

**THE DEVELOPMENT OF TEACHER SCAFFOLDING TALKS
AS THE MATERIAL OF ENGLISH TEACHER TRAINING
CONDUCTED IN TK NEGERI BERTARAF INTERNASIONAL
SEMARANG**



A THESIS

In Partial Fulfillment of the Requirements
For Master's Degree in Linguistics

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Semarang, 1 August 2013

Imam Adi Nugroho

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STATEMENT OF ORIGINALITY

I hereby declare that this submission of my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

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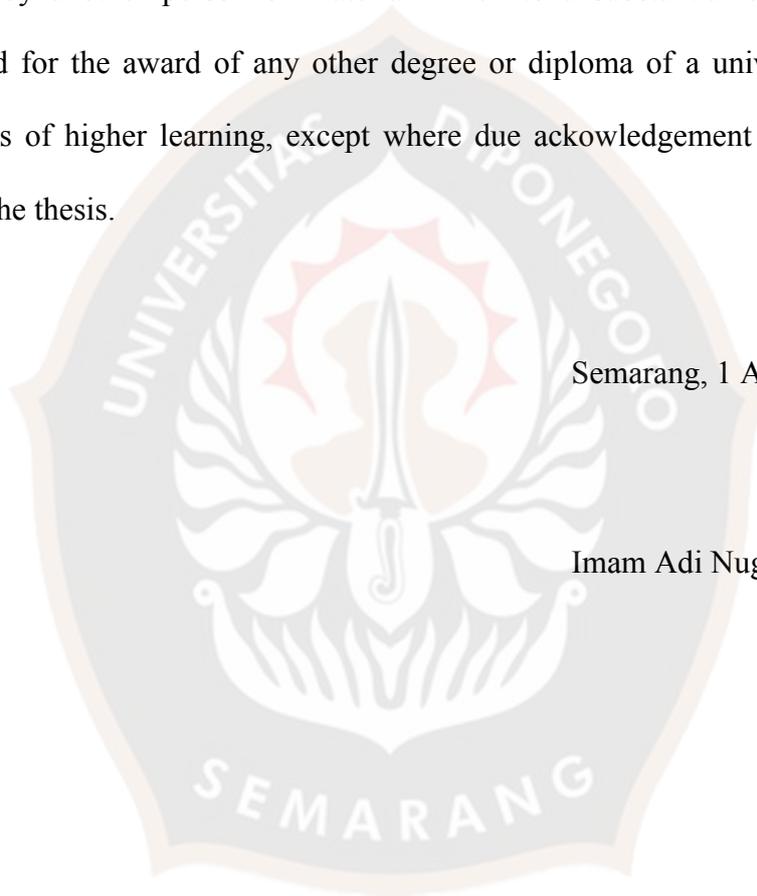


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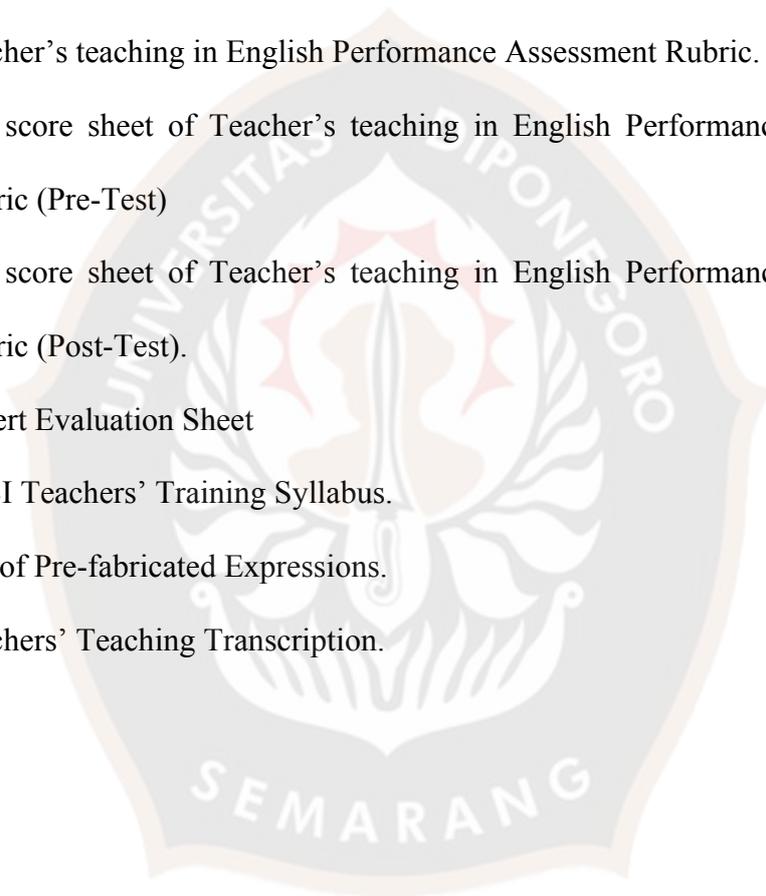
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THE DEVELOPMENT OF CLASSROOM PRE-FABRICATED EXPRESSIONS AS THE MATERIAL OF ENGLISH TEACHER TRAINING CONDUCTED IN TK NEGERI BERTARAF INTERNASIONAL SEMARANG

