

CHAPTER II

LITERATURE REVIEW

2.1 Overview of the Chapter

This part reviews the relevant literatures that support and fit to the present study. The first area elaborates the theory of scaffolding that comes from the broad concept of Zone Proximal Development introduced by Vygotsky (1978). The second area elaborates the concept of novice and experienced teachers used in this study. The last section of this study elaborates some previous studies on scaffolding strategies.

2.2 Scaffolding

This section discusses the theoretical underpinning the scaffolding. It elaborates the historical overview of scaffolding, the definition of Scaffolding, the essential elements of scaffolding, the characteristics of scaffolding, and types of Scaffolding.

2.2.1 Historical Overview of Scaffolding

Vygotsky, a Soviet psychologist was the first scientist who developed a theory of Zone of Proximal Development (ZPD). He defined that there are at least two developmental levels of a child. The first level is Actual Developmental level, and the second level is Zone of Proximal Development. Actual Developmental Level can be defined as the level of development of a child's mental functions that has been established as a result of certain already completed developmental cycles (Vygotsky, 1978). In another word, this is the level where children can do everything on their own at their age. The second level is Zone of Proximal Development. It can be said as the situation where the children cannot solve the problem independently but only with assistance (Vygotsky, 1978). The actual developmental level characterizes mental development retrospectively, while the zone of proximal development characterizes mental development prospectively. In his book, Vygotsky stated his clear definition of Zone of Proximal Development

(ZPD): “It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as

determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1930, p. 79)

Vygotsky believed that when a student is in the ZPD for a particular task, the appropriate assistance (guidance and encouragement) from the teacher will help them to solve their problem. In another word, these two level can be defined as the difference between what a learner can do without help and what he/ she can do with help. In addition, Cameron (2001) stated that the ability to learn through instruction and mediation is characteristic of human intelligence. With the help of adults, children can do and understand much more than they can on their own. In the literature, the term ZPD has become the synonymous of the term Scaffolding. However, in his writing, Vygotsky never used the terms of Scaffolding. The ZPD concept need to be discussed in this part because scaffolding works best at this area and the educators should concern more on the development of students’ ZPD. Though the term was never used by Vygotsky, interactional support and the process by which adults mediate a child’s to take on new learning has come to be termed “scaffolding”. Scaffolding can be defined as the helpful interactions between adult and child that enable the child to do something beyond his or her independent efforts.

Hammond and Gibbons (2001) stated that scaffolding theory was first introduced by Wood, Bruner and Ross (1976). The term scaffolding was used as a metaphor to capture the nature of support and guidance in learning. They used the term to describe young children’s oral language acquisition. The first time the children learn to speak helped by their parents, young children are provided with informal instructional formats within which their learning is facilitated (Hammond & Gibbons, 2001). The scaffolding theory introduced by Bruner is inspired by Lev Vygotsky concept of an expert assisting a novice, or an apprentice. The ZPD theory became the template for Bruner’s model. Bruner believed that when children start to learn new concepts, they need help from teachers and other adult support, but as they become more independent in their thinking and acquire new skills and knowledge, the support can be gradually faded (Cameron, 2001).

The ideas of Wood, Bruner and Ross (1976) of scaffolding parallels to the work of Vygotsky. They described scaffolding as the support given to a younger

learner by an older, or more experienced adult. In their study, they use the term 'scaffolding' to describe parental tutoring in the language development of young children. Bruner (1978) in Hammond and Gibbons (2001, p. 3) define the scaffolding as: '...the steps taken to reduce the degrees of freedom taken in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring'.

Wood, Bruner and Ross (1976) stated that there are several processes of scaffolding: 1) Recruitment: motivate or enlist the child's interest related to the task. 2) Reduction in degrees of freedom: simplifying the task to make it more manageable and achievable for a child/ reducing the size of the task. It involved reducing the size of the task to the level where the learner could recognize whether or not he had achieved a "fit" with task requirements. 3) Direction maintenance: giving limits in their interests and capacities. 4) Marking critical features: mark certain features that are relevant. 5) Frustration control: problem solving should be less dangerous or stressful. 6) Demonstration: In this sense, the tutor is "imitating" in idealized form an attempted solution tried (or assumed to be tried) by the tutee in the expectation that the learner will then "imitate" it back in a more appropriate form. It showed that the parents who scaffold their children effectively by keeping their children's attention on the task, kept them motivated and working on the task, were able to make their children solved their problem. In the classroom context, it can be assumed that the teacher functions as a facilitator who is knowledgeable in the skills, strategies and processes required for effective learning. The expert not only helps motivate the learner by providing enough support to enable him or her to accomplish the goal, but also provides support in the form of modelling, highlighting the critical features of the task, and providing hints and questions that might help the learner to reflect. In this view, the adult's/ teacher's role includes perceptual, cognitive and affective components (Lier, 2004).

