

CHAPTER II

LITERATURE REVIEW

This chapter discusses previous related studies and theoretical framework related to scaffolding talks, teacher's scaffolding talks, sttypes of scaffolding talk, spoken English in junior high school and previous studies.

2.1.Scaffolding Talks

Scaffolding Theory was introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. He used the term to describe children's oral language acquisition that was helped by their parents when they first begins to speak.

Cooper (2000, p.33) stated that scaffolding is perceived as the strategy used by the teacher to facilitate learners' transition from assisted to independent performance. Scaffolding is the process that requires a teacher provide temporary support to the students to help bridging the gap between what students know and can do with what students need to accomplish in order to succeed at a particular learning task (Graves and Braaten, 1996 pp.14-6). Scaffolding will be the way of achieving this condition by allowing the teacher interact with the students by asking leading questions and providing information in order to help students discover the information they need. The ways a teacher directs or gives an instruction to his or her students are usually realized through scaffolding talks.

Hartman (2002, p. 32) stated that scaffolds may include models, cues, prompts, hints, partial solutions, think-aloud modelling, and direct instruction. Teacher may also use questions as scaffolding to help students solve problems or

complete tasks. Teacher may increase the level of questioning until the students are able to provide correct response.

Scaffolding itself for the first time introduced by Wood, Bruner and Ross (1976:89) in *'The Role of Tutoring in Problem Solving'*, then they defined scaffolding as the process to enable a child to solve the problem, carry out a task or achieve a goal which would be beyond his unassisted efforts. Scaffolding consists of the adult "controlling" those elements of the task that are beyond the learners' capacity, thus permitting them to concentrate upon and complete only those elements that are within his range of competence. The acquisition of skills by a child is an activity in which the readily relevant skills are combined and 'bent' into higher skills' to meet new and more complex task requirements. This activity can only be successful through the intervention of an adult.

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).

Inherent in scaffolding from Lev Vygotsky's (1978) idea of Zone of proximal development Vygotsky suggests that there are two part of learner's developmental level. 1. The actual developmental level; the zone of proximal

development is “the distance between the actual developmental level as determined by independent problem solving. It is the differences between the students actual development level determined by their capability to master the task independently 2. The potential developmental level; as determined through problem solving under the help of teacher, adult guidance or in collaboration with more capable peers (Jauhar, 2011 p.39). The ability to learn through instruction and help adults make students can understand and do a lot of things than if the students just learning independently.

Agustien (2002) states that there are two types of teachers’ talks, namely teachers’ main talks and teachers’ scaffolding talks. Teachers’ main talks are teachers’ talks related to the topic they present in the lesson. Teachers’ talk is not the same as the speech function that the teacher used. Teacher’s talks in the classroom setting occur between the teacher and the students and usually the interaction take place not only in one - to one interactions but also in one - to many interactions depending on the number of students involved in the teaching and learning process.

Scaffolding talk itself according to Richard et al (1992, p.321) are “the building up of target language structure over several turns in an interaction. In short, scaffolding is to make a hearer comprehend a speaker’s meaning, the speaker needs to express the meaning segment by segment and organize those segments in a linear fashion according to the socially acceptable structure.

Bruner (1983) identified scaffolding talk as vertical scaffolding involves the adult extending the child’s comprehension by asking further questions and

instruction in the classroom. Scaffolding can also mean a process in which students are given support until they can apply new skills and strategies independently (Rosenshine and Meister, 1992 p.26).

Everyone speaks using certain language. The language used differs from the certain extent, such as for day-to-day communication or causal conversation, etc. We do everything every day and it needs language so in almost everything we do, language is involved in it. Halliday said that whenever we use language there is a context. There are two kinds of context, namely context of culture sharing particular assumptions and expectations, so that they are able to take for granted the ways in which things are done. While context of situation is the particular occasion on which the language is being used (Gibbons, 2002 p.2).

In line with the statements above, if learners are able to use the language as a medium of making meaning it means that he/she knows the right speech for it. The speech is a primary medium of thought and the process of talking through ideas is an important part of the learners' ability to handle information and make a new sense of meaning. In this case the learners are able to use the language to help themselves to code information so cognitive restructuring can take place and learning experiences are made to fit into and extends the words to make the meaning or concepts they want (Brunner in Roy Corden, 2000).

In accordance with the above mentioned to reach the desired expressions, students should have more learning experiences. In this case, a teacher must have an ability or skill to scaffold towards the desired expressions well. In other words,

I can say that it is easy for the students to achieve the desired expressions if the teachers have the skill to use scaffolding talks in creating a classroom discourse.

