

**AN ANALYSIS OF SCAFFOLDING TALKS BY THE TEACHER IN EFL  
CLASS**

**(A Descriptive Qualitative Study at SMA IT IQRA' Bengkulu)**



**THESIS**

**Submitted as a Partial Requirements for Sarjana Degree in English  
Education Program**

**Arranged By**

**Dina Nur Aliyah  
1516230074**

**TARBIYAH AND TADRIS FACULTY**

**TADRIS ENGLISH STUDY PROGRAM**

**STATE INSTITUTE FOR ISLAMIC STUDIES BENGKULU**

**2019 ACADEMIC YEAR**



**KEMENTERIAN AGAMA RI  
INSTITUT AGAMA ISLAM NEGERI BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS**

**Jl. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax. (0736) 51771 Bengkulu**

**ADVISORS SHEET**

**Subject : Thesis of Dina Nur Aliyah  
SRN : 15162301074**

**To: The Dean of Islamic Education and Tadris Faculty  
IAIN Bengkulu  
In Bengkulu**

*Assalamu'alaikum Wr. Wb*

After reading throughly and giving necessary advices, herewith, as the advisors,  
we state that the thesis of:

**Name : Dina Nur Aliyah  
SRN : 15162301074**

**Title : An Analysis of Scaffolding Talks by the Teacher in EFL Class  
(A Descriptive Qualitative Study at SMA IT IQRA' Bengkulu)**

Has already fulfilled the requirements to be presented before The Board of  
Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank  
you for the attention.

*Wassalmu'alaikum Wr.Wb*

**First Advisor,**

**Riswanto, Ph.D.  
NIP. 197204101999031004**

Bengkulu,.....

**Second Advisor,**

**Feny Martina, M.Pd  
NIP.198703242015032002**



**KEMENTERIAN AGAMA RI  
INSTITUT AGAMA ISLAM NEGERI BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS**

**Jl. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax. (0736) 51771 Bengkulu**

**RATIFICATION**

This is certify the *Sarjana* thesis entitled “*An Analysis of Scaffolding Talks by The Teacher in EFL Class (A Descriptive Qualitative Study at SMA IT IQRA’ Bengkulu)*” by Dina Nur Aliyah has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman

**Dr. A Suradi, M.Ag**  
NIP. 197601192007011018

Secretary

**Pebri Prandika Putra M.Hum**  
NIP.198902032019031003

Examiner I

**Dr. H. Ali Akbarjono M.Pd**  
NIP.197607112005012004

Examiner II

**Feny Martina, M.Pd**  
NIP.198703242015032002

*As. Rudi*  
*[Signature]*  
*[Signature]*

Bengkulu, July 2019

Approved by the Dean of Islamic and Tadris Faculty

*[Signature]*  
**Dr. Zubaedi, M.Ag., M.Pd**  
NIP. 19690308 199603 1 005

## PRONOUNCEMENT

**Name** : Dina Nur Aliyah  
**NIM** :1516230074  
**Faculty** : Tarbiyah and Tadris  
**Study Program** : English Education

I hereby state that the thesis "**An Analysis of Scaffolding Talks by the teacher in EFL Class (A Descriptive Qualitative study at SMA IT IQRA' Bengkulu)**" is my real masterpiece. The things out of my masterpiece in thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic in the form of repealing my thesis and academic degree.

Bengkulu, july 2019



Dina Nur Aliyah

1516230074

## **MOTTO**

*Knowledge make something easy  
Faithful make our life beautiful*

## **DEDICATION**

This work is sincerely dedicated for:

- ❖ My beloved parents, my father (Alm. Didi Abdul Rosydi) and my mother (Tita Puspita) who always pray, guide, motivate me to become better person.
  
- ❖ My beloved sister (Hasbiyah), my beloved brothers (Nur Maulid Ahmad) and my big family who fill my life with love and affection.
  
- ❖ All of my big Family (Tuti, Salamah, Resti, Ramdani)
  
- ❖ My beloved girls power Squad (Etry, Yeni, Bella, Siti, Feni, Anisa, selviyanti)
  
- ❖ All of my big family TBI class B (classmate), the head master, all of teachers and students of SMA IT IQRA' Bengkulu.

**Dedicated to:**

The late my mum and dad  
My beloved brother and sister

## ACKNOWLEDGEMENT

Praise to God the Almighty who has blessed me with enlightenment, perseverance, strength and encouragement at last I have been able to finish my thesis.

I would like to express my deepest gratitude to all my lecturers at English Education Department IAIN Bengkulu, especially to *Riswanto, P.hD* as my first supervisor and *Feni Martina, M.Pd* as my second supervisor for their most precious support, guidance, and suggestions so that I succeeded in completing my thesis

My special thank is also addressed to all my classmates for their wonderful friendship and encouragement, teachers at SMA IT IQRA' Bengkulu SMA, *ustadzah Rosli, ustadzah Rusti, ustadzah Wira* for helping me obtain the data for this study, and all my fellow friends that I cannot mention one by one for their support. On this good opportunity I would like to address for my beloved brother and sister and nephews and nieces for their support and prayer. You mean everything for me. Hopefully that the thesis could give some values to the English Education Department of IAIN Bengkulu , the English teachers in Bengkulu, and those who are interested in this field of study. In the end, I would also welcome any suggestions and criticisms which encourage me to do further study.

**Dina Nur Aliyah**

## ABSTRACT

Dina Nur Aliyah. 2019. An analysis the use of Scaffolding Talks by the Teacher in EFL class. English education study, State Institute for Islamic Studies of Bengkulu (IAIN) Bengkulu Academic year 2018/2019. Faculty of Tarbiyah and Tadris. Supervisor I: Riswanto Ph.D. and Supervisor II: Feni Martina.M.Pd.

Key word: *ZPD (zone of proximal development, Scaffolding Talks).*

From perspective of foreign language learning in classroom context, the teacher should facilitate the students with more learning experiences involving meaningful communication through classroom interaction. Teachers as the most capable persons in the teaching learning process. Teachers should be able to provide the students' learning by using scaffolding talks in Zone of Proximal Development or ZPD for short. The problem in this research is the English teacher does not comprehend that Scaffolding Talks can be used to source input comprehensible for students.

This is a descriptive study on teachers' scaffolding talks in classroom interaction. The purpose of this research is to Investigate the types and implementation of scaffolding talks by the teacher during teaching learning activities at class SMA IT IQRA' Bengkulu. The teaching process of teachers was recorded 3 times. Their talks were analyzed based on the characteristics of scaffolding. The data were analyzed qualitatively through several stages, that is (1) data transcription, (2) data classification, (3) data analysis to find types of scaffolding talks performed, and (4) data interpretations. The results showed that teacher implemented 5 types of scaffolding talks. They are offering explanation, inviting students' participation, verifying and clarifying the students' understanding, explicit modeling o desired behaviors and inviting student to contribute clues. The first result shows that inviting student participation is very dominant in all data analysis. Teachers generally use questions invited student participation. Meanwhile, the least type of scaffolding talks used by teachers is offering explanation.

## ABSTRAK

Dina Nur Aliyah. 2019. An analysis the use of Scaffolding Talks by the Teacher in EFL class. English education study, State Institute for Islamic Studies of Bengkulu (IAIN) Bengkulu Academic year 2018/2019. Faculty of Tarbiyah and Tadris. Supervisor I: Riswanto Ph.D. and Supervisor II: Feni Martina.M.Pd.

*Kata kunci: ZPD (zone of proximal development), teacher's scaffolding talks.*

Dari perspektif pembelajaran bahasa asing dalam konteks kelas, guru harus memfasilitasi siswa dengan lebih banyak pengalaman belajar yang melibatkan komunikasi yang bermakna melalui interaksi kelas. Guru sebagai orang yang paling cakap dalam proses belajar mengajar harus dapat memberikan pembelajaran siswa dengan menggunakan Scaffolding Talks di Zone of Proximal Development atau ZPD. Dalam ZPD sangat diharapkan bahwa siswa akan mendapatkan tingkat pengembangan potensi mereka. permasalahann dari penelitian ini adalah guru bahasa Inggris tidak memahami Scaffolding talks yang dapat digunakan sumber input bagi siswa.

ini adalah studi deskriptif tentang teacher's Scaffolding Talks dalam interaksi di kelas. Tujuan dari penelitian ini adalah untuk Menyelidiki jenis dan implementasinya Scaffolding Talks oleh guru selama kegiatan belajar mengajar di kelas SMA IT IQRA Bengkulu. Proses mengajar guru tercatat 3 kali. Pembicaraan mereka dianalisis berdasarkan karakteristik perancah. Data dianalisis secara kualitatif melalui beberapa tahap, yaitu (1) transkripsi data, (2) klasifikasi data, (3) analisis data untuk menemukan jenis pembicaraan perancah yang dilakukan, dan (4) interpretasi data. Hasil penelitian menunjukkan bahwa guru mengimplementasikan 5 jenis tipe Scaffolding Talks. Yaitu : menawarkan penjelasan, mengundang partisipasi siswa, memverifikasi dan mengklarifikasi pemahaman siswa, pemodelan eksplisit dari perilaku yang diinginkan, mengundang siswa untuk memberikan kontribusi petunjuk. Hasil pertama menunjukkan bahwa mengundang partisipasi siswa sangat dominan dalam semua analisis data. Guru umumnya menggunakan pertanyaan partisipasi siswa yang diundang. Sementara itu, jenis pembicaraan perancah yang paling sedikit digunakan oleh guru adalah menawarkan penjelasan.

## TABLE OF CONTENT

*Page*

TITLE.....	i
ADVISOR SHEET .....	ii
RATIFICATION.....	iii
PRONOUNCEMENT .....	iv
MOTTO .....	v
DEDICATION .....	vi
ABSTRACT.....	vii
ABSTRAK .....	viii
ACKNOWLEDGEMENT .....	ix
TABLE OF CONTENT .....	x
LIST OF TABLES .....	xi
LIST OF FIGURE.....	xii
LIST OF PIE CHART.....	xiii

LIST OF APPENDICES .....  
xiv

**CHAPTER I INTRODUCTION ..... 1**

A. Background of the Problem .....  
1

B. Identification of the Problem.....  
5

C. Limitation of the Problem.....  
5

D. Formulation of the Problem .....  
6

E. The Objective of the Study.....  
6

F. Significance of the Study .....  
6

G. Operational Definition of Key Terms .....  
7

**CHAPTER II LITERATURE REVIEW ..... 8**

A. Teacher's talks.....  
8

1. The Definition of teacher's talks .....  
8

2. Teacher's talks as the source of input for FLL .....  
10

B. Scaffolding talks

1. The Definition of Scaffolding Talks .....  
11

2. Zone of Proximal Development.....	16
3. The Characteristic of Scaffolding Talks.....	18
4. The Types of Scaffolding Talks .....	20
C. Related Previous Studies .....	22

**CHAPTER III RESERACH METHOD ..... 26**

A. Research Design .....	26
B. The subject of the Research .....	27
C. Data Collecting Technique and Instrument .....	28
1. Classroom observation.....	28
2. Recording .....	30
3. Observation Checklist.....	30
4. Documentation.....	31
D. Data Analysis.....	31
E. Research procedures .....	34
F. Trustworthines of the Data .....	36

**CHAPTER IV FINDINGS AND DISCUSSION .....**  
**..... 33**

A. A Brief Review (The Context of Presents Study).....  
39

B. Research findings.....  
42

C. Discussion.....  
57

**CHAPTER V CONCLUSION AND SUGGESTION .....**  
**..... 61**

A. Conclusion.....  
61

B. Suggestion.....  
62

**REFERENCES**

**APPENDICES**

**LIST OF TABLES**

**Table**  
*page*

Table 4. 1 Data Findings of Types of Teacher’s Scaffolding talks in 1<sup>st</sup> meeting..... 43

