

# CHAPTER I

## INTRODUCTION

### 1.1 Background

English is a compulsory subject which should be mastered by students. Based on Curriculum 2013, English is started to be taught in Junior High School until tertiary education. Teaching English is focused on the view that language as a tool of communication (BSNP, 2012). It means that the students should be able to use English to communicate in daily life.

Teaching English focuses on 2 skills, productive and receptive skills (Harmer, 2006). Productive skill is a skill where the students should produce something both oral and written form. This skill is like speaking and writing. Meanwhile, receptive skill is the skill where the students should respond on written or oral discourse. This skill is like reading and listening. All skills are important but this research is focuses on writing for two reasons. First, written communication increases nowadays by the use of social media, email dan short message. Second, writing is complex skill so it should be trained carefully.

Writing is a process of exploration that offers benefits to students and content are teachers alike (Urquhart and McIver, 2005). As students write to make their ideas and comprehensible, they experience the fun of discovery, and so do their teachers. By writing, the students try to find ideas as the topic for writing, then, they arrange them to be quality writing. Writing enables the students to do exploration on their ideas so new ideas can be produced. In line with the idea, Meyers (2003) states that writing is a process of discovering, assembling,

delivering, reshaping, and revising ideas on paper. The ideas are processed to be able to understand by the readers. To support the ideas, linguistic skill also supports. If the ideas are not presented in good language, the readers may not get the ideas well (Marhaeni, 2005). Here, two aspects should be concerned by the writers to produce good writing.

Because of its complexity, writing is viewed to be the most difficult language skill. (Chakraverty and Gantum, 2001). Writing is not only linguistic ability, but also various cognitive and creative processes. In cognitive process of writing, writing is viewed as a process of transaction between writer schemes which consist of variety of information (Ashman and Conway, 1997). As creative process, it refers to produce ideas which is never exist previously (Marhaeni, 2005).

To make the students have good writing skill, innovative teaching methods should be applied (Brown, 2001). In modern education, writing instruction must be directed into constructivist perspective. Constructivism is an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner' (Elliott et al., 2000). It means that the students should be get involve directly during teaching and learning process. They should have chance to develop their writing skill. By doing so, the can have good writing skill.

To know the actual students' writing competency, an observation was done for three weeks in SMAN 1 Sukasada. It was done in grade XI for academic year 2019/2020. From the observation, it was known that the students' writing skill was still low. It is just 65 in the average. It is lower than the established passing

grade of 70. It means that there is a problem in students' writing skill because there is a gap between the expectation and the reality.

Further observation was done to know the factors causing it. It was done from 17 of January until 17 February 2020. Based on the result of observation, teaching writing was done individually. There was less interaction found among students during teaching and writing process. Writing was also done at one or two sessions in which they should finish their writing product. The students are just given less time to produce writing. Therefore, it can be concluded that teaching writing with the method was still conventional (McCarthy and Anderson, 2000).

Ideally, teaching and learning process should be sociable meaning that there is interaction among students (Alt, 2016). This concept also must be applied in teaching writing context. The clever students to teach the low students so low students can learn from them. It is based on the theory of Zone of Proximal Development by Vygostksy (Nyikos and Hashimoto, 2011). The condition can lead the students to understand the writing topic more easily because they learn with their peer. It encourage the students to actively construct their knowledge by asking if the don't understand, searching materials to enrich their writing topic and analyzing materials for writing. It gives the students meaningful learning experiences (Lund and Hauge, 2011).

By comparing the teaching and learning writing process in reality and ideal one, it is urgent to do research for finding solution for low writing competency, especially in teaching writing genres and eleventh grade students. It is because writing is a medium of communication which is increasingly done recently (Dharma and Adiwijaya, 2018). If the problem were not solved, it may be not

good for the students' writing skill. For the reasons, doing experiment on teaching writing methods which have same characteristics as the ideal teaching method need to be done. It is to know its effect on writing skill whether or not it can bring better effect on students writing the the method that the teacher used. Here, scaffolding technique is applied since its characteristics are same as the ideal one.

Scaffolding is a technique where the teachers help the students master a task or concept that the student is initially unable to grasp independently (Lipscomb, Swanson & West, 2010). The teacher offers assistance with only those skills that are beyond the student's capability (Alibali, 2006). Here, the students are guided to achieve the goals of their learning. In the context of teaching writing, the goal is to produce quality writing product. The student's errors are not considered serious, however, the students are then guided to achieve their learning goals (Ellis and Larkin, 1998). The students are given guidance to produce good writing product.