Scaffolding refers to support that is designed to provide the assistance necessary to enable learners to accomplish tasks and develop understandings that they would not quite be able to manage on their own. As Mercer in Hammond explained that scaffolding represents the kind and quality of cognitive support which an adult can provide for a child's learning, which anticipates the child's own internalization of mental functions". The argument here is that teachers, through their sequencing of teaching activities, and through the quality of their support and guidance, are able to challenge and extend what students are able to do. It is by participating in such activities that students are pushed beyond their current abilities and levels of understanding, and it is then that learning occurs and students are able to 'internalize' new understandings.

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. Teachers become the students' facilitators, assistants, guides, coaches, partners, and mediators to achieve the desired expressions. That is why the students do not feel scared in following the lesson but feel close to their teacher in having their class. If it really happens, what the teachers expected will come true. The students are ready to build up a target language so there is no restriction to go on to the main talk. It is widely open to achieve the goal of teaching learning process.

In line with teachers' scaffolding talk, Richard et al. (1992, p.321) in his book *Longman Dictionary of Language Teaching and Applied Linguistics* state that scaffolding is the building up a target language structure over several turns in an interaction. In language, learning students cannot produce certain structure within a single utterance they may build interaction with their teacher.

As we know that the term of scaffolding talk can have more than one meaning regarding the teaching learning process. To support the terms above I take the definition from Brunner. Brunner in Roy Corden (2000, p.10) says that scaffolding is a process that enables novices to undertake task they would be unable to do independently and unaided. It is also very interactive, with constant interplay between teacher and students in the joint completion of a task and dialogue. The dialogue is crucial so the teachers should adjust with the situation and provide the help for the students to reach desired expressions well. Anderson (2003, p.52) also strengthens it, that scaffold is a good guide for teacher in constructing a semantic unit.

In short, I can say that in scaffolding talks the role of teachers is very important to mediate the student to reach the desired expression well. The help, guidance, assistance of the teachers make the students easily cross the bridge to achieve the main talk or the desired expression without any difficulties. The bridge here is the scaffolding talk itself.

2.1.1.Types of Scaffolding Talks

In accordance with scaffolding talk theories mentioned above, it is also important to unfold types of scaffolding talk suggested by some linguists. Here are their statements.

Afda Walqui (2006) suggest that there are six types of scaffolding talk, namely:

1. Modeling: providing clear sample or models before the teacher/trainer ask learner to do the new task;
2. Bridging: helping the students to reach the target expression;
3. Contextualized: providing a meaningful context for the content and the language being taught;
4. Schema building: organizing knowledge through experience and sense of the world using structures or schemas, such as goals, materials, methods, strategies, approaches etc. For example providing the students with structured opportunities to do will improve their understanding;
5. Text re-presentation: curriculum explicit norms, rules, and convention of the language. It is hoped by the end of the activity the learners can represent the language in various kinds of situation;
6. Meta cognitive development: being explicit to the students about preferred ways to think, talk, or write by modeling of asking questions throughout learning process.

In line with the statement above, Wood (1998) in Cameron (2001, p.9) suggests that teachers can scaffold children's learning in various ways. See the following table:

Table 2.1 About How Teacher Scaffold in Student Learning.

Teacher can help children to	By
attend to what is relevant	suggesting, praising the significant, providing focusing activities
adopt useful strategies	encouraging, rehearsal, being explicit about organization
remember the whole task and goals	reminding modeling providing part – whole activities

Concerning with the opinion above, Roeler et al. (1997) propose that there are five types of scaffolding talks, namely:

1. Offering explanations: being explicit to fit the learner's emerging understanding about what is being learned, why and when it will be used and how it is used;
2. Inviting students participation : providing the student to able to participate in the learning process;
3. Explicit modeling on desired behaviors. It shows how one should feel, think or act within a given situation. There are three types of modeling that is: (1) thinking aloud modeling: demonstrating how to feel or think as they progress through a task. In turn, the learners to do the same, (2)

talk-aloud modeling: showing how to ask relevant questions and formulate semantically contingent comments. For example by giving picture clues in story to understand the story easily without talking. (3)
 performance modeling: providing model throughout physical expressions, such as: smiling on laughing, etc.;

4. Verifying and clarifying students understanding: providing explicit and positive feedback of the students responses or guiding the students on learning how to evaluate the creation of perspective when misunderstanding take place;
5. Inviting students to contribute clues: helping the learners to verbalize the processes throughout this contribution clues for exiting problem.

