



**TEACHERS' SCAFFOLDING TALKS IN TEACHING
SPEAKING**

**The Case of the Seventh Grade Teachers of SMP N 1 Jepara in the Academic
Year of 2008/2009**

a final project

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by

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Motto and Dedication

Failed In struggle doesn't mean a decline.

To:

1. My beloved parents
2. My brother and sister
3. My boy friend

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I praise to Allah the Almighty for the blessing and mercy as well as physical and mental strength so that I can complete my study and fulfill one of the requirements to get “Sarjana Pendidikan” at the English Department of Semarang State University.

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Semarang, August 12th, 2009

The writer

ABSTRACT

Diah Ayu Puspaning Tyas, 2008. *Teachers' Scaffolding Talks in Teaching Speaking (The Case of the Seventh Grade Teachers of SMP N 1 Jepara in the Academic Year of 2008/2009)*. Final Project, English Department, Language and Arts Faculty, State University of Semarang. Advisors: Dra. C. Murni W, MA., Dr. Dwi Anggani L.B, M.Pd.

Key Words: Literacy, Teacher's Scaffolding Talks, Zone of Proximal Development (ZPD)

In Indonesia, English Education has the purpose to enable students in using English for communication based on their literacy level. Based on the sociocultural theory, the best learning is through interacting actively with more capable others in social context. In this case, teacher is a capable person who is able to facilitate and support the students' development in the teaching learning process. The teacher can facilitate and support the students' development by using their scaffolding talks in Zone of Proximal Development (ZPD).

In this study, the researcher analyzed the teachers' scaffolding talks by ways of describing the types of scaffolding talks the teachers use in their classes and the speech functions in the scaffolding talks of two English teachers at SMP Negeri 1 Jepara. The teaching process of two teachers was recorded. Their talks were analyzed based on the characteristics of scaffolding.

The results showed that teacher A and B performed some types of scaffolding talks. They are offering explanation, motivating and stimulating students' interest, making link, providing model, inviting students' participation, stimulating students' thinking process, verifying and clarifying the students' responses. The finding also showed that the speech functions performed by the teachers are statement, question, offer, and command.

It is suggested that the teachers should keep scaffolding the students to help them to be independent learners. Dealing with the second finding, the teachers should always use the variations of speech functions. They should not use question all the times to get response from the students.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is as instrument in utilizing modern science and technology, includes English into educational curriculum. The purpose of English educational in Indonesia based on the current curriculum, curriculum 2006, is to enable students to use English as a communication means. It means that the ability in comprehending and realizing four language skills (listening, speaking, reading, and writing). In this curriculum, the students of junior high school are targeted to be able to achieve the functional literacy level. To reach this literacy levels, teacher should be sufficiently competent in spoken English to enable them to interact naturally in English with their students in order to be able to develop the students' ability or skill to communicate through the creation and interpretation of text in various contexts.

Teaching English in junior high school is not a simple matter. It is not only the matter of teaching reading and writing or developing the students' ability to answer the questions of a wide range of texts or write various kinds of texts without a communicative purpose. As language is a resource for making meanings literacy in language education, in this case English should develop the students' ability or skill to negotiate meaning, clarifying issues, explore difficulties and assess progress. For this purpose, teacher should keep communication being the focus of literacy activities. To make learning purposeful, teachers should have

students participate in literacy activities such as writing or speaking as a means to communicate with others.

Speaking English in English class by the teacher is vital. The teacher's main role is to provide students achieve exposure of English by speaking it a lot, and simplifying or elaborating, if necessary, in the same way that mothers and caretakers do with young children learning their first language. It means that the situations in English lessons that actively engage students in trying to understand what is said by the teacher in order to do or achieve something and to have fun.

In creating an interactive class, teacher should use the students' knowledge to construct their understanding by asking them some questions, giving them some clues, or providing some variations in their teaching to create the students' understanding and also to train their speaking. Teacher can help them by using scaffolding talks as a language accompanying actions in the classroom daily activities. It facilitates the students' learning and helps them to get new concepts, knowledge, and experience.

There have been some studies on analyzing scaffolding. In terms of these, one of the studies is entitled "scaffolding talks in teaching speaking based on social constructivism theory (Yuliati 2008)". In the study, she described the kinds of scaffolding talks by the English teachers in teaching speaking and explained the functions of scaffolding talks which are given by the teacher.

In line with this, I intend to observe teachers' scaffolding talks in teaching English. It will be limited to analyze the types of scaffolding and the speech

functions performed by the teachers' in their scaffolding talks. There are five types of scaffolding talks. They are included offering explanation, inviting student participation, explicit modeling or desired behaviors, verifying and clarifying student understanding, inviting students to contribute clues. I will also analyze the speech functions performed by the teachers in their scaffolding talks. It will be described such as offer, command, question, and statement.

1.2 Reasons for Choosing the Topic

The topic was chosen because I am very much curious to know whether the teachers of English at the school use English during teaching and learning process. Besides, I want to understand the types of scaffolding talks in teaching English at junior high school and speech functions realizing the scaffolding talks during the teaching and learning process. However, the talk produced by teachers in classroom can influence what is learned and how learning takes place. Students need to listen to English in the daily interaction, especially in English class so that they can acquire English easily. Teacher can help them by using scaffolding talk as language accompanying actions in the classroom daily activities. It means that teachers can facilitate the students' learning and assist them to develop new understanding, new concepts, and new abilities (Hammond 2001). Hence, the teacher must master the basic skills of teaching to facilitate the students' learning and development.

1.3 Research Questions

The research questions of this study are:

1. What types of scaffolding talks do the teachers perform in English class?
2. What kinds of speech functions do the teachers perform in their scaffolding talks?

1.4 Objectives of the Study

The objectives of the study are:

- 1) to describe the types of scaffolding talks performed by the teachers, and
- 2) to describe the kinds of speech functions performed in the teachers' scaffolding talks.

1.5 Limitation of the Study

This study is limited to analyze the types of teachers' scaffolding talks and the speech functions performed in the teachers' scaffolding talks of SMP Negeri 1 Jepara in the academic year of 2008/2009.

1.6 Significance of the Study

The result of this study is expected to have the following advantages:

- 1) Theoretically, the result of this study will be a valuable reference for the readers who will apply the scaffolding talks.
- 2) Practically, teachers, especially English teachers will realize the importance of their scaffolding talks.

1.7 Terms Definition

To make the topic easy to understand, I classified the key terms used in this study:

- 1) Literacy in this study is in term of foreign language education. Literacy is the use of socially, historically, and culturally situated practices of creating and interpreting meaning through texts (Kern 2000: 16).
- 2) Talk is one of the major ways that teachers use to convey information to the learners, and it is also one of the primary means of controlling the learners' behavior.
- 3) Teachers' scaffolding talks are teachers' utterances that accompany students' actions in language classroom.

- 4) Teachers in this study are the seventh grade English teachers of SMP Negeri 1 Jepara.

