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**INSTRUCTIONAL SCAFFOLDING FOR STUDENTS' LEARNING
ENGLISH AS A FOREIGN LANGUAGE AT THE SEVENTH GRADE
STUDENTS OF SMP 3 PALIMANAN
(Qualitative Research)**

A THESIS

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial
Fulfillment of The Requirements of Undergraduate Degree**



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ABSTRACT

INDAH MARLIANA. 14111310032. INSTRUCTIONAL SCAFFOLDING FOR STUDENTS' LEARNING ENGLISH AS A FOREIGN LANGUAGE AT THE SEVENTH GRADE STUDENTS OF SMP 3 PALIMANAN.

This research finds out instructional scaffolding for students' learning English as a Foreign Language at the Seventh Grade students of *SMP 3 Palimanan*. During teaching learning process, the guidances or supports from teacher is important to help students' learning English as a Foreign Language (EFL). Scaffolding is an important concept that help us recognize the context of language learning among various aspects of effective instruction (Kim, 2010). In educational context, it can be called instructional scaffolding which are divided into three kinds namely indexical scaffolding which refers to task completion through situated use of physical signs; inscriptional scaffolding defined as task enablement through normative use of texts and inscriptions; and interactional scaffolding identified as task completion through dialogue or verbal aid from teacher (Michell & Sharpe, 2005).

The goals of this research are: (1) to find out the teaching learning process of English as a Foreign Language (EFL), (2) to find out the teacher's help students' learning English as a Foreign Language (EFL) through instructional scaffolding, and (3) to find out students' responses to the teaching learning process of English as a Foreign Language, that are appropriate with research questions. In addition, for the teacher and the reader can make this research as the consideration to enrich their references in improving teaching learning process that can help students' learning English as a Foreign Language (EFL) through instructional scaffolding.

This research is designed as a descriptive qualitative research using a case study approach. The data of this research are collected through observation and interview. The data is observation recorded by observation checklist and observation field note which is transcribed into text and interpretation from interview protocols. The data of the research is analyzed in the teaching learning process of English as a Foreign Language (EFL) through Instructional Scaffolding. The analysis process is designed together with the data collection based on: (1) Scaffolding theory explained by Wood, Bruner and Ross, and (2) Instructional Scaffolding theory explained by Michell & Sharpe.

The findings of this reseach are (1) the teaching learning process of English at the Seventh Grade students of *SMP 3 Palimanan* shows that the English teacher indeed provides supports and guidances through some patterns of instructional scaffolding where she provides two of three kinds of instructional scaffolding, namely indexical scaffolding occurs 23% where objects occurs 75%, gesturing occurs 9%, highlighting occurs 16%; and interactional scaffolding occurs 77% consists of modelling occurs 4%, example occurs 1%, marking critical features occurs 1%, cued-elicitation occurs 10%, hints occurs 3%, prompts occurs 27%, meta-comment occurs 4%, evaluation occurs 2%; procedural area where task orientation occurs 3%, cued turn-taking 25%, and recapping occurs 20%, (2) the way teacher helps students' learning shows four of six features of effective scaffolding, namely building children's interest in the task; keeping children on path by reminding them of the goal; pointing out key things to do; and showing an ideal way of doing the task, and (3) the high-ranking, middle-ranking, and low-ranking students are basically having good attitude and response toward the teaching-learning process of English as a Foreign Language.

Keywords: Scaffolding, Instructional Scaffolding, Zone of Poximal Development (ZPD), English as a Foreign Language (EFL).

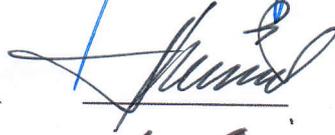


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RATIFICATION

This thesis entitled **“Instructional Scaffolding for Students’ Learning English as a Foreign Language at The Seventh Grade Students of SMP 3 Palimanan”** written by Indah Marlina, student number 14111310032 has been examined on 7 July 2015. It has been accepted by the broad of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I INTRODUCTION

This chapter presents nine different sections. The first is the background of the problem which explains the phenomenon and the problem of the research. The second is research formulation consisted of the focused area of the research field exploring the field of the research, the identification of the problem, and the main problem. The third is the limitation of the research related to the way research delimitates the aspects in this research. The fourth is the questions of the research related to identification of research questions in order to organize and well match with the phenomenon and the problems. The fifth is the aims of the research where the research aims are declared and connected with research questions above. The sixth is the usefulness of the research consisted of theoretical and practical benefits of the research. The seventh is literature review which reveals some previous researches conducted in relation with the research area. The eighth is theoretical review explaining the key of the research as well as theoretical foundation. And the last is research methodology in which the objective of research, the place and time of the research, the respondents of the research, the method of the research, the technique and instrument of the research, the technique of collecting data, and the technique of analyzing data are explained.

1.1 The Background of the Problem

This research finds out instructional scaffolding for students' learning English as a Foreign Language at Seventh Grade of *SMP 3 Palimanan*. It is conducted in order to find out and analyse the reality of supports termed as instructional scaffolding within teaching-learning process of English as a Foreign Language in the school.

Scaffolding is an important concept that help us recognize the context of language learning among various aspects of effective instruction (Kim, 2010). It is a support or guidance which strengthens the teaching learning process while building a new competence for students (Moran, 2007). The term of scaffolding focuses on providing support for learner in their language,

and gradually reduce it as learners become more independent. Scaffolding plays an important role in influencing the learners development within their Zone of Proximal Development (ZPD) or the potential capability of individual learner when they initially worked with expert guidance and then independently by their own (Daniels, 2008). Additionally, the model of scaffolding emphasizes the interactive social nature of learning and the collaborative nature of support and development (Walqui, 2006). Furthermore, it can help learners in order to achieve higher competence in learning.

Theoretically, scaffolding is originally proposed within the context of learning as the situation where the child obtains knowledge through contacts and interactions with people or more able people as the first step then later combines and adopts this knowledge by adding his personal value to it (Vygotsky, 1978). Here, good scaffolding requires adult to engage children in their world through supports as they are presented with various tasks and demands while learning. It is also suggested that when a student is at the ZPD (Zone of Proximal Development), he should receive the appropriate assistance (scaffolding) by an MKO (More Knowledgeable Others) just enough to achieve the task (Lee, 2005). Once this student gains mastery of the task, the ‘scaffolding’ may be removed, and he would be able to face the task on his own again. Here, teacher should initially give guidances or supports while students learning and completing tasks then leaves them alone while only controlling when they are able to complete it by themselves.

Additionally, an ideal scaffolding refers to steps taken to reduce the difficulty in carrying out some tasks so that the child can concentrate on difficult skills he or she is in the process of obtaining (Wood et. al, 1976). Within this framework, adult should set the situation to help the children to complete tasks and then gradually handling the role to the child as he becomes capable enough to manage it. Furthermore, Wood et. al. (1976) identified 6 features of effective scaffolding namely : building children’s interest in the task by enlisting the problem solvers’ interest in and introducing them to the requirements of the task; making the task becomes a



simple one, for example, separating the task into some parts; keeping children on path by reminding them of the goal or the particular objective within learning activity; pointing out key things to do by marking or highlighting certain features of the task that are relevant; controlling the child's frustration of the task by supporting and motivating them in completing it; and showing an ideal way of doing the task by demonstrating or modeling solutions to a task.

In teaching-learning process, scaffolding is important in understanding successful learning for both English-speaking students and English-language learners (Kim, 2010). Here, scaffolding appears as a support to help students' learning English as a Foreign Language. Within this educational situation, teacher should set learning goals, plan instructional goal in mind and help them learn the content and develop tendency for language learning. It means that the teacher should firstly help students in learning English as a Foreign Language to reduce difficulty therefore the students can focus on what is expected from them in the teaching-learning process. After that, when the students are capable enough to manage their learning with their own, the teacher should gradually gives the responsibility of learning to the students themselves.

