



**TEACHERS' SCAFFOLDING TALKS FOR TEACHING ENGLISH
IN SMP NEGERI 1 JEPARA
IN THE ACADEMIC YEAR OF 2012/2013**

By
MUHSIN AMRUN
NIM 200932153

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2013**



**TEACHERS' SCAFFOLDING TALKS FOR TEACHING ENGLISH
IN SMP NEGERI 1 JEPARA
IN THE ACADEMIC YEAR OF 2012/2013**

SKRIPSI

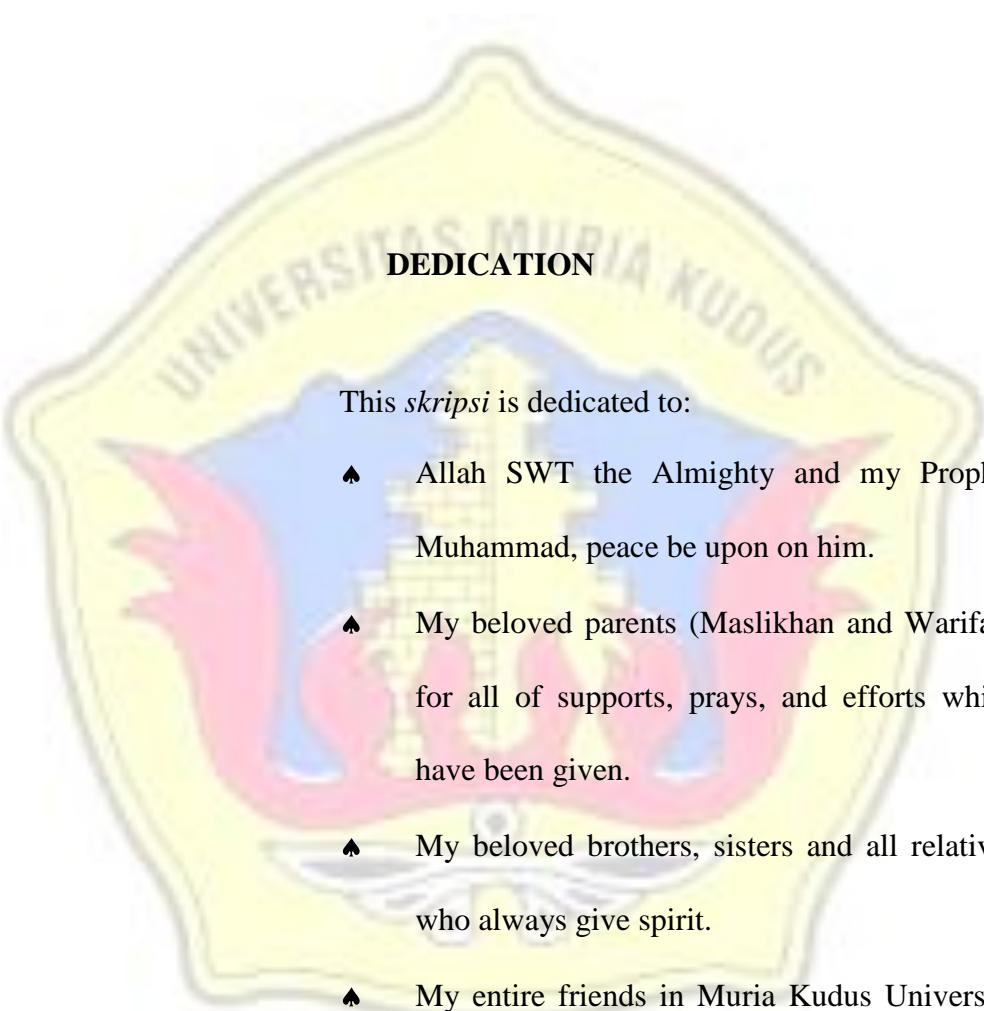
**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing the Sarjana Program
Prog In the Department of English Education**

**By
Muhsin Amrun
NIM 200932264**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2013**

MOTTO

- ♠ “**Better**” is better than “**the best**”.
- ♠ So just do **better** and **better**,... “**the best**” will come close to you.



DEDICATION

This *skripsi* is dedicated to:

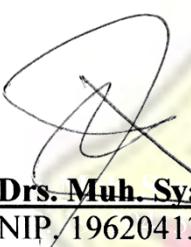
- ♠ Allah SWT the Almighty and my Prophet Muhammad, peace be upon on him.
- ♠ My beloved parents (Maslikhan and Warifah) for all of supports, prays, and efforts which have been given.
- ♠ My beloved brothers, sisters and all relatives who always give spirit.
- ♠ My entire friends in Muria Kudus University especially in English Education Department.

