

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

The aim of this study is to examine how the implementation of scaffolding technique can improve students' writing skill in descriptive text at seventh grade junior high school. English is one of subjects that taught on junior high school. As a foreign language English in Indonesia aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills. To make students communicate effectively, those skills are needed.

Among those skills, writing is the most difficult to be learnt. Richard and Renandya (2002) state "Writing is the most difficult skill for second language learners to master." The students face the problems like they confused how to begin writing because they have lack vocabulary. They also do not know how to arrange the paragraph well, they just write what they want without considering the organization of paragraph. Hamp-Lyons in Nunan (1991) also states "Writing is clearly a complex process and competent writing is frequently accepted as the last language skill to be acquired."

Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describe a feature of someone, place, or something. According to Hammond (1992),

the social function of descriptive text is to describe a particular person, place, or thing.

Based on researcher's experience in teaching English in SMPN 2 Tarogong Kaler Garut, there are some problem that students face when they learn descriptive text. First, the student could not explore the ideas as well to write although the theme has been already determined clearly. They need inspiration to write. Second, they lost of words. They do not have words to fill their texts.

Therefore, to overcome these problem the teacher should make some innovations. The teacher needs to use a technique which can improve students writing skill especially in descriptive text. One of the technique that can teacher use is scaffolding. According to Vernon (2001), scaffolding technique should be given to the students from prewriting until the final draft. It is essential to implement scaffolding technique techniques since scaffolding technique in teaching writing is one process that allows the teachers to organize writing activities systematically to meet the needs of the students. By doing this research, researcher believes that the problem that students face when studying descriptive text, as researcher said before, can be solved.

Related to the previous study, the researcher is not the first researcher who takes this case. This research has been taken by other researchers who take the same case. The research was done by Reski Pilu from Cokroaminoto Palopo University. His research aim is to find out

whether the use of scaffolding technique is effective in improving students' competence in writing descriptive text. He used quantitative research with pre-experimental method. The result of the research is teaching writing by using scaffolding technique is effective to enhance the ability of the second year students of Cokroaminoto Palopo University in writing descriptive text. Wahyu Nita Prabandani from University of Nusantara PGRI Kediri also conducted the research in SMAN 1 Ngadiwulih. The aim of her purpose of her research are to know the students' response and students' problem in teaching writing of descriptive text by using scaffolding, the advantages and disadvantages of scaffolding technique. She used descriptive qualitative research. The result of her research are their students enjoyed teaching descriptive text by using scaffolding and their response is good.

Hence, after analysing the researches, the researcher also interesting to conduct the same research with some differences from both previous researchers. First, they done the research in university and senior high school but the researcher will try to study this research in eighth grade junior high school. Second, the researcher has different method, this research will use quantitative with quasi-experimental while they used quantitative with pre-experimental and descriptive qualitative methods. So, this research paper is entitled "THE EFFECTIVENESS OF USING SCAFFOLDING TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT" (*Quasi-Experimental Study at Seventh Grade SMP 1 Yadika Cicalengka*)

## **B. Research Questions**

According to the background above, the research frames the following research question to be investigated

1. What is the result of students' writing skill in descriptive text using scaffolding technique?
2. What is the result of students' writing skill in descriptive text using speech technique?
3. How significant is the effectiveness of using scaffolding technique to improve students' writing skill in descriptive text?

## **C. Research Objectives**

The study of the research is intended to explore student enhancement regarding to the research, as follows:

1. To find out the result of students' writing skill in descriptive text using scaffolding technique.
2. To find out the result of students' writing skill in descriptive text using speech technique.
3. To find out the significance of using scaffolding technique to improve students' writing skill in descriptive text

#### **D. Significances of Research**

*Practically*, this research can be beneficial for the English teachers, the research can provide some input in making efforts to solve the difficulties in teaching descriptive writing.

*Theoretically*, this research can be used as an input in teaching learning process especially in teaching writing.

#### **E. Limitation of the Research**

The writer limited the research in the effectiveness of scaffolding technique to improve students' writing skill in descriptive text especially in grammar aspect. This research will focus on grammar aspect in descriptive text.

#### **F. Rationale**

There are many different definitions about writing given by experts from many resources. According to Axelrod and Chooper (1985), writing is a complex process and as such contains element of mystery and surprise. But researcher knows and believes that writing is a skill that anyone can learn to manage.

Murcia (1991) says "Writing is the ability to express one's ideas in written form is a second or foreign language." It means that writing is an activity to express our ideas in written form.

