

Exploring the Scaffolding Technique in Teaching Recount Text: A Case Study in SMP Negeri 5 Jepara

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Abstract.

This study is focused on the use of the scaffolding technique in English teaching. The objectives of this study were (1) To explain types of scaffolding techniques used by the teacher in teaching recount text. (2) To elaborate on the challenges faced by the teacher in using the scaffolding technique in teaching recount text. (3) To describe the solution of the challenges faced by the teacher in using the scaffolding technique in teaching recount text. In order to achieve the objective of the research, relevant theories were refereed and discussed. This study uses a qualitative method the subject was an English teacher at SMP Negeri 5 Jepara. The results showed the English teacher under the study had been implemented all types of scaffolding they were modeling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. She has implemented scaffolding in certain situations based on the types of scaffolding. Based on the results of observing the teacher in her English teaching process and interviewing the English teacher under study, there were several challenges faced by the teacher in implementing scaffolding. They were students' interest, students' confidence, and teaching aid. Based on the research finding the solution to the students' interest challenge is creating a fun atmosphere in the classroom, to challenge students' confidence is to provide motivation, and the solution to the challenge of teaching aids is updating teacher teaching methods.

Keywords: scaffolding; teaching recount; challenges in scaffolding

Introduction

The current issue in the teacher's findings is that the scaffolding technique means a process of learning techniques carried out by a teacher on a subject in the teaching and learning process by using support as a bridge. In the application of the term "scaffolding" during the process of a teacher or educator preparing learning assignments and using dialogue to provide directions and instructions that guide student participation in learning assignments (Celce-Mucia, 2001:195). This means that scaffolding is used by teachers or educators to raise students' abilities in understanding the material provided by providing

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stimuli in the form of instructions, directions, or suggestions, these stimuli are given gradually so that they can achieve the objectives of the teaching and learning process. Scaffolding instruction as the role of teachers and others in supporting the development of learners and providing a support structure to reach the next stage or level (Cattell, 2000). Experience is needed by students to be able to develop into educated individuals, in addition to experience, the environment also plays an important role in students' learning.

The case that appears in this study is recount text which is a type of text that retells events or experiences in the past (Knapp, 2001). In general, recount text is written based on the author's own experience, but recount text can be written based on imagination outside the author's experience. The tense used in recount text is past tense. The social purpose of a recount is to reconstruct past experiences or events by retelling events in their original order. We can see examples of recounts in personal letters, police reports, insurance claims, and incident reports (Ken Hyland, 2004; 29).

The writer considers that this research is one of the important things to analyze because this research specifically aims to find out the types of scaffolding applied by a teacher, the challenges faced by teachers in the application of scaffolding, as well as the solutions of each of these challenges in its application in the classroom at Junior high school.

Literature Review

Previous Study

Studies on the effect of the scaffolding technique have been elaborated by Abune (2019), in his study, aimed to examine the Effect Of Peer Scaffolding On Students' Grammar Proficiency Development. This study is based on scaffolding construction from Vygotsky and Let's, in this study using 2 components, namely the experimental and the control group which was carried out for 2 months. A non-equivalent group pre-test and post-test quasi-experimental design were employed with 52 experimental and 49 as his control participants. The findings of this study revealed that the Experimental group showed greater pre-to post-intervention improvements in grammatical proficiency and showing the intervention as socially legitimate. Thus, this study confirms that the application of Peer Scaffolding is feasible for improving the development of grammatical skills.

Apart from that, Vonna et al., (2015) also did a study entitled The Effect of Scaffolding Techniques on Students' Writing Achievement. This study aims to determine students' writing skills by applying scaffolding techniques. This study uses quasi-experimental research with a nonrandomized control group design. The total number of participants was 20 experimental group and 16 control group. The results of the study show that the two groups are the same or homogeneous according to statistical

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calculations. From these studies, it was proven that scaffolding used by the teacher affects the teaching and learning process so that the teachers have to use scaffolding in their teaching as one of the effective teaching strategies.

In another study, Razaghi et al., (2019) *The Impact of Cognitive Scaffolding on Iranian EFL Learners' Speaking Skill* aimed to investigate the role of cognitive scaffolding in speaking and its components. This study discusses the role of cognitive scaffolding in speaking and its components in the form of grammar, vocabulary, pronunciation, discourse management, and interactive communication. This study involved four groups of 30 female students from an Iranian English school. Of the four groups, two groups were selected from senior secondary students, while the other two groups included students studying at the pre-secondary level. The results of this study show that the two-way ANCOVA test shows that cognitive scaffolding can grow speaking skills and their components.

