

SCAFFOLDING PROSESSES REFLECTED IN THE STRUCTURE OF PEDAGOGICAL DISCOURSE

Hamzah

*English Department, universitas Negeri Padang
Hamzahhs@yahoo.com*

Abstract

This study was aimed at exploring the possibilities of using the structure of the classroom discourse to investigate the scaffolding strategies used by the English teachers at Senior High School in Indonesia. The data for this study was obtained from twenty lesson scripts produced by different English Teacher teaching at Senior high Schools. The findings of the study revealed that the scaffolding was not consistently and strategically done by the teachers. The presence of the scaffolding in macro and micro level were low.

Key Words: scaffolding, classroom discourse, zone of proximal development

Introduction

Improvement of the quality of the learning process has been carried out starting from the stage of planning, organizing and actuating. However, control activities are very limited because of lack of access to what is actually done by the teacher in the classroom. Efforts have been made at the level of planning in the form of the preparation of the curriculum documents. Curriculum 2013 is regarded as a curriculum that already integrate aspects needed for the development of learners both in terms of cognitive, psychomotor and affective. The curriculum is also equipped with textbooks and worksheets so that teachers can easily implement the curriculum.

At the level of organizing, structured and massive training has been done the government. The training begins with training for national instructors, local instructors in the form of resources and then followed by the training of teachers of all fields of study. So far, this training is the most structured and massive training ever conducted against teachers in Indonesia.

At actuating level, teachers are required to make the learning process in accordance with what has been planned in the previous stage. In fact, there is a discourse that teachers not only have to follow the curriculum and lesson plans which have been created, but also had to use textbooks officially published for accompanying the curriculum. And whenever the teachers want to use other books, they should ask permission and show the superiority of the book than the book published by the government.

At the controlling level, the government can not do much. Controlling can only be done to the extent required such as document preparation, lesson plans, media to be used and teaching materials. On the other hand, the implementation of the curriculum in the classroom in the form of interaction between teachers and students to achieve the learning objectives can not be controlled. Even to access what is happening in the classroom is also a very difficult thing because once teachers are in the classroom and shut the door then access will also be closed.

In this paper I use pedagogical discourse as a medium to see the learning process in the classroom. By using conversational analysis, the relationship between discourse structure and scaffolding processes are described descriptively. Question to be answered is how the implementation of the scaffolding at the macro and micro level are carried out by English teachers as reflected in the structure of pedagogic discourse

Review of Related Theories

Learning in the classroom is generally associated with efforts to help students to understand the concept or master skills in accordance with the learning objectives that have been designed for each meeting. The work done by the teachers to optimize the understanding and mastery of skills by the students called scaffolding. Scaffolding theory of learning derived from sociocultural theory developed by Vigotsky (1978) which states that in the process of learning and development, students need the help of an adult who is more competent than students. This is based on the belief that learning will occur if there is an interaction between teachers and students and also between students and other students. According to this scholar, the learning process precedes the development. To achieve optimal development, teachers must be able to prepare the scaffolds during the process and they shall be reduced or even eliminated when the student has reached the expected level of development.

Vigotsky divides the development of students into two tiers. The actual level of development in the form of students' level of mental development that can be achieved significantly through his own efforts. Secondly, the level of potential development in the form of higher levels of development where at this level

students are only able to solve the problem, do the exercises and complete a task if they get help from the teacher or other students. The distance between the actual developmental level and the level of potential development is called the zone of proximal development.

Assistance provided by the teacher in the zone of proximal development occurs through language (Bruner 1985). Through the language used in the interaction between teachers and students, students will be able to solve the problem, cover weaknesses, as well as making clear message. Thus, the language not only serves to socialize but also to the development of their thinking capacity.