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ABSTRACT

Generally, RSBI uses English as the language of instruction for the teaching and learning process. It then can raise some problems. One of them is concerned with teachers who actually teach non-English subjects. Then anxiety comes up among them as they have to teach students using English whereas they are difficult to master English and do not have much time to prepare it. So they are in need of effective and efficient English training dealing with their lack of time and motivation. This study deals with the development of classroom pre-fabricated expressions as the material of English teacher training. This study was conducted by Research and Development method of Borg and Gall (1983: 657-659). The data were taken from the teachers' training of TK Negeri Bertaraf Internasional (TK NBI) including questionnaires, interviews and transcription of pre-fabricated expressions. There were eight teachers taking part in the training and becoming the object of this study. In order to analyze, describe, and interpret their teaching performances, the transcriptions of their talks in teaching were measured by using a rubric.

The results of the study showed that (1) the problematic situations faced by the teachers of TK NBI were most of them did not speak English actively and they also did not often use English as a part of their teaching process, (2) the development of pre-fabricated expressions had undergone four stages, such as: teachers' needs analysis and baseline level setting, development of preliminary form of products, preliminary field testing and first products revision, and main field testing, (3) classroom pre-fabricated expressions were proven to be helpful to improve non-English teachers' talk in delivering the materials using English in class. Classroom pre-fabricated expressions are needed by non-English teachers who should teach using English in RSBI schools. It makes them sure that teaching using English is not a hard thing to do and arranging English to teach in class or interact with students can be done in a relatively short time.

From these findings, it is suggested that classroom pre-fabricated expressions can be used for English training for non-English teachers in RSBI schools. Pre-fabricated expression also can be used as a motivator and one of mind frames which can stimulate the teachers to be able to conduct teaching learning process in English.

Keywords: pre-fabricated expressions, scaffolding talks, RSBI school, teacher training

CHAPTER 1

INTRODUCTION

This chapter presents the discussion of some issues related to the topic being studied. They are background of the study, research questions, research objectives, and research significances.

I. Background of the Study

In globalization era, nowadays, with the hot issue of free trade, every country will have to be able to survive in an open worldwide competition. In order to be able to survive and compete in every aspect of life, competitive dominance is needed as the main weapon. The competitive dominance is the extra value which must exist. This value may come from the human resources possessing internationally high knowledge and skill.

The refinement of quality in human resources is usually interconnected with the education condition in a country. If it is considered well, the human resources produced also end up satisfactorily. In relation to possessing high international level of education, a country never brings every single competitive spirit to an end except that it always takes on a higher level making it educationally respectful among the others.

Like the United States or even Singapore that unquestionably are noted as countries having cutting-edge education services in their own

continents due to their never-ending competitive efforts in education, Indonesia also has given many progressive trials to endorse education service through various systems. As one developing country, Indonesia has to be much more aware of 'positively' imitating what developed countries such as the U.S. or Singapore have obtained to promote their education services. Good education service affects on some aspects like the enhancement of students who study abroad or even sophisticated instruments of learning shown in the use of Internet to support distance learning. If Indonesia lacks in increasing its education level, many developed countries then will exploit us as their potential market in education aspect. For instance, for the time being with so many wealthy and smart people in Indonesia, their opportunities to study abroad are open larger and unknowingly developed countries could take full advantage of the finance or even human resources from our country. Those examples will reflect empathy to our country if the government does not bridge the method and effort to increasingly execute them.

