CHAPTER I

INTRODUCTION

1.1 Background of Study

Recently, in Indonesia, a curriculum which is called curriculum 2013 has been implemented in schools. According to *Permendikbud , 2013 No. 67* in curriculum 2013, it is stated that language has a main role for the development of the students and it is significantly important to encourage and support learning all the subjects. It is also mentioned some characteristics of Curriculum 2013 are: (1) school is part of society that gives learning experiences and the students will implement what has been learnt from school to society, (2) developing behavior, knowledge and skill and use them in any condition in school and society, (3) developing students' spirituality, social skill, curiosity, creativity , team work, intellectual and psychomotor competency, and (4) providing enough time for students to establish their behavior, knowledge and skills.

According to Murcia (2000:141), in terms of English language teaching field, students need to master the four language skills, namely listening, speaking, reading and writing. Its aims to develop students' communication competency both verbally and in written form to reach informational literacy level, to realize the importance of English in order to increase the competency of our human resource in global community, and to enrich the students' knowledge about the relation between language and culture. Moreover, students are entailed to be

skillful and have the ability to think creatively, critically, systematically and logically to face and solve the problem.

Writing is important skill an individual can process. According to Murcia (2000:142), writing is one of language skills which is used for communication. Moreover, Marhaeni (2005) showed that writing involves the cognitive and linguistics abilities. Cognitive ability is seen from the thoughts and ideas produced as the result of writing process. Cognitive ability is a process that involves how to think, recollect perception, comprehend and learn. In the context of writing, cognitive ability can be seen of students' ideas, understanding of the topic selected, and the arrangement of ideas in students' writing. While linguistic ability is quality of student choosing the word appropriately. Through writing people are capable of showing their thought and ideas, and make them concrete.

In line with this, Vygotsky (as citied in Otero, 2006) explained concept formation relating to cognitive development contains individual cognitive and sociocultural aspects. So, cognitive development is not merely determined by human cognitive, but also by interacting with others. Here, mediation factors are needed to the development of thought and behavior. The mediators can be social and cultural environments. Based on this view, children may learn from other people, especially,   more knowledgeable people through collaboration and sharing activities. He also told that through communication, it can develop their knowledge. If both Vygotsky's arguments are related to writing context, students need to share their ideas, to ask for suggestion, guidance, etc, to produce qualified writing. .

In the process of writing, the writer should pass some steps. Meyer (2003: 3) stated that tool in writing is more limited than in speech. A writer cannot rely on gestures and changes voice to emphasize a point, so he/she must pay greater attention to language and mark of punctuation that help to convey meaning. In spite of writing skill required some complex steps, but it does not mean that we cannot master it. Learning writing needs tenacity and keeping on practicing so that we are able to comprehend and apply the rules, step and theory in writing.

On the other side a wrong technique in teaching writing can lead the students to the most exhausting circumstance in learning writing. The teacher in this case, bears a big duty to adjust their way of teaching that probably helps the students to learn writing comfortably. In deciding the suitable technique that can be applied to assist students' writing competency, the teacher must consider the characteristics of students in which some of them are difficult to express their ideas, get bored and passive can be directly involved in the process of learning.

To achieve a goal in writing, it requires the constructivism educational model. According to Benson (2001:40) in constructivist learning theory learning is a process to require knowledge which involved mostly students' participation. In this constructivism model, the students are required to be active in thinking, operating and constructing the meaning of the knowledge learned. The learners build the meaning of knowledge about the world around them through the introduction of nearby objects that were reflected through some experiences. The students will reconstruct their ideas with the experience obtained. It is also explained the key idea that autonomy in learning has borrowed from constructivism is the idea that effective learning is active learning.

In order to create such of learning, the use of constructivist learning can be implemented in the class. In constructivism, knowledge is expressed based on the perception that knowledge built by learners through an active process, mental process of development. Wang and Li (2010) also explained that learning is an active process in which learners construct their own knowledge and understanding. The learners are the most active participant in the learning process. It is because constructivist learning gives students an experience on the topic and a collaborative learning.

