CHAPTER I
INTRODUCTION

This chapter sets out the background of the study, the research questions, and the purpose of the study as well as the significance and the scope of it. The clarification of the terms used and the outline for the organization of this thesis are also highlighted.

1.1 Background

The need to include reading into EFL writing programs has been suggested by experts working in this area, for instance Kroll (2001). However, reading and writing in English as a foreign language have been claimed to be difficult for students (Gibbons, 2002). This difficulty is influenced by many cultural backgrounds and the different skills that students bring with them to school (Ross, 2008, p.3; Gibbons, 2009, p.3). As an effort to overcome this problem, Rose (2004, 2005, 2006, 2007 and 2008) designed Reading to Learn program to integrate reading and writing with teaching the curriculum at all year levels, closing the gap in the class at the same time as accelerating learning for all students.

As mentioned in www.readingtolearn.com.au, the program has been developed over ten years with teachers of primary, secondary and tertiary students across Australia and internationally, to integrate reading and writing with teaching the curriculum at
all year levels. In addition, it is also mentioned that the strategies in this program apply cutting edge research in classroom learning and language across the curriculum. Rose and Acevedo (2006a) also mention that the Catholic Education Office Melbourne (CEOM) has implemented Reading to Learn program over three years with over 1000 students, as part of middle years professional learning project. The results included average literacy gains at twice the expected rates of development, and as high as four times expected rates, when implemented during a few lessons per week with whole classes.

The Reading to Learn Program is carefully designed to give all students this support in a six stage teaching cycle (Rose, 2008, p.14): 1) Preparing before Reading; 2) Detailed Reading; 3) Preparing for Writing; 4) Joint Rewriting; 5) Individual Rewriting; and 6) Independent Writing. The teaching strategies have been proven to enable weak readers to rapidly learn to read and write at grade appropriate levels, and advanced students to develop language understanding well beyond their independent competence (Culican, 2004, 2005; McCrae et al, 2000). They draw on principles of scaffolded learning wells (Wells, 1999), functional linguistics (Halliday, 1993) and genre approaches to writing (Martin, 1993, 1999, 2001), in a form that is accessible, practical and meets the needs of teachers and students (Martin & Rose, 2005; Rose, 2005a; Rose, Gray and Cowey, 1999 and Rose et al, 2004).
This program has a three part cycle of Prepare – Task – Elaborate, which is called the scaffolding interaction cycle and is applied at all levels of the Reading to Learn program (Rose & Acevedo, 2006a, 36). In addition, Rose (2006a) says that scaffolding interaction cycle is the core of the Reading to Learn pedagogy. Mentioned further by Rose (2006a), it goes a step further to describe the sequence in which learning takes place: from a teacher preparing a learner for a task, to the learner performing the learning task, to the teacher elaborating on what has been learnt. It is carefully planned interaction that enables every student to read a text with complete understanding, no matter what their starting level (Rose, 2008).

Regarding the implementation of Reading to Learn program in EFL class in Indonesia, Emilia (2008) recommends this program be implemented in schools in Indonesia as the exploration toward the effectivity and feasibility from this program. In addition, Emilia (2008) mentions that this program will help the students in learning English and the other subjects. Unfortunately, as far as this research conducted, there has not been any study focused on scaffolding interaction cycle in Reading to Learn program conducted in Indonesian EFL settings.

Considering the importance of scaffolding interaction cycle in Reading to Learn program in preparing learners to perform a learning task successfully by showing them how to do the task and there has not been any research investigating this topic in Indonesian EFL settings, a study investigating this research area is considered
important. Thus, the present study focuses on examining scaffolding interaction cycle in Reading to Learn program employed by a teacher in a vocational high school. The findings are hoped to be of great contributions to the enlightenment of the implementation Reading to Learn program in Indonesian EFL settings.

1.2 Research Questions

This study is designed to answer the following questions.

1. How scaffolding interaction cycle as suggested by Rose (2008) is used in Reading to Learn program?
2. What types of interaction moves are used in the classroom of Reading to Learn program?
3. What problems does the teacher find in the use of scaffolding interaction cycle in Reading to Learn program?

