

CHAPTER II

REVIEW RELATED LITERATURE

A. Theoretical Review

1. Teacher's Role

A teacher of course is a job profession. Like other jobs, a teacher has many duties and responsibilities. Some people said that being a teacher is like a gardener. He or she plant the seeds and then watches them grow. Whatever people think about a teacher, there are many definitions about it. At Oxford advanced learner's dictionary teacher is defined as someone whose job is to teach, especially in a school¹. In education a teacher is a person who educates others. A teacher who educates an individual student may also be described as a personal tutor. The role of teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education.²

A teacher can be said as a facilitator and a resource for his or her students. She or he should have some requirements a teacher need special qualities of education skill, good personalities, and able to perform different roles at different lesson activities. Jeremy Harmer said that a teacher has some roles which is has aim to facilitate the students' progress in some way or other. All of the roles are:³

1. Controller

When teacher acts as controller she / he dominate activities that take place in the classroom. The teacher may stand at the front of the class, dictating everything that happens and being the focus of attention. For the consequence, there will be little chance for the students to take much responsibility for their own learning.

2. Organizer

¹*Oxford Advanced Learner's Dictionary, op. cit, p.1333*
²[http:// en.wikipedia.org/wiki/teacher](http://en.wikipedia.org/wiki/teacher), accessed on July 8th 2009
³Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2002), 3rd Ed., p.57

Organize the students to do various activities is an important thing for the teacher. Included gives the students information, tells the students how they are going to do the activity, puts them into pairs or groups and finally closing things down when time is over.⁴

3. Assessor

Teacher can help his / her students to evaluate their performance, offering feedback and correction and grading students in various ways. The teacher needs to be aware about possibility of his / her students' reaction with the assessment.

Some students will feel satisfy with their learning result if they get good mark, but sometimes half of them will feel under pressure when they get bad mark.

4. Prompter

Teacher has to prompt students to speak English rather than using their mother lounge. She / he should encourage the students to think creatively, pushing them to achieve more, feeding in a bit of information or language to help them proceed.

5. Participant

Teacher has certain times to join in an activity not as a teacher, but also as a participant. She / he may take part in discussion and organize students' group.

6. Resource

Students may ask something to the teacher. They may want to know information in the middle of an activity about activity itself or other information. Students can consult to the teacher to get more knowledge and solve their learning difficulties. Teacher is considered as a person who more understand than them, it is hoped that teacher can help their students and give them many references.

7. Tutor

A teacher can be an advisor for his / her students who response to what the student is doing and advises them on what to do next.

⁴*Ibid.*

8. Observer

A teacher needs to be able to work and observe simultaneously, listening, watching, and absorbing, so between the teacher and the students can create the best kind of rapport.

The role of the teacher in talking and learning is undoubtedly crucial.⁵ Teachers should expose students to knowledge. The researcher has an assumption that a teacher not only has the roles like above, teacher has more roles and duties. Teacher can be a presenter, motivator, leader, brainstormer, and challenger for his or her students. Each of these roles can help the students for absorbing the knowledge that is delivered by the teacher. Teacher need to play a variety of roles for their students in order to the students feel comfort and have desire to learn. Many people said that experience is the best teacher. A good teacher should give it to the students. The teacher should be there to guide the student to the right experiences and the best teachers are always providing more scaffolding for their students' understanding.

2. Scaffolding Talks

a. Definition of Scaffolding Talks

There are many important definitions of scaffolding. As Bradley K. S and Jack A. B quotes from Ovando et al states that scaffolding is defined providing contextual supports for meaning trough the use of simplified language, teacher modeling, visuals and graphics, cooperative learning.⁶ Hammon and Gibbon tent the term of scaffolding both literary and metaphorically. The term scaffolding literally refers to a structure that is temporarily placed around a new building while it is being constructed. Without the scaffolding, the building would not be able to stand on its own. Metaphorically, scaffolding is the temporary support that is provided by the teachers to the learners as they expand their knowledge and gain