The concept of scaffolding has received a great attention in educational research, Scaffolding highlights one of the key aspects of children's learning, namely "guided by others" (Stone, 1998). In Stone's view, the student is not a passive participant in teacher–student interaction but scaffolding is seen as an

interpersonal process in which both participants are active participants. Both participants actively build common understanding or intersubjectivity through communicative exchanges in which the student learns from the perspective of the more knowledgeable person (teacher). Because scaffolding is such a dynamic intervention, the support given by the teacher during scaffolding strongly depends upon the characteristics of the situation like the type of task (e.g., well-structured versus ill-structured) and the responses of the student. Therefore, scaffolding does never look the same in different situations and it is not a technique that can be applied in every situation in the same way.

The concept of scaffolding in education is based upon the theory of constructivism which was introduced by Piaget (Pinter, 2006). Piaget stated that children construct knowledge for themselves by actively making sense of their environment (Cameron, 2001). Piaget stated that there are two different ways in which development can take place: assimilation and accommodation (Pinter, 2006). Assimilation occurs when action takes place without any changes to the child. The child assimilates information to fit his or her own interpretation of the world and existing ways of thinking. Accommodation involves the child adjusting features of the environment in some ways. It happens when the child action and knowledge adapt to the new possibility and something new is created (Syarifah, 2016). Assimilation and accommodation work together to build children's intellectual adaptation and development of their cognitive structures. It can be concluded that students should be actively engage in the learning process since they build up their knowledge based on experiences (Pinter, 2006). This things lead to scaffolding.

Moreover, Copple and Bredekamp, (2009) stated that scaffolding is a key feature of effective teaching and can include modelling a skill, providing hints or cues, and adapting material or activity.

2.2.2 Definition of Scaffolding

Axford, Harders, and Wise, (2009) define scaffolding based on the definition from Macquarie Dictionary. Scaffold means a temporary structure for

holding workmen and materials during the erection, repair, cleaning or decoration of a building (Macquarie Dictionary, 2017). Macquarie Dictionary definition indicates that scaffolding enable workers to move up, down, around, and across a building to 'erect, repair, clean, etc. It supports the workers but it also enables them to move about the site in order to carry out their assigned tasks. Although a temporary structure, it can be dismantled and used again on the next job.

Hammond and Gibbons (2001) elaborated similar metaphor for the term of scaffolding in her book. They stated that, scaffolding is placed around the outside of new buildings to allow workmen access to the emerging structure as it rises from the ground. Once the building is able to support itself, the builder removes the scaffolding. This metaphor means that scaffolding is only used as temporary support. Teachers need to provide temporary support that will assist learners to develop new understandings, new concepts, and new abilities. As the learner develops control of these, so teachers need to withdraw that support, only to provide further support for extended or new tasks, understandings and concept.

To return to the first dictionary definition of a scaffold: a temporary structure for holding workers and materials. In educational contexts, the word 'scaffold' has become synonymous with support. Hence, a teacher who provides some advanced supports to their lessons can claim to have 'scaffolded' their students into the task. However, as the dictionary definition indicates, a scaffold is much more than support. It supports the workers and provides (relative) safety and security for them as they go about their work. But it also facilitates the performance of the required tasks (Axford, Harders, & Wise, 2009). In teaching and learning context, support is necessary but insufficient. Support alone does not address the question of how to provide opportunities to all students to participate in real and meaningful literacy tasks. In addition, support on its own encourages dependency and inhibits access to full participation in the tasks schools value and reward (Hammond & Gibbons, 2001). The term scaffolding was originally introduced in the context of one-on-one tutorials and refers to the help given by a teacher or more capable peer in an educational setting.