1.8 Outline of the Study

This study consists of five chapters. In order to help the readers in comprehending the study, this study is systemized as follows:

Chapter one presents an introduction, which contains the general background of the study, reasons for choosing the topic, research questions, objectives of the study, limitation of the study, significance of the study, terms of definition, and outline of the study.

Chapter two provides the review of the related literature. It consists of three main points, namely theoretical study, previous study, and theoretical framework of research will be done.

Chapter three concerns the procedure of investigation which consists of object of the study, role of the researcher, procedure of data collection, procedure of data analysis, and triangulation.

Chapter four discusses the main purpose of conducting this study. It provides the description of the types of scaffolding talk performed by some teachers in teaching English and the speech functions performed in the teachers' scaffolding talk as the result of the study conducted by the researcher.

Chapter five presents the conclusion of the study and the suggestions for the improvement of teaching English.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter consists of some theories related to scaffolding talk suggested by some linguists. They are literacy in foreign language education, teacher's talk, scaffolding talk, scaffolding talk applied in classroom interaction and speech function in teachers' scaffolding talks.

2.1 Literacy in Foreign Language Education

In this study, I am not mean to describe all forms of literacy, but rather to characterize literacy in the specific context of academic second and foreign language education. Literacy is the use of socially, historically, and culturally-situated practices of creating and interpreting meaning through texts (Kern 2000:16). It is defined as the ability to communicate or participate actively in foreign language based on literacy principles. There are seven principles of literacy in the context of academic second and foreign language education. They are literacy involves interpretation, literacy involves collaboration, literacy involves conventions, literacy involves cultural knowledge, literacy involves problem solving, literacy involves reflection and self-reflection, and literacy involves language use.

The seven principles above can be summarized into the macro principle literacy that is communication. They have important implication for language

teaching as it provides a bridge to the gap that so often separates introductory communicative language and advanced 'literacy' teaching. In this case, the teachers should be able to develop the students' ability to communicate in English, think and see the world differently. Through their communication skills, it is expected that the students will be able to survive linguistically in any linguistic exchange according to their level of development in literacy.

English subject is instructed to develop four skills so that the grads can communicate and have discourse in the English literacy levels. The amount of literacy includes the performative, functional, informational, and epistemic. At performative level, people can read, write, listen and speak with many symbols used. At functional level, people can use the language fulfill the requirement in their daily life, such as reading newspaper, manual or guidance. At informational level, people can access the knowledge with the language ability, while at epistemic level: people can express the knowledge to the language target (Wells 1987 in Permendiknas No. 22/2006).

Based on the statement above the English teachers must be able to accomplish students' literacy level based on their academic development as stated in curriculum 2006. The SMP graduates must be able to accomplish the literacy level of communication and achieve the functional level such as, communication in spoken and written form to solve the problems in their daily life.

In this case, spoken language is the first priority in language teaching. The students learn English in the spoken cycle first and the written cycle later. In the

two cycles, teacher must use talking to communicate with their students and convey some ideas. The talking used by the teachers is teachers' talk. Therefore, teachers' talk is very important to accomplish students' literacy level.

2.2 Teacher's Talk

The literacy mentioned before implies that teachers' talks are very important to accomplish students' literacy level. To define teachers' talk, here are some linguists.

Yedlin, Jane. 1999. *Teacher Talk: Enabling ELL to 'Grab on' and Climb High*. in <http://www.mec.edu/macd/docs/yedlin.htm> [accessed on 06/01/08] states that teacher talk is foreign talk in the classroom management and explanation, when it is in the second language. "Teacher-talk" is defined as speech used by teachers that is characteristically modified in four areas: phonology, lexis (consisting of morphology and vocabulary), syntax, and discourse.

According to Ellis (1986: 146), teacher talk in language lessons is similar to foreign talk. Both promote communication and require adjustments in the language used. However, teacher talk occurs in one-to-many interactions where there is likely to be only limited feedback from a few students. On the other hand, foreign talk occurs in one-to-one interactions where there is a plenty of feedback from the learners. In the classroom interaction, the language used by the teacher should consider the variables such as the topic of the conversation, the age of the

participants (i.e. whether they are children, adolescent/adults) and in particular, the proficiency of the learners.

There are two types of teacher's talk, namely teacher's main talks and teacher's scaffolding talks (Agustien 2002 in Yulia 2006: 13).

- a. Teacher's main talks are teacher's talks which are related to the idea mentioned in the topic.
- b. Teacher's scaffolding talks are the teacher's talks which bridge the teacher main talks and students' one. The teachers' scaffolding talks are separated from the teachers' main talks by the discourse markers used in the teachers' talks such as okay, now, yes, etc. and by the idea carried in the scaffolding talks.

From the statements above I can say that teachers' talks are important because language used by the teacher is the principle resource available to teachers and students for achieving their educational goals. It is used to negotiate understandings, clarifying issues, explore difficulties and assess progress. Without talking, the teacher could not give or explain the teaching material, and it means that there are not interactions in teaching-learning process.

2.3 Scaffolding Talk

(Agustien 2002 in Yulia 2006: 13) states that Teacher's scaffolding talks are the teacher's talks which bridge the teacher main talks and students' one. The teachers' scaffolding talks are separated from the teachers' main talks by the discourse markers used in the teachers' talks such as okay, now, yes, etc. and by the idea carried in the scaffolding talks.

Based on statement above, teachers can apply scaffolding talk in their class based on the characteristics and the types of scaffolding talks. They also have to understand the definition of scaffolding in educational setting. Here are the definitions of some linguists.

2.3.1 Scaffolding in Educational Setting

The term of scaffolding in an educational setting can have more than one meaning.

Lawson, Linda. 2002. *How Scaffolding Works on a Teaching Strategy*. in <http://condor.admin.cuny.cuny.edu/~group4/Lawson/%20paper-doc> [accessed on 08/01/2008] defines scaffolding in an educational setting context as a process by which a teacher provides students with a temporary framework for learning. According to her, the scaffolds provided by the teacher will encourage a student to develop his or her initiative, motivation, and resourcefulness if the scaffolding strategy is done correctly. Once students build and develop skills on their own

elements of the framework are dismantled. Eventually, on initial scaffolding is removed altogether and, students no longer need it.

Hyland (2004: 122) states that scaffolding refers to initial explicit knowledge and guided practice provided by the teacher. According to him, scaffolding corresponds to a support from closely controlled to autonomous activities. The level of intervention and the kinds of tasks selected for students to keep their attention with playing a key role in scaffolding.

According to McKenzie, Jamie. 1999. *Scaffolding for Success, Vol. 9, no.4*. in <http://www.Fno.org/Dec99/Scaffold.html> [accessed on 06/01/08] defines the features of successful scaffolding include clear direction, purpose, and expectation. Results include on-task activity; better student direction; reduced uncertainty, surprise, and disappointment; increased efficiency; and palpable momentum.