ADVISORS' APPROVAL

This is to certify that the Skripsi of Muhsin Amrun (200932153) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, September 2013

Advisor I


Drs. Muh. Syafei, M.Pd.
NIP. 19620413 198803 1 002

Kudus, September 2013

Advisor II


Achdi Riyono, S.S., M.Hum.
NIP. 0610701000001160

Acknowledged by
The Faculty of Teacher Training and Education

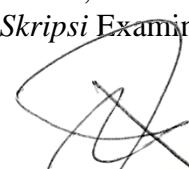
Dean


Dr. Drs. Slamet Utomo, M.Pd.
NIP. 19621219 198703 1 001

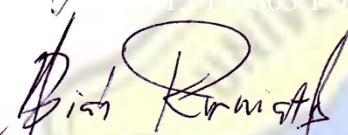
EXAMINERS' APPROVAL

This is to certify that the Skripsi of **Muhsin Amrun (200932153)** has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, September 2013
Skripsi Examining Committee:


Drs. Muh. Syafei, M.Pd
NIP. 19620413 198803 1 002

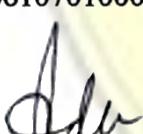
, Chairperson/Member


Diah Kurniati, S.Pd, M.Pd
NIS. 06107011000001190

, Member


Rismiyanto, S.S., M.Pd.
NIS. 0610701000001146

, Member


Agung Dwi Nurcahyo, SS, M.Pd
NIS. 0610701000001187

, Member

Acknowledged by
The Faculty of Teacher Training and Education

Dean


Dr. Drs. Slamet Utomo, M.Pd.
NIP. 19621219 198703 1 001

ACKNOWLEDMENT

The writer wishes to take this opportunity to express his deepest gratitude, first and foremost, to Allah the Almighty for permission, blessing, guidance, and inspiration. Because of Him, the writer can complete his study entitled "*Teachers' Scaffolding Talks for Teaching English in SMP Negeri 1 Jepara in the Academic Year of 2012/2013*".

The writer would like to express the sincere gratitude and the appreciation to:

1. Dr. Drs. Slamet Utomo, M.Pd. the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Diah Kurniati, S.Pd, M.Pd. as the Head of English Education Department Teacher Training and Education Faculty of Muria Kudus University.
3. Drs. Muh. Syafei, M.Pd as the first advisor and Ahdi Riyono, S.S., M.Hum. as the second advisor who has given all his patience, help, guidance, and advice to the writer in the completion of the skripsi.
4. All lecturers and staffs of English Education Department Teacher Training and Education Faculty of Muria Kudus University.
5. Drs. Cahyo Purwanto, the head master of SMP Negeri 1 Jepara and the staffs for allowing and helping the writer carried out the research.
6. UPT Perpustakaan UMK Kudus for its service in providing books undeniably needed for completing of this study.

7. His beloved parents, sister, and also the entire families who always give support and motivation to him.
8. “Genk ReMas (Anif F Rahman and Sugeng Santoso)” for all of helps, advices, and togetherness during accomplishing this skripsi.

Finally, the writer realizes that in spite of his efforts, there are many shortcomings in this skripsi. Therefore, he would be very grateful for criticisms, corrections, and comments, which may be offered to improve this skripsi..

Kudus, September 2013

The writer



A handwritten signature in black ink, appearing to read "Muhsin Amrun".

Muhsin Amrun

ABSTRACT

Amrun, Muhsin. 2013. “*Teachers’ Scaffolding Talks for Teaching English in SMP Negeri 1 Jepara in the Academic Year of 2012/2013*”. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Drs. Moh, Syafei, M.Pd., (ii) Ahdi Riyono, S.S, M.Hum.

Key words: *Literacy, Teachers’ scaffolding talk, Zone of Proximal Development (ZPD)*.

English is as instrument in utilizing modern science and technology. According to the 2006 English curriculum of SMP, the purpose of English education in Indonesia is to enable students to use English as a communication means. To reach this literacy levels, teacher should be sufficiently competent in spoken English to enable them in interacting naturally with their students in order to be able to develop the students’ ability or skill to communicate through the creation and interpretation of text in various contexts. The teacher can facilitate and support the students’ development by using their scaffolding talks.