Based on the theory from the experts above the researcher can divided types of scaffolding talks adopted from the researcher opinion. Those types of scaffolding talks are as follows.

1. Modeling means that the teachers provide clear samples or models before the teachers ask the students to do the tasks;
2. Explaining is necessary for the teachers to help the students to see the connection between things, make links between familiar and unfamiliar knowledge, and bridge gap between students' previous knowledge and the new knowledge or experience. Describing, telling and bridging the students to promote students' understanding;
3. Inviting the students' participation. Here the teachers provide opportunities to the students to be able to join in the teaching learning

process through eliciting, for example: “how do you know?; from where do you know?; and etc, and inviting to expand in meaningful ways, such as: “tell us more about that, “give more details” ,etc;

4. Questioning. It consists of

- a. Basic questioning, it is asking students to give the response. Through basic questioning the teachers can obtain information about how well the students understand the material they have learned, what potential problems they may encounter and what assistances are needed to facilitate the students’ learning. In shorts, the teachers will soon know what kind of language and activities are used to facilitate the students learning process. Besides that, the basic questions can also stimulate interest and curiosity. (Turney et al.1983 p.72);
- b. Clarifying students’ understanding. The teacher is necessary to check the students emerging understanding by clarifying the unreasonable understanding. To clarify it the teachers can provide explicit and positive feet back of the students’ responses.

5. Reinforcing. There are two kinds of reinforcing that is:

- 1) Verbal reinforcing is a teacher’s comments offering praise and encouragements. It is used to re-enforce students’ responses or behavior including comments of a personal, evaluative and supportive nature. The may happen while tasks are being performed, or they may complement more formal feet back on completed work, such as

awarding of grades or marks, such as Yes, Good, Uh-huh, Well done, Greg, I'm pleased with that, etc. (Turney et al. 1983);

- 2) Gestural reinforcing refers to the teacher's use of smiles, nods, or pointing, as nonverbal responses to the students' contribution to the lesson, performances or behavior. Teachers can use facial reinforcing such as: "smiling", "raising eyebrows", laughing etc. or bodily reinforcing such as: "clapping hands", "signaling O.K.", "shaking head", "nodding", "Thumbs up", etc.

Relating to the theories given by the authors above, it is easy for the researcher to describe types of scaffolding talk found in the study. Those theories are manageable and accountable to back up conducting this study on the topic scaffolding talks.

2.2. Language Learning and Language Acquisition

Krashen (1989) states that language learning and language acquisition are different. The different is the most fundamental of hypothesis widely known among linguists and language practitioners. Schusts (2000) says that acquisition or acquired system is the product of a subconscious process very similar to the process children experience in acquiring their first language requiring meaningful interaction in the target language-natural communication in which speakers concentrated not on the form of their inherece, but on the communication act. Whereas learning is the product of formal instruction, consisting of a conscious knowledge about language.

In accordance with the statements above, language acquisition is how to gain the target language in which the language learners concentrate on the communication act either naturally or in-naturally. Natural means that the language learners acquire the first language because of their environment. In- natural communication they learn the language in the classroom by having a tutor or teacher through a teaching learning process that it produces conscious knowledge about language.

Dealing with the discussion of second language acquisition Klein (1986) states that the language acquisition is acquiring a larger language in a variety of ways, at any age, for different purpose, and variety of degrees. It exhibits certain regularities and is constrained by the number of factors determining its course, rate of progress and outcome.

While according to Brown, (1987) second language acquisition is primarily defined as the process of acquiring whatever items are different from that of the first language. It is called constructing a system in which learners are consciously testing hypothesis about the target language from a mount of source of knowledge. It can be said that when the learners have a chance to communicate, they make use of existing knowledge to internalize knowledge of the target language. In short, Second language acquisition is the way in which people learn other than their mother tongue, inside or outside of a classroom Ellis (2003).

In Indonesia English is a first foreign language. Why is it called first foreign language because there are more than one foreign languages that are given at school. As we know, that English is a compulsory lesson at junior high school up to university and it is considered as a first foreign language. In line with those, Crystal (1994) says that foreign language refers to any language that is not a native language in a country. This is more restricted as a non-native language taught in school that has no states as a daily means of communication in that country.

Because of the function of English in Indonesia is as a first foreign language it is not a medium of communication among members of the society. The language learners study English at school as a compulsory lesson especially in junior high school, senior high school and university so teachers provide them a chance to make communication as meaningful communication abilities and in linguistic abilities (Ellis 1994).