In the process of scaffolding, the teachers help the students in mastering a task or lesson that the students are initially unable to grasp independently (Lipscomb et al. 2004: 4). Lipscomb also states that student's errors are expected, but the teacher should give feedback and prompting so that the student is able to achieve the task or goal. The teacher begins the process of fading and the gradual removal of the scaffolding when the student takes responsibility for the task and masters the task, which allows the student to do it independently. The illustration of scaffolding given by the teacher is shown in this following picture:

Scaffolding

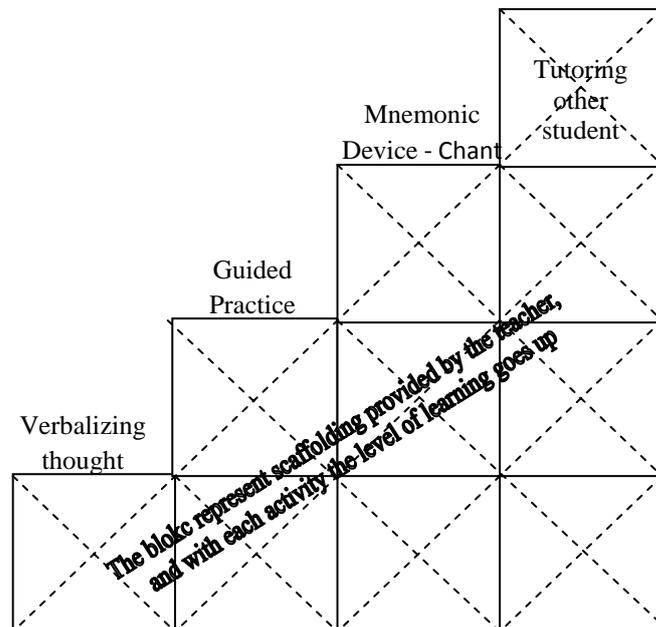


Figure 1: Scaffolding blocks provided by the teacher (Mary Lewis et al, in Lipscomb et al. 2004: 4).

From the picture above, each box represents scaffolding provided by the teacher, and with each activity the level of learning goes up. The first box represents verbalizing thought process, the second box represents guided practice, the third box represents mnemonic device-chant, and the fourth box represents tutoring other students. The colors of each level indicate the Zone of Proximal Development. (Lewis et al in Lipscomb et al. 2004: 4). It is defined as the distance between the actual development levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaborating with more capable peers' (Vygotsky 1992 in Corden 2000: 8).

In this case, teacher's roles are to create some supports toward the students so that their knowledge will develop and it occurs in the Zone of Proximal Development. In this zone, the students actually need some supports from more knowledgeable person or teacher since they cannot gain new knowledge by themselves.

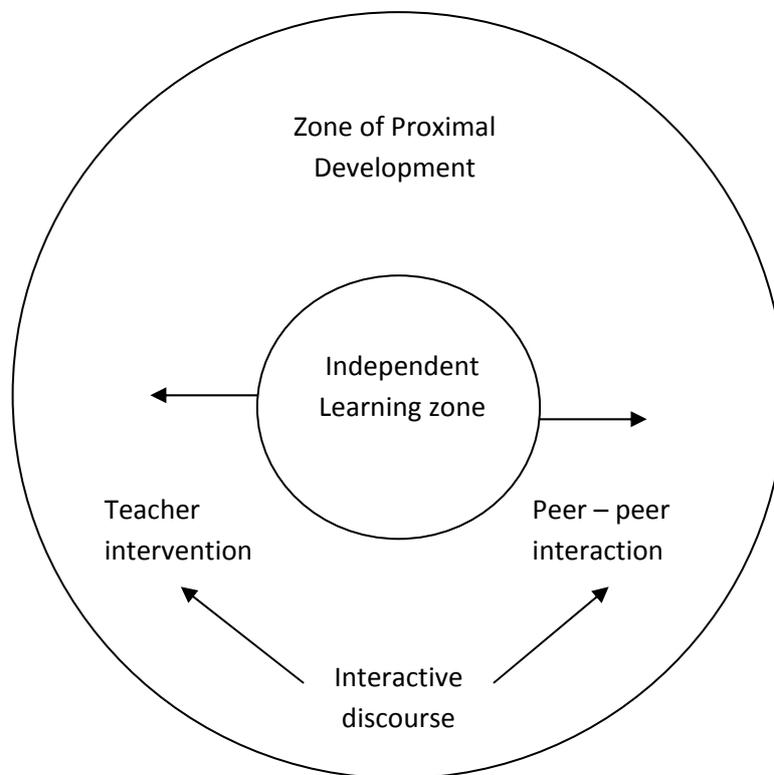


Figure 2: Independent and Potential Learning Zones (Corden 2000:9).

Referring to the theory of ZPD mentioned by Vygotsky, at the end of the learning, a student can do a task completely alone. The aim is at the end or in the future, the students are expected to do the task alone without getting help from the teachers.

Another linguist who influenced with the ZPD (Zone of Proximal Development) is Barbers who said that classroom learning can best be seen as an interaction between the teachers' meanings and those of the students, so that what is taken away is partly shared and partly unique to each of them (Corden 2000: 8). Regarding Vygotsky's theory that ZPD is an attribute of each learning event and not an attribute of a child, Mercer and Fisher (Corden 2000: 8) point out that children do not carry their ZPDs with them. Each new task will produce a different ZPD and key factors in determining students' learning 'potential' will be the nature of discourse and the quality of teacher intervention.

The intervention of the teacher occurs only when the students need help or support. The teachers' support or scaffolding is needed in order to help and support the students to finish the task completely. Therefore, the teaching experience from the teachers is very important. It relates to the idea mentioned by the linguists when teachers' support or scaffolding is needed, learning will take place, since the student is likely to be working within his or her ZPD. It refers to the idea of the creator of the ZPD, that is Vygotsky, he suggests that the only good learning is one that is a head of actual development (Gibbons 2002: 10).

The main focus of Vygotsky's theory in learning is the ZPD which is defined as the distance between actual development level as determined by independent problem solving under adult guidance (teacher or parents) or in collaboration with more capable peers (Corden 2000: 8).

In this study, the teachers are expected to be capable peers who can support the students or in other words they know how to scaffold the lesson.

2.3.2 The Characteristics of Scaffolding

The definition of scaffolding mentioned before implies the characteristics of scaffolding. To clarify the characteristics of scaffolding, here are the definitions of some linguists.

According to Brunner in Cameron (2001: 8), there are six characteristics of scaffolding. They are rewriting the interested tasks, simplifying task, keeping on the track toward the goal, pointing out what was important to do or showing other way to solve, controlling the students frustrating during the task, and demonstrating an idealized version of the task given.

While the characteristics of this teaching strategy clarified by Jamie McKenzie a well-known educator and researcher. McKenzie, Jamie. 1999. *Scaffolding for Success*. in <http://www.fno.org/dec09/scaffold.html> [accessed on 06/01/08] describes six characteristics of scaffolding.

According to McKenzie (1999), the characteristics of scaffolding are:

- 1) Scaffolding provides clear directions

Educators anticipate problems that the students might encounter and then develop step by step instruction, which explain what the students must do to meet expectation.

2) Scaffolding clarifies purpose

Scaffolding helps students understand why they are doing the work and why it is important.

