CHAPTER I

INTRODUCTION

This chapter represents the background of the study, research questions, purpose of the study, scope of the study, and the significant of the study.

1.1 Background of Study

English as an international language is one of subject that learn in school from junior high school until university. In 2006 Indonesia Curriculum, whose the embryo is 2004 Curriculum, states that the goal of English teaching and learning process in junior high school is that by the end of the study the students are expected to be able to communicate in English with the level of literacy not only performative and functional level but also informational level. In the performative level, the students are expected to be able to read and write. In the functional level, they are expected to have ability to use the language for communication or for survival, such as reading a story they are interested in, etc. While in the informational level, they are expected to be able to access knowledge using English as they are prepared to use in daily life.

In Indonesia there are another demanding of English Learning for Junior High School as written in the goal of 2013 English curriculum;

> Pelajaran Bahasa Inggris bertujuan untuk mengembangkan kemampuan berkomunikasi dalam bentuk lisan dan tulis (mendengarkan, berbicara, membaca, dan menulis), menumbuhkan kesadaran tentang hakikat dan pentingnya bahasa Inggris sebagai salah satu bahasa asing untuk menjadi alat utama belajar, dan mengembangkan pemahaman tentang saling keterkaitan antar bahasa dan budaya serta memperluas cakrawala budaya. (Permendikbud, 2013)

From the existing curriculum in Indonesia, the first graders of Junior High School are required to have the ability to reveal and express some various meaning as appeared in the some point of core competencies of the existing curriculum, that are:

KD.1: Mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks lisan yang memiliki tujuan komunikatif, struktur teks, dan ciri kebahasaan tertentu.

KD.2: Mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks lisan interaksional dan monolog terutama yang berbentuk deskriptif, naratif, spoof/recount, prosedur, report, anekdot.

KD.3: Memahami berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks tulis yang memiliki tujuan komunikatif, struktur teks, dan ciri kebahasaan tertentu.

KD.4: Mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks tulis yang memiliki tujuan komunikatif, struktur teks, dan ciri kebahasaan tertentu.

From core competencies above, the students are expected to be able to understand and be able to be more communicative in express the meaning in some spoken text that there in the lesson itself and students' daily life.

Halliday (2007, p.260) stated that education, means enabling people to learn; not just to learn in the natural, common sense ways in which we learn in our daily lives, but to learn in an organized, progressive, and systematic manner according to some generally accepted principles about what people ought to know. In one sense, nothing at all; all education takes place through the medium of language. It doesn't mean all learning: human beings learn a great deal without the medium of language. But all educational learning is mediated through language.

English is an international language that has been used almost all over the world as a means of communication. It is used either in formal meeting or in

informal one. Indonesia is one of the countries in the world that has used English as first foreign language. It has been taught as first foreign language and has become compulsory either in junior or senior high school. Because of that, there is only a little experience for the students in using language throughout several periods of English class in school week.

Related to the statements above, English teachers should work hard how to make the students able to accomplish the goal stated by the teachers. In this case, the teachers can give more learning experience in teaching and learning process and expose the students a lot in using English so that it will make the students easy to pass through the bridge without any difficulties.

To achieve the goal of English like what the curriculum expects, the role of teachers here are very important. Nunan (1991, p.189) said that teacher is one place where students can ask if they don't understand the lesson. Teacher's talk is crucial importance not only for the organization of the classroom but also for the processes of the acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive.

The ways a teacher directs or gives an instruction to his or her students are usually realized through scaffolding talks. Scaffolding talks are expressions of the teacher to interact or give instruction to his or her students

in the classroom. Wood, Bruner and Ross coined the term 'scaffolding' in the 1970s. The term 'scaffolding' was developed to describe the type of assistance offered by a teacher or peer to support learning. In the process of scaffolding, the teacher helps the student master a skill that the student is initially unable to acquire it independently. The teacher offers assistance that is beyond the student's ability. The teacher only helps the student with tasks that are just beyond his or her current ability. Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it will act as an enabler, not as a disabler.

Scaffolding as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the *zone of proximal development* (1978) represents the relationship of the learner with the teacher support in learning with assistance or support until the learning is mastered and becomes independent of support. "The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance" (Raymond, 2000 p.176).

