CHAPTER I
INTRODUCTION

A. Background of the study

English has become one of international languages. Because of this reason most of countries in the world try to master English well by building up their educational policy. Many people learn English and make it into their second language. All around the world, students of all ages learn to speak English with different reasons and purposes. Some students, of course, only learn English because it is on the curriculum at primary or secondary school, but for others, studying the language reflect some kind of choice. Many people learn English because they think it will be useful in some ways for international communication and travel. Communication is happened because of language. In every human activity, language is needed as unseparatable part of society. Charles W. Kreidler says that a language is a complex system of symbol or sign that are share by members of a community. The symbols may be spoken, written, or signed hands.[1]Here, English become a bridge for international communication.

English has bag impact for information exchange and development of technology around the world, included Indonesia. English influence is not entirely a recent phenomenon. Since English has crucial role in the global era, English becomes a compulsory subject in Indonesians' school. James Sneddon states that although English become a compulsory subject, this plays little part in its success in Indonesia. Until 1980s, most teachers have limited English proficiency and teaching tends to be the same uninspiring grammar, based instruction use in teaching Indonesian. With the consequence that few people acquire anything but minimal English skill at school.[2]

English is taught in formal and in informal education, from elementary school until university, and from young learners to adult learners. At most bilingual program, all of the subjects include mathematics, Science, Social

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[1]Charles W. Kreidler, *Introducing English Semantic*, (London:Routledge, 1998), p.20
[2]James sneddon, *The Indonesian Language: Its History and Role in Modern Society*, (Sydney:University of New South Wales Press, 2003), p.175

Studies and other subjects are delivered in English. Although English has been taught for any levels, but the result is not satisfied. Teacher and learners often face difficulties and learning problem. Deddy Mulyana said that in formal education, English learning will meet some of learning problems, they are:

1. A large number of students in the classroom.
2. The lack of teachers' ability.
3. There is an assumption that English is only knowledge, it is not practical but theoretical.
4. Students are unmotivated with English.

The existence of English in Indonesia as a foreign language becomes another step obstacle for the teachers to enable the students to use English communicatively since it is not used in real daily conversation but it is only used at certain places, e.g. at schools and certain work places. There is no other was for teachers to train the students communication and also to ensure that the students master the concept given well at the same time with a very limited time except by conducting a collaborative teaching.

In the teaching and learning process, teachers' significant role is inevitable. Having qualified teachers would be so fruitful. Consequently, teachers of foreign language should have good language skills of the second language or foreign language they teach because they provide the main language input for the students who may have limited exposure outside the classroom. They also need good interactions skills in order to use kinds of activities based and interactive method, which is suitable for the learners. A good teaching and learning process does not only put the qualified teachers as a single main source but also involves the students in that process. The involvement of the students is a paramount thing in every teaching and learning process as there will be an excellent interaction among the teachers and the students.

In Islamic perspective, a good interaction is found in Surah An-Nahl: 125 as follow;
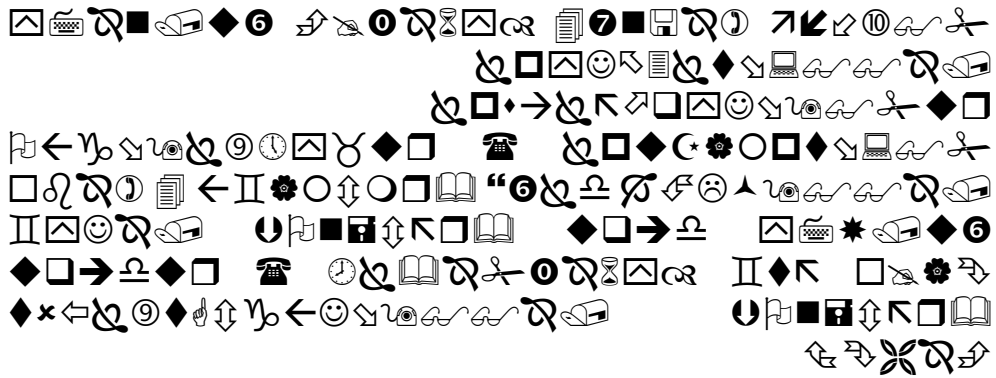
> "Call men to the path of your Lord with wisdom and mild exhortation. Reason with them in the most courteous manner, your Lord best knows those who stay from His path and best knows those who are rightly guided.[3]

Based on the statement above, it invites us to clarify the truth and also deny the opinion of others with the right ways. In relation with good interaction this statement means that we may use the variation way to convey messages. Because when one way is not successful there are many ways we can take to convey messages. But, these must be in right ways. Because Islam is the religion that have perspective *Rohmatal Lil Alamin* from one to others, means Islam always teaches us to love and care to others in all situation. Further, t will be useful if it can be applied in teaching and learning process. This is related to teachers-students interaction during teaching and learning process.