3) Scaffolding keeps students on task

By providing structure, the scaffolding lesson provides pathway for the learners.

4) Scaffolding offers assessment to clarify expectations

Expectations are clear from the beginning of the activity since examples of exemplary work, rubrics and standards of excellence are shown to the students.

5) Scaffolding points students to worthy sources

Educators provide sources to reduce confusion, frustration, and time. The students may then decide which of these sources to use.

6) Scaffolding reduces uncertainties, surprise and disappointment

Educators test their lesson to determine possible areas and then refine the lesson to eliminate difficulties so that learning is maximized.

Stuyf, R. Vander, Rachel. 2002. *Scaffolding on a teaching strategy*. available at <http://www.psychology.org/vigotsky.html> [accessed on 06/01/08] suggests the characteristics of scaffolding, they are motivating and attracting the child's interest related to the task, simplifying the task to make it more

manageable and achievable for a child, providing some direction to help the child focus on achieving the goal, clearly indicating differences between the child's work and the standard or desired solution, reducing frustration and risk, and modeling and clearly define the expectations of the activity to be performed.

Based on the characteristics of scaffolding talk given by the experts above I can say that scaffolding talk in English teaching as a support, an assistance, a bridge or a guide provided by the teacher so that the learners are able to accomplish the target expression in the ZPD without any difficulties. In building new concepts with the help and support of their teacher, the communication events run well. It means that the goal of the desired expression can be mastered well. If the target language is able to be accomplished so the goal of teaching learning is accomplished well, too.

2.3.3 Types of Scaffolding

According to scaffolding theories mentioned before, it is also important to unfold the types of scaffolding suggested by the linguist. Here is the statement.

Roehler, R., Laura and Cantlon, J., Danise. (nd) *Scaffolding a Power Tool in Social Constructivist Classrooms*. in <http://ed.web3.educ.msv.edu/literacy/papers/paper/r.z.htm.99k> [accessed on 06/01/08] suggests five types of scaffolding.

1) Offering explanation

Explanation are clearly and fully statements adjusted to fit the students' emerging understanding about what is being learned (declarative or propositional knowledge), why and when it will be used (conditional and situational knowledge), and how it is used (procedural knowledge).

2) Inviting student's participation

To invite student's participation, teacher provides opportunities to the students to join in the learning process.

3) Explicit modeling or desired behaviors

There are three types of modeling. They are think-aloud, talk-aloud, and performance modeling. The first is "think aloud modeling", the teacher demonstrates how the students should feel, think, or act within the situation given in teaching learning process through a task. The second type of modeling is "talk-aloud" where the students are shown how to ask relevant questions and formative semantically contingent comments. It is shown by the teacher when he or she talks about picture clues in a story and doesn't talk about the reasoning that is needed to understand the story. It means that the teacher should apply talk-aloud modeling. The last type of modeling is "performance modeling". The teacher acts to give the modeling through his or her physical expression such as smiling or laughing, etc, while reading or having enjoyment of reading the material.

4) Verifying and clarifying student's understanding

It is important to the teacher to check the students' emerging understanding. If the emerging understandings are correct and reasonable, the teacher has to verify the students' responses. On the other hand, when the emerging understandings are not reasonable, the teacher offers clarification to the students by providing clearly and fully feedback of the students' responses. It means that the teacher actually guide the students on learning how to evaluate the creation of shared perspective or revise their perspective when misunderstanding occur.

5) Inviting students to contribute clues

The students join the teacher in giving clues for reasoning through issue or problem faced by the students and together the teacher and the students verbalize the process.

Relating to the theory given by the author above, it is easy for the writer to describe the types of scaffolding talks found in the study. Those theories are manageable and accountable to conduct this study on the topic of scaffolding.

2.4 Scaffolding Talks Applied in Classroom Interaction

In teaching-learning process, teachers have to be able to involve their students by creating an interactive class so that they will get enough chances to practice their English and to be active learners. The teachers put themselves as the

facilitators who create supports and helps to the students to gain their understanding toward the concept.

In this study, I described the types of scaffolding talks the teachers performed from the beginning to the end of the teaching sections and then I elaborated with the application of the micro teaching skills from Turney et al. (1983). They are included reinforcement, basic and advance questioning, explaining, and introductory procedures and closure.

2.4.1 Reinforcement

Reinforcement is the positive response by the teacher to the students' behavior so that the probability of that behavior occurring again is increased (Turney et al. 1983: 14). Referring the definition of reinforcement, the teachers give this kind of positive response and treatment to the students eventually to increase students' positive behavior. In the process of increasing their positive behavior toward the lesson, the students need to have attention and motivation to their teachers. Thus the purpose of giving positive reinforcement is to catch the students' attention, motivation, and increasing their positive behavior in teaching and learning process.

There are six components of positive reinforcement may be applied by the teachers in the classroom, they are verbal reinforcing, gestural reinforcing, activity reinforcing, proximity reinforcing, contact reinforcing, and token reinforcing. However, in this study I only analyzed verbal reinforcement.

Verbal reinforcement is teachers' comments offering praise and encouragement when used to reinforce students' responses or behaviors. Some comments used by the teachers are comments of personal, evaluative, and supportive nature. They occur while the students finished completing the students' work, such as the awarding of grades or marks. It can be said in the words or sentences, for examples:

Words:

Yes	Good	Correct
That's right	Fine	Nice work

Sentences:

Well done, Greg.	I'm pleased with that.
That's good work.	Well thought out.
Keep it up, Louise.	You're doing better.
That's interesting.	
You should be pleased with that.	
I admire it when you work like that.	
You have caught on very proud of this.	
You should be very proud of this.	
Let's watch him do it.	
You're on the right track.	

(Turney et al. 1983: 29)

2.4.2 Basic and Advance Questioning

In the classroom there will be some talks among the teachers and the students. In order to stimulate the students' development in mastering and understanding the concept given and gradually they will be independent learners. Without having talks, the teacher could not give or explain the teaching material, and it means that there are not interactions in teaching-learning process. Turney et al. (1983: 62) states that the most important elements of the teachers' talks is questioning.

The use of questioning is actually to know how well pupils understand the concept given to them. The questions given by the teachers will lead the students' interest and curiosity also. Turney et al. (1983: 73) provides nine components of the skills of basic questioning to consider in teaching and learning process. They are structuring, phrasing or clarity and brevity, focusing, re-directing, distributing, pausing, reacting, prompting, and changing the level of cognitive demand.

2.4.3 Variability

Variability which is discussed in this study is concerned with the variations. There are three components of skills of variability suggested by Turney et al. (1983: 115) variation in the teachers' manner or style, variation in the media and material of instruction, and interaction variation.

2.4.4 Explaining

In the teaching learning process, teachers make the students understand in the lesson through explaining. Thus, the teachers' skills of explaining determine the outcome of teaching and learning process. Explaining is one way to tells pupils something. In telling, the teachers organize lesson content so that the pupil is exposed to content in a planned and controlled sequence (Hogg and Foster 1973 in Turney et al 1983: 15).

