

# CHAPTER I

## INTRODUCTION

This chapter provides an overview of the research topics that have been determined. Introduction contains the background of the study, research problem, research objectives, scope and limitations of the research, significance of the study, and definitions of key terms.

### **A. Background of Study**

In learning English, there are four important skills that students need to master: speaking, reading, writing, and listening. These four skills are important because they are the foundation of English language learning (Khudaverdiyeva, T. 2025). Writing is one of the language skills that always plays an important role in English education.

Writing is not only about arranging letters or words into sentences, but it is also a complex process because it helps students organize ideas and arrange sentences clearly and systematically. According to Jeremy Harmer (2004), writing is one of the productive skills that requires students to organize ideas, use appropriate language structures, and deliver messages effectively to readers. Therefore, writing skills are important to support students in learning English and expressing their ideas in written form.

In English language learning, teaching writing is an important part of helping students develop their writing ability. Teaching writing does not only focus on the final product, but also on the process of how students understand, organize, and develop ideas systematically. According to Hyland (2024), teaching writing is a learning process that helps students develop thinking

skills, organize ideas, and use language appropriately through several stages of writing. Therefore, teachers have an important role in guiding students during the writing process so that students can produce good and well-organized writing.

In junior high school, students often learn writing more frequently than other language skills, especially in simple functional texts such as descriptive text, report text, or procedure text (Andargie et al. 2025). One of the goals of English learning in junior high school is for students to be able to produce simple texts to express opinions and arguments, as explained in the English learning outcomes for Phase D (Kemdikbudristek, 2023).

To overcome these difficulties, teachers need to apply appropriate teaching strategies. One strategy that can be used is scaffolding strategy, which is temporary assistance given to students and gradually reduced as their ability improves. This strategy is based on the concept of Zone of Proximal Development proposed by Lev Vygotsky, which emphasizes the importance of support in helping students achieve higher levels of ability (Vygotsky, 1978). In writing learning, scaffolding has been used to help students develop writing skills through structured and gradual assistance (Nguyen & Truong, 2024).

This strategy was chosen because it is considered appropriate for supporting the writing learning process and helping students overcome various difficulties during writing activities. According to Hammond, J. (2001), scaffolding strategy helps students complete learning tasks through temporary support provided by the teacher during the learning process. In teaching writing, the support can be given through model texts, explanations of text

structure, vocabulary assistance, guidance during writing activities, and feedback to help students develop their writing skills gradually until they are able to write more independently.

There are several types of scaffolding strategy. Modelling is an activity in which the teacher gives clear examples related to the material. Bridging is an activity used to connect students' previous knowledge with new learning so students can produce better writing. According to Walqui (2006), contextualizing is a way for teachers to present material by using analogies, illustrations, pictures, and examples related to students' knowledge. Schema building is related to students' background knowledge that helps guide them toward deeper understanding. Re-presenting text means examining language used in one text and presenting it in another form, while metacognitive awareness refers to how students manage their thinking and knowledge. In this research, the analysis focuses on four types of scaffolding because they directly support students' writing process, from understanding the material, connecting prior knowledge with the learning topic, getting clear examples, to developing ideas and organizing writing. Research by Pane (2025) showed that teachers do not always apply all types of scaffolding proposed by Walqui.

However, the implementation of scaffolding strategy also has its own challenges. In practice, teachers often face several difficulties that can affect the effectiveness of the support given to students. These challenges may relate to differences in students' writing ability, limited learning time, classroom management, and limited learning resources. Therefore, implementing

scaffolding requires good planning and the teacher's ability to adjust the support according to students' needs during the learning process.

Based on the predetermined criteria, the participant in this study was an English teacher at SMP Al Huda who had experience in implementing scaffolding strategy in teaching writing skills. This participant was considered appropriate because the participant was relevant to the purpose of the research. Therefore, a descriptive qualitative approach was used to gain a deeper understanding of the participant's experiences, practices, and perspectives in a real classroom context.

Before conducting this study, the researcher reviewed several previous studies related to scaffolding strategy. Andrade Tacuri, M.I. & Valladares Pugo, P.A. (2024) found that scaffolding helped students develop writing skills through gradual support such as modeling, brainstorming, and feedback during the writing process. In addition, the study by Widiani & As Sabiq, A.H. (2025) showed that the implementation of scaffolding in writing learning helped students understand the writing process more clearly, although teachers still faced challenges such as differences in students' ability, limited time, and students' low mastery of grammar and vocabulary. Meanwhile, Shofa, F.L. (2025) found that teachers used several strategies such as collaborative learning, modeling, and feedback to help students in writing activities. However, these studies did not specifically analyze how scaffolding strategy was implemented at SMP Al Huda and what challenges were faced during its implementation.