⁵Teresa Grainer, *The Routledge Falmer Reader in Language and Literacy*, (London: Routledge Falmer 2004).p.134

⁶Bradley K. S and Bradley J. A, *Scaffolding Academic Learning for Second Language Learners*, <http://www.iteslj.org/articles/bradleyscaffolding/-14k> accessed on January 4th 2010

new skills.⁷ When the students have a secure understanding of the new knowledge or skills, teachers are then able to remove the scaffolding. This continual process will place the learner at a higher level of knowledge. Linda Lawson argues that scaffolding in an educational context is a process by which the teachers provide a temporary framework for learning to the students.⁸ Through the scaffolding the teacher provides support for the students. This is done by providing explicit knowledge and guided practice. The teacher explicitly contributes what students are not yet able to do or do not know and adjusts the contribution as students move through the zone of proximal development towards their potential level of independent performance.⁹

The idea of using scaffolding talks came up as a result of creating an interactive teaching. It is drawn from the work of Vygotsky and his ZPD model. The ZPD is the area between what a learner can do their task independently and what can be accomplished with the guidance of a competent adult or peer. Vygotsky believed that any child could be taught any subject effectively using scaffolding techniques by applying scaffold at the ZPD. It can be said that when scaffolding is applied with the zone of proximal development, learning will be facilitated.

By those explanations, it can be summarized that the origin of using scaffolding in an educational setting is from Vygotsky's sociocultural theory and his ZPD concept. Vygotsky stated in his Sociocultural theory, children's learning processes and their development take place in social contexts of the culture. Gibbons argued that sociocultural theory sees human development as intrinsically social rather than individual.¹⁰ An individual's development is thus to a significant extent a product, not a prerequisite of education the result of his social, historical, and cultural experience. As human beings, biologically we are all able to acquire

⁷Paulin Gibbons, *Scaffolding Language, Scaffolding Learning: Teaching Second Language in the Mainstream Classroom*, (USA : Heinemann 2002).p.10

⁸Linda Lawson, *Scaffolding as a Teaching Strategy*, (England : City College 2002).p.2

⁹Susan Fez and Helen Joyce, *Text-Based Syllabus Design*, (Sydney: National Centre for English Language Teaching and Research Macquarie University 1988).p.27

¹⁰Paulin Gibbons, *op. cit.*, p.8

language but what language we learn, how skillful we are at using it, and the purposes for which we are able to use it are a matter of the social contexts and situations we have been in.

If we transfer this concept to language learning in classroom context, it can be said that the language used by the teacher during the teaching learning process and the kinds of activities applied for the learning process will determine the students' language development. Based on the socio-cultural theory, learning process and students' development will take place through interaction with more capable persons in socially and culturally based situation.

b. Characteristics of Scaffolding Talks

There are many important attributes of scaffolding. Raphael and Hiebert assume that scaffolding must be supportive (assist learners to do what they could not do independently), adjustable, (support can be added or leased), temporary (support will eventually not be needed).¹¹ Rahmi Widyaningsih as she cited from Berk and Winsler concluded attributes of effective scaffolding as follows:¹²s

1. Joint problem solving, includes participating in an appealing and meaningful activity where reaching a goal is a joint effort.
2. Intersubjectivity, is the common ground where the participants have shared understanding of the goal.
3. Warmth and responsiveness, is when the adult is responsive to the needs of the child and is supportive and encouraging.
4. Maintenance of appropriate ZPD. Keeping the child in the appropriate ZPD is the most important goal of scaffolding because that is where the greatest learning occurs.
5. Promotion of self regulation, entails removing the scaffolding and allowing the child to work independently.

