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**THE INFLUENCE OF THE APPLICATION OF VISUAL SCAFFOLDING
STRATEGY ON THE STUDENTS COMPETENCE
IN WRITING DESCRIPTIVE TEXT
AT THE FIRST YEAR STUDENTS OF *SMPN 15 CIREBON***

THESIS

Submitted to the English Education Department of the *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education (*S. Pd.I*)



ENDEDES

REG NUMBER: 58430617

**THE ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH* FACULTY
SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES (*IAIN*)
CIREBON
2012**



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ABSTRACT

ENDEDES : The Influence of the Application of Visual Scaffolding Strategy on the Students' Competence in Writing Descriptive Text at the First Year Students of *SMPN 15 CIREBON*

Language is the important role in our life. English is an international language and it spoken by a half of the population in the world. Writing is one of skill which very important in English competence. The mastery of English is necessary for everybody in Indonesia to face the social relation and the competition era. Besides reading, speaking and listening, writing skill is rather difficult mastered. The others skill is compounded in writing because the student who has good writing skill, he or she is good in others skill.

The use of suitable strategy is important thing to the teacher. Visual scaffolding strategy is one of fifty strategies in teaching and learning process. Visual scaffolding is a strategy for teaching English Language Learners (ELLs) that utilizes drawings, photographs and other visuals in order to help students to better understand the language used in each lesson. This strategy encourages active involvement from all students in each lesson.

The research has a purpose to know the influence of the application of visual scaffolding strategy on the students' competence in writing descriptive text. The research which is used in the research is empiric research and the method which is used in the research is quantitative method. the writer uses four kinds of techniques in collecting the data namely observation, interview, test, and questionnaire. To find out the data quantitative, the writer analyzes the data based on the result of the tests namely the test of descriptive text. The technique of analysis data for influence research by using the formula of product moment correlation by Pearson.

To know the result of the students' response of visual scaffolding strategy, the writer use questionnaire form which consisting of 20 items to measure behavior and opinion of students. The students have a good response to the application of visual scaffolding in measuring their writing competence because the students who choose strongly agree are 33.80%, the students who choose agree are 41.45%, the students who choose undecided are 13.10%, the students who choose disagree are 10.35%, and the students who choose strongly disagree are 1.30%.

After the research findings have been found and analyzed, the writer gets the conclusions that the average result of the students' response on the application of visual scaffolding strategy is 78.97. The students' competence in writing descriptive text the result is 79.02. The influence of the application of visual scaffolding strategy on the students' competence in writing descriptive text is a positive correlation. Taking a point of view from the result of the value of 'r' product moment (0.87), which the value of it is between 0.70-0.90. It means that the correlation between X variable Y variable has significant and positive correlation and the hypothesis is accepted.



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PREFACE

All praises and thanks be given to Allah who has been giving us some mercies and blessing. With his mercy and permission, the writer has been able to finish his thesis. My Sholawat and salam always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness, from stupidly era to the cleverness namely Islam religion, the true religion in this world and here after.

The thesis entitled in “The Influence the Application of Visual Scaffolding Strategy on the Students Competence in Writing Descriptive Text at the First Year Students of *SMPN 15 CIREBON*.”

In composing this thesis, there are so many people who have participated, helped, and adviced directly or indirectly. So in this opportunity, the writer would like to convey his sincerely profound thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar, MA. Rector of *Syekh Nurjati* State Institute for Islamic Studies (*IAIN*) *Cirebon*.
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8. The big family of *PBI-G*.

The writer realizes that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the content. So all mistakes and available in this thesis is becoming his responsibility.

Finally, the writer hopes this thesis will be some valuables to the readers, especially for herself and for the English Education Department of *Tarbiyah Faculty of IAIN SYEKH NURJATI CIREBON*

Cirebon, on June 16th 2012

The writer



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CHAPTER I INTRODUCTION

A. The Background of Problem

As a developing country, Indonesian always tries to increase the quality of its human resources. So that it can follow the world development in knowledge, information, and technology. It is providing education program in English language.

Language is the important role in our life. It is used to express their ideas filling, transferring through spoken or written ways in the communication each other. Language is a system of finite arbitrary symbols combined according to rules of grammar for the purpose of communication. Individual languages use sounds, gestures and other symbols to represent objects, concepts, emotions, ideas, and thoughts (en.wikipedia.org/wiki/Language).