Almost all of the teachers get challenged in applying to scaffold. In Kamil's (2017) study entitled *Exploring Teacher's Scaffolding To The Students In Teaching Writing*. The data from this study is collected in 3 ways, namely through classroom observation, field notes, and semi-structured interviews. The finding is showed that the teacher used six types of scaffolding. The most scaffolding that is used is building the field and modeling stage. The results also showed various ways were used by the teacher to provide scaffolding and the teacher also faced some challenges in using scaffolding. Some challenges faced by the teacher in implementing scaffolding were the number of students, language instruction, and time constraints.

Method

Research Design

This study used a qualitative approach method. A qualitative approach is a method that writers widely used to describe qualitative research. According to Bogdan and Biklen (1982), qualitative research is descriptive in which the data are collected in the form of words or pictures rather than numbers.

Data obtained online to minimize direct contact during the Covid-19 pandemic. Online data were obtained by conducting telephone interviews and recording the teaching process of the English teacher through live video conferencing. Next, is the observation sheet, the data through the observation sheet is obtained after the writer observes the teaching video recording.

Interviews are used to answer the second problem question regarding the challenges faced by the teacher in applying the types of scaffolding and the third regarding the right

solution regarding the existing challenges. Video recording is used to answer and strengthen problem questions, first regarding the types of scaffolding used by the teacher concerned and secondly regarding the challenges faced by the teacher in applying to scaffold. An observation sheet is used to answer the first problem question regarding the types of scaffolding used.

Instruments

The process of collecting data in qualitative research as an analysis of words for example, transcripts from interviews or in the form of images such as photographs (Creswell, 2012). Teachers are the main research instrument in this study the reason why the writer chose an English teacher as the subject of this study because a teacher has an important role to help her students understand the lesson to improve their abilities in English. In the process of collecting the data, the writer used interview sheet and observation sheet.

Interview

In this research, she conducted a semi-structured interview which consists of some open-ended questions based on the topic. The writer used a telephone interview as guidance in the process of interviewing the English teacher. There are three questions asked to the teacher, they were:

- a. There are 6 types of scaffolding proposed by Walqui (2006), namely Modeling, Bridging, Contextual, Schema Building, Re-Presenting Text, and Developing Metacognition. Have you ever applied it to your classroom teaching, if so, in any kind?
- b. Implementing scaffolding, what were the challenges that you experienced in your English teaching process?
- c. What is the right solution to each challenge in the application of the scaffolding?

Video Recording

According to Creswell (2012) videotapes provide wide data about real-life because the people visualized it. The audiovisual materials consist of images or sounds that are collected by the writer in order to help them to understand the case of the study.

In this study, the writer recorded the online English teaching process that conducted by the English teacher at SMP Negeri 5 Jepara. The writer conducted a video recording in order to make clear data about what types of scaffolding are implemented by the teacher and the challenges faced by the teacher in implementing scaffolding.

Observation Sheet

Saleh (2001) stated the data collection through observations can be recorded in the observation sheet prepared in advance with or without a specific format. She prepared an observation sheet as a guide line in conducting observation on the process of English teaching. The writer used a non-specific format but it was still in line with the topic that were types of scaffolding implemented by the teacher and challenges faced by the teacher in implementing scaffolding.

Data Analysis

The first procedure is the writer has conducted telephone interviews with English teachers. The writer conducted a semi-structured interview, which consisted of several open-ended questions based on the topic. By using this procedure, the writer gets a better understanding of the teacher's challenges in applying and the right solution of each challenge in applying to the scaffold because the writer can communicate directly, and also the teacher has answered and clarified the questions the writer asked.

Second, taking a video recording during the teaching process using video conference and capturing teaching moments through group WhatsApp in the form of pictures. The audiovisual materials consist of images or sounds that have been collected by the writer to help them to understand the case of the study. "The data include interview transcripts, field notes, photographs, videotapes, personal documents, memos, and other official records" Bogdan and Biklen (1982). This video recording and capturing teaching moments through group WhatsApp in the form of pictures to take the clear data about what types of scaffolding are used by the teacher and teacher's challenges in using scaffolding in the English teaching process.

Third, Observation is a systematic data collection approach. The writer use all their senses to examine the field. In this study, the writer has conducted non-participant observation, namely observation with limited interaction by observing the classroom conditions during the teaching process. Then after getting the video recording of English lessons and capturing teaching moments through group WhatsApp in the form of pictures, The writer has looked at the video recording and filled it in on an observation sheet to get data to answer the first problem question regarding the types of scaffolding used. The columns in the observation sheet are column number, type of scaffolding, description, frequency, and notes.

Findings

1. Type of Scaffolding in English Teaching Process

The teacher applies several types of scaffolding in the process of teaching English. The results obtained come from video recordings during the teaching process through

Microsoft Teams and also capturing teaching moments through the WhatsApp group in the form of images. The detailed results regarding the types of scaffolding in the English teaching process at Junior High School 5 Jepara are presented as follows.