¹¹<http://www.hamline.edu/gse/academics/resourcespdf.pdf> accessed on January 4th 2010

¹²*Ibid.*

Other experts talk about teachers' scaffolding talks are Jamie McKenzie. Mc Kenzie and Van Der Stuyf. They describe eight characteristics of scaffolding, there are:¹³

1. Provides clear direction and reduces students' confusion – Educators anticipate problems that students might encounter and then develop step by step instructions, which explain what a student must do to meet expectations.
2. Clarifies purpose – Scaffolding helps students understand why they are doing the work and why it is important.
3. Keeps students on task – By providing structure, the scaffolded lesson or research project, provides pathways for the learners. The student can make decisions about which path to choose or what things to explore along the path but they cannot wander off the path, which is the designated task.
4. Clarifies expectations and incorporates assessment and feedback – Expectations are clear from the beginning of the activity since examples of exemplary work, rubrics, and standards of excellence are shown to the students.
5. Points students to worthy sources – Educators provide sources to reduce confusion, frustration, and time. The students may then decide which of these sources to use.
6. Reduces uncertainty, surprise, and disappointment – Educators test their lesson to determine possible problem areas and then refine the lesson to eliminate difficulties so that learning is maximized.
7. Delivers efficiency – If done well, a scaffolded lesson should nearly scream with efficiency.
8. Creates momentum – Scaffolding concentrates and directs energy in ways that actually build into momentum.

Based on the characteristics of scaffolding talks given by some experts above, the writer conclude that scaffolding talks is very important

¹³<http://condor.admin.cuny.edu/group4/Van%20Der%20Stuyf/Van%20Der%20Stuyf%20Paper.doc> accessd on January 10th 2010

in English language teaching and learning process. The role of scaffolding talks in teaching is as assistance, a bridge or a guide provided by the teacher so that the learners are able to accomplish their task independently without any difficulties. The writer also makes a conclusion that the characteristics of scaffolding talks are:

- a. Scaffolding using open-ended questioning where the adult asks questions to elicit response from the child.
- b. Scaffolding providing feedback that is encouraging, evaluative, clarifying, acknowledging, informational and interpretative.
- c. Scaffolding provides direct instructions through modeling, suggesting the child, asking for a particular action, or completing the activity together.
- d. Offering explanations.
- e. The teacher provides cognitive structuring which assists in problem solving and reasoning. This includes explicitly teaching rules and helping the child become aware of relationships between objects and events.
- f. Scaffolding controlling the students frustrating during the tasks and demonstrating an idealized version of the task given

3. The Functions of Scaffolding Talks

The purpose of teaching and learning English based on the curriculum is to enable students to master and use English communicatively. This means that the teachers have to be able to involve their students in every teaching and learning process by creating an interactive class so that they will get enough chances to practice their English and to be active learners. The teachers put themselves as the facilitators who create supports and helps the students to gain their understanding toward the concept. There are several ways for the teachers to create an interactive class. Actually these ways are used to scaffold the students in teaching and learning English so that they will be independent

learners. According to the Turney et al there are the functions of scaffolding talks:

a. Explaining

The essential outcome of teaching and learning process is students' understanding of the lesson. The teachers create their students' understanding through explaining. Thus, the teachers' skills of explaining determine the outcome of teaching and learning process. As Turney quotes from Hogg and Foster state that explaining is one way the teacher tell the pupil something. In telling, the teachers organize lesson content so that the pupil is exposed to content in a planned and controlled sequence.¹⁴ There are six components of skills that the teachers have to master: raising key questions, promoting clarity, using example, forming connections, making emphasis, and monitoring feedback.¹⁵

b. Basic and Advanced questioning

In every classroom there will be some talks among the teachers and the students and usually the teachers' talks will dominate it. It is good for the teachers to dominate their classroom as long as those talks bring good impact toward the students' behavior. On the other words, they will stimulate the students' development in mastering and understanding the concept given and gradually they will be independent learners. Without having some talks, the teachers will lose the students' attentions and motivations.

The use of questioning is actually to know how well pupils understanding the material given to them. The questions given by the teachers will lead the students' interest and curiosity. It will encourage the students to have some contributions in the teaching and learning process. Based on Turney there are eight components of the skills of questioning as follows:¹⁶

¹⁴Turney C, et.al., *Sydney Micro Skills*, (Adelaide: Sydney University Press,1983), p.15

¹⁵*Ibid.*, p.38-43

¹⁶*Ibid.*, p.73

1. Structuring

During the lesson, the teachers may also structure the discussion by giving specific information relevant to the task either immediately before or after a series of questions.

