

CHAPTER I

INTRODUCTION

This introduction chapter describes the background of the study, formulation of research question, purpose of the study, significance of the study, scope and limitation of the study and definition of the key terms.

A. Background of the Study

English is a global language. It is very important in our life because English is spoken in many countries as a first and as a second or foreign language. English is one of devices that people usually use to communicate with others. This condition has indirectly given the impact in a lot of sectors; one of them is in the education sector. As a fact, many students in English as Foreign Language (EFL) countries have been taught English in their school. They learn English as their foreign language to fulfill the requirement of communicating to other people either spoken or written. Indonesian people use English as a means of international communication orally and written (Nurhayati, D.A.W, 2018). Consequently, they should have communication skills in English mastery.

Based on the Decree of Ministry of Education Number 56 M Year 2022 regarding the structure of Curriculum Merdeka in Senior High School, English as a Foreign Language (EFL) is a compulsory subject at the secondary school level. The curriculum states that the main focus of the teaching and learning English in Senior High School is to develop the students' ability in communicating with others using English in their daily lives. The curriculum states further that the main purpose of teaching English is to develop the students' language skills which are listening,

speaking, reading and writing. However, students have to face the social changes such as, cultural, employment, and rapid technological advancement and their competencies must be well prepared to suit the needs. (Khusna, N.I, Sumarmi, Bachri, S, Astina, K, Nurhayati, D.A.W & Shresthai, R.P. 2022).

Writing is one of the four skills that the student needs to understand because it is used as a medium of communication with others. Senior high school students need to understand writing skills to enable them to take part in international communication. Writing as a language skill, needs much practice. It is a reflective activity that takes a long time to think about a certain topic and to analyze and classify any background knowledge in the written form (Hedge, 2005: 10). In writing, language learners must consider various aspects, such as language use, organization, and content of writing. Moreover, based on the Decree of Ministry of Education Number 7 Year 2022 about the standard contents for Senior High School, the aim of the writing skill is to develop students' competence in writing various types of text, from functional ones to different genres of text.

Chen (2002) states that writing indeed has become one of important skills for academic domains. Writing is considered to be an essential skill because writing contributes to the way of learning; such as, taking notes during lectures, underlining what is important when students read, and it is also worth remembering that most exams often rely on students' writing skill (Harmer, 2004:3). It influences the way of thinking like composing or drafting ideas for the time students write, they use several ideas and facts to give a meaning. It influences personal development because students automatically become active thinkers and learners through the clarifying and organizing of their personal as they write, and it helps them to

communicate with others, for instance, influencing the readers' beliefs, entertaining them (Cooper & Axelrod, 1988:2). In addition, Wallace (2004) stated that students are able to express their feelings and experiences through writing. Eventually, writing skill demands the care and attention of language teachers instead of being the crucial skills among other skills.

In Indonesia cannot be denied that English is still a crucial problem for Indonesian students (Nurhayati, D.A.W & Fitriana, W.M, 2018). Meanwhile, for tenth graders, writing is not an easy task to do, especially in the context of Foreign Language. Senior high school students face some difficulties in writing such as the accuracy in using grammar, diction, spelling, organization as well as coherence and cohesion of the paragraphs. Those problems make a lot of students get low scores in the writing task. Mastering grammar helps students to understand every words when they want to read, speak, listen and write, so grammar has important role in English (Nurhayati, D.A.W, 2019). The same problem was observed in SMAN 1 Karangan where the researcher conducted his preliminary study. This study focused on teaching recount text. However, there were some students who said that they were not interested in writing. To them, writing was very boring. They only asked to write a paragraph based on the picture in their textbook. They were confused about how they would write their ideas and develop it into a paragraph. It was confirmed by the result of an interview with the English teacher, the students' writing task, and the questionnaire filled by the students in the preliminary study.

The preliminary study was conducted on Thursday, April 11st, 2023 at SMA Negeri 1 Karangan. This was done by interviewing the English teacher of X-J. The result interview guide can be seen in Appendix 1b and the blueprint of interview

guide can be seen in Appendix 1a. In addition, the researcher was distributing a questionnaire to be filled by the students and by assigning a writing task to twenty seven students in Class X-J. The researcher interviewed the English teacher to find out about the problems faced by the teacher and students so far. From the interview, the researcher found that a writing activity was rarely practiced in the classroom. The researcher also found that the teacher's technique in teaching writing was rather monotonous. He only asked the students to describe pictures from the textbook. This made the students not very interested in writing. He also said that this strategy was ineffective. This strategy only worked out for competitive students who are about ten in number. He confirmed that this class is the one that had different kinds of learners because it is a heterogeneous class. However, it was generally known that every student had different ways of learning and learns and progresses at different speeds. Thus, while some students might find the learning task very easy to deal with, others might find it difficult to understand. In order to address the students' problems in writing, the teacher had implemented the scientific approach since the school used Merdeka Curriculum. However, the students' problems were not satisfactorily solved yet because there was no specific writing strategy used by the teacher to solve the students' difficulties in writing. Indonesian society have faced the new paradigm era that is to learn could be conducted not only effectively but also enjoyably (Nurhayati, D.A.W, 2019).