Hammond and Gibbons (2001: 3) states that the scaffolding has three main features of learning, such as: to increase understanding, to give temporary support, and to become the focus of macro and micro activities. In line with efforts to increase the students' understanding, the scholar propose that there are several possibilities in the classroom. First, Students receive assignments with the low challenges and get low scaffolding. With this possible combination, learning was easy for the students, but the learning potentials are also low. Second, the students get the task with the low challenge and high scaffolding. This combination makes the class becomes boring for students because teachers' involvement was unnecessary. Third, students get the task with high challenge and low scaffolding. This combination will make a student frustrated because of the difficulty level far beyond their actual ability. Lastly, students get a task that has a high challenge and obtain high scaffolding. From the choices of four combinations above, Hammond and Gibbons (2001: 4) states that the highest learning potential obtained if the student is given a task that has a high challenge with a high degree of scaffolding as well.

Scaffolding as a temporary support task requires teachers to be able to choose appropriate teaching strategies. The correct teaching strategies can be effective scaffolding - scaffolding which can accommodate students who come from different academic backgrounds. This can be related to delegating the classroom responsibilities. There are four gradual stages in the mastery of knowledge and skill- modelling, sharing, guiding and independent. In the modeling stage, the teacher do the task and students observe. In this stage, the teacher provide the context of situation and model of the language point or skills to be learned. The students observe and question the model to see the regularities in the model. The model may start from the ready-made model and followed by teacher produced model. In the sharing stage, the teacher do and the students help. In this stage, the teacher produce the text in front of the class and ask student to help. It is expected that students have been able to use and test the knowledge they obtain in the previous stage. In the guiding stage, the students do and the teacher help in the sense that the greater learning responsibility has been taken over by the students, but the teacher provide sufficient assistance in this process. In the independent stage, the students do and perform independent task and the teacher may provide assistance when necessary. In other words, the scaffold has been minimum.

Scaffolding can be used as the focus of activities in either at the macro or micro level (Sharpe 2001: 33). Scaffolding provided by the teacher can be at macro level, the scaffolding that can be prepared from the beginning, when the teacher develop a lesson plan while micro level scaffolding is the scaffolding that occur in spontaneous interaction between teachers and students or between students and other students. Macro level scaffolding can be seen in the structure of the discourse at the level of interaction and transaction, while micro level scaffolding can be found at exchange units and move units.

Walqui (2006: 170) classify the appropriate scaffolding for foreign language teaching classes on six types. First, the scaffolding in the form of modeling, namely the provision of assistance in the form of a model of the final product to be produced in the learning session. Secondly, scaffolding in the form of bridging, ie aid for connecting new information with existing knowledge structures to students. Thirdly, scaffolding in the form of contextualization, which is able to show the situation or context of use of elements of the language being studied. Fourthly, scaffolding in the form of development schemes, namely in the form of activities to see what students already know about the topics to be learned and make predictions of what will be gained from studying the topic. Fifth, scaffolding in the form of text representation that allows students to be able to use this form of the language being studied in a variety of situations and genres. Lastly, the scaffolding in the form of metacognition development that aims to familiarize students with troubleshooting procedures commonly used by those who succeed.

The effect of scaffolding in learning has been studied in variety of subjects and learning environment. Pan et al (2012) use multimodal instructional-made video involving demonstration, illustration and explanation to scaffold students' learning important procedures, concept and mechanisms. Simons and Klein (2007) studies the effect of scaffolding on group project. The findings of their study shows that students who has access to scaffolding either it optional or required performed better in group project as compared to those who didnot have access to scaffolding.

This paper discusses the use of discourse structure of learning to see the scaffolding that teachers do in the classroom. In particular, this paper discusses the appearance of the scaffolding at the macro and micro level in the structure of pedagogic discourse.

Methodology

The data for this study were obtained from the transcripts of twenty English lessons by senior high school teachers in Indonesia. The discourse elements of each text were identified using a hierarchical model developed by Sinclair and Coulthart (1992). The exchange elements were identified by looking at the connection between or among moves. Several related exchanges grouped into a larger unit called transaction. The largest unit was a lesson. Then, the presence of scaffolding processes were identified in every discourse units.