In line with the statements above, the learners/the students learn the language with the help of the teacher or a tutor. It implies language learning and language acquisition. The process of it is called language learning. The people who learn the language with the help of a teacher or tutor are called language learners.

2.3. English Learning

In English language learning, there are four skill are describe in terms of their direction that are skill in writing, speaking, listening, and reading.

Brown and Yule (1983, p.48) stated that there are four skill in language generated by the learner (in speech or writing) is referred to as productive. Productive skill are ability to produce a piece of language by written or oral. Language directed at the learner (in reading or listening) is called receptive skill. That is, it requires a person to receive and understand incoming information.

From the four skill that said in the sentence above, to achieve that four skill there are some area that students must learn. Harmer (2012, p.11) said that there are four main area of language that will learn by students, that are grammar, vocabulary, pronunciation, and text and discourse. In the grammar area, this area includes the elements of the sentence, parts of speech, sentences and question, verbs and adverbs, and the noun phrase (including articles, quantifiers, adjective, and post –modification). In the vocabulary area, students will learn a word meaning, how word get together (collocation and lexical phrase), metaphor, idiom, and proverbs. In the pronunciation, students will focus on phonemic alphabet, how and where the mouth makes sounds, what happens when sounds are used together, how stress words and phrase, and how use pitch change for different intonation. Finally in the text and discourse area, in this area students will see the differences between speaking and writing, and how their compose texts, by written or spoken that actually make sense.

2.3.1. English Learning For Junior High School in Indonesia

In this study, the participants involve the first year students of Junior High School. In 2006 English Curriculum, whose the embryo is 2004 Curriculum, states that the goal of English teaching and learning process in senior 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 that said *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, point one *“mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks lisan yang memiliki tujuan komunikatif, struktur teks, dan ciri kebahasaan tertentu.”* Point two *“mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks lisan interaksional dan monolog terutama yang berbentuk deskriptif, naratif, spoof/recount, prosedur, report, anekdot.”* Point three *“memahami berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks tulis yang memiliki tujuan komunikatif, struktur teks, dan ciri kebahasaan tertentu.”* Point four *“mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks tulis yang memiliki tujuan komunikatif, struktur teks, dan ciri kebahasaan tertentu.”*

From core competency 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.

2.3.2. English Learning For Grade VII at SMP PM At-Taqwa

English learning activities in grade VII SMP PM At-Taqwa Ciangsana, Bogor was allocated 4 times meeting a week in each class. For grade VII itself the 4 times meeting is divided into two subject of English learning that learn in the school, it is English learning and English Speaking. In SMP PM At-Taqwa has English Speaking because it's for achieve the goal of the school that has background as Islamic modern

boarding school or usually said as Pondok Pesantren modern. For the student in the first year grade in English speaking class, the students will be given material about daily conversation, some vocabularies, and listening practice.

2.4. Discourse Analysis

Some experts argue about discourse, they say that discourse is language in action while text is the written record of that interaction which leads the writer to explore more and makes further clarification of text analysis and discourse analysis. Brown and Yule in Schrifin (1994, p.31) point out that discourse is the analysis of language in use. Their opinion is supported by Celce Murcia et al. (2000, p.4) say that discourse analysis is minimally the study of language in use that extend beyond sentence boundaries.

Referring to the concept above Nunan (1997, p.7) also states that discourse analysis is the analysis of language in use that the aim of analytical write is to show and to interpret the relationship between regularities of language and the meanings and the purpose realized through discourse. While discourse analysis according to John Stone (2001, p.2) is the study of language, in daily sense which most people use the form. Swales (1997, p.1) defines that genre (type of text) analysis is a means of studying spoken or written discourse.

2.5. Previous Related Study

In this research, there is some researcher have been conducted their study in showing the use of teacher scaffolding talk in several context for teaching and learning activities in classroom.

Diah (2009) conducted qualitative study about scaffolding talk. In this study, she analyzed the teachers' scaffolding talks by ways of describing the types of scaffolding talks the teachers use in their classes and the speech functions in the scaffolding talks of two English teachers at SMP Negeri 1 Jepara. The teaching process of two teachers was recorded. Their talks were analyzed based on the characteristics of scaffolding. The results showed that teacher A and B performed some types of scaffolding talks. They are offering explanation, motivating and stimulating students' interest, making link, providing model, inviting students' participation, stimulating students' thinking process, verifying and clarifying the students' responses. The finding also showed that the speech functions performed by the teachers are statement, question, offer, and command. It is equal to the writer research here in observing teachers' scaffolding talk and speech function used in teaching learning process. But it differs from the writer research in place where the research performs the form of teaching.