On other hand, Barnet and Stubbs's (1983) state "Writing as a physical act, it requires material and energy. And like most physical acts, to

be performed fully, to bring pleasure, to both performer and audience, it requires practice.”

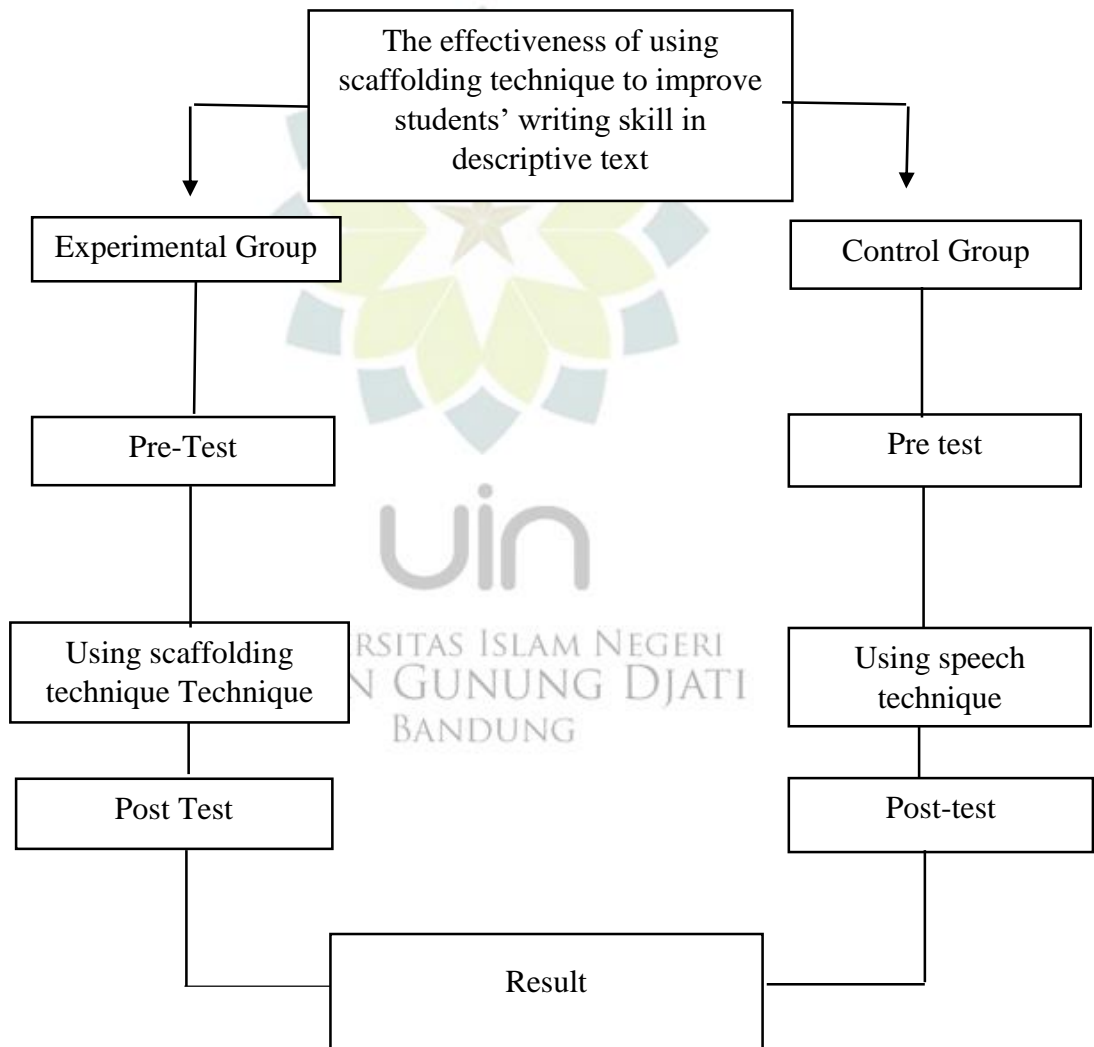
From the definitions above, it can be said that writing is an ability to express our thought or ideas in written form. Writing is also physical act which has complex process and requires practice.

According to Oshima and Hogue (2007), descriptive writing appeals to senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. Clouse (2004) in her book, *The Student Writer*, she says “Description adds an important dimension to our lives because it moves our emotion and expands our experience.” It is conclude that descriptive describes how something looks, feels, tastes which can move our emotion and expand our experience.