According to Benson (1997), scaffolding connects the students' already knowledge with the knowledge that they are not known yet. It is like a bridge which connect them and lead the students into better understanding. The scaffolding enables the students to do what they can do beyond what they think can do. It leads the students to get new level of knowledge from their previous knowledge. The students can learn what they do not understand both from their teachers and friends. Scaffolding must be applied step by step to ensure that the students can achieve learning goal then it should be stopped when the students can do (Larkin, 2002). By doing so, the students can get feedback which can be used to improve their writing. It means that scaffolding can be a significant tool to give

contribution because it guides the students into problem solving process (Zarandi and Rahbar, 2014).

The ideas of scaffolding is actually same as the zone of proximal development (ZPD) (Vygotsky, 1978). Vygotsky suggests that there are two parts of a learner's developmental level: the "actual developmental level" and the "potential developmental level". The zone of proximal development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers". Here, the scaffolding can create interaction among students or teachers (Zhao and Orey, 1999).

Scaffolding provides supportive and conducive learning environment for better instruction (Hogan and Pressley, 1997). When Scaffolding technique is applied, effective learning environment is created, such as : freedom for asking question, feedback availability and peer learning. here, the teachers serve as mentor and facilitator for the students' learning. here, the students are expected to be active learners who construct their knowledge (Kamberi, 2013). During learning process, the students are required to move into higher level. When the interaction happen during instruction, the learners will have ownership on their learning (Northern Illinois University, 2019).

Research on the area of Scaffolding Teachnique and writing had been done previously by some experts (Sari, 2018; Faraj, 2015; Oktavianus, 2016). The researchers do research in classical learning (offline) and focus on in grammatical and vocabulary aspects of writing. They discover that scaffolding is effective to be

applied in writing. However, this current research investigates the effect of Scaffolding Technique on writing in online learning. In addition, five aspects of writing are investigated, namely : content and development, organization, grammatical structure, vocabulary, and mechanic.

By analyzing carefully the concept of scaffolding, theoretically it has positive effect on students' writing competency in online learning. It is based on assumption that scaffolding has nearly same characteristics as the ideal teaching and learning condition. Therefore, this research tries to prove empirically the effect of Scaffolding Technique on students' writing skill in online learning so that it can be used source of information in creating better writing instruction and competency.

## **1.2 Problems Identification**

The success of the students in learning is influenced by many factors, one of them is the appropriateness of teaching technique. Teaching technique leads the students into good learning experiences which make them enjoy and eager to study. It is also in language learning especially in writing skill. Writing is considered as complex skill so it is felt difficult for the students. It makes students are frequently fail in writing. Based on the observation which was done in SMAN 1 Sukasada, there were some problems identified as follows.

- a. The students' English competency was still low. It can be seen from the result of examination which was still lower than passing grade.
- b. In teaching writing, the teacher still used conventional ways lecturing. It makes the students become passive.

- c. The students had low motivation to study English. It was predicted because teaching English was boring.
- d. There is lack of interaction in the classroom. Interaction is just between teacher and students. It is rarely found students-students interaction.

The problems identified show that the importance of the appropriate teaching technique in writing. It directs to do efforts to solve it. By the changing paradigm of education into social learning and active students, the focus of education is on the application of scaffolding technique in teaching writing. It is because scaffolding brings different learning situation as the previous teachers' teaching method. In scaffolding, learning is led into social activity where the students make interaction among students and teacher. It is believed to make the students active and enjoy to study in writing.

As long as it is concerned, research on the application of scaffolding in language learning especially in writing for senior high school is less to be done. Researches are mostly for natural and social sciences subjects and for adult learners. This research tries to investigate scaffolding effect on writing competency for senior high school students in certain genres. By doing so, it can be known its effect and to be alternative for teaching writing methods.

### **1.3 Problems Limitation**

It is impossible to research all the indentified problems because of the time, energy, and money. Therefore, the problems of this research are limited as follows.

- a. Teaching writing method which is still conventional
- b. Writing competency which is still low

#### **1.4 Research Problem**

Based on the problem limitation, research problem can be formulated into “Is there a significant effect of scaffolding technique on the students’ writing competency?”

#### **1.5 Research Objective**

Based on the research problem, research objective is to investigate the significant effect of scaffolding technique on the students’ writing competency.

#### **1.6 Research Significance**

Significance of this research can be seen from 2 point of views, theoretical and practical.

##### **1.6.1 Theoretical Significance**

Theoretically, this research can enrich the references of teaching English as foreign language (TEFL) in Indonesian education context, especially in teaching writing. The research can be used as references for developing the quality of teaching writing.

##### **1.6.2 Practical Significance**

Practically, this research brings significances on three stakeholders.

1. For the teacher, it can be used as reflection for their writing technique. By doing reflection, the teachers can design more innovative writing instruction which have positive effect on students’ writing competency.
2. For the students who get involved in the research, they can get different learning atmosphere from before. It is because they are taught



with different teaching technique. In addition, they can improve their writing competency by doing scaffolding technique well.