Based on this phenomenon, it is important to conduct deeper research about how scaffolding strategy is implemented in teaching writing skills at SMP Al Huda. Therefore, this study aims to analyze the implementation of scaffolding strategy in teaching writing skills and to identify the challenges faced by teachers during the learning process at SMP Al Huda. Based on the overall background above, the researcher is interested in conducting a study entitled “*An Analysis Of Scaffolding Strategy In Teaching Writing Skills At SMP Al Huda*”.

## **B. Research Problems**

Identifying the problem is the most important thing to do in order to start the research process. Based on that background, there are two problems:

1. How is scaffolding strategy implemented in teaching writing skills?
2. What challenges does the teacher face in implementing scaffolding strategy in teaching writing skills?

## **C. Objective Of The Study**

From the problem formulation above, this study aims:

1. To describe how scaffolding strategy is implemented in teaching writing skills.
2. To identify the challenges faced by the teacher in implementing scaffolding strategy in teaching writing skills.

## **D. Significance of the Study**

The research results are expected to have theoretical and practical benefits.

1. Theoretical Significance

This research is expected to enrich knowledge and references related to the implementation of scaffolding strategy in teaching writing skills. In addition, this study is also expected to contribute to the development of studies on teaching writing and classroom teaching practices in the EFL context.

## 2. Partical Significance

Practically providing benefits to various groups, such as English teachers, students, and the future researchers.

### a. For English Teacher

This research is expected to provide information and insight for teachers regarding the implementation of scaffolding strategy in teaching writing. Furthermore, the findings of this study may be considered by teachers in selecting and applying appropriate strategies to improve students' participation and understanding in writing activities.

### b. For School

This research is expected to provide useful information for schools regarding the implementation of scaffolding strategy in teaching writing. The findings of this study are expected to support the development of more effective teaching strategies and create a learning environment that better supports students' writing skills.

### c. For Future Researchers

This research is expected to become a reference for future researchers who are interested in investigating the use of scaffolding

strategy or other teaching strategies in writing skills or other language skills.

#### **E. Scope and Limitation**

This research focuses on analyzing the implementation of scaffolding strategy in teaching writing skills at SMP Al Huda Kota Kediri. Specifically, this study examines how the English teacher implements scaffolding strategy during the writing learning process. In addition, this research also focuses on identifying the challenges faced by the teacher in implementing scaffolding strategy during writing activities in the classroom. The research data were obtained through interviews with the English teacher, classroom observations, and documentation as supporting data, such as lesson plans and photos of classroom activities related to writing learning.

This research is limited to analyzing the implementation of scaffolding strategy conducted by one English teacher in teaching writing skills in seventh grade. This study only focuses on writing skills and does not discuss other English language skills. Furthermore, this research mainly focuses on the teacher's practices and challenges in implementing scaffolding strategy during the learning process.

#### **F. Definition of Key Term**

To help readers better understand the title of this study, the researchers provide definitions of the following important terms:

##### **1. Scaffolding Strategy**

In this research, scaffolding strategy refers to a teaching strategy used by the teacher by providing temporary assistance to students during the

learning process, which is gradually reduced as students' abilities improve. In this study, scaffolding strategy refers to various forms of support given by the teacher in teaching writing, such as providing text examples, guiding questions, explanations, directions, and feedback during the learning process.

## 2. Teaching Writing

In this research, teaching writing is defined as the learning process carried out by the teacher to guide students in developing their English writing skills. This activity includes lesson planning, delivering materials, providing guidance and feedback, and assisting students during the writing process. In this study, teaching writing focuses on the teaching practices applied by the teacher through the use of scaffolding strategy to help students develop their writing ability.

## 3. Writing Skills

In this research, writing skills are defined as students' ability to express ideas, thoughts, and information in written English in a structured, clear, and communicative way. This ability includes several language aspects, such as text organization, appropriate vocabulary use, grammar accuracy, and coherence between sentences. In this study, writing skills refer to the English writing ability of ninth-grade students at SMP Al Huda Kota Kediri.

## 4. Challenge In Scaffolding

In this research challenge in scaffolding refers to the difficulties or obstacles teachers face when applying scaffolding strategies in writing

instruction. These challenges may include adjusting support to match students' different needs and abilities, deciding when help should be given or gradually reduced, managing class time effectively, and encouraging students to become more independent in completing writing tasks. In this study, the challenge in scaffolding focuses on the teacher's experiences and difficulties in implementing scaffolding strategies effectively in the writing classroom.