

SCAFFOLDING TALKS OF AN EFL TEACHER IN TEACHING SPEAKING AT A VOCATIONAL HIGH SCHOOL IN TUBAN

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Abstract

The background of this research is based on the phenomenon of scaffolding talks used by English teachers in teaching speaking to facilitate learning. Through scaffolding talks the teacher facilitate the transformation of skills and knowledge of the target language in classroom interaction. The problems of this study are: (1) What kinds of scaffolding talks are produced by the teacher in teaching speaking at the Eleventh Grade of SMK Negeri 2 Tuban?, (2) What types of speech functions are performed by the teacher in her scaffolding talks at the Eleventh Grade of SMK Negeri 2 Tuban?, (3) What are the reasons of the teacher in using scaffolding talks in teaching speaking at the Eleventh Grade of SMK Negeri 2 Tuban? The purposes of this study are to identify the teacher's scaffolding talks in teaching speaking, to describe the types of speech functions in her scaffolding talks, and to know the reasons of the teacher in using scaffolding talks in teaching speaking. The research design of this study was descriptive qualitative research. The subject of this study was one English teacher teaching at the eleventh grade of SMK Negeri 2 Tuban. The data were the teacher's scaffolding talks in teaching speaking from the classroom interaction in the Eleventh grade of SMK Negeri 2 Tuban in the academic year 2014/2015. The sources of data are the English teacher's utterances during teaching and learning process and the result of interview. The teacher was observed two times in two different classes and interviewed to ask the reasons of using scaffolding talks. The result of the study showed that there were 282 utterances identified as teacher's scaffolding talks in her teaching and learning process. There are 10 kinds of teacher scaffolding talks. There are modeling, directing, reviewing, explaining, inviting student participant, basic question, advanced question, clarifying student understanding, development student understanding, and reinforcing. From those finding the most dominant was inviting student participant 40 (14.18%). Moreover, the finding also showed the speech functions in her scaffolding talks are Statement, Command and Question. The most dominant is Question 152 (53.9%) and the rarely used is Command 28 (9.93%). The teacher used scaffolding talks with some reasons. The first is to improve her teaching skill, second is to help her students to understand the materials, and the last one to check her students' understanding by offering a variety of question types that promote higher-order thinking skills throughout the lesson.

Keywords: *Scaffolding talks, speech function, teaching speaking*

1. INTRODUCTION

Most of English teachers, sometimes find it difficult to help the students talking

in English during teaching and learning process. As Surtiati (2008) stated that nowadays teachers talks during lesson at



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the class are delivered in English, Javanese or Indonesian. It happens because some English teachers are lack of confidence to speak English or their students are not able to catch what their English teachers are talking about. Giving instructions in the classroom is one of genuinely communicative acts which takes place. English teachers should thus exploit this opportunity by making their instructions as natural as possible. If they are complicated and difficult for the students to understand, learners and the teacher are consequently obliged to 'negotiate meaning' to achieve an authentic communicative purpose.

To create classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression. Based on Ellis statement in Surtiati (2008) teachers should be able to ensure their learners not to feel anxious. Moreover, they have to be able to make the learners relax and confident in the teaching and learning process so that the learners will understand or get the main points of the materials more easily. In classroom interaction, English teachers need to facilitate their students in learning English. The ways a teacher directs or

gives an instruction to his or her students are usually realized through scaffolding talks.

Scaffolding according to Hyland (2004:122) refers to initial explicit knowledge and guided practice provided by the teacher. In the process of scaffolding, the teacher helps the students in mastering a task or lesson that the students are initially unable to grasp independently (Lipscomb et al., 2004:4). In the interaction, Scaffolding talks are applied by the teacher to interact or give instruction to his or her students in the classroom to facilitate learning.

Furthermore, Teachers' utterances that accompany his or her action in language classroom provide scaffold or assistance for the students' understanding and facilitate the learners' ability to interpret new information and complete their task (Turney *et al.* 1983). Meanwhile, Anderson (1997) proposed that scaffolding talks are good guidance for teachers in the construction of a semantic unit.