1.3 Purpose of the Study

As it has been stated earlier, the study is intended to:

1. investigate the use of scaffolding interaction cycle as suggested by Rose (2008) in Reading to Learn program;
2. seek types of interaction moves used in the classroom of Reading to Learn program; and
3. find out the problems that the teacher finds in the use of scaffolding interaction cycle in Reading to Learn program.
1.4 Significance of the Study

The results of this study will be of great contributions to three crucial aspects: theoretical, practical and professional aspects. Firstly for the theoretical aspects, the results of the study are hoped to enrich the literature and later enhance the use of scaffolding interaction cycle in Reading to Learn program which is rarely implemented in EFL context, especially in Indonesia. Secondly, from the practical aspects, observing how teacher uses scaffolding interaction cycle in Reading to Learn program can shed light on the practices of teaching reading and writing using Reading to Learn strategies in EFL context in Indonesia. Moreover, the results of this study can also provide some information regarding the actual condition of the implementation of Reading to Learn program, especially in the use of scaffolding interaction cycle in Reading to Learn program in EFL context in Indonesia. Lastly, from professional aspects, the results of this study are expectedly beneficial for the English teachers who are directly involved in classroom teaching and learning practices.

1.5 Scope of the Study

This study, is like any other case studies, is concerned with a certain case happens in a certain context. This study observes the nature of the implementation of Reading to Learn program in EFL context in Indonesia. As it is known, of many aspects of the implementation of Reading to Learn program, this study only focuses on the use and
the problems that the teacher finds in the use of scaffolding interaction cycle of
Reading to Learn program.

1.6 Clarification of the Terms

To avoid the readers’ misunderstanding, it is likely better to first of all define the keywords used frequently in this study.

1. Scaffolding Interaction Cycle: a sequence of interactions between teacher and students which consists of three learning steps of Prepare, Task and Elaborate (Rose, 2008, p.6; Rose and Acevedo, 2006a, p.36; see also Christie, 2005). It means that learners must always be adequately prepared to perform each task successfully before they are asked to do it. Once they have successfully performed the task, they are then cognitively prepared for a third step that elaborates their understanding of the activity they have completed (Rose & Acevedo, 2006a). Moreover, it is a key principle in Reading to Learn program (Rose & Acevedo, 2006a, p.36) and the foundation of Reading to Learn pedagogy (Rose, 2008).

2. Reading to Learn Program: a program which provides teacher with two sets of skills for accelerating learning and closing the ‘ability’ gap in their classrooms (Rose and Acevedo, 2006b). The first is set of skills for interacting with students around written texts that supports all students in a class to read high level texts with critical comprehension, and to use what they have learnt from their reading to write successful tests. The second is a set of skills for selecting
key texts in the curriculum to work intensively, and to analyse the language patterns in these texts to plan their lessons.

3. Teaching Cycle: a six stage teaching cycle supporting Reading to Learn program which consists of Preparing before Reading, Detailed Reading, Preparing for Writing, Joint Rewriting, Individual Rewriting and Independent Writing (Rose, 2008). In one teaching cycle, the teacher may eliminate one stage or some stages of teaching cycle based on the purpose of teaching.

4. Interaction Moves: eight types of exchange moves (Query, Prepare, Identify, Select, Affirm, Reject, Elaborate, and Instruct) which are distilled from scaffolding interaction cycle (Rose, 2007).

1.7 Organization of the Thesis

This thesis is divided into five chapters. Chapter one is an introductory one giving the background discussion and overview of the study. It also introduces the research questions and considers the significance of the particular research. Meanwhile the literature review to understanding scaffolding interaction cycle in Reading to Learn program is presented in chapter two. It begins with the general notion of Reading to Learn program such as the conceptual framework, principles and the curriculum cycle of Reading to Learn program. Besides that, the theories regarding scaffolding, the use of scaffolding interaction cycle and types of interaction moves in Reading to Learn program are also revealed in this chapter. Chapter three describes the research methodology and research design used in this study. In chapter four, data presentation
and discussion are presented based on the research questions outlined in chapter 1: the use of scaffolding interaction cycle in Reading to Learn program, types of interaction moves and problems found by the teacher in the use of scaffolding interaction cycle. This thesis is concluded in chapter five in which it provides the conclusion of the thesis as well as recommendation for further research.