

CHAPTER I

INTRODUCTION

This chapter elaborates on the background of the research that stems from the transformation of the curriculum in Indonesia and its impact on educational practices. It justifies the need to research teachers' scaffolding when integrating multimodal text in English for young learners' classroom. Additionally, the chapter outlines the research questions, the aims of the research, the significance of the research, and the clarification of key terms used in this research.

1.1 Research Background

In Indonesia, the existing curriculum, known as *Kurikulum Merdeka* or henceforth called 'the emancipated curriculum' (*Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022*) reincorporates English language learning in elementary school. The implementation of emancipated curriculum accentuates learning that develops English language skills. In the previous curriculum, it consists of listening, reading, speaking, and writing, but now it adds two more skills: viewing and representing to be mastered by the students (*Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022*). The curriculum stipulates those two additional skills to be attained by the students. Viewing is the ability to comprehend, apply, and consider visual texts in accordance with its intended purpose and significance. Representing skills asks the students to be proficient in articulating ideas seamlessly, precisely, and coherently through diverse media, such as visual, digital, and audio-visual in a communicative manner, ensuring comprehensibility for the audience (*Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022*). Viewing and representing skills perform as the skills that accommodate the modes of information such as using of visual, dynamic information, and reciprocal action (Khoo & Churchill, 2013).

Those two skills are included to be best suited the students' condition that from elementary to high school students are more exposed to gain and absorb the information provided by technology. It is in line with Walsh (2011) that state younger age students are skilled to utilize digital technologies and they more fascinate in digital and mobile

technology learning activities, such as instant messaging, games, and social media. Thus, it makes the teaching and learning process becomes multimodal.

The information displayed in technology is delivered not only in the form of written words or printed-based, but also the elements such as images, music, sound, graphics, photo, or videos. In line with this condition, the curriculum encourages the teachers to explore various texts modes, such as multimodal texts. Walsh (2010) and Yi (2014) argue that implementing multimodal text in the classroom facilitates the coexistence of various modes of reading, writing, viewing, and representing. These skills encompass written texts, graphics, pictures, sounds, or film, enabling students to engage in multimodal activities. By combining multiple modes, students may deliver their ideas valuably (Walsh, 2010; Yi, 2014).

In order to provide the appropriate learning that involves multimodal texts in young learners' classroom, it is necessary for teacher to understand the features of scaffolding (Hammond & Gibbons, 2005). Scaffolding empowers students to comprehend, figure out, and implement the knowledge and skills they have obtained to attain advanced cognitive processes (Yawiloeng, 2022). In pondering scaffolding, teachers are not only providing support, but also deliberating on the type, extent, and stages of students' learning progress (Garside, 2020). Consequently, scaffolding presents notable benefits to learners by facilitating the acquisition of specific knowledge and competencies, thereby fostering the realization of their innate development (Arlinda, 2020; Suherdi, 2008).

According to Hammond and Gibbons (2005) there are two level of scaffoldings: designed-in scaffolding and interactional scaffolding. Hammond and Gibbons (2005) explain the designed-in scaffolding as a form of teacher-designed assistance provided to students that aims enabling students to independently accomplish the same or similar tasks in the new contexts. The interactional scaffolding is not planned scaffolding that the opportunities arise in the spontaneous interaction between teacher and students or students and students. These two scaffolding use in tandem and important in teaching and learning process, but Gibbons (2009) argue that it could be discussed in distinct. It is because the designed-in scaffolding could impact to overall lesson and what is

happening in the classroom. In other words, without the designed-in scaffolding, the interactional scaffolding cannot effectively contribute to the teaching and learning process. Thus, focusing on the features of designed-in scaffolding for integrating multimodal texts can help young learners to grasp the concept of multimodal texts and assist the teacher to provide supports that help them to create multimodal texts.

The previous studies about teachers' scaffolding in creating multimodal texts have been conducted, but in the context of EYL is still limited (Amalia, et al, 2021; Choi, et al, 2019; Hughes, 2010; Meng, 2022; Yawiloeng, 2022). In the EFL context, Yawiloeng (2022) conducted research on instructional scaffolding and multimodal texts. This research focused on EFL students' perceptions and attitudes toward instructional scaffolding using multimodal texts. Meng (2022) researched scaffolding and multimodal teaching used to support teaching English translation in college. In Indonesia, the research that mainly examined scaffolding rarely discusses teachers' scaffolding on multimodal text integration (Arlinda, 2020; Padmadewi & Artini, 2018). It focuses on teacher's perspective on using multimodal texts for critical reading (Amalia et al, 2021), analyzing a genre-based multimodal texts to promote students' multimodal communicative competence for university students (Abdullah et al. (2022), the textbook multimodal analysis (Tandiana, Abdullah, & Saputra, 2020; Fitriana & Wirza, 2021), and understanding multimodal text to develop students' literacy and communication (Hadianto et al., 2021).

