



**SCAFFOLDING USED BY THE TEACHER IN TEACHING
ENGLISH AT JUNIOR HIGH SCHOOL 2 BOBOTSARI**

Final Project

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Pendidikan in English Language Education

By

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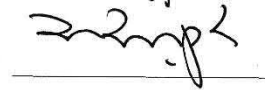
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Semarang, July 2019



Evi Fatonah

MOTTO AND DEDICATION

“Man Jadda Wajada: Siapa bersungguh-sungguh pasti berhasil”

Never stop dreaming, never stop believing, never give up, never stop trying, and never stop learning. (Roy T Bennett)

This final project is dedicated to:

- My Beloved Parents (Wagiman and Uminah (Alm)).
- My Brother (Ali) and Sisters (Eli and Eni).
- English Department of UNNES
- My Best Friends

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ABSTRACT

Fatonah, Evi. 2019. *Scaffolding Used by the Teacher in Teaching English at Junior High School 2 Bobotsari*. Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Prof. Dr. Dwi Rukmini, M.Pd.

Key words: Scaffolding, teaching, students' development.

This study focuses on the scaffolding used by the teacher in teaching English at Junior High School 2 Bobotsari. This study aims to explain kinds of scaffolding used by the teacher, how the scaffolding meets the learning goals, and kind of scaffolding mostly used by the teacher.

This study was a qualitative research. The data were taken by interviewing an English teacher and taking videos of her teaching in the classroom. The videos were transcribed and analyzed in the following steps: noticing, collecting, thinking, and describing.

Based on the results of the analysis, the researcher concluded that the English teacher under the study in Junior High School 2 Bobotsari almost uses all kinds of scaffolding in the teaching and learning process. They are modelling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. The teacher uses each kind of scaffolding in some certain situations. It suites with the students' need in ZPD. She uses it by explaining the material in detail, giving and demonstrating an example, asking the students some questions, relating the material to the surrounding's things, showing media, making gestures of her body, doing activities in the class, and evaluating student's work. After the students were given those scaffolding, they have a better understanding, they can imitate, think, learn, connect, and identify the material, and they become independent in doing the tasks. It can be seen when they could answer the teacher's questions related to the material, pronounce some words correctly, make a descriptive text by themselves and also enjoy the activity in the classroom. It means that the scaffoldings that she used in the classroom have met the learning goals. The scaffolding mostly used by the teacher in her teaching in the classroom is modelling.

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LIST OF ABBREVIATION AND ACRONYMS

ZPD : Zone of Proximal Development

ESL : English as Second Language

EFL : English as Foreign Language

MKO : More Knowledgeable Other

M : Modelling

B : Bridging

C : Contextualizing

S : Schema Building

R : Re-Presenting Text

D : Developing Metacognition

T : Teacher

RS : Researcher

S : Student

CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, scope of the study, and outline of the study. The following are the elaboration of each subdivision.

1.1 Background of the Study

English is an international language that has been used in almost every country in the world to communicate. Indonesia is one of the countries that has used English as a foreign language either in formal or in informal purposes. In Indonesia, English is included in the educational curriculum. Based on current curriculum, curriculum 2013, the purpose of the English education in Indonesia is enabling the students to use English to communicate both in spoken and written. In this curriculum, the students of junior high school are able to be targeted to achieve the functional literacy level.

Teaching English in junior high school is not as simple as we thought. It is not only about teaching reading and writing the text without communicative purpose, but also developing students' ability or skill to negotiate meaning, clarifying issues, exploring difficulties, problem solving skill and independent. While sometimes most of the students difficult to understand English well because they have just taught English for the first time in junior high school, especially for seven grade.

To achieve the literacy level that curriculum targets, the role of the English teacher is important. A teacher has some roles such as teacher as facilitator, controller, tutor, etc. The roles might change from one activity to another, or from one stage of an activity to another (Harmer, 2001). All of the roles have aimed to mediate the students to be able to achieve the target language well and students' development with various ways, such as applying the suitable approach and methods; giving a good model; selecting a suitable strategy; giving more learning experience; etc.

One of the strategies that the teachers should have in order to achieve students' development is scaffolding. Scaffolding means support. Scaffolding is closely related to the Zone of Proximal Development (ZPD). Scaffolding can occur within the ZPD, because the ZPD is the area in which the students need scaffolding from the teacher to pass or complete the task. The definition of ZPD that defined by Vygotsky (as cited Walqui, 2006) "It is the distance between the actual developmental level as determined by the ability of the students to solve the problem independently and the potential development level as determined by the ability of the students to solve the problem under adult guidance or with more capable peers". It means that the teachers are able to give an appropriate guidance, help, support and facilities the students bridge the gap between what they can do themselves and what they can do to help. It is obvious that the role of the teacher is to help the students move from the performance level to the potential level (Smidt, 2009).

In the ZPD area the role of the teacher is important to scaffold the students to achieve the target of learning English are expected. The teachers should be able to

mediate independent learning zone by using scaffolding. Therefore, the target can be achieved well without any difficulties.