One method that is highly considered as the solution of improving human resources quality through education in Indonesia now is the program of immersion class in school. It is a program with English as the delivery language in Junior (SMP) and Senior High School (SMA) (Diknas 2004; 12), which later the government transforms it into *RSBI*. *RSBI* stands for *Rintisan Sekolah Berstandar Internasional* which is so popular recently.

The idea of *RSBI* as mandated by the National Education System Rules No. 20 year 2003 article 50 “the Government and / or the regional Government should run at least one school unit in every level of education to be developed into international quality standard”. Such classes or schools provision comes from the deep concern of the school leavers’ weakness. They are not able to compete in the real life, moreover in the international level. *RSBI* becomes the solution to the problem, as it is expected to hold education in international standard. One of the aspects is English as the delivery language which can be the entrance to the worldwide competition.

Johnson & Swain (1997) stated that immersion class is a class in which the students not only learn the target language but also study the other subjects using that language. Immersion class program is initiated to cover the education problem in Indonesia that students and teachers face in accomplishing foreign language. Therefore, the existence of immersion program is expected to be the instrument of making education in Indonesia much more internationally standardized.

The implementation of *RSBI* not only happens in the level of either junior or senior high school, but also in preliminary level of education such as primary school or kindergarten. Kindergarten nowadays advances its education system similarly to high school using *RSBI* system particularly in the use of English as the language of instruction.

In *RSBI*, the teaching and learning processes are conducted in English. Through English, *RSBI* teachers are expected to help students in learning. Vygotsky in Gibbon (2002:10) claims that the only good learning is learning that ahead of actual development. It has the meaning that the task given to the students should at their potential level.

There are two parts of a learner's developmental level the first one is the actual developmental level, which is determined by the independent problem solving. The second one is the potential developmental level, which is determined through problem solving under adult guidance, or in collaboration with more capable peers, but still there is the distance between those two development levels, which is called Zone of Proximal Development (ZPD).

The zone of proximal development is a concept coined by Vygotsky. It can be defined as the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance (Raymond in Stuyf, 2002). According to Vygotsky, if a teacher is only concerned with what students can already do with a task i.e. with their existing level of independent performance, then the students will never progress. But, if a teacher supports students so that they move through the zone of proximal development to their potential level performance, real learning and progress is possible. Therefore, it is important for teacher to have such a good interaction with the students to

let them move to the actual development level and make students survive to solve their own problems.

The duty of teachers to help the process of developing students' level can be reflected through what teachers communicate with students. Every single expression they use is an important help for the students to do something independently, said Raymond (2002). Those expressions can be in the form of scaffolding talks. According to Vygotsky (2009: 86), scaffolding needed is minimal but required that the adult (teachers) involved pay attention to the child, understand what child is doing and identify what help the child needed. It is quite difficult thing to cover when teachers use scaffolding in the class and they do not maximize the ambience of teaching by uttering those well.

A consequence of international based education system like using English in classroom learning and teaching process, occasionally leads to many problems that one of them could be dealing with the teacher. Majority of international standardized school teachers particularly at kindergarten level hold the basis of non-English background causing them have to teach their students in English while in fact only a few who master English so well. Many of them generally find themselves trapped by an inability of delivering their non-English subjects using English. By that situation, they feel like in need to conduct certain training concerning English whereas they are limited by time and motivation to prepare.

In some cases, there are some studies explaining about scaffolding talks that would be useful in this study. They generally talk about teacher's scaffolding talks that teacher use to teach students in class. They generally do the research in discourse study analyzing the kinds of teacher's scaffolding talks used and what speech functions they belong to. However, this study has got some differences in the way of conducting the process comparing to other studies. It comes from the terms of subject, methods, and the results as well.

On this opportunity, I would like to enhance my skill through this thesis concerning about the development of scaffolding talks as the material of English teacher training conducted in TK Negeri Bertaraf Internasional Semarang. The training itself applies the possibility of the participants to learn English and classroom expression (sometimes called English for instructional purposes) at the same time. Such training is expected to reduce teachers' anxiety of their English mastery. The process of learning is planned to follow the steps of cognitive domain reflected in Bloom's taxonomy.

II. Research Questions

The questions shown below are obtained from the problem undergone by the teachers in TK Negeri Bertaraf Internasional Semarang concerning what difficulties they beset in mastering English especially

English for classroom expression or scaffolding talks and managing the time allocation for preparation.