In the context of classroom interaction, the term scaffolding has been taken up to portray the temporary assistance that teachers provide for their students in

order to assist them to complete a task or develop new understandings, so that they will later be able to complete similar tasks alone (Hammond & Gibbons, 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. In the classroom, scaffolding is a process by which a teacher provides students with a temporary framework for learning. When scaffolding is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. As students gather knowledge and increase their skills on their own, fundamentals of the framework are dismantled. At the completion of the lesson, the scaffolding is removed altogether and students no longer need it (Lawson, 2002 in Suan & Sulaiman, 2011).

Scaffolding is an instructional technique whereby the teacher models the desired learning strategy or task and then gradually shifts responsibility to the students. This type of interaction is consistent with Vygotsky's belief that learning is a social process and not an individual one, and it occurs when students interact with their teacher and with one another in the classroom.

At last, there is no consensus exists with respect to the definition of scaffolding. Despite the many different definitions of scaffolding encountered, some clearly common used in educational context defined scaffolding as support given by a teacher to a student when performing a task that the student might otherwise not be able to accomplish (Vol, Volman, & Beishuizen, 2010).

2.2.3 The essential elements of scaffolding

Some experts stated several essential elements of scaffolding (Applebee & Langer, 1983; Burns-Hoffman, 1993; Langer, 1991; Tharp & Gallimore, 1988; Wong, 1994; Wood et al., 1997) in Hogan and Pressley, (1997, p. 82): 1) Pre-engagement: the teacher selects an appropriate task by anticipating student difficulties, needs, and strategies, and by considering curriculum goals. 2) Establishing a shared goal: within the context of school it is the teacher's responsibility to set instructional goals. 3) Actively diagnosing the understanding and needs of the learner: this requires not only a sensitivity to the learner, but also a firm grasp of the content area. 4) Providing tailored assistance: the assistance

might be in the form of questioning, cueing, prompting, coaching, modelling ideal performance, telling (direct situation), or discussing. Through these verbal acts, the teacher adjust the scaffolding to the student's needs. 5) Maintaining pursuit of the goal: the more complicated a task is, the more support a student needs in order to stay focused and persistent. Teachers can maintain joint attention on a goal by requesting clarifications, asking questions, and so forth. They can also offer praise and encouragement to help bolster students' motivation. 6) Giving feedback: a key role of the scaffolder is to summarize the progress that has been made and point out behaviors that led to the success, expecting that eventually students will learn to monitor their own progress. 7) Controlling for frustration and risk: the teacher needs to create an atmosphere in which there is freedom to try out alternatives without penalty. 8) Assisting internalization, independence, and generalization to other contexts: assisting internalization of the learning means helping students become less dependent on the teacher's extrinsic signals for what to do next.

2.2.4 The characteristics of scaffolding

There are three common characteristics of scaffolding (Vol, Volman, & Beishuizen, 2010).

The first characteristic is *contingency*. Contingency often referred to as responsive, tailored, adjusted, differentiated, titrated, or calibrated support. The teacher's support must be adapted to the current level of the student's performance and should either be at the same or a slightly higher level. A teacher acts contingently when he/ she adapts the support in one way or another to a (group of) student(s). In short, being contingent is one of the most important feature of scaffolding due to the fact that the adult or teacher actually makes continuous evaluation on the learners' progress and then provides appropriate supports just in time to the right persons in specific task (Puntambekar, 2009 in Dinh, 2016). It means that contingency can be defined as the ability to customize support for specific learner(s). It emphasizes how well the teachers judge the need and inquiry of assistance required by the students. To provide contingent support, the teacher must first determine the student's current level of competence.

Teachers therefore should have thorough understanding and knowledge not only of the tasks, but also the learners' capabilities and their changes as the learning progresses (Puntambekar & Hubscher, 2002 in Dinh, 2016).

The second characteristic is *fading*. The rate of fading depends upon the child's level of development and competence. A teacher is fading when the level and/ or the amount of support is decreased over time. It can be said that the fading features of scaffolding is tightly related to the third common characteristics of scaffolding namely the *transfer of responsibility*. When the contingent support from teachers is faded over time, learners progress their competence and take control in their learning. The responsibility of performing a task is gradually transferred from the teacher to the learner (Vol, Volman, & Beishuizen, 2010).