According to Bruner et. al. (as cited in Ismail et. al., 2015), “Scaffolding is a support, help, and guidance provided by more knowledgeable or capable person (teacher or parent) to do a task that the children would not be able to complete by themselves”. Based on the statement, the scaffolding is needed for the students. The English teachers should be able to scaffold well, it means they should be able to be a good assistant, good guide, good facilitator, good mediator, and good model for their students. They should not only master in teaching materials, but also their language skill in transferring the knowledge.

According to (Halls, 2008) some benefit of scaffolding for the students such as, the students more motivate to learn, the students are interested in doing tasks that given, scaffolding allows the students to be more active in their own learning, scaffolding can minimize the students’ frustration in doing the task, and so on. In means the competence of the English teacher is needed to employ the scaffolding easily.

As we know that the teacher talks during the teaching and learning process at the school are delivered in English, in Indonesian, or in Javanese. It occurs because some teachers of English are lack of confidence to speak English or because teaching in junior high school sometimes most of the students are not able to catch what their English teachers are talking about and not able to understand the material.

In general, most of the teachers do not always have awareness to use scaffolding for their students in their teaching process. Well, sometimes most students, especially

in junior high school are not able to catch what their English teachers are talking about and not able to understand the material, they also cannot do the tasks themselves. Moreover, we know that English is a foreign language. It is very difficult for the students to adapt easily and quickly. Therefore, the teachers are required to have many ways for students to interact, understand, and do the task using English. Consequently, the teachers should use scaffolding for their students with their own ways appropriately and creatively in the teaching process.

The teachers may use some types of scaffolding. There are six types of instructional scaffolding. They are: modelling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition (Walqui, 2006). Based on the statement the teacher can use those scaffolding in teaching learning process in order to achieve the target of learning English.

There are some studies have been done about scaffolding. Some of them are, Tyas (2009) who conducted the study entitled Teachers' Scaffolding Talk in Teaching Speaking. In her study she found out kinds of scaffolding, but she did not explain how the scaffolding met the goal and what kind of scaffolding mostly used in the teaching process.

Another study related to this research conducted by Surtiati (2008). She conducted a study entitled Teachers' Scaffolding Talk in English Class at Senior High School. In her study, she conducted the study at senior high school and she found out kinds of scaffolding, but she did not explain how the scaffolding met the goal and what kind of scaffolding mostly used in the teaching process.

Therefore, the researcher conducted a study which is different from other researchers above. In the study, the researcher wants to analyze kinds of scaffolding used by the English teacher, how the scaffolding meets the learning goals, and what kind scaffolding mostly used by the English teacher in the teaching process. The study also conducted at junior high school. The researcher hopes it can be referred to the teachers to improve their teaching in order to achieve the target of language learning.

1.2 Reasons for Choosing the Topic

This research focuses on the use of scaffolding in teaching English. Some reasons are taken into account in choosing the topic. They are:

- (1) In order to achieve the target of language learning, many educators do not always have awareness to use scaffolding for their students in their teaching process. While, sometimes most students, especially in junior high school are not able to catch what their English teachers are talking about and not able to understand the material, they also cannot do the tasks themselves. Moreover, we know that English is a foreign language. It is very difficult for the students to adapt easily and quickly. Therefore, the teachers are required to have many ways for students to interact, understand, and do the task using English. Therefore, the researcher hopes the teachers will develop their strategy in teaching, especially in supporting the students.
- (2) Teaching English in junior high school is not as simple as we thought, especially for seven grade. Most of the students of seven grade are difficult to understand English well because they have just taught English for the first time in junior high

school. This study was conducted at junior high school 2 Bobotsari which is located far enough from central city where the students come from rural area. The students of seven grade have just taught English for the first time. Therefore, they lack of vocabulary, have low of motivation in learning English and speaking problem, and also lack of confident. Therefore, the teachers are required to have strategies in teaching English, one of them is using scaffolding.

- (3) Scaffolding is expected to become one of strategies that used by the teachers to support the students in order to achieve the target of learning language. Therefore, the researcher hopes the teachers should use scaffolding for their students with their own ways appropriately and creatively in the teaching process.

1.3 Research Problems

Based on the background stated above, the research problems of this study are:

- (1) What kinds of scaffolding used by the English teacher in the teaching learning process?
- (2) How does the scaffolding meet learning goals?
- (3) What kinds of scaffolding are mostly used by the English teacher in the teaching learning process?

1.4 Objectives of the Study

The objectives of the study are:

- (1) to analyze kinds of scaffolding in order to show kinds of scaffolding used by the English teacher in teaching English.

- (2) to analyze the scaffolding that used by the English teacher in order to explain how the scaffolding meets learning goals.
- (3) to analyze kinds of scaffolding mostly are used in order to find out kinds of scaffolding are mostly used by the English teacher in teaching English.