1. How is the profile of the problematic situation faced by the teachers of TK Negeri Bertaraf Internasional Semarang?
2. How is the scaffolding talks materials applied by using Research and Development Method for the teachers training?
3. To what extent can the scaffolding talks materials be useful for RSBI teachers training?

III. Research Objectives

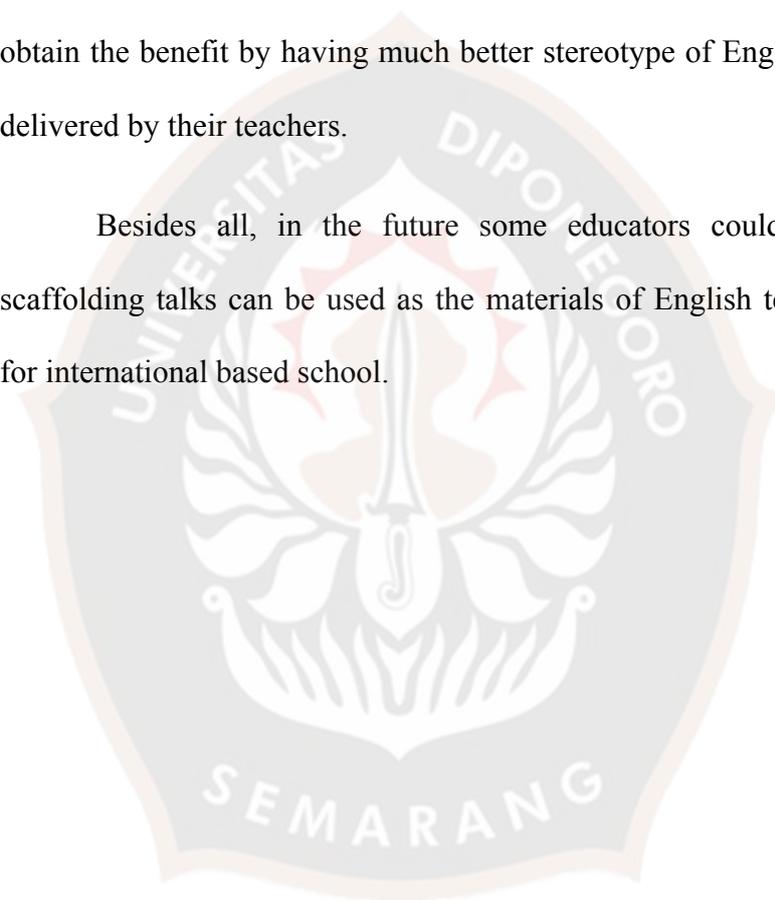
The objectives of this research are:

1. To find out the profile of problematic situation faced by the teachers of TK Negeri Bertaraf Internasional Semarang
2. To describe the process of developing scaffolding talks as the material of English teacher training by using R&D method
3. To find out what kind of help the scaffolding talks can give to TK Negeri Bertaraf Internasional teachers in their teaching.

IV. Research Significance

Hopefully the result of applying the scaffolding talks to the teachers in TK Negeri Bertaraf Internasional Semarang will be very practical to the development of their teaching process and reduce teacher's difficulties to teach their students confidently in English. Students also will obtain the benefit by having much better stereotype of English expression delivered by their teachers.

Besides all, in the future some educators could suggest that scaffolding talks can be used as the materials of English teacher training for international based school.



CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents some underlying theories that underline the implementation of the present study. It covers previous studies, teacher's talk, scaffolding, teacher's scaffolding talks, and Bloom's taxonomy.

2.1 Previous Studies

There are several studies that related to scaffolding talks that would be useful in my research.

2.1.1 Susilowati's study of Teachers' Scaffolding talks in English

Classes of SMA Negeri 1 Ungaran (2006)

Susilowati (2006) conducted the study to describe the types of the teachers' scaffolding talks in English classes of SMA Negeri 1 Ungaran and the speech functions performed by the teachers in their scaffolding talks.

The data of this study were the scaffolding talks of three teachers in classroom context. The data were obtained through class activity recording. Then the recording results were transcribed and analyzed based on the characteristic of the scaffolding. The types of scaffolding talks performed by the teachers were described based on the micro teaching

element from Turney et al (1983) and the categories from Rohler and Cantlon. Meanwhile the speech functions performed by the teachers were analyzed following categories suggested by Halliday.

