CHAPTER I
INTRODUCTION

1.1 Overview of the Chapter

This chapter highlights the whole content of the research in general. It includes background of the study, statement of the problems, aims of the study, scope of the study, significant of the study and clarification of terms.

1.2 Background of the study

There are many factors affect the outcomes of foreign language learning. Some of these factors are related to curricular issues, teachers or learners factors, and a whole host of situational factors (Renandya, 2013). In addition, Shute (1992) stated that the learning outcomes are also determined by the learning process and the process itself can be defined as any series of actions or changes that directly impact the learning outcomes. It means that the outcomes of the learning refer to what the learner walks away with from a learning task and typically, it is the end product of the learning. Teachers as educators play essential roles in assisting the students to achieve these learning outcomes. One of their roles is to build the students' capacity to the higher level of knowledge maximally. Scaffolding is something to be considered in improving students' learning ability which, in turn, can be expected to improve students' achievement in learning English language, especially at the Junior High School level (Gusrayani, 2017). It is the support given during the learning process which is tailored to the needs of the students with the intention of helping the students achieve their learning goals.

Scaffolding can also be said as one of the strategies utilized by the teachers in providing support for their students. Al-Yami (2008) stated that both psychologists and educationalists have preferred to use the concept of scaffolding to describe the sensitive and active support provided by teachers during the process of learning. The supports are given until the students can apply new skills and strategies independently (Rosenshire & Meister, 1992).The term 'scaffolding' can be described as a metaphor to describe the type of assistance offered by a

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teacher or peer to support learning. In the process of scaffolding, the teacher helps the students master a task or concept that the students is initially unable to grasp independently. The teacher offers assistance with only those skills that are beyond the students' capacity. The teacher only attempts to help the students with task that are just beyond his current capability. When the students take responsibility for or master the task, the teacher begins the process of 'fading', or the gradual removal of the scaffolding, which allows the students to work independently (Hammond & Gibbons, 2001). In addition, scaffolding is often used to bridge learning gaps between what students have learned and what they are expected to know and be able to do at a certain point in education.

The term 'scaffolding' was originally used by Bruner as a metaphor for depicting the form and quality of the effective intervention by a 'learned' person in the learning of another person (Maybin, Mercer, & Stiere, 1992). Scaffolding is a teaching strategy which originates from Lev Vygotsky's sociocultural theory. He proposed the concept of the zone of proximal development, illustrating the distance between what individuals can achieve by themselves and what they can achieve with assistance from others (Vygotsky, 1978). In a classroom, the scaffolding can come from the teachers to their students.

In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance (Gaskins, et al., 1997). Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teachers gradually shift more responsibility over the learning process to the students.

A large number of educators and researchers have studied the effectiveness of scaffolding strategies. The study about the use of scaffolding in the field of Psychology were conducted by Meyer and Turner (2002) and Puntambekar & Hubscher (2005). In the context of computing and technology education, several researchers investigated how the scaffolding strategy provided by the teacher

influenced the students' performance. Some of those studies were conducted by Greene & Land (2000); Cagiltay (2006); and Lee L (2008). The studies about the impact of scaffolding strategies in the field of Math and science education were conducted by Pentimonti and Justice (2010); Hsin and Wu (2011); Lin, et al (2012); Kang, Thompson, and Windschitl (2014); and Suryowati (2015). Bruce C & Stacey L (2003) were also conducted a research in the field of medical education. They applied the educational model of the Zone of Proximal Development (ZPD) and approaches to assisted performance to existing knowledge about surgical skill acquisition, and thus provide a framework for potentially enhancing surgical education.

In the context of foreign language learning, scaffolding has also been studied by numerous researchers: Sharpe (2001); Hammond and Gibbons (2005); Michell and Sharpe (2005); Kathleen and Graves (2005); Walqui (2006); Galea and Nair (2008); Al-Yami (2008); Pentimonti and Justice (2010); Suan and Sulaiman (July 2011); Samana (2013); Smit, Erde, and Bakker (2013); May (2014); Zarandi & Rahbar (2014); and Lascotte (2017); etc.

