

**AN ANALYSIS OF THREE TEACHERS' SCAFFOLDING TALKS  
AND STUDENTS' RESPONSES TO THEM IN EFL  
CLASSROOMS**

**THESIS**

**Submitted to Fulfill Requirement for the Degree of  
Master of Education**

**By**

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## ABSTRAK

Mardiana, Yana. 2018. An Analysis of Three Teachers' Scaffolding Talks and Students's Responses to them in EFL Classrooms. Department of English Education Graduate School, University of Muhammadiyah Prof. DR. Hamka. Supervisor I: Hamzah Puadi Ilyas, Ph.D. and supervisor II: Herri Mulyono, Ph.D

*Kata Kunci: Teachers' scaffolding talks (classroom discourse), zone of Proximal development (second language acquisition), EFL classroom.*

Dalam pembelajaran bahasa, guru tentunya memiliki peran penting dalam memfasilitasi dan memberikan siswa pengalaman dan interaksi yang bermakna melalui komunikasi selama proses belajar mengajar di ruang kelas EFL. Untuk membantu siswa mencapai kemampuan terbaik mereka dalam pembelajaran bahasa, guru dapat menggunakan *scaffolding talks* dengan *Zone of Proximal Development* selama semua kegiatan kelas. Penelitian ini adalah studi metode campuran pada *scaffolding talks* guru dalam interaksi kelas untuk mengetahui jenis *scaffolding talks* guru, alasan mengapa mereka menerapkan jenis itu, dan respon siswa terhadap *scaffolding talks* guru mereka di ruang kelas EFL. Penelitian ini memiliki beberapa subjek penelitian yaitu tiga guru Bahasa Inggris di SMK Negeri 06 Konawe Selatan yang mengajar kelas X hingga XI sebanyak 70 siswa yang dibagi menjadi tiga kelas. Data penelitian ini dikumpulkan dari tiga cara: (1) observasi interaksi lisan dalam konteks kelas antara guru dan siswa yang direkam dua kali untuk setiap guru, sehingga ada enam rekaman pembicaraan guru, (2) wawancara dengan tiga guru, dan (3) kuesioner dari siswa. Data dianalisis secara kualitatif dan kuantitatif untuk menemukan jenis *scaffolding talks* yang digunakan dan alasan mengapa mereka menerapkan jenis itu, dan respon siswa terhadap *scaffolding talks* yang digunakan guru mereka di ruang kelas EFL.

Data pengamatan dan wawancara tentang jenis *scaffolding talks* dianalisis berdasarkan Afda Walqui, Wood, dll., Misalnya, memberi model, memberikan arahan yang jelas, menjelaskan, mengundang partisipasi siswa, mempertanyakan, mengklarifikasi pemahaman siswa, mengembangkan pemahaman siswa, memperkuat, dan mengulas hasil belajar siswa. Data wawancara tentang alasan penggunaan jenis *scaffolding talks* ini dianalisis dengan analisis tema, dan data kuesioner untuk mengetahui respons siswa terhadap *scaffolding talks* guru mereka dianalisis dengan

menggunakan SPSS. Hasil pertama menunjukkan bahwa guru menggunakan *scaffolding talks* dalam pembelajaran-mengajar seperti pemodelan, memberikan arahan, menjelaskan, mengundang partisipasi siswa, mempertanyakan, mengklarifikasi dan mengembangkan pemahaman, penguatan, dan peninjauan siswa. Hasil kedua menyatakan bahwa mereka adalah beberapa alasan penggunaan jenis *scaffolding talks* guru tersebut; mereka membantu siswa untuk belajar lebih cepat, memotivasi siswa untuk lebih aktif, merangsang pemikiran siswa, dan mendapatkan pemahaman tentang pelajaran dengan lebih mudah. Hasil ketiga menunjukkan bahwa siswa memiliki respons dan persepsi positif terhadap *scaffolding talks* guru mereka di ruang kelas EFL.