There are six components of the skill of explaining: raising key questions, promoting clarity, using example, forming connections, making emphasis, and monitoring feedback.

2.4.5 Introductory Procedure and Closure

Introductory procedure and closure concerns the teaching and learning process in the classroom since the beginning until at the end of it. It is quite important to discuss since it shows the interaction among the teachers and the students in the class and how actually the teaching and learning process goes on. There are six components of the skills of introductory procedures and closure. They are gaining attention, arousing motivation, structuring, making links, reviewing, and evaluating (Turney et al. 1983: 91).

2.5 Speech Functions in Teachers' Scaffolding Talks

Speech functions in teachers' scaffolding talks are based on the functions that the teachers selected to deliver their ideas. These can be delivered through the teachers' instruction because the instructions given by the teachers carry a lot of temporary structure. This temporary structure refers to scaffolding or support in order to help the students understand desired expression.

We can find those speech functions in teachers' scaffolding talks in order to be clear I try to unfold the speech function in detail.

(Halliday 1985 in Eggins 1994: 150) states that from semantic perspective there are four basic move types namely statement, question, offer and command. They are called speech functions. It will appear in a dialogue movement by one or other of these speech functions and each speech function involves both a speech role and a commodity choice.

In the teaching learning process, teacher takes particular role and the students take a complementary role in his turn. In giving a command, the teacher takes the role of giving an instruction and the student takes the role of doing instruction. It means that teacher and students actually exchange the commodity. In fact, they exchange information.

Based on the statements above, the teachers' scaffolding talks are based on the speech functions the teachers chosen to convey their ideas in teaching learning process. It can be the form of teachers' instruction, support, and guidance in order

to help to the learners to understand the desired expressions. The teachers' instructions carry a lot of speech functions as shown in the table below.

Table 2.1 Basic Speech Function

SPEECH ROLE	COMMODITY EXCHANGED	
	Information	Goods and Service
Giving	Statement	Offer
Demanding	Question	Command

Source: Based on Halliday 1985 in Eggins 1994: 150

The table shows that there is an interaction between the speakers and listener in this case between the teacher and the students. The types of pattern of interaction employed by the teachers take place in the classroom.

To respond speech function, there are eight speech function classes, which we can use in a conversation involving two or three people.

Table 2.2 Speech Function Pairs (initiations and responses)

Initiating Speech Function	Responding Speech Function	
	Supporting	Confronting
Offer	Acceptance (may be non-verbal)	Rejection
Command	Compliance (may be non-verbal)	Refusal
Statement	Acknowledgment	Contradiction
Question	Answer	Disclaimer

Source: Based on Halliday 1985 in Eggins 1994: 151

The list of eight speech functions classes below describes the move sequences. It is shown by a simple dialogue involving three speakers A, B, and C.

A: Have you ever read “The Bostonian”?	Question
B: I really wouldn’t know.	Disclaimer
C: Yes, I have.	Answer
A: It’s by Henry James.	Statement
C: Yea	acknowledgment
B: No, It is not.	Contradiction
C: Would you like to borrow my copy?	Offer
B: Well, OK.	Accept
A: You’ll enjoy it.	Statement
C: Yea.	Acknowledgment
C: Here, take it!	Command
B: (takes he book) Thanks.	Compliance

(Eggins 1994: 151)

In conclusion, any moves in dialogue involves a choice between the speech role of either giving or demanding, the commodities of either goods and services or information, and the exchange role of either initiating or responding to (Eggins 1994: 215). Several of the primary choices have been more delicately described e.g. offering goods and services may be speaker.

To describe the speech functions performed by the teachers, I need to analyze the grammatical structures chosen by the teachers because there is correlation between the semantic choice of the speech function and the grammatical structure typically chosen to realize it. For example, when teachers performed “statement” speech function, they actually use a particular grammatical structure, which is “declarative clause” (e.g. A: *It’s by Henry James.*). On the other hand, the teacher wants to make a “command”, she or he can use an

imperative (e.g. C: *Here, take it!*). If the teacher wishes to “offer something” to the student, she or he is likely to use a “wouldlike” interrogative (a modulated interrogative), for example (C: *Would you like to borrow my copy?*). When the teacher wants to ask “question” to the students, he or she uses “interrogative clause” (e.g. A: *Have you ever read “The Bostonian”?*) Therefore, the speech functions performed by the teachers are realized through the mood structure (Eggins 1994: 152).

CHAPTER 3

RESEARCH METHODOLOGIES

In every research, there are data to study. The data can be taken from many sources. The data of this study was taken from SMP Negeri 1 Jepara. Concerning the study of this research, I made an attempt to describe the types of the teachers' scaffolding talk and the speech function performed in the teachers' scaffolding talks.

This chapter focuses on the research design, the object of the study, role of the researcher, procedures of data collection, and procedures of data analysis.

3.1 Research Design

I use qualitative study because the data will collect in the form of words rather than numbers. In this study, the method of data analysis is the descriptive method that is analyzing the data by illustrating the object of the research, namely the transcription of the types of scaffolding talks performed by the teachers and the kinds of speech functions in teacher's scaffolding talks.

3.2 Subject of the Study

The subjects of this study were two English teachers in SMP N 1 Jepara Year VII along with the teaching learning process in the classroom.

3.3 Role of the Researcher

In this study, I placed myself as the observer, the data collector and also the data analyzer.

As the observer, I collected the data through observation and documentation. The teachers knew that their talks during the teaching and learning process were recorded and served as the data of this study.

The observation was conducted twice throughout the whole term. Each observation will be observed from opening until closing activities in English class. The observer directly observed the classroom and took notes on the relevant events while teaching learning process was going on.

At the same time, audio recording of the whole proceeding was also done to acquire more complete data about the teachers' talks and the classroom process.

As the data collector, my duty was to collect all data needed in my study. The data was collected mainly in the form of words. In collecting the data, I used recording to record the conversation between teacher and students. After observing and collecting data, my last duty was analyzing the data; therefore I acted as a data analyst.

3.4 Time for Obtaining the Data

I took two English teachers as the sources of my data. The data were taken in these periods:

- 1) Teacher A: Monday on April 6th and Monday 13th on April 2009.
- 2) Teacher B: Monday on April 6th and Monday 13th on April 2009.

3.5 Procedures of Data Collection

I collected the data through several steps, as follows:

- 1) Determining the school as the setting of the study.
- 2) Getting some formal administrative procedures.
- 3) Making an appointment for doing the observation and documentation with the head master and the English teachers of SMP Negeri 1 Jepara.
- 4) Recording or documentation

It is a process of getting data by recording them. I recorded the teacher-students interaction using camera digital. The data collected are teachers' talks during the teaching learning process.

- 5) Transcribing the data into written form.

3.6 Procedures of Data analysis

The analysis of data was done through some stages.

- 1) The first step was transcribing the conversation between the teachers and the students into written form so that I was able to analyze it easily. As this study was focused on the teachers' scaffolding talks.
- 2) The second step was analyzing the teachers' talks. They were analyzed whether they belong to scaffolding talks or not based on the characteristics of scaffolding talk suggested by some authors in the previous chapter.
- 3) The third step was analyzing the scaffolding talk applied by the teacher in the classroom discourse.
- 4) The fourth step was analyzing the types of teachers' scaffolding talks.
- 5) The last step was analyzing the speech functions performed by the teachers in their scaffolding talks.

