symbols and numbers systematically so that they can be understood by others. The result of this creative process is commonly referred to as essay or writing.

Writing is the union of intelligence and the capacity of students to store information in writing in order to communicate easily at the most effective level so that the author gets various aspects to compose the text. Helmi (2012) states that “writing is very important and difficult for students to learn because they have to write text using several aspects of writing such as content, organization, vocabulary, grammar, mechanics in a balanced way.” Therefore, the role of the teacher is needed to support the ability to write well and correctly. With the competency test, students can communicate using English with others. Based on the syllabus should allow students to do this writing descriptive text.

Writing descriptive text is one of the functional texts that is difficult for students to learn. It consists of an introduction and an explanation. The introduction is part of the paragraph that introduces the character, and the description is part of the paragraph that describes the character. Students can use the present tense and adjective phrases when writing descriptive text. Students often have some difficulties when writing descriptive text.

Descriptive text is text that describes something, people, places, things Michael and Jean (1976:149). Keraf (2000) mentions that “in descriptive writing, the author transfers the image, the feelings experienced by the author to the reader.” He tries to convey the image, feelings and experiences to the reader so that the reader can imagine or as if, they are also involved on it. From this opinion it can be concluded that students are strived to be able to imagine an image they see, and pour their mindset into a text. However, students make clear description allows the reader to visualize the object being described.

According to Gerot and Wignell (1994: 208), "Descriptive text is the type of text used when people want to tell how something looks, smells, feels, acts, tastes, sounds etc." So if you want to explain to someone what something looks like, smells, feels, sees, tastes, or hears, you can create descriptive text. Basically, it provides detailed information about the characteristics of people, places and things. From this opinion can be concluded Students need to be able to explain what they see in the picture then pour the main idea into a reading. Detailed information is used to help the reader draw a picture of the mind. To train students when writing a description, the teacher wants to use the scaffolding technique, because the use of this scaffolding technique

shows that scaffolding techniques can improve student performance outcomes in order to access and use them (Simon and Klein, 2007).

Scaffolding is a learning activity that connects with the real world to achieve goals using simple words, images are viewed by the teacher, collaborative learning, and prepare for previous learning by the teacher. According to Veeramuthu c.s. (2011), “There are two levels of scaffolding: soft and hard. An example of soft scaffolding in a classroom is when a teacher circulates a room and talks to his students.” The meaning is teacher and student. Have face-to-face interactions.

The learning used to get started with motivation and reinforcement, and it is accompanied by theories about writing and the writing process. “The use of this scaffolding technique can be wished to help students as the technique in learning writing descriptive text” (Simon and Klein, 2007). Teachers can question approaches to difficult problems and provide constructive feedback to students. According to Van Lier, “this type of scaffolding can also be referred to as contingent scaffolding.

The type and amount of support needed is dependent on the needs of the students during the time of instruction” (Van Lier, 1996). Thus such assistance can be received appropriately in the field of proximal development, because if given at a lower level than actual development, it will be an unnecessary assistance because each student is already operating independently in relation to the assistance. ” In using scaffolding, the support can be given to a student by an instructor throughout the learning process. This support is specifically tailored to each student; this instructional approach allows students to experience student-centered learning, which tends to facilitate more efficient learning than teacher-centered learning “(Sawyer, 2006). This technique gives the learner more responsibility in the learning process. Scaffolding is a theory-based learning method.

Due to the background, researchers are interested in conducting a study titled “Teaching Writing Descriptive Text Using Scaffolding Technique”

1.2. Statements of the Problem

Based on the reasons above it is important to break down the following statement of the problems.

1.2.1. How is the implementation of The Implementation of Teaching Writing Descriptive Text Using Scaffolding Technique to The Fourth Semester Under Graduate Students at Stkip Pgri Sidoarjo to university student of English Department 2020 A class at STKIP PGRI, Sidoarjo?

1.2.2. How are the students' perceptions toward The Implementation of Teaching Writing Descriptive Text Using Scaffolding Technique to The Fourth Semester Under Graduate Students at Stkip Pgri Sidoarjo to university student of English Department 2020 A class at STKIP PGRI, Sidoarjo?

1.3. Objective of the study

To answer the statement of the problems above, the objective of this study as the following explanations.

1.3.1 To describe the implementation of The Implementation of Teaching Writing Descriptive Text Using Scaffolding Technique to The Fourth Semester Under Graduate Students at Stkip Pgri Sidoarjo to university students at STKIP PGRI, Sidoarjo.

1.3.2. To describe the university students' perceptions toward The Implementation of Teaching Writing Descriptive Text Using Scaffolding Technique to The Fourth Semester Under Graduate Students at Stkip Pgri Sidoarjo to university students at STKIP PGRI, Sidoarjo

1.4. Significance of the study

1.4.1. To the lecture:

Scaffolding Technique allows the lecture to build a bridge to the information transmitted from the learner's current knowledge. This can be done by the lecture using modeling to convey knowledge to the learner.

1.4.2. To the students:

Scaffolding Technique makes Student understand well in the lesson, and make them easy to improve their writing skill.

1.5.3. To other Researcher

Scaffolding Technique Implementation in Teaching Descriptive Text to English Graduate Students in the fourth Semester.

1.5. Scope and Limitation.

Scope of this study is the university students and lecture of **STKIP PGRI Sidoarjo**. The limitation of this study is Teaching writing descriptive text using scaffolding technique. It is process of teaching and university students' perceptions in the implementation of teaching.

1.6. Operational definitions

1.6.1. **Writing**

Writing is pour ideas, thoughts, or feelings into the form of writing, so that the author's intentions can be known to others through the writing.

1.6.1.1. Teaching Writing

Writing instruction is an ongoing process that Time for Learning facilitates in a variety of ways. Most people agree that writing skills are becoming more and more important and often not well taught. When teaching writing at school, writing lessons often take the backseat in phonetics, handwriting and reading comprehension

1.6.1.2.Descriptive Text

According to Kane (2000:352) “Descriptive paragraph is a group of sentences that describe about a particular thing, place, person, etc”.

1.6.2. Scaffolding technique

Scaffolding technique is a teaching method by adjusting the level of teacher support to meet students' cognitive abilities. This allows classroom teachers to adjust the level of guidance to suit each student's potential.