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ABSTRACT

The research entitled “Exploring Teacher’s *Scaffolding* to Students in Teaching Writing” is focused at investigating teacher’s ways to provide *Scaffolding* and challenges of implementing *Scaffolding* in teaching writing Descriptive text to seventh grade students in Parongpong, West Java, Indonesia. The data were collected from classroom observation, field notes, and semi-structured interview. The data obtained were transcribed and analyzed by using curriculum cycles framework (Hammond, 2001; Gibbons, 2002; Emilia, 2010). Besides, the data were also examined based on *Scaffolding* type theories (Roehler & Cantlon, 1997; Hammond, 2001; Gibbons, 2002; Walqui, 2006). The results revealed that six types of *Scaffolding* were used by the teacher in teaching writing. The most intensive *Scaffolding* was given in Building the Field and Modeling stage of the curriculum cycle, and all *Scaffolding* was reduced in the Independent Writing stage. The results also showed various ways were used by teacher to provide *Scaffolding*; asking previous lesson, providing illustration, explaining Grammar and text structure, giving students chance to participate in learning process, reading text model, and providing supportive and corrective feedback towards students’ responses. Furthermore, some challenges faced by teacher in using *Scaffolding* were the amount of students, language intrusion and time constraint.

Keywords: *Scaffolding, Curriculum Cycle, Teaching Writing*

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ABSTRAK

Penelitian yang berjudul “ Ekplorasi Scaffolding yang diterapkan guru terhadap siswa pada pengajaran menulis” berfokus pada investigasi cara guru menyediakan Scaffolding dan tantangan dalam mengimplementasikan Scaffolding pada pengajaran menulis teks Deskriptif kepada siswa kelas & di Parongpong, Jawa Barat, Indonesia. Data-data dikumpulkan dari observasi kelas, catatan lapangan, dan wawancara semi-terstruktur. Data-data yang diperoleh kemudian di transkrip dan di analisis dengan menggunakan kerangka kerja Curriculum cycle (Hammond, 2001; Gibbons, 2002; Emilia, 2010). Selain itu, data-data juga di uji berdasarkan teori tipe-tipe Scaffolding (Roehler & Cantlon, 1997; Hammond, 2001; Gibbons, 2002; Walqui, 2006). Hasilnya menunjukkan bahwa enam tipe Scaffolding telah digunakan oleh guru pada pengajaran menulis. Penggunaan Scaffolding paling intensif diberikan pada tahap Building the Field dan Modeling dalam curriculum cycle, dan semua scaffolding dikurangi pada tahap Independent Writing. selain itu, hasil studi menunjukkan bahwa guru menggunakan cara yang berbeda-beda untuk menyediakan Scaffolding, seperti; bertanya pelajaran sebelumnya, memberikan ilustrasi, menjelaskan tata bahasa (Grammar) dan struktur teks, memberi kesempatan siswa untuk berpartisipasi dalam proses pembelajaran, membaca teks model, dan memberikan umpan balik baik yang bersifat suportif maupun korektif terhadap respon siswa. Lebih lanjut, beberapa tantangan yang dihadapi guru saat menggunakan Scaffolding adalah jumlah siswa, bahasa intruksi dan keterbatasan waktu.

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