The study of scaffolding technique instruction to improve writing ability can be traced to the work of Vygotsky (1978). He find out that social interaction plays fundamental role in the development of cognition and social activity where scaffolding technique is certainly crucial to child development as learner. While Burch (2007) shows that learning must be guided and supported by adult modelling and corrective feedback. Applying instructional scaffolding technique in teaching English writing need to be done with care. It is because various text types must be introduces to the secondary school students and learning the process of writing is difficult skill for students to develop and learn, especially in EFL context.

Based on the explanation above, the writer makes this study in two classes as a sample. The first class is A class as the experimental group. And the second class is B class as the control group. For more detail, here is the following schema from rationale:

**Figure 1. 1 Frame of Research**



## **G. Research Methodology**

### **1. Research Design**

The researcher uses quantitative method in this research. According to Kasiram (2008), quantitative research is a process to find knowledge which use data numeral form as tool to analyse information about what we want to know. The research method is conducted within the framework of experimental design, Creswell (2012) state “An experimental design is the traditional approach to conduct quantitative research.” This research only gives treatment to experimental group and compares the difference of students’ writing skill.

### **2. Research Site**

The study investigated the students 7<sup>th</sup> grade of SMP Yadika Cicalengka. The researcher chooses 7<sup>th</sup> because they are learning descriptive text and to make easy in collecting the data for my research and more effective and not time consuming.

### **3. Sample and Population**

The first step in the process of collecting quantitative data is to identify the people places you plan to study. The subject of this study are students 7<sup>th</sup> grade of SMP Yadika Cicalengka.

### **4. Instruments**

#### **a. Pre-test**

This test the way to know how students’ skill in writing before the treatments are given. As mentioned by Creswell (2012) a



pretest provides a measure on some attribute or characteristic that you asses for participants in an experiment before they receive a treatment.

b. Treatments

The research of this study is class E 7<sup>th</sup> grade of SMP Yadika Cicalengka. The researcher will use scaffolding technique for the treatment.

c. Post-test

This post-test inteds to reveal a different significance between students' result before being given treatments and after being given treatments. According to Creswell (2012) a post test is a measure on some attribute or characteristic that assessed for participants in an experiment after a treatment.

5. Rubric of Writing Assessment

*Table 1. 1 Writing Assessment by Brown*

<b>Criteria of Mastery</b>	<b>Criterion of Mastery</b>	<b>Point</b>
<b>Grammar</b>	Very few grammatical or agreement inaccuracies	76-100
	Few grammatical or agreement in accuracies but not affect on meaning	51-75
	Numerous grammatical or agreement inaccuracies	26-50
	Frequent grammatical or agreement inaccuracies	0-25

## 6. Validity of Instruments

### a. Validity test

Sugiono (2011) states “Validity test is the accuracy between data which is collected with the actual data occurring on that object investigated.” Validity is one important variable in judging the adequacy of a measurement, if the correlation coefficient is positive, it means the item is valid. If it is negative, it means the item is invalid.

Correlation coefficient of product moment pearson is obtained using the formula:

$$R_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

Sugiono (2011)

In which:

xy= determine the correlation index between two correlation

variables.

R= the coefficient of item validity is searched, the two variables are correlated

X=score for selected statement

Y= total score gained from all items

$\sum X$ = number of scores in distribution X

$\sum Y$ = number of scores distribution Y

$\sum X^2$ = the sum of squares in the distribution score X

$\sum Y^2$ = the sum of squares in the distribution score Y

n= number of respondents

b. Reliability

According to Sugiono (2011), he says that reliability test is performed to find out how far the measurement results remain consistent when measured twice or more against the same symptom using the same measuring instrument. Reliability refers to the consistency of the test score, how consistent test scores or other evaluation result are measurement to another. The formula is:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^a}{\sum 1^2} \right)$$

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Arikunto (2010)

In which:

$r_{11}$ = instrument of reliability

k= number of question

$\sum \sigma_b^a$  =number of variance items question

$\sum 1^2$  = total variance

c. Difficulty Level

Fitriani (2009) claims that the difficulty level of a test is indicated by the percentage of the student who gets the item right. If an item is difficult, it will be fewer the students who select the correct option. The formula is:

$$P = \frac{B}{JS}$$

Arikunto (2008)

In which:

P= difficulty level

B= amount of students who answer question with the right answer

JS= total amount of students who undertakes the test

d. Discriminatory Power

According to Arikunto (2013), he says that discriminatory power is the ability of an item to be able to differentiate students who have the high and the low ability. Discriminatory power is a measure of the effectiveness of an item discriminating between high and low scores of the whole test. The formula is:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Arikunto (2008)

In Which:

$D$ = discriminating power

$J_A$ = amount of high achiever

$J_B$ = amount of low achiever

$B_A$ =amount of high achiever who answers question with the  
right answer

$B_B$ = amount of low achiever who answers question with the  
right answer

$P_A$ = proportion of low high achiever who answer question  
with the right answer

$P_B$ = proportion of low achiever who answer question with  
the right answer

## 7. Data Analysis

After collecting data by using the test, the result is analysed.