1.5 Significance of the Study

The result of the study is expected to be able to give some benefits as follows:

- (1) Pedagogically, this study can be used as one of references for conducting a similar study. The other researchers may develop the scope of analysis of scaffolding used by teachers in teaching English.
- (2) Practically, the result of the study will show how scaffolding is used by the other. Thus, they can take a good side of some kinds of scaffolding and combine with their own way in supporting the students in order to support them in achieving their development.
- (3) Theoretically, it invites everyone to develop their creativity in maintaining and increasing the achievement and the development through scaffolding, not only in the classroom, but also at home, at the office, and everywhere.

1.6 Scope of the Study

This study will highlight scaffolding used by the English teacher. It is limited to kinds of scaffolding used by the English teacher, how the scaffolding meets the learning goals, and the kinds of scaffolding which are mostly used by the teacher in teaching learning process in the classroom. This study is conducted at junior high school 2 Bobotsari.

1.7 The Outline of the Study

This final project is organized into five chapters. Chapter I presents an introduction which consists of the background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, scope of the study, and outline of the study.

In chapter II reviews about the related literature which consists of three sub chapters. The first presents the review of previous studies, the second is about the theoretical study, and the last is about the theoretical framework of this study.

In chapter III the research methodology is discussed in seven sub chapters, they are research design, subject of the study, the object of the study, the role of the researcher, procedures of collecting the data, procedures for analysing the data, and triangulation

In chapter IV reports the result of the study, which consists of the findings of the study and the discussion of the study.

The last chapter presents the conclusions of the study based on the result of the study and the suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three subdivisions. The first part shows some previous studies conducted by the other researchers related to this study. The second part presents the theories that are used for the basic of the study. The last part is theoretical framework. It deals with the limitation of the study. The following are the elaboration of those subdivisions.

2.1 Review of the Previous Studies

In this review of previous studies, the researcher would present some previous studies related to the topic that are divided into two subtopics. There are teaching English in junior high school and teacher's scaffolding.

There are some studies that have been investigated about the challenges of English teachers in teaching English in junior high school. Teaching English as foreigner language is challenging where the education in Indonesia especially for high school, English is one of the subjects that is examined in national examination. While in the current curriculum, English education in Indonesia is enabling the students to use English to communicate both in spoken and written. In this curriculum, the students of junior high school are targeted to be able to achieve the functional literacy level. Some studies argued that the teachers found that English is difficult to use in class. A number of challenges are coming from students, teachers, and the school's facility. The

students' challenges are the low motivation, lack of vocabulary, speaking problem, students' barriers, lack of discipline, and the role for English outside the classroom is not active. Therefore, they do not feel the immediate need to learn English. The teachers' challenges are shortage of teachers' training, language proficiency issue, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development. The common challenges from the school's facility is inadequate facilities. From the above case, it can be concluded that the teachers need to motivate students to learn English by applying various teaching methods and techniques as well as their speaking competence in class to achieve the students' motivation and teachers also must reward efforts of learners to motivate their struggle to acquire the language skills. The teachers have to match students' proficiency level and learning situation, provide motivational feedback, look for appropriate methods or materials, and teachers' self-reflection. In addition, the school should make available necessary facilities that will empower teaching and learning of English and also school management should arouse the interest of English learners by providing relevant equipment and facilities for effective English teaching and learning (Yulia, 2013; Songbatumis, 2017 ; Fatiloro 2015 ; Goodrow,2016 ; Akbari, 2015).

One of the strategies that the teachers should have in order to achieve students' development is scaffolding. Scaffolding means support. Scaffolding can occur within the ZPD because the ZPD is the area in which the students need scaffolding from the teacher to pass or complete the task. It means that the teachers are able to give an

appropriate guidance, help, support and facilities the students bridge the gap between what they can do themselves and what they can do with help.

A number of studies have investigated about teacher's scaffolding. There were some studies which explored the kinds of scaffolding used by the teacher during the teaching and learning process and the ways a teacher provides scaffolding. There are some types of scaffolding proposed by some experts. First, the theory of types of scaffolding that the researcher found in the previous studies that was proposed by Walqui (2006). There are six types of scaffolding that are proposed by Walqui (2006). He classified the type of scaffolding into six types, they are modelling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. Walqui (2006) stated that Modelling means giving an example or demonstrating the material with proper language is necessary in the process of teaching in order to make better understanding to the students about the lesson. Bridging means a way to make students think and learn about new knowledge or concept. Contextualizing means giving examples of an event in a different way, based on their world. Schema Building means build an understanding of new knowledge to the students. Schema building means the teacher should create some parts of the material which connect each other. Re-presenting a text here means the teacher facilitates students to take point of the text easier. Developing Metacognition, in this part, the teacher takes role as an evaluator and a monitor. There are many researchers applied this theory to their study, for example Surtiati (2009), Dewi (2013) and Kamil (2017).

