

CHAPTER I

INTRODUCTION

This chapter presents research background, problem identification, research questions, research objectives, research significances, research scope and assumption, and limitation.

1.1 Research Background

As English becomes the language of worldwide communication, more individuals utilize it for a variety of purposes. It is undeniable that studying English has become crucial in many nations given English's current status as a worldwide language (Norahmi J. &, 2014).

Students should pay close attention to their writing abilities because it is a crucial ability and a powerful language talent. According to (Bello, 1997), a learner's exposure to words, sentences, and a significant amount of writing has a role in improving language fluency. communicate concepts clearly and improve their vocabulary and grammar. In class, they study. Writing is a process, if we're talking about processes. Many professionals attempt to define and categorize the stages of writing, To put together a quality writing, students must proceed through several phases in order to write properly. Prewriting, organizing ideas, drafting, revising, editing, and proofreading are a few of the steps. Students can also include an object or image to help them finish their essay. The student actively participates in the process of creating assessment standards and criteria since teaching and assessment are interwoven. Students that participate actively shoulder a lot of responsibility. In order to succeed, students are challenged to learn, apply what they have learned, and relate what they have learned to a challenging problem.

It takes a variety of techniques to integrate writing skills on an online platform, especially in senior high school. The method can be used with games, cue cards, or mind maps. It should be simple for them to construct effective sentences. According to Nurhayati (2015), a game can aid in a person's inner development as well as their ability to interact with others effectively and cooperatively. One of the aforementioned examples is frequently used to teach handwriting, and this approach is still useful today. Students are more encouraged to be independent in this day and age of education, especially as they work on their writing abilities. The writer employed a technique that enables students to write successfully on their own. Furthermore, this scaffolding technique has been applied in a number of research with encouraging outcomes.

According to (Myles, 2004), the Zone of Proximal Development (ZPD) is the area of knowledge or skills in which students cannot practice independently, but can achieve desired results with the help of relevant scaffolded teachers or mentors. Meanwhile, scaffolding is the correct technique devised by Lev Vygotsky's sociocultural theory and its notions "Proximal Zone Development" ZPD, according to Raymond (2012, p. 176). So, ZPD is the difference between the actual level of development as measured by independent problem solving and the potential level of development as determined by problem solving under the supervision of adults or in collaboration with more capable colleagues (Vygotsky, 1978).

We examined preschool teachers' use of six scaffolding strategies representing two general categories: high support strategies and low-support strategies. High- support strategies are those that provide high amounts of guidance to children to help them successfully complete a task. Low-support strategies can not only help to maintain a child within a given task but may also provide additional challenge to a child for whom a particular task is too easy.

Based on the previous finding, scaffolding can improve students' writing achievement, especially in writing an English text. Basically there are several English texts that can be taught in teaching writing, they are descriptive, narrative, procedure, analytical exposition, and etc. In this case, the researcher decided to focus on teaching writing analytical exposition text. Analytical exposition text

was being implemented because the researcher expected the students to be able to present their argument and explain about “how” and “why” in social context. Thus, it is also expected for the students to be involved in social life who could be able to present various phenomenon about what is happening around.

The Coronavirus (COVID-19) epidemic has recently disrupted the opportunity to teach and learn EFL in schools. The existence of the epidemic disrupts the teaching and learning process, which is generally done in person (Simamora, 2020). Due to the virus's rapid spread, the Indonesian Ministry of Education and Culture (Kemendikbud) has ordered all educational institutions to temporarily halt the traditional teaching-learning process via Circular Letter No. 4. To safeguard the health of students, instructors, and educational personnel as well as to break the chain of propagation of COVID-19, all lessons are taught from home using online learning (Kemendikbud, 2020). As a result, the learning system has undergone significant modifications, with all teaching and learning activities, including English sessions, taking place online. Because the government did not want the COVID-19 virus to spread further in schools or educational institutions, the implementation of learning from home via online learning is regarded as the safest procedure (Susilowati, 2020). Furthermore, online learning is a learning approach that plays a significant part in keeping teaching and learning activities going throughout the school closure period. The goal of online learning also has a positive influence, one of which is to strengthen the student's knowledge of various online learning sites such as Schoology and Google Classroom. Meanwhile, by implementing online learning methods, students will be able to be more connected to the internet and learning websites, so they will be looking for more learning references. Another positive impact is that while the students are searching for references on the internet or learning websites, their critical thinking will be activated automatically, which means the students will be able to choose and consider independently through their critical thinking toward any references they find on any learning website, such as which ones are good references that they will include in their assignment or task, and which ones are terrible references that they will avoid including in their assignment or task.