Berdasarkan hasil di atas, ada beberapa saran dalam penelitian ini. Pertama, guru harus memaksimalkan kualitas *teacher talks* mereka selama proses belajar mengajar di ruang kelas EFL yang berarti mereka harus meningkatkan dan mengembangkan kemampuan mereka dalam memilih jenis *scaffolding talks* dengan tepat sesuai dengan situasi dan kondisi yang dapat membantu siswa dalam mencapai potensi maksimal mereka di pembelajaran bahasa. Kedua, disarankan bagi peneliti lain untuk menguraikan masalah penelitian ini yang berbicara tentang *scaffolding talks* guru. Semoga, penelitian selanjutnya tidak hanya membahas jenis *scaffolding talks* guru dan tanggapan siswa terhadap mereka, tetapi juga membahas masalah yang lebih mendalam dan lebih luas terkait *scaffolding talks* ini yang dapat memberikan kita lebih banyak informasi kritis dan berbagai informasi *scaffolding talks* di ruang kelas EFL.

## ABSTRACT

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*Keyword: Teachers' scaffolding talks (classroom discourse), the zone of Proximal development (second language acquisition), EFL classroom.*

In language learning, teachers surely have essential roles in facilitating and providing students with meaningful experiences and interactions through communication during teaching and learning process in EFL classrooms. To help students achieve their very best capability in language learning, teachers can use scaffolding talks with Zone of Proximal Development during all the classroom activities. This study is a mix-method study on teachers' scaffolding talks in classroom interaction to find out the types of teachers' scaffolding talks, the reason why they applied those types, and the students' response toward their teachers' scaffolding talks in EFL classrooms. This study has some subjects which are three English teachers at SMK Negeri 06 Konawe Selatan who teach the tenth grade up to the twelfth grade and 70 students who divided into three classes. The data of this research were collected from three ways: (1) observation of spoken interaction in classroom context between teachers and students that were recorded twice for each teacher, so there are six recordings of teachers' talks, (2) the interview with these three teachers, and (3) the questionnaire from the students. The data were analyzed qualitatively and also quantitatively to find the types of scaffolding talks employed and the reason why they applied those types, and the students' response toward their teachers' scaffolding talks in EFL classrooms.

The observation and interview data about the types of scaffolding talks were analyzed based on Afda Walqui, Wood, etc., for instance, modeling, giving clear direction, explaining, inviting students' participation, questioning, clarifying students' understanding, developing students' understanding, reinforcing, and reviewing. The interview data about the reasons of the use of these scaffolding talk types were analyzed by theme analysis, and the data of questionnaire to know the students' response toward their teachers' scaffolding talks was analyzed by using

SPSS. The first result shows that the teachers employ scaffolding talks in the teaching-learning such as modeling, giving direction, explaining, inviting students' participation, questioning, clarifying and developing students' understanding, reinforcing, and reviewing. The second result states that they are some reasons of the using of those types of teachers' scaffolding talks; they are helping students to study faster, motivating students to be more active, stimulating students' thinking, and getting comprehension about lesson easier. The third result shows that students have positive response and perception toward their teachers' scaffolding talks in EFL classrooms.

Based on the result above, there are some suggestions in this study. First, teachers should maximize the quality of their talks during teaching and learning process in EFL classrooms which means they should improve and develop their ability in choosing the types of scaffolding talk appropriately according to situation and condition that can help students in reaching their maximal potency in language learning. Second, it is recommended for other researchers to elaborate on the issue of this study which is talking about teachers' scaffolding talks. Hopefully, the next researches do not only discuss the types of teachers' scaffolding talks and students' responses toward them but also discuss a more in-depth and broader issue related this scaffolding talks which can provide us more critical and many various information of scaffolding talks in EFL classrooms.

**THESIS COMMITTEE APPROVAL**

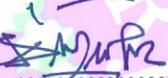
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The Thesis Committee Oral Defence Committee have approved this Thesis as partial fulfillment of the requirements of the Master of Education Degree in English  
Date November 27<sup>th</sup>, 2018

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# CHAPTER I

## INTRODUCTION

This first chapter consists of a background of the research, identification, and limitation of the problems, formulation of research questions, objectives of the study, and significances of research.

