

**TEACHER'S SCAFFOLDING TALK: A STRATEGY TO
ENCOURAGE STUDENTS TO SPEAK ENGLISH**

THESIS



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This is to certify that the sarjana thesis of Nur Afifah entitled "*Teacher's Scaffolding Talk: A Strategy to Encourage Students to Speak English*" has been approved by the thesis advisors further approval by the Board of Examiners of Faculty of Teacher Training and Education, Universitas Pesantren Tinggi Darul 'Ulum Jombang.

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The writer stated that this thesis entitled "*Teacher's Scaffolding Talk: A Strategy to Encourage Students to Speak English*" is originally written by the researcher. To avoid the plagiarism, the things related to other people's work has been written in quotation and included within bibliography.

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Jombang, 2nd August 2022




Nur Afifah

MOTTO

“A good teacher explains,
but a great teacher inspires”

(Anonymous)

DEDICATION

This thesis is proudly dedicated to:

1. My lord Allah SWT
2. My beloved parent, Abdul Malik & Tho'a Tikum, thanks for your endless love, support and pray.
3. My sister and twin brother, thanks so much for your love.
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ABSTRACT

Scaffolding talk is a help or a support created by the teacher to improve the students' self-development especially expressing ideas, so that the students can learn independently to complete the task even if the task is more complicated. This research objectives were to identify the types of scaffolding talks and to describe how they were used to encourage students to speak English during classroom interaction. To obtain the data of this study, qualitative search was used. The data were obtained through observation during the teaching and learning process. The researcher recorded the activities to gain accurate and comprehensive data and avoided missing them. The research findings revealed that the teacher applied three types of scaffolding talk based on Gibbon's theory during the classroom interaction. The types that appeared were reporting, slowing down the dialogue, and helping students to explain their reasoning. The teacher helped students express their idea by giving a clue and some alternative support questions. Gave wait time and opportunity to think and asked the student to explain their idea explicitly and share their answer to other students. As a result, through scaffolding talk, the teacher encouraged students to be engaged in classroom interaction, actively participate, and were able to develop language skills so that they were motivated to think critically and solve the problem.

Keywords: *Teacher Talk, Scaffolding Talk, Interaction, Speaking Ability*



CHAPTER I

INTRODUCTION

1.1 Background of the Research

Building communication is one of the crucial things in the learning process. Since there is no good communication between teacher and students, there will be misleading. So, good communication is needed between students and teachers in the learning process so that they can understand what the teacher says. Here, it is a process of transferring meaning and understanding from one person to another (Keyton, 2010). The communication further helps the teacher to transmit knowledge to the students representing sharing ideas, thoughts, and opinions. It means that the teacher must create good communication to his/her students because of the need for academic success in conducting the teaching and learning process. The teacher should have communication skills to make the students understand and lead them to good interaction. Furthermore, in classroom activities, the teacher communicates more orally to students. Students' understanding depends on the teacher's communication skills that they acknowledge in the classroom. When the teacher has good communication with students, it will lead to good interaction.

The teacher's ability to communicate well to students acts a good impact on successful interaction. Interaction occurs when teachers and students have a reciprocal relationship and influence each other so that there is feedback from teachers to students in learning activities. Brown (2007) explains that through interaction, teachers and students exchange thoughts,



feelings, and ideas resulting in a reciprocal effect on each other in the classroom. Classroom interaction needs the participation of both the teacher and students' participation. The interaction may happen based on the teacher's explanation of the learning material to make students accept and understand the material well. A result of the interaction can be in the form of class discussion or small groups, in which teachers can do much to create an interactive classroom. When the interaction between teacher and students is created, students will develop competence and become critical thinkers in the classroom that will be able to create structured communication (Bishop, 2000). Mashburn et al. (2008) also supported the idea that students success relies on the interaction and engaging environments created by the teacher. It means that interaction takes an important role in the learning process.