Even when schools are closed, online learning can be used to keep classrooms active (Herliandry, 2020). It is internet-based learning in which neither teachers nor

students are obliged to attend face-to-face classrooms (Alam, 2020). As a result, online learning allows teachers to establish a learning environment without the need for in-person sessions or physical interaction. In terms of learning activities, online learning can be done synchronously (learning that occurs in real-time or live, such as video conferencing) or asynchronously (learning that does not occur in real-time, such as e-mail and online discussion forums) (Simamora, 2020). Synchronous online learning can replicate the traditional classroom environment in this case (Keegan, Schwenke, Fritsch, Kenny, Kismihók, Bró, & Nix, 2005). Meanwhile, asynchronous online learning allows students and teachers who are unable to be online at the same time to access content at a time that is convenient for them (Hrastinski, 2008). Another element that makes online learning the best approach is that it can be used for nearly any subject, including language acquisition (Mardiah, 2020).

As a result, the author gives observations to teachers about how to use scaffolding approaches in writing using online platforms, particularly in senior high school. Scaffolding is another strategy that can be employed during the teaching process. According to Yuanying (2011:46), it can be defined as the roles of teachers and others in assisting students' growth and providing the necessary structure to go to the next stage or level. As a result, the researcher will conduct a study on how a teacher implements writing to students utilizing a scaffolding technique using an online learning platform for senior high school students.

Scaffolding is one kind of technique in learning. It is a process by which a teacher provides students with a temporary framework for learning. By understanding the definition and the use of scaffolding technique, we can use the technique in teaching writing. Scaffolded writing is intended to be a temporary technique in order to make the learner be an independent writer. In teaching writing, the teacher do modelling what should the students do to compile a proper writing. The modelling will be usefull for students' learning.

Referring to the empirical studies regarding the importance of identifying the challenges in online learning and the preliminary research results, this presentstudy investigated the challenges faced by EFL teacher in implementing online learning during the COVID-19 pandemic in X IPA class at SMA Negeri 8 Denpasar. How the teacher carried out the online learning in this class was also investigated in this study. The study was conducted based on the guidelines for implementing learning from home during the COVID-19 pandemic

1.2 Problem Identification

Referring to the result of preliminary research, the teacher of X IPA class faced various challenges which impeded the process of online learning. In other words, a number of challenges affected the implementation of online learning in this class. During the COVID-19 pandemic, the teacher was encouraged to change their teaching methods, which were from conventional (face-to-face) learning methods, into online learning methods. In conducting online learning in the class with a big portion of learning English (language major class), this teacher built a good communication mechanism with the students in the online learning environment. The challenges and problems faced by teachers in this discussion, is regarding to the implementation of scaffolding technique in writing in online classroom learning.

1.3 Research Limitation

This study was limited to the implementation of online learning and teacher's challenges in implementing online learning, particularly in managing the online classroom. This present study attempted to identify the implementation of online learning in X IPA class and the challenges faced by EFL teacher.

1.4 Statement of the Problem

Based on the research background above, this study examined two main problems that can be formulated as follows.

1. How is the scaffolding technique being used in writing using an online platform in the senior high school at SMA N 8 Denpasar?
2. What are the challenges that EFL teachers have when adopting scaffolding techniques in writing through an online platform in the senior high school at SMA N 8 Denpasar?

1.5 Research Objectives

In respect to the concerns stated above, the research aims of this study might be stated as follows;

1. To observe the use of scaffolding techniques in writing at a senior high school in SMA N 8 Denpasar via an online platform.

2. To identify the difficulties encountered by the EFL instructor in using the scaffolding technique in writing through an online platform in the senior high school at SMA N 8 Denpasar.

1.6 Research Significances

The writer hopes the result of this research expected can give contribution for the reader, especially:

1.6.1 The English Teachers

The writer could see there were some teachers who were not aware with students' writing process. They just focussed on the product without pay attention in how the students finished it. Hence, they just asked the students to make a good writing before doing some steps in writing process. The importance of this research being carried out by English Teachers in the future is in order to the English Teacher will be able to implementing the online learning strategy to the students more shrewd.

1.6.2 Future Writers

For the next writers, this study can be used as previous study. By reviewing this study hopefully can inspiring him or her who wants to develop similar research especially in teaching writing. The importance of this research being carried out by Future Writers is in order to they will be able to develop this research significantly which contains about writing technique, scaffolding in the online learning situation to be better in the next period or era.