This skripsi investigates and analyzes the scaffolding talks used by the teacher. The teachers here are two English teachers of SMP Negeri Jepara in the academic year of 2012/2013. The writer will identify and then describe the kinds of scaffolding talks the teachers use in their classes based on Turney, C. et al. (1983) and the types of speech functions in their scaffolding talks suggested by Halliday and Matthiessen (2004).

This skripsi is qualitative descriptive research. The data are teachers’ scaffolding talks in teaching English in SMPN 1 Jepara in the academic year of 2012/2013. The data sources of this study are teachers’ utterances of English teachers in SMPN 1 Jepara in the academic year of 2012/2013 during teaching learning process in the classroom.

The result showed that the kinds of scaffolding talks used by those teachers are relatively same. They are reinforcement, explanation, basic and advance question, and introductory procedure and closure. But there is a difference in its frequency. In their performance, explanation and introductory procedure and closure are more dominant than the others. The findings also showed the speech function in their scaffolding talks are question, statement and command. Statement and command dominated in their performances, whereas offer used in few frequency. Basically teachers’ talks still dominated in teaching learning process.

Based on the result above, the writer would like to suggest that the English teacher should give the students more opportunity to speak up, to state their idea, to be active and to initiate interaction. Also the teachers not only use statement and command, but also can use offer and question in equal quantity to stimulate the students to be more active.

ABSTRAK

Amrun, Muhsin. 2013. "Pembicaraan Perancah (*Scaffolding*) Guru dalam Mengajar Bahasa Inggris di SMP Negeri 1 Jepara pada Tahun Pelajaran 2012/2013". Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i). Drs. Moh, Syafei, M.Pd., (ii) Ahdi Riyono, S.S, M.Hum..

Kata Kunci: *Literatur, Pembicaraan Perancah (scaffolding) Guru, Daerah Pengembangan Proksimal.*

Bahasa Inggris meriupakan salah satu alat dalam memanfaatkan ilmu pengetahuan modern dan teknologi. Menurut kurikulum Bahasa Inggris SMP tahun 2006 (KTSP), tujuan pendidikan Bahasa Inggris di Indonesia adalah untuk memungkinkan siswa dalam penggunaan Bahasa Inggris sebagai alat komunikasi. Untuk mencapai hal tersebut, guru harus cukup kompeten dalam berbicara dalam Bahasa Inggris untuk berinteraksi secara alami dengan siswa agar dapat mengembangkan kemampuan atau keterampilan siswa dalam berkomunikasi dalam berbagai konteks. Guru dapat memfasilitasi dan mendukung pengembangan siswa dengan menggunakan perancah (*scaffolding*) pada pembicaraan mereka.

Skripsi ini menyelidiki dan menganalisa pembicaraan perancah (*scaffolding*) yang digunakan oleh guru . Para guru di sini adalah dua guru bahasa Inggris SMP Negeri Jepara pada tahun pelajaran 2012/2013. Penulis akan mengidentifikasi dan kemudian menggambarkan jenis pembicaraan perancah guru yang digunakan berdasarkan teori Turney , C. et al . (1983) dan jenis fungsi ucapan dalam pembicaraan perancah mereka disarankan oleh Halliday dan Matthiessen (2004) .

Skripsi ini adalah penelitian deskriptif kualitatif. Data yang diambil adalah pembicaraan perancah guru dalam mengajar bahasa Inggris di SMPN 1 Jepara pada tahun pelajaran 2012/2013 . Sumber data penelitian ini adalah tuturan guru Bahasa Inggris di SMPN 1 Jepara pada tahun pelajaran 2012/2013 selama proses belajar mengajar di kelas.

Hasil penelitian menunjukkan bahwa jenis pembicaraan perancah yang digunakan oleh guru relatif sama. Yaitu penguatan, penjelasan , pertanyaan dasar dan muka, dan pengantar prosedur dan penutupan . Tapi ada perbedaan dalam frekuensinya. Dalam proses pembelajaran, mereka sering menggunakan penjelasan dan prosedur pengantar dan penutupan. Temuan juga menunjukkan fungsi ucapan dalam pembicaraan perancah mereka adalah pertanyaan , pernyataan , dan perintah. Pernyataan dan perintah lebih mendominasi, sedangkan tawaran yang digunakan lebih sedikit. Pada dasarnya pembicaraan guru masih mendominasi dalam proses belajar mengajar .