### A. Background to the Research

In teaching and learning process, teachers hold an essential role to make the learning objective achieved in which making students have a functional competence in English. In specific, students are expected to use English in writing, speaking, reading and listening skill that implied in curriculum 2013 (revised in 2017). To get this goal, teachers in EFL classroom should be able to help students in many various ways such as applying suitable teaching strategies, creating conducive class atmosphere, being a good model, giving more learning experiences to students, and others (Surtiarti, 2008).

In other words, good teachers should give guidance and instruction for students to get their maximal potency in learning. Mercer et al. (1992) in Corden (2000) stated that one of the mains factors of determining the students' learning potency is the quality of teachers' intervention. In the invasion of the classroom, teachers interact and give instructions to students through communication during teaching and learning process.

The communication and interaction between teacher and students here refer to the teacher's talk in the language teaching which is through instructions, guidance, and others to support the understanding in the language class to students (Summardiyani and Sakhiya, 2007). However, many people think that teacher's talk should be minimized in the classroom due to make more chances for students to talk in the classroom which well known as learner center teaching.

It cannot be denied that learner-centered teaching mode has become more and more popular nowadays — however, one crucial thing that should be remembered that this teaching mode still needs teachers' role. According to Dulay et al. (1982), the successfulness of learner center teaching also depends on the teachers due to they hold the fundamental part in this teaching mode as it is their responsibility to choose, manage, and arrange all kinds of learner-centered class activities. It is seen that the whole responsibility for creating the language environment in the classroom falls on the teacher to achieve the language acquisition for students

In other words, even under the trend of learner-centered teaching mode, it does not mean that the best teacher talk means less. In line with that, Steven Walsh (2002) thought that teacher talk is essential for target language acquisition of EFL language learners. To make the best influence of teacher talk, the teacher should emphasize the quality of teacher talk, not quantity so it can maximize the teaching and learning process in English class. It is where the scaffolding talks

hold the role by giving the students the systematic sequence of content, materials, task and teachers' support (Dickson, Chard, and Simmons: 1993). As scaffolding talks are the expressions of the teachers in guiding their students for better understanding of the teachers' explanation, teachers should understand clearly about the scaffolding talks and identify what clause mood in scaffolding talks. Scaffolding talks are significantly crucial for an English teacher because these expressions are to guide students in comprehending the lesson and acquiring specific skills as they need.

However, teachers sometimes cannot provide scaffolding talks to ensure their learners do not feel anxious in the teaching-learning process. Based on the interview with some students and teachers, it is found that many students do not pay attention to the role of teacher's talk in improving their English and many teachers still do not realize the importance of this teacher's speech in teaching and learning process as well. Teachers have occasionally found themselves in the hard situation where their learners do not feel relaxed and confident in that classroom which makes the comprehensible inputs challenging to get into their mind. And as a result, students cannot do the activities actively and focus on self-experience, whereas this learning experience is essential for students.

In line with that, Sutiarti (2008) also observed that some teachers are still not able to help to expose students a lot in using English, especially how the English teachers scaffold the material before they reach to the core of speaking. In this

case, the English teachers cannot help their students to build their English knowledge and understanding of how English fits together.

This condition could be caused by the lack of competence and knowledge of the teachers about how to create the proper atmosphere for students through scaffolding talks in which teachers can guide and help the students to get their maximal potency in the learning process (Agustien, 2002). It can make the teaching and learning process does not achieve the learning objectives that stated in the curriculum which unfortunately creates a gap between what we expect with the fact that lied in the EFL classroom. It cannot be denied that the mastery of scaffolding talks is fundamentally vital for teachers because it makes students more relax, confident, free, and have more initiatives (Surtiarti, 2008). By providing a more productive learning environment that would occur if we are, as a teacher, being facilitators, we can assist each of them to reach beyond their present level.

Scaffolding talks here refers to the teacher's talk in the language teaching. It is the communication and interaction between a teacher and students in which teachers give instructions to support the students' understanding in the language class. It also influences the success of English speaking atmosphere in the classroom (Sumardiyani and Sakhiyya, 2007). To support the scaffolding talks, English teachers need to create a comfortable situation in the English class. As classroom events are procedural, this procedure should be verbalized. The

classroom English is divided into several parts namely opening the lesson, giving questions, variability in teaching, organizing the class, giving instruction in English, explaining and demonstrating, confirming and checking understanding, and also reinforcing and ending the lesson (Sumardiyani and Sakhiyya, 2007).