Surtiati (2008) conducted a discourse study on teachers' scaffolding talks in classroom interaction. It is qualitative study with three English teachers at SMA Negeri 01 Losari-Brebes who teach then eleventh grade up to the twelfth grade. The data of this study were taken from spoken

interaction in classroom context between teachers and students. She recorded twice for each teacher so there are six recordings of teachers' talks. The first result shows that the teacher applies scaffolding talks in the teaching learning process with IRE pattern of interaction needing short responses. The three English teachers perform similar types of scaffolding talks in the classroom discourse suggested by the linguists above. The teachers tend to speak Indonesian and local language than English because their English communicative competences are poor. Those poor competences trigger the use of certain speech functions in their scaffolding talks. The explanation is the biggest amount of frequency of the teacher's scaffolding talks. It means that the teachers dominate the classroom and just little opportunity given to the students. The class is silent. Except one class in which teacher C teaches in the first turn is rather responsive. They are not considered as good model as they are not capable to speak English well and they cannot construe the teaching material well. The second finding shows that the linguistic features characterizing teachers' scaffolding talks mostly are identifying process and the least frequency is attributive as mentioned by Gerot and Wignel. Mood types are dominated by declaratives and the least is Yes/No questions for the first until the fifth data. Meanwhile, for the sixth data the least frequency is imperative. The third finding shows that the speech functions used by the teachers are statement, question, command and offer. Statement has the biggest amount of speech functions and offer is the least.

Agnes (2005) conducted a discourse study on the teachers' scaffolding talks in reading classes. The study was conducted in order to find out the kinds of teachers' scaffolding talks, the speech functions used in teachers' scaffolding talks and the linguistic features that characterize the teachers' scaffolding talks. The subjects of the study were the teachers of Reading IV in the Faculty of Language and Cultural Studies of Unisbank. The data for the study are the teachers' scaffolding talks in Reading IV classes for morning as well as evening programs. The data were analyzed qualitatively through several stages as follows: 1) data transcription, 2) data classification, 3) data analysis by finding the speech functions used and the linguistic features that characterize the teachers' scaffolding talks, and 4) data interpretation.

The teachers of Reading IV were recorded for two times each in order to obtain the data i.e. the teachers' scaffolding talks. The scaffolding talks were analyzed by classifying them into their main talks and scaffolding ones. As the temporary construction, the scaffolding talks were analyzed in terms of the speech functions used and also the linguistic features characterizing them. The model used in the scaffolding talks is offered by Gibbons. The teachers of Reading IV also made some errors namely grammar errors and vocabulary one. The tense errors are appeared when the teachers used the copula be or the agreement in the scaffolding talks. The 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. The speech functions used in the teachers' scaffolding talks are the opening, initiating, pointing, responding and closing.

Ghea (2009) investigated scaffolding in teaching young learners in Kelapa Gading, Jakarta Utara. The researcher scaffold 10 teachers of young learner classes in Eloquence Kelapa Gading. From the result of the study, it is revealed 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.

Sri (2011) carry out 25 Dian Nuswantoro university students who taking genre-based writing course as the participants to her study of investigating The Use of Scaffolding Technique to Improve the Students' Competence in Writing Genre-Based Texts. The result of this study 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.

2.6. Conceptual Framework

This study was based on theoretical areas: scaffolding talk, kinds of scaffolding talk.

Richard et al. (1992, p.321) in his book Longman Dictionary of Language Teaching and Applied Linguistics state that scaffolding is the building up a target language structure over several turns in an interaction. In language, learning students cannot produce certain structure within a single utterance they may build interaction with their teacher.

The scaffolding talk classified in some types based on the theory of types of scaffolding by Afda Walqui (1995), Roehler1997, and wood (1998); modelling, explaining, reviewing, reinforcing, inviting students participation, and question that consist of basic question, and clarifying students' understanding, Modelling is used by teacher to provide clear samples or models before the teachers ask the students to do the tasks. Explaining is necessary for the teachers to help the students to see the connection between things, make links between familiar and unfamiliar knowledge. Inviting the students' participation I used by teachers to provide opportunities to the students to be able to join in the teaching learning process through eliciting. Questioning is used by teacher to give responses to the students.