In classroom activities, the teacher plays an important role in creating a classroom climate for students to feel encouraged to participate in classroom interactions. Unfortunately, in teaching activities, the teacher often finds problems that hinder good interaction in the learning process. Ghalley & Rai (2019) carried out a study toward factors influencing classroom participation. The result of their study indicated that the main factor discouraging classroom participation was the teacher. The negative trait of the teacher impacted classroom participation. The students said they could participate more when the teacher remained friendly in the class and corrected their mistakes without making any negative remarks. Additionally, Galley & Rai also noted that friend was another factor that determined classroom participation. Students would not be contributing to the class if their classmates were disturbing, teasing, disorganized, and sometimes laughing at their mistakes. In this case, the teacher



must have a strategy to lead a good classroom interaction that goes and changes between teacher and students. So one of the strategies to invite students to active participation and interaction is by encouraging them through the talk (Pujiastuti, 2013). Teacher talks would create a good atmosphere and promote a closer relationship between teachers and students, and at the same time, interactions between teachers and students would be more frequent.

Teacher's talks are an indispensable part of language teaching. Teacher talk is a variety of language sometimes used by teachers in the teaching process (Nurpahmi, 2017). Solita⁴ al., (2021) stated that through teacher's talks, the teacher is giving direction to students, explaining learning activities, confirming student understanding to identify the parts of the⁴ teacher's speech that arise during learning activities. So that class becomes relevant and also conducive. The parts of teacher talk can also be used by the teacher to increase student activity, interact with students, and there is feedback between¹ the teacher and students in the teaching and learning process. It can be said that teachers' talks are² crucial in any English class in communication, because the language used by the teacher is the main source available for teachers and students to achieve their educational goals. It is used to develop their knowledge and encourage students to be engaged in the² teaching-learning process. Without talk, the teacher cannot give or explain the teaching material, which means there is no interaction in the teaching-learning process.

When the teacher uses teacher talk, it tends to guide the students. The teacher's talk presents scaffolding. The scaffolding is needed to guide student⁹ in mastering the task. Hyland (2004) states that scaffolding 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). Scaffolding is thus temporary assistance in which a teacher helps students know how to do something so that students will be able to complete similar tasks. In this case, scaffolding is very needed in the teacher's talk in which the teacher should give feedback and prompting so that students are able to achieve the task or goal.

This scaffolding talk is the strategy used by the teacher when talking to interact or give instruction to their students in the classroom (Rahmah & Sekeng, 2016). In an English speaking class, the main goal of teaching English is to encourage the student to use English for communication and a tool for furthering their studies which there is the interaction between the teacher and the students to transfer knowledge or information (Oradee, 2012). The students must be able to express meaning in a transactional and engaged conversation. However, the students may often find some factors which the students find difficult to actively speak in the teaching and learning process. The teacher should encourage students to engage in interaction and use the students' knowledge to construct their understanding by asking them questions, giving them clues, or providing variations in their teaching to create the students' understanding and train their ability to speak English. The teacher can help them by using scaffolding talks as a language accompanying actions in the classroom daily activities. It facilitates the students' learning and helps them to get new concepts, knowledge, and experience (Aliyah, 2019). By the importance of scaffolding talks used by teachers, this research aimed at analyzing how teacher talk as a scaffolding strategy is used by teachers to encourage students to be engaged in classroom interaction.



The researcher chose an English teacher at SMA Darul Ulum 3 Jombang because the teacher had the ability to explain well and teacher's explanation was easy to understand. The English teacher who has been teaching for more than 15 years. So, she has adequate teaching experience, particularly in scaffolding students in learning English. SMA Darul Ulum 3 Jombang is one of the favorite schools in Jombang with A accreditation and implemented bilingual education to emphasize the importance of learning English.

So, the researcher conducted a research entitled "Teacher's Scaffolding Talk: A Strategy to Encourage Students to Speak English".

1.2 Research Questions

Related to the background of the study above, the problems are formulated as follows:

1. What types of scaffolding talks used by the teacher to encourage students to speak English?
2. How is the scaffolding talk strategy used to encourage students to speak English?