Table 4.2 Data findings of Types of teacher's scaffolding talks 2 <sup>nd</sup> meeting.....	47
Table 4.3 Data findings of Types of teacher's scaffolding talks in 3 <sup>rd</sup> meeting .....	53
Table 4.4 Total number types of scaffolding talks by the teacher at SMA IT IQRA' Bengkulu. ....	55

## **LIST OF FIGURE**

	Page
Figure 1: Interactive Models Miles and Huberman .....	
.....	32

## **LIST OF PIE CHART**

### **CHART**

Chart 4.1 Types of teacher's scaffolding talks 1 <sup>st</sup> meeting .....	44
Chart 4.2 Types of teacher's scaffolding talks 2 <sup>nd</sup> meeting .....	48
Chart 4.3 Types of teacher's scaffolding talks 3 <sup>rd</sup> meeting .....	53
Chart 4.4 Total number of teacher's scaffolding talks .....	57

## **LIST OF APPENDICES**

Appendix A pre-observation	
Appendix B conversation transcription 1	
Appendix C conversation transcription 2	
Appendix D conversation transcription 3	
Appendix E observation checklist 1	
Appendix F observation checklist 2	
Appendix G observation checklist 3	
Documentation	

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Research**

Teacher's talks is an indispensable part of language teaching in an EFL context which can bring about significant instructional benefits for teachers when applied meticulously and learning opportunities for language learners when noticed purposefully. Teacher's talks is crucial importance not only for the organization of the classroom but also for the processes of the acquisition<sup>1</sup>. This is the major of source comprehensible target language input the learner is likely to receive. Through teacher's talks, teachers pass on knowledge and skills, organize teaching activities and help students practice. It can be said that teachers' talks are very important in any English classes.

Because of the importance of teacher's talks, It is possible for second Language learners to develop deep disciplinary knowledge and engage in challenging academic activities if teachers know how to support them pedagogically to achieve their potential. There are many way in which the teachers can assist students in developing language and also subject matter knowledge from the interactive, sociocultural perspective

---

<sup>1</sup> Nunan, D. (1991) *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.p. 189

sketched. One of them namely, scaffolding, is particularly consonant with socio cultural theory and is well suited to English Language Learners<sup>2</sup>.

The ways a teacher gives an instruction to his or her students are usually realized through scaffolding talks. Scaffolding talks are expressions of the teacher to interact or give instruction to his or her students in the classroom. Wood, Bruner and Ross coined the term 'scaffolding' in the 1970s. The term scaffolding was developed for describing the type of assistance offered by a teacher or peer to support learning. In process of scaffolding, the teacher can help the student master a skill that the student is initially unable to acquire independently. The teacher can offer assistance that is beyond the student's ability. The teacher only helps the student by tasks that are just beyond his or her current ability. Scaffolding actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it can act as an enabler, not as a disabler"<sup>3</sup>.

According to Vacca, when scaffolding is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. When the building is constructed the builder uses scaffolding on the outside of the building to give the builder access to the emerging structure as it is being created. When the building is able to

---

<sup>2</sup> E-journal :AídaWalqui, "*Scaffolding Instruction for English Language Learners: A Conceptual Framework*", The International Journal of Bilingual Education and Bilingualism,(Vol. 9, No. 2, 2006), page. 160.

<sup>3</sup> journal : Daviq Rizal, "*Scaffolding talk in English Language Teaching*", Journal Encounter, (Vol. 2, No.3, 2011), p. 96

support itself, the builder will remove the scaffolding. Like a builder the classroom should provide essential but temporary support to their students. This temporary support will assist students to develop new understandings, new concepts, and new abilities. As students develop control of these abilities, the teachers need to withdraw support and only provide further help for extended or new tasks, understandings, and concepts. In classroom, scaffolding is a process by which a teacher provides students with a temporary framework for learning<sup>4</sup>.

There have been some studies on analyzing scaffolding. In terms of these, one of the studies is entitled “The use of scaffolding talks technique to improve the second grade students speaking skill at Madani PaoPao” by Faturahmah and Nurjannah Yunus Tekeng<sup>5</sup>. The study was using quasi experimental design with non-equivalent control group design the result showed there was a significant difference between the mean score of both post-test. This means that scaffolding talks was effective to improve the students’ speaking skill. Why scaffolding talks very effective way to improve the speaking skill because can emphasize the use of English as the language model of interaction in all learning activities in English class.

However, the function of Scaffolding cannot be emphasized enough among EFL teachers. Scaffolding is very rarely used in teaching

---

<sup>4</sup> Vacca, James S. (2008) *Scaffolding is an Effective Technique for Teaching A Social Studies Lesson About Buddha to Sixth Graders*, Journal Of Adolescent and Adult Literacy, Vol. 51, No. 8, pp. 652-658.P.150

<sup>5</sup> Rahmah, F ,and Tekeng, N.Y. 2016. *The use of scaffolding technique to improve the second grade students speaking skill at MTs Madani PaoPao Gowa*. Volume 02, Number 02, December 2016. English Education Department of UIN Alauddin Makassar.p 252

learning process. The key issue is how to adapt the Scaffolding to students' attitudes, interest, abilities and goals. The teacher were to present scaffolded lessons to meet the needs of each individual, this would be extremely time-consuming and teachers manuals and curriculum guides do not include examples of scaffolds or outlines of scaffolding methods that would be appropriate for the specific lesson content.<sup>6</sup> Teacher thought that scaffolding is being new, it is something which is difficult to implement, the teacher dont how how is benefit scaffolding as source input comprehensible. The lack of information is often a precursor to the misconception about scaffolding.

In this research, the researcher aimed to conduct research on teachers' scaffolding talks, as teachers are main key success of the students in teaching learning process. The researcher takes the data of teachers' scaffolding talks in teaching learning process of English classes from opening until closing activities at the school.

The researcher has a reasons why SMA IT IQRA' used as the subject of the cresearch, because in general the student SMA IT IQRA' Bengkulu has good prestations, some of the students of this school became the representative of Bengkulu in NSDC (National School Debate Competition), SMA IT IQRA' Bengkulu is a private school with A

---

<sup>6</sup> Van Der Stuyf, R. (2002). *Scaffolding as a teaching strategy*, Retrieved july. 05, 2019 from <http://www.eric.ed.gov/ERIC Web Portal/Home.portal?>.

accreditation, and to be one of favorite school in Bengkulu and emphasized the importance of leaning English.

So, the researcher conducted a research entitled “An analysis the use of Scaffolding Talks by the teacher in EFL class at SMA IT IQRA’ Bengkulu”.

## **B. Identification of the Problem**

Based on the background above it is necessary to conduct the study of comprehending analysis how teacher Implement scaffolding talks in teaching learning process. This study focused on the scaffolding talks from opening until closing in teaching learning process by teacher at SMA IT IQRA’ Bengkulu.

After the researcher conducted classroom observation at SMA IT IQRA’ Bengkulu on December, 2018. The researcher got almost the Same results for teacher, as follow:

1. The English teacher do not comprehend that Scaffolding Talk can be used to source input comprehensible for students
2. The English teachers a lot of times to prepare Scaffolding Talks.
3. The English teacher don’t know how to implement successful practice Scaffolding Talks

## **C. Limitation of the Study**

To limit the wide range of topic, the researcher only discusses several points, particularly, the subject to be observed are focused on teachers’ scaffolding talks and types of scaffolding talks in teaching and

learning process from opening until closing classroom activities in English class conducted at the school SMA IT IQRA Bengkulu in academic year 2018/2019.

#### **D. Formulation of the Problem**

- 1) What types of scaffolding talks are used by the English teacher at SMA IT IQRA' in Bengkulu?
- 2) How does the teacher implement the scaffolding talks during her classroom teaching?

#### **E. The Objective of the Study**

- 1) To describe the types of scaffolding used by the teacher at SMA IT IQRA' Bengkulu.
- 2) To describe implementation scaffolding talks during her classroom teaching.

#### **F. Significance of the Study**

The topic above is necessary to be investigated because it is certainly useful for the teachers of English lesson. Unfolding the advantages of the research above for the theories and practice, the following are the advantages for both theory or practice.

1. Theoretically, the results of the study can be beneficial for researcher and the teachers in extending point of view about English teaching learning process. On the other hand, the results of the study can be useful for others as reference in carrying out a research in process of English teaching and learning.

2. Practically, the results of the study support them to conduct English teaching learning process in interesting and interactive ways
  - a. It will be useful for teachers of English in general.
  - b. To understand the types of scaffolding talks in teaching English at senior high school.
  - c. To understand how to carry out scaffolding talks in English during the teaching and learning process.
  - d. To enrich references of teaching and to enhance the effectiveness teaching english at the school.

#### **G. Operational definition of Key Terms**

The following terms are provided to simplify the research variables

1. Teacher's talks in the classroom setting occur between the teacher and the students and usually the interaction take place not only in one to one interactions but also in one to many interactions depending on the number of students involved in the teaching and learning process.
2. Teacher's scaffolding talks in this study are teacherses utterances which accompany her action in the language classroom to provide scaffold or assistance for the students' understanding an facilitate the learners' ability to interpret new information and complete their task independently.

## CHAPTER II

### LITERATURE REVIEW

#### A. Teacher's Talks

##### 1. The Definition of Teacher's Talks

Classroom is main place where they are frequently exposed to the target language. A kind of language used by the teacher for instruction in the classroom is known as teacher talk. It's a variety of language used by teachers when they are in the process of teaching. When teacher trying to communicate with the learners, the teachers often simplify their speech, and also giving many of characteristics of foreigner talks and other simplified styles of speech addressed to language learners<sup>7</sup>.

According to Nunan, teacher talks is of crucial importance, not only for the organization of classroom but also for processes of acquisition. Teacher talks is very important for the organizations and also managements of the classroom in teaching learning process because through language that teachers either succeed or fail in implementing their teaching plans. In terms acquisition, teacher very talks is important

---

<sup>7</sup> Richards, J. C. 1992. *Longman Dictionary of Language teaching & Applied linguistics*. Beijing: Foreign Language Teaching and Research Press. P 471

because teacher talks probably is the major source of comprehensible target language input the learner is likely to receive<sup>8</sup>.

According to Ellis, teacher talks in language lessons is similar to foreign talk. Both promote communication and require adjustments in the language used<sup>9</sup>. However, teacher talks 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.

According to Chaudron teacher's talks for a long time and summarized some research results on teacher talk, proposed teacher talk in language classrooms tends to show the following modifications: Rate of speech appears to be slower, pauses which may be evidence of the speaker planning more, are possibly more frequent and longer, pronunciation tends to be exaggerated and simplified, vocabulary use is more basic, degree of

---

<sup>8</sup> Nunan, David. 1991. *Language Teaching Methodology: a textbook for Teachers*. Cambridge: Cambridge University Press.p 189

<sup>9</sup> Ellis, Rod. 1986. *Understanding Second Language Acquisition*. Oxford: Oxford University Press.p146

subordination is slower, more declaratives and statements are used than questions, teachers may self-repeat more frequently.<sup>10</sup>

Based on the definitions above, firstly we can conclude that teacher talks in English classrooms is regarded as one special variety of the English language, so it has its own specific features which other varieties do not share. Because of the restriction of the physical setting, special participants as well as the goal of teaching, teacher talks has its own special style. Secondly, we can see that teacher talks is a special communicative activity. Its goal is to communicate with students and develops students' foreign language proficiency. The teachers adopt the target language to promote their communication with the learners. In this way, learners should practice the language by responding to what their teacher says. Besides that, the teachers use the language to encourage the communication between learners and themselves. Therefore we can say teacher talks is a kind of communication-based or interaction based talk.

