CHAPTER I

INTRODUCTION

1.1 Background of the Study

The purpose of this study was to identify the teacher's language functioned as the scaffolding talks for primary students in English learning. Classroom interactions during the English learning were recorded and transcribed to present the teacher's and students' utterances. Then the utterances categorized as teacher and students' turn used IRF (Initiation-Response-Follow-up). Those transcriptions were put into a table containing teacher's turn, students' turn, Initiation, Response, and Follow-up.

The utterances were then calculated the frequency of moves teacher and students during the English learning. The researcher focused on the teacher's language to determine the teacher's language functioned as scaffolding students. After that the researcher calculated the frequency of teacher's language in scaffolding students and analyzed the appearance of scaffolding in the classroom interaction which are consists of command, questions, and follow-up. Which were then the appearances of scaffolding talk analyzed the kinds of scaffolding talk, the function, and when the teachers do scaffold.

There are some researchers who talk about the teacher's language and teacher's talk. Sinclair J.McH and Brazil. D (1982) defined teacher's talk as a language that totally different with the other's talk such as doctor's talk or chef's

talk, since the physical setting and the social relation are different. He also added that there are kinds of teacher's talk. Such as, telling things to students, getting students to do and to say things, and evaluating the things that students do as a reinforcement or feedback.

In other hands, Parrish cited in Unsworth (2004) defined teacher's language as a language that consists of warm-up chats, direct instruction, giving directions, giving feedback, making transitions, and checking understanding. From that definition, can be concluded that teacher's language is about what the teacher says to students, and how the teacher delivers the language to students. In this study, the researcher use teacher's language as a phrase refers to the teacher's utterances in the classroom during the English learning.

Besides all of them, teacher's language is functioned as scaffolding students. As Van Der Stuyf (2002) stated that scaffolding instruction can motivates the students so that they want to learn and participate in the learning process. The teacher's scaffolding can minimize the level of frustration and stress of the learner. Therefore, this is very important with many students who can become stressed very easily then be silent and refuse to participate in further learning during the lesson.

Furthermore, the teacher's language can help students to improve their motivation in learning English as Foreign Language (EFL). The teacher as a facilitator has to use the appropriate language in order to make the students easy to understand the meaning that conveyed. Each student brings a unique set of

characteristics when they come to the classroom, such as different background knowledge, a unique learning style, a variety of interests, and varied parental support and expectations. In English learning, there must be some students who are not involved in the classroom interaction. Sometimes they are silent when the teacher asked them to participate in the class. For instance, they did not answer the question when the teacher asked, or they did not want to introduce themselves to the class. They are probably difficult to speak or express their ideas in English. So this is one of the problems faced by the teacher. The teacher as a facilitator has to guide them so that they are involved in the classroom interactions. Scaffolding methods can be used to minimize the problem of students who are not engage in the learning process. It also can help them to express their ideas and to make them be able to speak in English, minimizes students' frustration, and the most important is to develop their knowledge.

Scaffolding instruction as a teaching strategy introduced by Lev Vygotsky's (1962) in his sociocultural theory and his concept of the *zone of proximal development* (ZPD*). Based on Raymond (2000, p.176) the distance between what children can do things by themselves and the next learning that they can be helped to achieve with competent assistance is defined as the zone of proximal development. Olson & Pratt (2000) asserted that scaffolding facilitate a student's ability to develop their background knowledge and create new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone.

Widodo (2010) investigated scaffolding for student who becomes a teacher in Vocational School with major is *Program Keahlian Tata Boga (PKTB)* in Surabaya. This study was aimed at determining which is the feedback is made to report the results of problem solving in Physics lessons for students who becomes vocational school teacher with major is Program Keahlian Tata Boga (PKTB). This research used observation sheets as the instrument of the study to determine the quality of products and quantity of errors in report of problem solving. The results showed that the presence of feedback on student reports, it turns out the error report student is getting a bit over time, so the feedback on the report of problem solving can be used as scaffolding for students.

Suherdi (2011) investigated scaffolding talk in the Junior High School in Bandung. This study discussed some perspectives on scaffolding and their implications in teaching learning process in the classroom. The result was the scaffolding talks provide good modeling language for students.

Rusli (2013) conducted a study which was aimed at determining the effectiveness of scaffolding in learning Physics through a top-down approach of dynamics rotational material of class XI SMAN 18 Surabaya. This study was used pre test post test and questioner as the instrument of the research. The results showed that scaffolding in learning Physics through top-down processing is very effective to achieve mastery of individual learning and classical.

Megasari (2013) investigated scaffolding talk in the Junior High School. The study was aimed at identifying the teacher's language functioned as the

scaffolding talk for students to narrate stories. Classroom discourse analysis is used as the instrument of the research. The result showed that scaffolding through teacher's language just to make the students repeat those utterances do not facilitate the students to develop their oral proficiency in narrating.

The research about scaffolding focused on the students who becomes a teacher in vocational school, perspectives on scaffolding and their implications in teaching and learning process, the effectiveness of scaffolding in learning Physics, and scaffolding talk for students to narrate stories. Based on the previous study, there was no research about the teacher's language to scaffold primary students in English learning. Therefore, the writer would like to conduct this study since this study is different with the other previous study and this is important to do.

1.2 Research Questions

From the background above, the researcher suggest the following research questions as follows:

1. What kinds of teacher's language used to scaffold primary students in English learning?

2. In what situation did the teachers scaffold primary students in English learning?

1.3 Purpose of the Study

The main purpose of the study is to clarify the teacher's language functioned as scaffolding primary students in English learning. The specification of each question's purposes, as follows:

1. To identify the kinds of teacher's language used to scaffold primary students in English learning.

2. To identify in what situation did the teachers scaffold primary students in English learning.

1.4 Scope of the Study

The study focused on the teacher's language during the classroom interactions.

1.5 Significance of the Study

The significance of the study is to give a lesson to the researchers, teachers, English Department of UNJ and other researchers. For the researcher, it is expected to enhance the researcher's ability in teaching English for primary school, especially to scaffold students during the English lesson. For teachers, it is expected to give a lesson about how to teach and engage elementary school students in the learning process. Then for the English Department of UNJ, it is expected to give inputs for pedagogic courses, especially those related to primary school. Last, for other

researchers, it is expected to give some information for those who want to conduct a study about teaching English for primary school through scaffolding instruction.