1.3 Objectives of the Research

Based on the statement of problems above, the objectives of the research are:

1. To identify types of scaffolding talks by the teacher to encourage students to speak English
2. To describe how the scaffolding talks strategy were used to encourage students to speak English



1.4 Significances of the Research

The outcomes of this research are expected to be useful for the following:

1. Theoretically, the results of the study can be beneficial for the researcher and the teachers in extending their point of view about the English teaching-learning, especially in term of classroom interaction in which the scaffolding talks appeared. On the other hand, the result of this study will be a valuable reference for the readers who will apply the scaffolding talks.
2. Practically, the results of the study support teachers in conducting English teaching-learning process as an interactive way of activities that;
 - a. it provides teachers a knowledge of being communicative and interactive
 - b. it enables teachers to select more applicable and relevant types of talks based upon the students' level of understanding
 - c. to understand how to carry out scaffolding talks in English during the teaching and learning process

1.5 Research Scope and Limitation

As stated in the research questions above, the scope of this research focused on the classroom interaction in English teaching and learning process done among Eleventh year students and the teacher in SMA Darul 'Ulum 3 Jombang. The limitation of this research was the identification of types of scaffolding talk and how it is applied in classroom interaction. Moreover, the identification of scaffolding talks based on Gibbon's Theory (2015)



1.6 Definition of Key Term

There are some key term, which are important to understand:

1. Teacher Talk

Teacher talk is variety of language sometimes used by teachers when they are in the process of teaching (Nurpahmi, 2017)

2. Scaffolding talk

Scaffolding is the temporary assistance by which a teacher helps a students know how to do something so that the students will be able to complete a similar task independently.(Gibbons, 2015).

3. Classroom Interaction

Classroom interaction as a two-way process between the participants in the learning process.

4. Speaking Ability

Speaking ability is the student's ability in expressing their thoughts, ideas, and opinions orally to respond to the verbal and non-verbal information (Nugraha, 2018).



CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Teacher Talk

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Teacher talk refers to any words or sentences said by the teacher during the interaction in the teaching and learning process, including when the teacher gives an explanation, feedback, asks questions, and so on (Mujahidah, 2012). During the teaching and learning process, teacher talks happen when the teacher tries to communicate, which can be in the form of giving direction and information or asking students to do something. It seems that the teacher uses the categories such as dealing with feeling, praise, and encouragement, using students' ideas, and asking questions to motivate and stimulate the students so they have opportunities to express their ideas.

Appropriate teacher talk can create a concordant atmosphere and friendly relationship between teachers and students so that it creates more opportunities for interaction. Therefore when teachers use their talk, they are trying to support to produce and use of language comprehensively. Teacher talk can also be a particular communicative activity whose goal is to communicate with students and develop their communication language skills.

Teacher Talk plays a vital role in language learning as a tool for implementing teaching plans and achieving teaching goals. Teacher talk is used in class when teachers conduct instructions, cultivate their intellectual ability, and manage classroom activities (Hermanto, 2015). Teachers adopt the target language to promote their communication with learners. In this way, learners practice the language by responding to



what their teacher says. Besides, teachers use the language to encourage communication between learners and themselves.

It is commonly established that teacher talk plays a significant role in language teaching. It refers to the language the teacher uses when interacting with the students in the classroom. In this case, when the teacher is teaching the material in the classroom, the teachers must know how to be easy when delivering the material. The students can get the information from what the teachers talk about in conveying the material.

2.2 Scaffolding Talk

Scaffolding represents support or motivation designed to provide the assistance needed to enable students to complete tasks and develop the understanding that they cannot manage on their own. Gibbons (2015) states that scaffolding is the temporary assistance by which a teacher helps a students know how to do something so that the students will be able to complete a similar task independently.

According to Vacca (2008), when scaffolding is done correctly, students are encouraged to develop their creativity, motivation, and resourcefulness. In building the classroom, the teacher should provide essential but temporary support to students. This temporary support will assist students in developing new understandings, new concepts, and new abilities. As students develop control of these abilities, the teachers need to draw support and only provide further help for extended or new tasks, understandings, and concepts. In the class, scaffolding is a teacher's process that provides students with a temporary framework for learning.

Scaffolding talk is the strategy used by the teacher when talking to interact or give instruction to their students in the



classroom (Rahmah & Tekeng, 2016). Scaffolding was developed to describe the type of assistance the teacher or peer offered to support learning. In this process of scaffolding, the teacher helps students master a skill that they are initially unable to acquire independently. The teacher provided assistance that was beyond the student's ability. The teacher only helped the student with tasks beyond their current ability. Rahmawati (2015) states that scaffolding is a process that allows students to solve problems, carry out tasks, or achieve their goals.