English is an international language and it is spoken by about a half of the population in the world. The mastery of English is necessary for everybody in Indonesia to face the social relation and the competition era. Based on the reasons above, the government has put a great interest to increase the quality of its human resources though education such as English learning. In Indonesia, English is a tool for understanding and developing knowledge, technology, trade, art, culture, etc. Beside English has a main role in International relation,

such as in the field of social, politics, economics, and trade. English can be regarded as one of the tools to improve the development of our nation.

According to the 2004 English Curriculum of Junior High School (SMP) English consist of four language skills they are, Listening, Speaking, Reading and Writing. Writing as one of language skills that important thing to be taught. In writing activities, the students cannot only find the difficulties such as grammar, vocabulary and spelling, but also they should communicate some messages through composition.

According to Henry Guntur Tarigan (1977:122) in his book said: “Writing is used by educated people to write down, to make sure, to inform and to influence, and the main purpose only can be reached by the people who can arrange their think and expand it”

“Descriptive text is explained something accurately so the reader can feel the same feeling with the writer. It makes our readers see, feel, and hear what we have seen, felt, and heard” (Andika Pratiwi, M. Hum & Gartika Rahmasari, M. Hum, 2011:81). Whether we're describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details.

Teaching and learning process needs to involve the students actively. The students usually understand the point and can keep in their mind what mind what they have learnt, if they are involved in teaching and learning activity directly.

In teaching learning process, the teacher should apply an approach, methode, or strategy to make students in learning activity more understandable. According to Herrel (2004:19) “Visual scaffolding strategy is one of strategy in which the language used in instruction by the display of drawings or photographs that allow students to hear English words and connect them to the visual images being displayed”.

In a fact, in a teaching learning process there are many problems found, one of the problem is the weakness of the students understanding about writing descriptive writing. They not too feel interest with writing skill. Sometimes students are confronted with their vocabulary to connect a new word when they write. They do not have enough vocabulary so that they are reluctant to hone their imagination to express in their opinion.

“Vocabulary mastery have an important part in developing speech and comprehension not as a grammar, and through those mechanical aspects of literacy as phonic skills, spelling and grammar are may be necessary but they are not sufficient to develop the skills of reading and writing” (Kohl, 1982:10). Sometime they do punctuation, spelling, and grammatical error.

- The example for punctuation error: “ There are a lot of room's in *SMPN 15 Cirebon*”, from the example above, it should be “ There are a lot of rooms in *SMPN 15 Cirebon*. In writing we should pay attention to grammar structure.



- The example for spelling error: “ It can help the students when they are serch data about their assignment”. From the example above it should be “ It can help the students when they are search data about their assignment”.
- The example for grammatical error: “ There are nine classroom”. From the example above, it should be : “ There are nine classrooms”.

In writing, we must use structure of sentences and vocabulary activity. The skill of writing will not come automatically, but it must be through trying and practicing a lot and in a good order.

Grammar is the most important element of learning a language is an example of a learning theory that directly affects learners. Expert opinions on how important grammar teaching is for learning language change regularly. It also depends on learners types. Knowledge of how the language works in terms of sentence building, word endings, and the relationship between words is essential for them to be able to express themselves.

In this case, the writer use the application of visual scaffolding strategy on the students' competence in learning descriptive text at the first year students of *SMPN 15 CIREBON*.



B. The Identification of Problem

The problem in this research is classified into the following sections:

1. The field of The Research

The field of the research of this thesis is writing

2. The Kinds of the Problem

The kinds of the problem such as the students are less in mastering about writing and the weakness of the students in understanding about writing descriptive text.

3. The Main Problem

The main problem of this thesis is to describe the influence of the application of visual scaffolding strategy on the students' competence in writing descriptive text.

C. The Limitation of Problem

To limit the problem, the writer has divided it into three kinds of problem they are the influence of the application of visual scaffolding strategy, the students' competence in writing descriptive text and analyzing the data.

D. The Questions of Research

1. How is the students' response of the application of visual scaffolding strategy?
2. How is the students' competence in writing descriptive text?



3. Is there any positive and significant influence of the application of visual scaffolding strategy on the student competence in writing descriptive text?

E. The Aims of Research

The aims of research are as follows:

1. To find out the data about students response of the application of visual scaffolding strategy
2. To find out the data about the students competence in writing descriptive text
3. To find the data about any positive and significant influence at the application of visual scaffolding strategy on the students competence in writing descriptive text.

F. The Use of Research

The research product hoped to be able to increase developing of language learning, especially in increasing the students' competence in writing descriptive text by using visual scaffolding strategy.





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