In educational situation, scaffolding can be framed as an instructional scaffolding where it serves as instructional strategy related to the complexity of scaffolding in instructional context and the importance of observing the connection between teaching and language learning to improve classroom practice (Kim, 2010). It can also be considered as instructional form in which the teacher models the learning strategy or duty then gradually gives the responsibility to the students (Turuk, 2008). In the classroom context, scaffolding mainly takes place through the interaction between teacher and students which promotes learning process. Within its classification framework, based on what scaffolding 'looks like' when realised in teacher/students activity, there are three kinds of scaffolding namely indexical scaffolding which refers to task completion through situated use of physical signs; inscriptional scaffolding defined as task enablement through normative



use of texts and inscriptions; and interactional scaffolding identified as task completion through dialogue or verbal aid from teacher (Michell & Sharpe, 2005).

Although scholars agree that scaffolding is important for successful learning for English Language Learners, there is a wide gap between theory and practice of scaffolding for students' learning English as a Foreign Language. In reality, English teachers at Seventh Grade of *SMP 3 Palimanan* still lack on providing guidances or supports termed as instructional scaffolding within educational framework for their students. The teachers still do not aware of the importance of guidances or supports for helping their students learning English as a Foreign Language. They only provide less supports while conducting the teaching learning process of English as a Foreign Language in classrooms, whereas in reality students at Seventh Grade of *SMP 3 Palimanan* need as many as possible supports as they are still having less knowledge background in learning English. Furthermore, the students are still lack on developing understanding towards English materials or tasks while learning English at school. Toward this reality, it is obvious that instructional scaffolding for students' learning English as a Foreign Language is very important therefore needs to be found out further.

In English Language Learning, scaffolding is described differently by many researchers, such as "*Collective Instructional Scaffolding in English as a Second Language Classrooms*" about the analysis of authentic classroom interaction from schools participating in the ESL Scaffolding action research project (Michell & Sharpe, 2005); "*Scaffolding an EFL (English as a Foreign Language) 'Effective Writing Class' in a Hybrid Learning Community*" (Santoso, 2010) about establishing and developing innovative instructional procedures in which scaffolding can be expanded and applied in order to enhance learning of English as a Foreign Language (EFL) writing skills in an effective hybrid learning community at a university; "*Scaffolding Through Questions in Upper Elementary ELL Learning*" (Kim, 2010) which found out about effective questioning strategies that support the growth of ESL students' thinking and language skills by explaining two successful ESL



teachers' instructional practice, with a focus on their questions; and "*Teacher's Scaffolding Talk in English Class at Senior High School*" (Surtiati, 2008) about discourse study on teachers' scaffolding talks in classroom interaction of English as a Foreign Language (EFL). However, many researches on scaffolding has been conducted in the context of model or strategy of scaffolding from teacher or adult to students or learner (Santoso, 2010; Kim, 2010; Surtiati, 2008). In contrast to the previous studies mentioned above, this current research where the position of the subject of the research study is English as a Foreign Language teachers will not follow up these studies. Rather this study will follow up "*Collective Instructional Scaffolding in English as a Second Language Classrooms*" (Michell & Sharpe, 2005) to find out further about kinds of instructional scaffolding applied in English a Foreign Language learning.

Why the research of instructional scaffolding is very much interesting for the previous study and this present study? As for this study, students learning are assumed as a complex condition which needs guidance from the more knowledgeable others. In English as a Foreign Language context, learning can become a complicated process as students have to face the language which is merely different with their first and second language learning. Because of that, the teachers should provide instructional scaffolding for helping students learning English by supporting their teaching-learning process. Furthermore, in classrooms, English as a Foreign Language students need instructional scaffolding which is a support structure that provides them with opportunities to learn English and use their emerging English skills in meaningful context.

This research of "Instructional Scaffolding for Students' Learning English as a Foreign Language" describes the reality of Instructional Scaffolding on helping students' learning English. Specific sources of data for this research is an English teacher of *SMP 3 Palimanan* who teaches English as a Foreign Language at Seventh Grade students since teacher has the important role on helping students learning in classroom context. This



research is important to give contribution for teacher's effort while teaching English as a Foreign Language.

1.2 Research Formulation

1.2.1 The Field of the Research

This research is related to psycholinguistic which focuses on students' learning English as a Foreign Language. The researcher is interested in psycholinguistic perspective in educational classroom context related to teachers' support for students during teaching learning process of English as a Foreign Language.

1.2.2 The Identification of the Problem

The responsibility of the learning process places its great extent to the teacher within educational classroom context. Teacher's support or guidance therefore becomes crucially affects students' learning in the classroom context. Moran (2007) stated that scaffolding is support or guidance which strengthens the teaching learning process while building a new competence for students. Furthermore, Wood, et. al (1976) defined scaffolding as steps taken to reduce the difficulty in carrying out some tasks so that the child can concentrate on difficult skills he or she is in the process of obtaining. Within this framework, scaffolding appears as support to help students' learning in the classroom. Then, it is therefore crucial to understand the supports or guidances for teacher to students in order to improve teaching learning process as they ultimately affect the students' learning.

Within this research area, the scaffolding specifically called instructional scaffolding in teaching-learning process are divided into three types namely indexical scaffolding, inscriptional scaffolding, and interactional scaffolding. The first type is indexical scaffolding which is a task completion through situated use of physical signs to support, arrange and increase meaning. Here, the teacher shows physical signs to students therefore they can understand what the teacher means. The next type is inscriptional scaffolding where teacher helps students' task completion through presenting diagrammatic text. In this kind of



scaffolding, teacher presents a visualized text in order to make students be able to talk, think, and reason with. And the last is interactional scaffolding which refers to task completion through dialogue. Within this type, teacher makes an interactional dialogue with the students thereby they can complete the task through teacher's verbal aid.

English becomes a popular foreign language learning in educational context as one of difficult lessons for majority students especially in Indonesia. In the act of teaching learning process of English as a Foreign Language (EFL), there is a common condition of EFL students who only spend a few hours per week studying English, have little exposure to English outside their classroom context, have little opportunity to practice their newly acquired language skills, and have a native language background in the classroom (Camenson, 2007). Therefore, in English as a Foreign Language Classroom (EFL), students need a support that provides them with opportunities to learn English in meaningful context (Kim, 2010). Here, scaffolding appears as a support to help students' learning English as a Foreign Language. This phenomenon of scaffolding for students' learning English as a Foreign Language is crucial to be found out therefore it is necessary to observe English teachers' supports and guidances specifically in the context of educational classroom context where English is considered as a Foreign Language.

1.2.3 The Main Problem

Within educational framework, this research will find out and analyse the three types of instructional scaffolding namely indexical scaffolding, inscriptional scaffolding, and interactional scaffolding for students' learning English as a Foreign Language at Seventh Grade of *SMP 3 Palimanan*. This research focuses on the observation and analysis of instructional scaffolding in context of classroom interaction. This research of instructional scaffolding is focused on indexical scaffolding at spatial area consists of objects, spatial organization, and positioning; and gestural area contains gesturing and highlighting.



Additionally, this research will also be focused on inscriptional scaffolding at representational area consists of picture, text, symbol notation, diagram, table, and graphic display; and procedural area contains heuristics, schematic (graphic organizers, flow charts, semantic webs, retrieval charts), and procedure. Lastly, this research will focus on interactional scaffolding at representational area consists of modeling, analogy, metaphor, example, anecdote, making critical features, contextualization, cued-elicitation, hints, prompts, recasting, appropriation, meta-comment and evaluation; and procedural area contains task orientation, linking to prior shared experience, cued turn-taking, increasing prospectiveness, recapping, and closure.