Another problem that found in X-J class is because this class has less classroom interaction. The teacher said that the students was very passive so classroom interaction was not formed. However, classroom interaction is very important and beneficial. This is in line that classroom interaction is an activity of

communicative competence and through classroom interaction, the plan produces outcome (input, practice, opportunities and receptivity), especially in the teaching and learning process (Nurhayati, D.A.W, Djatmika, Santosa. R, & Wiratno, T, 2018). Another component that should be fit in is about the professional of the teacher itself. Teacher professional development has always been the most prominent aspect in any level of education especially for Senior High School Students (Nurhayati, D.A.W, 2018).

After interviewing the English teacher, the researcher gave a writing task and questionnaire to the students of X-J class which consists of 27 students. In the text, the researcher asked the students to write a simple recount text as suggested by the English teacher. The results of the preliminary study revealed that it was unsatisfactory compared to the minimum passing grade set by the school which is 75. Based on the result of the writing task given to the students in preliminary study, 20 (74.0%) of 27 students did not pass the minimum passing grade and only 7 (26.0%) of 27 students could successfully pass the minimum passing grade. The result of the test showed that the students of X-J really have problems writing in English. The result of preliminary study can be seen in Appendix. 3.

Based on the questionnaire, the students were not interested in writing. To them, writing was very boring and difficult and the English teacher was not creative. They were only asked to write a paragraph based on the picture in their textbook. They were confused about how they would write their ideas and develop it into a paragraph. The result of the questionnaire before implementing scaffolding strategy can be seen in Appendix. 2b. besides delivering teaching materials used need to be considered properly in supporting course of a good learning. (Nurhayati, D.A.W &

Agustina, L.N, 2022). The main reason why the students had problems in writing in English was they did not know how to organize ideas into a good composition. Some students also could not generate their own ideas. Some students had some ideas of what they wanted to write, but they could not express them in their own sentences. They were confused about what to write. They also had limited vocabulary related to the idea that they wanted to write. They thought that writing a paragraph was very difficult because they had limited vocabulary and did not know how to employ good grammar. So, it took them too long to think about what they wanted to write. However, grammar and vocabulary plays important role to conduct communication orally or written (Nurhayati, D.A.W, 2016).

Reflecting on the problems experienced by the students in SMAN 1 Karangan, the researcher decided to overcome the problems by offering a scaffolding strategy that can guide students as much as possible in the writing process. The researcher gave some innovations in learning and teaching writing using scaffolding strategy to make students learn how to write a good paragraph. This is in line with the statement that students need a new condition or challenging situation in class which can stimulate or trigger student's motivation in learning English (Nurhayati, D.A.W, 2014).

Basically, there are five stages in the writing process, namely pre-writing, drafting, revising, editing and publishing. The writing process refers to everything a writer does from the moment he or she starts thinking about what to write until the final copy is completed (Goofman & Berkowitz, 1990). Furthermore, if the teaching and learning of writing is conducted by using scaffolding strategy in the process of writing strategy, the researcher believes that the quality of the students'

writing product improved rapidly. Scaffolding is based on Vygotsky's concept of the Zone of Proximal Development (1978). The concept of ZPD provides positive messages on how to help learners when they are 'stuck' at any stage in their learning (Pico, 2013). It means that the teacher explains again whenever the students get some difficulties in the learning process. Scaffolding is also based on Vygotsky's concept of assisted learning (Slavin, 1994:49). It is a strategy in which a student in the beginning of learning is given a great deal of support by modeled and coached instruction to perform a specific task in each stage of the process of writing, and then gradually removes the support in order to allow students to try their independence. To make scaffolding become successful, the teacher must provide students with the amount of support necessary to complete the task, and then progressively decrease the level of assistance until the students become capable of completing the activity independently (Bodrova & Leong, 1998).

According to the result of previous research by Engin (2014:38), the aim of scaffolding is to reduce the difficulty of the task. Here, scaffolding is the technique that can help the students to improve students' writing ability by applying new perspectives, approaches and activities in the teaching process. Pico (2013) also stated that scaffolding strategy is a good method that helps students in writing ability. First, teacher's modeling, step-by-step guidance, and support can help lower students' anxiety in learning a writing text and also help them learn how to write in English. Second, scaffolding strategy gradually shifts learning responsibility from teacher to learner, and thus facilitates the development of students' academic learning.

