

## 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](http://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.