1.3 The Limitation of the Research

This current study is sharpen into three aspects of instructional scaffolding because of wider topic of psycholinguistic notion. Furthermore, the researcher does not study about teachers' background that influences their supports and guidances towards English as a Foreign Language in psycholinguistics perspective. Here, the researcher delimitates the study on teachers' supports or guidances called as instructional scaffolding consists of three namely indexical scaffolding, inscriptional scaffolding, and interactinal scaffolding tin the term of psycholinguistic. In addition, respondents for the study take English teacher as a primary source and students at Seventh Grade *SMP 3 Palimanan* as supported sources.

1.4 The Questions of the Research

In the teaching-learning process, there are various kinds of things used as scaffolding for students learning. Therefore, this present study constitutes an effort to probe further into the mechanisms of instructional scaffolding. Based on the background above and the identification of the research that accordance with the research of "Instructional Scaffolding for Students' Learning English as a Foreign Language", this research is going to analyse the questions that are :

1. How is the teaching learning process of English as a Foreign Language at Seventh Grade of *SMP 3 Palimanan*?



2. How does teacher help students' learning English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*?
3. How are students' responses to the teaching learning process of English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*?

1.5 The Aims of the Research

The aims of research which is related to the matters found out through "Instructional Scaffolding for Students Learning English as a Foreign Language" have some aims through its careful research, namely :

1. To find out the teaching learning process of English as a Foreign Language at Seventh Grade of *SMP 3 Palimanan*.
2. To find out how teacher helps students' learning English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*.
3. To find out students' responses to the teaching learning process of English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*.

1.6 The Usefulness of the Research

This research is expected to give theoretical and practical benefits. Theoretically, the result of this research should provide input in English teaching process especially about the teacher's and students' role in English as a Foreign Language learning. It should also provide input for English teacher's lesson plan. Furthermore, the result of this current research should provide reference for those who want to conduct a research in English as a Foreign Language Learning.

Practically, this research result can be used as reference for the teacher to apply proper instructional scaffolding so that teachers can improve their performance in teaching during teaching-learning process of English as a Foreign Language. Additionally, for the students, the result of this research can motivate students to gradually learn independently by themselves in the teaching-learning process of English as a Foreign Language after teacher



slowly reduces his support. Moreover, this research result can develop researcher's knowledge about instructional scaffolding for helping students learning English as a Foreign Language.

1.7 Literature Review

To support this research, there are some reviews of previous studies conducted in relation to the term of scaffolding. The first study is "*Collective Instructional Scaffolding in English as a Second Language Classrooms*" about the analysis of authentic classroom interaction from schools participating in the ESL Scaffolding action research project (Michell & Sharpe, 2005). The result of this study is the identification of an important pedagogic activity, *collective instructional scaffolding*. Another result is that the identification of essential common features of activity as instructional scaffolding appears in different classroom contexts. The other result highlighted how varied instructional scaffolding can be in terms of semiotic modes, means and resources. Besides that, this study found that instructional scaffolding served as a key pedagogical tool for enabling students' participation in, and mastery of, communication-based curriculum tasks. The last result is that the activity settings in which scaffolding occurs highlighted the dynamic, semiotic nature of the learning environment. The limitation of this study is focused only in defining instructional scaffolding within interaction in the teaching-learning context at formal school environment. The current research of instructional scaffolding for students' learning English as a Foreign Language will follow up this study to find out further about instructional scaffolding in English as a Foreign Language Context.

The second study is "*Scaffolding an EFL (English as a Foreign Language) 'Effective Writing Class' in a Hybrid Learning Community*" (Santoso, 2010) about establishing and developing innovative instructional procedures in which scaffolding can be applied in order to enhance learning of English as a Foreign Language (EFL) writing skills in an effective hybrid learning community at a university. There are five major results emerged from the study, namely: the scaffolding theory has been extended; the EFL 'Effective Writing' students used the scaffolds to enhance their learning of



writing of English essays; a variety of teaching techniques, different online tasks and discussion topics bolstered the students' interests and engagement in their knowledge construction of how to compose English-language essays; the students learned how to scaffold themselves becoming independent learners; and the scaffolding-to-scaffold activities provided the students with knowledge on how to effectively engage and facilitate the learning of English writing skills by less able peers within learning community. The limitations of this study are the limited number of participants and the prior experiences of participants about the program which may have slow down the learning process; the students were not provided with adequate time to acquire, practice and consolidate knowledge; and different technological specifications used by students which triggers some problems when going online. The current research of scaffolding for students' learning English as a Foreign Language will not follow up this study.

The third study is "*Scaffolding Through Questions in Upper Elementary ELL Learning*" (Kim, 2010) which analysed about effective questioning strategies that support the growth of ESL students' thinking and language skills by explaining two successful ESL teachers' instructional practice, with a focus on their questions, specifically (a) the types of questions teachers asked and their functions, and (b) changes in students' participation and use of English oral language in classroom activities. Results showed that the two teachers used different types of questions to scaffold their students' learning across a school year, and teacher questions positively affected student participation in classroom activities and language learning. The limitation of this research is only focused on one kind of verbal scaffolding which is question provided by teacher. The current research of scaffolding for students' learning English as a Foreign Language will not follow up this study.

The fourth study is "*Teacher's Scaffolding Talk in English Class at Senior High School*" (Surtiati, 2008) about discourse study on teachers' scaffolding talks in classroom interaction of English as a Foreign Language (EFL). It is a qualitative study with three English teachers while the data was



taken from spoken interaction in classroom context between teacher and students. The first result shows that the teacher applies scaffolding talks in the teaching-learning process with IRE pattern of interaction needing short responses. The second result shows that the linguistic features characterizing teachers' scaffolding talks mostly are identifying process and the least is attribution. And the last result shows that the speech functions used by the teachers are statement. The limitation of this study is that it only focused on scaffolding through dialogic teaching from the teacher to students while do not explore more about another aspects of scaffolding. The current research of scaffolding for students' learning English as a Foreign Language will not follow up this study.

Based on the previous studies above, the studies about scaffolding have been conducted in the context of model or strategy of scaffolding from teacher or adult to students or learner (Surtiati, 2008; Santoso, 2010; Kim, 2010). In contrast to the previous studies mentioned above, this current research where the position of the subject of the research study is English as a Foreign Language teacher will not follow up these studies. Rather this study will follow up "*Collective Instructional Scaffolding in English as a Second Language Classrooms*" (Michell & Sharpe, 2005) to find out further about kinds of instructional scaffolding applied in English a Foreign Language learning.

1.8 Theoretical Foundation

1.8.1 The Nature of Scaffolding

The idea of scaffolding is initially defined as guidance or support given to a learner from adult (Puntambekar, 2005). It is originally proposed by Vygotsky (cited in Axford, et. al., 2009) which was defined within the context of learning as the situation where the child obtains knowledge through contacts and interactions with people as the first step then later combines and adopts this knowledge adding his personal value to it. Vygotsky (1978) also believed that learning takes place when the learners, through interaction with more competent others, develop the necessary skills required to become more



independent at learning (Turuk, 2008). As child is presented with various tasks and demands in learning environment, adult should engages the child in his world through enough supports in order to help them maximally building their own competence at the end. However, the idea was not termed as scaffolding at that time and only described as the adult or MKO (More Knowledgeable Others) help.