To find out the result of the test, some statistic is used and take steps  
as follows:

### a. Normality Test

1) Determining Range of data ( $R$ ), by using the formula:

$$R = (H-L) + 1$$

In which:

$H$ = the highest score

L= the lowest score

Subana (2005)

2) Determining interval class (K), by using the formula:

$$K = 1 + 3.3 \log n$$

In which:

K= Interval class

n= Total of data

Subana (2008)

3) Determining the length of interval class (P), by using the formula:

$$P = \frac{R}{K}$$

In which:

P= Length of interval class

R= Range

K= Total grade of interval class

Subana (2005)

4) Determining the central tendency, by the steps as follows:

Determining Mean (Me), by using the formula:

$$X = \sum \frac{fiXi}{fi}$$

In which:

$f_i$  = Frequency

$\sum X_i$  = Sum of all scores

Subana (2005)

5) Determining standard deviation by using the formula:

$$Sd = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{(n - 1)}}$$

Sudjana

(2005)

6) Examining the distribution normality, by steps:

a) Making the table of observation frequency

b) Testing the distribution normality by using the formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

In which:

$O_i$  = Observation Frequency

$E_i$  = Expectation Frequency

Sudjana (2005)

7) Determining the degree of freedom by using the formula:

$$Df = k - 3$$

Sudjana

(2005)

- 8) Determining Chi square table ( $\chi^2_{table}$ )
- 9) Determining the degree of distribution normality with the following criteria:

- a) If the score of chi square count ( $\chi^2_{count}$ ) is less than the score of chi square list ( $\chi^2_{table}$ ), the distribution is normal.

- b) If the score of chi square count ( $\chi^2_{count}$ ) is more than the score of chi square table ( $\chi^2_{table}$ ), the distribution is not normal.

b. Homogeneity Test

- 1) Determining score F by using the formula:

$$F = \frac{s_1^2}{s_2^2}$$

- 2) Determining the degree freedom by using the formula:

$$df_1 = n_1 - 1$$

$$df_2 = n_2 - 1$$

- 3) Determining  $F_{table}$  score with significance level 5%

- 4) Interpreting homogeneity of the data with criterion:

- a) if  $F_{count} < F_{table}$  = homogeneous

- b) if  $F_{count} > F_{table}$  = not homogenous

c. Examining the hypothesis by conducting the steps as follow:

- 1) Determining  $t_{count}$



$$t = \frac{\bar{x}_1 - \bar{x}_2}{SD \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

In which:

t= Test

X<sub>1</sub>= Mean of experimental class

X<sub>2</sub>= Mean of control class

n<sub>1</sub>= Total number data for experimental class

n<sub>2</sub>= Total number data for control class

S<sup>2</sup>= Cumulative standard deviation of both classes

Sudjana (2005)

- 2) Looking t<sub>table</sub> with significance level 5%
- 3) Interpreting hypothesis

## H. N-Gain

After acquiring the data from pre-test and post-test, the data can be analysed to know the development of students' writing skill after using scaffolding technique. To know the improvement of the students' writing skill, normal gain (d) is used with the formula:

$$Index\ Gain = \frac{posttest\ mean\ score - pretest\ mean\ score}{maximum\ score - pretest\ mean\ score}$$

By category:

**Table 1. 2 Normal Gain Interpretation**

<b>Score</b>	<b>Interpretation</b>
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

Arikunto (2010)

## **I. Hypothesis**

According to Creswell (2012), hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about outcome of relationship among attributes or characteristics.

The study decides to analyse two variables. Those are about using scaffolding technique (X) and improve writing skill (Y). If the hypothesis is written in a certain formula, it will appear as follow:

Ha: Using scaffolding technique (X) is effective to improve students' writing skill (Y)

Ho: Using scaffolding technique (X) is not effective to improve student's writing skill (Y)