Findings and Discussion

In this section the relationship between the structure of discourse and learning methods in the classroom will be described in descriptive by comparing the structure of interactions with sequential feature the latest teaching methods. Elements to be observed is the element that has the scaffolding significance in the learning process of students. Scaffolding is the assistance provided by either the teacher or other friends in the classroom to a student to acquire the skills or understand the concepts being studied. To determine the type of assistance that can be categorized as a scaffolding, that activity must be checked whether they are teachers' efforts in helping students to develop skills, mastery of a concept, or a certain understanding. With the support provided by the teacher students can do the job well. Then, consciously teacher will release the scaffolding gradually in accordance with the development of students' ability from time to time. And finally, students are given the authority if they have achieved a higher level of competence and independence as a result of the teacher's scaffolding before.

Macro Level scaffolding

Macro level scaffolding can be seen from the preparation of teachers through the moves planned in the detailed lesson plan. However, in the implementation of the learning process, teachers often do mild or severe deviation from what has been planned because the situation from one class to another is different. Macro level scaffolding that can be found is bridging, kontekstualisasi, the establishment of the scheme, modeling, text representativeness, and metacognitive development

Scaffolding by Bridging

Bridging is the work done by teachers to bridge what students already know and the new information to be learned in the current lesson. Theory of knowledge shows that to understand a new concept or information easier, efforts should be made so that new concepts or new information diagrammatic connected with existing information on the students' mental structure.

Bridging can be done in several ways. The most systematic way is the use of anticipatory guidance to create a table consisting of two columns. In the first column, the students are asked to write the information they already know about the topic they are studying, whereas in the second column what the students are asked to write questions that may be answered with a new topic of the lesson. This method is similar to teknik kwl in reading. The reading class, the teacher can create two columns to be filled by students before reading the text, the first column, the students were asked to write down what they know about the topics that will be read, while the second column, the students were asked to make some of the questions you want to find the answer of reading.

Type of scaffolding like this helps students understand the text more optimal. Other bridging strategy is to connect the topic to the student's personal experience. For example, when students will learn invitation, students may be asked to answer some questions related to their experiences inviting others to certain events or otherwise. While in the class that tends to monologue, a teacher review of lessons learned and has been linked with a new topic.

Results of research on the structure of the interaction shows scaffolding of this type appear on the introductory section called apperception building. Activities are often carried out is a review of the topics that have been taught. Only 40% of teachers who undertake review of the topics that have been studied. Of the total available, teachers tend to repeat the lessons learned at the previous meeting that is not automatically able to be a bridge to study the topics that will be introduced.

Extract 1

T : Ok, you are coming to the lesson. Did you still remember? What did we study last time? Masih ingat pelajaran minggu lalu?

S : Announcement

T: Ya, announcement. Speaking activity, ya? Some of you still cannot practice ya, because the time. Itu akan kita lanjutkan pada hari Tuesday ya... on Tuesday. Anyway, kegiatan ini memerlukan waktu 2 jam pelajaran.

T : Ya, Ok. Our lesson for today is about transactional and interpersonal texts. Do you still remember transactional and interpersonal text means?

Ss : (silent)

T : Dialogue or conversation. We study about expressions. Kamu mempelajari tentang ungkapan dalam transactional and interpersonal texts. Ya, so.. the expression about curiosity and possibility.

One more, please read: curiosity and possibility.

Ss : Curiosity and Possibility.

Extract 1 shows that the teachers failed to show links between the topics that have been studied with the topics to be learned. In move 5-7 the teacher doing the review was limited to the repetition of topics studied at the previous meeting about the announcement. Teacher did not discuss such topics as appropriate summaries as scaffolding activity. However, in move 8 teachers directly introduced the topic to be learned at that meeting. Then, she explained these topic in move 10. In move 11 teachers introduced the topic to be studied by students, namely: curiosity and possibility expression, which is certainly not related to announcement. In the review, teacher only reminded the students about topics previously studied without discussing the topic in more detail. Then the teacher did not explain the link between the topics that has been learned and the topics to be studied

Scaffolding by Building Schema

Schema building is the work done by teachers to introduce a general overview of the topic to be studied. This may involve the introduction of the topic and the outline or the formulation of learning objectives to be achieved. Theoretically, understand the new concept will be easier if you use gestalt theory. This theory emphasizes that understanding the new concept will be easier if it is done gradually understanding of from general to specific. Schema is regarded as a general framework that will be filled by a more specific concept in each slot.