Table 1 : Total of the Scaffolding Technique Implemented by the English Teacher

No.	Types of Scaffolding	Total
1.	Modelling (MG)	11
2.	Bridging (BG)	2
3.	Contextualizing (CG)	1
4.	Schema Building (SB)	1
5.	Re-presenting Text (RT)	3
6.	Developing Metacognition (DM)	2

- a. *Modeling scaffolding* means giving an example or demonstrating and also giving clear explanation the material with proper language is necessary for the process of teaching to make better understanding to the students about the lesson.
- b. *Bridging scaffolding* refers to a way to make students think and learn about new knowledge or concept. It can be done by telling them the previous event or something related to the new concept or giving them some questions. By giving them a related concept or question it will be easier for the students to understand the new knowledge.
- c. *Contextualizing scaffolding* means giving examples of an event in a different way, based on the student world. The important purposes here do not make the students memorize the material, but they understand and they can explain it in their way without out from the context and also make students think critically at the same time.
- d. *Schema building scaffolding* means the teacher should create some parts of the material which connect each other. It provides a chance for the students to think about the connection between each part of the materials and the other topics that will be discussed. It can be done by giving them a headline and the sub-chapter, information in terms of charts, pictures, etc. Thus, the students will be ready to learn new explanations of the next connection.
- e. *Re-presenting text scaffolding* means the teacher facilitates students to take the point of the text easier. It can be done by changing the text into a different genre or conducting fun activities in the classroom such as drama, role-play, or mini dialogue depends on the text. By conducting these activities, the students will enjoy their learning process and hopefully understand the meaning of the text conceptually.

- f. *Developing metacognition* means the teacher takes the role of an evaluator and a monitor. The teacher implemented developing metacognition by monitoring and evaluating students' work. She evaluated the students' work about recount text and giving feedback to the students

The six types of scaffolding used by teachers are based on Walqui's 2006 theory in *Scaffolding Instruction for English Language Learners: A Conceptual Framework*.

2. Teachers Challenges in Implementing Scaffolding

a. Students' Interest

In the context of education, students' interest refers to students' tendency to pay attention and remember some activity when they are learning or being taught (Saswandi, 2014). Student interest can be expressed through the behavior and/or words used by students to express their interest in something. This sense of interest encourages students to pay attention to these activities consistently. According to Rotgans (2011) who view interest has been found to have a strong influence on student learning and academic achievement. Students' interest can be expressed through a statement or an action that shows students prefer one thing to another. Someone who has an interest in an activity will enjoy paying attention to the activity consistently. Students' interest is one of the most influenced on students learning activities. However, in a class consisting of 31 students, not all of the students have an interest in learning English. The lack of interest of some students was one of the challenges that must be faced by the teacher when implementing scaffolding in her English teaching process.

b. Students' Confident

According to Arango (2015), Self-confident is one of the most influential variables that affect foreign language learning. By this statement, student confidence is one of the main things that influence foreign language learning. However, this self-confidence is still one of the challenges faced by teachers during the teaching process. Low self-confidence can affect oral skills in mastering foreign languages. However, in a class of 30 students, not all students have a high level of confidence in learning foreign languages, especially English. Students' confidence of some students was one of the challenges that must be faced by the teacher when implementing scaffolding in her English teaching process.

c. Teaching Aids

Following the observations of teaching activities and interviews with the English language teacher, it is known that teaching aids are one of the problems or challenges faced by teachers during the learning process. According to Kamau (2015), teaching aids harm the understanding of the concept that was taught by

the teacher. From this explanation, it can be seen that teaching aids are one of the things that can support the achievement of learning objectives because with teaching aids students are expected to be able to understand the concept of the material taught by the teacher. Teachers need to be aware of the important role of visual as well as verbal tools and technologies, especially with this younger generation of learners who are familiar with the visual interface of multimedia and internet technologies (Ahmed, 2018). Although currently many children of school age have used technology, both electronic tools, and social media, they are still unfamiliar with technology related to the education system. so that when it was time to coordinate technology related to education, many students did not understand how it worked.

3. Solution of Teachers' Challenges

a. Creating Fun Atmosphere in The Classroom

Students' interest in learning foreign languages, especially English, is one of the challenges faced by teachers, students who tend to be passive and are not interested in learning language making existing learning objectives unable to achieve. Every day, the teachers always give theory. The students are not often given a chance to put theory into practice. It always happens in every school in Indonesia. It can be said that the way of teaching is monotonous.