2.1.2 Widyaningsih's study of Teachers' Scaffolding Talks at Children's Immersion Classes (2005)

The main concern of the study was to identify and then classify the teachers' scaffolding talks at children immersion classes by ways of describing the types of scaffolding talks the teachers use in their classes and the types of speech function the teachers use in their scaffolding talks. The types of the scaffolding talks were described based on theory of types of scaffolding by Rohler and Cantlon (1997) and accompanied with micro teaching elements from Turney et al (1983). Widyaningsih took the excerpts of the teachers' scaffolding talks in the classroom discourse of the types of the scaffolding talks performed by the teachers. The speech function performed by the teachers in their scaffolding talks were described by using the categories suggested by Halliday.

2.1.3 Surtiati's study of Teachers' scaffolding talks in English Class at Senior High School (2006)

It was a discourse study on teachers' scaffolding talks in classroom interaction. It was a qualitative study with three teachers at SMA Negeri 01 Losari Brebes who teach the eleventh grade up to twelfth grade. The

data were taken from study interaction in classroom context between teachers and students.

The data were analyzed qualitatively through several stages namely 1) data transcription, 2) data classification, 3) data analysis by finding the speech functions used and the linguistic features that characterize the teachers' scaffolding talks, and 4) data interpretation.

The types of scaffolding were analyzed based on Afda Waluqi, Wood, Bruner, Turney et al. etc. The linguistic features characterizing the teachers' scaffolding talks are mostly the material process mentioned by Gerrot and Wignell (1995). While the speech function performed by the teachers in their scaffolding talks were described following the categories suggested by Halliday (1995) and Slade and Eggins (1997).

2.1.4 The difference of this study from the previous ones

Those studies stated above mainly have similar topic of scaffolding talks field. Despite its similarity to this study, there comes up some differences from the previous ones. It is shown from the terms of subject, methods, and the result as well.

Those three previous studies actually are discourse studies which analyzed the scaffolding talks produced by teachers when they were teaching the students and classified them according to some experts. Then the differences came up between previous and present studies to make this present study reliable to conduct. It was shown from the terms of subject,

methods, and the result as well. This study then changed the method of those previous studies by using R&D method and using scaffolding talks in the form of scaffolding talks for the teacher's training.

2.2 Teacher's Talk

Talks are related to what everyone does in a communication, can dominate in the condition of a class. Undoubtedly it includes what teachers and students say to exchange their ideas or even to get an obvious understanding among them. Teachers are expected to be the good models for the students in the teaching learning process. They have to communicate with the students through appropriate talks. It means what teachers deliver to command the students and what students respond are either acceptable or understandable. However, in classic teaching method, the teachers are inclined to dominate the communication and talk more than the students. However, by the time the KTSP commenced, they tend to decrease talking a lot instead of increasing students' activity. Whenever the teachers talk in case of learning process, this is also important because how it depends on the command and instruction created.

As RSBI clearly requires now, the teachers of most subjects should give the materials in English. RSBI then makes them quite inadequate to instruct their classes using English if the lessons are conducted in English due to their cultural background. When the teachers and the students

interact each other by having conversations, they actually are negotiating meaning. They will get some feedback from each other. However, it reversely occurs when the teachers, in this case is the non-native teachers, and the students hardly find the feedback since they are limited in negotiating meaning. It is required also by the idea of RSBI that even the non-native teachers are demanded to create the feedback by sustaining the same topic through their discussion and interaction with the students.

Foreigner's talk normally occurs in one-to-one interactions where there is plenty of feedback from the learners (Ellis, 1985: 146). This condition requires the ability in using the English since they start the conversation until they end it, so that both sides will get feedback. If this condition applies in teaching learning process in Indonesia, still the non native English teachers and students will have obstacle in doing it. Regarding the different cultural background, both of them might show that they are incapable to converse all the time in English.

The scene of classroom where the students react to the teacher's talk could come from not only one-to-one interaction but also one-to-many interaction. What 'one-to-many' interaction means is that both of them are not consistent in talking English since they may change the language use and also the topics. And for the result appeared, the feedback from that condition sometimes cannot be acquired easily.

Teacher's talk that is discussed comes from the larger type; they are teacher's main talk and teacher's scaffolding talk (Agustien, 2002).

Both types are different from the function they use and they are expected to adjust it to the student's level in order to get expected achievement. Teachers' main talks are teachers' talks dealing with the topic they present in the lesson. Here the teachers are expected to be able to use their teachers' talks in order to get the lesson done. The students' level should be considered also in giving lessons using English.

