

# CHAPTER I

## INTRODUCTION

This chapter highlights the whole study in general. Included in this study are background of the study, research questions, aims of the study, scope of the study, significance of the study, research methodology, clarification of terms, and outline of the thesis.

### 1.1 Background of the Study

Based on the preliminary observation, the students' essay in English as the target language shows some indications that it needs improvement. Many of the language learners are lack of confidence and lack of interest in writing (Harmer, 2007; Walker & Ri'u, 2008). Moreover, writing in a second or foreign language seems to be the most difficult language skill for language learners to acquire (Laksmi, 2006; Lestari, 2008; Negari, 2011; Sabour, Vafa, & Zohrabi, 2014; Yanghee & Jiyoung, 2005). Further, Gibbons (2002), Harmer (2007), and Laksmi (2006) explain that the difficulties are caused by some problems such as in getting ideas, organizing ideas, developing details, choosing correct words and structuring ideas in correct sentences, and maintaining paragraph unity.

To anticipate the problems, some scholars proposed the implementation of genre based approach in teaching writing (Derewianka, 1990; Rothery, 1996). There are three orientations of genre based approach including the Australian work in the tradition of *Systemic Functional Linguistics*, the *New Rhetoric* studies developed in North American composition contexts, and the teaching of *English for Specific Purposes* (Hyland, 2004). Among three orientations, the approach to genre influenced by *Systemic Functional Linguistics* is perhaps the most clearly articulated and pedagogically successful (Ahn, 2012; Hyland, 2004, 2007). Therefore, SFL genre based approach has been considered as one of alternative ways in teaching English in Indonesia Curriculum since 2004 (Emilia, 2011).

EVA FITRIANI SYARIFAH, 2016  
*SCAFFOLDING IN THE TEACHING OF WRITING DISCUSSION TEXTS BASED ON SFL - GENRE  
BASED APPROACH*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

There are some models of SFL genre based approach (Callaghan & Rothery, 1988; Derewianka, 1990; Feez & Joyce, 1998; Gibbons, 2002; Martin & Rose, 2008; Rothery, 1996). The earlier model consists of three teaching cycles

namely modeling, joint construction, and independent construction (Emilia, 2011). In addition, in the latest model, there are some additional stages such as preparation (Derewianka, 1990), negotiating field and deconstruction (Rothery, 1996). SFL genre based approach which has been applied in Indonesia consists of four stages including Building Knowledge of the Field, Modeling, Joint Construction and Independent Construction (Emilia, 2011).

However, SFL – genre based approach seems to be product or teaching outcomes oriented (Ahn, 2012; Emilia, 2011). Therefore, the concept of scaffolding which possibly supports the process of students' individual development is important to be integrated in the teaching stages of SFL – GBA (Bodrova & Leong, 1998; Mulatsih, 2011). However, many genre based approach practitioners (e.g. Ahn, 2012; Amogne, 2013; Firkins, Forey, & Sengupta, 2007; Hasan & Akhand, 2010; Luu, 2011) apply genre based approach by focusing on the proses and product of this approach without paying much attention to individual development. There are some possibilities of incorporating scaffolding in SFL – genre based approach because SFL – genre based approach also emphasizes the role of interaction with experienced others in learning, moving learners from their existing level of performance to a level of potential performance (Hyland, 2004; Walqui, 2006; Wood, Bruner, & Ross, 1976).

Moreover, there are some scholars such as Barnard and Campbell (2005), Bodrova and Leong (1998), Cotteral and Cohen (2003), D'Alessio and Riley (2002), Laksmi (2006), Read (2010), and Rose, Rose, Farrington, and Page (2008) who conducted studies in teaching writing by incorporating the concept of scaffolding. For example, Read (2010) applied an IMSCI model as the scaffolding writing instruction. IMSCI is an acronym for series of steps, based on the concept of scaffolding, IMSCI stands for Inquiry, Modeling, Share, Collaborative, and Independent. This study has successfully applied this model through the scaffolding concept in teaching writing. Many other studies such as those conducted by Rose et al., (2008) and Barnard and Campbell (2005) found that the

concept of scaffolding has been successfully implemented in teaching writing for university students. However, those studies which implemented the concept of scaffolding in teaching writing were not conducted under the concept of genre based approach. A study which was conducted by Firkins, Forey, and Sengupta (2007) has been identified to incorporate the concept of genre based approach and yet it is not focused on the context of Indonesia.