Later on, Wood, Bruner and Ross (cited in Bruner, 2006) offers the term of scaffolding as the steps taken to decrease the difficulty in carrying out some task so that the child can concentrate on difficult skills he or she is in the process of obtaining. Here, adult should set the situation to help the children to complete tasks and then gradually handling the role to the child as he becomes capable enough to manage it.

Wood, Bruner and Ross (1976) identified 6 features of effective scaffolding, namely :

- Building children's interest in the task

It is conducted though recruiting the children toward the task in the learning context. Tutor should make initial efforts in giving training or complete information before starting a new task. He also has to introduce the task to the children from the beginning before supporting them in completing it. It means that the children have to be given clear information about the task since the beginning as well as maintaining their interest toward the task.

- Making the task becomes a simple one, for example, separating the task into some parts

This act involves in simplifying the task by decreasing the number of acts required to reach the solution or complete the task by children. The tutor may decrease the size of the task to the level where the learner could identify whether or not he is suited enough with the task requirements. In addition, the scaffolding efforts fills in the rest and lets the learner completes the other routine components that he can manage.



- Keeping children on path by reminding them of the goal

As children may be distracted from the initial goal, tutor has a duty to direct children toward an aim or a particular objective related to a piece of work that learners have to do while learning. Tutor also has to give clear direction when they see that the children have gone far away from the initial intention. Commonly, action tends to follow the line of previous success. Rather than moving on from this success at a simpler level to trying out a more complex task, past success sometimes distract the ultimate goal of the task. Because of that, the effective tutor should maintains direction by making it worthwhile or the learner to risk a next step.

- Pointing out key things to do

It means that the tutor should point out certain aspects of task or learning that are relevant with teaching-learning process at that time. Tutor's marking provides information about the difference between what the learner has provided and what the tutor would recognize as a correct production. Here, the tutor explicitly states what he wants the learner to do therefore the learner knows what was his failure and what was expected from him. The example of this aspect of scaffolding is in a presentation where the learner was introducing her second interviewee to the class without informing her audience about her subject shift. The tutor may then remind the learner to inform he listener that he has shift the subject.

- Controlling the child's frustration of the task

This act means that the learning process of doing the task should be less dangerous or stressful with a tutor than without. Here, the tutor should motivate the students through some scaffolding efforts which will make the learners feeling confidence and motivated in completing the task that is initially considered as a difficult one. Whenever the learners are looked frustrated or discouraged, the teacher can step up to support them while



identifying the cause of their unsecure feelings in doing the task and trying to fix it.

- Showing an ideal way of doing the task

Demonstrating or modelling solutions to a task is more than simply performing in the presence of the learner. Rather, it can be considered as an idealization of the act to be performed and it may involve completion or even explication of a solution already partially conducted by the learner himself. In this framework, the tutor is imitating in an idealized form an attempted solution tried by the learner in the expectation that the learner will then imitate it back in a more appropriate form.

Scaffolding can be called support when it is used in educational context. It emphasises the agency of the teacher in the teaching-learning relationship (Axford et. al., 2009). However, this term should be defined more than just a support. Scaffolding should address a support that can make the students develop by themselves. In language learning context, scaffolding is defined as providing support for students in their language and gradually reducing the support as students become more independent (Michell & Sharpe, 2005). It is an instructional structure in which the teacher models the learning strategy or task then gradually gives responsibility to the students while learning language. Here, Students are guided first in order to engage them in particular language instruction or language task which is initially considered as a difficult one. After that, students can develop their own knowledge which will finally lead to their own language competence.

1.8.2 Instructional Scaffolding

Scaffolding can be framed as an instructional scaffolding where it serves as instructional strategy related to the complexity of scaffolding in instructional context and the importance of observing the connection between teaching and language learning to improve classroom practice (Kim, 2010).



Michell and Sharpe (2005) stated that instructional scaffolding is a task-based dialogue that provides students with knowledge and strategies required to complete current tasks which finally lead the learners to develop their own new knowledge and skills for completing the other next-coming tasks. Within its classification framework, there are three kinds of scaffolding namely indexical scaffolding which refers to task completion through situated use of physical signs; inscriptional scaffolding defined as task enablement through normative use of texts and inscriptions; and interactional scaffolding identified as task completion through dialogue or verbal aid from teacher (Michell & Sharpe, 2005).

The first kind of scaffolding is indexical scaffolding that related to mediating signs. It contains two area that are spatial area consists of objects, spatial organization, and positioning; and gestural area contains gesturing and highlighting.

Objects means the way to point something or an area therefore people pay attention to it. Here, teacher may use pointing to attract students' attention therefore they can aware of what is the teacher's intention which will lead to decreasing the students' difficulty in developing their understanding. Spatial organisation means the act of organizing or arranging different parts of something in a neat, careful and logical way. Within this type, teacher uses a method of organization in which details are presented as they are (or were) located in space--such as, from left to right or from top to bottom. Besides that, descriptions of places and objects commonly rely on spatial order. Positioning means the way to put something in a particular position or placing an arrangement of something. In this type, the teacher may put something or objects in an orderly way to help students' while conducting the teaching-learning process.

Gesturing defined as moving hands, head, face, etc. as a way of expressing what is meant or wanted or even to show a particular meaning. Here, teachers use gestures to "ground" their instructional



language, that is, to link their words with real-world, physical referents such as objects, actions, diagrams, or other inscriptions. Furthermore, highlighting identified as marking part of a text or an area to emphasize it or to make it easier to see so that people give it more attention. In the teaching-learning process, the teacher may mark something in order to make the students feel interest in what will be explained by the teacher.

The second kind of scaffolding is inscriptional scaffolding which connected to mediating texts and inscriptions. It has two areas namely representational area consists of picture, text, symbol notation, diagram, table, and graphic display; and procedural area contains heuristics, schematic (graphic organizers, flow charts, semantic webs, retrieval charts), and procedure.

Picture is an image that shows scenes, people, or things that gives an idea in mind of what something or somebody is like. Here, picture can be of great importance and relevance to language teaching and aid that teachers can use to grab their students' attention as well as to motivate them before starting the learning. Text is any form of written material or a piece of writing that provides or describes something. Using this type, teacher can describe something in a written form which can be read by the students as the learning process occurred. Symbol notation is a system of signs or symbols that has a fixed meaning used to represent information, especially in mathematics, science and music. Diagram is a simple schematics drawing using lines to explain where something is, how something works, and show the parts or operation of something. In teaching-learning process, teacher may draw diagrams to simplify the description of something for students. Table is a list of facts or numbers arranged in a special order, usually in rows and columns. Within instructional framework, teacher may use this to explain a list in a clear and neat way while conducting the teaching-learning process. Graphic display is a very clear and full of details drawing and design related to diagrams used to show information. In conducting the process of teaching and learning, it is



made up of elements such as labels, lines, markers and symbols in which any pattern displayed by these elements may indicate interesting data features.

Heuristics refers to experience-based techniques for problem solving, learning, and discovery that find a solution, which is not guaranteed to be optimal, but good enough for a given set of goals. Therefore, a heuristic process may include running tests and getting results by trial and error. Using this type, teacher can help students to learn and guiding in discovery or investigation allowing pupils to learn things for themselves. Schematics is the form of a diagram showing the main features or relationships but not the details. Schematics has four kinds namely graphic organizers which is a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them while the main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction; flow charts that is a diagram showing the connections between the different stages of a process or parts of a system and representing an algorithm, workflow or process, showing the steps as boxes of various kinds, and their order by connecting them with arrows; semantic webs that is a way of organizing thoughts before beginning to write; and retrieval chart which is a chart used to organize, record information, keep track of related ideas/thoughts from a brainstorming session, for organising information about a topic, or to compare and contrast a variety of criteria on a given topic. Procedure is the official or formal order or way done to do or accomplish something. In instructional area, teacher may serve it as steps list to do the task or instructional project therefore the students do not need to feel difficulty in accomplishing a task.