Those studies had the same purposes which was to describe the types of scaffolding that used by the teachers in the teaching process. However, some of them had a different further purpose. Surtiati (2009) aimed to know linguistic features characterize the scaffolding and the speech function are realized. Dewi (2013) and Kamil (2017) aimed to know ways a teacher provides scaffolding, and benefits and challenges of scaffolding in teaching. In gaining the data those three studies used classroom observation, but Dewi (2013) and Kamil (2017) added field notes, and semi-structured interviews. Surtiati (2009) observed three English teachers as the participants of the study. Dewi (2013) observed one English teacher and 27 students as the participant. The results of those three studies showed that the teacher reveal those types of scaffolding. Dewi (2013) showed that the teacher provided seven types of scaffolding, the most scaffolding used by the teacher is modelling stage of the curriculum cycle and the result also showed that the teacher faced some benefits and challenges in providing scaffolding. Kamil (2017) showed that the teacher used six types of scaffolding. The most scaffolding that used are Building the Field and Modeling stage. The results also showed various ways were used by the teacher to provide scaffolding and the teacher also faced some challenges in using scaffolding. While in the study of Surtiati (2009) the teacher applied scaffolding talks, the most scaffolding that used is explanation. The results also showed that the teacher used the most linguistic features is identifying process, the most mood types that used is declaratives, and the speech function mostly used is statement.

Another theory about types of scaffolding is theory by Roehler, R., Laura and Cantlon, J., Danise. (nd). They categorized the scaffolding into five types. They are offering explanation, inviting student's participation, explicit modeling or desired behaviors, verifying and clarifying student's understanding, and inviting students to contribute clues. This theory was applied by Tyas (2009) and Anggraini (2018). These studies had the same purposes which were to describe the types of scaffolding that used by the teachers in the teaching process. However, some of them had a different further purpose. Tyas (2009) aimed to know the speech functions in the scaffolding talks of the teachers while Anggraini (2018) aimed to analyze student's responses toward scaffolding technique used by the teacher. In gaining the data those studies used different technique and participant. Tyas (2009) collected the data by recording the teaching and learning process of the two teacher. Meanwhile, Anggraini (2018) collected the data by observing, interviewing, and giving questionnaire. The participants in her study were a teacher and the students. The results of those studies showed that the teacher used types of scaffolding. Tyas (2009) showed that the teachers 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 results also showed that the speech functions performed by the teachers are statement, question, offer, and command. Anggraini (2018) showed that the teacher used some kinds of scaffolding types in teaching, they were: questioning, explaining, giving conclusion, instructing and inviting student

participation and the response of the students toward the scaffolding were interested in learning activities and they were active in the class.

Some researchers also conducted the study related to scaffolding that focused in teaching English skills. They are Rahmah & St, Nur (2016), Dewi & Yuseva (2016), Veeramuthu et. al. (2011), Prasetya (2012), Faraj (2015), Al-Yami (2008), Vonna et. al. (2015), Anggraini (2018), Tyas (2009), Kamil (2017), and Dewi (2013). There are four important English skills that must be mastered by students in learning English. They are listening, speaking, reading, and writing. All of them have to master by the students in learning English in order to achieve communicative purposes, to achieve language target, and also to achieve the curriculum target. One of strategies to achieve it is using scaffolding in the teaching process. Some studies have been conducted to investigate the effectiveness and advantage of scaffolding in teaching some English skills. Those studies showed that the implementation of scaffolding gave benefits for the students. The benefits were challenging the students through deep learning and discovery, engaging the students in meaningful and dynamic discussions in the small and the large classes, and motivating the learners to become better students. Some studies also showed that scaffolding technique used by the teacher in teaching process is effective and improved writing and listening skills. From those studies, it was proven that scaffolding has the important advantages and roles in teaching English skills. It can be concluded that teachers have to use scaffolding in their teaching process as one of the effective teaching strategies.

Some researchers also conducted the study that focused on the effect of scaffolding. They are Pol et. al. (2015), Rezaee et. al. (2018) and Vonna et. al. (2015). Those studies aimed to investigate the influence of scaffolding to the students' achievement. Those studies had different technique and participant in collecting the data. Pol et. al. (2015) from classroom studies exists with the current experimental classroom study and there were thirty social studies teachers of pre-vocational education and 768 students (age 12–15) as participant. Vonna et. al. (2015) used quasi-experimental research with nonrandomized control group design. The total number of participants was 36 students who were in two different groups: experimental group and control group. There were twenty students in the experimental group and sixteen students in the control group. Rezaee et. al. (2018) used experimental study. The researchers used 100 Iraqi EFL university students as the participant. The participants were divided into two groups: experimental and control groups. The results of those study showed that using scaffolding strategies throughout the teaching process is more effective and also can improve the students' achievement. From those studies, it was proven that scaffolding used by the teacher has effect in the teaching and learning process, so that the teachers have to use scaffolding in their teaching as one of the effective teaching strategies.