## **2. Teacher's Talks as the Source of Input for Foreign language learner**

Teacher's talks, actually serves as main sources of input for FLL, so teachers should make their input comprehensible and in right quantities. Input plays a critical role in language learning. There is no learning without input. The language that teacher used can affects the language produced by the learners, the interaction generated, and hence the kind of

---

<sup>10</sup> Chaudron, C. 1988. *Second Language Classrooms: Research on Teaching and Learning*. Cambridge: Cambridge University Press. Page 85

learning that takes place. The problem are what type and how much of the input is appropriate and useful for language learners in the classrooms.

In Krashen's view, learning only takes place by means of a learner's access to comprehensible input. Humans acquire language just only one way by understanding messages or by receiving comprehensible input". Learning will occur when unknown items are just beyond the learner's level. It is explained in detail  $i+1$  structure. (  $i$  ) refer for the learners' that current linguistic competence, and (  $i+1$  ) refer for items that the learners intend to learn. The Input Theory also has two corollaries as follow : <sup>11</sup>

Corollary 1 : Speaking is the result of acquisition, not its cause; it emerges as the result of building competence by comprehensible input.

Corollary 2: when input is understood and there is enough of it, the necessary grammar is automatically provided. Actually the language must not attempt deliberately to teach the next structure along the natural order it will be provided in just the right quantities and automatically reviews if the students can receives a sufficient amount of comprehensible input.

By examining the idea of comprehensible input and the two corollaries, one can find that comprehensive and right quantity input is the central concern with which learners are able to learn language. It is the foundation or premise of the occurrence of learning. This provides implications for language teaching: teacher talks should be

---

<sup>11</sup> Krashen, S.D. 1985. *The Input Hypothesis: Issues and Implications*. New York: Longman Inc.p2

comprehensible in different forms and in right quantities. But also, how could the teachers know whether their input is enough or not? How could they make their input comprehensible?

In Krashen's view, acquisition takes place by means of a learner's access to comprehensible input. He argues that the input, which is totally incomprehensible to learners, is not likely to cause learning to take place.

## **B. Scaffolding Talks**

### **1. The Definition of Scaffolding Talks**

The term Scaffolding, it's placed around the outside of new buildings to allow builders access to the emerging structure as it rises from the ground. The building is able to support itself, the builder will remove the scaffolding. The metaphor of scaffolding has been widely used in recent years to argue that, in the same way that builders provide essential but temporary support, teachers need to provide temporary supporting structures that will assist learners to develop new understandings, new concepts, and new abilities. As the learners develop control, so teachers need to withdraw that support, only to provide further support for extended or new tasks, understandings and also concepts.<sup>12</sup>

The theory of Scaffolding was introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. He used the term for describing children's oral language acquisition that was helped by their parents when

---

<sup>12</sup> E-book : Jennifer Hammond, *Scaffolding: Teaching and Learning in Language and Literacy Education*, (Newton : PETA, 2001), p. 1

they first begins to speak.<sup>13</sup> Talk that supports a child in carrying out an activity, as a kind of verbal version of the fine-tuned help given in the baby feeding has been labeled scaffolding.<sup>14</sup> In line with scaffolding, he also defines scaffolding as a process of ‘setting up’ the situation to make the child’s entry easy and successful and then gradually pulling back and also handing role to child as he becomes skilled enough to manage it.<sup>15</sup>

Bruner’s notion of scaffolding was developed in the 1970s in the context of an intensive investigation of six infants over a period of 10 months, as they and their mothers played games. The researchers focused particularly on the game of ‘peekaboo’, which was played frequently over the entire period. The game consists of an initial contact, the establishment of joint attention, disappearance, reappearance and re-establishment of contact. These are the obligatory features of the ‘syntax’ of the game, whereas other features, such as vocalizations to sustain the infant’s interest, responses to the infant’s attempts to uncover the mother’s face, etc. are optional. These ‘non-rule bound’ parts of the games are instance of the mother providing a ‘scaffold’ for the child.<sup>16</sup>

The term of Scaffolding represents for the support or motivation that designed to provide the assistance necessary to enable learners to

---

<sup>13</sup> Daviq Rizal, *Scaffolding talk in English Language Teaching*, Journal Encounter : Vol. 2, No.3, 2011, p. 97

<sup>14</sup> E-book : Lynne Cameron, *Teaching Languages to Young Learnes*, (Cambridge : Cambridge University Press, 2001) p. 8

<sup>15</sup> E-journal : AidaWalqui, “*Scaffolding Instruction for English Language Learners: A Conceptual Framework*”, The International Journal of Bilingual Education and Bilingualism (Vol. 9, No. 2, 2006), p. 163

<sup>16</sup> Walqui, Aida, 2006. *Scaffolding Instruction for English Language Learners: A Conceptual Framework*, TheInternational Journal of Bilingual Education and Bilingualism Vol. 9, No. 2 p. 164

accomplish a tasks and develop understandings that they would not quite can to manage on their own. As Mercer in Hammond said that "Scaffolding represents the kind and quality of cognitive support which an adults can provide for a child's learning, which anticipates the child's own internalization of mental functions". The argument is that teachers, through their sequencing of teaching activities, and through the quality of their support and guidance, are able to challenge and extend what students are able to do. by participating like activities that students are pushed beyond their current abilities and levels of understanding, and it is then that learning occurs and students are able to 'internalize' new understandings.<sup>17</sup>

According to Vacca, when scaffolding is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. When a new building is constructed the builder uses scaffolding on the outside of the building to give the builder access to the emerging structure as it is being created. When a building can support itself, the builder removes the scaffolding. Like the builder the classroom should provide essential but temporary support to students. This temporary support will assist students to develop new understandings, new concepts, and new abilities. As students develop control of these abilities, the teachers need to with draw support and only provide further help for

---

<sup>17</sup> Jennifer Hammond, *Scaffolding: Teaching and Learning in Language and Literacy Education*, (Newton : PETA, 2001), p. 4

extended or new tasks, understandings, and concepts. In the class scaffolding as process by a teacher provides students with a temporary framework for learning<sup>18</sup>.

In general teacher can support learning activity regardless of the level of their students. They can give more learning experiences and more English exposures in order that the learning processes can run well. It runs well as the students can follow the lesson and understand what the teacher said. Vygotsky believes that not only a teacher but also an adult can support and mediate learners what next they can learn by talking to them step by step in a linear fashion according to social acceptable structure by using simple vocabulary, grammar and utterance.<sup>19</sup>

According Bruner in Roy Corden, that scaffolding talk is highly interactive, with constant interplay between teacher and students in the joint completion of dialogue. The dialogue is crucial to the process for this is how support is provided and adjusted. In short, it can be said that with scaffolding talks the participation and the interaction of the students are high, so the goal that the teachers expected can be achieved.<sup>20</sup>

The adult guided the child through the use of appropriately calibrated support during the interactions, leading the child toward

---

<sup>18</sup> Vacca, James S. (2008) *Scaffolding is an Effective Technique for Teaching A Social Studies Lesson About Buddha to Sixth Graders*, Journal Of Adolescent and Adult Literacy, Vol. 51, No. 8, pp. 652-658.P.150

<sup>19</sup> Cameron, Lyne. 2001. *Teaching Language to Young Learners*. Cambridge. Cambridge University Press.p 8

<sup>20</sup> Corden, Roy. 2000. *Literacy and Learning Through Talk : Strategic to the Primary Classroom*. Philadelphia : Open University Press. P 35

successful completion of the assigned task. This practice had six features:(1) recruitment, or piquing the child's interest in the task; (2) reduction in the degrees of freedom, to avoid overwhelming the child by using incremental steps in the problem-solving process; (3) direction maintenance, through keeping the child in pursuit of the goal; (4) critical feature marking, for drawing the child's attention to what is significant; (5) frustration control, to ensure that the child will experience minimal angst while completing the task; and (6) modeling, or demonstrating the solution to a step in the task, which the child imitates back in an appropriate form<sup>21</sup>

Additionally, scaffolding talks can make the students interested in the tasks given; can help the students overcome their frustration in doing the exercises during the tasks; and can make them more competent. Scaffolding talks mediate the students to achieve the desired expression. If the desired expression can be accomplished, teachers of English will be easy to enter the main talk. If the main talk is successfully done, the goal the teacher established can be accomplished well too. It means that students / learners' acquisition can be accomplished too. In other words, they can acquire the target language they learn. In a broad sense, goal of teaching and learning process will be achieved well too.<sup>22</sup>

From the explanation above, I can conclude that in scaffolding talks the role of teachers is very important to mediate the student to reach

---

<sup>21</sup> E-journal : Nancy Boblett, "Scaffolding: Defining the Metaphor", TESOL & Applied Linguistics, (Vol. 12, No. 2, 2012), pp. 1-16

<sup>22</sup> Surtiati. 2008. *Teacher's scaffolding talk in english class at senior high school*. English departemen state university of Semarang. Page 5

the desired expression well. The help, guidance, assistance of the teachers make the students easily cross the bridge to achieve the main task or the desired expression without any difficulties. The bridge here is the scaffolding talk itself.

## 2. Zone of Proximal Development (ZPD)

The notion of scaffolding as a metaphor for teaching-learning was first proposed by Woods, Bruner, and Ross based on the work of Vygotsky. He maintained learning takes place in the sociohistorical contexts as we engage with peers and more experienced others. It can be said, learning is a social process rather than an individual one. In particular, the theory of scaffolding depends on Vygotsky's conceptualization of the 'Zone of Proximal Development'. There is debate among scholars about whether the ZPD can be conceived of as an attribute of the learner, or as a co-construction between the teacher and the students.<sup>23</sup> But, there is a general agreement that Vygotsky was not so interested much in what a learner could do, as in what potential the learner had for development; not what the learner could do unassisted, but in the learner could achieve with assistance from others. Vygotsky defined Zone proximal development as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as

---

<sup>23</sup> Jennifer Hammond, *Scaffolding: Teaching and Learning in Language and Literacy Education*, (Newton : PETA, 2001) p. 10

determined through problem solving, guidance or in collaboration with more capable peers.

Vygotsky characterizes the ZPD as the “buds” of learning rather than the fruits. The ZPD permits us to concentrate on the trajectory of student learning and development. It’s means that enables us to work from where students are now, and to boost them forwards to where they could be in the future. In this way he argued teaching should always be in advance of development.

The student’s in ZPD, is their potential for new learning: the fertile zone in which they are ready to participate in learning. By recognizing and understanding this potential, teachers are able to set up and guide students into new opportunities to learn. The Zone proximal development leads to the notion of assisted performance. We can imagined as a shared space in which the student operates together with others to tackle tasks. through discussion and *puzzling through* tasks with peers, tutors and lecturers that students build their capacity to eventually undertake similar tasks unaided. So, although scaffolding in the ZPD involves shared and supportive activity, its ultimate objective is independence.<sup>24</sup>

---

<sup>24</sup> E-journal : Kate Wilson & Linda Devereux, *Scaffolding Theory: High challenge high support in Academic Language and Learning (ALL) contexts*, Journal of Academic Language & Learning, (Vol. 8, No. 3, 2014), p. A92

### 3. The Characteristics of Scaffolding Talks

The definition of scaffolding mentioned before implies the characteristics of scaffolding. To clarify the characteristics of scaffolding, here are the definitions of some linguists. The characteristic of scaffolding talks according to Bruner in Cameron, there are six characteristics of scaffolding talk<sup>25</sup>. Teacher should anticipate the problems that students would possibly encounter and then develop step by step directions that justify what a student should do to satisfy expectations.