By acknowledging the need for scaffolding in learning, the demand for curriculum, students' conditions, and the previous studies, this research was conducted to scrutinize the designed-in scaffolding features that were evidenced in the English as a foreign language classroom to support young learners in the process of creating multimodal texts.

1.2 Research Questions

Building upon the research background, this research strives to address the research question:

1. What features of designed-in scaffolding are evidenced in supporting young learners to create multimodal texts in EFL classroom?

1.3 Aims of the Research

This research aims to elaborate on the scaffolding implemented by the teacher to support EFL young learners to create multimodal text. This research focuses on the learning process in that teacher assists students in creating multimodal text. Multimodal text is chosen because it is in line with the emancipated curriculum to encourage teachers to explore various texts to be learned in the classroom, including multimodal text.

1.4 Scope of the Research

The scope of the research is limited to analyzing the scaffolding given by teachers in the classroom, projected into lesson plans, classroom activities, the material, used by teachers and students when participating in class discussions and completing the tasks. In this research, I took a role as the teacher, so I had two roles as the participant and the researcher. It also involved 18 fourth-grade students in one of the elementary schools in Bandung. The fourth grade was chosen as the students were categorized into phase B and required to comprehend and respond to simple English oral and visual texts (*Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022*).

1.5 Significances of the Research

This research is expected to offer contributions empirically for the teacher to enrich the knowledge of scaffolding and multimodal texts in teaching and learning English, especially for young learners. This research also exemplifies a scaffolding to design and implement teaching and learning English for young learners that integrate multimodal texts. For the teachers, the teaching and learning activities may be adapted and adjusted to be more applicable and appropriate to their contexts, students' needs, and environment.

1.6 Clarification of Key Terms

- Scaffolding used in this research context refers to the support given by the teacher to the students. Teachers are not only giving support, but also deliberating the kind of support, how much support, and the stages of students' learning. In this reported research, the theory of scaffolding agreed on Hammond and Gibbons (2005) as the framework. It consisted of two key areas;

designed-in scaffolding and interactional scaffolding. This research took designed-in scaffolding as the focus research area.

- Designed-in scaffolding is the planned scaffolding made and designed by the teacher to provide supports for the students in the term of selecting the tasks that can activate students' prior knowledge, sequencing the tasks, organizing students' participations, choosing the learning media that supports learning, and providing the activities to build metacognitive and metalinguistics awareness.
- Young English Language Learners are children in elementary or secondary school learning English as a second or foreign language. In this research, young learners involved fourth-grade students in elementary school who learn English as a foreign language. It was mandated in the Indonesian curriculum that learning English started in elementary school.
- The multimodal text employs various communication modalities, comprising textual text, images, videos, audio, and interactive elements. For example, printed posters, digital posters, signs, videos, audiobooks, and/or picture books. The multimodal texts used in this research were printed posters, pictures, and PowerPoint presentations as the media to expose young learners to multimodal texts. And digital poster as the product produced by young learners at the end of the lesson.

1.7 Thesis Organization

Chapter I clarifies the background of the research, research questions, aims of the study, significance of the research, clarification of key terms, and organization of the thesis.

Chapter II presents the framework used in this research and provides a literature review on scaffolding, young learners, multimodal texts, and previous research on teachers' scaffolding on multimodal text implementation in the language classroom.

Chapter III explains the research methodology applied in this research. It elaborates on the research design, research site, participants, and research procedures, including the planning and implementation of the lesson, data collection, and data analysis.

Chapter IV elaborates on findings and discussions of data gained from classroom observation and document analysis. It elaborates on the features of designed-in scaffolding found in teacher's teaching and learning practices to support young learners in creating multimodal texts. This research took Hammond and Gibbons' scaffolding perspective into account and extended it into the Indonesian classroom

Chapter V presents the conclusion for the whole research. It also provides limitations of the study that served as the constraint for this research. This chapter also provides some recommendations for conducting the research in the future and for classroom practice.