CHAPTER 4

RESULT AND DISCUSSION

In this chapter, I present the result and the discussion of the data in details. The analysis in the discussion was displayed in two parts. The first is the types of scaffolding talks performed by the teachers and the second part is the speech functions performed by the teachers in the scaffolding talks. Meanwhile, the data analysis can be found in appendices.

4.1 The Types of the Teachers' Scaffolding Talks

The result and the discussion of the data analysis of the scaffolding talks performed by the teachers can be described as follows:

4.1.1 Teacher A (1st turn, VII Grade)

Teacher A taught in the Bilingual class at SMP Negeri 1 Jepara. At that time, he asked the students to make some groups. Each group was composed by four students. The grouping way chosen by the teacher was considered more effective way to teach them in learning process.

When I was observing and recording the teaching process, the teacher talked about transactional text that is titled "Go Shopping". It was the spoken cycle as building knowledge of the field. Therefore, spoken interaction between the teacher and the students occur. The teacher asked the students to answer his questions to build up their knowledge. He also invited the students to share the students' experience as knowledge.

From the data analysis, I conclude that the teacher performed the scaffolding talks throughout the lesson. The types of scaffolding talks performed by the teacher are as follows:

1) Offering explanation

At the beginning of the lesson, the teacher stated the goal of the lesson as the features of scaffolding talks.

“Now I’d like to give a different thing this morning”

“Let’s talk about shopping”

2) Motivating the students throughout positive verbal reinforcement

Teacher’s positive responses toward the students’ behavior are fundamental to motivate the students to be active during the learning process. The following excerpts show how the teacher gave the positive verbal reinforcement on supporting expression in the scaffolding talks to motivate the students:

“All right”

“Yes, you are right”

“Good”

“Thank you”

“You are a good girl”

“You are a good boy”

“You are very good students”

3) Prompting by providing clues

To facilitate the students in giving response, the teacher used prompting technique by giving clues or specifying the questions to make them clearer. The following excerpts are the examples of prompting technique applied by the teacher.

“What do you think about the mall?”

“How about you, Sukma?”

“Why do you like to go shopping?”

“Why do you like to go shopping in the mall?”

“What do you think about the situation?”

“Is it cool or hot?”

4) Providing model

Providing model for the students is one of scaffolding characteristics, in this case the teacher paraphrased the student’s answer into a complete sentence to provide model:

“Yes, we go to the mall for shopping.”

“You said that you like shopping in the mall.”

“Oh, there are many things over there.”

“Yes, you feel comfort over there.”

“Yup, it is cool.”

“Ok, so if you have much money, you will go shopping in the mall.”

5) Stimulating the students’ thinking process using probing questions

Stimulating students’ interest and maintaining their attention to the lesson is very important thing because motivation will never exist without interest. The following excerpts show how to the teacher gained the students attention before discussing the main subject:

“Ok, you can move your seat so that you can see the screen”

“Pay attention please!”

To stimulate the students’ interest and provide the bridge to build up new knowledge from the previous to facilitate learning, the teacher gave some questions that related to the topic with the familiar ideas he has. These are the excerpts of questions:

“Have you ever been in the supermarket?”

“Who ever have been in the supermarket?”

“Where supermarkets have you ever visited?”

“What for when you go to the mall?”

“Where do you usually buy for your daily need in the market or in the mall?”

Teacher helps the students to answer the question about the situation in the mall by giving the clues as follows:

“What do you think about the situation?”

“Is it cool or hot?”

“Then, is it nice or hot?”

6) Inviting students’ participation

The following excerpts are teacher’s scaffolding talks showing the students what they should do or providing clear direction:

“We are going to discuss SHOPPING.”

“Ok, pay attention!”

“Raise your hand if you ever have been in Supermarket.”

“Everybody, please, moves your seat and faces each other!”

“Please try to remember it and find the meaning!”

“Please check that you have understood the expression for shopping!”

“Everybody, please check!”

“Ok, now repeat after me!”

“Everybody, Stand up please!”

4.1.2 Teacher A (2nd turn, VII Grade)

Teacher A continued the topic “Go Shopping” that has been discussed the day before. It was the spoken cycle. In this session, he gave the students some copies that consist of some expressions for buyer and shopkeeper. The teacher asked the students to read the expression. After that he acted as a buyer and the students acted as a shopkeeper. Then he asked the students to practice role play based on the topic. The students pretended to be a shopkeeper and a buyer. Based on the data analysis, the teacher performed the scaffolding talks performed by the teacher are as follows:

1) Offering explanation

At the beginning of the lesson, the teacher stated the goal of the lesson as the features of scaffolding talks.

“Today, we will continue our discussion that we did yesterday. Yesterday we discussed about the topic in the screen.”

2) Motivating by positive reinforcement and paraphrasing the student’s answer

The teacher gave verbal reinforcement to motivate the students when they responded the teacher’s questions and the teacher’s instructions. To make a warm reaction, the teacher paraphrased the students’ responses. Paraphrasing the

students' answers also aimed at providing good model of language for the students as following excerpts:

“Okey”

“Good girl”

“All right”

“Thank you”

“Yeah”

“Okey, you are right.”

“Yes, it is a small mall from this class.”

“Yeah, today we will have a role play.”

“Yes, this place is to buy them.”

“Yes, stationary and gift shop.”

3) Prompting by providing clues

Questioning can be a means of gathering information of students' understanding or gathering feedback from the students as the following teacher' scaffolding talks:

“Do you still remember yesterday we discussed about the topic in the screen?”

“Do you know B & C mall?”

“Do you still remember the expression for shopping?”

“Do you still remember what you have to do today?”

“Would you like to open at handout three?”

“What kind of dress will you buy?”

“Where do you want to go?”

“Where will you drop?”

“Who had to be the shopkeeper?”

“What will you buy?”

4) Providing clear direction

Providing clear direction is one of the characteristics of scaffolding talks. It is for the students in order to know or understand what they should do or how to do to complete the task. The excerpts below show how the teacher provided direction for the students.

“Today, you have to do role play with your friend.”

“You have to make a group of four.”

“Now, look at handout three.”

“Please, tell to your friend what will you buy!”

5) Providing model

Providing model is also a characteristic of scaffolding as indicated by following teacher's talks:

“For example, a kilogram of sugar is seven thousands.”

6) Providing feedback after the students' responses

To show the ideal solutions or answers, the teacher provided feedback after the students' responses or answers as following excerpts:

“I am sure that everybody has done well to the homework that I gave to you.”