In scaffolding talk, the teacher provides a guide and support to help the students understand in assigning them to do some tasks by their instruction. The teacher usually tries to use clear and concise words to make students understand what they have to do. The Teacher supports or assists students at the beginning of the learning and then gives an opportunity for students to take responsibility independently. In short, it can be said that with scaffolding talks, the student's participation and interaction are high, so the goal that the teachers expected can be achieved.

2.3 Classroom Interaction

In the learning process, there is an interaction between the teacher and students. We might define classroom interaction as a two-way process between the participants in the learning process. According to Brown (2007), interaction is collaborative people produce a reciprocal effect on each other. In English language teaching, interaction indicates the language or action used to maintain the conversation, teach or interact with participants involved in teaching and learning in the classroom.



6 Classroom interaction is very important in the teaching and learning process because it determines the success of the teaching and learning 6 process and improves students' language skills (Astuti, 2011). In the teaching and learning process, the interactions that occur between teachers and students have a role as the main component of the interaction. The other interactions occur between one student and another, 6 students with material, and with components that support the teaching and learning process such as materials, space, time, teaching and learning facilities and learning media, school environment and the environment around 3 the school.

In the classroom, the main goal of the interaction between the teacher and the students is 3 transferring knowledge or information. Teachers and students have a reciprocal effect on each other through what they say and do in the classroom. This aspect succeeds in the transmission of the messages between teacher and students (Metelo, 2006). The teacher and students are not separate parts of the classroom. They are tied together.

The purpose of the teachers in the classroom interaction is teaching a language. Teachers mainly focus on oral interaction or communicative 3 interaction (Abarca, 2004). Communicative interaction can be connected to talk, and there will be teacher's and students' talk. In this case, the students must have the ability 5 to speak.

Speaking is an interaction between the teacher and students where the aims are to deliver information or intention during the conversation. When students start to speak, they 5 want to deliver or share their ideas to others. Brown (2007) stated that speaking is oral interaction where participants need to negotiate the meaning of ideas, feelings, and information. So, the speaker must see the relationship between the ideas presented. In general, teaching speaking aims to enable



students to communicate in the language they are learning. Richards (2005) defines the goal of teaching speaking is to provide students with communicative competence, and classroom activities develop learners' ability to express themselves through speech. In this case, the teacher has an important role in enhancing classroom interaction and designing activities or tasks.

2.4 English Speaking Class

In English speaking class, teachers are required to create communicative and interactive activities by giving students many opportunities to practice the target language. Because the goal of teaching English is to encourage the student to use English for communication as well as a tool for furthering their studies (Oradee, 2012), so, the class can be student-centered rather than teacher-centered.

Students need to practice English and use it communicatively in the classroom. The problem that most teachers might face is encouraging students to speak. Students need to experience real communicative situations where they will learn how to express their views and opinions and develop their oral fluency and accuracy, which is essential for successful foreign language communication. Class interaction is necessary and useful as an educational strategy to improve learning. Verpleatse (2000) state interaction is believed to contribute to the learner's language development. Classroom interactions allow students to receive comprehensible input and feedback from their interaction partners (Ellis, 2005).

The teacher has an important role in encouraging students to speak. The success of learning English depends on the teacher who carries out the teaching and learning process. In creating a fun learning process, teachers must be creative and



innovative to excite students to be more enthusiastic during speaking lessons. In addition, teachers can also provide interesting strategies that aim to increase students' willing easy to learn to speak English. The effect of applying the right strategy can make it easier for teachers to reach students to be open-minded in overcoming their difficulties during speaking lessons. From here, through interaction and communication between teacher and students will gradually improve their ability to use English as a speaking language in the classroom. In line with this statement, Harmer (2007) stated that things that reduce students' anxiety when learning to speak depending on the teacher who can bring a relationship between them.

2.5 Previous Study

There are some previous studies related to this research. First, conducted by Tekeng (2016). The study used a quasi-experimental design with a non-equivalent control group design. The writer analyzed data using descriptive statistics and inferential statistics (independent sample t-test). His results showed a significant difference between the mean score of both post-test. It means that scaffolding talks very effective way to enhance the student's speaking skills, because this technique emphasizes the use of English as the language model of interaction in all learning activities in English class. Based on the calculation of the t-test showed that the difference in the average value of the ability to speak English of both treatment groups was significant, with the t-test 4.63, and the value oft-table was smaller than 2.00. These results indicate that scaffolding talk is more influential in students' ability to speak English.