The findings show that teachers tend to introduce the topic without giving a general overview in the form of a detailed outline. Of the twenty pieces of discourse studied, only ten percent of the discourse that has the outline of topics. Teachers sometimes show the outline of topics to be studied through the discussion of the purpose, as shown in the following example :

Extract 2

T: What is our topic today

S: telephone reservation buk?

T: ok, so our material for today is about "Telephone Reservation" ok but before we begin to discuss our material today let us take a look at the basic competence first. Kompetensi dasar yang ada pada bukunya halaman 14, KD 3 coba disitu kamu lihat KD 3 ya. Yang pertama, kompetensi dasar yang diharapkan dari pembelajaran kita hari ini yaitu menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dalam teks lisan, untuk menelpon dan menerima telepon dalam membuat perjanjian dan reservasi. Aa... jadi materi kita hari ini yaitu tentang membuat dan menerima reservasi melalui telepon. Ok, sedangkan KD empatnya yaitu menyusun teks lisan. Jadi, setelah kamu bisa nanti menganalisis jadi kamu diharapkan bisa menyusun teks untuk bisa membuat dan menerima reservasi tersebut dengan menggunakan telepon. Ya... ini adalah kompetensi dasar yang diharapkan dari pembelajaran kita hari ini. Ok, ee next, we come to the material for today there is about telephone reservation. Have you ever made a reservation before?.

Extract 2 shows that teachers do a scaffolding through the building of the schema in the form of an outline which will be studied by students at that meeting. The building of this scheme is done by the teachers through the provision of an explanation of the basic competencies that must be mastered by the students as contained in the basic competencies 3 and in the basic competencies four in the curriculum.

The purpose of learning is to analyze the spoken text and receive telephone calls related to social function, structure and linguistic elements of text. The next goal is the four basic competencies associated with the production of oral texts namely to make and to receive calls in accordance with a social function, appropriate structure of the text and exact language elements.

Scaffolding by contextualization

Contextualization is the effort done by teachers to make topics or language form being presented can be more easily understood through a snapshot of the situation in which the language is used. One of the main problems of learning English in high school is the lack of contextualization in which the language being studied is used. It often happens that the topics in the syllabus are out of context and disconnected from the

real situation of use. The use of realia, pictures or video will be able to help students to more easily understand the concept of the language being studied.

The findings of the study indicate that the learning process has involved the effort of contextualization. With the LCD projector in the school and the teachers are IT literate and have more and more laptops, then the contextualization effort has been easier and cheaper if viewed from the side of the teacher. However, teachers who use contextualization is still relatively low (60%). Examples of the use of scaffolding contextualization as shown in the following extract:

Extract 3

Guru : ...ok, here I have the picture... can you see the picture?

Siswa: Yes Miss..

Guru : Ok, What do you see in this picture?

Siswa : Forest...fire...smoke...

Guru : Ok...forest...fire...

Ok, where is it?

Siswa : In the forest...the hill...

Guru : Ok, it should be in the forest...

what else?

Siswa : In the hill miss...tree...

Guru : Ok...that's great...you see the fire in the forest...

so, how can you say "hutan perlindungan" in English? Or hutan margasatwa maybe...

Siswa : (0.2) Nature...emm...

Guru : Nature? Ok, Nature reserve...ok...what else? Jungle conservation...

Ok...so do you know why...why did it happen?

Siswa : Because... (0.2)...Kemarau...daun-daunnya kering trus kebakar...

Guru : Ok...what else?

Siswa : Orang nebang pohon sembarangan Miss...trus buang puntung rokok sembarangan...

Guru : Ok...throw the cigarette to the forest...ok...

so now, there is a forest fire...Yudi, do you think why did it happen?