Moreover, Mercer (1994) stated that scaffolding is not just any favor which helps a learner accomplish a task. It is an aid which will make learners able to accomplish a task which they cannot capable to manage on their own. When students need their teachers' scaffolding talks to complete their tasks, it touches the area which called Zone of Proximal Development (ZPD). Wilkinson (2000) claimed that ZPD is the difference between the child's capacities to overcome their problem and his or her ability with the assistance of other persons. These other persons refer to adults, such as parents, teachers, caretakers, language instructors or friends who have already mastered that particular function.

Talking about ZPD in the teaching-learning process, Vitgosky and Bruner in Corden (2000) stated that ZPD is the zone where the students accomplish their learning process through teachers' guidance and collaboration with more capable peers. Considering this, good teachers should make proper preparation and intervention appropriately and effectively. The advice, support, and aid from teachers are very beneficially essential to achieve the desired expression. If the main talks are completed, the goal expected by the teacher can be made well too.

Therefore, considering the importance of scaffolding talks, the writer is interested in researching the teachers and students' talk in EFL classroom which focusing on the what types of teachers' scaffolding talks and how the students respond to these kinds of teachers' talk. By analyzing the teachers' scaffolding talks and students' response of it in EFL classroom in International School could give another perspective and new information and facts about teachers' and students' activity in class which will be hopefully useful for the readers.

### **B. Identification of the Problems**

Based on the background of the study that described above, there are some problems addressed in this study as follows:

1. Many teachers are still not aware of the importance of scaffolding talks in teaching and learning process which can help their students in improving their English.
2. Many students do not pay attention to teachers' scaffolding talks in teaching and learning process which can assist them in developing their English.
3. Many teachers do not know about the scaffolding talks and the types of these scaffolding talks which actually can help their teaching and learning process in EFL classes.

### **C. Limitation of the Problems**

To avoid a wide range of topics, the writer focuses on only these limited points are as follows:

1. The types of teachers' scaffolding talks during teaching and learning process in the EFL classroom.
2. The reasons why the teachers use those types of scaffolding talk during teaching and learning process in EFL classroom.
3. The students' response which refers to students' perception, thoughts, or point of view toward teachers' scaffolding talks during teaching and learning process in the EFL classroom.

### **D. Formulation of Research Questions**

Based on the points that explained above, the research questions of this study can be formulated as follows:

1. What types of teachers' scaffolding talks are used during teaching and learning process in the EFL classroom?
2. Why do the teachers use those types of scaffolding talk during teaching and learning process in EFL classroom?
3. What are the students' responses toward their teachers' scaffolding talks in teaching and learning process in EFL classroom?

### **E. Objectives of the Research**

Based on the problems stated above, the purposes of the study are as follows:

