

CHAPTER I

INTRODUCTION

This chapter discusses general information of this research. The sections consist of background of the study to elaborate the reason why this study was conducted, research question to guide the focus of this study, objective of the study as the projected aims to be achieved, scope and significance of the study to highlight the value of this study, clarification of terms to elaborate several key terms to be used in this study and organization of the paper to summarize the content of this paper in general.

1.1 Background of the Study

Research on scaffolding and *Reading to Learn* (henceforth R2L) are gaining more significant interest in EFL context (Mark, Chung & Dan, 2016; Ngware, et al., 2014; Acevedo & Löfstedt, 2014; Gouveia, 2014; Ramos, 2012; Liu, 2011; Acevedo, 2010; Rose, 2005b; 2006b; 2012b). First of all, R2L can be categorized as one of the interpretations of genre pedagogy (Rose, 2016a; Ramos, 2012; Acevedo, 2010). This topic is rapidly being discussed for its benefits to democratize classroom participation (Martin & Rose, 2005) and minimize the established hierarchal success among students on schooling systems that benefit students with more privileged and marginalize disadvantaged students (Ramos, 2012; Rose, 2004; Rose, 2006c; Bernstein, 1990). Meanwhile, scaffolding is often concerned as additional support that can be given for struggling students in this particular on the teaching of genre pedagogy on EFL (Martin & Rose, 2005; Rose, Gray & Cowey, 1999; Syarifah & Gunawan, 2015; Walqui, 2006). Both R2L and scaffolding are highly related to genre pedagogy, especially in the context of the integrated teaching of reading and writing skills (Rose, 2016; Abuya, et al., 2015; Liu, 2011; Acevedo, 2010).

The promising result of R2L as a scaffold for literacy problems are emerging from many countries, which have implemented the method (Mark, Chung & Dan, 2016; Ngware, et al., 2014; Acevedo & Löfstedt, 2014; Gouveia, 2014). Research

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IMPLEMENTING READING TO LEARN (R2L) TO SCAFFOLD THE TEACHING OF WRITING ANALYTICAL EXPOSITION TEXT FOR DISADVANTAGED STUDENTS

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in China and Africa showed significant improvement of literacy development by employing R2L as the tools to scaffold EFL materials for their students (Mark, Chung & Dan, 2016; Abuya, et al., 2015; Ngware, et al., 2014). While in Pennsylvania context, Ramos conducted a research at secondary school to implement R2L as additional support for migrant background students to write academically valued text appropriate for their grade (Ramos, 2012). Similarly, in European countries, the *Teacher Learning for European Literacy Education* (Tel4ELE) held a project to support literacy educators in five countries (Spain, Scotland, Sweden Denmark and Portugal) to become experts in genre based literacy pedagogy for latter supporting teachers to construct instructional design that will support outcomes improvement especially for disadvantaged students either because poor literacy access or migrant background who were having language barrier to access education in their new community (Coffin, Acevedo and Lövestedt, 2013). It was said on the report that they were inspired and hoping the same success from R2L program that had been implemented in Australia to accelerate the learning and closing literacy gaps among indigenous Aboriginal students with Australian curriculum (Rose, 2012b; Rose & Martin, 2012; Martin & Rose, Rose, 2006b; 2006c).

As for Indonesian context, the new revision of EFL curriculum released by Kemendikbud for vocational high school mostly requiring students to rewrite similar texts from the texts they have read previously on reading session (Kemendikbud, 2017a). As many as 32 out of 32 points of mandated competencies on knowledge dimension require the students to be able to analyse the texts through reading comprehension. Meanwhile, 31 out of 32 points on skill dimension are requiring students to be able to compose similar texts they have read previously (Kemendikbud, 2017a). It is clear that the newest mandated basic competencies urge the teachers to integrate reading and writing for texts on the prescribed genre. This newest revision also strengthen the implementation of genre based approach on our national curriculum that has been started by the introduction of systemic functional linguistic in 2004 (Emilia, 2005; Gustine, 2014).

One of the mandated basic competencies for year eleven students considered to be quite challenging for some students, in this particular my EFL students is the competencies no. 3.22 and 4.22 on which require the students to analyze and write analytical exposition text (Kemendikbud, 2017a; 2017b; 2017c). On this points, EFL students are required to analyze social function, text structure and language features from analytical exposition texts and then to be able to compose similar texts from what they have read and discussed previously on reading session (Kemendikbud, 2017b; 2017c). Knowing that this analytical exposition text is actually involving reading and writing skills with at least 3 stages to be developed (thesis statement, arguments and reiteration of thesis statement) and several language features such as evaluative appraisal using mental verb, present tense, saying verbs to support arguments from experts point of view, and other supporting features such as sequence, reference, lexis, etc. (Kemendikbud, 2017c; Rose, 2016c), composing this type of text independently can be challenging for some disadvantaged students.

