



The Use of Scaffolding to Support Students' English Speaking: What Does The Teacher Think?

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Abstract This study aims to explore the scaffolding instruction used in developing students' speaking and describe the perspective of teacher after using scaffolding to support and help students develop their English speaking skills. Qualitative descriptive research method was used in this study that aims to describe the situation that will be observed in the field more specifically, transparently, and in depth. The focus of this study was one English teacher in primary school. In collecting the data, the researcher conducted semi-structured interview and observation to obtain the teacher's perception and the instructional scaffolding used in teaching speaking. Then in analyzing data, the researcher adopts Miles and Huberman's (1994) method consisting of the techniques of data reduction, data display, and conclusion or drawing. The results showed the types of scaffolding used by the researcher in teaching English were two types; namely modeling, and bridge and the positive and negative effects result of it were provided. Significantly, this study can be used as a reference in supporting students to develop their speaking skills through instructional scaffolding.

Keywords: *Teacher's Perception; Scaffolding; Speaking Skills; Modelling, Bridge.*

Abstrak Penelitian ini bertujuan untuk mengeksplorasi instruksi scaffolding yang digunakan dan menggambarkan perspektif guru setelah menggunakan scaffolding untuk mendukung dan membantu siswa mengembangkan keterampilan berbicara bahasa Inggris mereka. Penelitian menggunakan desain penelitian deskriptif kualitatif yang bertujuan untuk mendeskripsikan keadaan yang akan diamati di lapangan dengan lebih spesifik, transparan, dan mendalam. Fokus penelitian ini adalah seorang guru bahasa Inggris di sekolah dasar. Dalam mengumpulkan data, peneliti melakukan wawancara dan observasi semi-terstruktur untuk mendapatkan persepsi guru dan intruksi scaffolding yang digunakan dalam pengajaran Speaking. Kemudian dalam menganalisis data, peneliti mengadopsi metode

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Miles dan Huberman (1994) yang terdiri dari teknik reduksi data, penyajian data, dan penarikan kesimpulan atau penarikan. Hasil penelitian menunjukkan jenis scaffolding yang digunakan peneliti dalam pengajaran bahasa Inggris ada dua jenis; yaitu (Modelling) pemodelan dan (Bridge) jembatan dan hasil efek positif dan negatifnya tersedia. Secara signifikan, penelitian ini dapat digunakan sebagai referensi dalam mendukung siswa untuk mengembangkan keterampilan berbicara mereka melalui scaffolding instruksional.

Kata Kunci: Persepsi Guru; Scaffolding; Kemampuan Berbicara; Pemodelan; Bridge.

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INTRODUCTION

The English language now is the most widely spoken language in the world. In the modern era of globalization as it is today almost all systems use English for work and became world language that is used by different countries to communicate with each other. In Indonesia, English is a foreign language that has been introduced to the students since primary school. Teaching English in primary school aims to develop basic language skills. As a main facilitator in the classroom, the English learning model should be considered in order to develop students' proficiency in learning. While it is beneficial for primary students to continue their mother tongue which may not be English, the teacher needs to prepare them with good English especially speaking skills. To achieve this goal, it is important for teachers to teach English language skills effectively because the teacher also has a high impact on the students' performance as they provide influencing factors that contribute to the teaching and learning process.

Adopting a socio-cultural (SCT) perspective to understand learning and development processes, scaffolding refers to the help and guidance from others, which means it is a way of providing students with assistance or tutoring in the early learning stage, then gradually assuming increasing responsibility as soon as they can. Assistance can be guidance, warning, encouragement, problem-solving in learning steps, etc. This instructor or peer is called a scaffold that helps students expand their learning boundaries and learn more than they could on their own, also, it enables the students to grow independently as well.

SCT considers children's learning and development as being embedded within social contexts as not an individual endeavor but occurring through social interaction with others (Vygotsky, 1978). In this case, the students' and teachers' interaction in the classroom give helps each other in developing students' mastery of speaking skills as Sylvia Rojas et al (2013) stated that the way scaffolding processes are enacted through the dialogic interactions among teachers and learners. In addition, students learn more when collaborating with others who have a wider range of skills and knowledge than students do today. Children learn through scaffolding interaction with guiding of adults that is considered to be the expert who provides a child with scaffolding. Language learning (Ellis, 2003). However, some research has shown that it is not necessary for the scaffolding aid to come from the expert or teacher. Students can also equip their classmates. But in this, the scaffolding from the teacher became a significant role. On the other hand, this study will analyze the interaction that comes from the teacher to the students.