The second research was done by Kamil (2017). He focused on investigating teacher's ways to provide Scaffolding



and the challenges of implementing. Scaffolding in teaching writing Descriptive text. He collected from classroom observation, field notes, and semi-structured interview. The participant is an English teacher who teaches 30 students of seventh grade. The data finding showed that six types of Scaffolding were used by the teacher in teaching writing and also showed many ways were applied by the teacher to provide Scaffolding, they are: asking previous lessons, providing illustrations, explaining grammar and text structure, giving students a chance to participate in the learning process, reading text models, and providing supportive and corrective feedback towards students' responses.

Based on the statement above, the differentiation between two previous studies to the study conduct in the different research focus. The researcher is an analysis with Descriptive research and use classroom observation. Also, the subject of this research is the teacher. It focuses to identify the type of scaffolding talks used by the teacher and how the talks are used to encourage students to speak English in the classroom interaction.



RESEARCH METHOD

3.1 Research Design

This research identified the types of scaffolding talks used by the teacher and describes how they were used to encourage students to speak English during classroom interaction. In line with the research objectives, qualitative research was used. Creswell (2004) states that the qualitative method describes the research problem in which the author explores a specific concept or phenomenon. So, by using the qualitative method, this research attempted to answer the questions by describing the fact of the research results, which were gathered through the data collecting method.

This research conducted first by carrying out observation during the teaching and learning process. It focused on analyzing the interaction between teacher and student. The result of the observation were analyzed using Gibbons's theory (2015).

3.2 Research Participants

The participants of this research were an English teacher and 32 students in eleventh year in SMA Darul 'Ulum 3 Jombang. There was only one English teacher in SMA Darul Ulum 3 Jombang, the researcher observed one teacher. The teacher chosen in this case was a teacher who teaches at a private school with an A accreditation and implements Bilingual Education. The English teacher who had been teaching for more than 15 years. So, she had adequate teaching



experience, particularly in scaffolding students in learning English.

3.3 Research Instruments

To analyze the data, the researcher used observation as an instrument of the research. In this case, the observation use observation guide. The observation guide (see appendix 2) involves a guide to collect the data of the research, which revealed the type of scaffolding talks used by the teacher and how the talks were used to encourage students to speak English in classroom interaction.

The observation were conducted to see how the teacher utterances presented types of talks and how they were used to scaffold the students to be able to respond to the teacher courageously. The researcher applied direct observation, which means the researcher came to the class and observed the teacher who was teaching the students. So, the researcher were recorded the activities in order to gain accurate and comprehensive data and avoid missing them. In addition, the result of the observation analyzed under the theory from Gibbons (2015).

3.4 Data and Source of Data

In this research, the data were in the form of teacher's utterances which contain scaffolding talks followed by students talk as responses based on Gibbons's Theory (2015). The data got from the observation were from the interaction between teacher and student during classroom interaction. Then, the source of data were the teacher and eleventh year students of SMA 3 Darul 'Ulum Jombang.



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3.5 Steps of Collecting Data

In collecting the data, the steps taken were:

1. Formulating observation guide as the instrument of the research.
2. Asking permission and making an appointment with the English teacher for conducting the observation.
3. Observing the teacher when teaching the students.
4. Transcribing the conversation between the teacher and the students into written form. In this step the researcher transcribed the teacher and students utterances during the classroom interaction (See appendix 2). The teaching activities were recorded in order to gain accurate and comprehensive data and avoid missing them.
5. Identifying teacher talks based Gibbon's theory. In this step the researcher classified the conversation which contain scaffolding talk based in the indicator the type of scaffolding talk (See appendix 3).

3.6 Steps of Analyzing Data

After the data have been collected, they were analyzed through the following steps:

1. Analyzing the identified teacher's talks and students' talks.
2. Describing how scaffolding talks were used by the teacher. In this step the researcher described how scaffolding talks were used by the teacher during classroom interaction (See appendix 3)
3. Deriving the conclusion.