In this article the researchers reported the teacher's scaffolding talk in teaching speaking at the eleventh grade of one vocational high school in Tuban East Java. To be specific, The kinds of scaffolding talks that the English teacher



use in her classes are analyzed based on Turney, C. *et al.*'s kinds of scaffolding talks (1983) and the types of speech functions in the teacher's scaffolding talks are identified using Halliday and Matthiessen's speech functions (1994). In addition, the teacher's reasons of using scaffolding talks would be described.

2. RESEARCH METHOD

The researcher used descriptive qualitative method in order to answer the research questions that are formulated in the statements of the problems. The purposes of the study are as follows: (1) To describe kinds of scaffolding talks produced by the teachers at The Eleventh Grade of SMK Negeri 2 Tuban; (2) To describe types of speech functions performed by the teacher's scaffolding talks at The Eleventh Grade of SMK Negeri 2 Tuban; And (3) to know the reasons of the teacher in using scaffolding talks in teaching speaking at The Eleventh Grade of SMK Negeri 2 Tuban.

The data were the teacher's scaffolding talks in teaching speaking from the classroom interaction in Eleventh grade of SMK Negeri 2 Tuban in the academic year 2014/2015. The sources of data were from the teacher's utterances in the teaching learning process of

speaking and from interview. The subject of this study is one female English teacher who taught at the Eleventh grade.

To collect data two techniques were applied. They were observation and interview. The teacher and the students' activities were observed during teaching and learning process in speaking class by focusing on the teachers' scaffolding talk. The interviewed was held to know the reasons of using scaffolding talks.

The data from observation and interview were analyzed to find kinds of scaffolding talks, the speech functions, and the reasons of using scaffolding talks. The researchers analyzed the teacher's scaffolding talks in interactive phase from the beginning until the end of the teaching learning activity.

To analyze types of scaffolding talks the teacher carried out, the theory of scaffolding talks suggested by Wood (1998) in Cameron (2001) was applied. To transcribe their speech, the researchers used Du Bois' theory (1991) and Jefferson's (1985). To analyze certain speech functions performed by the teacher in their scaffolding, the researchers used the theory of Eggins and Slades (1997).

3. FINDINGS AND DISCUSSION



In this report, the findings of the study include kinds of scaffolding talks produced, types of speech functions performed by the teacher, and the teacher's reasons of using scaffolding talks.

a. Kinds of Scaffolding Talks Produced by the Teacher

Based on the analysis of recording data and check list, the researcher found 282 utterances identified as teachers scaffolding talks in her teaching and learning process. From 282 utterances, there are 10 kinds of teacher scaffolding talks: 29 (10.28%) clauses of modeling, 29 (11.7%) clauses of directing, 8 (2.84%) clauses of reviewing, 38 (13.47%) clauses of explaining, 40 (14.18%) clauses of inviting student participant, 29 (10.28%) clauses of basic question, 35 (12.41%) clauses of advanced question, 37 (13.12%) clauses of clarifying student understanding, 30 (10.64%) clauses of development student understanding, and 7 (2.48) clauses of reinforcing. Each example of each kind of scaffolding talks is shown as follows:

1. Clauses of modeling (Mod) such as : *"kalau here berubah menjadi there. Sedangkan this berubah menjadi these ya"* This sentence showed when the teacher modeled

how to change adverb of place in reported speech.