The third characteristic is *transfer of responsibility*. This is the situation when the responsibility for the performance of a task is gradually transferred to the learner. Responsibility refers to students' cognitive or metacognitive activities or to students' affect. The responsibility for learning is transferred when a student takes increasing learner control. Transfer of responsibility is also directly related to the learner's control over subject matter and perception of self-efficacy.

It can be said that scaffolding is a kind of teaching method that comprehensively views on different facets of learners in their learning process. If a student, for example, works on a series of task and the teacher adapts the support responsively to the understanding of the student, the teacher is contingently. In order for scaffolding to happen, a teacher needs to provide supports contingently based on students' ability and responses. If the students gain better understanding and competence over time, the teacher can fade their presence and also transfer the task's responsibility to the students so that they can proceed the task fulfillment independently. In other words, while fading the support, the teacher can also transfer the responsibility to the student so that the learner will take more and more control over his/her learning.

In addition, (Al-Yami, 2008, p. 68) stated that successful scaffolding is related to other educational notions: 1) Intersubjectivity is attained when the adult and child collaboratively redefine the task so that there is combined ownership of the task and the child shares an understanding of the goal that s/he needs to

accomplish. 2) Gradual assistance: scaffolding requires gradual assistance in the sense that the adult provides appropriate support based on an ongoing diagnosis of the child's current level of understanding. This requires that the adult should not only have a thorough knowledge of the task and its components as well as the sub-goals that need to be accomplished, but s/he should also have knowledge of the child's capabilities that will change as the instruction progresses (Lier, 2004). Therefore, the number and types of strategy are different, not only for different learners who are at different levels in their learning but also for the same learner over a period of time. 3) Ongoing assessment: An important point is that the ongoing assessment and adaptation of support is attained through the dialogic and interactive nature of scaffolded instruction. Lier, (2004) added that interactions also enable the adult to monitor progress, provide appropriate support, and eventually fade the support so that the learner is now able to function on his or her own. 4) Learning responsibility: The final key theoretical feature of scaffolding is fading the support provided to the learner so that the learner is now in control and taking responsibility for learning. The scaffolding can be removed as the learner moves toward independent activity.

In an educational setting, Walqui (2006) also added some features of pedagogical scaffolding. 1. Continuity: tasks are repeated, with variations and connected to one another (e.g. as part of projects). 2. Contextual support: exploration is encouraged in a safe, supportive environment; access to means and goals is promoted in a variety of ways. 3. Intersubjectivity: mutual engagement and rapport are established; there is encouragement and nonthreatening participation in a shared community of practice. 4. Contingency: task procedures are adjusted depending on actions of learners; contributions and utterances are oriented towards each other and may be constructed (or, see below, vertically constructed). 5. Handover/takeover: there is an increasing role for the learner as skills and confidence increase; the teacher watches carefully for the learner's readiness to take over increasing parts of the action. 6. Flow: skills and challenges are in balance; participants are focused on the task and are 'in tune' with each other.

2.2.5 Types of Scaffolding

In its evolution and development, the notion of scaffolding has been paid a huge attention and interest of educational researchers. There are various types of scaffolding that have been classified and analysed from a variety aspects. The following part will present the classification of scaffolding based on its function. According to Luke, Freebody, Cazden, and Lin (2005), there are three types of scaffolding: content scaffolding, strategic scaffolding and procedural scaffolding

Content scaffolding/ concept scaffolding can be defined as the guidance provided by the teacher in terms of concept maps and definition to help the students learn and do a given task. It is served to guide students on what to consider and prioritize fundamental concept. In other words, it can be said that in this type of scaffolding, a learner is guided in terms of what to consider, how to create associations between ideas and how these associations form a supportive scaffolding structure (Hannafin, 1999; Linton, 2000 in Cagiltay, 2006). Conceptual scaffolding can be accomplished by several methods and mechanism (Cagiltay, 2006), such as: cueing/ hinting, which is helping students to reach a solution by providing a hint or cue, coaching comments for motivational purposes, providing feedback and advice on performance, and provoking reflection or providing a model for design, or a structure to design in. In addition, in the context of language learning, Luke, Freebody, Cadzen & Lin, (2005) stated that there are several activities which are highlighted in the content of scaffolding: explanation of the concept, such as text types, ideas, and linguistics conventions; and explanation of the procedural knowledge such as text type format, conversion of grammar rules; and providing students with explicit hints and prompts as needed. This scaffolding is used to answer ‘what’ and ‘how’ questions.