This study attempts to investigate how scaffolding processes are implemented in SFL-Genre Based Approach in the teaching of writing discussion texts. Approaching this study in such a way is expected to explore how scaffolding processes are able to improve students' writing performance. More specifically, this study focuses on the following research questions

## **1.2 Research Questions**

This study is conducted to answer the following questions:

1. How are scaffolding processes implemented in the teaching of writing discussion texts based on SFL – Genre Based Approach?
2. How do the scaffolding processes improve students' writing of discussion texts?

## **1.3 Aims of the Study**

Regarding the research questions above, this study was undertaken to achieve the objectives; that is, to investigate how scaffolding processes are implemented in the teaching of writing discussion texts based on SFL-Genre Based Approach and how scaffolding processes improve students' writing of discussion texts.

## **1.4 Scope of the Study**

This study focuses on the implementation of scaffolding processes in the teaching of writing discussion texts based on SFL-Genre Based Approach in an exemplary class of tertiary education level in Majalengka.

### **1.5 Significance of the study**

This study is expected to contribute to three layers covering theoretical aspect, practical element, and – if any – policy. Theoretically, the result of this study is expected to provide additional informative input for other researchers who intend to carry out the research in the same field with certain interest. Practically, the results of the study can provide useful information for the readers especially English lecturers and English teachers about scaffolding in teaching writing and for further researchers to study the related issues in a more in – depth studies. Moreover, in terms of policy, the results of the research might be used for the development of policy which can help the teachers improve students' writing ability.

### **1.6 Research Methodology**

This study was undertaken in a case study design. The qualitative method is used to answer the research questions concerning how scaffolding processes are implemented to teaching writing of discussion texts by using SFL-Genre Based Approach and how scaffolding processes improve the students' writing of discussion texts.

### **1.7 Clarification of Terms**

There are some significant terms in the research that are needed to be clarified to avoid misinterpretation, they are:

1. Scaffolding refers to support that is designed to provide the assistance necessary to enable learners to accomplish tasks and to develop understanding that they would not quite able manage on their own (Hammond, 2001).
2. Writing is defined as an act of producing a sequence of sentences arranged in particular order and linked together in certain ways (Byrne, 1998).

3. A Discussion text is a piece of text that present two sides of argument to state the writer's position (Anderson & Anderson, 1997; Gerot & Wignell, 1994).
4. Genre based approach is a concept which views language as an open dynamic system, where knowledge about language is taught in an explicit manner, and genre is used as the starting point for modeling, deconstructing and understanding language (Derewianka & Jones, 2012; Firkins et al., 2007; Hyland, 2004).
5. Systemic Functional Linguistic (SFL) is a set of system for creating meaning in social context (Halliday, 1994; Halliday & Hasan, 1985).

### **1.8 Outline of the Thesis**

This thesis is organized into five chapters. The first chapter covers a general introduction of the study. It includes background of the study, research questions, aims of the study, scope of the study, significance of the study, research methodology, and clarification of terms and outline of the thesis. The second chapter consists of the relevant concerning theories that have given shape to this study, particularly to do with the notions of scaffolding, genre based approach, discussion genre, and systemic functional linguistics (SFL). The third chapter outlines design and methodology of the study. This includes a description of research design, setting, participants, data collections and analysis. The fourth chapter elaborates data presentation and discussion of each research finding. Finally, the fifth chapter of this study consists of conclusions and recommendations.