The last kind of scaffolding is interactional scaffolding which connected to mediating dialogue. It consists of two areas namely representational area consists of modeling, analogy, metaphor, example, anecdote, making critical features, contextualization, cued-elicitation,



hints, prompts, recasting, appropriation, meta-comment and evaluation; and procedural area contains task orientation, linking to prior shared experience, cued turn-taking, increasing prospectiveness, recapping, and closure.

Modeling is a strategy in which the teacher gives clear examples of what is requested from the students for imitation (Walqui, 2006). The students then can learn from observing teachers from an idea of how new behavior are performed and on the next situation, this information serves as a guide for students. Through this type of interactional scaffolding, teacher engages students' imitation of particular behaviors that support learning. Furthermore, students can know what is expected from them to act on by observing the teacher modeling. Here, the teacher should provide students with a clear model of a skill or concept. Michell and Sharpe (2005) gives a clear example of how modeling occurs within teacher's utterances, that are : *“That’s – okay, can we take that a little bit further? We already know that Mota’s nearly burnt down the whole village, so we ask a very central question, would you trust Mota? Can you give us a bit more information?”* and *“How well do you know Mota? Now, what you need to do when you get a question like that, is to give yourself some kind of relationship with her. You know, how, I’m the school teacher, I’m the next door neighbor, I know this, that and the other about other. So, all we’re trying to get is as much information as we can get out of this. Yeah?”*

Analogy is a strategy where teacher transfers ideas from a familiar concept (the analogue) to an unfamiliar one (the target) by mapping their relationship (Glynn et. al., 1995). Here, teacher teach a new topic by connecting it with familiar information therefore making new and unfamiliar concepts more meaningful to students by connecting what they already know to what they are learning. The example is teacher may represent “the white blood cells of our body as soldiers in our defense system”. Teacher use the analogy of soldiers (known information) to help teach the concept of white blood cells



(new information). For example, “*The white blood cells are part of the immune system. When a germ micro organism enters the body, the cells are triggered to ingest these microorganism through action of various enzymes.*” It is simpler to explain it as “*Soldiers who protect our body from attackers using enzymes.*”

A metaphor is a kind of figurative language involves implicit comparison in which the subject of comparison resembles the predicate (Fromkin et. al., 1999). It involves a comparison between unlike things that have some particular things in common. In teaching-learning process, teacher may orally present a metaphor as a vehicle to simplified the way of transferring meaning (Mouraz et. al., 2013). Furthermore, it can also act as an effective and persuasive communication to improve students understanding. Fromkin et. al. (1999) presents an example of metaphor saying “*My uncle is a lion*”. The use of “lion” here doesn’t mean that my uncle is carnivorous, walks on four legs, has furs, and roars. Rather it is interpreted metaphorically stating that my uncle is strong, courageous, and majestic.

Example is a specific illustration of general principle chosen in order to describe or review the principle (Chick, 2007). In the classroom context, teacher may orally make explicit example by giving a specific illustration. Furthermore, it can be used to highlight specific concept in order to make students understand. For instance, teacher may say “*Eight is an even number because it can be written as two times a whole number.*”

Anecdote is stories from personal experience, that people tell to point something or even entertain others during a conversation (Copur, 2008). Anecdote told in the classroom express feelings and experiences just like the one in daily conversations. It is a great way to initiate discussion for helping students in using their language skills. Besides that, it is a good strategy to attract and hold students’ attention. Teacher who use this way of telling anecdotes has a teaching goal to describe, explain, clarify or highlight a language aspect. Additionally, Copur



(2008) gives example is a teacher tell students about his own experience below :

“I think something I experienced in my early years of teaching may be a good example for such a classroom management problem. I was teaching English to fifth grade primary school students. The students had 12 hours of English a week, and they would start studying mathematics and science in English the following year. I was teaching a lesson on the types of animals, including mammals, reptiles, fish, birds, and arachnids. The names of these five animal types were written on the board, and I asked students to give examples for each type of animal for a review. After a couple of examples, one of the students stood up, came to the board, and wrote the name of one of the other students as an example for “reptiles.” The whole class went crazy; they were laughing and praising the boy for doing such a funny thing, while teasing the one whose name was on the board.”

Marking critical features means the teacher points out certain aspects of task or learning that are relevant with teaching-learning process at that time. Teacher marking provides information about the difference between what the child has provided and what the teacher would recognize as a correct production (Bruner, 2006). Here, the teacher explicitly states what he wants the student to do therefore the student knows what was his failure and what was expected from him. Kim (2010) presents example which is in a presentation where the student was introducing her second interviewee to the class without informing her audience about her subject shift. The teacher may then say *“Did you tell your audience that you are talking about a second interviewee?”* to remind the student.

Contextualization means teaching language or providing a context for language teaching to make foreign language teaching connected with real life (Sharpe, 2008). Teacher who use contextualization tries to give real communicative value to the language



that students meet. The example is word about food can be taught in a context of restaurant, dinner, and etc. The example is teacher's utterance: *"In a restaurant, we may served by stages of food eating, namely appetizer, main course and desert"*.

Cued-elicitation is a talk pattern where the teacher leaves a 'discourse space' for the students to complete a word (Sharpe, 2008). Teacher usually does this by pausing to allow the students adding some words. It is used to ensuring the students is following the teacher's thought. It is also allow students to jointly construct the discourse with the teacher. Sharpe (2008) presents an example of cued-elicitations in the conversation below :

1. Teacher : *"Try and find people who possibly saw where in actual fact in all of these things we're trying to lead ourselves towards, finding someone who (pauses for cued-elicitation)."*

Student : *"knew her."*

Teacher : *"to trace back the pyjamas to a certain shop."*

2. Teacher : *"yeah, we could then start interviewing (pauses for cued-elicitation)."*

Student : *"friends and"*

Teacher : *"friends and neighbours"*

Hints are something said or did by a person in an indirect way in order to show somebody what he thinks (Sharpe, 2008). Teacher who uses hints will lead students to follow his thinking through an indirect way therefore students can complete what is expected by the teacher. The example of hints is teacher sees a child miscounting the toys he is playing with during free play. The teacher then takes this opportunity to support the child.

Teacher : *"Joshua, I just heard you count those toy cars. How many do you have."*

Child : *"I have 8!"*



Teacher : *“How about we line them up and recount them to make sure.”*

Child : *(Lines them up and quickly miscounts them again)*

Teacher : *“What if you tap each one as you count them slowly.”*

Child : *(Taps each one and correctly counts the number of trucks)*

Prompts are word or words aid to encourage somebody to do something by asking them questions or suggesting words that they could say (Smith & Swain, 2011). It is a verbal cue to remind and to aid in recalling of prior or assumed knowledge. Teacher who use this aims to help teaching, remind and reinforce students' ability to do a task or use skills. In teaching-learning context, prompts should be easy to recognize and interpret for students. The examples of this type through teacher's utterances, such as : *“Tell me now!”*, *“What toolbar menu item would you press to insert an image?”*, and *“Tell me why the character acted that way?”*

Recasting is the teacher's attempt to replace student's everyday word into a more technical ones (Sharpe, 2008). This is performed at word level. Here, teacher should make an effort to use appropriate register for the students' word. The teacher should also make the exchanges to be more register appropriate for technical customs. Sharpe (2008) presents examples of recasting through dialogue below :

Student : *“Look in the car.”*

Teacher : *“They look at objects.”*

In the example above, the student offering of car is changed to the more generalized term objects to reinforce the importance of examining everything relating to the crime. Another example is:

Student : *“Police Scientist”*

Teacher : *“Police scientist, yes, forensic scientist/forensic experts.”*

Based on the example above, the student term police scientist is recasted as forensic scientist and this technical term captures the detailed nature of forensic work and how it is used to solve a crime.