Siswa : (0.3) The people cut the trees randomly...

Guru: Yeah...the people cut the trees randomly...

Now, if there is a forest fire...so what happen to this animal in the jungle?

Siswa : (0.3) Run...run to the village...

Guru : Ok...they will run to the village..

what else?

Siswa : (0.2) Die...

Guru : Yeah...Die...

Extract 3 shows that teachers use contextualization in the form of pictures in the process of learning about posters. The images used by the teacher was the image of forest fires, with the end goal is the production of the expressions used on a poster on "save Indonesia's forests". Teachers, in move 5, showed pictures of forest being in fire and then the teachers interacted with students to arrive at the causes and effects of forest fires. Causes of forest fires were elicited by the teacher at move 19 and 24. In move 19, the teacher asked the question "do you know why did it happen?". The question was responded by the students with the answer "because drought" in move 20, "because people carelessly dispose of cigarette butts" in move 22, and "because of the trees cut randomly" in move 23. After discussing the causes of forest fires, the teacher then elicited the impact of forest fires on animals in the forest at move 27, which responded to the students' beast ran to the village or die". Through the picture of the forest fires as well as the interaction between teachers and students about forest fires, the teacher provided the context of a situation which is sufficient for students

to do the task for formulating expressions of what should be done and what should not be done with regard to forest fires. In other words, it will help students to formulate the language to be used in the poster of forest fires, namely the use of sentences containing "must" and "must not" as a statement of necessity (obligue) and prohibition (forbid). Through such contextualization, students propped up the learning process so that they can understand the concepts being taught by teachers more easily and with optimal level of mastery.

Scaffolding through Modeling and gradation of learning activities

In the learning process, students should get examples of what is expected of them. Before performing the tasks assigned by the teacher, students need to see the final result as what is expected from them. Thus, seeing a good example of the text prepared by the teacher, the text produced by the teacher or produced through the interaction between teachers and students is an important scaffolding.

The results shows that teachers pay less attention to the provision of rich models so that students can make generation of elements of the language being studied. This may be due to the assumption that the student has studied the topic before either when they are in Junior High School or at lower grades. This makes the teacher more likely to simply reviewing a glimpse of the topic being studied and then immediately asked students do the exercises. Activities undertaken by teachers for modeling often in line with the contextualization as on modeling the teacher tried to show the forms of the language being studied in a real context and situation. Thus, students can see how the structure of language is made on contextual situations.

There are two types of modeling that can be done by the teacher. First, the teacher uses a model that has been created professionally both within the text that has been published or any other text that has been accepted as the standard. Second is the model created by the teachers themselves. Common model used by the teacher is a model of standard texts, generally in the form of a written or spoken text, especially in reading, writing, listening and speaking. For grammar lessons, teachers tend to assume that students have been studying the subject so that the teachers are reviving memories of the students in the topic both in terms of rules and examples. The sentences are often detached from its context. And then, this activities were followed by doing exercises. As shown in the following example

Extract 4

T : ... OK. Let's come to the new topic; passive voice. What do you know about passive voice? What is the passive voice?

Ss : kalimat pasif.

T : that's the translation. Kalimat pasif. What is passive voice.

Sebetulnya yang dibahas dalam passive voice itu apa? Do we study about tenses in passive?

Ss : yes..

T : sometimes..

what's going on with the tenses? What happen with the tenses? Kalo kita bikin kalimat, kalimat tenses biasanya pake apa?

Ss : subject, verb, be..

T : be..

kalo kita terjemahkan ke dalam Bahasa Indonesia awalnya apa?

Ss : ter- .. di- ..

T : di- .. and ter- .. di pake?

Ss : me ..

T : give me a sentence in active voice. Active voice.. kalimat aktif, coba..

Ss : Gina mencuci piring... piring mencuci Gina..(students make noise)

T : he is doing home work (the teacher writes in the whiteboard). Kalo kita terjemahkan kedalam Bahasa Indonesia?

Ss : dia sedang mengerjakan PR.