2. Phrasing or clarity and brevity

To facilitate responding by pupils, questions should be phrased in words that are appropriate to the level of development of students.

3. Re-directing

When the teacher wishes to maintain attention to one question, and to invite several pupils to respond, the technique of re-direction may be used. Having posed a question for the whole class the teacher may select pupils to respond in turn by naming them (verbal re-direction) or by pointing, nodding or smiling (gestural re-direction).

4. Distributing

Questions are should be directed, as general rule to the whole class so that all pupils are encouraged to feel responsible for forming answers.

5. Pausing

The teacher should pause for a few seconds after asking questions of the whole group and before a particular child to respond.

6. Reacting

The enthusiasm and warmth, which a teacher shows in reacting to pupil's answer, will often be an important determinant both of that pupil's further participation in the lesson and the participant of other pupils.

7. Prompting

A further aspect of the way in which a teacher respond to a pupil is the strategy adopted when the pupil fails to articulate an answer, or give inadequate answer. By rephrasing the same questions in a parallel fashion, the teacher may help the pupil avoid difficult words, and thus complete the task successfully. Students are may also assisted with simpler questions relevant to the original task.

8. Changing the level of cognitive demands

As well as preparing key questions which vary the level of cognitive demand, teachers may also find it easier to ask higher order questions when they have source materials such as graphs, document and apparatus of various kinds to which students are able to refer in answering these questions.

c. Reinforcement

Reinforcement is the response by one person to another's behavior so that the probability of that behavior occurring again is increased.¹⁷ Referring the definition of reinforcement, the teachers give this kind of treatment to the students eventually to increase students' positive behavior. In the process of increasing their positive behavior toward the lesson, the students need to have attention and motivation to the teachers. Thus the purpose of giving reinforcement is to catch the students' attention, motivation, and increasing their positive behavior in teaching and learning process.

There are three components of reinforcement may be applied by the teachers in the classroom:

1. Verbal Reinforcement

Verbal reinforcements are in the form of teacher praise, attention, encouragement and approval.

2. Token Reinforcement

Token reinforcement done by the teacher includes giving stars, ticks, stamps or points may be effective with young children.

¹⁷*Ibid.*, p.14

Positive and discriminating written comments on a pupils work appear to be more appropriate with older pupils. Another example of this kind of reinforcement is giving chart recognition (a star next to pupils' names, offering monetary rewards).

3. Proximity and Contact Reinforcement

A teacher may increase the impact of praise for performance and achievement by moving among students, sitting and standing with them, and displaying direct interest in their work and efforts by employing what is referred to "proximity reinforcement".

d. Introductory Procedures and Closures

Introductory procedures and closures actually concern about the teaching and learning process in the classroom since the beginning until at the end of it. It is quite important to discuss since it shows the interaction among the teachers and the learners in the class and how actually the teaching and learning process goes on. There component of introductory procedures and closures are: gaining attention, structuring, making links, reviewing, and evaluating.

1. Gaining attention

At the beginning of a teaching series, the teacher needs to attract and then holds the students' attention. There are several ways to gain students' attention:

- a. Teacher variation of gesture or position, eye contact and voice, use of pause or clear focusing comments all serve to attract attention, stimulate interest and convey meaning, providing many ways to start a lesson.
- b. The use of various modes of communication broadly categorized as visual, aural and tactile provides stimulus that gain attention, arouses curiosity, and can lead to thinking and learning. Audio-Visual aids provide a concrete basis for conceptual thought and their general interest.

2. Making links

For introductory procedures and for closures, making links involves recalling concepts or skills that already known to students in order to aid understanding and retention of new and unfamiliar material. The concern of this section is with specific teacher's behaviors which set a context for treating material by referring back to what was learned or experienced at some point in the past. The two aspects of making links which will be considered are recalling concepts and highlighting familiar ideas.