Berdasarkan hasil di atas, penulis ingin menyarankan bahwa guru Bahasa Inggris harus memberikan siswa lebih banyak kesempatan untuk berbicara, dan berinteraksi. Guru juga tidak hanya menggunakan pernyataan dan perintah , tetapi dapat menggunakan penawaran dan pertanyaan dalam jumlah yang sama untuk merangsang siswa untuk lebih aktif .

TABLE OF CONTENTS

	Page
COVER	i
LOGO.....	ii
TITLE	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT	ix
ABSTRAK	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	1
1.1 Background of the Research	1
1.2 Research Question	3
1.3 Objective of the Research	3
1.4 Significance of the Research.....	3
1.5 Scope of the Research.....	4
1.6 Operational Definition	5
1.7 Outline of the Research	6
CHAPTER II. REVIEW OF THE RELATED LITERATURE	7
2.1 Literacy in Foreign Language Education	7
2.2 Teachers' Talk.....	9
2.3 Scaffolding Talk.....	11
2.3.1 Scaffolding in Educational Setting.....	12
2.3.2 Zone of Proximal Development (ZPD).....	14

2.3.3 Characteristics of the Scaffolding	17
2.4 Kinds of Scaffolding Talk Applied in Classroom Interaction	19
2.4.1 Reinforcement	20
2.4.2 Basic and Advance Questioning	22
2.4.3 Variability	22
2.4.3.1 Variation in Teacher's Style	21
2.4.3.2 Variation in the Media and Materials of Instruction	23
2.4.3.3 Interaction Variation	24
2.4.4 Explaining	24
2.4.4.1 Components of Explaining	25
2.4.5 Introductory Procedure and Closure	27
2.4.5.1 Principles of the Use of Introductory Procedures and Closure	28
2.5 Speech Function in Teachers' Scaffolding Talk	31
2.6 The advantages of Applying Scaffolding Talks in Classroom Activities..	35
2.7 Teaching English in SMP Negeri 1 Jepara	37
2.8 Review of Previous Research	40
2.9 Theoretical Framework	41
CHAPTER III METHOD OF THE RESEARCH.....	43
3.1 Design of the Research.....	43
3.2 Data and Data Source.....	44
3.3 Data Collection.....	44
3.4 Data Analysis	44

CHAPTER IV FINDING OF THE RESEARCH	46
4.1 Finding	46
CHAPTER V DISCUSSION	64
5.1 The Kinds of the Teachers' Scaffolding Talks	64
5.1.1 Teacher A (1 st meeting).....	64
5.1.2 Teacher A (2 nd meeting)	69
5.1.3 Teacher B (1 st meeting)	72
5.1.4 Teacher B (2 nd meeting)	76
5.2 The Types of Speech Functions Performed by the Teachers in Their Scaffolding Talks	79
5.2.1 Types of Speech Functions Performed by Teacher A.....	79
5.2.2 Types of Speech Functions Performed by Teacher B	81
CHAPTER VI CONCLUSION AND SUGGESTION	84
6.1 Conclusion	84
6.2 Suggestion	86
REFERENCES.....	88
APPENDICES	90

LIST OF TABLES

Table	Page
2.1 Primary Speech Function by Hallidayand Mathiessen(2004)	32
2.2 Speech Function and Mood Structure or Elements (Eggins :1994)	33
3.1 The Example of Tabulating the Kinds of Scaffolding Talks and the Types of Speech Function of the Scaffolding Talks.....	45
4.1a. TheKinds of Scaffolding Talks Performed by the Teachers and the Types of Speech Function in their Scaffolding Talks in English Class Activities at SMPN 1 Jepara in the Academic Year 2012/2013	47
4.1b. The Frequency and Percentage of the Kinds of Scaffolding Talks Performed by the Teachers and the Types of Speech Function in their Scaffolding Talks in English Class Activities at SMPN 1 Jepara in the Academic Year 2012/2013	60

LIST OF FIGURES

Figure	Page
2.1 Teacher-Learner Collaboration	16



LIST OF APPENDICES

Appendix	Page
1. The transcript of video recording of teacher A in teaching English in SMP Negeri 1 Jepara in the academic year 2012/2013 (1 st meeting)	91
2. The transcript of video recording of teacher A in teaching English in SMP Negeri 1Jepara in the academic year 2012/2013 (2 nd meeting)	97
3. The transcript of video recording of teacher B in teaching English in SMP Negeri 1Jepara in the academic year 2012/2013 (1 st meeting)	105
4. The transcript of video recording of teacher B in teaching English in SMP Negeri 1Jepara in the academic year 2012/2013 (2 nd meeting)..	110