- a. Keeps students on task. By providing structure, scaffolding lesson or research project, provides pathways for the learners. The students can make a decisions about which path to choose or what things to explore along the path but they cannot wander off of the path, which is the designated task.
- b. Giving hints: providing clues or suggestions but deliberately does not include the full solution,
- c. Controlling the students frustrating during the task.
- d. Pointing out what was important to do or showing other way to solve,
- e. Demonstrating an idealized version of the task given.

Referring to the statement above, Bransford in Stuyf suggested that there are six characteristics of teachers scaffolding talk, namely:

- a. enlisting the learner's interest related to the task given

---

<sup>25</sup> Cammeron, Lynne. 2004. *Teaching Language in Young Learners*. United Kingdom: Cambridge University Press.p.8

- b. simplifying the task in order that that the learners reach the target language easily;
- c. supporting the learner to achieve the goal easily;
- d. pointing out the difference between solution;
- e. reducing the learner's frustration and risk;
- f. modeling and clearly defining the performance of the activity expected.<sup>26</sup>

Based on the characteristics of scaffolding talk given by the experts above I can say that scaffolding talks 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.

#### **4. The Types of Scaffolding Talks**

Another scientist, Laura R. Roehler, dealing with scaffolding above, propose that there are five types of scaffolding talks, namely:

---

<sup>26</sup> R Stuyf and Rachel Vandr,2002. *Scaffolding as Teaching Strategy*. <http://tip.psychology.org/vygotsky.html>.

According to Laura R. Roehler propose that there are five types of scaffolding talks, namely<sup>27</sup>:

- a) Offering explanations: being explicit to fit the learner's emerging understanding about what is being learned, why and when it will be used and how it is used. For example, *today we will discuss about songs*.
- b) Inviting students participation : providing the student to able to participate in the learning process. Inviting the students' participation. Here the teachers provide opportunities to the students to be able to join in the teaching learning process through eliciting, for example: "how do you know?, from where do you know?; and etc, and inviting to expand in meaningful ways, such as: "tell us more about that, "give more details", etc.
- c) Explicit modeling on desired behaviors.

It shows how one should feel, think or act within a given situation. There are three types of modeling that is: (1) thinking aloud modeling : demonstrating how to feel or think as they progress through a task. In turn, the learners to do the same, (2) talk-aloud modeling: showing how to ask relevant questions and formulate semantically contingent comments. For example by giving picture clues in story to understand

---

<sup>27</sup> Roehler, R., Laura and Cantlon, J., Danise. (no date). *Scaffolding a Power Tool in SocialConstructivist Classrooms*. <http://ed.web3.educ.msu.edu/literacy/papers/paer/r.z.htm-99k>.

the story easily without talking. (3) performance modeling: providing model through out physical expressions, such as: smiling on laughing, etc. The teacher could model the new words for their students and have them say the words back, repeating the exchange three to five times. This could provide the students a chance to practice the pronunciation and therefore teacher would have an opportunity to try and do necessary corrections. After this kind exchange, it is important for the students to make use of the new words through a variety of Getting. The activities via pair or group work where they can continue making connections between the words and their meaning.

d) Verifying and clarifying students understanding

The teacher is necessary to check the students emerging understanding by clarifying the unreasonable understanding. To clarify it the teachers can provide explicit and positive feedback of the students' responses. Here the teachers actually guide the students on learning how to evaluate the creation of shared perspective or revise their perspective when misunderstanding happens.

For example : *do you understand? Is it clear?*

e. Inviting students to contribute clues: helping the learners to verbalize the processes through out this contribution clues for exiting problem.

### C. Related Previous Studies

A number of studies have been conducted on the area of scaffolding. The previous research is about the use of scaffolding technique to improve the second grade students speaking skill at MTs Madani PaoPao Gowa was written by Fatur Rahmah St. Nurjannah Yunus Tekeng English Education Department of UIN Alauddin Makassar<sup>28</sup>. The study was using quasi experimental design with non-equivalent control group design. He analyzed data using descriptive statistic and inferential statistic (independent sample t-test). His results showed that there was a significant difference between the mean score of both post-test. It's means that scaffolding talks very effective way to enhance the students' speaking skill, because this technique emphasize the use of English as the language model of interaction in all learning activities in English class. Based on calculation of t-test showed that the difference in the average value of the ability to speak English of both treatment groups was significant with the t-test 4.63, and the value of t-table was smaller than 2.00. These results indicate the scaffolding talks is more influential in students' ability to speak English.

The second research was done by Nisfu Laili, Nike Angraini, Enhancing The Seventh Grade Students' Speaking Achievement of SMPN

---

<sup>28</sup> Rahmah, F ,and Tekeng, N.Y. 2016. The use of scaffolding technique to improve the second grade students speaking skill at MTs Madani PaoPao Gowa. Volume 02, Number 02, December 2016. English Education Department of UIN Alauddin Makassar.p 252

38 Palembang Through Scaffolding Talk Technique<sup>29</sup>. the writer has conducted an experimental research design. The results of the achievement test were statistically analyzed by using paired samples t-test and independent samples t-test. As the result, Scaffolding Talks very effective for student to get achievement and speaking aspects. Additionally, there was the significant difference on speaking achievement between the students who were taught by using Scaffolding Talks Technique and those who were not. Furthermore, during teaching and learning process, students were more active in speaking class and more confident to perform or do the task independently without any help from teacher or peer.

The third research was done by Rohmad Kamil entitled, Exploring Teacher's Scaffolding to Students in teaching writing, Department of English Education, Indonesia University of Education<sup>30</sup>. He focused on investigating teacher's ways to provide Scaffolding and challenges of implementing. Scaffolding in teaching writing Descriptive text. He collected from classroom observation, field notes, and semi-structured interview. The data finding showed that six types of Scaffolding were used by the teacher in teaching writing and also showed many ways were applied by teacher to provide Scaffolding, they are: asking previous lesson, providing illustration, explaining Grammar and text structure, giving

---

<sup>29</sup> Laili N and Angraini N. 2018. *Enhancing The Seventh Grade Students' Speaking Achievement of SMPN 38 Palembang Through Scaffolding Talk Technique*. English Education Study Program, Faculty of Teacher Training and Education, Indo Global Mandiri University. Jurnal bahasa dan sastra volume 7 No 1 JULI 2018.P 19

<sup>30</sup> Rohmat Kamil. 2017. *Exploring Teacher's Scaffolding to Students in Teaching Writing*. Department of English Education, Indonesia University of Education. Journal of English and Education Vol. 5 No. 2, October 2017, p. 187

students chance to participation in the learning process, reading text model, and providing supportive and corrective feedback towards students' responses.

My research is different from previous research, because my research is an analysis with descriptive Qualitative, and used classroom observation, recording as method and also the subject of my research is the teacher not student, and I look for What types of scaffolding talks are used by the english teacher in SMA IT IQRA' Bengkulu and how the implementation of scaffolding by the teacher.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The research conducted is a descriptive qualitative. Qualitative approach is the research that focused with descriptions of phenomena that occur naturally, without the intervention of experiment or an artificially contrived treatment<sup>31</sup>. In this thesis the researcher used descriptive qualitative research methods. It caused the issue raised is not clear, holistic, complex, dynamic, and full of meaning that does not allow researcher to use quantitative methods with instruments such observation checklist, and recording. In addition the researcher intended to understand the social situation in depth, finding patterns, hypotheses and theories. A qualitative approach according to Creswell is a process of research and understanding based on a methodology that investigates a phenomenon of social and human problems<sup>32</sup>. In this approach, researcher created a complex picture, examine the words, detailed reports from correspondents, and conduct studies on the natural situation.

From the definition above, it can be concluded that descriptive qualitative method is a research that describes and interprets events, condition, or situation as the way they are as an effort to understand and report them.

---

<sup>31</sup> Selinger, H. W., & Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press. Page 116

<sup>32</sup> Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta. P 205

## **B. The Subject of the Research**

The subject of this research is English teacher at SMA IT IQRA' Bengkulu. In the context of the present study the subject is selected purposefully. Fraenkel and Wallen point out that a purposive sample consists of individuals who have special qualifications of some sort or are deemed representative on the basis of prior evidence.<sup>33</sup> Based on the requested criteria namely the english teacher who has been teaching more than 2 years. So, he/she has adequate teaching experiences in particularly on the idea of sccaffolding students in learning english. The teacher is choosen in this case is a teacher who teaches a private school with A accreditation, and also has a good track records.

There are two english teachers at SMA IT IQRA' Bengkulu. One of them teaches class X and XI, while the other hold the responsibility to teach class XII. However teacher who teach class XII was busy and She resigned to be studied, so the researcher only observe 1 teacher .

## **C. Data Collecting Technique And Research Intrument**

The researcher used classroom observation, documentation, and recording as the instrument of collecting data. According Licon and Guba state human is the best instrument for qualitative research. It means that researcher is main instrument in this research.<sup>34</sup> The completely explanation as follows:

---

<sup>33</sup> Fraenkel, J. R., and Wallen, N. E. 2008. *How to design and evaluate research in education*. 7th ed. America and USA: McGraw-Hill. P 106

<sup>34</sup>Subroto.E.D. *Pengantar Metode Penelitian Lingustic Structural*.Surakarta; SebelasMaret University Press. 1992, p.7.

## 1. Classroom Observation

In order to obtain the data, the researcher used observation by recording in this research. In this research, the researcher used classroom observation with stimulated recall technique. Stimulated recall is useful to investigating how English teachers are taking scaffolding talks.

Actually Stimulated recall used video or audio recordings of the participant in action, which they are later shown to use as a prompt and asked to reflect on. According to Mackey and Gass in Muhammed S.A, Stimulated Recall is considered by scholars in the fields of language learning and teaching to be an inner-directed measure in which the learner is provided with a stimulus and engaged in reflections of the thought processes she had in mind while performing a language task<sup>35</sup>. Stimulated recall is an information processing approach whereby the use and access to memory structures is enhanced, if not guaranteed, by a prompt that aids the recall of information”<sup>36</sup>.

The prompt or stimulus can be either video or audio, or both, and serves to stimulate the learner’s recollection of her mental thoughts during task performance.

Observation is necessary done in every qualitative approach.

Observation is one of primer data collection technique. It is very useful,

---

<sup>35</sup>Assiri, M.S. 2016. Integration of Stimulated Recall, Self-Observation, and Retrospective Interview in the Collection of Strategy Data in Computer-Assisted Language Testing. *Studies in English Language Teaching*. ISSN 2372-9740 (Print) ISSN 2329-311X (Online) Vol. 4, No. 1, 2016.p.105. [www.scholink.org/ojs/index.php/selt](http://www.scholink.org/ojs/index.php/selt)

<sup>36</sup> Gass, S., & Mackey, A. (2000). *Stimulated recall methodology in second language research*. Mahwah, NJ: Lawrence Erlbaum Associates.p.17

systematic and selective way in monitoring and listening to interaction or phenomena which happened. The researcher uses nonparticipant observation, where the researcher is not involved actively in the group activity, and only as a passive monitor, attending, monitoring, listening carefully to all activities and take a conclusion.

from the observation result. This technique is used to observe the use of language in a real condition. Since the object of the study is the teachers' explanation, recording is the first step in collecting the data, the writer records the teachers' explanation that the writer wants to investigate. Then, the writer transcribes the recording of the utterances to convert the data from spoken into written form. The next step is analyzing. The writer begins analyzing which utterances are code-switching and its functions.

