

UNIVERSITI TEKNOLOGI MARA

**A Survey on Students' Perceptions on Teachers'
Scaffolding in Teaching Writing for Science and
Technology Brief Report**

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ABSTRACT

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Adeline Gandhi anak David

This research is conducted to identify area of learning which students think is more significant to be highlighted when teachers scaffold writing instructions of brief reports, focusing on the first theme, 'Nature and Resources' only. It also attempts to identify type of scaffolding activity that students mostly preferred in everyday classroom of English for Science and Technology (EST) lessons and to examine its relevance in helping students to be independent writers. Form 4 EST students of SMK Tebakang are involved in this study. This study has implemented two instruments; a set of self-constructed questionnaires adapted from MacKenzie (1999) and semi-structured interviews. About 155 questionnaires are distributed to the respondents and only 152 are returned. Only 20 respondents are selected for the semi-structured interviews. Based on the findings of the study, the respondents believe that EST teachers should scaffold on language area when teaching writing because they claimed that if they are not proficient in English Language, they fail to understand the content knowledge and later have difficulty to convey ideas and justify opinions in writing form. Moreover, they claim they need to acquire certain and important language features when writing brief reports. Apart from that, they also believe that EST teachers should continue to scaffold acquisition of content knowledge. According to the respondents, if they are lack of the content knowledge, they will not be able to present information and to justify their ideas. Activity that the respondents claim to be effective when teachers scaffold writing instructions is group works. Furthermore, there are activities embedded in group works such as in class projects like preparing scrap book or pamphlets, group presentations, discussions like preparing drafts and completing worksheets. However, EST teachers need to be aware as students admitted that they were comfortable working in groups because they were able to switch to Bahasa Melayu. This will defeat the main objective of studying EST.

ABSTRAK

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Kajian ini dijalankan untuk mengenalpasti lapangan pembelajaran yang mana para pelajar fikir lebih penting dan perlu diberi penekanan yang mana guru memberi sokongan dalam pembelajaran penulisan laporan pendek, tumpuan adalah pada tema yang pertama, 'Nature and Resources'. Kajian ini juga cuba untuk mengenalpasti jenis aktiviti sokongan yang pelajar paling minati yang dilaksanakan dalam pembelajaran harian subjek English For Science and Technology (EST) dan mengkaji kaitan aktiviti tersebut dalam membantu pelajar menjadi penulis yang berdikari (tanpa bantuan guru). Pelajar EST Tingkatan 4 dari SMK Tebakang terlibat dalam kajian ini. Dua instrumen yang digunakan dalam kajian ini ialah soal-selidik yang dibina sendiri yang disesuaikan dari Mackenzie (1999) dan temu-ramah separa struktur. Sebanyak 155 soal selidik telah diberi dan hanya 152 dikembalikan. Manakala seramai 20 orang responden terlibat dalam temu-ramah separa struktur. Berdasarkan kepada keputusan kajian, responden percaya yang guru seharusnya memberi sokongan dalam lapangan bahasa bila mengajar penulisan kerana mereka akui tanpa bahasa, mereka tidak dapat memahami pengetahuan isi dan kemudian menghadapi masalah untuk menyampaikan idea dan menyokong pendapat dalam bentuk penulisan. Responden sedar mereka memerlukan ciri-ciri bahasa yang tertentu dan khusus apabila menulis laporan ringkas. Selain itu, responden percaya yang guru-guru EST patut terus menyokong penguasaan pengetahuan isi. Menurut para responden, sekiranya mereka kurang mempunyai pengetahuan isi, mereka tidak dapat menyampaikan maklumat dan membuat justifikasi atau menyokong idea-idea mereka apabila menulis laporan ringkas. Responden percaya aktiviti kerja kumpulan adalah berkesan apabila guru menyokong pembelajaran penulisan. Aktiviti-aktiviti yang diselitkan adalah seperti membuat buku skrap atau risalah, pembentangan secara kumpulan, perbincangan seperti menulis draf dan memyiapkan kertas latihan. Namun, guru perlu prihatin yang pelajar mengaku mereka selesa bekerja secara kumpulan kerana mereka dapat berbincang dalam bahasa Melayu. Ini akan menyebabkan objektif mempelajari EST tidak akan tercapai.

Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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