Appropriation is the way teacher appropriates the students' response leads to register appropriate terminology (Sharpe, 2008). This is usually conducted in term of phrase rather than word. Here, teacher recontextualize the students' sentences or phrases into a general one. Although the words are more technical, the students can still keep their ownership of the idea. Sharpe (2008) presents an example of appropriation through the dialogue below :

Student : *“Start like writing down the names and working out things like.”*

Teacher : *“Alright, they if you like double check on the witnesses and they look for what they call collaborative [sic] evidence. OK, what else do they use other than collaborative [sic] evidence in Diana's death? What did they use or talked about it ad infinitum on the news.”*

Based on the example, the teacher appropriates the students' responses leading to register appropriate terminology which are double check on the witnesses and collaborative [sic] evidence.

Meta-comment is a technique of creating students' conceptual thinking. It serves as summary of the key ideas presented in a section related to supporting the students to understand a concept (Sharpe, 2008). It is usually provided in the end of the activity. For example is meta-comment from teacher to create conceptual hook about relationship between a stable water supply and settlement at ancient times, stated by :

“Fertilization, irrigation, we're looking at areas of the world where man is moving out of just being a hunter and gatherer. Following the birds around and gathering things, he's actually starting become sedentary which means staying in one place. So if he is going to stay in one place and build a town, he needs a reliable sources of water, not only for himself and his family, but for livestock.”



The example serves as a summary to support the students in recognizing why the river was important to the development of Egypt as a significant power in ancient times.

Evaluation is the way teacher form an opinion of the amount, value or quality of something after thinking about it carefully (Sharpe, 2008). Here, teacher evaluates orally by mentioning the quality of their interaction in the teaching-learning process that day and then adding additional information. Michell & Sharpe (2005) presents evaluation examples through utterance stating: *“What we have there is very good because there was, in drama terms, no negative blocking, whatever they throw him, he took it and he led on with it, he developed it, took it further.”* The example is when teacher positively evaluates the students’ efforts and recontextualizes the nature of their participation using the drama performance concept of negative blocking.

Task orientation means giving training or information before starting a new task. Here, teacher should direct students towards an aim or a particular objective related to a piece of work that students have to do while learning. Teacher also has to give clear direction toward the tasks since the beginning of the lesson.

Linking to prior shared experience means the teacher should create a situation to make a connection between what knowledge that students have gotten in the previous events to new tasks in the current event while conducting teaching-learning process. Sharpe (2008) gives an example of how it is occurred in two lessons at two different occasions. In the first lesson in the History class, the teacher asks students about History and discuss their responses of what the History is. The teacher then uses an analogy to relate the role of an historian to that of a detective investigating a crime. In the second lesson, the teacher consolidates his students’ understanding about what the study of History entails through a concrete experience. The students are set the task of investigating a famous murder mystery that occurred in Australia in 1934. As in the previous lesson, the parallel between the



practices of a detective and a historian is made; and as the students are already familiar with the crime investigation process, students can make a link from personal, albeit vicarious, experience to historical practice.

Cued turn-taking consists of initiation by the teacher which elicits a response from the students, followed by teacher's feedback (Sharpe, 2008). Here, teacher leads the student in a certain planned direction through logical steps. Sharpe (2008) gives an example through dialogue below.

Teacher : *"Face me. What was the most important part of the process as far as the police were concerned? What was the thing that give them the major breakthrough?"*

Student : *"The confession."*

Teacher : *"Well, that makes the job easier. But what was the thing that changed the whole process of solving this crime?"*

Student : *"The dentist."*

Increasing prospectiveness is a way for teacher to increase students' engagement with the lesson and extend their understanding which requesting teacher to act contingently to student's responses and modify the typical questioning pattern (Sharpe, 2008). Sharpe (2008) gives an example through this dialogue.

Teacher (I=Initiation) : *"What is five plus five?"*

Student (R=Response) : *"Ten."*

Teacher (F=Feedback) : *"Correct. What other number combinations can you use to make ten?"*

In the feedback, it enables the teacher to create a discursive pressure that leads to an increased challenge for the students by requiring them to elaborate or reformulate responses. The student therefore participates in a dialogue with the teacher in which he guides them in the construction of knowledge.

Recapping shows a teacher's acceptance of a student's answer as appropriate as well as creating cohesion in the text (Sharpe, 2008). Here, teacher repeats what has been said by the student in order to make



he/she feels comfortable as his/her ideas are accepted by the teacher while building competency. Sharpe (2008) provides an example in the dialogue below.

Student : *“They hypothesize.”*

Teacher : *“They hypothesize. Yes, they do that too. What other references do they use?”*

Closure means closing or being closed. Within this kind, teacher should close the lesson or the learning process by giving proper suggestions or even critiques to help students reflecting and building competencies after learning in the class. Sharpe (2008) serves an example through teacher’s utterance at the end of the lesson, *“That’s the method we talked about. We tried before, isn’t it?.... when you start with a guess and from each guess to work your way closer and closer to the answer. Each one we tried, it gives you a clue as to where the answer is going to be. You are slowly moving up, slowly homing in on the answer until you come to the answer you’re looking.”*

1.8.3 Zone of Proximal Development (ZPD)

Learning can most effectively take place in the area called the Zone of proximal Development (Engin, 2014) which was firstly introduced by Vygotsky as:

“The distance between the actual developmental level as determined by independent problem solving under adult guidance or is in collaboration with more able peers”(1978; 86).

This concepts indicates the existence of developmental levels within the learner, the developmental level, which is what the learner can fulfill independently; and the potential level of development which can be observed by what the learner can accomplish with the support of another or expert (Hawkes, 2012). Adult or expert is an important concept that relates to the difference between what a student can achieve on his own and what the student can achieve with guidance from a more skilled partner (Langford, 2005).



Additionally, the concept of ZPD implies that children who might have reached similar levels of conceptual development might differ in their potential to achieve higher levels of understanding, and such differences would be revealed by offering children help (Abdullah et. al., 2013). Once the process of learning through support are adopted, they become part of the child's developmental achievement. So ZPD is determined by the child's level of development and the form of instruction involved. This suggest the natural thinking of students in schooling. It also suggests that teachers are responsible for offering support in learning contexts in which the instruction leads the development.

1.8.4 English as a Foreign Language (EFL)

English as a Foreign Language (EFL) is defined as the teaching of English where the students are studying English in their own country or are engaged in short learning process conducted in English-Speaking Countries such as the United States, Britain, Australia, Canada, Ireland, or New Zealand (Harmer, 2007). EFL students may live in a country where their native language is mainly spoken for daily communication and that these students maybe need to learn English for their academic studies or for business purposes (Camenson, 2007). This means that English as a Foreign Language (EFL) can be defined as the study of English learned by non-native speakers living in a non-native environment or the act of studying English by non-native speakers in a native environment.

In this case, English as a foreign language (EFL), indicates the teaching of English in a non English-speaking region. Study occurs either in the student's home country, as part of the normal school curriculum or otherwise. It is only taught as a subject in school which aims to master basic communication and mastering 4 skills of language namely listening, speaking, reading, and writing. In Indonesia, English is taught as a Foreign Language as one of the subject stated in the educational curricula. In the act of teaching learning process of English



as a Foreign Language (EFL), there is a common condition of EFL students who only spend a few hours per week studying English, have little exposure to English outside their classroom context, have little opportunity to practice their newly acquired language skills, and have a native language background in the classroom (Camenson, 2007).