There are some instrument of collecting data is used by the researcher to get the data observation. There are some instrument of collecting data is used by the researcher to get the data classroom observation:

## 2. Recording.

The process of obtaining the information is by recording their talks throughout the lesson. The recording was wiped out in the classroom. The information recorded are qualitative as a result of they're within the style of words instead of number, teacher was recorded three times in numerous categories for the shake of this report the researcher took them every

which way to induce three categories in numerous level. The method of obtaining information is summarized as follows: the researcher need brace oneself for obtaining the information that are used for checking :

1. The instrument to record the information
2. The classroom to get good recording,
3. The situation outside of the classroom, that makes an excessive amount of distortion
4. The position of the teachers and students in order to get good recording. I record teaching learning activity from opening until closing activity. During the process of recording, I observed seriously from the beginning until the end of the episode.

### 3. Observation checklist

The researcher followed the teaching learning activities in the classroom and is the primary way of capturing the data that is collected from observation. The researcher used observation checklist in collection the data during follow the teaching learning process in literature class. The purpose of the observation checklist in this research will be (1) to complete documentations that will be gather as source of data (2) learn where documentation may reside, (3) to check accuracy and verify the impression gained through observation. So, the researcher get complete information about teachers scaffolding talks in the teaching and learning process. The researcher used observation checklist to make easier find types of scaffolding talks that teacher used, the researcher will adopting

the theories from Roeler and Turney. Based on some authors mentioned in the previous chapter.

#### 4. Documentation.

This research do by taking the document/data that is support research. The data includes the names of the teachers as subject resarch and data on the value of repetitive subjects taken from the list values as well as photograph of activities. According Ary documents refer of a wide range of written, physical, and visual materials, including what other authors may term artifacts<sup>37</sup>. The research instrument was camera, camera used to show the reality in the process get data by using photograph/videograph during the teaching and learning process.

#### **D. Data Analysis and Interpretation**

The important part of the reseach is how the reseacher analyzed the data after collecting them. In the reseach, the data analyze used interactive model of data analyze proposed by Miles and Hulxman in Sugiono to find the result until it clear results<sup>38</sup>. The data analyzed procedure can be describe as the folowing figure. The components of Data Analysis Interactive Model Miles and Huberman they are :

Data Analysis Interactive Model Miles and Huberman.

---

<sup>37</sup> Ary, D; Jacobs, L.C; Razavieh, A; & Sorensen, C. 2010. *Introduction to Researchin Education*, (8th ed). Belmont: Thomson Wadsworth.p.442

<sup>38</sup> Sugiyono,*metode penelitian kuantitatif,kualitatif dan r&D*, alfabeta bandung, November,2018, h 42

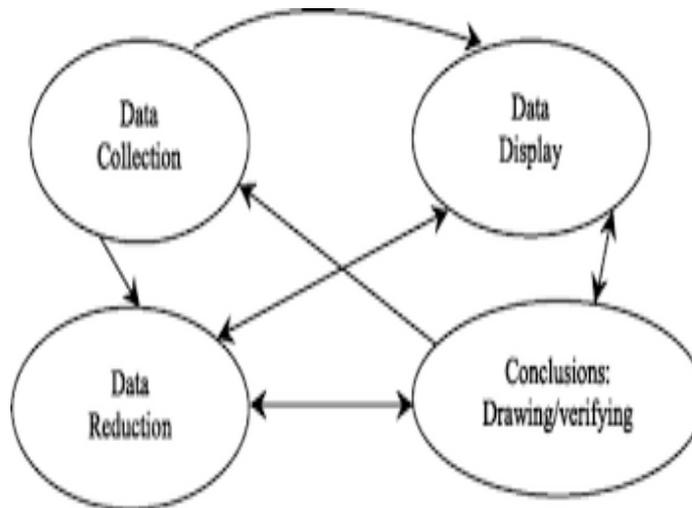


Figure 1. Interactive Models Miles and Huberman

**The figure above can be explained that :**

### 1. Data reduction

Data reduction is summarizing, select things that are elementary, that focusing on things that are vital, explore for themes and patterns. Therefore, the reduced data will can offer clearer image and go simple for researcher to conduct more information assortment, and appearance for it once required.

Data reduction happens frequently through out the analysis. In early stages, it happen through piece of writing, segmenting and summarizing the information. Within the middle stages, it happens through coding and meaning, and associated activities such as finding themes, cluters, and patterns. In the latter stages it happens through conceptualizing and explaining, since developing abstract concept is also a way of reducing the data. After reading the conversation script and

listening the recording in many times, the researcher found and selected the data that the most of sentences scaffolding talks.

## 2. Data display

Data display organize, compress and assemble information. The activities in this stage are: Making summary, descriptively and systematically in order to know about the central idea easily and interpreted them critically. After the information is reduced, then following step is to display the information Miles and Huberman said that the most frequent form of display data for qualitative analysis within the i past has been narrative text. viewing displays help us to understand what happening and to do something, more analysis or caution on that understanding. Here, the researcher identified and divided the information displayed and then presented them into research problem.

## 3. Conclusion Drawing and verifying

Reducing and displaying the data aim to help drawing conclusions. Whereas drawing conclusions logically follows reduction and show of information. Then, possible conclusion can be noted and need to verify. Conclusion in qualitative analysis may be a new finding that had not been there.

Conclusions in qualitative analysis could also be able to answer the problem formulation developed from the beginning, however perhaps not, as a result of as has been expressed that the matter and therefore the formulation of the problems in qualitative analysis remains tentative and

can be developed once analysis within the field. Here, the researcher make conclusion after completely identifying the types of scaffolding talks.

## **E. Research Procedures**

The process to get the data in this research as follow:

1. Data collection procedure.
  - a. Determining the school as the setting of the study.
  - b. Getting some formal administrative procedures including getting the school principle's permit to collect data by doing clasroom observation at the school.
  - c. Making an appointment for doing the observation and documentation with the head master and the English teacher of SMA IT IQRA' Bengkulu.
  - d. I asked for permission to record during the teaching and learning process by video recording. I will conduct the observation by video recording the teacher students interaction that happened during the lesson. During the process of recording i will observe and make notes of what the teacher and student do during the interaction. The notes will cover how the teacher prepared the setting of the classroom descriptions of the action or activities which the teacher and students do during the lesson, and interaction among students.

- e. The recorded data will play several times and transcribed the transcription is also accompanied with the notes made. For this particular study, the transcriptions focused on the teacher's scaffolding talks.

## 2. Data Analysis procedures

The analysis of data through some stages. The first step is transcribing the conversation between the teachers and the students into written form so that I able to analyze it easily. As this study focused on the teachers' scaffolding talks, the student's talks will not analyzed in detail.

- a. The second step is analyzing the teachers' talks. They are analyzed whether they belong to scaffolding talks or not based on the characteristics of scaffolding talk suggested by some authors mentioned in the previous chapter.
- b. The third step is analyzing the scaffolding talks applied by the teacher in the classroom. Teacher's scaffolding talks will type in bold.
- c. Next, I identify types of scaffolding talks based on types of scaffolding talks by Roeler (1997). They are as follows: Offering explanations, Inviting student's participation, Verifying and clarifying student understanding, Modelling of desired behaviors, Inviting students to contribute Clues.

d. Interpreting.

Then the collected data were interpreted based on the review of literatures mentioned previously. They are used to make the description types of scaffolding talks carried out by the teachers during the teaching and learning process.

e. Concluding. After doing all activities above, the researcher concluded of this research.

#### **F. Trustworthines of the Data**

In qualitative research the researchers used many qualitative criteria to evaluate aspects of validity in content analysis. Lincoln & Guba in Elo uses the term trustworthiness in qualitative research to support the argument that the results of research can be used properly.<sup>39</sup> in the research there are many factors that can influence the validation of data so that to trust the results in collecting, analyzing data and presenting the results of the data used a reliable tool so that the data produced is accurate and in accordance with the content needed.

Data collection using triangulation is intended to test the data credibility that we have gathered from various sources. William Wiersma said that, Triangulation is to cross validation in qualitative research that assesses the adequacy of appropriate data from several sources or several

---

<sup>39</sup> Satu Elo, *Qualitative Content Analysis: A Focus on Trustworthiness*, sgo.sagepub.com, January-March 2014: 1–10

procedures for collecting data.<sup>40</sup> From the explanation above, it can be concluded that triangulation testing data is a data checking carried out with various sources in various ways and various times to produce valid data. There are some triangulations in collecting of data, such as:

1. Triangulation of sources

Used to test the credibility of data that has been obtained through several sources obtained at SMA IT IQRA' Bengkulu during research or completion. Data obtained through several sources are categorized, described from various different perspectives and analyzed data specifically so as to produce conclusions based on member checks from several data sources.

2. Triangulation techniques

Conducted to test the credibility of the data obtained during the research at SMA IT IQRA' Bengkulu by checking data with the same source but using different techniques. However, when conducting data credibility using different techniques, the results of different data are obtained, then a more in depth discussion is carried out to the data source in question or the other to ensure which data is more valid or maybe all data obtained is correct because it was obtained from a different perspective.

3. Triangulation of time

---

<sup>40</sup>Sugiyono, *metode penelitian kuantitatif, kualitatif dan r&D*, alfabeta bandung, November, 2018, h 49

Can influence the results of research conducted this often affects the credibility of the data obtained because data is collected by observation techniques or interview techniques when the morning when sources are still fresh there are not many problems will provide more valid and credible data. So that in testing the credibility of data can be done by checking observations or other techniques at different times or situations, and carried out repeatedly until the data is found to be truly valid and convincing.

From various ways in collecting data through triangulation of sources, techniques, and time, we can know that in the process of collecting data and checking valid data and creativity, a variety of techniques are needed in obtaining sources that are relevant to the research that are often influenced by time or situation collecting data.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

In this chapter, the results of the research that has been conducted are explained in detail. Similar to its title, this chapter is divided into two main parts: findings and discussions. The data were taken from teacher-students' interaction during teaching and learning process. I only focus on the solution to the problem statements mentioned in chapter I, that is the types of scaffolding talks the teachers carry out during the teaching and learning process and how the teacher implemented Scaffolding Talks.

#### **A. A brief review (The Context of Present Study)**

SMA IT IQRA' Bengkulu is a private school with A accreditation, and also has a good track records, besides that the school to be a favorite private school in Bengkulu. Students at SMA IT IQRA' have many achievements both academically and religiously, for example one of the students of this school became the representative of Bengkulu in NSDC (National School Debate Competition) and every day students should memorize Al Qur'an, so the students are not only academically brilliant but also they are very religious. Many graduated students have been successfully accepted at nationally reputable universities and even at international higher education institutions. The curriculum applied at the school is based on the latest model, which is K13 (Kurikulum k13). Because there are so many parents are interested in enrolling their children

there, to be accepted at the schools the candidates should follow the selection process.

I have observed in the English class at SMA IT IQRA' Bengkulu for 3 times. From the beginning until the end of the lesson, the teachers speak more English than Indonesia. The students would be able to speak English, if the teachers speak English. As the students hear the English words more and more at a certain time they have the capability to speak it as a habit.

Before the lesson begins students at SMA IT IQRA' Bengkulu, starting with pray together, to get blessings from God and to get useful knowledge, the class divided into 2 female and male class.

In teaching at classroom, the teacher conducted by doing opening activities, main activities, and closing activities. The procedures of learning literature in the classroom were: the first opening activities, the teacher did some activities namely: asking the students condition, telling the topic, explaining the purposes of the lesson. Before come to the main activities, the teacher asked some main terms to the students. These activities aimed to know about the student basic knowledge about the materials that the lecturer wanted to explain. If most of the students did not actively answer the questions, the teacher knew that the students did not have a good basic knowledge about the topic. The teacher would explain in detail from the basic of the topic.