Another study related to the scaffolding was conducted by Samana (2013) and Pentimonti & Laura (2010). Samana (2013) conducted the research to investigate scaffolding from a teacher and classmates while students were doing tasks in the classroom. The participant in this study were EFL students with low English

proficiency, the research compared the scaffolding strategies used by the teacher to by the classmates. He collected the data by collecting audio recorded talks from the students as students' task and interviewing the students. Based on the result, it can be concluded that the teacher and the students provided scaffolding differently. The teacher considers necessarily and withdraws when it is not needed. The students are not able to control the degree of assistance. They tell everything they know. They are willing to share what they know. The scaffolding from students may help complete tasks, but it may not enhance learning as much as the scaffolding from the teacher. The teacher carefully and gradually gives scaffolding while students give fast and direct solutions. While, Pentimonti & Laura (2010) conducted the study aimed to characterize preschool teachers' use of six types of scaffolds. The data were collected by videotaping classroom observation. The subject in this study were five preschool teachers. The result of the study showed that the teachers showed a preference for three types of scaffolding, all of which were low support, and that the three types of high support scaffolds occurred at very low rates.

Therefore, the differences between the researchers from all those previous studies is most of previous studies conducted focus on the kinds of scaffolding ,the effect and the scaffolding used by the teacher in teaching specific English skill. Most of the previous studies did not provide how the teacher used scaffolding in the class. Most of the previous studies was conducted in the college or in the senior high school, some of the previous studies were also conducted in young learners. Thus, the researcher conducted the research about scaffolding used by the teacher in junior high

school which provides kinds of scaffolding, how the teacher uses the scaffolding in the process of teaching learning in the class and also provides kind of scaffolding mostly used by the teacher. This study also does not focus on investigating on teaching specific English skill. The research is conducted at Junior High School 2 Bobotsari.

2.2 Theoretical Studies

This part discusses some theories which support this study. The researcher takes some relevant theories related to the topic from many sources.

2.2.1 The Role of Teacher

The role of the teacher in the teaching and learning process may change from one activity to another, or from one stage of an activity to another. The role is designed to help the students learn and to facilitate the students' progress (Harmer, 2001).

(Harmer, 2001) states some roles of a teacher, they are:

(a) Teacher as a controller

The teachers are able to control the students in different situations where students are working on their own or working in groups. Control take the roll, tell students things, organize drills, read aloud, and in various others ways exemplify the qualities of a teacher-fronted classroom. There are times when acting as a controller makes sense for example when announcement is needed to be made, when order has to be restored, when explanation is given, or when the teacher is leading a question and answer session.

(b) Teacher as an organizer

Teacher as an organizer is one of the important roles. It involves giving the students information, telling them how they are going to do the activity, putting them into pairs/groups, and closing things down when it is time to stop. The first thing we need to do when organizing something is to get students involved, engaged, and ready. Organize some kind of feedback is also important.

(c) Teacher as an assessor

The students need feedback from the teacher of their performance. In this role the teacher is offering feedback and correction and grading students in various ways. The teacher should tell the students what she/he is looking for what success looks like so that they can measure themselves. Therefore, the students have a clear idea of what they need to concentrate on. When we act as an assessor, we must be sensitive to the students' possible reactions.

(d) Teacher as a prompter

When students do activity or role play in the class, sometimes they lose words or lack of vocabulary. In this case the teacher has to encourage the students to think creatively and speak English rather than mother tongue. We need to prompt them sensitively and encouragingly.

(e) Teacher as a participant

In this role the teacher joins in an activity as a participant not as a teacher. Therefore, the students will enjoy having the teacher with them, and for the teacher, participating is more enjoyable than acting as a resource.

(f) Teacher as a resource

The students need a resource from their teacher. The teacher have to encourage the students to use resource material for themselves and become independent, the teacher also have to answer question about what a word or phrase means.

(g) Teacher as a tutor

As a tutor we can act working with individuals or small groups, pointing them in directions they have not yet thought of taking. In more personal contact, the learners have a real chance to feel supported and helped, and the general class atmosphere is greatly enhanced as a result.

(h) Teacher as an observer

When observing students, we should be careful not to be too intrusive by hanging on their word, by getting too close to them, or by officiously writing things down all the time. Taking notes on students' performance is also often useful. We need to be able to work and observe simultaneously, listening and watching so that we can create the best report between ourselves and our students. Observing students is not only in order to give feedback but also to judge the success of the different materials and activities that they take into lesson.

2.2.2 Micro Skill of Teaching English

In teaching learning process in the classroom, the teacher should have an ability in conducting a class, it refers to micro skill. It is related to interaction that influenced some changes between the students and the teacher in the classroom. Micro skills are divided into five series of courses.

The general sequence of the series of courses is as follows.

- (a) Series 1 – Comprises courses on the skills of reinforcement, basic questioning, and variability.
- (b) Series 2 – Deals with explaining, introductory procedures and closure, and advanced questioning.
- (c) Series 3 – Treats classroom management and discipline skills.
- (d) Series 4 – Treats skills of guiding small group discussion, small group teaching, and individualized teaching.
- (e) Series 5 – Deals with skills concerned with developing pupils' thinking through guiding discovery learning and fostering creativity. (Turney, et. al., 1983).

Those micro skills will support the teacher to become an effective teacher.