In English as a Foreign Language Classroom (EFL), students need a support that provides them with opportunities to learn English in meaningful context (Kim, 2010). Here, scaffolding appears as a support to help students' learning English as a Foreign Language. Within this framework, teacher should set learning goals, plan instructional goal and help them learn the content and develop tendency for language learning. As students develop competence in English learning, teachers then should change communicative strategies in a way reflecting their understanding of students' development and helping the students' language and cognitive development (Kim, 2010). It means that the teacher should firstly help students in learning English as a Foreign Language to reduce difficulty. But after that, when the students are capable enough to manage their learning with their own, the teacher should gradually gives the responsibility of learning to the students themselves.

1.9 Research Methodology

1.9.1 The Objective of the Research

The objective of this study is to find out instructional scaffolding for students' learning English as a Foreign Language in educational classroom context based on psycholinguistic perspective. This awareness can be reflected on teacher's supports and guidances toward teaching learning process of English itself realizing the existence of instruction of English as a Foreign Language in this country. Those supports and guidances from teacher to students directly influence the process of teaching and learning English as Foreign Language.



1.9.2 The Place and Time of the Research

In this research, the researcher will take the data at Seventh Grade of *SMP 3 Palimanan* which is chosen because it is a formal public school that teaches English as a Foreign language in its classroom context. Furthermore, the school is in a country side of Palimanan which will be different in instructional area and method with a school in the centre of the city. Toward this reality, the researcher is eager to know how the teaching learning process of English as a Foreign Language at Seventh Grade of *SMP 3 Palimanan*, how teacher helps students' learning English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*, and how students respond to the teaching learning process of English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*.

Time allocated for the research is two meeting for observation used by researcher for collecting data. Meanwhile, the amount of interview with teacher and students are conducted two times in order to elicit in-depth interview. Both observation and interview are surveyed in different time since interview needs a lot of time to be done personally. Thereby, it takes about 3 months (March, 3rd 2015 – June, 3rd 2015) to complete all data collected.

1.9.3 The Respondents of the Research

Within this research, the respondents chosen for collecting the data is an English teacher who teaches English as a Foreign Language at a class at Seventh Grade and 6 Seventh Grade students who study English as a Foreign Language from a class at *SMP 3 Palimanan*. The English teacher is chosen in order to be observed and interviewed to answer the first and second research question namely how the teaching learning process of English as a Foreign Language at Seventh Grade of *SMP 3 Palimanan* and how teacher helps students' learning English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*.



Meanwhile, the 6 seventh grade students from a class are chosen because the researcher wants to interview them as a supported data in order to answer the third research question namely how students respond to the teaching learning process of English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*. The 6 seventh grade students are chosen specifically as 2 students who get the highest achievement, 2 students who get an average achievement and 2 students who get the lowest achievement in learning English as a Foreign Language at a class in their last semester progress report. Additionally, the researcher chose the whole particular respondents because they will provide beneficial information to the researcher's intention about the role of scaffolding in students' learning.

1.9.4 The Method of the Research

Qualitative research is research finding out the quality of relationships, activities, situations, or materials (Fraenkel et. al., 2012). There are some approaches in qualitative research including a case study used by researcher in this research. A case study is an approach where a case is analyzed in one individual, classrooms, school or program (Fraenkel et. al., 2012). The advantage of using a case study itself is to gathering and analyzing all sorts of data that are informative and descriptive for researcher.

In this research, the researcher focuses on obtaining a depth understanding of how the teaching learning process of English as a Foreign Language at Seventh Grade of *SMP 3 Palimanan*, how teacher helps students' learning English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*, and how students respond to the teaching learning process of English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*. Furthermore, the researcher will engage on describing in detail all of what happened in a situation where English is taught as a Foreign Language at *SMP 3 Palimanan*.



The reasons for using qualitative study of this research are: firstly, the researcher wants to know how the teaching learning process of English as a Foreign Language at Seventh Grade of *SMP 3 Palimanan*. Secondly, the researcher interests to know how teacher helps students' learning English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*. And lastly, the researcher is eager to know how students respond to the teaching learning process of English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*.

1.9.5 The Technique and Instrument of the Research

1.9.5.1 Observation

The first technique for collecting data in this research is observation. Observation is a tool for research which requires organized and careful investigation of the phenomena being studied (Lodico et. al., 2010). The main aim of conducting observation is to gather factual and natural data that reflects the reality of situation. In this research, the researcher acts as a complete observer where the researcher will record the observation in the classroom naturally and positively without making attempts to intervene the teaching-learning process. Here, the researcher will observe how the English teacher provides instructional scaffolding in classroom context of Seventh Grade students at a class where English is taught as a Foreign Language.

Here, the researcher uses two instruments namely observation checklist and observation field notes. The first instrument is observation checklist. In this research, the researcher maintains the observation checklist related to the types of scaffolding which are provided by teacher for students during teaching-learning process. The advantage of using this instrument is to provide a level of detail data collection process and ensure that the data is reliable (Lodico et. al., 2010). Here



the researcher adapts an observation checklist (Lodico et. al., 2010) provided in Appendix A.

The second instrument is observation field notes. It is used because the researcher wants to gather data that cannot be predicted (e.g. conversations, observed natural behavior, answer to an open ended question). The advantage of this instrument is to collect the data in a systematic and focused way (Lodico et. al., 2010). In this research, the researcher adapts observation field notes (Lodico et. al., 2010) provided in Appendix B.

1.9.5.2 Interview

In this research, the researcher uses interview for an English teacher who teaches English as a Foreign Language and 6 Seventh Grade students from a class of *SMP 3 Palimanan* to support observation data. Interview is a conversation with the object to verify observation (Lodico et. al., 2010). It is used because the researcher wants to gain deeper information and explore more beliefs, knowledge, or experiences faced by teacher and students during learning English as a Foreign Language supported by instructional scaffolding from teacher to students in the teaching-learning process.

It will be focused on depth study toward another perspective of the research phenomenon which is instructional scaffolding. Interview protocol is used here as an instrument because the researcher wants to gain depth understanding of how instructional scaffolding helps students learning English as a Foreign Language. The advantage of using interview protocol is for providing a good structured interview (Lodico et. al., 2010). The instrument used here is adapted (Lodico et. al., 2010) and provided in Appendix E for interviewing teacher and students.



1.9.6 The Technique of Collecting Data

Within this research, the researcher will conduct some steps of qualitative research (Fraenkel et. al., 2012), which are :

1. Identification of the phenomenon to be studies

Here, the researcher identifies the particular phenomenon which is interested to be found out. The researcher focuses on identifying the supports termed as instructional scaffolding provided by teacher to students in order to help them learning English as a Foreign Language. In this research, the researcher is guided by research questions particularly known as foreshadowed questions, namely how the teaching learning process of English as a Foreign Language at Seventh Grade of *SMP 3 Palimanan*, how teacher helps students' learning English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*, and how students respond to the teaching learning process of English as a Foreign Language through instructional scaffolding at Seventh Grade of *SMP 3 Palimanan*. Particularly, the questions are selected in order to represent the nature of instructional scaffolding for students in classroom context in teaching and learning process of English as a Foreign Language.

2. Identification of the participants in the study

In this research, the researcher selects the subjects suited to the intention of this study that are an English teacher of *SMP 3 Palimanan* who teaches English at a class at Seventh Grade both as observational objects and interviewees, and 6 students' from a class from of *SMP 3 Palimanan* as interviewees. They are selected in order to represent the kinds of supports termed as instructional scaffolding for students' in classroom context of English teaching and learning process.