2. Clauses of directing (Dir) such as : *"ayo diselehne pensile, kembali konsentrasi!"* this utterance showed the teacher's direction when she asked the students to pay attention and concentrate to the lesson.
3. Clauses of reviewing (Rev) such as: *"tadi pernyataan dibagi menjadi dua ya, pernyataan positive dan negative", "jangan salah ya pertanyaan dan pernyataan"*. The utterances occurred after the teacher explained the material. She reminded her students to differ question and statement.
4. Clauses of explaining (Ex) such as: *"tanda titik dua dan tanda seru ini harus dihilangi dan diganti dengan kata penghubung tertentu ya."* The utterance was used by the teacher to explain the difficult part in reported speech.
5. Clauses of inviting student participant (ISP) such as: *"dari sini, Maya yang termasuk reported speech?", "kalimat langsung dalam bahasa inggris disebut apa?"* the questions above were



- kinds of questions that the teacher used to invite the students' participation in order to be critical.
6. Clauses of basic question (BQ) such as: *"what is reported speech?"*, *"you know pronoun?"* the utterances showed up at the beginning of the lesson to stimulate the students interest and to give response.
 7. Clauses of advanced question (AQ) such as: *"Ok, ketika saya menggunakan. Saya menggunakan kalimat apa?"* The questions both basic and advanced above had been pronounced by the teacher to check the students' understanding about the main point of the lesson.
 8. Clauses of clarifying students' understanding (CSU) such as: *"subject I berubah menjadi she? Betulkah?"* The utterances were used by the teacher to give feedback in the form of clarifying and correcting the students' answers.
 9. Clauses of development student understanding (DSU) such as: *"to be untuk past tadi apa?"*, *"kalau am, is, are itu apa tadi namanya?"* The utterances were used by the teacher to check the students'

understanding, through confirmation.

10. Clauses of re-inforcing (Re) such as: *"O.K!"* *"Good!"* The utterances were used when the students could answer the teacher's question correctly. It is used to appreciate and motivate the students' active participation during teaching and learning process.

The frequency of the teacher's scaffolding talks is shown in the following table:

| N o. | Kinds of scaffolding talks | First Turn | Second Turn | Total amount | (%) |
|------|-----------------------------------|------------|-------------|--------------|---------|
| 1. | Modeling | 17 | 12 | 29 | 10.28 % |
| 2. | Directing | 10 | 19 | 29 | 11.7 % |
| 3. | Reviewing | 1 | 7 | 8 | 2.84 % |
| 4. | Explaining | 23 | 15 | 38 | 13.47 % |
| 5. | Inviting student participant | 23 | 17 | 40 | 14.18 % |
| 6. | Basic Question | 13 | 16 | 29 | 10.28 % |
| 7. | Advanced Question | 20 | 13 | 35 | 12.41 % |
| 8. | Clarifying student understanding | 17 | 20 | 37 | 13.12 % |
| 9. | Development student understanding | 17 | 13 | 30 | 10.64 % |
| 10. | Re-inforcing | 3 | 4 | 7 | 2.48 % |

b. Types of Speech Function Performed by the Teacher



The researcher have been analyzed the teacher scaffolding talk and found 282 clauses that consist of speech functions. There are 102 (36.17 %) clauses of statement, 28 (9.93%) clauses of command, and 152 (53.9%) clauses of question. The example of each type is shown as follows:

1. Clauses of statement (S) for example : *“semua materi saya ambil dari buku ya”* This statement came out when the teacher explained about examination material.
2. Clauses of command (C) for example: *“buat contoh dulu kalimat langsung!”* *“saya minta tolong kerjakan kembali!”* The utterances were included into teacher’s direction in scaffolding and automatically were included into command in speech function.
3. Clauses of question (Q) for example: *“do you still remember reported speech?”* This question was used by the teacher as brainstorming when she wanted to check the students’ memory or understanding.

The frequency and percentage of speech functions are shown in the following table:

| | | |
|--------------|-----|---|
| Total Clause | 282 | % |
|--------------|-----|---|

| Speech Function | First Turn | Second Turn | | |
|-----------------|------------|-------------|-----|--------|
| S | 50 | 52 | 102 | 36.17% |
| Q | 87 | 65 | 152 | 53.9% |
| O | 0 | 0 | 0 | 0 |
| C | 9 | 19 | 28 | 9.93% |

c. The Reasons of The Teacher in Using Scaffolding Talk

Based on the interview result above, the researcher found three reasons why the teacher applied scaffolding talks in her teaching learning process. The reasons are: 1) as her strategy to improve her teaching skill, 2) to help her students to understand the materials easily, and 3) to check her students’ understanding by offering a variety of question types that promote higher-order thinking skills throughout the lesson.