3. Reviewing

At the end of lesson, reviewing to a close, reviewing relates to moves initiated by the teacher that will ensure the treated material is consolidated for students, so that the main concepts are recalled, looked again, re-emphasized and remembered.

4. Structuring

In a broad sense, structuring involves the teaching-setting context for what the students will do subsequently in a lesson. Dailis as cited by Turney states that for the introductory procedures the teacher could structure by establishing goals, giving directions and outlining context.¹⁸ When a teacher structures by establishing goals, students are given indication why they will be involved in a particular lesson. Meanwhile, giving directions occurs when a teacher indicates to students how they will be working in particular ways throughout the lesson.

5. Evaluating

In the closing stage of the lesson, evaluating encompasses moves made by the teacher to obtain information as a basis judging whether the lesson goals have been achieved, and for deciding what will happen in subsequent lesson.

4. Teaching Teenagers

¹⁸*Ibid.*, p.81.

Teenager is defined as a person who is between 13 and 19 years old.¹⁹ Teenager is age of transition between child and adult, confusion, self consciousness, growing, and changing bodies and minds.²⁰

Teaching teenager is different from teaching young learners. Some people believe that teenagers are unmotivated, surly, and uncooperative. It is the reason they make poor language learners. There are some characteristics of teenagers:²¹

- a. Teenagers' intellectual capacity are abstractly adds. There are possible of increasing sophisticated intellectual.
- b. Teenagers can solve complex problems with logical thinking. It is the impact of linguistic metalanguage.
- c. They need more attention spans is a result of intellectual maturation.
- d. Varieties of sensory input are still important, but again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses.
- e. Factor surrounding ego, self-image, and self-esteem are taking a crucial role.
- f. Secondary school students are of course becoming increasingly adult in their ability to thinking. But as teaching adults, care must be taken not to insult them with stilted language or to bore them with overanalyzes.

Teens are so sensitive to how others perceive their changing physical and emotional selves along their mental capability. One of the most important concerns of secondary school teacher is to keep self-esteem high by:

1. Avoiding embarrassment of students
2. Affirming each person's talents and strengths
3. Allowing mistakes and other errors to be accepted
4. De-emphasizing competition between classmates

¹⁹Oxford Advanced Learners' Dictionary, *op. cit.*, p.1335

²⁰H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy 2nd Ed*, (New York: Addison Wesley Longman Inc.,2001), p.92

²¹*Ibid.*,

5. Encouraging small-group work where risks can be taken more easily by teen

Teenagers' if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. The teachers' job is must be provoke student engagement which is relevant and involving. As Jeremy Harmer from Herbert Puchta and Michael Schratz states that problem with teenagers as resulting, in part from the teachers' failure to build bridges between what they want and they have got and their students' worlds of thought and experience.²²

Teens are capable learning issues directly in why those young learners might not. We are able to discuss abstract issues with them. Indeed the teacher job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts which they can resolve or themselves with our guidance.

5. Bilingual Class

Bilingual is defined as speaking or using two languages.²³ According to Jack Richard et al bilingual education is using second or foreign language in the teaching and learning process.²⁴ According to Douglas Brown there three types of bilingual education:²⁵

a. Transitional bilingual programs

There is use of partial or total students' mother language when the students enter school at first, and later than change to the use of the second language only.²⁶

b. Maintenance bilingual programs

Here, the students use their mother language when the students enter school but later than gradually change to use of the second

²²Jeremy Harmer., *op. cit.*, p.39

²³Oxford Advanced Learners' Dictionary, *op. cit.*, p.109

²⁴Richards Jack, et.al, *Longman Dictionary of Applied Linguistics*, (England : Longman Group Limited. 1985).p.28

²⁵H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy 2nd Ed*, (New York: Addison Wesley Longman Inc.,2001), p.122

²⁶Richards Jack, et.al., *op. cit.*, p.28-29

language for teaching some subjects and the home language for the teaching others.

c. Enrichment bilingual programs

The third form of bilingual education is Enrichment bilingual programs. In this type of bilingual class, the student use the foreign language in some subjects in the classroom, but the mostly subjects are delivered in their native language. On the other words, they use English only to enrich their knowledge.²⁷

Since the middle 1990s bilingual approaches to schooling and the higher education have become popular in parts of South-east Asia, especially in some countries that is the mother tongue is not English. They applied some models, such as from L2 immersion (content taught in a non-native language) to parallel immersion, where core subjects are taught in both the mother-tongue and a second language (usually English).