Strategic scaffolding guides people in analyzing and approaching learning tasks or problems, and it emphasizes alternatives approaches that might prove helpful (Cagiltay, 2006). It focuses on approaches for identifying and selecting needed information, available resources, and relating new knowledge to existing knowledge and experience’. It involves alerting the learner to available tools and resources that might prove helpful under given circumstances and providing guidance in their use (Hannafin et. al., 1999 in Cagiltay, 2006). Specifically, such

scaffolding can suggest possible approaches to appropriately identify and select necessary information, relate new knowledge to prior knowledge, as well as evaluate available resources. It also refers to the strategies used to carry out the classroom interaction. It can be done by providing processes and approaches to achieve different task outcomes and to help the learners do the task. For example, what teachers need to do to help the students do task as an individual or collaborative work.

Procedural scaffolding emphasizes various ways to utilize the available resources and tools within a given environment (Linton, 2000 in Cagiltay, 2006). This types of scaffolding is frequently provided to clarify how to return to a desired location, how to flag or bookmark location or resources for subsequent review, or how to develop given tools (Cagiltay, 2006). In other words, it deals with the provision of resources, materials, and tools for completing the task. This type of scaffolding assists students in using tools and resources that are available in learning environment. Such assistance is also a kind of help and advice on feature functions and uses. It is also used to answer 'how questions. In teaching and learning process, it can be done by providing pictures, authentic materials, and real object.

Hammond (2001), categorized scaffolding into Macro and Micro level. A macro scaffolding sequence is a teaching learning unit designed around the curriculum cycle (Hammond & Gibbons, 2001). Macro level scaffolding relates to larger issue such as program goals and the selection and sequencing of task (Hammond & Gibbons, 2001). At the macro level, the key elements of scaffolding are: the teacher's clear goals, the teacher's understanding of the linguistic demands of the associated tasks, knowledge of the students and of their current abilities and understandings careful sequencing of tasks designed to develop the practices required to achieve the goal, a gradual but constant shift of responsibility for task completion from teacher to student (Dansie, 2001).

Micro-level scaffolding occurs within the broader macro scaffolding. It is evident in the interactive student-teacher dialogue that occurs within individual activities. The key element of micro scaffolding, is the contingent nature of support. The teacher have to monitor students' understanding and ability in order

to determine the minimum support required. In response, the teacher is constantly removing or supplying the support as needed to complete the task at hand (Dansie, 2001). Micro scaffolding is a kind of teacher's support which occurs in the ongoing interaction (Hammond J. , 2001).

Micro scaffolding occurs during the teacher and students' interaction. According to Walqui (2006) there are six main types of instructional scaffolding: modelling, bridging, contextualization, schema building, representing text and developing metacognition.

The first type of instructional scaffolding is *modelling*. Students need to be given clear examples of what is requested of them for imitation. When introducing a new task or working format, it is indispensable that the learners be able to see or hear what a developing product looks like. From that point of view, walking students through an interaction or first doing it together as a class activity is a necessary step. In short, modelling means giving clear examples of what is requested for imitation by describing, comparing, summarizing, evaluating, etc.

Second, *bridging*, this is the activity is to activate students' prior knowledge so that the students can produce written as well as spoken language. The important aspect in bridging is establishing a personal link between the student and the subject matter, showing how new material is relevant to the student's life, as an individual, here and now. Other ways of bridging include asking students to share personal experiences related to the theme that will be introduced in the lesson or assigned reading.

Third, *contextualizing* means that the teacher can create analogies based on students' experiences. Sometimes, the language used in the academic setting is different to their daily life, teachers then can find some metaphor and analogies that bring complex ideas closer to students' world.

Fourth, *schema building* refers to clustering meaning that are intertwined. Schema, or clusters of meaning that are interconnected, are how we organize knowledge and understanding. It relates to the students' general knowledge which can lead them to the details. The teacher has prepared students to use the information they know, their schema about field work, to foster an understanding of new concepts.