In reality, writing is a skill since a skill is the ability that is learned. In writing skill the students have to create and arrange their ideas in the written form. In creating a written form, writer should comprehend the theme, genre, and topics so that the ideas will match with them in producing and arranging the ideas in the written form. It leads the students to have a competency in writing. For most people writing is an extremely difficult task if people are trying to grapple in their language with new ideas and new ways of looking at something that can be a good topic for writing (Taylor, 2009). The way how to write and steps of writing is also important thing. It is because some of people think that writing is a complex process. Before being a writer, people should have good capabilities in writing in order to write appropriately.

In terms of teaching and learning at the tenth grade students of SMA N 1 Semarapura, the classroom activity was made up traditional teaching. Commonly, traditional teaching is focused on teacher centered approach that offers fewer opportunities for studens to engage in their learning because the teacher plays a role as a knowledge transmitter to students. Moroever there is a little interaction

among teacher and students. The teaching and learning process are dominated by the teacher while students were required to listen to the teacher attentively.

In the real learning activities in the classroom that was carried out by the teacher at SMA N 1 Semapura was found that the teacher seemed difficult to determine the most effective way in teaching writing to senior high school level. The majority of the students have difficulty to express their ideas into a good writing text with correct grammar, structure, development of ideas and punctuation. Spratt, Merry et all (2005:27) describe that writing has several stages such as brainstorming, planning, drafting, editing, revising and publishing. Therefore, it could make some of the students feel bored because there are many steps that should be considered by the students. It is because they were not allowed to write in Bahasa, they must write their ideas into English, as their foreign language.

In addition, students felt confused how to start writing. As a result, they did not have any guidance at all, less planning, less of imagination, less vocabularies, and less effective in stating the sentences and comprehend the main ideas (Brown, 2000:49-58). Students had problem and even they get frustrated when they have to explore their ideas because they must think about the content and organization of the ideas in English. So, they got stuck and did not want to try. Morover, the other problem was the students were passive to join the learning activities. In other words they were lack of learner autonomy and wrting competency.

The problem mentioned above can be seen from the achievement of students' writing test that was still could not reach the minimum score in which 75 as the minimum score of the students to pass the subject as the requirement by the school itself. It can be seen from the result of students' final test, the researcher found that the students got the minimum score mostly on content, organization, and grammar. They could not present the content properly as they had vague image of ideas, lack of vocabularies and lack of learner autonomy.

The lack of learner autonomy, namely they had lack of critical and logical thinking. It can be seen from the students who were frequentlty asked difficult vocabulary to the teacher during the learning process without trying to use the dictionary of other sources independently. Additionally, lack of the activeness can be seen from the students who did not join the activity actively. They looked like the passive receiver. Besides that, lack of learner's willingness to take responsibility to learn independently toward English language learning was also found in the preliminary research. It was found that (1) the students had lack of motivation to learn, (2) the learning material was quite uninteresting for the students, and (3) the students felt weary to join such monotonous learning activity in the classroom. Apparently, teaching and learning strategies that were usually applied by the teacher seemed to be not effective for developing learner autonomy and students' writing competency.

The problem mentioned above made the teacher needs to find the way to provide the materials and make them more interesting since writing is categorized as a challenging activity for students because the difficulties do not seem only when they want to express their ideas but how to organize the

sentences into a good grammar and structure. So, to overcome this, the teacher needs to guide the students step by step and provide them with a supporting framework as an instructional strategy in which it is called as scaffolding strategy.

According to Vygotsky (as citied in Marhaeni, 2012), the concept of scaffolding as one of the constructive strategy provides a temporary support or assistance given by the teacher to the learners at the beginning of learning and then it is slowly reduced when the students are able to do the task independently and make them to grow alone. The support that is given to the learners, such as guidance, reminder, encouragement, analyzes the problems at the steps of solution, and giving example.