4.1.3 Teacher B (1st turn, VII Grade)

Teacher B in the first turn was introducing “a procedure text”. It was a spoken cycle at building knowledge stage. She introduced the vocabulary and sentences that usually used in procedure text. The teacher and the students discussed “How to Make Fried Rice”. There were interactions between them in teaching-learning process. The students always answered the questions given by the teacher. The teacher's talks were in the form of questioning, explaining, reinforcing, controlling, and evaluating. From the data transcription, teacher used some kinds of questions. They were yes/no questions and wh-questions that demanded single or two word responses. Based on the data analysis, the teacher performed the scaffolding talks performed by the teacher are as follows:

1) Offering explanation by starting or clarifying the goal of the lesson

At the beginning of the teaching episode, the teacher tried to gain the students' attention with showing some pictures. Before starting the activity, the teacher established the goal of the lesson as the following excerpts:

“Today we are going to discuss a procedure text.”

2) Making link

The teacher made a link by using a context familiar to the students, providing concepts the students have already learnt to build the topic.

The procedure text would be talked about special fried rice. To provide context for learning, the teacher tried to make link between the topic they would talk about and the students' experience in making fried rice to facilitate learning by giving questions to the students. Besides promoting the students' understanding, questions dealing with things familiar (they were shown by some pictures) to the students can also stimulate interest, attention and function as a means of managing the class as the following excerpts:

“What picture is it?”

“Do you like fried rice?”

“Can you make it by yourself?”

“What did you eat when you had breakfast this morning?”

“How about you, Intan?”

“Have you ever made it by yourself at home?”

3) Motivating the students

The teacher motivated the students by using the verbal reinforcement and using the student’s answer to solve a problem, agreeing the student’s answer with paraphrasing and asking the students to elaborate the previous answer, agreeing and asking collaboration is very significant to reinforce or motivate the students. The following excerpts show the teacher’s reaction after observing the responses from the students:

“Yes, very good”

“Ok”

“Very good girl”

“Yes”

“Yes, Intan had breakfast with soup this morning”

“Yes, but your answer is the same with your friend, give me another example!”

“Yes, how to make ice lemon tea”

“Yes, how to make furniture”

“What else?”

“Yes, water”

“Yes, boil the water”

“Yes, the first is goal”

“Yes, materials”

4) Providing clear direction

Providing clear direction about what the students should do is one of characteristics of scaffolding. Here are some excerpts as examples:

“Look at the first picture!”

“Ok, students, repeat after me!”

“Ok, you can see on your LKS/BKS at page 14”

“Could you please give the example?”

“Open your book at page 14!”

“Please, read!”

“Ok, all of you please read what a procedure text is!”

“Please, answer my question in Indonesia!”

“Now it is time to join with me to arrange the steps.”

“It is time to do the task ‘how to make a cup of coffee’”

5) Providing model

Providing model for the students is one of scaffolding characteristics. In this case the teacher paraphrased the student's answer into a complete sentence to provide model:

“Yes, Intan had breakfast with soup this morning”

“Yes, boil the water”

6) Inviting the students' participation

Questioning can be a means of gathering information of the students' understanding or gathering feedback from the students as the following teacher's scaffolding talks:

“Do you still remember what a procedure text is?”

“What are the generic structures of procedure text?”

“Do you think they are steps?”

7) Making emphasis to promote understanding

Making emphasis to facilitate learning is very important to the students' comprehension as in the excerpts below:

“Ok, don't forget to add the salt”

Recalling skills and concepts which the students have already learnt to build the topic or task being set is one way of improving the students'

understanding. In this case, the teacher asked several questions dealing with the generic structures of the generic structures of procedure text as in the excerpts below:

“After you know what a procedure text is, now, what are the generic structures of a procedure text?”

4.1.4 Teacher B (2nd Turn, VII Grade)

In the second turn, teacher was discussing “a descriptive text”. It was a spoken cycle. The teacher gave so many questions to make the students active to participate. She was also using so many pictures so that the students interested in the topic given. She used the pictures to invite students’ responses in answering the questions and built their knowledge in describing the profession in the pictures given. From the data analysis, it can be concluded that the teacher used scaffolding talks to facilitate the students’ learning. The types of the scaffolding talks performed by the teacher are as follows:

1) Offering explanation

At the beginning of the lesson, the teacher stated the goal of the lesson as one of the features of scaffolding talks.

“Today we are going to discuss the topic ‘profession’”

“Now, discuss the pattern of simple present tense”

2) Making link and stimulate student's interest

The teachers made a link to help the students connect the previous knowledge and the new one.

Stimulating students' interest and maintaining their attention to the lesson is very important as motivation will never exist without interest. Therefore, the teacher used some pictures to help her in making some question related to the topic. The following excerpts show how the teacher gained the students' attention before discussing the main subject.

“Ok, students today I have some pictures”

“Look at this picture!”

“Very good students”

“Who is your father?”

“Where does your father work?”

3) Motivating the students

As the students gave responses to the teacher's questions, the teacher showed positive responses by giving positive verbal reinforcement, using the students' responses by paraphrasing them, or asking the other students to elaborate the previous response using the skill of redirecting. We can see the teacher's scaffolding talks performed by the teacher in the following excerpts:

“Yes”

“Good”

“It is right”

4) Prompting by providing clues

The teacher provided clues to help the students to describe a profession. Providing clues is also used by the teacher to facilitate the students in giving response. She gave some clues of specifying the questions to make them clearer. The following excerpts are the examples of prompting technique applied by the teacher.

“I am a teacher”

“Who is your father?”

“I teach in the school.”

“Where does your father work?”

“I teach the students.”

“What does your father do in the office?”

“What is white board in Indonesia?”

5) Providing clear direction

The following directions are teacher’s scaffolding talks showing the students what they should do or providing clear direction.

“Now, let’s discuss simple present tense”

“Now, let’s discuss the pattern of simple present tense”

“Now, look at the picture!”

“Now, look at the examples here, ok!”

“Let’s discuss the sentence”

“Listen to your friend!”

“All of you please look at the board”

“Ok, Resa please come forward to describe the profession from this picture!”

“Can you help your friend to answer my question?”

“I’ll give you the copy for your homework”

6) Providing model

Providing model for the students is one of scaffolding characteristics. In this case the teacher paraphrased the student’s answer into a complete sentence to provide model:

“Ok, your father is a civil servant”

“Yes, he is a doctor”

7) Making emphasis to promote understanding

Making emphasis to facilitate learning is very important for the student comprehension as in the excerpts below:

“Don’t forget to add s or es to the verb when you use he, she, it, for the name of person or things.”

“Don’t forget to add an article ‘a’”

“Don’t forget to add full stop in positive sentence”

8) Inviting the students to participate and contribute clues

Though-provoking question is advisable to provide opportunities for the students’ development as soon as their understanding improves.

“Do you know what profession is?”

“What are every day activities?”

“What do you mean?”

“Do you think it is right?”

“Do you think so?”

Supporting expression as the following excerpts can also motivate the students.

“Please, read to your friend!”

“Please, tell to your friends!”

“Come forward, please!”

“Speak up, please!”

“Any questions?”

4.2 Speech Functions Performed in Teachers’ Scaffolding Talks

In this part, I present the speech function analysis of the teachers’ scaffolding talks and their implementations. There are four basic move types (statement, question, offer, and command). Here are the discussions.