Generally, teachers are able to support learning activity regardless the level of their students. When they are teaching children as well as adults what they can do to support the learning process is through the learning experiences. Vygotsky believes what a teacher can do to support learning is similar to when adult tries to mediate what the child can learn, this is applied in both lesson planning and in how teachers talks to students minute by minute (Cameron, 2001:8). There are some steps that the students must follow by getting assistance from teachers, referring to Vygotsky's theory. The students have their own learning experiences which can help them to follow the lesson.

Furthermore experience in learning somehow can help the students obtain a kind of adjustment to follow the lesson. According to Ellis (1985:145), the existing adjustment is the interactional device that realized similar to the interactional devices from those observed in mother's such as repetition, prompting, prodding, and expansions; in other word, many of interactional adjustment found in other simplified register will occur in teacher's talk. Concerning more about teacher's talk, its form resembles a

kind of doctor-patients interview or TV quiz shows that there are some conventions constructed. There is a balance between real communication and teacher's talk that belongs to the convention of situation which is easily predictable to whom will speak, who will ask and who will answer, who will interrupt, who will open and close the talk, and so on (McCarthy, 1993:22). However, classroom transaction such as teacher's talks does not belong to conversation due to the unequal power balance. Here means that conversation can occur when there are significant power differentials between participants and there never comes up the significant power between teachers and students; they are only making interactions consisting of teachers tell something and in some situations students will answer.

Whenever the teaching-learning situation using English happens to Indonesian students, there must be difficulties ahead of them in following the lesson. It is totally different when teaching process is conducted in English as the teachers are native and they should deliver the subjects in English. That is why the teachers should be capable becoming good models for their students. As proposed by Bruner and Vygotsky, they believe that modeling to show children examples from the expert is one strategy of scaffolding in teaching and learning (Corden, 2000:10). Vygotsky also stresses that the more expert should not be an adult, it could be another child who was more expert than the target child in a particular area (Smidt 2009: 129).

The focus of learning process is interaction. This refers to the importance of teachers' talk in teaching learning processes. Through talks teachers are expected to help students understand the lesson. When the students have difficulty in understanding the talks, the teachers will help them by making a bridge to get the students understand. This occurs through the interactional activity and talks in the classroom. The classroom is viewed as a place where understanding and knowledge are jointly constructed between teacher and students, and when learners are guided or "apprenticed" into the broader understanding of the curriculum and the particular subject discipline (Gibbons, 2002:15). Referring to this, the role of teachers' talks is seen as the medium in teaching a lesson.

2.3 Scaffolding

Literally, scaffolding could mean a temporary structure on the outside of a building made of wood or metal poles used by workers while building, repairing or cleaning the building. However if we deeply look at the construction, it is somehow only temporarily built. Afterward it will disappear while the firm surrounding construction is gradually settled. It means that scaffolding in construction is a means to an end as soon as it is no longer needed and it will vanish.

Similar to the scaffolding in construction, instructional scaffolding is also temporary. In educational context, it is a process by which a teacher provides students with a temporary framework for learning (Lawson:

2002). If scaffolding is utilized correctly, such assistance encourages a student to develop his or her own initiative, motivation and resourcefulness. Once students are able to build knowledge and develop skills on their own, elements of framework are taken apart.

Jamie McKenzie provides a visual image analogy of how scaffolding works, “The workers cleaning the face of the Washington Monument do not confuse the scaffolding with the monument itself. The scaffolding is secondary. The building is primary.” (McKenzie, 1999).

The term scaffolding can have more than one meaning regarding the teaching and learning process. Scaffolding occurs when the learning takes place most effectively through the provision of appropriate social framework, in this study refers to the convention between teacher-student (Bruner).