For the first reason, the teacher used scaffolding talks as her strategy to improve her teaching skill.

R: Why do you use scaffolding talks in your teaching and learning process?

T: I don’t know why. But I think it is one of my strategy to improve my skill in teaching English.

Besides improving her skill, the teacher also said that she wanted to help her students to understand the materials more easily.



T: Scaffolding ini akan membuat siswa lebih mudah memahami maksud dari materi yang saya ajarkan.

The third reason is she wanted to check her students' understanding by offering a variety of question types that promote higher-order thinking skills throughout the lesson. According to the third reason, the researcher concluded that inviting student participation (ISP) and questioning are the most dominant scaffolding talks which were used by the teacher that refers to variety of question types.

The result of this study shows that there are 10 kinds of teacher scaffolding talks found in the teacher's utterances. They are modeling, directing, reviewing, explaining, inviting student participant, basic question, advanced question, clarifying student understanding, development student understanding, and reinforcing. This result was analogical with the theory of Turney C at al (1983) and the previous research by Surtiati (2008).

There are five scaffolding talks suggested by Turney C et al (1983) such as Reinforcement which is divided into verbal reinforcement, token reinforcement, praise and linked with

token reinforcement, proximity and contact reinforcement; basic question; advanced question; explaining; and introductory procedure and closure. From the theory above, Surtiati (2008) divided kinds of scaffolding talks adopted from Turney C at al (1983) as follows: modeling; explaining; inviting student' participation; questioning; clarifying student' s understanding; developing student' understanding; and reinforcing.

From those theories, the researcher only found positive reinforcement that may be indicated as verbal reinforcement. The researcher did not find utterances that were indicated as introductory procedure and closure. From the previous research above, the researcher found similar characteristics of teacher's scaffolding talks but there are some differences. Surtiati's (2008) include ISP, CSU, DSU and Reinforcing into types of questioning. But in this study, researcher only divided the questions into two types, that is basic question and advanced question. The researcher identified ISP, CSU, DSU and Reinforcing as scaffolding talks because they have different meaning with questioning.

4. CONCLUSION

Based on the analysis of recording data and check list, the researcher found 282 utterances identified as teachers scaffolding talks in her teaching and learning process. From 282 utterances. There are 10 kinds of teacher scaffolding talks that are analogical with theory from Turney C at al (1983) and the previous research by Surtiati (2008). There are 29 (10.28%) clauses of modeling, 33 (11.7%) clauses of directing, 8 (2.84%) clauses of reviewing, 38 (13.47%) clauses of explaining, 40 (14.18%) clauses of inviting student participant, 29 (10.28%) clauses of basic question, 35 (12.41%) clauses of advanced question, 37 (13.12%) clauses of clarifying student understanding, 30 (10.64%) clauses of development student understanding, and 7 (2.48) re-inforcing. From those finding the most dominant is inviting student participant 40 (14.18%). By inviting student participation, the teacher know how far the students had understood and whether or not they followed the lesson. The teacher rarely used reinforcing 7 (2.48%) because the teacher does not want to coddle the students with rewards.

Moreover, it is found that there are three kinds of speech function of teacher's scaffolding talks used by the teacher.

There are 102 (36.17 %) clauses of statement, 28 (9.93%) clauses of command, and 152 (53.9%) clauses of question. The most dominant is Question 152 (53.9%) and the rarely used is Command 28 (9.93). There are no offer in her speech function. The teacher only gave question or feedback to stimulate the students in teaching learning process. The interview result concluded that the teacher used scaffolding talks with some reasons for the first is as her strategy to improve her teaching skill, then to help her students to understand the materials more easily and the last one she wanted to check her students' understanding by offering a variety of question types that promote higher-order thinking skills throughout the lesson.

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