Scaffolding is a process in which the teachers provide a temporary framework and support for the students as needed. The scaffold or support can be gained from the more knowledgeable others such as teacher, peers, or others. It provides activities and tasks to create the students' interest and motivation so that they can do the task in simple way and manageable. It provides some guidance to the learners so that they focus on achieving the learning goal. When students are given the support they need while learning something new, they stand a better chance of using that knowledge independently.

Scaffolding is developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning. In the process of learning in which the scaffolding strategy applied, the teacher helps the student master a task or concept that cannot be done by the students independently. The teacher offers assistance for those who could not able do the task by themselves. The most

important part is allowing and giving a free chance to the student to complete as much of the unassisted tasks as possible so that they have responsibility toward their learning process as well as their progress. In the process of learning, student errors are expected meanwhile the teacher feedback and prompting are needed in order to be able to achieve the purpose of learning. When the student are able to take responsibility to mastering the task then the assistance is removed day by day as long as the students have capability to become independent learner (Zarandi, 2014).

In terms of classroom implementation, scaffolding strategy is expected to direct and encourage students to produce a text and the assistance given by the teacher lead the students to grow alone. Writing independently happens when they were able to motivate themselves by finding some alternatives to increase their willingness. When the students have a high motivation, they will be able to make themselves becoming autonomous learners who are able to create a written text by using their own creativity and ideas.

In relation with the research variables, scaffolding strategy on learner autonomy and writing competency influenced by personal attitudes and other techniques. Learner autonomy can be defined as the ability to take charge and responsible of one's own learning (Holec, 1981:3). By allowing students control their own learning they must be able to be more responsible and confident when they need to decide something by their own way. In writing aspect, learner autonomy should be embedded by the students in order to make them able to express their ideas in written form. Learner's active participation and responsibility for their own learning process are significant in the field of foreign

language learning. Hence, the learner's role in an autonomous learning is not that passive receiver of knowledge given, but they must be involved in the teaching and learning in the classroom. By being autonomous, they can be a good decision maker of their own learning

In this case, there were some previous studies about scaffolding strategy in teaching learning process. The first, Narmeen (2015) conducted an experimental research about The Effect of Using Scaffolding Strategies on EFL Students' Reading Comprehension Achievement. In this research the pretest-posttest non-equivalent groups design was applied. Two groups of 22 students each were selected from the population of second year students in which the population was 123 students. The result showed that there was a statistically significant difference of the students in experimental group after the scaffolding strategy implemented. In short, Scaffolding is more effective than the presentation practice production teaching or the lecture method teaching which applied as a conventional strategy.

Second, Veerappan (2011) conducted a research in which it aimed to look at the effectiveness of scaffolding strategy in journal writing among the L2 undergraduate university college students. Along the research, it was found that through the application of scaffolding, by the teacher's assistance the students' achievement in writing journal was improved. The students did the writing process from zone of current development to a zone of proximal development. Moreover, this strategy indicated that the students were able to apply a good grammar and structure in a piece of writing. It increased students experience since they have to produce a journal as a result of their writing activity.

Third, Ruth Mei Fen Wong and Khe Foon Hew (2015) also conducted a case study about the impact of blogging and scaffolding on primary school students' narrative writing. Based on their research, it was found that the use of blogging and scaffolding can help improve students' narrative writing. The data were gathered from 36 primary five (grade five) pupils through pre-post writing tests, reflection sheets, and interviews. The teacher also used a writing guide that served as a scaffold to help students plan their writing on their blogs. The results showed that statistically, there was significant difference of medium effect size between the pre-post test scores.

Padmadewi, (2018) has been using Scaffolding strategies in teaching writing for improving student literacy in primary school. In this research, the sample was the students in grade 5 of elementary school. It was found that the use of Scaffolding strategy was successfully implemented. The benefit of giving individualized support can be seen from the quality of the students' writing as shown in the students' scores. The success of the scaffolding was also determined by how the teacher managed the supports given to the students. Besides that, the result showed that scaffolding also promotes students' learning autonomy which leads students to be more confident and responsible in their learning and help them learn how to mean using the language.

