

# CHAPTER I

## INTRODUCTION

This chapter presents the introduction of this paper. It covers background of the research, research questions, aims of the research, scope of the research, significance of the research, clarification of terms, and organization of the research.

### 1.1. Background of The Research

Writing is an important skill to be acquired and also is considered the most difficult language skill to be mastered. In the context of especially language teaching, this skill encourages students to be involved in meaning-focused use, language-focused learning, and fluency development; besides, through writing, a writer can be a local expert on the topic of what h/she writes by seeking information on the subject and also getting information from any literary works or media (Nation, 2009).

Writing is challenging for students to master since the difficulties not only lie on generating and organizing ideas, but also lie on translating these ideas into a readable text (Gibbons, 2002). Despite the difficulties, writing skills are possible to be taught through providing guidance as an instructional strategy that ensures the students to gain confidence and take control of the task by doing it alone; the guidance is then called scaffolding (Bruner, 1978, cited in Pinter, 2006).

The term scaffolding was first used by Wood, Bruner, and Ross as a metaphor to capture the nature support and guidance (Gibbons, 2002). This support and guidance are like temporary structures surrounding under a constructing building which soon will be removed when the constructing is finished (Hogan & Pressley, 1997; Hammond, 2001; Hartman, 2001; Gibbons, 2002; Suherdi, 2008). This metaphor deals with teachers' role as more knowledgeable peers in guiding their students during learning activity in order to maximize students' zone of proximal development (ZPD). Thus, scaffolding simply refers to teacher's guidance and assistance in providing temporary support in order to help the students developing new understanding, new abilities, and new concept of task that would not quite been able to manage by students (Hogan & Pressley, 1997; Hammond, 2001).

There has been research on the use of scaffolding in teaching learning process which specifically showed how scaffolding was particularly influential for students' development in solving problems during learning process, for example, there search of providing scaffolding for producing academic essay in English as second language class conducted by Cotteral and Cohen (2003). The result of their research shows that teachers are able to focus attention on the language and structure needed to force students producing an argumentative essay by providing appropriate scaffolding throughout appropriate cycle.

Another research on scaffolding was conducted by Priyatni, et al. (2008) who investigated the use of scaffolding in helping students in paragraph writing.

The findings show that scaffolding technique is significantly effective to improve the students' competence in paragraph writing.

In relation to the use of instruction model, IMSCI (Inquiry, Modeling, Shared writing, Collaborative writing, Independent writing) in teaching writing, Read (2010) found that IMSCI model can be used to guide the process of teaching writing of any genre in almost any grade level.

The present research investigates the ways a teacher provides scaffolding in teaching writing News Item text in tenth grade in EFL context in senior high school.

## **1.2. Research Questions**

This research is designed to answer the following questions:

1. What types of scaffolding are provided by the teacher in teaching writing News Item text in tenth grade of senior high school?
2. How does the teacher provide scaffolding in teaching writing News Item text in tenth grade of senior high school?
3. What benefits and challenges of scaffolding does the teacher find out in teaching writing News Item text in tenth grade of senior high school?

### **1.3. Aims of The Research**

With reference to the problems which are investigated, this study is aimed at:

1. Categorizing types of scaffolding provided by the teacher in teaching writing News Item text in tenth grade of senior high school.
2. Investigating the way the teacher provides scaffolding in teaching writing News Item text in tenth grade of senior high school.
3. Finding out benefits and challenges of scaffolding in teaching writing News Item text in tenth grade of senior high school.

### **1.4. Scope of The Research**

The research is limited to categorizing types of scaffolding provided by a teacher, to investigate the ways the teacher provides scaffolding, and to find out the benefits and challenges of scaffolding in teaching writing News Item text in tenth grade of senior high school.

### **1.5. Significance of The Research**

The present research is believed to have several significances for theoretical, practical, and professional benefits.

1. Theoretical benefit

The research findings can be used as the contribution towards the research about scaffolding in teaching writing especially in News Item text particularly to students of secondary level in Indonesia.

## 2. Practical benefits

The research findings will be beneficially useful for students, teachers, and also for readers who are interested in teaching English especially teaching writing skill. For students, this research is expected to encourage them to say what actually they need during the learning process. For teachers, the findings provide information about applicable scaffolding during teaching writing. In addition, for those who are interested in teaching English, the findings present the alternatives techniques of teaching writing News Item text that they can use in their classroom.

## 3. Professional benefits

The research findings can help teachers to improve the quality of teacher-students relationship, to create a more collaborative classroom environment, and to develop new ideas to improve learning process.

### 1.6. Clarification of Terms

To avoid misunderstanding, the following is the clarification of the terms used in the present research.

#### 1.6.1. Scaffolding

Scaffolding is the ability to capture the role of the 'expert' (typically teacher) to create thoughtful environments in assisting students' and the role of that knowledgeable peer in extending students' current levels of understanding or current capabilities in the process of acquiring (Hogan and Pressley 1997; Hammond, 2001; Gibbons, 2002).

### **1.6.2. Text**

Text as the basic unit of meaning refers to a coherent set of symbols which may be written or spoken (Gerot&Wignell, 1995; Butt, et al, 2000; Halliday, 1975, cited in Emilia, 2005; Emilia, 2005; Emilia, 2010).

### **1.6.3. News Itemtext**

News Itemtext basically is a type of text which is aimed at describing what happened, what led to the happening, what the likely effects will be, who was involved, and when and where it happened (Nation, 2009). The elements of schematic structure of News Itemtext consist of newsworthy events, description of the events or news, and resources (Gerot and Wignell, 1995).

## **1.7. Organization of The Research**

This research paper is divided into five chapters. To begin, chapter I is about introduction. Chapter II is about literature review. Chapter III is research methodology. Chapter IV is findings and discussion. Last, chapter V is the conclusions of the research and recommendations for furtherresearch.

## **Chapter I Introduction**

This chapter provides the background of the research, research questions, aims of the research, scope of the research, significance of the research, clarification of terms, and organization of the research.

## Chapter II Literature Review

This chapter contains related theoretical foundations. It consists of definition of scaffolding, a synthesis of types of scaffolding based on some experts, and related previous research of scaffolding. In addition, curriculum cycle in teaching writing, text, and the nature of News Item text are also reviewed.

## Chapter III Research Methodology

This chapter presents the method conducted in conducting the research. It covers the research design, research site, participant, data collection technique, and data analysis technique.

## Chapter IV Findings and Discussions

This chapter consists of findings and discussions which present the result of the research.

## Chapter V Conclusions and Recommendations

This chapter covers research result and recommendations for further research.