From the SCT point of view, the teacher plays an important role as she must effectively address the individual zones of the proximal development of each student in order to improve their learning potential and to concentrate not only on what they can already do for themselves but also on what they can achieve with the help of others. In the successive process, teachers scaffold learning activities by guiding children's learning through instruction, modeling, questioning, prompting, and feedback (Xu, Yaoying, et al 2021). Therefore, one of the key skills that teachers need to support students in speaking English is using the scaffolding model. Scaffolding enables the teacher to build a bridge between the current knowledge of the students and the information conveyed. The way teachers interact with students affects student performance (Praetorius et al., 2012). Scaffolding and especially contingent support represent an intervention so that the student can successfully cope with the task (Mattanah et al., 2005). Students with problems of controlled complexity; makes the task manageable at any time (Wood and Wood 1996). The teacher does the scaffolding properly by modeling a specific task and slowly transferring the knowledge to the student so that they can firmly understand the subject. Through scaffolding, it was believed that

support from the teacher will help the students enhance learning or in this case in mastery Englishspeaking. The teacher's support is always responsive to the student's understanding which in turn is hypothesized to stimulate the student's effort which means the teacher keeps the task challenging but manageable: The child never succeeds too easily nor fails too often (Wood et al. 1978).

The previous study showed the results of two experiments demonstrated that the program had positive and educationally meaningful effects on reading achievement. These effects were largest for black and Hispanic children, ranging from 1.7 to 5.1 months of additional learning. Simply giving children books without any form of scaffolding did not have positive effects (Thomas & James 2011). As Simons and Klein (2006) conveyed the impact of scaffolding; the results showed that the level of performance of the students was significantly related to the individual results of the subsequent tests; the high-performing students performed better on the post-test than the lower-performing students. In addition, the analysis of the group notebooks confirmed qualitative differences between the students in the various conditions. María Gimena San Martín (2018) conducted research in examining how a supervisor scaffolds the student- teachers' learning-to-teach process in the context of one-to-one tutoring sessions in an English as a foreign language teacher education program in Argentina. The results indicate that the framework has two main phases: a diagnostic phase and an intervention phase. In addition, it was found that the supervisor provided contingent assistance adapted to the needs and / or difficulties of the student teachers. What function it fulfills and how it adapts to the understanding of the students.

Although it was proven to have some positive effects in using scaffolding, there seems to be a lack of research in figuring out the negative side of scaffolding from the perspective of the teacher. Therefore, the current research was conducted in order to know both the positive and negative of instructional scaffolding used by the teacher in primary school. Other aims of this study were to investigate the teacher's perception and explore the scaffolding model used in teaching speaking to the primary students are the main concern of the present investigation.

METHOD

The researcher utilized a qualitative descriptive design for this study since the goal was to understand teacher's perspectives of scaffolding. To collect the data, the researcher conducted semi-structured interviews and classroom observations. Semi-structured interviews are an effective method for data collection when the researcher wants: (1) to collect qualitative, open-ended data; (2) to explore participant thoughts, feelings, and beliefs about a particular topic; and (3) to delve deeply into personal and sometimes sensitive issues. The semi-structured interview was obtained from the English teacher. According to Ary *et. al* (2010) interview was the primary data collection tool in qualitative research. The result of the interview will be explained about the teacher's perspective in using instructional design to help students develop their speaking skills. While classroom observation was conducted in order to know the teacher's scaffolding in teaching English speaking in the class and the effects that existed while applying to the students.

This qualitative research was conducted in primary school. The subject in this research was focus one English Teacher who has experience in teaching English for 2 years. The researcher used Miles and Huberman in analyzing the data that consist of data reduction, data display, and conclusion drawing or verification.

RESULT AND DISCUSSION

The findings will convey firstly in the way the teacher's instructional using scaffolding in supporting student's speaking skills. In classroom observation, the researcher focused on the scaffolding instruction used by the teacher in teaching speaking English. Assisting English learners' performance in the EFL class or in the subject matter classes taught in English can be done in many different ways, but in this study, the researcher will only examine the two types of scaffolding that used by the teacher in teaching speaking to the primary students.

1. Modelling

In this type, students should be given clear examples of what is asked of

them for imitation. Here, the teacher adopts van de Pol (2012) in the process of scaffolding.

a. Diagnostic strategies

Firstly, the teacher gains view into the students' level of understanding of English speaking. After understanding the situation of the students, the teacher organizes the proper strategy that is suitable for the students.

b. Checking the diagnosis

After that, the teacher checks the students' need for speaking skills in a correct way. Here, the teacher investigates the needs of the students in order to make it easier in giving them the instruction while teaching speaking.

c. Intervention strategies

In this step, the teacher gives actual support or help to the student in speaking English. In assisting the students, scaffolding was used by the teacher in supporting them to speak in English.

d. Checking student's learning

After giving the support, the teacher figured out the students' understanding after giving support. Here also can be said as an evaluation or giving feedback to the students after they learn to speak in English. While giving the feedback, the teacher also provides some motivational word in order to enhance their spirit so that they will be more active in learning English speaking.