T : can you change into passive?

Ss : homework being done ...

T : homework is being done by ...

Ss : by him!

Extract 4 shows that teachers introduced the topic in move 1 and directly interact with the students about the meaning of the passive voice in move 2-10. Then, proceed by changing the active voice to the passive voice in move 11- 18. These findings indicate that the teacher did not do the modeling before introducing the rule of the language. The model used could be from a text written or spoken text, and also of the text produced by the teacher in front of class. In the case, the rules of the language that should be obtained by students through making a generalization of many models used by the teacher. Sharing is a stage two activities after modeling process completed. With the lack of a two-stage scaffolding, it can be predicted that students will generally have difficulty in understanding the concepts being taught optimally. In many ways, the model created by the teacher has several advantages. First, the model made by the teacher may prove to students that teachers can scaffold their mastery in his own abilities. However, the data shows that teachers tend to only use a model that has been widely circulated in the market and failed to display models of their own making.

Teachers who are not capable to create their own models can also be seen on the stage after completion of modeling, the activities were not continued with sharing. At this stage, the teacher is supposed to invite students to work together to create a model of the language being studied so that gradually the students see how the model was created. With the presence of these stages, students can internalize the concept of the language being learned and they can contribute to the modeling language initiated by the teacher. Unfortunately, this stage does not appear in the structure of the interaction under study. What emerged was the leap from the standard model in the book or recording to the production by students who often use work in pairs or groups. While the independent work of students under the guidance of teachers is often overlooked because of limited time. Thus, after a workout in the group, the teacher will give homework assignments

Scaffolding through Text Representation

One way to scaffold the learning process of students in the mastery of a foreign language is through a text representation. Text representation is an activity to transform the linguistic construct learned in one genre to construct linguistic forms that exist in other genres. the form of drama in a group that allows all students involved.

Events like this allow students who are less able to learn from students who have a higher ability. As another example, after reading poetry, students were asked to tell the narrative content of the poem. Research shows that the scaffolding of this type are not used by teachers of English in school SMA. The ability to transform the language form, for example, from the level of oral to written or from one genre to another genre, is a very important capability to be developed so that students are able to use a form of language that is studied in several related genres.

Scaffolding by Summarizing

Summing up the discussion both at the level of transaction or level of interaction can serve as a scaffold that can enhance students' understanding of the sub-topics or topic being studied. Making a conclusion allow students who have not mastered the concept completely can get reinforcement from the summary. This is in line with the structure of the transaction, which is basically, having preliminary exchanges in initial position aimed as an introduction to the topic and terminal exchanges which serves as a summary of the discussion about a sub-topic or activity. Similarly, the interaction or learning sessions that usually end with a post-activities, one of which is to make a summary of lesson at that session. Summary on the level of transaction unit were rarely found in the data. Summaries at the level of the transactional that can serve as a scaffolding is shown in the following example.

Extract 5

T : Ok.

Ok. Let's take a conclusion. Kita ambil kesimpulan apa saja ungkapan curiosity, possibility and impossibility. Jadi ungkapan impossibility itu apa?

Sa : Ungkapan tidak mungkin

T : Adapun ungkapan curiosity, ada "I wonder". Jadi kata "wonder" itulah yang menunjukkan artinya ingin tahu.

(Teacher points some sentences in the white boards)

Ini semua adalah ungkapan curiosity. Kemudian expression possibility ada berupa asking. Menanyakan kemungkinan. Ada "would there be any possibility?", "Is it possible?" kemudian menyatakan mungkin "I think there is little possibility".

"maybe", "perhaps", "possibly" ini biasanya diletakkan di depan ya, di depan dari kalimat.

Kemudian bawah nya, impossible. "It is impossible", "It is not possible" . "May be not", "Perhaps not", "Probably not".