One aspect that very important teaching learning activity is students' actively response in classroom. In class, the teacher seemed to encourage students to involve in teaching and learning process. In this session, the teacher asked some students to express their knowledge about the materials, it is important for the teacher to made students actively involved in his class to know about the students' basic knowledge of the topic.

The second is main activities. In this stage, the teacher explained the materials in detail to the students. The teacher explained each parts of topic from the term in to the example. In each meeting, the teacher explained different topics. Therefore, the teacher explanation is the most important aspect for the students successful in teaching learning activities. At learning activities, the teacher was only as the mediator of the classroom. In this stage students actively participate in class discussion, some students would present their materials in front of the class. After they presented the materials, other students also active in digging information that they have not understood by asking some question the lecturer.

The third is closing activities. In closing activities, the teacher making summaries or giving homework and verifying and clarifying student understanding. The teacher asked some questions to make sure that students understand about the explanation before. They would discuss it until the students understand, and could answer the questions that given by

the lecturer. At the last activities the teacher explained about the material, he gave some example of the topic that students know to make them understood. He also assessed students and then asked them to know their progress. Before closing the class, he gave a chance for students to asking question. Then, he asked some question made sure about students understanding of the topic. He would give score for student who could answer the question as well. These can be important method to encourage students to study more seriously in the classroom.

## **B. Research Findings**

This section presents the findings derived from research problems. In which the first question concerns with what types of scaffolding talks used by teacher at SMA IT IQRA Bengkulu, and the second question is how does the teacher implement the scaffolding talks during her classroom teaching. To describe the types of scaffolding talks performed during teaching learning process in the English class. I have to analyze the teachers' talks whether they belong to scaffolding talks or not. The analysis of the scaffolding talks is based on the characteristics of scaffolding from the experts Brunner in Cameron and Bransford Stuyf.

The data analysis results is taken from the analyzing process through data recording in teaching and learning process at SMA IT IQRA' Bengkulu. The raw data were classified based on good recording. The researcher only took good recording in order that, the researcher able to

analyze the data without any difficulties. The writer only takes three good recording to be analyzed.

Based on the data analysis there are only 3 types of scaffolding talks applied by english teacher in teaching and learning process at first meeting in class X IPS 2 on April 29 th 2019, with the topic of the lesson was about Descriptive Text. The teacher asked the student to describe thing place, people, etc, the teacher also gave so many questions to make the students active to participate. The teacher translates the difficult words. The teacher dominates spoken interactions. There is almost response from the students. The students are active. She did not applied monotonous or conventional patterns of classroom. In the classroom she speaks not only English but also Indonesian and bengkulu, but mostly in English.

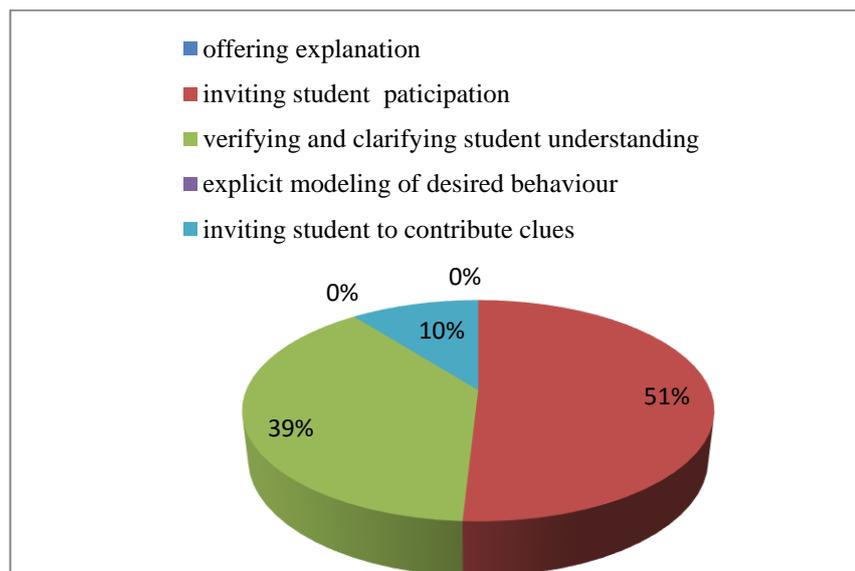
The teacher used scaffolding talks to facilitate the students' learning. The types are: Inviting student participation, Clarifying and verifying student understanding, Inviting student to contribute clues. The offering explanation and modeling the desired behaviour are not found.

**Table 4.1 Data Findings of Types of Teacher's Scaffolding talks in 1st meeting**

<b>No.</b>	<b>Types of scaffolding talks</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1.	Offering explanation	0	0
2.	Inviting student participation	29	51
3.	verifying and clarifying student understanding	22	39
4	Explicit Modeling of desired behaviour	0	0

5	Inviting student to contribute clues	6	10
<b>Total</b>		<b>57</b>	<b>100</b>

**Table 4.1** shows that there are 57 data contain types of scaffolding talks. The inviting student participation the dominant frequency of all types of scaffolding talks. There are 29 data (51%) containing inviting student participation. The lowest-rank frequency of types of scaffolding talks are inviting student to contribute clues with 6 data (10%), but offering explanation and explicit modeling of desired behaviour were not found in meeting 1 class X IPS 2. To know more clear about the result of types scaffolding talks applied by teacher at SMA IT IQRA' Bengkulu, in class XI IPA 2 during teaching and learning process, the researcher also serving the data from the table in pie chart below.



**Chart 4.1 Data finding Types of scaffolding talks by teacher in first meeting.**

Based on pie chart above, it showed that from 57 data scaffolding talks. There were 51 % or 29 datum (the dominant frequency) Inviting student participation. Datum (1) is an example of inviting students participation that applied by teacher in this class :

- T** : **Another reason, another opinion? ..... How long exactly? Have you ever measured it? Pernah diukur?**  
**S** : More than one thousands.  
(Time recording 2:38-2:49)

In datum (1) teacher asked the student about pantai laguna "*can you describe it? have you touched it*"?. It's mean that teacher need explanation about pantai laguna, and sands in the pantai laguna, this question is invite the student to answer her question.

The lowest-rank frequency of types of scaffolding talks are inviting student to contribute clues with 6 data (10%). Datum (2) is one of examples of inviting student to contribute clues:

- T** : **Ok, I want to tell you something. It is about place. Maybe you know about place, It's not far from here, you can go there by motorcycle or by car. It's place you can see somewhere ... with coconut trees".**  
**SS** : pantai panjang  
(time recording 1:20-1:54)

Datum (2) Present that teacher giving clues to her students. Like the excerpts above the teacher describe the characteristics about the place, like “ *is not from here, you can go by car or motorcycle, and with coconut trees*”, automatically the students can guess the answer soon, that characteristics above is pantai panjang. In other hand teacher only (39%) applied verifying and clarifying student understanding in this class.

Datum (3) is one of examples of verifying and clarifying student understanding in the conversation teacher and student.

- T** :Apa lagi yang bisa dideskripsikan dari pantai panjang?  
**S** : Mouse island, pulau tikus !  
**T** :Oke, tikus island, **usually, a name of pantai panjang is pantai panjang, tikus island is tikus island. Mouse island is other place**

(time recording 05:35-05:43)

As shown in datum (3) the bold expressions present teacher verifies students answered, it's mean that *mouse island or pulau tikus* is not correct answer, because mouse island is not in the pantai panjang areas but the other place, while the teacher just asked student to describe pantai panjang. In this class teacher did not applied offering explanation and explicit modeling desired behaviour (0%).

Meanwhile, based on the data analysis in the second meeting in class X IPA 3 on May, 5th 2019 with the topic of the lesson was about

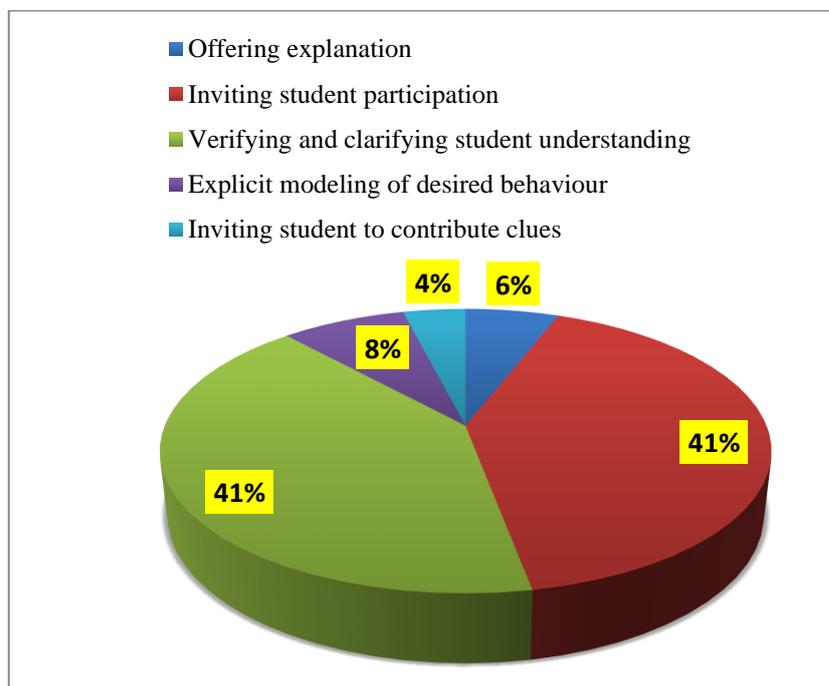
Degrees of Comparison, in this class teacher used media (powerpoint and flashcard) the teacher divided the students into some group for to work together. The teacher also asked the students to make a short cheer or simple so they are not only learn but they can playing too, and teacher also used whiteboard as media to write the material such as formula of comparation degree to make student understand the topic and teacher also give reward such as score in teaching learning process.

In this class teacher applied 5 types scaffolding talks, they are Offering explanation, Inviting student participation, verifying and clarifying student understanding, explicit Modeling of desired behaviour and Inviting student to contribute clues. Her scaffolding talks are not only in English but in Indonesian as well. The results of the data finding are presented in table 4.2.

**Table 4.2: Data findings of Types of teacher’s scaffolding talks second meeting**

No	Types of scaffolding talks	Frequenc y	Persentage (%)
1.	Offering explanation	3	6
2.	Inviting student participation	21	41
3.	Verifying and clarifying student understanding	21	41
4	Explicit modeling of desired behaviour	4	8
5	Inviting student to contribute clues	2	4
<b>Total</b>		<b>51</b>	<b>100</b>

**Table 4.2** Shows that there are 51 data contain scaffolding talks. Clarifying and verifying student understanding and Inviting student participation is the most frequent types scaffolding talks in meeting II class X IPA 3. They are 21 data (41%) containing clarifying and verifying students understanding and inviting student participation. On the other hand, the inviting student to contribute clues has the fewest frequent with only 2 datum (4%). To know more clear about the result of types scaffolding talks applied by teacher at SMA IT IQRA' Bengkulu, in class X IPA 3 during teaching and learning process, the researcher also serving the data from the table in pie chart below.



**Chart 4.2 data finding of types teacher scaffolding talks in 2nd meeting**

Based on pie chart, verifying and clarifying student understanding and inviting student participation is the most dominant frequent type of scaffolding. There are 41 % (21 datum).