The term scaffolding (in instructional context) comes from the works of Wood, Bruner and Ross (1979), as a metaphor to describe the type of assistance offered by a teacher or peer to support learning. The strategy of teaching new concept or skills by engaging students collaboratively in tasks that would be difficult for them to complete their own. McKenzie describes eight characteristics of scaffolding. The first six describe aspects of scaffolding instruction. The last two refer to outcomes resulting from scaffolding and are therefore presented in a later section of this paper. According to McKenzie scaffolding 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. It clarifies purpose – Scaffolding helps students understand why they are doing the work and why it is important. It also 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 of the path, which is the designated task. Furthermore, Scaffolding 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. It 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. It also reduces uncertainty, surprise, and disappointment – Educators test their lessons to determine possible problem areas and then refine the lesson to eliminate difficulties so that learning is maximized. Scaffolding also delivers efficiency – Since the work is structured, focused, and glitches have been reduced or eliminated prior to initiation, time on task is increased and efficiency in completing the activity is increased. Finally, scaffolding creates momentum – Through the structure provided by scaffolding, students spend less time searching and more time on learning and discovering, resulting in quicker learning (McKenzie, 1999).

The concept of scaffolding takes root from Lev Vygotsky's theoretical concept about social cognition (Corden, 2000). The social cognition learning model asserts that culture is the prime determinant of individual development. Humans are the only species to have created culture, and every human child develops in the context of a culture. Therefore, a child's learning development is affected by the culture including the culture of family environment in which he or she is involved. Culture makes two sorts of contributions to a child's intellectual development.

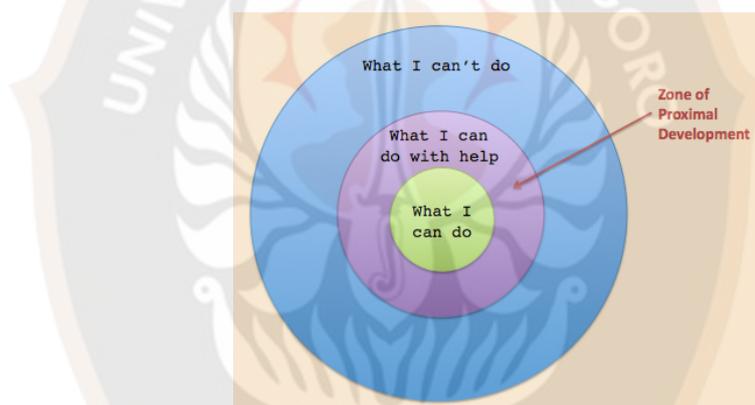
- 1) First, through culture children acquire much of the content of their thinking, that is, their knowledge.
- 2) Second, the surrounding culture provides a child with the processes or means of their thinking (the tools of intellectual adaptation). Culture teaches children both what to think and how to think.

Cognitive development results from a dialectical process (dialogue) whereby a child learns through problem-solving experiences shared with someone else, usually a parent or teacher but sometimes a sibling or peer. Vygotsky believed that there are some problems out of a child's range of understanding.

However, in contrast, Vygotsky believed that by giving proper help and assistance, children could perform a problem that one would consider to be out of the child's mental capabilities.

There are two parts of a learner's developmental level the first one is the actual developmental level, which is determined by the independent problem solving. The second one is the potential developmental level, which is determined through problem solving under adult guidance, or in collaboration with more capable peers, but still there is the distance between those two development levels, which is called Zone of Proximal Development.

Figure 1. Zone of Proximal Development



Source: (<http://www.instructionaldesign.org/theories/social-development.html>)

Vygotsky proposes the term Zone of Proximal Development defined as the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance (Stuyf: 2002). Vygotsky also stresses that the important notion of ZPD is well known to potential level. On the one hand, when students do their tasks they actually reveal what they know and can do, but on the

other hand there is something moving on to the potential level that refers to what children might be able to do with help. It can come from the teacher's role in the class that they might choose to assist the students in solving their problems or even providing competent peers. Vygotsky speaks that if teachers only focus on what students can do their own tasks without helping them, students will never progress. Yet, at the minimum they should support students so that they can make progress in case of advancing students' potential level started from Zone of Proximal Development. For teachers, having good interaction with students is one good way to move them to potential development level and make them survive to solve their own problems.

2.4 Teacher's Scaffolding Talks

Scaffolding does not mean simply as a kind of help, then it functions as special kind of help for the students to do something independently that is supported by Gibbons statement; "scaffolding is the temporary assistance by which a teacher helps learner knows how to do something, so that the learner will later be able to complete a similar task alone" (2002:10).

It is future oriented: as Vygotsky has said, what a child can do with support today, she or he can do alone tomorrow." This definition means that the term scaffolding has a function as special kind of help for the students to do something independently.

There are two major steps of instructional scaffolding; 1) develop the instructional plans. Instructional plans need to be developed, so that they can lead the students from what they already know to an understanding of new materials (Lange, 2002), 2) write the scaffolding plans. Scaffolding plans must be written carefully, so that every new skill or information that the students learn can be used as a logical next step, based upon what they already know or are able to do.