Learning from the benefits of using scaffolding to improve motivation and achievement, this study will use scaffolding strategy to solve the students' problem in writing. This study differs in some ways from the studies reviewed previously. Joan Turner, a general 8th-grade literature and writing teacher for Norfolk Public Schools, originally presented the following writing lesson. It has been adapted and modified to accommodate the diverse needs of students in a co-taught setting and illustrates the scaffolding approach. This example serves as a starting point. Teachers are encouraged to incorporate the scaffolding approach with other writing assignments based on their students' interests and experiences. The model of the scaffolding strategy in this study encompasses five major stages. The first is the prewriting stage in which two strategies are implemented namely, modelling and question-answer. So, the researcher will give a model of a text before the students write their writing. The second is the drafting stage. Here, the researcher will give a graphic organizer of a text to make it easier for the students to arrange their sentences into a paragraph. The third and fourth are the editing and revising stage. Here, the researcher will use feedback from peers. The fourth stage is the final draft (publishing). In this stage, the students will write their writing in appropriate form. Then, the students will submit their drafts to the researcher. In the previous study, consistency and developing learner independence are increased by using the same basic steps of the writing process. The previous study did not use feedback from peers because of the lower students the researcher had.

Because of the importance of mastering writing skill and the fact that many senior high school students have problems in writing, the researcher designed a classroom action research that implemented the scaffolding strategy in order to

make improvements to the students' writing skill in writing a good paragraph with appropriate words. Therefore, the researcher made sure that the results of this study had practical significance to the students and the teacher. It means that this study can be used by English teachers at senior high schools to improve the teaching of English, especially the teaching of writing.

B. Formulation of Research Questions

Referring to the background of the study, the research question of this study will be "How is the writing process using the scaffolding strategy implemented to improve the ability of the tenth graders in writing a text at SMAN 1 Karangany?"

C. Purpose of the study

The purpose of this study is to overcome the problem faced by the X grade students at SMAN 1 Karangany in writing a text. The researcher is going to conduct the research focusing only on the efforts to improve writing skills of X grade students at SMAN 1 Karangany by using Scaffolding Strategy.

D. Significance of the Study

The study is expected to have some contributions for the researcher, the students and also the English teacher. By conducting this study, the researcher knew the effectiveness of scaffolding strategy in improving students' ability in writing a good paragraph. For the English teachers, especially the English teachers of SMAN 1 Karangany, the result of the study could provide a model of the use of effective strategies that could be applied to improve students' ability in writing a text. Additionally, it can encourage the teachers to construct independent writing activities for the students and to make the learning and teaching activities more active, effective, efficient and fun. For future researchers, this study can be useful

as a reference to conduct further studies in the use of scaffolding strategy to improve students' ability in writing various types of text. In addition, for the students, they can learn a new way to learn how to write a good paragraph so that they can improve their writing ability.

E. Scope and Limitation of the Study

This study was conducted in SMAN 1 Karang, which is located at Jl. Raya Trenggalek- Ponorogo No. Km 03, Kedungsangkal, Buluagung, Karang, Kabupaten Trenggalek.

The focus of this study was on the implementation of the scaffolding strategy to improve the writing ability of the students. The selected material was based on the content syllabus of Merdeka Curriculum. The core competence that the researcher used in this study was Merdeka Curriculum.

The researcher limited the text type learnt in the classroom. Therefore, the researcher chose recount text as the study. The material covered the recount text which consists of the social function, generic structure, and language feature, and some examples of it related to the historical event which is in line in the syllabus Basic Competences 3.7 and 4.7, 4.7.1, 4.7.2. By learning to write a text, the students were expected to be able to write a text with appropriate structure.

F. Definition of the Key Terms

To get a better understanding among the readers, the key terms which are used in this study are defined below:

1. **Biographical Recount Text** is a text which tells about someone's life through many aspects like education, work, relationship, and death in sequence.

2. **Writing Ability** is an activity that allows some people to express their thoughts about an object in a meaningful way in the form of a transcript.
3. **Strategic Scaffolding** is a strategy that helps the students through five steps, in example: prewriting (brainstorming, modelling and questioning), drafting (modelling), revising and editing (one by one editing) and publishing, from which some can be removed gradually to promote independence. Scaffolding is the support for learning and problem solving which might include clues, encouragements, providing examples and modeling which allow students to grow independence as a learner. Scaffolding refers to a method where teachers offer a particular kind of support to students as they learn and develop a new concept or skill.