Based on the preliminary observation, when my students tried to write analytical exposition text, most of my students were missing most of its language features and stages developments (Kemendikbud, 2017c; Rose, 2016c) needed to construct analytical exposition text. This indicated that the students were struggling hardly to cope with this required competency.

Furthermore, reading and writing skills are considered as a challenging issue for many schools. Eventually it is not a privilege only to my EFL students or even just for Indonesian country. Many different countries including America consider reading and writing as challenging issue (Joseph et al., 2017). In some schools with most of its students still have limited literacy skills, in this particular my EFL students, this problem is requiring more attentions. Teacher need to support the students' limited abilities on reading and writing to comprehend their lesson right away. For these reasons, achieving required competencies – reading and rewriting what students have read – are very much challenging for these students, especially for students who are less prepared for reading and writing (Rose, 2005).

Concerning the condition of these students, scaffolding may be needed to help them to reach the required competencies. In definition some additional help or support is given by providing assistance to learners when necessary and gradually withdrawing the assistance as learners' competence increases (Wood, Bruner, & Ross, 1976). The additional support is aimed to accelerate the disadvantaged students' literacy skills, reduce the gap and democratize classroom participation (Rose, 2016a).

Students who need the scaffolding classified as students who are struggling academically or performing below proficiency. Disadvantaged students have been identified by their teachers needing additional academic support, whether the students perform poorly due to the limited access caused by their economic background or other factors such as language barrier for migrants students (Keller, 2015; Acevedo & Lövestedt, 2014; Gouveia, 2014; Ramos, 2012; Martin & Rose, 2005).

As for my students, most of them are less prepared for the needs of academic reading and writing due to their economic background (Martin & Rose, 2005; Rose, 2005a). This low literacy level and less prepared students can be related to minimum exposures to literacy material/books during their childhood/pre-school age and the fact that they come from middle-low community is also limit their access to literary works (Rose, 2006). Further, Rose gives explicit details how students' economic background may also contribute influencing learners' literacy level. He mentions that students come from middle class family have more access to books that support their reading skill for academic writing they will need for school tasks. In the opposite, children from non-middle class family are having less access – if none, to books due to the culture of non-middle class family who are usually still maintain oral culture – less book, and thus less prepared for school (Rose, 2005).

The need to scaffold students' literacy level to be able to achieve the required competencies was the problem aimed to be solved on this study. Similarly, this problem was also the same reason with the cause behind the development of the pilot project of R2L to help aboriginal students accelerating their literacy level

and closing the gaps they have among students in Australia (Rose, 2006), African students (Rose, 2004), and European immigrant students (Acevedo & Lövestedt, 2014; Acevedo, 2013).

R2L was shaped by the action-oriented research of educational linguist in rural and urban schools in Australia with marginalized students, including immigrant students whose first language was not English, and their teachers” (Rose, 2005; Rose, 2011; Rose & Martin, 2012). Rose claimed that his method has highly successfully accelerated and closed the existing literacy gap in Australia especially for the indigenous students (Rose, 2006; Rose, 2012).

Many researches have followed trying to contextualize and implement R2L on their own EFL classrooms contexts and are continuously showing significant results in China (Mark, Chung & Dan, 2016), Africa (Ngware, et al., 2014), and in at least five European Countries (Acevedo & Lövestedt, 2014; Gouveia, 2014; Ramos, 2012). As in Indonesia, previous research had been conducted by Khaerunnisa (2014) to help university students developing their writing ability.

In accordance to the latest prescribed book from the government, implementing R2L in Indonesian secondary school as scaffold for low achieving learners can offer a promising result as they both are built on genre pedagogy (Kemendikbud, 2017c; Rose, 2006; Rose 2016). The needs of some students to receive additional supports reinforce the importance of scaffolding on the teaching and learning activities. Therefore, this study was conducted to figure out how R2L can scaffold low achieving students to reach the required basic competencies from the government accordingly to their grade.

1.2 Research Questions

Coming from above condition and concerning the needs of the disadvantaged students, a further study on how to implement this method to scaffold the mandated basic competencies is needed. This is especially to see how R2L can be used as a support tools to help these students and see if this can work and contribute for accelerating students’ literacy development, democratize students’

participation on the learning process and closing the gap between the mandated basic competencies and students' ability (Martin & Rose, 2005; Rose, 2006b). To guide the focus of study, following research questions are proposed:

- a. How does R2L scaffold the disadvantaged students in learning to write an analytical exposition text?
- b. What is improved among the disadvantaged students in writing the analytical exposition text?