4.2.1 Teacher A 1st turn, VII Grade

Based on the analysis, the speech function performed by the teacher in his scaffolding talks were statement, question, and command. There were not found offer in his scaffolding talks. When the class discussed the topic “Go Shopping” at building knowledge of the field stage in spoken cycle, at the beginning of the lesson, the teacher stated what topic the class would have. Statements were also used to explain the material, to give reinforcement, and to provide direction for the students, such as in “Now I’d like to continue to the next.” The teacher used question to invite the students’ participations during the discussion of the topic. And he used command to show the students what and how they would complete the task. In this case, it was performed to invite the students’ participations, such as in “Pay attention, please.”

4.2.2 Teacher A 2nd turn, VII Grade

The class continued the topic that has been discussed before. The teacher asked the students to do the task in group. One group consisted of four or five persons. In the discussion, he performed speech functions in his scaffolding talks were four basic move types. They were statement, question, offer, and command. The most frequent speech function performed by the teacher was statement. It was different from the speech functions he performed before in which most of the speech functions were questions and there is not offer in the speech functions he performed before. The teacher used statement in his scaffolding talks to establish the topic or activity they would have. Statements were also performed to explain the new material or knowledge about transactional text, to emphasis the main point and to motivate the students through positive verbal reinforcement or to paraphrase the students' answers to provide language model. Questions were used to engage the students in the classroom interaction, to contribute clues, to build on the topic being talked about, to check the students' understanding and to review the material having been discussed in the previous lesson. To control the class, he used questions. The teacher used offer to invite the students' participation. Commands were also used by him to provide clear direction about what and how they should do the task given.

4.2.3 Teacher B 1st turn, VII Grade

From the result of data analysis, the most frequent speech function performed by the teacher was question. The other speech functions performed

were statement, offer, and command. The questions used by the teacher were to check the students' understanding and invite students' participation. The statements performed by the teacher were used to tell the students' activity they would have, deliver new knowledge, and make emphasis to provide language model and provide feedback for the students, express argument towards the students' responses as positive reaction. She used offer to make the students think hardly to answer the questions given and to make the students to be active in learning process. She used command to show the students how they should do on complete the task.

4.2.4 Teacher B 2nd turn, VII Grade

In the data analysis, the most frequent speech function performed by the teacher was statement and followed by question, offer, and command. In this classroom discourse, the teacher used statements to state the goal of the lesson, reinforce the students through positive verbal reinforcement such as good, yes, very good, etc. She also used statement to make emphasis on what she had explained. Questions used by the teacher to check the students' understanding or review what had been given previously, invite the students' participation either by giving examples or answering the teacher's questions and ask the confirmations. She used offer to invite the students' participation in answering teacher's questions. She used command to provide direction about what the students should do on how they should do or complete the task given.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion. They are drawn from the analysis in chapter four.

5.1 Conclusion

The conclusions which are drawn from the analysis are as follows:

1) **The Types of Scaffolding Talks Performed by the Teacher**

In this study, the teachers basically implemented the scaffolding talks to build the students' understanding and material given. They performed some types of scaffolding talks from the beginning to the end of teaching learning process in the English class. The types of scaffolding talks they performed are relatively similar. They stated the goals of the lesson and providing clear direction, motivating students, monitoring feedback, prompting, inviting students' participation, making link, stimulating students' thinking process, and modeling.

At the beginning of the lesson, the teachers offered explanation to state the goal of the lesson as one of the characteristics of scaffolding and provide direction about what the students should do or the activity in the class would have. In the middle of the lesson, the teachers invited the students to participate in the discussion of the topic by asking a series of questions. They also used questions to check the students' understanding. They explained the material using the technique of making link and made emphasis on important points through

repetition or applying verbal markers of importance. To emphasize the main points, the teachers used the skill of structuring in explaining i.e. by involving the students to repeat the main point. In their scaffolding talks, they often performed positive verbal reinforcement to motivate the students. They showed enthusiasm towards the students' responses by accepting and paraphrasing the answers or agreeing and asking the other students to elaborate the previous answers. Paraphrasing the students' answers was also done to give good model of the target language. Providing clear direction to reduce the students' confusion and frustration and to make the task manageable and achievable was found in the teachers' scaffolding talks. To develop the students' understanding, the teachers provided model or example to give concrete description of the new material as the scaffolding talks. The scaffolding talks performed by the teachers were also in the form of providing feedback to show the ideal solution or answer. After the explanation, they made summary and gave the evaluation for the students. The evaluations were for seeing the students' understanding by asking them to make examples of the new concepts of demonstrating skills about the topic have discussed.

From the data analysis, it is obvious that the teachers performed their scaffolding talk to build the classroom discourse. It was teachers-initiation in the form of questions, students' responses, and teacher evaluation or feedback. The students' responses were mostly yes/no and single or two words or clause responses. It means that the teachers still dominated the talks.

2) The Speech Function Performed in the Teachers' Scaffolding Talk

The teachers performed their speech functions in their scaffolding talks. They are statement, question, offer and command. Offer is seldom performed in the scaffolding talks. In teaching-learning process, the teacher built the students' knowledge of the topic. In these activities, questions and statements dominate the class activities. Statements are mostly used for establishing the topic, explaining or delivering the knowledge or the material dealing with the topic. The teachers also use the statement to express positive verbal reinforcement. In general, questions are frequently used to invite the students' participation. However, the questions performed by the teachers are frequently of elliptical interrogative and yes/no questions. Questions of full interrogative and questions with longer answers demanding natural language use and critical thinking for the students' language and cognitive development are rarely used. Teachers usually perform offer when the students look confused or have problem while completing the tasks. Meanwhile, the teacher use command to provide direction about what the students should do. They also used command to invite the students' participation during the discussion of the topic as well. They often performed command in the form of imperative sentence while inviting the students' participation.

5.2 Suggestion

Based on the analysis and the conclusion above, some suggestions offered as follows:

- 1) Teachers in this study implemented some types of scaffolding talks during the teaching learning process; their domination in the classroom interaction was still occurred. Thus, they should not always use yes/no questions. They should vary their patterns of interaction. They should not only use questions that recall concepts or facts for the students but also use discussion based format that encourage inquiry to provide Zone of Proximal and Development (ZPD) for the students and improve the students' awareness of the conventionalized pattern.

The teachers have to give more opportunity to the students' engagement in the interaction. They can make the students give response to any other members taking turn in the interaction or initiate the interaction. They should also make the students comfortable without being afraid of making mistakes in using the language and feel free to participate in the interaction. Therefore, it should be suggested that the teacher should keep scaffolding the students to help them to be independent learners.

- 2) The teachers implemented four basic of speech functions in their scaffolding talks during the teaching learning process, but their domination in using questions and statement are still apparent. Actually, the teacher should not use the question to get student' response and to check their

understanding. They also can use incomplete statement and invite the student's response by completing the task.

It is also advisable for the teachers that they should not only use question all the time to get student's responses and to check their understanding but also they should perform offer although they think that the students do not look confused or find some difficulties in learning process.

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