The reasons for promulgating bilingual education are also varied. In one place it may be to revive a language that is dying or lost, as in Wales and Ireland. In another it may be the desire to promote the learning of the official language, as in Canada. In a third place it may be to ensure the efficient learning of a world link language that is not used as a language of social inter course.

B. Previous Research

Some of the previous researches which are related to this research are:

1. Teachers' Scaffolding Talks at Children Foreign Language Classroom.²⁸

This research is written by Rahmi Widyaningsih student number 2201403220. She collected the data from Permata Bangsa elementary school. She observed three English teachers. She wanted to know

²⁷ H. Douglas Brown, *op. cit.*, p.122

²⁸ Rahmi Widyaningsih, *Teachers' Scaffolding Talks at Children Foreign Language Classroom*, Thesis of UNNES, (Semarang: Library of UNNES, 2007), unpublished

kinds of scaffolding talks used in the classroom and what are the speech functions of it. The finding of the data showed that all of the teachers used scaffolding talks from the beginning to the end of the class. Then, the second finding showed that the speech functions performed by the teachers in their scaffolding talks are statement in giving opinion, question in demanding opinion, question in demanding good and services. The teachers rarely perform an offer.

She suggests that the teachers should not repeat question quickly, and the teachers should not answer their own questions too often because the teachers themselves frequently answer questions they have posed, before that students had adequate opportunity to respond.

The first similarity of her research with the writer is on the object and the participant. Then, the second similarity is both of the previous research and writer's research is want to know kinds of scaffolding talks is used by the teacher in the teaching and learning process. The differences are on the setting, the previous research collected the data from the elementary school teacher and the writer gets the data from the secondary school teacher. The writer will fill the gap about the reason from the teachers use each scaffolding talks.

2. Scaffolding Talks in Teaching speaking Based on Social Constructivism Theory.²⁹

This research is written by Yuliati student number 2201404515 from English Departement Language and Art, Semarang State University.

She collected the data from two classes at second grade of SMA 4 Semarang. She observed two English teachers which are teach different class. She analyzed the data by using qualitative and quantitative data analysis through the process of noticing, collecting and thinking. The result of the data showed that both of two teachers,

²⁹Yuliati, Scaffolding Talks in Teaching Speaking Based on Social Constructivism Theory, Thesis of UNNES, (Semarang: Library of UNNES, 2008), unpublished

Teacher A and B implemented the Social Constructivism Theory. They create some supports to scaffold their students to speak up. The weaknesses of both teachers were actually related to the variation of scaffolding talks given. They tended to repeat the same way in implanting the scaffolding talks. From the data calculation showed that they spent their time in teaching mostly to explain material to the students. Therefore it put the student in a difficulty to lead them to speak up and made them dependent to the teachers.

She gave the students questionnaire to know whether or not the teachers' scaffolding talks made them speak in the classroom. The result of the study showed that the teachers' scaffolding talks are not supported enough for their speaking ability. The students were become shy and afraid when they tended to speak up in their classroom. This condition was affected from the monotonous of teachers' scaffolding talks. The teacher were rarely gave them a feedback and reinforcement with their speaking.

The similarities between her research and the writer's are on the participant that she observed the teachers scaffolding talks can make students speak up in the classroom and the writer observes the functions of each teachers' scaffolding talks. Then the last difference is on the method of collecting data where as the previous researcher used observation, interview and questionnaire and the writer does not use questionnaire.