There are some characteristics of effective teachers. They are:

- (1) Effective teachers have personal qualities. It means that the teachers can develop caring human relationships with their students, parents, and colleagues.
- (2) Effective teachers have broad knowledge on many aspects to support their teaching.
- (3) Effective teachers have to stimulate students' motivation, to enhance student achievement of basic skills, to develop higher-level thinking, and to be independent students.
- (4) Effective teachers are able to teach the students to love the process of learning, enhance student learning and improve schools. (Arends, 2011).

In the third characteristic is stated that the teachers have to stimulate students' motivation, to enhance student achievement of basic skills, to develop higher-

level thinking, and to be independent students. There are some various ways to achieve them. One of them is by applying scaffolding in the classroom.

2.2.3 Teacher's Talk

Teacher's talks are very important in order to achieve literacy level. It happens in the classroom between the teacher and the students. Without talking, the teacher could not give or explain the teaching materials, and it means that there are not interactions in teaching-learning process.

There are two types of teacher's talk, namely teacher's main talks and teacher's scaffolding talks (Agustien in Tyas, 2009).

- (a) Teacher's main talks are teacher's talks which are related to the idea mentioned in the topic in the lesson.
- (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.

2.2.4 Zone Proximal Development

The concept of scaffolding is related to Vygotsky's sociocultural theory. According to the sociocultural theory, there were three important constructs in students' learning, they are, social interaction, zone of proximal development (ZPD) and more knowledgeable other (MKO). The first construct in Vygotsky's theory is the social interaction. Vygotsky (1978) stresses that social interaction has important role of students' cognitive development since it occurs first on an interpersonal level and later

internalized as intrapersonal level. The second construct is the zone of proximal development (ZPD) as seen on Figure 2.1.

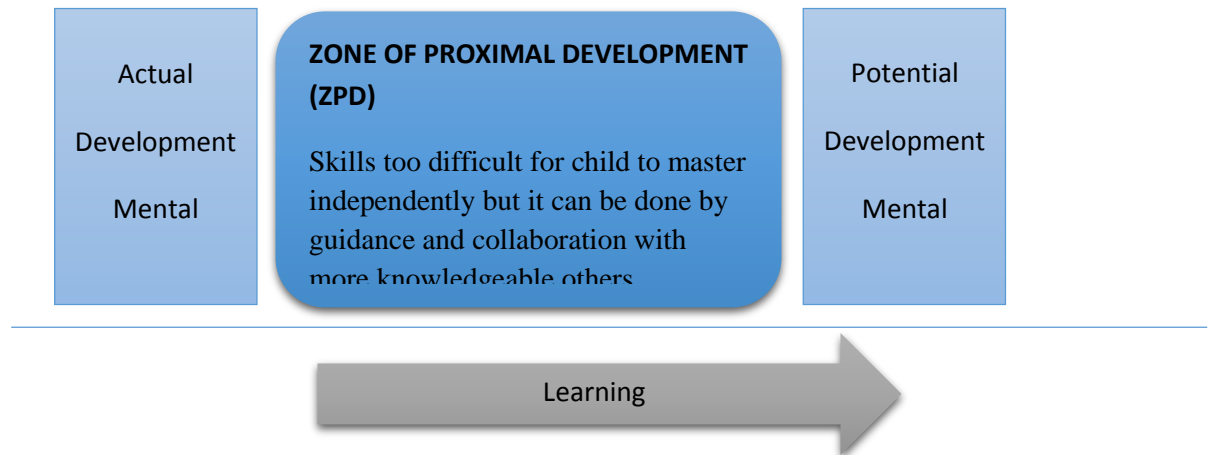


Figure. 2.1: Zone of Proximal Development

In the ZPD area the scaffolding can be occurred because the ZPD is the area in which the students need scaffolding from the teacher to pass or complete the task. The definition of ZPD that defined by Vygotsky (as cited Walqui 2006), “It is the distance between the actual developmental level as determined by the ability of the students to solve the problem independently and the potential development level as determined by the ability of the students to solve the problem under adult guidance or with more capable peers”. It means that the teachers are able to give an appropriate guidance, help, support and facilities the students bridge the gap between what they can do themselves and what they can do with help. It is obvious that the role of the teacher is to help the students move from the actual level to the potential level (Smidt, 2009). In the ZPD area, the role of the teacher is important to scaffold the students to achieve the target of learning English that are expected. The teachers should be able to mediate independent learning zone by using scaffolding. Therefore, the target can be achieved

well without any difficulties. The third construct in Vygotsky's theory is More Knowledgeable Other (MKO). MKO refers to someone who has better understanding or higher ability and skills than the learner (adult, teacher or peers) with respect to a task, concept or process. The guidance given by the MKO is also termed as scaffolding.

2.2.5 Definition of Scaffolding

The term scaffolding was first introduced by Wood, Jerome and Ross (1976). They defined scaffolding as a support and guidance provided by more knowledgeable or capable individual (teacher or parent) to do a task that the children cannot be able to complete the task by themselves. Bodrova and Leong (as cited in Ismail et.al., 2015), "Scaffolding is a tool for supporting the process of learning that will be provided and removed constantly". They further explained that scaffolding will not change the task but to simplify and support the process. According to Lawson (2002) defines scaffolding in an educational setting context as a process by which a teacher provides a temporary framework to students for learning. Scaffolding refers to support that is designed to provide the assistance necessary to help students to do a task and to develop understanding that they would not be able to complete by themselves (Hammond & Puline, 2005).