Extract 5 above shows how the teacher tried to summarize the content of the lessons learned in the learning activities in the form of group work. This summary is made by the teacher before continuing the learning-process to the next activity. In the structure of the interaction unit showed that terminal exchange is an optional element. However, in a more formal discourse, these elements are considered important as a marker that the speaker has finished discussing one topic and will continue to another. With the presence of this element, then the flow of the presentation will be more easily followed by the participants. Whereas, in the pedagogical discourse, the terminal can be a scaffolding element in the learning process to optimize the understanding of the concept on the part of students.

In addition to terminal exchange as a closing of the transaction unit in discourse, an overall summary of the lessons are usually presented by the teacher at the end of the learning session, known as post-teaching activities. Data showed that most teachers can not make a summary of the lesson as a scaffolding for the learning process - most teachers can not allocate time properly so as time runs out before reaching the summary, so that the teacher should close the learning process with the sudden closure and others makes too simple summaries in the form of repetition of the topics that have been studied by students.

Extract 6

T : Jadi itulah pelajaran kita hari, kita telah mempelajari tentang complain letter, yang terdiri dari introductory paragraph, explanation program, say what you think the addressee should do, and the last closing paragraph.

Any questions?

S : (silent)

T : OK. That's all for today

Extract 6 shows how the teacher summarizes the lesson at the end of the learning session, but the summary is less detailed. Teachers only emphasize elements of the general structure of the text has been learned in the session, but the purpose of communication and linguistic elements are not included in the summary made by the teacher. Then, summarizing the activities carried out by the teacher were monologue without involving students. Of course, it is expected summary consists of all aspects that have been studied.

Ekstrak 7

T: Ok...finish? sit in your group again...please submit it to me..i'll check it...ok...every group had made good poster...and colorful one...very good...so, so far...have you understood about poster?

S: Yes....

T: What is the arrangement of the poster?

S: Title...picture...message...

T: Ok...right...

what kind of sentence do we use in message of the poster?

S: Imperative...

T: What is the pattern of imperative?

S: Subject...must atau must not...verb one...object...

T: Very good...

ok, that's all for today...prepare yourself for the final project...assalamualaikum...

Students : Waalaikum salam...

Extract 7 shows how teachers engaged students in making a summary of lessons, and summaries created by teachers with students will cover all aspects of the study. In this case, the teacher serves as a facilitator who initiate the summary while the contents of the summary is derived from students. On move 3

teachers begin by asking questions about the sequence information in the poster and answered by students on the move 4. Then, the teacher asked linguistic elements used in the poster (moves 5 and 7), which is answered by the students at the moves 6 and 8. With the completion of the summary, the teacher closes the lesson in move 9.

Even though a summary of the lesson is a very important element in optimizing the scaffolding to increase students' understanding of concepts and activities, this element is often overlooked by teachers. This is evident from the structure of interactions where only some of the discourse that has that element.

Scaffolding at the micro level

Scaffolding at the micro level can be considered as an attempt by the teacher to help the student's mastery from one point to another in the learning process in the classroom. And scaffolding can be seen directly from the structure of the interaction created during the learning process. Usually scaffolding at the micro level involves one or several exchanges. Strategies used by teachers includes repetitions, and use of the first or second language. Recasting and appropriation were found in the data.

Scaffolding through Repetition

Repetition is the scaffolding that exist in the exchange unit. The repetition serves to strengthen the students' answers. Scaffolding like this has several advantages. First, repetition can improve retention of students and facilitate the learning process and to improve students' understanding of concepts being studied. Second, for students whose answer is being repeated by the teacher, the repetition becomes reinforcement to the appropriate answer. If she is still hesitant initially toward his/her answer, with reinforcement provided by the teacher, the student will be more confident.