Fifth, *re-presenting text or text representation*, it can be done by inviting students to begin the appropriation of new language by engaging them in activities that require the transformation of linguistic constructions they found modelled in one genre into forms used in another genre. For example, changing the text being reading by the students into role play, asking students to transform text into letter, producing a poster of as story, etc.

The last type is *developing metacognition*. It refers to the ways in which students manage their thinking, and it includes at least four aspects: consciously applying learned strategies while engaging in activity; knowledge and awareness of strategic options a learner has and the ability to choose the most effective one for the particular activity at hand; monitoring, evaluating and adjusting performance during activity; and planning for future performance based on evaluation of past performance.

Roehler and Cantlon (1997) mention five types of scaffolding which occurs during the interaction between teacher and students: offering explanation, inviting students' participation, verifying and clarifying students understanding, modelling of desired behaviors, and inviting students to contribute clues.

First, *offering explanation*, it refers to explicit statement adjusted to fit the learners emerging understanding about what is being learned (declarative or propositional knowledge), why and when it is used (conditional or situational knowledge) and how it is used (procedural knowledge).

Second, *inviting students' participation*, in this type of scaffolding, the students were given opportunities to join in the process that was occurring. After the teachers provided illustration of some thinking, feelings, or actions then the learners had opportunities to fill in the pieces they knew and understood.

Third, *verifying and clarifying students' understanding*, the teachers checked the students' emerging understandings. If the emerging understanding were reasonable, the teacher verified the students' responses. If the emerging understanding were not reasonable, the teacher offered explanation.

Fourth, *modelling*, it can be defined as teaching behavior that showed how one should feel, think or act in a certain situation. There are three types of modelling; think-aloud (demonstrating to learners the thought process underlying

successive steps in a task), talk aloud (showed the learners how to act by talking through the steps of the tasks it was completed), and performance modelling (shown the learners how to carry out a task, with no think-alouds or talk-alouds about the performance or the progress toward completing the performance).

Fifth, *inviting the students to contribute to clues* occurs when the learners were encouraged to offer clues about how to complete the task.

In addition, Tharp and Gallimore (1988) in Roehler and Cantlon (1997) suggested six ways teachers might assist performance in the zone of proximal development. These include *modelling, contingency managing, feeding back, instructing, questioning, and cognitive structuring*.

2.3 Novice and Experienced Teachers

The review presented below explores the fields of research needed to support the argument and research questions proposed above. The review will discuss about novice and experienced teachers and their characteristics.

In order to provide the best quality of education to students, a school must have good teachers. The teachers should have all the qualifications of being good teacher and of course highly trained teachers. In the school setting, there are two kinds of teacher; novice teacher and experienced teacher. Some experienced teachers may be considered expert, while others remain “experienced non-experts” (Tsui, 2003). Both of them have the qualifications of being a teacher. Actually, the number of years teaching, however, does not guarantee expertise as a teacher.

Novice teacher can be defined as a teacher who typically has zero to five years teaching experiences. Ingersoll and Smith (2003) defined novice teachers as beginning teachers who have been teaching for five years or less. Novice teachers are relatively easily defined as those with little or no classroom experience. They are often student teachers or teachers who have less than 2 years of teaching experience (Ganbonton, 1999). In this study, novice teachers can be defined as a teacher who have been teaching less than 5 years.

Experienced teacher refers to those who have taught for many years, are able to motivate students and hold their attention, know how to manage their

classroom effectively, and can change course in the middle of a lesson to take advantage of unforeseen opportunities to enhance student learning. In the literature, however, the definition of experienced teachers seems to hinge principally on the number of years taught; time-related criteria can range from two years or three years (Bastick, 2002) to nine years or more (Atay, 2008). Most commonly, studies identify experienced teachers as those who have approximately five years or more of classroom experience (Ganbonton, 1999). The characteristics of experienced teacher in this study is a teacher who has more than 5 years teaching experience and she/ he should be a certified/ licensed as a professional educator.

2.4 Previous Related Research

There are numerous studies analyzing the effectiveness of scaffolding from multiple aspects that affects learners such as: learners' engagement, perception, interactions, behavior, performance, outcomes, satisfaction, etc. The following part will be a view of several empirical studies that have been done related to scaffolding's effectiveness from multiple perspectives.