(Dharma, 2018). In line with this statement, it can be seen that student interest can decrease because the teaching method of the teacher is monotonous and less fun for the students. Therefore, a teacher is required to find the right solution in dealing with challenges to student interest in learning English as a foreign language. One of them is by creating a fun atmosphere in the classroom. By making the classroom atmosphere pleasant, it can encourage students' interest in learning English so that students can enjoy learning. According to Blatner (2009) sees role-playing is a methodology derived from socio drama that may be used to help students understand the more subtle aspects of literature, social studies, and even some aspect of science or mathematics. Role-playing can be used as an activity to make the classroom atmosphere more lively and fun. Game-based learning approaches build on many children's existing interests, skills, and knowledge and can narrow the gap between children's home and school cultures (Groff, Howells, & Cranmer, 2010). In line with this statement and role play, games can also make the classroom atmosphere more enjoyable and lively. By practicing this, besides building a pleasant classroom atmosphere to attract students' interest in learning material, it is also so that students can act creatively, think critically, act cooperatively in teams and also develop good communication skills.

b. Motivation

According to Syahrozi, Rochsantiningsih, & Handayani (2017) Motivation has a significant role to direct the students' behavior in a learning activity. In line with

this statement, it can be seen that motivation is an influential aspect of student learning. Motivation exists when students feel that they are motivated to do something or follow something after receiving treatment. Students who are motivated will feel that their self-confidence increases, with the emergence of this self-confidence, students can easily understand the goals and concepts of the learning they are taking. While students who are low in motivation will face difficulties in the learning process, in contrast to highly motivated students who can achieve learning goals easily so that they can achieve high scores even more than the average value. When students' self-confidence increases because of this motivation, it is in the process of learning he will not feel forced because he enjoys the learning process. The role of the teacher is needed in this case, the teacher is an individual who plays an important role in motivating students to foster students' confidence in participating in classroom learning.

c. Updating Teacher Teaching Aids

In a classroom lesson, there will be many interactions between students and teachers. In interacting, the teacher as a teacher will carry out many commonly used learning methods. In the current era where technology is sophisticated, teachers are also required to be able to understand technology as a teaching aid, but not only teachers, students must also be taught in recognizing teaching aid so that communication and interaction will occur in line when carrying out the learning process in class. According to Ahmed (2018), Teaching aids are designed to teach, illustrate and reinforce lessons. By this statement, teaching aids were made to increase student interest during the learning process. Teaching aids can be in the form of verbal tools or today's technology. Bastian (2014) states pictorial story is a medium that can be used to assist students in writing English, this media helps students to collect ideas and increase student motivation in writing recount text, pictorial stories consist of several pictures and are explained by a story. It can be concluded that the pictorial story can be used by the teacher in teaching recount text according to the material taught during the research to further improve teaching aid. To avoid lagging behind the use of learning media and students' boredom with learning media, the teacher must be able to update her teaching aid. Teaching aid can be a helpful tool in the language classroom. Usually teaching aid is in the form of charts, pictures, diagrams, graphs, maps, cartoons, posters, and so on. So with the development of current technology, teachers must be able to update more contemporary her teaching aid so that students are interested in following it.

Although currently many children of school age have used technology, both electronic tools, and social media, they are still unfamiliar with technology related to the education system. So that when it was time to coordinate technology related to education, many students did not understand how it worked, which means they are already familiar with technological advances, but they need to also be taught about technology related to education in particular.

Conclusion

The research questions of this study are about types of scaffolding implemented by the teacher, the English teacher's challenges in implementing scaffolding in her English teaching process, and the solution of the challenges faced by the teacher in using scaffolding in the English teaching process.

Based on the research finding, the English teacher in Junior High School implemented all types of the scaffolding of Walqui (2006) in her English teaching process. They were modeling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. She implemented each type of scaffolding in various situations. It depends on the material that she delivered to the students.

The teacher implemented the modeling type of scaffolding by giving explanations with proper language, giving examples of how to answer the questions properly, and giving examples by showing model texts. She implemented a bridging type of scaffolding by giving questions related to the new knowledge. Contextualizing type of scaffolding was implemented by giving examples based on students' world so they could understand the lesson contextually. Then, schema building type of scaffolding was implemented by giving a headline that was about recount text and also giving questions in order to connect between each part of the material. The teacher also implemented re-presenting text type of scaffolding by changing the text into a different genre, asking students to make sentences based on the picture given, and conducting classroom activities. The last, she implemented developing metacognition type of scaffolding by monitoring, evaluating, and giving feedback to the students' work.

Based on the results of observing the teacher in her English teaching process and interviewing the teacher, there were several challenges faced by her in implementing scaffolding. They were students' interest, students' confidence, and teaching aid. Meanwhile, solutions to some of the challenges faced by teachers such as student interest are by creating a fun atmosphere in the classroom, the solution for students' confidence is to be motivated, and for challenges in teaching, aid is updating teacher teaching aid.

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