Extract 9

-
- S : (raise hand)
 T : Ya...Dilla, silahkan komentari.
 S1 : **Have itu ganti sama had mister.**
 T : **Have nya di ganti dengan had. Ok.**
-
- yang lain? Any comment? Future possible....yup..eka Puji.
 S2 : Dia future possible kok were?
 T : Nah itu dia..that's the real dia future possible.
 Dia dalam main clausenya itu apa?
 Kalimatnya dalam bentuk....
- S : **Present,**
 T : **Present,**
-
- maka di clause selanjutnya terdapat.....
- S : **Will**
 T : **Will**
-

Extract 9 shows that the teacher repeated the student answers as much as three times at moves 14, 18 and 20. Repetition done by teachers can be considered as scaffolding for the learning process to enhance students' understanding because repetition can give confirmation to the student the answer she made was appropriate and acceptable. The repetition can also be a tool to make other students more focus on the points that are being discussed at that time. In addition to the students' answers verbatim repetition, the teachers also often repeat the incomplete utterance of the students. Teacher repeated and at the same time added the missing element. Sometimes, teachers do not complete all of the speech, in the hope that students can finish it after being given assistance.

Scaffolding through recasting

Recasting is a very natural way that can be done by native speakers of the language when they corrected the errors in the speech made by foreign speakers. Recasting is an attempt to correct the unacceptable utterance made by students by repeating it in the acceptable utterance. So, recasting, at the same time, implicitly functions as a correction to the error. Scaffolding of this type is considered more successful in language learning that emphasizes the accuracy of the language forms. In the language lessons that emphasize meaning and content, scaffolding strategy is often overlooked by students who make mistakes. Thus, some scholars consider that immediate correction is more effective than recasting.

In this study recasting was not found. This may be due to the fact that all the studied texts are not produced by native speakers of English. As explained in the theory scaffolding that recasting are usually taken out of the habit of native speaker parents who do recasting to guide their children to use proper and correct grammar. In English classes there is a tendency to emphasize meaning and content, while correct grammar has been less emphasized.

Scaffolding through First Language

Students as well as teachers who teach English in schools studied had a repertoire of regional languages, Indonesian and English. The use of first and second language repertoire can be used by teachers in an effort to improve understanding of concepts and skills of foreign language students. Of course, such use is not too much so as to reduce the quality of input of foreign language being learned. Symptoms of excessive use of Indonesian can be seen from the fact that teachers are too often using Indonesian. Even for things that are simple and logically already understood by students if teachers use English.

Communicative Approach which is now used in Indonesia emphasized the direct method which requires teachers to use English in the interaction with the students. Thus, Indonesian or regional language should only be used if needed as scaffolding. However, the data showed that the English teacher at the high school using Indonesian and local languages exceeds the needs of the scaffolding. The use of Indonesian which is used as a buffer can be seen in the following extract:

Ekstrak 10

S1 : Why the AC in room 5.11 is not work
S2 : I am sorry

S1 : hmmm
T : **Kami akan coba memperbaikinya**
S2 : We will try to repair. ok
S1 : As soon as possible

T : What will you say ,come on S2
S1 : Thanks, excuse me

T : **Dita bilang thanks,what will you say?**
S2 : You are welcome

T : Ok, wait a minute, repeat again the dialogue again. Jadi yang lain
ya...everybody perhatikan tadi terbata-bata ya. Kemudian kita ulang.
Come on S1

Extract 11 is conversation to complain about the unsatisfactory hotel room. Two students were asked to go to front of the class to perform in impromptu conversations. Both students can not do it fluently. When students have difficulty, the teacher intervened on move 4, using the Indonesian because what is being scaffolded is the content not language forms. Similarly, in move 9 the teacher helped students by using Indonesian so that conversation go more smoothly. Because the first practice is still stumbling, then the teacher asked the pair to restart it without scaffolding. In the second exercise they managed to do well and naturally.

Conclusion

Ranked structure that is used in analyzing the data can show how these learning process takes place in the classroom. The learning process associated with scaffolding for students to gain the understanding and skills showed that the missing element structure directly related to the amount of support provided by the teacher. Assistance provided by the teacher was not optimal, which is characterized by the presence of any type of scaffolding that is very small compared with the overall interaction. Scaffolding at the macro level consists of bridging, the establishment of the scheme, modeling and gradation activities, and conclusions. Meanwhile, the type of text representation is not found in the data. Scaffolding in the form of micro consist of repetition and the use of Indonesian. Meanwhile, recasting is not found in the data.

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