On the other side, Kusumayani (2009) also applied the use of Indonesian Folklore combined with scaffold technique toward students' writing competency. She conducted the classroom action research at SMA N 3 Singaraja and found that the students' responses were positive toward the use of Indonesian Folklore combined with narrative scaffold as a teaching material. The action was

successful. It showed that students had already achieved the competency of writing a good narrative paragraph. It was shown by the improvement of the mean score in the pre observation until post observation. So, the strategy was meaningful to apply at that time.

There is a previous research about leaner autonomy which has been done by Nguyen ThanhNga in 2014. The research was related to teacher's beliefs of Learner Autonomy in Language Learning. The result of this research was teachers' belief about learner autonomy and how it related with teaching and learning activity in Vietnam. This also had relation of the understanding concept between the teachers act and what they instruct is actually needed. This research provides that first step by contributing the aspects of learner autonomy.

Further research was conducted by Wilson (2014). She examined the relationship between the given problem and the support given in the Academic Language and Learning context. The research proved that the more difficult the problem faced by the students, a challenge situation also needed to encourage and motivate the learners. She also found that the use of scaffolding is strongly influenced by the role individual ZPD. Scaffolding is really important and recommended to be applied since it had significant influence for the students' development.

Galvin (2006), an English teacher at LaGuardia Community College located in Western Queens, New York has been using folklore and scaffolding technique in his class to teach narrative writing. He confessed that by using folklore and scaffolding technique, the students can increase their grammar and vocabulary as well as their imagination. He used folklore and scaffolding technique to teach

narrative paragraph in his class and the result showed that, 85 % of his students had passed the passing grade in writing class just because the application of folklore and the scaffolding.

Another study was also conducted by Faraj (2015). He examines the role of scaffolding in writing learning in improving writing skills. He also tried to connect between the writing with the writing process. The study involved 30 students majoring in English. As a result, the use of scaffolding in learning writing helps greatly improve writing skills. The relationship between the writing process and the writing result must be good, because of writing based on the steps that have been given then the result will be good too. This study also showed that the use of scaffolding is highly recommended to be used by teachers.

Based on the explanation above, this phenomenon in learning activity related to writing was interesting to investigate and this is exactly what the present study is concerned with. However, how significant the scaffolding strategy affects the student's writing competency and learner autonomy in senior high school has not been explored. Therefore the researcher was very keen to know the significant effect between Scaffolding strategy on learner autonomy and writing competency of the tenth grade students. This experimental research was conducted at SMA N 1 Semarapura in the academic year 2019/2020. The result of the research is expected to give positive contribution and provide inputs that can be used in English writing lesson.

1.2 Problem Identification

Writing is one of language skills which used for communication. In fact, even though almost all activities in human daily life are carried out orally, there are sometimes those activities are carried out in written form. There are some activities that have to be done in written work such as letter, proposal news, and some description of something, texts and other activities. As communication, writing can express what we could not say orally into written form. It seems expressing the writer's feeling in a piece of paper. For some people, writing may be difficult because it contains with some structure of language and sometimes expressing and organizing their ideas, thought or speech into writing is also difficult.

As a real learning activity in the classroom writing activity needs some processes of thinking in which students gather their ideas. However, there are some obstacles producing written work as follows: some teachers are not able to find and adapt appropriate teaching technique in writing. Teacher may equivocate that their activity in the classroom is limited by the time. In fact many teachers in English class still used the conventional teaching technique by questioning the students, and explaining the materials moreover, they only focused on teacher-centered approach that made the process of learning become boring and monotonous.

On the other hand, students need more effective, innovative, enjoyable and appropriate technique of teaching so that they can easily express their idea because they lack of the vocabulary. Sometimes they could not write

independently because there is no guidance for them to start their writing so it affects their writing score which is in low level. The problem is the students have difficulty in structuralizing or organizing the idea before pouring into writing. Sometimes they are confused which part they want to put on the first and next sections. It makes their writing become not systematically arranged.