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, pp. 4). Lipscomb et.al. also state 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.

2.2.6 The Characteristics of Scaffolding

According to McKenzie (1999, pp. 3-6), the characteristics of scaffolding are:

(1) Scaffolding provides clear directions

Teachers anticipate the problems that might occur by giving instructions step by step to explain what students must do in order to achieve the expectations for the learning activity.

(2) Scaffolding clarifies purpose

Scaffolding let the students to know why they are doing the work and why it is important. Their work remains purposeful and painful. When they do the work, it is in service to the thought process, the learn of meaning and the development of knowledge.

(3) Scaffolding keeps students on task

By providing structure and guidance, the students can exercise individually or in a team without fear.

(4) Scaffolding offers assessment to clarify expectations

The expectations that the teacher want to achieve are told at the beginning by providing examples of quality work done by others. The students are shown rubrics and standards that define a good quality.

(5) Scaffolding points students to worthy sources

Teachers provide sources to reduce confusion and wasting time. Then the students can choose these sources to use.

(6) Scaffolding reduces uncertainties, surprise and disappointment

Teachers are expected to test every step in the lesson to see the possibility go wrong, in order to eliminate the frustrations or difficulties and the goal is to maximize of learning and efficiency.

(7) Scaffolding delivers efficiency

Scaffolding refines focus, clarity, work effort and time on task.

(8) Scaffolding creates momentum

Through scaffolding the communication, motivation, thought, understanding, and knowledge are achieved.

2.2.7 Types of Scaffolding

Walqui (2006, pp. 170-177) distinguished six main types of instructional scaffolding. They are as follows.

(1) Modelling

Giving an example or demonstrating the material with proper language is necessary in the process of teaching in order to make better understanding to the students about the lesson.

(2) Bridging

Bridging means a way to make students think and learn about new knowledge or concept. It can be done by telling them the previous event or something that is related

to the new concept or giving them some questions. It will be easier to the students to understand the new knowledge.

(3) Contextualizing

Contextualizing means giving examples of an event in a different way, based on their world. The important purposes here do not make the students memorize the material, but they understand and they can explain it by their own way without out from the context.

(4) Schema Building

As a teacher, it is necessary to build an understanding of new knowledge to the students. After modeling, bridging, and contextualizing, the next step is schema building. It means the teacher should create some parts of the material which connect each other. It provides a chance to the students to think about the connection between each part of the materials and the other topics that will be discussed. It can be done by giving them a headline and the sub-chapter, information in term of charts, picture, and etc. Thus, the students will be ready to learn new explanations of the next connection.

(5) Re-presenting Text

Re-presenting a text here means the teacher facilitates students to take point of the text easier. It can be done by changing the text into different genre or conducting activities in the classroom such as drama, role-play, or mini dialogue. It depends on the text. By conducting these activities, the students will enjoy their learning process and understand the meaning of the text conceptually.

(6) Developing Metacognition

It is the last main types of scaffolding. In this part, the teacher takes role as an evaluator and a monitor. The teacher evaluates the strategy in teaching. It can be seen from the process of discussion. The teacher may monitor the interaction between each student to make sure that his/her method works.

2.3 Theoretical Framework

Theoretical framework of this study is started from the idea that most students especially in junior high school are not able to catch what their English teachers are talking about and not able to understand the material, they also cannot do tasks themselves. Moreover, we know that English is a foreign language. It is very difficult for the students to adapt easily and quickly. Consequently, the teachers should use scaffolding to their students by their own ways appropriately and creatively in the teaching process.

In this study, the researcher focuses on kinds of scaffolding used by the English teacher, how that the scaffolding meets the learning goals, and also kind of scaffolding mostly used in teaching and learning process. The data are taken from video recording of the process of teaching and learning and also interviewing the English teacher. The researcher analyzes and interprets the result of this study based on the steps in qualitative data analysis.