In Indonesian context, scaffolding research is also numerous: Laksmi (2006); Rahmawati (2015); Widianingsih (2015); and Gusrayani (2017); etc. The effectiveness of scaffolding was also investigated by Tyas (2009). The researcher analyzed the types of scaffolding talks the teacher used in their classes and the speech functions in the scaffolding talks of two English teachers in Junior High School in Jepara. The result showed that the teacher faced some benefits and challenges in providing scaffolding. It was also found that there were several types of scaffolding used by the teachers in teaching English language in the classroom. Dewi (2013) investigated the types of scaffolding and the way a teacher provide scaffolding, and benefits and challenges of scaffolding in teaching writing. Regarding the implementation of scaffolding strategies in EFL class in Indonesia, Gusrayani (2017) recommends to use this strategies in Junior High School in Indonesia. She stated that this strategy will help the students in learning English. Although the study about the scaffolding strategies provided by the teacher to the student has been investigated by several reserachers in Indonesia, the study about how the experienced and the novice teachers scaffold the students

has receive very little attention. There were very few studies mentioned the scaffolding strategies provided by the experienced and the novice teachers in Indonesia. To contribute to the existing research, this study attempts to analyze how the experienced and the novice teachers implement the scaffolding strategies. Comparing the experienced and the novice English teachers in this study is important to understand how they make difference in providing support to the students. By examining the performance of the experienced and the novice English teachers, it will give information about the strength and the weakness of the scaffolding strategies used by both teachers. This information facilitates the teachers to leave some bad practices out and move to better practices. In this study the teachers under the investigation have set up a plan of instruction that is designed to scaffold their students.

1.3   Research Questions

This study is guided by the following research questions:

1.   What types of scaffolding strategies are used by the experienced and the novice English teachers in improving students' learning of English?

2.   How do the scaffolding strategies used by the experienced and the novice English teachers influence the students' improvement in learning English?

1.4   Aims of the study

Regarding the research questions above, this study was undertaken to achieve the objectives:

1. To find out the types of scaffolding strategies used by the experienced and the novice English teachers in improving students' learning of English.

2. To know how the scaffolding strategies used by the experienced and the novice English teachers influence the students' improvement in learning English.

1.5   Scope of the study

This study focuses on the types of scaffolding strategies used by the experienced and the novice English teachers and how the scaffolding strategies used by the experienced and the novice English teachers influence the students' improvement in learning English.

1.6   Significance of the study

This study is expected to give some contributions from several aspects:

1.   Theoretically, the result of this study is expected to enrich the existing theories and literatures on the practice of teaching strategy. It also provides additional information for other researchers who want to conduct the research in the same field with certain interest.

2.   Practically, the result of this study can provide useful information about the use of scaffolding strategies for the readers especially English lecturers and English teachers. Teachers will get the information about the importance and the use of scaffolding strategies. This information is useful for the betterment of their teaching. For the students, this study helps them become an independent learners.

3.   Professionally, the results of this study can also be used as reference to compare and support the results of further study.

1.7   Clarification of terms

To avoid misinterpretation, there are some significant terms in this research that are needed to be clarified:

1.   Scaffolding

In the context of classroom interaction, the term scaffolding can be defined as temporary assistance that teachers provide for their students to assist them to complete a task or develop new understandings, so that they will later be able to complete similar tasks alone (Hammond J. , 2001). Maybin, Mercer, and Stiere, (1992) describe this as the "temporary but essential nature of the mentor's assistance" in supporting learners to carry out tasks successfully.

2. Novice teacher

   Novice teachers are beginning teachers who have been teaching for five years or less (Ingersoll & Smith, 2003). For the purposes of this study, a novice teacher was defined as a qualified teacher who had completed their pre-service training but had less than five years of classroom teaching experience.

3. Experienced teacher

   Experienced teacher can be defined as those who have approximately five years or more of classroom experience (Ganbonton, 1999). In this study, experienced teachers are those who not only have more than five years teaching experience but also a certified/ licensed as a professional educator.

1.8 Outline of the thesis

This thesis is organized into five chapters.

Chapter I Introduction

The first chapter provides the general information of the study. It includes the background of the study, research questions, aims of the study, scope of the study, significant of the study, clarification of terms, and outline of the thesis.

Chapter II Literature Review

The second chapter consists of some relevant theories that support this study. It elaborates the concepts and theories of scaffolding strategy.

Chapter III Research Methodology

The third chapter focuses on the design and methodology of the study. It describes the site, participants, technique of collecting the data and data analysis.

Chapter IV Results and Discussion

The fourth chapter presents the result of the study, data presentation and the discussion of the finding.

Chapter V Conclusion and Suggeestions

Finally, the last chapter of this study provides the conclusion and the recommendations.