# CHAPTER I

# INTRODUCTION

This chapter will present about the background of study, statement of the problem, objective of the study, significances of the study, scope and limitation, and definition of the key terms each section is presented as follows.

## 1.1 Background of The Study

According to Ismail (2011), writing skills is a process to improve skill, finding idea and can be developed when the learners interests are acknowledged and when they are given frequent opportunities to actually practice writing. The researcher says that writing is communication tool for writer. It is the way to get information from text and book in knowledge and science are found. By writing, student can increase their grammar and vocabularies.

According to Graham (2007) There are several strategies to be good writer. Firstly, the writers have to use strategies in writing process to get some of goals, such as recount text, narrative text etc. Secondly, writing skills can be developed when the learners' interest for learning process. It means that an alernative to improve skill is using strategies to get better idea in writing process. It increases their knowledge, organizing idea and more confidence to the student’s achievement.

The statement above also can help the student in writing. The strategy will be complex if the learners also use scaffolding strategy. The strategy was expected to be able to influence studetns’ achievement, solve the students’ problem and atrract the

students’ motivation in writing. In addition, some of students cannot about the real step of writing process especially narrative text. The finding general problems were found that many students of MA Nurul Ulum were still standard in writing skill. First, most of students could not know and understand about the meaning of the text, they did not catch the main idea from the text. Second, the students did passive reading, it caused students tended lazy and did no interest to write, they were lack of vocabulary and grammar. All cases make they have difficulties to find the meaning from the sentence. The third, Sometimes students feel not confident and some motivation themselves. Therefore, this study will focus on the influence of the students’ achievement in writing through scaffolding strategy.

Scaffolding is teaching technique where the students develop from a dependent to an independent stage in acquiring the knowledge. According to Stuyf (2002) the scaffolds facilitate a student’s ability to build on prior knowledge and internalize new information promoting and explicitness from the teacher. Here, the students will be given a chance to provide themselves by the facilitator who is the teacher. Teachers just gives help by seeing the students’ ability. In other words, students’ ability as the hint of help frequency. Same as scaffolds in building house, it is used impermanently. In teaching and learning process, it helps the teacher will be increase by the time based on students’ ability.

According to Vernon (2015) that scaffolding should be given to the student from prewriting until the final draft. It is the way the how student will start to writing process using this strategy. The students can put all of their ideas in prewriting from helping the teacher. In other words, the students increase their writing ability through scaffolding strategy from the first until the final draft. The teacher will find the strategy for his student, so that the student will be good writer. Good strategy and methode will be interest in appropiate to increasing students achievement. The researcher will use good strategy, Scaffolding strategy will be used in trying to solve problems above.

Based on the statement above, the researcher would like to conduct this research by the title “The Influence of Scaffolding Strategy on Student’s Writing Skill in Narrative Textin XI Grade of MA Nurul Ulum Lajing - Arosbaya”.

## 1.2 Statement of The Problem

Based on the background of the study above, the reseacher finds out the statement of problem this study is “Is there any significant difference before and after the students have been taught using scaffolding strategy in narrative text ?”

## 1.3 Objective of The Study

Based on the problem above, the objective of the research is to investigate the influence of scaffolding strategy on the students’ writing skill in the narrative text at the XI grade of MA Nurul Ulum Lajing - Arosbaya.

## 1.4 Significance of The Study

The study is expected to have both theoretical and practical contributions. Theoretically, this study has contribution to the reader as references, literature, and sources in teaching of English lessons. Practically, it can be applied in the class to teach the students on writing class in Narrative text by using Scaffolding strategy.

## 1.5 Scope and Limitation

The scopes of this study are about the influence of using Scaffolding strategy, writing skill in Narrative text, and the eleventh grade students in MA Nurul Ulum as location the researcher for collecting data.

The limitations of the study, it can not optimal in the process because limited the sample for collecting data. So, it is not optimal for applying this strategy to students on eleventh grade in MA Nurul Ulum.

## 1.6 Definition of Key Term

In this research, the researcher uses three key terms to make this study clearly:

* + 1. Scaffolding is facilitating student’s ability to build their knowledge from the teacher in teaching and learning process.
    2. Writing is one of the important skills to student’s ability through finding idea, their knowledge and free writing to influence student’s achievement.