

# CHAPTER I

## INTRODUCTION

This chapter discusses the introduction of the study which also covers background of the study, statement of the problem, aims of study, research method, significant of the study, and organization of the paper.

### 1.1 Background of the study

English has four important skills that must be mastered by students; one of them is writing. As a part of language learning, writing is important because it encourages students to focus on accurate language. Porter (2004) said that writing can trigger students' language development because they try to resolve linguistic problems during writing. Besides, through writing, a teacher also helps students not only to improve their thinking ability, communication skill and linguistic knowledge, but also to develop their knowledge (Alwasilah, & Alwasilah 2005; Brown, 2001; Saville, 2006).

In Indonesia, English writing is firstly taught in level of junior high school. As explained in *Badan Standar Nasional Pendidikan* (2006), the aim of teaching English in junior high school level is to reach functional level where students can communicate in spoken and written. Thus, it is important to learn English writing because by learning writing skill will help students to prepare their academic and professional futures. However, writing is assumed as the most difficult skill to be mastered. Writing is challenging for students since the difficulties are not only on generating and organizing ideas, but also on translating those ideas into a readable text (Gibbons, 2002). In spite of its 'difficulties, writing is possible to be taught through giving impermanent support which is called scaffolding (Pinter, 2006).

Scaffolding is a guidance used by teacher to help students reach their learning potential. The term 'Scaffolding' was firstly used by Wood, et al. (1976) to capture the nature of support and guidance in learning. Reiser (2004) defined scaffolding as an activity where more knowledgeable person (teacher) helps learners succeed in task that would be beyond their reach. Besides, it is also defined as a tutorial behavior that is contingent, collaborative and interactive

(Walqui, 2006). In teaching and learning, the term scaffolding is used to describe a temporary system of guidance offered to the learners by the teacher, jointly co-constructed, and then removed when the learner no longer needs it (Boblett, 2012). Scaffolding represents many activities that go in the classroom teaching and teacher-learner interaction (Boblett, 2012). Furthermore, Suherdi (2008) defined scaffolding as an instructional helps provided for the construction of learners' mastery of certain knowledge or competencies.

According to the study conducted by Priyatni (2008) the use of scaffolding is significantly effective to improve students' competence in writing paragraph. The findings show that by providing scaffolding in writing paragraph, students are able to write complete and coherent paragraph. Scaffolding also makes students more confident in delivering their ideas in writing. In another side, Veeramuttu (2011) from the Multimedia University of Malaysia on his journal about the effect of scaffolding technique in journal writing among the second language learners concluded that by the teacher intervention, the students were moved from zone of current development to a zone of proximal development.

As the teacher's help to improve students' writing ability is important, this present study aims to explore how teacher provides scaffolding in teaching writing to junior high school students and also to reveal teacher's challenges to help students in writing.

## **1.2 Scope of the study**

This study focuses on discovering how teacher provides scaffolding to student in teaching writing based on Bikmaz (2010) ,Gibbons (2002), Walqui (2006) and finding out the teacher's reason of using those types of scaffolding in Junior High School.

## **1.3 Research questions**

The study is conducted to answer the problem formulated in the following questions:

1. How does the teacher provide scaffolding to students during teaching writing in junior high school?

2. What challenges does the teacher face while providing scaffolding in teaching writing in junior high school?

#### **1.4 Aims of study**

In line with the problem formulated above, this study is aimed at:

1. Exploring ways of teacher to provide scaffolding in teaching writing in junior high school.
2. Investigating teacher's challenges while providing scaffolding in teaching writing in junior high school.

#### **1.5. Research method**

##### **1.5.1 Research design**

This study employs a descriptive design which is a study designed to depict the participants in an accurate way. It means that qualitative method is used in this study in order to investigate and to describe teacher's scaffolding technique in teaching writing.

