CHAPTER I

INTRODUCTION

A. The Background of Study

Textbook plays important role in teaching learning activity. It is used as learning medium. Textbook helps teacher in delivering the materials (Amrina, 2018). So, it makes easier for the teacher in carrying out learning activities.

Textbook must contain appropriate content so it becomes effective to be used. Cunningsworth (1995) explains that the effectiveness of a textbook in arranging aims and goals and preparing teaching material become a good consideration before deciding to use the textbook in the classroom. He also identifies a textbook as a resource in presenting the material as source for learners to practice and do activities such as vocabulary, pronunciation, grammar, listening, reading, speaking and writing.

In learning English, there are four skills that learners should master. They are writing, reading, listening and speaking. Those skills are presented in the English textbook. However, writing skill is the most difficult skill to master. This is supported by Richard and Renandya (2002) who state writing is the most difficult skill to master for foreign language learners. This is due to not only need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text. In other definition, writing is defined as the way to produce language and express idea, feeling and opinion (Harmer, 2004). Writing is essential because it is needed to communicate one's thought and opinion

effectively.

In learning writing, there are four stages that should be experienced. They are planning, drafting, revising, and editing (Richards and Renandya, 2002). For each stage, it is suggested that various learning activities are implemented to support the learning writing. In addition, writing activities are provided in textbook. This is in line with Brown's (1983) statement that the textbook helps organize instruction by providing common suggested activities, recommended materials and question. It is as a tutorial contribution.

Writing activities in textbook are various. Based on Raimes (1993), the components of writing task are grammar (e.g. rules for verb, agreement, articles, and pronouns), mechanics (e.g. spelling and punctuation), and word choice (e.g. vocabulary and idiom). Therefore, it is very important in writing task to join all components of writing task in the criteria of writing task.

There are many types of writing activity. Raimes (1993) divides writing task into three parts. Firstly, controlled writing focuses on stabling grammatical pattern, sentence structure, punctuation, and word choice (e.g. addition, question answer, dictation, cloze test, summary writing, conversion, scrambled paragraph, sentence ordering, sentence combining, and fill in the blanks). Secondly is translation. It is the rendering of something written or spoken in one language in words of a different language (e.g. direct translation of whole sentences and fill in the blanks with translation). Lastly, free writing (e.g. free composition in writing and writing the text based on the topic provide).

Meanwhile, types of writing exercise demanded by 2013 Curriculum can be categorized as follow: 1) Arranging scrambled word into good sentences.2) Completing texts/sentences 3) Writing sentences dealing with grammar4) Writing short functional texts 5) Developing vocabulary into sentences (Kemdikbud, 2014).

As there are many types of writing task, the use of writing task should meet the goal to the improvement of writing skill. The other type of activity that can help the students to get better in their writing is from Hyland (2003) namely scaffolding. Scaffolding refers to a range of activities to promote students' awareness of linguistic and rhetorical features of the given texts so that they can compose the text then. Scaffolding has four categories with their typical activities, namely language familiarization (comparisons, gap-fill, feature identification), model analysis and manipulation (re-ordering, transforming, combining features), controlled composition based on models (text completion, parallel writing), and guided composition (data transfer, information transfer, medium transfer (Hyland, 2003).

Based on the observation, MAN 1 Medan used specialization textbook English Skills for the Future and it was found there are some activities in one chapter which show scaffolding in the writing activities. First, Activity 10 with instruction "analyze the structure of the question in the form" showed that it is classified as language familiarization specifically feature identification. Second, Activity 11 with instruction "on a piece of paper compare…"showed that it is classified as language familiarization specifically comparison. Third, Activity 12 with instruction "write down the similarities and differences..."12 showed that it is classified as language

familiarization specifically comparison. Fourth, Activity 13 with instruction "Work in pairs. Complete the gaps in the dialog about asking and giving…" showed that it is classified as language familiarization specifically gap-fill. Fifth, Activity 14 with instruction "Work in pairs. Make a short dialog of giving advice based on the situation below…" showed that it is classified as guided composition specifically information transfer. The last, Activity 15 with instruction "Write a dialog based in the picture…" showed that it is classified as guided composition specifically information transfer. As Hyland (2003) states that scaffolding is important in writing activity every textbook should involve all the activities based on Hyland (2003) scaffolding theory.

However, in reality, when observing grade ten textbook, it is found that scaffolding used in Chapter 1 Be Honest in teaching writing are only language familiarization and guided composition.

Jazadi (2003) implies textbook is best seen if it is designed for a learner centered to help learner focus on learning and gives learner role in decision making process in the classroom. The statement above emphasizes that a good textbook is if it designed to make the learner becomes independently learning. To support the learner becomes independent, the textbook should contain scaffolding where Hyland (2003) states that scaffolding can help learners become independent learner. Scaffolding needs to be provided to learner to overcome the difficulties they faced in writing. Slavin (2006) explains that scaffolding is the support for learning and problem solving which might include clues, encouragements, providing examples, and modelling which allow

students to grow independence as a learner. Zarandi and Rahbar (2014) also stated that scaffolding is a significant tool to contribute to the learning process because it assists students to solve the learning problems.

Padmadewi (2018) conducted a research to analyze the implementation of scaffolding activities in teaching writing for improving the English literacy of elementary school students. The study was conducted at North Bali Bilingual School Singaraja. This research showed that the teachers used several scaffolding strategies which included process-based writing techniques, sight word exercises, and problem-solving based learning instructions provided with reading response journal.

Sulindra (2019), conducted a research to find 'what to write' (generating ideas about a specific topic) and the second is how to develop the idea that has been invented. It is found that Scaffolding is regarded as suitable for teaching writing because of the approach used in the technique focuses more to the approach rather than to the product.

Above all, the preliminary observation showed the categories that are used from certain chapter are only language familiarization and guided composition. Meanwhile, there are two more categories of scaffolding. Hence, it is necessary to analyze the whole textbook about scaffolding in writing activities whether all chapters only used those two scaffolding or more.

B. The Problems of Study

Based on the background above, the problem can be formulated as "How is the scaffolding of writing activities in the tenth textbook of *English Skills for the Future*?"

C. The Objectives of Study

The objective of the study is to describe how the scaffolding of writing activities in the tenth textbook of *English Skills for the Future* is.

D. The Scope of Study

The scope of the study focuses on analyzing writing activities based on four categories; language familiarization (comparisons, gap-fill, feature identification), model analysis and manipulation (re-ordering, transforming, combining features), controlled composition based on models (text completion, parallel writing), and guided composition (information gap, information transfer, picture writing, keyword writing (Hyland, 2003).

E. The Significances of Study

The significances of the study based on theoretical and practical are:

1. Theoretically

This research may support the existing theory or add new information related to scaffolding in writing activities in textbook.

2. Practically

For students, to be able to be independent learners by using the textbook.

For teachers, to be able to recognize and develop materials using scaffolding technique.

For other researchers, to be used as a referential contribution for those who want to conduct a further in-depth research about scaffolding in students' textbook