3. Data collection

Here, the researcher collects the data through observation and interview at teacher, and only interview from the students. In



observational area, the researcher will continually observe an English teacher who teaches English as a Foreign Language at a class at Seventh Grade and how the Seventh Grade students respond to it. Besides that, the researcher also supports the observation with depth interviews from the English teacher and 6 Seventh Grade students from a class who learn English as a Foreign Language at *SMP 3 Palimanan*.

4. Data analysis

In this stage, the researcher will analyze and combine and reduce information obtained from observation field notes and interview sheets about the evidences of supports termed as instructional scaffolding provided by teacher into a coherent description of what the researcher has obtained and discovered.

5. Interpretations and conclusions

Through this stage, the researcher will formulate the interpretation and conclusion based on the data of how supports termed as instructional scaffolding that can help students learning English as a Foreign Language.

1.9.7 The Technique of Analyzing Data

In this research, the researcher will analyze the data through some steps of qualitative data analysis (Lodico et. al., 2010). The steps are :

1. Prepare and organize the data

Here, the researcher will make sure that the data are organized in a form easily analyzed. The researcher will divide 3 sources of data namely observation checklist, observation field notes and interview protocols. After that, the researcher will sort each kind of the data based on their dates.

2. Review and explore the data

Within this step, the researcher will initially explore the data by reading and looking through the observation checklist, observation field notes and interview protocols collected.



3. Code data into categories

In this step, the researcher will conduct the process of identifying different segments of the data related to the phenomena and labeling these parts using broad category names. The codes are presented below :

Code	Type of Subjects/Events
obs	Observation
ind	Indexical Scaffolding
obj	Objects
spa	Spatial organization
pos	Positioning
ges	Gesturing
hig	Highlighting
ins	Inscriptional Scaffolding
pic	Picture
tex	Text
sym	Symbol notation
dia	Diagram
tab	Table
gra	Graphic display
heu	Heuristics
sch	Schematic
grap	Graphic organizers
flo	Flow charts
sem	Semantic webs
ret	Retrieval charts
pro	Procedure
int	Interactive Scaffolding
mod	Modelling
ana	Analogy
met	Metaphor



exa	Example
ane	Anecdote
mar	Marking critical features
con	Contextualization
cue	Cued-elicitation
hin	Hints
pro	Prompts
rec	Recasting
app	Appropriation
met	Meta-comment
eva	Evaluation
tas	Task orientation
lin	Linking to prior shared experience
cued	Cued turn-taking
inc	Increasing prospectiveness
rec	Recapping
clo	Closure

4. Construct thick descriptions of people, places, and activities

Here, the researcher will make a description of variables involved in this research. The researcher will construct the description through expanding on one's observation checklist, combining field notes and interviews with the same codes into more integrated descriptions of people, situations and place.

5. Building themes and test hypothesis

Here, the researcher will conduct the process of abstraction by identifying major and minor themes in the coded data. Furthermore, the researcher will combine several codes in a way that allows the researcher's use to explain what have been learned from the study.

6. Report and interpret data

The researcher will present the interpretation of the study in a traditional style includes Introduction, Review of Literature, Method,



Results and Discussion Sections. The researcher will also include final personal reflections, the limitations of the study and ideas for future research.

There is an example of analyzing data in this research:

obs1	int	mod	
			Mrs. Heti Saheti : “Aldi.”
			Aldiyanto : “Apa bu?”
			Mrs. Heti Saheti : “What is your hobby?”
			Aldiyanto : “Football bu.”
			Mrs. Heti Saheti : “Football. Jawabannya yang lengkap. Football itu sih enggak lengkap. <u>My hobby is playing football.</u> ”



CHAPTER V CONCLUSION

5.1 Conclusion

From the discussion in the previous chapters, it can be concluded that Instructional Scaffolding for students' learning English as a Foreign Language at Seventh Grade of *SMP 3 Palimanan* is necessary for helping students in the teaching learning process itself. Here, the data collected by the researcher through classroom observation and interview has been analyzed therefore leading to the final conclusion. Within this framework, the researcher draws it through description.

The teaching learning process of English as a Foreign Language at Seventh Grade Students of *SMP 3 Palimanan* showed that the teacher indeed provided the teaching learning process through some patterns of instructional scaffolding below the three kinds of instructional scaffolding, namely indexical scaffolding, inscriptional scaffolding, and interactional scaffolding. Here, the occurrence of instructional scaffolding mentioning supports and guidances from teacher to students in helping them to learn. However, it is only two out of three kinds occurred in the classroom namely indexical scaffolding which referred to the way teacher supports students through physical signs thus assisting them visually occurs 23% in which objects occurs 75%, gesturing occurs 9%, highlighting occurs 16%; and interactional scaffolding related to the teacher's support for students through dialogue or verbal aid therefore helping them orally occurs 77% consists of modelling occurs 4%, example occurs 1%, marking critical features occurs 1%, cued-elicitation occurs 10%, hints occurs 3%, prompts occurs 27%, meta-comment occurs 4%, evaluation occurs 2%; procedural area where task orientation occurs 3%, cued turn-taking 25%, and recapping occurs 20%. Based on the observation itself, one kind missed from the teacher support within the teaching learning process itself is support or guidance through the use of text or inscription in the classroom termed as inscriptional scaffolding.

Within instructional scaffolding framework, the way teacher helps students' learning English as a Foreign Language relied its basis on six features of effective scaffolding. However, there are only four out of six features occurred based on the observation in the classroom supported by the interview between the researcher and the teacher. The features occurred are building children's interest in the task where the teacher tried making some efforts mostly with conducting oral conversation to the students in order to build their interest; keeping children on path by reminding them of the goal in which teacher stated the goal from the beginning then leading students in order to achieve it; pointing out key things to do referred to teacher's effort on marking what was expected from the students; and showing an ideal way of doing the task defined as the way teacher gives clear modelling and example for the students to be imitated later.

The result arises from the interview happened between the researcher and the students showing some responses related to features of effective scaffolding provided by teacher. The first group of high-ranking students mostly do their tasks and actively asks the teacher if they have difficulty in performing the task. The second group of middle-ranking students do what the teacher had said and what the teacher want them to do. The last group of low-ranking students do the task without making attempts to asking it critically to the teacher. However, they do cheating when the task is considered as a difficult one. Basically, all of the students have good attitude and response toward the teaching-learning process of English as a Foreign Language conducted by the teacher.

5.2 Suggestion

The current study about instructional scaffolding for students' learning English hopefully can be beneficial for further research that focuses on supports and guidances from teacher to students to promote learning in educational context. Moreover, with all weaknesses in this research, the further study is intended to make it perfect. This research is weak on giving detail information related to the topic, limited time to conduct observation



and interview may cause important information that reflects deep analysis of the teacher' support or guidances could not be involved in this study.

Related to teachers' supports and guidances, the researcher believes that it has great influences on the teaching and learning of English as a Foreign Language so that it is quite important to conduct further deep analysis related to another theory of instructional scaffolding defined by some other experts. Additionally, English teachers' supports and guidances can be delivered through many ways. So, another study related to the topic with various concerns is needed to enrich the insight in the field of English teaching learning process about the way supporting the students.

Consequently, the researcher recommends the suggestions for English teachers in any educational institution to make their supports and guidances as one of a need for being a language teacher. Furthermore, the English teachers also are expected to recognize the importance of those instructional scaffolding for helping students that influences the process of teaching itself. And lastly, English teacher should perceive students' need for supports as an important thing during teaching learning process.



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