Vygotsky in Gibbon (2002, p.10) claimed that the only good learning is learning that ahead of actual development. It has the meaning that the tasks given to the students should be at their potential level. The area in which the students need scaffolding talks from teachers to complete their talks is called ZPD. ZPD stands for Zone of Proximal Development. Further, he also suggests that the ZPD is the difference between the child's capacity to solve problems by itself, and his capacity to overcome them with the help of other persons. Other persons here

could be adults, such as: parents, teachers, caretakers, language instructors or other peers who have already mastered that particular function.

In line with the ZPD in teaching learning process, Vygosky and Bruner in Corden (2000) propose that ZPD is the zone in which the learning acquisition is accomplished through teachers' guidance and collaboration with more capable peers. To realize this, good teachers should make a good preparation and intervene appropriately and effectively. Guidance, a support and an aid from teachers are very useful to achieve the desired expression. If the main talks are achieved, the goal expected by the teacher can be achieved well too.

In giving effective guidance, teachers can scaffold their students to provoke the activeness of their students. Teachers can use their talks to scaffold the students, especially with scaffolding talks. Scaffolding talks provide guide support and how to adjust between students and teacher in order to be able to build a target language easily without any difficulties through interaction and the help of teacher to open the way to start the talk relay and full of fun.

Scaffolding talks are an aid to the learners by providing the words or by probing to open the way to the learners in order easily to achieve the desired expressions. In this case, the teachers should be able to be good assistants, facilitators and guides in order to be able to mediate their students across the bridge safely to accomplish the main talks or desired expression more easily. Related to the statements above (Anderson, 2003) proposed that scaffolding talks are good guidance for teachers in construction of a semantic unit.

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

In an earlier research, proposed Ghea (2009) showed that more than half of the teachers in Eloquence, Kelapa Gading scaffold their teaching activities in the class. Several ways of scaffolding based on Vygotsky's categorization is found as the common ways that the teachers used. They are beginning practice with easier material, providing information to guide the students and giving hints to them. Those ways are able to help the students in the learning process in the classroom.

Scaffolding also give some influences for English learner to increase their vocabulary. A recent study Agnes (2005) showed he vocabulary errors are appeared when the teachers used the conjunction improperly in the scaffolding talks. The number or errors is just a few and do not give significant impact on the teachers' talks. The kinds of scaffolding talks made by the teachers of Reading IV are modeling since they used their talks as model for the students.

Sri (2011) showed that scaffolding technique is effective to improve the students' competence in writing genre-based text. It can be seen from the increased mean score in every cycle. The mean score for the first test was 64.5. In the second test, the mean score increased by 5.1 point into 69.9, and it increased by 5.2 in the third test into 75.1. In the fourth test, the mean score increased by

5.1 into 80.2. The increased mean scores of T1, T2, T3, and T4 from 64.5, 69.9, 75.1, and 80.2 was significant. This means that the lecture's intervention by giving scaffolding technique to students really improved their competence in writing English texts.

In accordance to the statements and previous studies above, an attempt to reform and to improve English Foreign Language learner, teacher needs to help students for building up their English skill. In line with this point, this research will also find out kinds of the scaffolding talks conveyed by and English Foreign Language teacher in English Class for grade VII.

1.2 Research Question

Based on the background of the study above, the question of this research is:

1. What types of scaffolding talks do the English Teacher carry out during the teaching and learning process?

1.3 Purpose of Study

The purpose of this study are to find out;

1. To obtain a profile of Teacher's use of scaffolding talks during teaching and learning process.

2. To describe the types of scaffolding talks the teachers carry out during the teaching and learning process.

1.4 Scope of Study

This study was focused on the teacher's utterances used as scaffolding talk in teaching and learning process in English class grade VII. The study was carried out in SMP Pesantren Modern At-Taqwa Ciangsana, Bogor as sample.

1.5 Significant of Study

This study will be significantly important not only for the researcher, but also for the EFL teacher and other researchers. For the researcher, this study hopefully would be valuable and useful for the researcher and also for other researchers in the next study improve the researcher understanding about the types of scaffolding talks in teaching English at junior high school.

Beside those, this study can be references for other teacher or teacher student as especially in English department who need to know more about descriptions of teacher's Scaffolding Talk in the classroom and the possible. By knowing these, teacher or teacher student expected can easily manage learning environment in classroom, so students can study effectively.