2. Bridging

According to Tharp & Gallimore, (1988), Students will only be able to learn new concepts and language if they are firmly based on previous knowledge and understanding. It is well known that understanding requires "weaving new information into existing mental structures". A common bridging approach is to activate students' prior knowledge. So, in this type, the teacher guides the students by asking their participation in class, in addition, involving them in the process of learning English speaking. Thus, at least the following four scaffolding sources are available to the student: Expert assistance when the student receives guidance, advice, and models. Collaborate with other students

as the learning is built together. Helping a low-level student when both have the opportunity to study. And working alone using internalized practices / strategies, internal language, internal resources, and experimentation. On the other hand, in this type the teacher was provided the assistance to the students by giving hints to tell how something must be done and why in English speaking.

Then the researcher gathered teacher opinions on the scaffolding model through the interview. It revealed some positive and negative effects of using scaffolding in supporting students to develop their speaking skills in the table below.

Table 1.

Developing Students' Speaking Skill

1.	Solving Problem	Spend More Time
2.	Reduce Negative Emotion	Passive
3.	Enhance motivation	

The first positive effect shows solving the problem which means that by conducting scaffolding, all the problems faced by the students in speaking English can be assisted by the teacher.

"The first thing I did was find out what difficulties the students experienced when speaking English. After that, I try to invite students to discuss together about the problems they are facing and try to find the solutions. Then I gave them the steps and instructions on how to learn to speak English"

The second positive is to reduce negative emotions that the students may experience when trying a difficult task to do that students may feel demotivated and hopeless.

"I emphasized the students to keep speaking English even though at first they said they couldn't and felt embarrassed. I guide them to say the words in English slowly to grow their confidence in speaking English"

Therefore, by providing scaffolding in teaching speaking effectively,

students will feel easier in completing the task and confident in their speaking skills.

The third positive effect was enhanced motivation. Here, it has meant that giving instructional scaffolding can maximize students' learning in speaking English and gain their motivation to keep the focus on speaking English.

"With the help and support provided, they can grow their motivation to learn. And I convince them to believe that English speaking skills can be mastered as long as they are confident even though their pronunciation is still not good"

Based on the summary of the results of the interviews, the researcher gets an explanation about the positive effects found by the researcher through the teacher's scaffolding in teaching speaking.

While in the negative effect, the researcher found that scaffolding may spend more time in achieving the students' understanding while the learning process.

"In providing assistance to the students, sometimes the time is not enough, because I have to help them one by one in learning speaking activity"

As stated by the teacher, it will take a lot of time to teach speaking in the class.

The second negative effect was passive. The students will be passive in the classroom while learning English speaking because the teacher is a center or teacher-centered.

"This is one of the disadvantages of using this strategy, children are less involved in learning because I as a teacher is more guiding and bringing the atmosphere in the classroom"

So from the teacher's view, the feedback in speaking English will be less because the teacher will be the active one in the learning process.

By applying this instructional scaffolding, the teacher demonstrates her feeling and her view of this instruction was good. Although there are disadvantages faced while applying it in the classroom. And the view from the

type of scaffolding used, the teacher feels grateful because it has proven that students get their attention and motivation back when learning English speaking. The teacher also feels that the interaction between her and the students gets better. The students became more aware and excited in learning speaking English.

Based on the explanation from the table above, proves that some positive effects were more than the negative effects. It can be concluded that scaffolding instruction could help students develop their speaking skills.

CONCLUSION

Usually in the primary class, English tend to be taught in vocabulary or reading, therefore teaching speaking to the primary learners need a proper assistance in improving the students' skills. Based on the data obtained by the researcher, it can be concluded that scaffolding could be help students develop their speaking skills. Applying the instructional scaffolding in the classroom of primary will enhance students' motivation and self-confidence in speaking English. It also can be seen from the perception of the teacher which is said that this instructional scaffolding is really helpful to get the students' attention and make them get involved in learning to speak English. In addition, using this instruction gives good feedback between the teacher and the students although it may take more time in developing the students speaking in English.

By conducting the data, the researcher hopes other researchers can take benefit from this research in the future although the data of this study still has so many shortages in conducting research and in collecting the data.

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