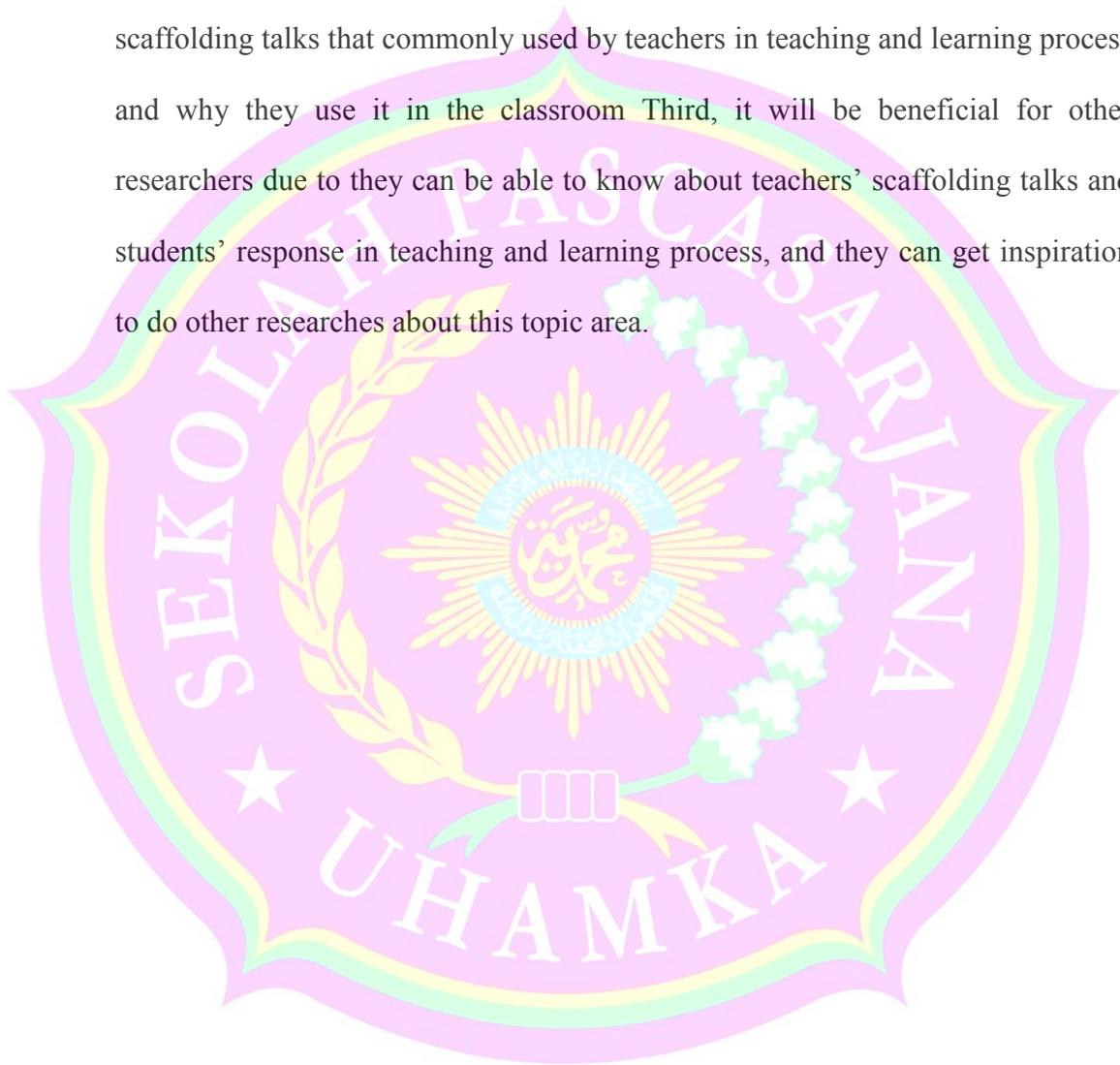
1. To investigate the types of teachers' scaffolding talks in teaching and learning process in the EFL classroom.
2. To find out the reasons why the teachers use those types of teachers' scaffolding talks in teaching and learning process in the EFL classroom.
3. To describe the students' responses to teachers' scaffolding talks in teaching and learning process in the EFL classroom.

### **F. The significance of the Research**

The topic above is necessary to be investigated because it is undoubtedly useful for the teacher education institution in preparing English teachers for theories and practice. For theoretical development, this study can give more information in the study of discourse, especially classroom discourse focusing on the scaffolding talks that used by English teachers, their reasons in using it, and students' response of it in EFL classroom

While in practical purpose this research can be useful for some parties. First, it will be useful for teachers of English in general, especially for teachers of English at the school to understand the types of scaffolding talks in teaching English at senior high school, to understand how to carry out scaffolding talks in English during the teaching and learning process, and the reason why teachers apply those

kinds of scaffolding talk, and how students respond to these types of scaffolding talks in to enrich references of teaching and to enhance the teaching of English at the school. Second, it gives information for students about the types of scaffolding talks that commonly used by teachers in teaching and learning process and why they use it in the classroom Third, it will be beneficial for other researchers due to they can be able to know about teachers' scaffolding talks and students' response in teaching and learning process, and they can get inspiration to do other researches about this topic area.



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