A study concerning the use of scaffolding in teaching was carried out by Arfaei Zarandi and Rahbar, (2014). The purpose of this study was to address the research gap in the area of speaking by measuring the effectiveness of interactive strategies of scaffolding on English as a foreign language (EFL) learners' speaking ability. 60 Iranian EFL learners was selected based on a result of their performance on Oxford Placement Test. They took a speaking pretest, and they were randomly assigned to one experimental and one control groups. Interactive strategies of scaffolding were given to experimental group. The control group received routine speaking instruction in ten sessions. Finally, the groups' performance was tested by speaking posttest. The participants were examined in pairs by two examiners. The results indicated that interactive scaffolding strategies were effective in enhancing EFL learners' speaking ability.

A Classroom Action Research which conducted by Rahmawati (2015) aims to develop the students' Speaking Skill through Scaffolding Talk technique. This research tried to find out whether Scaffolding Talk Technique is able to improve

the students' speaking skill and also to identify how far the implementation of Scaffolding Talk technique improve students' speaking skill. It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. The findings show that the students' speaking skill increases from pre to post test. It can be concluded that Scaffolding Talk technique is able to improve the students' speaking skill.

A case study which focus on the use of scaffolding in teaching was also conducted by Bjonness and Kolsto (2015). This study examined a teacher's scaffolding strategies supporting his students during a twelve-week open inquiry project at an upper secondary school. They used interaction analysis to identify how teachers provides structure and space in the different phases of open inquiry as well as how it constitutes the students' inquiry process. The study revealed that the teachers scaffold this open inquiry in two opposing ways; he created space for the students to make their own experiences and ideas, which eventually set up the need for more directed scaffolding to discuss the challenges students experienced, and directing students' ideas in certain directions in phases with structure. They suggest that the interplay between structure and space creates what can be seen as a driving force providing both exploration and direction for open inquiry. Moreover, they also propose that the dual concept of 'structure and space' can work as a thinking tool to promote teachers' competence on how to scaffold more authentic versions of scientific inquiry in schools.

Similar study was conducted by Samana (2013). This study investigated the scaffolding from a teacher and from classmates while students were doing tasks in the classroom setting. The participants of the research were EFL students with low English proficiency, this research compared the scaffolding strategies used by the teacher to the classmates. Also, it focused on the task achievement after the students received the social supports and students' attitudes towards the scaffolding providers. The result of the study shows that in the classroom context, not only the teacher can scaffold students with low level of English proficiency can also successfully scaffold their peers. It is not necessary that the scaffolding comes from an expert or a teacher. Novices or students who are not fluent in English can also give help. The teacher of the classroom and students can provide

help differently. This research recommends the teacher to use scaffolding as a teaching strategy in an EFL classroom.

Gusrayani (2017) conducted similar research. This research aimed at revealing the specific types of scaffolding that successfully fostered students' self-regulation. Four teachers were involved in this study along with the students. The data were derived from classroom observation, students' focus group, teachers' interview and documents analysis. The result shows that there are seven types of scaffolding successfully fostered student's self-regulated behavior: modelling, explaining, directing, questioning, verifying and clarifying, feedback and task structuring. These types of scaffolding were found in this research that help the learners improve their mastery of English and become a self-regulated learner.

2.5 Conclusion

The previous literature review which have been explained above indicate that scaffolding develops students' ability in many ways. Those studies offers rich narratives of scaffolding in the classroom. It shows the appearances that scaffolding can take in many different contexts and informs us on the many strategies that can be used. It has been found that scaffolding can come from the teacher to the students and from more capable students to their friends (Samana, 2013). From those reviews, it can be assumed that scaffolding, along with its characteristics and elements, is very powerful and something to consider about in improving students mastery in learning English Language. Regarding the theoretical foundation and the previous studies, this study attempts to uncover how experienced teacher and novice teacher used the scaffolding strategy in their teaching. Whether they make differences or not. Expert teacher has been teaching for years and it can be assumed that they are experienced enough in teaching the students. While novice teacher, they had no or less experience in teaching, but they have the latest knowledge of strategy in teaching that they got in their institution. That's why this study tries to analyze the scaffolding strategy used by novice and expert teacher in their teaching, and to know the influence of this strategy to the student's improvement.