Datum (4) is one of examples of verifying and clarifying student understanding in the conversation teacher and student in class X IPA 3:

T :Just making it very simple and very short if you have finished, you have to show that immediately and I give you the time three minutes for discuss with your friends and then if you have finished just show me, suddenly ... immediately show us! And then I am going to give you score.....OK Just make it very simple.... **Ok, do you understand what I mean?**

SS : yes (thumb up)

(time recording 09:53-10:33)

As shown in datum (4) the bold expressions present teacher verifying and clarifying student understanding, Teachers ask student like, *do you understand what I mean?* If the students can answer the question, like “yes or thumb up “ it means that the students have understood what have been explained. Based on pie chart, offering explanation has frequent 6 % .

Datum (5) is one of examples of verifying and clarifying student understanding in the conversation teacher and student in class X IPA 3.

**T** : Ok, **In the last meeting we had discuss about descriptive text.** Do you know what is descriptive text?

**S** : Describe something.  
(time recording 1:41-1:45)

**T** : **Ok, everyone, we are going to discuss about degree of comparison!**” Have you ever heard about degree of comparison?

**SS** : Yes, yes.  
(time recording 10:08-10:17)

As shown in Datum (5) the bold expression present, in the beginning of the lesson, the teacher states the goal of the lesson discussed about *degrees of comparison* which is one of the characteristics of scaffolding talks. It was helpful to ask oneself simple questions about what be important of the topic. Offering explanation actually found in the opening of the lesson, the teacher stated the goal related the topic of lesson.

Then, inviting student participation has (41 %) or 21 datum like the following example below in datum (6) :

**T** : **Do you know what is descriptive text?**

**S** : Describe something  
(time recording 1:41- 1:54)

**T** :Ok,time is over thankyou for today. **Any questions?**

(time recording 23:29)

Datum (6) above shown that teacher invite student participation by asked about descriptive text, it's means that the teacher performs inviting students' participation in order that the students can follow the lesson well.

Teachers usually give a question to students related to the topic which has just explained. With this question, students will focus on current teaching process

In this class the teacher also applied explicit modeling of desired behaviour with the percentage (8 %) or only 4 datum. Datum (7) is one of examples explicit modeling desired behavior :

**T** :Nanti kalau saya bilang hi five (raise hands), semuanya diam, kalau sudah saya bilang hi five tangannya diangkat (raise your hands and silence) kalau you dont understand my instruction **you may like this (thumb down)**, it's mean that you dont understand. **if you like this (you mean you understand my instruction).**

(Time recording 09:10-09:30)

**SS** :Yes !

**T** : **For example this book is beautiful, this book is beautiful !so both of these books are beautiful. This book is as beautiful as this book..... She is tall, she is tall. Oke dinda is as tall as Dila (sama)**

(Time recording 20:10-20:40)

From the datum (7) we can see that the teacher, In her scaffolding talks she still speaks either English or Indonesian, she is accustomed to speaking English while she is teaching. Teacher does not apply a lot for it is only found some modelings in the scaffolding talks. The teacher performs modeling by reading “performance modeling”, like the excerpts above the teacher acts to give the modeling through his or her physical expression such as (*thumb up and thumb down*) and raise hand.

The last types that applied by teacher in this class is innviting student to contributes clues. Then, inviting student to contribute clues has percentage (4 %) or 2 datum following example below in datum (8) :

**T** : Now, you have to get your partner/team .... I want you to make **your cheer apa sih istilahnya?**

**S** : yel yell

(time recording 09:49 -09:52 )

As shown in Data (8) the teacher gave clues by asked “cheer” in bahasa to students. Its mean that teacher giving clues by translating english to Indonesia.

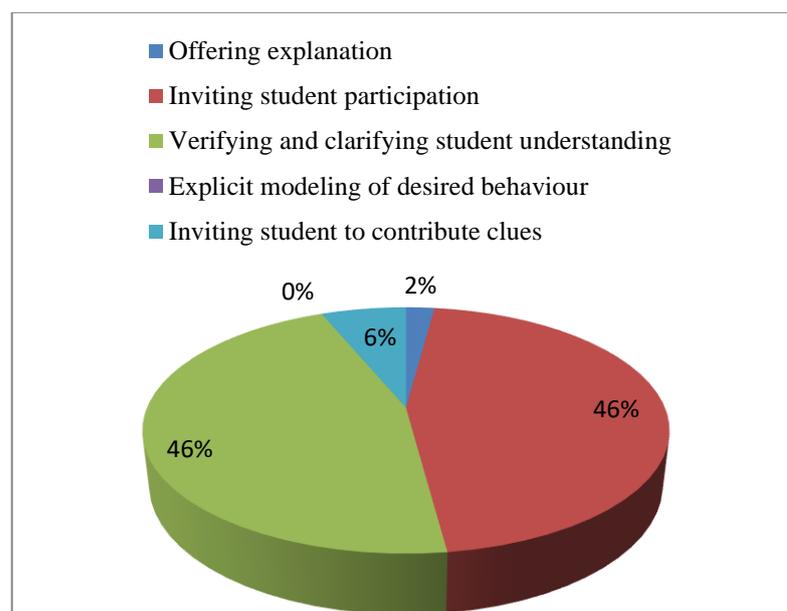
The third meeting in teaching learning proses, class XI IPA II on May, 9th 2019 with topic of the lesson was about song actually it was their last topic in that class before the final exam. The song discussed was about Rayuan Pulau Kelapa song created by Ismail Marzuki and this land is mine created by Exodus Song. The teacher asked about the content of the song, similarities and the difference between the two songs. They sing a song rayuan pulau kelapa together. In this class, researcher found 4 types of scaffolding talks. They are inviting students participations, verifying and clarifying student’s understanding, and inviting students to contribute clues.

**Table 4.3 : Data findings of Types of teacher’s scaffolding talks in third meeting (XI IPA 2)**

<b>No</b>	<b>Types of Scaffolding talks</b>	<b>Frequenc y</b>	<b>Persenta ge (%)</b>
1.	Offering explanation	1	2
2.	Inviting student participation	22	46
3.	Verifying and clarifying student understanding	22	46

4	Explicit modeling of desired behaviour	0	0
5	Inviting student to contribute clues	3	6
<b>Total</b>		<b>48</b>	<b>100</b>

**Table 4.2** shows that there are 47 data contain scaffolding talks. Clarifying and verifying student understanding and inviting student understanding have same frequent types scaffolding talks with 22 data (46%). On the other hand, offering explanation has the fewest frequent with only 1 datum (2%), inviting student to contribute clues only 6% (3 datum) And explicit modeling of desired behaviour are not found in this class (0 %). To know more clear about the result of types scaffolding talks applied by teacher at in class X IPA 3 during teaching and learning process, the researcher also serving the data from the table in pie chart below.



### **Chart 4.3 Data finding of types teacher scaffolding talks in 3rd meeting**

Based on the pie chart the result of types scaffolding that applied by the teacher in this class was inviting student participation is as many as verifying and clarifying student understanding with 46 % (22 datum). Then, the fewest is offering explanation (2%) or 1 datum, however explicit modeling of desired behaviour were not found.

Datum (9) is one of examples of verifying and clarifying student understanding in the coversation teacher and student in class X IPA 3:

**S** : In indonesia or English ?

**T** : **absolutely in English**

(time recording 05:57-06:00)

The excerpts above showed that teacher clarifies the questions from her students. Teacher clarifies that student should explan in English not Indonesia.

Data (9) below is one example of inviting student participation, the excerpts as follow:

**T** : **Why compliment to our country ?**

**S** : Because our country it's so beautiful, so many coconut trees. The nature it's so natural.

**T** : **who want complete it more than nur ? Who want to try?** I will give you just like another

classroom 95 for your speaking !

(time recording 06:11-07:05)

From the data (9) teacher inviting student participation by asked *why compliment to our country*. Teacher need explanation from the student related. The teacher invited student for more explanation. The student answered teacher's question enthusiastically also gave the reasons why she called as compliment to our country because the country it's so beautiful, so many coconut trees. The nature it's so natural. After that, teacher also invited another students for participated, *who want complete it more than nur ? Who want to try?*. Throught question also will heighten students engagement and ownership in the learning process. Therefore, students could active in engage in teaching learning process.

Based on the table and pie chart showed us the fewest types applied is inviting student contribute clues only 6% percentage. (Datum 10) showed example of inviting student to contibutes clues:

**T** : Ok who know this song? You can raise your hands !(*melambai...lambai*)

**S** : Rayuan pulau kelapa

(minute 01:59-02:04)

From data above teacher gave clues by mention the first line lyric of the song “ *melambai lambai*”. Student can answered automatically, it

can help easier to answer questions. However, explicit modeling of desired behaviour and offering explanation were not found, it means that teacher did not apply in third meeting with topic of lesson about song.

That's the results types of scaffolding talks in different class and topic of the lesson applied by teacher. Then, the researcher also describe the result from 1st meeting 3rd meeting. More explanation see the table and pie chart below :

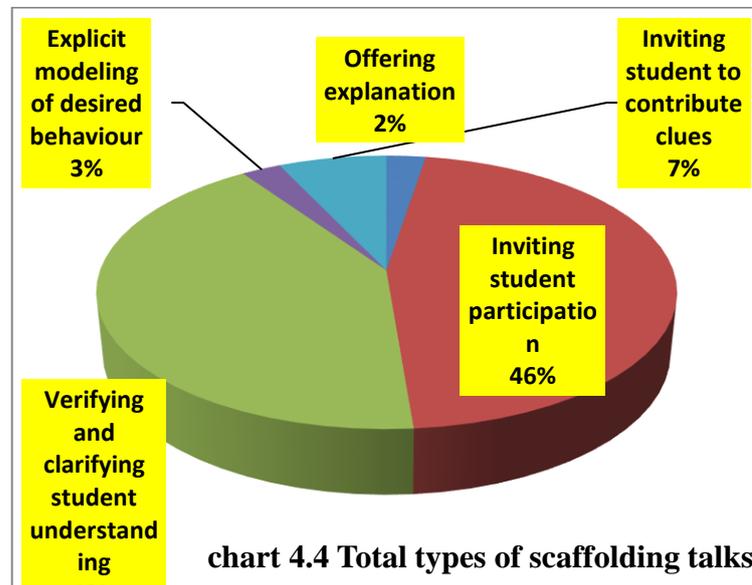
**Table 4.4 total number types of Scaffolding Talks by teacher at SMA IT IQRA' Bengkulu.**

No	Types scaffolding talks	Meetings			Frequency	Percentage (%)
		1	2	3		
1	Offering explanation	0	3	1	4	2
2	Inviting student participation	29	21	22	72	46
3	Verifying and clarifying student understanding	22	21	22	65	42
4	Explicit modeling of desired behaviour	0	4	0	4	3
5	Inviting student to contribute clues	6	2	3	11	7
<b>Total</b>					<b>156</b>	<b>100%</b>

From the table (4.4) showed us that there are 156 data containing teacher's scaffolding talks from all meeting by teacher applied in her teaching learning process at SMA IT IQRA' Bengkulu. Inviting student participation is the most dominant of all types scaffolding talks. There are

72 data (46%) containing inviting student participation. The lowest rank frequency of scaffolding talks was the offering explanation only (2% ).

To know clear about the result of types scaffolding talks applied by teacher at SMA IT IQRA Bengkulu, during teaching and learning process, the researcher also serving the data from the table in pie Chart below:



Based on pie chart showed, teacher applied all types in the teaching and learning process in the class,

## A. Discussion

From the research findings, the researcher found that teacher implemented 5 types of scaffolding talks in teaching learning process. The types of scaffolding talks used by the English teacher were: explaining, Inviting student participation, verifying and clarifying student

understanding, explicit modeling of desired behaviour and inviting student to contribute clues. In this research the teacher strengthens the students by using English applied in the teacher's scaffolding talks. The student's responses when learning to speak English, they felt very interested and pleasant in learning English.

