CHAPTER ONE: INTRODUCTION

This chapter discusses the introduction of the study presented. It covers the background of study, research questions, purposes of the study, scope of the study, significance of this study, and clarification of terms used frequently in the present study. Besides, the last section of this chapter presents the organization of the paper.

1.1 Background of Study

Writing is an important skill to be acquired. It is considered as the most difficult skill to master. In fact, many students consider that writing is the most difficult skill to acquire since they are not well equipped with writing skill (Gibbons, 2002; Alwasilah, 2010). Writing skill can only be developed through proper instructions in the class, especially for EFL learners. However, most teachers assign students to write and grade it, but they do not concern on the process of the teaching of writing itself (Alwasilah, 2010, p. 25). As a result, students are 'blind' with their writing. It means that students do not know of what they do in writing. In other words, they lack of informed knowledge about writing and proper ways of mastering writing skill.

As well, proper ways of teaching writing enable students to achieve their goal, particularly, in writing. Consequently, the success of teaching writing relies on its process (Dorn & Soffos, 2001; Graham, 2010; Rodgers & Rodgers, 2004). In line with its process, the teaching writing to school-aged youngsters should rest as much as possible on evidence-based practices guided by theories of writing and development (Graham, 2010, p. 126). This point is sometimes being neglected by most of teachers (Alwasilah, 2010, p. 25).

Furthermore, one popular concept of teaching as the application of evidence-based practice is "scaffolding". The idea of scaffolding has been proposed by Bruner (1978). To some extent, it supports Vygotsky's theory of constructivism. Constructivism theory believes that children construct knowledge by actively

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participating in the learning process. In addition, Vygotsky points out the notion of interaction and social support in cognitive development (Bodrova & Leong, 1998; Emilia, 2010, p. 36) as children need guidance and support provided by adult (Bruner, 2006, p. 198). The main purpose of scaffolding is to help students in learning. With regard to Vygotsky's constructivism theory, Bruner implied that scaffolding is a tool to assist students moving across the zone of proximal development. It has been considered that one of the key of successful learning is the existence of scaffolding in the teaching and learning process (Acevedo & Rose, 2006; Laksmi, 2006; Burch, 2007; Harders & Horarik, 2008; Rizai & Rezaii, 2011).

There were some researches on the use of scaffolding in teaching learning process, which specifically showed how scaffolding was particularly influential for students' development in learning. A study on Reading (and Writing) to learn (Acevedo & Rose, 2006), which used the application of scaffolding, resulted on average literacy gains that were consistently twice to four times expected rates of development. Burch (2007) provides a report on the positive impact of scaffolding young children's acquisition of literacy in primary grades. A study on scaffolding literacy approach (Harders & Horarik, 2008) reflected on the implications of a language centred pedagogy for building students' capacities to read and write literate discourse.

Moreover, some studies on applying scaffolding based strategy on EFL context resulted in improvement of students' writing skill. The use of scaffolding in process approach (Laksmi, 2006) improved students in mastering writing skill. Furthermore, scaffolding within the sociocultural framework has resulted the positive effect of on EFL students' writing ability (Rizai & Rezaii, 2011).

Hence, the present study investigates the result of the use of scaffolding in teaching writing recount text in tenth grade of vocational high school, in English as Foreign Language context.

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1.2 Research Questions

The study is conducted to address the presented research questions.

1. Does the use of scaffolding in teaching writing lead to the improvement of students' writing performance?
2. What are the students' responses toward the use of scaffolding?

1.3 Purpose of the Study

The purpose of present study is to investigate whether the use of scaffolding contributes to the improvement of students' writing performance in writing recount texts and to find out the way students perceive the use of scaffolding in teaching writing.

1.4 Scope of the Study

The study limited the investigation into two issues. The first issue is the use of scaffolding in teaching writing, particularly in the teaching of recount text, which concerned on students' writing performance as the result. Furthermore, the second issue is the students' responses on perceiving the use of scaffolding in teaching writing recount text in grade ten students of a vocational high school.

1.5 Significance of the Study

The result of this study is expected to give a good contribution to the theoretical, practical, and professional benefits.

Firstly, in terms of theoretical aspects, the result of the study is expected to be used as the contribution towards the research about scaffolding in teaching writing particularly in teaching recount writing.

Secondly, from the practical aspects, the result of this study is expected to be beneficially useful for teachers and readers who are interested in teaching English. For teacher, this study provides information about applicable scaffolding in

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teaching writing. Furthermore, the results of this study present the alternative techniques of teaching recount writing for those who interested in teaching English.

Lastly, in terms of professional aspects, this study is expectedly advantageous for the teacher of English to improve the quality of teaching and learning, create a more collaborative classroom environment, and develop new ideas in improving the process of English learning.

1.6 Clarification of Terms

It is necessary to define operational terms used in this study to avoid misunderstanding and misinterpretation. This study entitled '*the use of scaffolding in teaching writing*'.

The '*use*' term in this study refers to the application of the model proposed. Furthermore, '*scaffolding*' is the theory applied as treatment in this study. The model is aimed at helping students in comprehending basic literacy skills, that is to say, writing as the focus in this study. In addition, '*scaffold/scaffolding*' term refers to support, instructions, or guidance which teacher gives. '*Scaffolding*' is articulated into various forms such as instructions and model.

The '*teaching writing*' term consists of set of activities to develop students' skill in writing. The goal of teaching writing is '*students' writing performance*' as measurable factor. Thus, '*writing performance*' is defined as students' achievement and understanding based on writing assessment. The '*performance*' term sometimes interchanged with the term '*ability',* therefore it is measured by students' grade on the assessment given.

1.7 Organization of the Paper

This paper is organized into five chapters. Chapter one discusses the introduction of the paper, which deals with general background information on this study, research problems, purpose of the study, scope of the study, significance of the

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study, a brief explanation of the terms used in this study, and the organization of the paper.

Theoretical foundation is discussed in chapter two. It consists of discussion dealing with the nature of writing, teaching writing, and the process of teaching writing. It also discusses the theory and practise of the use of scaffolding in teaching writing. An explanation of recount text is also presented in this chapter, as text type used in the presented study. Furthermore, a brief of explanation of Systemic Functional Grammar as a tool of analysing recount text is presented in this chapter.

Chapter three presents the conceptual framework of methodology, which covers the types of this study, formulation of problems, research design, hypothesis, data collection technique, research procedures, and data analysis.

Chapter four deals with findings and discussion of the study, described under the procedures that emerged from the data, and discussed under the research question or the data collection techniques that are used.

Chapter five presents the conclusions of the study and suggestion for further study, a restatement of the research problems, a restatement of results, limitations of the study, and implications for future research.