1.3 Objectives of the Research

Based upon the research questions above, this research hopefully will be able to examine and figure out:

- a. How R2L scaffold the disadvantaged students in learning to write an analytical exposition text
- b. What is improved among the disadvantaged students in writing the analytical exposition text

1.4 Scope of the Study

The focuses of this study are first to contextualize R2L in my EFL classroom activity. The contextualization in this research is on how this approach may help the teaching and learning process and how it may scaffold my students' capabilities with the required basic competencies for their grade. Secondly, this study wants to investigate if there is any improvement gained by the disadvantaged students after the instructional intervention using R2L has been given. The explored process start from combining R2L into the lesson plan, inserting its step by step process to the parts where students need more additional support, how students and teachers interact on this combined learning cycle, and finally trying to find out if there's any significant improvement in the end of the instructional intervention.

1.5 Research Significance

This study hopefully will present valuable data for teachers and researcher, whether how R2L pedagogy cycle might be combined as a scaffold in Indonesian EFL curriculum especially for secondary school context to help the disadvantaged students. As on its origin, the pilot project of R2L was targeted for accelerating indigenous/aboriginal students whom are trapped between the high demand of reading and writing skills at school in Australia and the low or almost none pre-requisite skill of some students to comprehend the reading material, and thus they are always far away left behind resulting even bigger gap accumulated (Rose, 2006). Hopefully, it will also be able to minimize the gap between disadvantaged students and the mandated basic competencies in Indonesia.

Meanwhile, for the stakeholders, the content of this research is expected to be considered as valuable information on how some students with less prepared background are still struggling to achieve the mandated basic competencies for their grade and how additional support can be incorporated into the instructional design. Hopefully, this study will support the highlight for further improvement on the GBA implementation in Indonesia especially for schools and students that need more support. It is hoped no education systems will be further marginalizing the marginalized (Riele, 2006).

1.6 Clarification of Terms

- Exposition text is a type of text belongs to argument genre stating its arguments to persuade readers from only one side of perspective/point of view (Derewianka, 2010; Rose, 2016a; 2016c). Meanwhile analytical is further classification of exposition signed by its last paragraph as a reiteration or restatement from the thesis statements, whereas hortatory exposition text is concluding its last paragraph with explicit suggestion on what to do after reading the text (Kemendikbud, 2017c).

- Disadvantaged students on this research refer to students who need to struggle more due to their limited access to education, minimum exposures to literacy material/books during their childhood/pre-school age and thus have less prepared for academic challenges in this particular the needs of academic reading and writing (Coffin, Acevedo and Lövstedt, 2013; Acevedo, 2010; Rose, 2006; 2005). One of the cause can be identified is that usually these disadvantaged students come from middle-low community (Rose, 2006b; 2006c).
- Reading and Writing competencies are abilities to comprehend given reading material and rewrite the text accordingly to their own context and needs. In this particular related to the required basic competencies for secondary students consisting 32 points basic competencies on skill basis (31 for re-writing and 1 basic competency is for speaking) and 32 points basic competencies on knowledge basis require the students to analyze the text through reading comprehension. (Kemendikbud, 2017a)
- Reading to Learn (R2L) is an approach proposed by David Rose the director of Reading to Learn, an international literacy program which was originated from a pilot project to accelerate literacy development for indigenous/aboriginal students with the implementation of the NSW 7- 10 English syllabus (Rose, 2006). It was also an action research project with the previous name LRRL or Learning to Read; Reading to Learn (Rose, 2005).
- Scaffolding in this study refers to metaphor used as additional supports and guidance in learning, are given temporarily by the teacher only when the students need them (Maybin, Mercer and Steirer, 1992; Hammond, 2001). The first use of scaffolding in educational field can be traced back to the nature of parental tutoring for young children on their language development (Wood, Brunner and Ross, 1976). Scaffolding can also be defined as teacher intervene the learning process to guide students so they can concentrate on difficult skills (Brunner; 1978).

1.7 Organization of the Paper

This thesis consists of five chapters. The first chapter elaborates the rationales behind the selected topic as well as the significance expected from this study. Following chapter two give details all theoretical foundation warrant this study. Those include a historical overview of R2L, R2L as literacy program, principles of R2L, stages on R2L, scaffolding, related mandated basic competency on this research and some previous related research. Methodology and research design will be delivered in chapter three along with its procedure, data collection and data analysis. Chapter 4 presents the findings or result of the study. Finally, chapter five concludes the study with conclusion, limitation of the study and recommendations for future research.