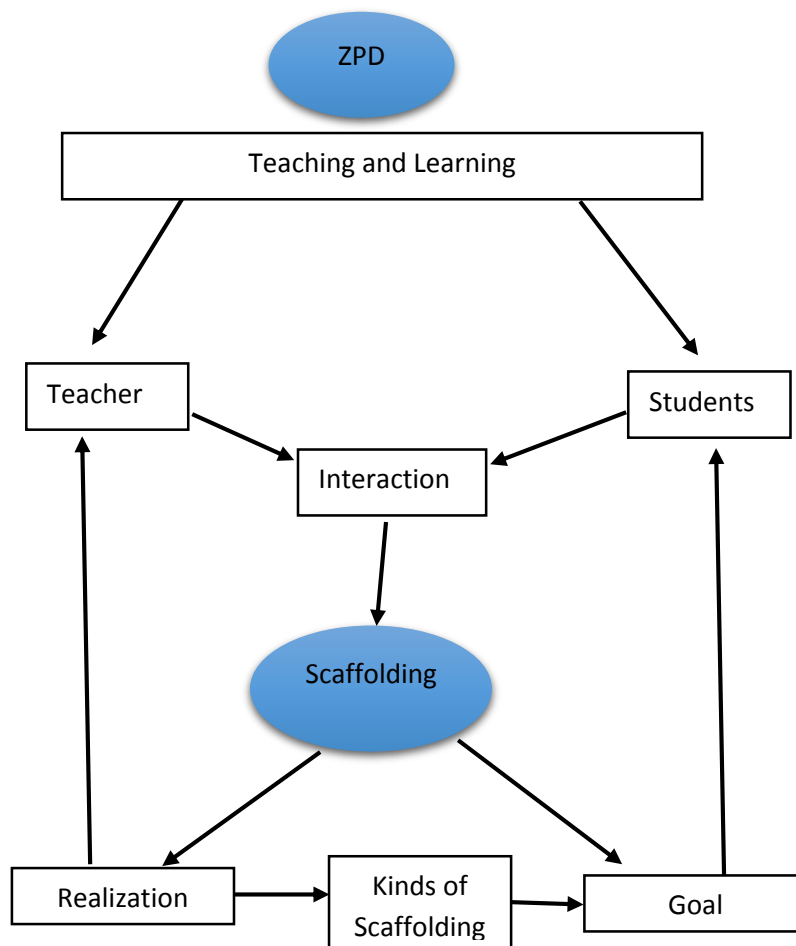


Figure 2.2 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions. The first part presents conclusions of the study. The second part presents suggestions. The following are the elaboration of each part.

5.1 Conclusions

This part presents the conclusion of the study. It covers the answers of the research questions in the first chapter. The questions are about kinds of scaffolding used by the English teacher, how the scaffolding meets the learning goals, and kinds of scaffolding mostly are used by the teacher.

Based on the discussion, the English teacher under the study in Junior High School 2 Bobotsari almost used all kinds of scaffolding in her teaching in the classroom. In class 7A and 7B she used all kinds of scaffolding, they are modelling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition, while in class 7C she did not use all kinds of scaffolding, she used modelling, bridging, contextualizing, schema building, and developing metacognition, she did not use re-presenting scaffolding.

The teacher used each kind of scaffolding in some certain situations. It is suited with the students' need in the ZPD. She used modelling by explaining the material in

detail, gave and demonstrated an example of the material, tasks and the pronunciation of some words that have to pronounce correctly. She used bridging by asking the students some questions related to the previous material and also the material that would be discussed and related the material to the things in the surrounding. She used contextualizing by showing power point (PPT), making gestures of her body, and showing photo as media. She used schema building by asking some questions about the generic structure of descriptive text. She used re-presenting text by asking the students to make a descriptive text based on a photo of one of their family members and then they described it orally in front of the class. The last, she used developing metacognition by evaluating the student's work both the text and the performance.

After the students were given those scaffolding, they had a better understanding, they could imitate what the teacher demonstrated, thought, learned, connected, and identified the material, and became independent in doing the tasks. It can be seen when they could answer the teacher's questions related to the material, pronounce some words correctly, make a descriptive text by themselves and also could enjoy the activity in the classroom. It means that the scaffoldings that she used in the classroom have met the learning goals.

The scaffolding mostly are used by the teacher in her teaching in the classroom is modelling. She used it as many as 14 in class 7A, 9 in class 7B, and 8 in class 7C.

Therefore, it can be concluded that the teacher has used scaffolding in her teaching in the classroom as one of the strategies to achieve the target of learning English that is expected. She used the scaffolding in some situations which is suited to the students'

need in ZPD area. In the area, she is able to give an appropriate guidance, help, support and facilities the students bridge the gap between what they can do by themselves and what they can do to help. It can be seen when the students could answer the teacher's questions related to the material, pronounce some words correctly, make a descriptive text by themselves and also enjoy the activity in the classroom after they were given the scaffolding in the ZPD area.

5.2 Suggestions

The researcher has seen the scaffolding used by the English teacher under the study in Junior High School 2 Bobotsari. She uses almost all kinds of scaffolding. She uses modelling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. It is very good. She mostly uses modelling scaffolding in her teaching in the classroom.

By using scaffolding, teaching learning process can run well. The students have a better understanding, become independent, and enjoy the learning. However, the teacher should control how to give the scaffolding in ZPD area appropriately. The teacher has to see the changing of the students' development. She has to know when the students can do by themselves and when they can do to help. If the scaffolding meets the goal, she can stop to give the scaffolding. On the other hand, if the scaffolding has not met the goal yet, she must give the scaffoldings again with the new strategy and creativity. She must be confident to speak English with correct pronunciation during teaching and learning process in the classroom. The point of scaffolding is to achieve students' development. As a result, they can achieve the target of learning

English that is expected, achieve better achievement, become great students, and also master in English.

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