In creating an interactive class, the teachers are not suggested to keep explaining something to the students because it will make them become passive in the class. The teachers actually can use the students' knowledge to construct or build their understanding by asking them some questions, giving them some clues, or providing some variations in their teaching to create the students understanding. To that extent, it can be assumed that in order to attain the goal of teaching and learning process, the teachers should provide scaffolds or supports to facilitate learners' development. The scaffolds facilitate the students' ability to build on prior knowledge and internalize new information. An important aspect of scaffolding instruction is that the scaffolds are temporary.

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[3]Wahbah Zuhaili, dkk, *Ensiklopedia Al-Qur'an*, (Jakarta : Gema Insani Press, 2007), p.287

The process of scaffolding is much like the traditional definition of scaffolding as a temporary support system used until the task is complete and the building stands without support. Supports are provided to the students and then gradually removed so that the students can be self-regulated and independent learners.[4] Based to the statements, it is so obvious that in the classroom, the students will get certain numbers of temporary supports from their teachers with the purpose of creating their own understanding. Thus, in mastering concept, the students actually construct and shape it by themselves. They will interact with their surrounding related to the lesson. The teachers here will provide contemporary supports for the students so that the students will be engaged in the teaching and learning process. When they are engaging in this process, they eventually will interact and construct their own understanding under the guidance of the teachers. When they have mastered the lesson, the teachers will gradually decrease the supports.

There are some duties that teachers have to do in giving lesson materials among others are how teachers of seventh grade in bilingual class support the students understanding. How to make the students understand the material discussed and how to make them talking in class through the teachers' scaffolding talks. This study analyzed kinds of teachers' scaffolding talks used by the teachers at seventh grade bilingual class of SMP 01 Tayu in their teaching and learning process and the functions of teachers' scaffolding talks.

B. Reason for choosing the topic

This study is related to the teaching and learning process among the teacher and the students on how actually the teacher support the students in order to help them to achieve skills or tasks independently. The reason is scaffolding talks are effective way that enable teacher to accommodate individual student's need and collaborate with student's to create meaning independently. These talks eventually will train the student's speaking skill since these talks will engage the student's to have a contribution in the

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[4]http://www.coe.uga.edu/epltt/scaffolding.htm accessed on January 12th 2010.

teaching learning process. Therefore, scaffolding talks presumably have a great contribution in teaching learning process.

C. Questions of the study

This study is conducted to answer the following questions:

1. What types of Scaffolding talks do the teachers use in the classroom to support and facilitate the students' understanding on the English as an instructional language?
2. What are the functions of scaffolding talks used by the teachers in the classroom?
3. Why do the teachers use such scaffolding talks?

D. Objectives of the study

The objectives of the study are:

1. To describe kinds of Scaffolding talks used by the teachers in the classroom to support and facilitate the students' understanding on the English as an instructional language.
2. To explain the functions of scaffolding talks used by the teachers in the classroom.
3. To know the reasons of the teachers use such scaffolding talks.

E. Scope of the study

1. Teacher

   Teacher is defined as someone whose job is to teach, especially in a school[5]

2. Teacher's scaffolding talks

   It is teacher's utterances which accompany his or her actions in the classroom to provide scaffold for the students understanding and

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[5]*Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000),p.1333

facilitate the learners' ability to achieve new information and complete their tasks independently.[6]

3. Teenagers in learning

    Teenagers mean a person who is between 13 and 19 years old.[7]

4. Bilingual education

    Bilingual is defined as speaking or using two languages.[8] According to Jack Richard et al bilingual education is using second or foreign language in the teaching and learning process.[9]

F. Pedagogical significance

Based on the objectives of study, the significance of the study can be started as follows:

1. The result hopefully can help the English teacher to teach and support the students and also develop their skills in using English which is in line with the culture of where is language is used.

2. It is expected the result of this study would make the students more interested studying English.

3. It is expected that the finding of this final project would beneficial that English Department students can understand kinds of scaffolding talks and its functions.

4. And hopefully there would be further research dealing with scaffolding talks.

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[6]http://www.coe.uga.edu/epltt/scaffolding.htm accessed on January 12th 2010.
[7]Oxford Advanced Learner's Dictionary, *op.cit.,* p.1335
[8]*Ibid.,* p. 109
[9]Richards jack et al, *Longman Dictionary of Applied Linguistics,* (England : Longman Group Limited. 1985).p.28