Due to writing competency is categorized as an active or productive skill, it needs certain strategy. The strategy should be able to provide the students plenty opportunities to express their idea systematically and it can make the students more active so that the process of teaching and learning can become students-centered. . Despite the difficulties stated above, the students' writing skills are possible to be taught through scaffolding strategy.

Scaffolding is a temporary support and assistance given by the teacher and gradually removed when the students can finish their task independently. The scaffold or support can be gained from the more knowledgeable others such as teacher, peers, etc. It provides the clue, encouragement, model of how students complete their task. The activities and tasks create the students'interest and motivate them related to the task, make it simple and more efficient. It provides some guidance to the learners so that they focus on achieving the learning goal. When students are given the support they need while learning something new, they stand a better chance of using that knowledge independently. In line with this, the learner autonomy can be seen as personal experiences that the learners bring. Moreover, it defined as the ability to take charge of one's own learning.

1.3 Limitation of Problem

Based on this fact, here the researcher limits the study to know the effect of scaffolding strategy on learner autonomy and writing competency of the tenth grade students of SMA N 1 Semarapura in the academic year 2019/2020. The result of this study is greatly hoped that would give a positive contribution for students and researcher also hopes the outcomes of this study would be very useful to increase their writing competency and also give the contribution to the teacher to implement effective teaching strategy to teaching writing skill.

1.4 Research Questions

In relation to the rationale, the problem of the research can be formulated as follow:

1. Is there any significant effect of Scaffolding strategy on learner autonomy of Grade Tenth in SMAN 1 Semarapura?

2. Is there any significant effect of Scaffolding strategy on students' writing competency of Grade Tenth in SMAN 1 Semarapura?

3. Simultaneously, is there any significant effect of Scaffolding strategy on learner autonomy and writing competency of Grade Tenth in SMA N 1 Semarapura?

1.5 Research Objectives

Based on the research questions above, the research objectives can be formulated as follows:

1. To investigate whether there is a significant effect of Scaffolding strategy on learner autonomy of Grade Tenth in SMAN 1 Semarapura

2. To investigate whether there is a significant effect of Scaffolding strategy on students' writing competency of Grade Tenth in SMAN 1 Semarapura

3. To investigate whether simultaneously, there is a significant effect of Scaffolding strategy on learner autonomy and writing competency of Grade Tenth in SMAN 1 Semarapura.

1.6 Significances of the Study

1.6.1 Theoretical Significance

This research is expected to give important contribution and add new concept of teaching writing since Scaffolding strategy is an innovative teaching strategy with some advantages that can be used as the sources for further study. It is also expected to contribute to the development of teaching and learning process, specifically about language teaching.

1.6.2 Practical Significance

There are some practical purposes that hopefully gained through this research especially for the teacher, students, and other researchers.

1.6.2.1 Significance for the Teacher

This research is dedicated to give positive contribution especially to the English teacher of the tenth grade students of SMA N 1 Semarapura. This research is proposed to enrich the understanding about the importance of an effective technique used in conducting an instruction especially writing. By giving attention toward the effect of Scaffolding strategy on learner autonomy and writing competency on English language learning, it can encourage the teacher awareness of the importance of using Scaffolding in order to improve students' writing competency towards English language learning.

1.6.2.2. Significance for the Students

This research is mainly intended to the tenth grade students of SMA N 1 Semarapura. It is supposed that this research gives considerable advantages for the students. First, it gives students more opportunities to practice English in more effective way. Second, it improves the students' English writing skills. Finally, Scaffolding strategy encourages learner autonomy and improve their writing competency toward English language learning.

1.6.3.3 Significance for the Other Researchers

This research gives proper contribution to deepen and widen another researcher's knowledge about the implementation of Scaffolding strategy on learner autonomy and writing competency. Besides, it is   expected to be used as a foundation to do further research in language teaching.