##### **1.5.2 Research site**

This study was undertaken at one of High schools in Parongpong, West Java, Indonesia. The school was chosen due to its accessibility and acceptance. The school permitted researcher to conduct a research in the school and thus the school was chosen as the site of the study.

##### **1.5.3 Participant**

The participant involved in this study was an English teacher who taught 30 students of seventh grade. The English teacher chosen was familiar with the teaching learning cycle concept consisting of four stages which will be viewed in chapter III. Students from seventh grade were chosen because in this grade Descriptive text was taught.

##### **1.5.4 Data collection**

The research used qualitative manners in obtaining data. Multiple methods used in enhancing the quality of data obtained (Creswell, 2009;2012) to generate complete picture of phenomenon observed. The collection procedures in qualitative research involve four basic types: observation, interview, documents and audio-visual material (Creswell, 2009, pp.179-180). Based on this

consideration, the data were obtained through several methods: classroom observation, field note, interviews and students documents as explained follow:

#### **1.5.4.1 Classroom Observation**

The observation uses direct observation in observing teacher's ways which are used to help students in writing through scaffolding. The main purpose of classroom observation is to understand whole context of data and get a holistic situation of the data (Sugiyono, 2013: p. 312). Besides, in this classroom observation researcher also use video recording in order to obtain the nonverbal data. As Suparno (2008) stated that video recording was usually used to record the nonverbal data such as attitude, style and etc. It means that through this video recording, the class situation can be described or it can be an illustration in teaching learning process.

#### **1.5.4.2 Field Notes**

The field notes are used to record during an observation in a qualitative study (Creswell, 2002; 2005; 2008; 2012). The field notes are text (words) recorded by the researcher when doing an observation in qualitative study (Creswell, 2012, p. 216).

#### **1.5.4.3 Interview**

Interview is used to obtain follow up information from the participant. The study conducts face to face interviews with participant. The interview is conducted in one time after all teaching-learning process has been done. Furthermore, the interview uses a model professed by Creswell (2012) that the interview conducted in semi structured form, which means that there will be several guiding questions and it is also possible to have some spontaneous question if the questions prepared do not meet the aim. The interview is recorded and transcribed into written document for further analysis. The detail information of the research methodology is available in Chapter III.

### **1.6. Significance of the study**

This present study is hoped to have some significances for theoretical, practical and professional benefits.

1. Theoretical benefits

The study findings can be used as a contribution for the study about scaffolding in teaching writing, especially for English teacher in junior high school in Indonesia.

## 2. Practical benefits

The finding of this study is expected to be useful for students, teachers, and people who are interested in English teaching, especially writing skill. For students, the finding of this study is expected to inspire them about what they actually need in the learning process. For teachers, the findings offer information and also consideration of using scaffolding in teaching writing. Furthermore, for people who are interested in English teaching, the finding offers another strategy of English teaching writing that can be used in their class.

## 3. Professional benefits

The study findings can help teacher to provide the teacher students' relationship and also a collaborative condition during the learning process.

### **1.7. Paper organization**

The study is organized into five chapters. Each chapter is organized into subtopics which elaborate the given issue. The chapters are arranged as follow:

Chapter I is introduction. It includes background of study, statement of the problem, aims of study, research method, significant of the study, and organization of the paper.

Chapter II is theoretical foundations of the topic. It provides theoretical foundations of the study which is relevant to be used in conducting the research. The theoretical views include the nature of techniques used by teachers to scaffold students in writing.

Chapter III focuses on research methodology. It includes research design, site and participants, research procedure, instruments, and data analysis.

Chapter IV elaborates findings and their discussions. It provides answer of the research problems. It also supplies the result of the research which consists of finding (data presentation).

Chapter V is conclusion and recommendations. It summarizes the findings and their discussions. In addition, recommendations for further researchers are offered.

### **1.8. Concluding Remark**

This chapter has presented background of the study, formulation of the research questions, aims of the study and research methodology. The paper organization also has been presented in this chapter. The detail explanation of the study will be explained in the next chapter.