In this section the researcher would like to describe the results. The researcher did classroom observation in 3 times they were: in class X IPS II, X IPA 2 and XI IPA 2.

From the 3 meetings data the researcher concludes that inviting student participation is the dominant frequency or percentage that the teacher implemented in the teaching learning process, and offering explanation is the lowest rank frequency only 4 datum or (4%). The teacher used different types of scaffolding based on students' needs and the nature of the tasks. This study supports the characteristics of scaffolding that emerged from Bruner in Cameron the teacher provided more support when students engaged in complicated tasks, giving hints providing clues or suggestions but deliberately does not include the full solution.

From the data finding we can conclude that the teacher always applied inviting student participation every meeting. Based on the literature review or chapter II Laura R. Roehler said teachers used this type of scaffolding to provide the students to be able to participate in the learning process. Teachers give a question to students related to the topic which has just explained. With this question, students will focus on current teaching

process. So that they will not be bored in the classroom activity. Through it will heighten students' engagement and ownership in the learning process. Therefore, students could actively engage in the teaching learning process. They answered the teacher's question enthusiastically. However, as the table above shows, the lowest rank is offering explanation. The teacher only applied just 2% in meeting 2 and meeting 3. Based on the theory that I explained in chapter II, actually offering explanation is being explicit to fit the learner's emerging understanding about what is being learned, why and when it will be used and how it is used. Offering explanation in the beginning of the lesson, the teacher states the goal of the lesson.

From the explanation above, the researcher argues that the teacher implemented Scaffolding Talks in the teaching learning process. Scaffolding talks are one of teacher talks. Teacher's talk takes place in a classroom setting between teachers and the students. Teachers tend to dominate the communication that happens in the classroom during the teaching learning process. The teacher tends to dominate speech interaction in the classroom through their talks. It does not mean that but because teachers have purposes in the talks, such as: give an example; to become a model; to give an instruction etc.

Based on the theory in Chapter II, Bruner in Roy Corden, that scaffolding talk is highly interactive, with constant interplay between teacher and students in the joint completion of dialogue. The dialogue is crucial to the process for this is how support is provided and adjusted. In

short, it can be said that with scaffolding talks the participation and the interaction of the students are high, so the goal that the teachers expected can be achieved.

So, the scaffolding is to help the students by providing the words or by probing to open the way to the students to achieve the desired expression. Besides, the teachers should be good models, good mediators, good facilitators and good guides in order that the learners can cross the bridge safely without any difficulties. The bridge here is the scaffolding itself in which the students have to pass it to reach desired expression.

The difference this research between the previous research was, this research was done in the SMA IT IQRA' (a Private school), and the other researchers mostly conducted their research in the SMP/Mts, there haven't done the research in the senior high school (a private school) such as SMA IT IQRA' used a qualitative method with classroom observation, video recording, and analyzed data with theory miles huberman, and they mostly used Quasi Experiment. Such as fattur rahmah tekeng conducted the research in the islamic junior high school (MTs Madani PaoPao Gowa), Rohmat kamil conducted the research in the junior high school, then, Nisfu Laili and Nike Angraini conducted at junior high school SMPN 38 Palembang. But it has an overall similarity indicating that scaffolding talks succeed in increasing the ability of students and is implemented by the teacher. The fact is that scaffolding talks are very

effective to use in the teaching and learning process. That's why teacher at SMA IT IQRA' Bengkulu applied Scaffolding Talks

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions and suggestions of the study. Based on the data analysis and data interpretation presented in chapter IV, I can make some conclusions. The conclusions are as follows

#### **A. CONCLUSIONS**

The teacher carry out teacher's scaffolding talks from the beginning until the end of the lesson. Before the lesson begins they mention the goal of the lesson they give. To motivate the students for their readiness to follow the lesson is by attracting the students' attention; i.e. to recall the concepts they have got in order to be easy to catch the new knowledge. Then the teachers convey the new material and in the middle of the lesson, the teachers do not forget to ask the students to take part in the lesson throughout the questions given to their students by inviting the students' participation and giving their feedback. They ask the students to answer the question as the teachers want to check their understanding the new material given. To develop the students' understanding teachers ask other students to elaborate and to conform their answers. In stimulating the students to be more and more active in participating the lesson is throughout teachers' enthusiasm in praising and expressing the agreement towards the students' responses. By the end of the lesson, the teachers do not forget to make conclusion, repeating the essential points and sometimes involving the students. From the beginning until the end of the

lesson, the teachers speak more English than Indonesia. The students would be able to speak English, if the teachers speak English. As the students hear the English words more and more at a certain time they have the capability to speak it as a habit. There are 5 about types of scaffolding talks found in this study, among others: inviting students' participation, clarifying the students' understanding/providing feedback, verifying and clarifying students' understanding, explicit modeling desired motivation and inviting student to contribute clues.

## **B. SUGGESTIONS**

The following items are the suggestions of this study:

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. From now on the teachers should be able to introspect themselves and try to improve themselves :

- a. **To be good teachers** such as: do not be late to come to the class, willing to make and prepare the lesson plan well, to understand the existing curriculum by reading, asking their peers or colleagues, joining seminar; symposium and workshops, if necessary consult the experts or continue to their study.

- b. **To be a good models**

for example to practice English as habitual actions among their colleagues, teachers' trainee, and students of English education instead of Indonesian and gradually at a certain time English speaking habit will be able to be accomplished as God endows human beings having language compartment in their brain. While practicing speaking English does not forget to improve the pronunciation. The teachers are willing to study hard to accomplish it.

The teacher in front of the class is like an actor. As an actor should be able to perform the show well no matter what the situation is like, in order that the audiences are not bored and feel satisfied. To make the audience satisfied and not bored it will be better for the teacher to make more variety of types of scaffolding talks in their classroom discourse properly. To be a good model is not easy because she/he should own the capability in using the language.

In this case, the teachers should try to give more chances to the students with variety of the patterns of interaction in order not to be boring or monotonous. When it is possible applying the discussion based format. The teacher should be patient to wait for the students' answer and try not to answer their own questions. The most important thing is not to make the students scared. To make the students feel free to follow the lesson. So that the objective expected by the teacher will be reached at the end of the lesson. In addition, it is necessary for the teachers to give much attention to the level of difficulty of their questions and provide more various lessons from the easiest ones to the most difficult ones.

1. It is advisable for the teacher to be able to choose the scaffolding talks properly in order that the students are not bored and not frustrated, they have to make efforts not to give the explanation and not to answer their own questions most of the time.
2. I hope that the English teacher at SMA IT IQRA' Bengkulu after they accomplish to be good teachers and good models. They are willing to transfer and to share their knowledge with their colleagues, teachers' trainees, students of English education in their region when it is possible to other regions. When they are not able to do them, they have to keep on trying and not to feel bored to do it.

## REFERENCES

- Ary, D. Jacobs, L, Razavieh, A. & Sorensen, C. 2010. *Introduction to Research in Education*, (8th ed). Belmont: Thomson Wadsworth.
- Assiri, M.S. 2016. Integration of Stimulated Recall, Self-Observation, and Retrospective. Interview in the Collection of Strategy Data in Computer Assisted Language Testing. *Studies in English Language Teaching*. ISSN 2372-9740 (Print) ISSN 2329-311X (Online) Vol. 4, No. 1, 2016. [www.scholink.org/ojs/index.php/selt](http://www.scholink.org/ojs/index.php/selt).
- Cameron, Lyne. 2001. *Teaching Language to Young Learners*. Cambridge. Cambridge. University Press.
- Corden, Roy. 2000. *Literacy and Learning Through Talk : Strategic to the Primary Classroom*. Philadelphia : Open University Press.
- Chaudron, C. 1988. *Second Language Classrooms: Research on Teaching and Learning*. Cambridge: Cambridge University Press.
- Ellis, Rod. 1986. *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Fraenkel, J. R., and Wallen, N. E. 2008. *How to design and evaluate research in education*. 7th ed. America and USA: McGraw-Hill.
- Gass, S, & Mackey, A. (2000). *Stimulated recall methodology in second language research*. Mahwah, NJ: Lawrence Erlbaum Associates
- Hammond, Jennifer, 2001. *Scaffolding: Teaching and Learning in Language and Literacy Education*, Newton : PETA

Krashen, S.D. 1985. *The Input Hypothesis: Issues and Implications*. New York: Longman Inc.

Laili N and Angraini N. 2018. *Enhancing The Seventh Grade Students' Speaking Achievement of SMPN 38 Palembang Through Scaffolding Talk Technique*. English Education Study Program, Faculty of Teacher Training and Education, Indo Global Mandiri University. Study Program, Faculty of Teacher Training and Education, Indo Global Mandiri University. *Jurnal bahasa dan sastra* volume 7 No 1.

Nunan, David. 1991. *Language Teaching Methodology: a textbook for Teachers*. Cambridge: Cambridge University Press.

Nunan, D. (1991) *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.

Nancy Boblett, "Scaffolding: Defining the Metaphor", *TESOL & Applied Linguistics*, (Vol. 12, No. 2, 2012), pp. 1-16

Roehler, R., Laura and Zantlton, J., Danise. (no date). *Scaffolding a Power Tool in Social Constructivist Classrooms* <http://ed.web3.educ.msu.edu/literacy/papers/paer/r.z.tm-99k>.

Rahmah, F, and Tekeng, N.Y. 2016. *The use of scaffolding technique to improve the second grade students speaking skill at MTs Madani PaoPao Gowa*. Volume 02, Number 02, December 2016. English Education Department of UIN Alauddin Makassar.

- Rohmat Kamil. 2017. Exploring *Teacher's Scaffolding to Students in Teaching Writing*. Department of English Education, Indonesia University of Education. Journal of English and Education Vol. 5 No. 2, October 2017.
- Richards, J. C. 1992. *Longman Dictionary of Language teaching & Applied linguistics*. Beijing: Foreign Language Teaching and Research Press.
- Rizal, Daviq, 2011. *Scaffolding talk in English Language Teaching*, Journal Encounter :Vol. 2, No.3
- Selinger, H. W., & Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press.
- Sugiyono. 2010. Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta.
- Subroto.E.D. *Pengantar Metode Penelitian Linguistic Structural*. Surakarta; Sebelas Maret University Press. 1992.
- Surtiati. 2008. *Teacher's scaffolding talk in english class at senior high school*. English departemen state university of Semarang.
- Satu. Elo. *Qualitative Content Analysis: A Focus on Trustworthiness*, sgo.sagepub.com, January-March 2014: 1–10
- Stuyf, R. Vandr. (2002). *Scaffolding as a teaching strategy*, Retrieved july. 05, 2019 from <http://www.eric.ed.gov/ERIC Web Portal/Home.portal?>.
- Vacca, James S. (2008) *Scaffolding is an Effective Technique for Teaching A Social Studies Lesson About Buddha to Sixth Graders*, Journal Of Adolescent and Adult Literacy, Vol. 51, No. 8, pp. 652-658.

Walqui, Aída, 2006. *Scaffolding Instruction for English Language Learners: A Conceptual Framework*, *The International Journal of Bilingual Education and Bilingualism* Vol. 9, No. 2

Wilson, Kate & Linda Devereux, 2014. *Scaffolding theory: High challenge, high support in Academic Language and Learning (ALL) contexts*, *Journal of Academic Language & Learning*, Vol. 8, No. 3