According to Hogan and Pressley (2002), instructional scaffolding involves five different techniques: modeling of desired behaviors, offering explanations, inviting student participation, verifying and clarifying student understandings, and inviting students to contribute clues.

In scaffolding students there are some strategies to make them understand the lesson and mostly come through talk. Scaffolding instruction includes a wide variety of strategies, including activating prior knowledge, offering a motivational context to attract student interest or curiosity in the subject coming up, breaking a complex task into easier, more “doable” steps to facilitate student achievement, showing students an example of the desired outcome before they complete the task, modeling the thought process for students through “think aloud” talk, offering hints or partial solutions to problems, using verbal cues to prompt student answers, teaching students chants or mnemonic devices to ease memorization of key facts or procedures, facilitating student engagement and participation, displaying a historical timeline to offer a context for

learning, using graphic organizers to offer a visual framework for assimilating new information, teaching key vocabulary terms before reading, guiding the students in making predictions for what they expect will occur in a story, experiment, or other course of action, asking questions while reading to encourage deeper investigation of concepts, suggesting possible strategies for the students to use during independent practice, modeling an activity for the students before they are asked to complete the same or similar activity, asking students to contribute their own experiences that relate to the subject at hand.

(<http://k6educators.about.com/od/helpfornewteachers/a/scaffoldingtech.htm>)

Agustien said that the teacher's talks are divided into two parts namely teacher's main talk and teacher's scaffolding talk (2002). The teacher's scaffolding talks are the teachers' talks that build up the teacher's main talks. In case of teacher's scaffolding talks, the scaffolding here means the teachers' talks which have a function as the help for students to follow the lesson. In the sense that the talks give strong framework in teachers' main talk, the teachers' scaffolding talks have different functions which are also carried out in linguistic features and the speech function they use.

In the context of RSBI or international based school, where most lessons are conducted in English, using English as much as possible in our classes, will help to maintain a good *English-speaking atmosphere*, and

this will help our learners focus on learning and using the language. Also, if we give them instructions, ask questions, and make comments in English, the learners will have to listen carefully to what we say all the time. This will keep them thinking in English. We only use a language well when we think in it and do not have to translate everything in your head before we speak. The consistent use of language is important, from the early stages of learning, to avoid translation as much as possible and make our learners think in that language. When we use classroom language, we are helping that process (Gardner and Gardner, 2000).

As well as listening carefully to us, the learners have to do something in response. If we say to a girl “Come to the board, please”, she has to leave her place and move to us. This means that she is both thinking and doing something—in other words, she is an active learner. To learn actively is better and more effective for the learner than learning passively (for example, when learners just sit and listen to the teacher). Active learning is better because it links words and phrases to actions, objects, ideas, and people in a strong and positive way. This helps the learners learn and remember.

When we give an instruction or ask a question in English and the learners do or say something in reply, they quickly realize that they can understand something in English. This gives them a feeling of success and will help improve their confidence. Remember how important a feeling of confidence is when we are learning a language. Feelings of success and

confidence will help our learners overcome the difficulties in learning a foreign language. If we keep using the same instructions, questions, and comments, even the weaker learner will begin to understand and this will help their confidence too.

Also, it will increase our own confidence as a teacher, because we will see that the learners understand us and that they are learning to use English. We will feel very satisfied when we do not have to keep changing from English to our own language and back to English again. It will show us that the learners are making progress and that they really are thinking in English. As the learners are making progress in using English, it will be easier for them to understand the lesson conducted in the language.

There are several ways as stated by Turney (1983) for the teacher to create an interactive and lively class. These ways are used to scaffold the students in teaching and learning process so that gradually they will be independent learners.

2.4.1 Positive Reinforcement

Positive reinforcement is the positive response by one person to another's behavior so that the probability of the occurrence of the same behavior increased (Turney, 1983: 14). Referring the definition, the teachers may give such 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 their teachers. Thus the purpose of giving positive reinforcement is to catch the students' attention, motivation, and increasing their positive behavior in teaching and learning process.

There are six components of positive reinforcement may be applied by the teachers in the classroom, they are verbal reinforcing, gestural reinforcing, activity reinforcing, proximity reinforcing, contact reinforcing, and token reinforcing (Turney, 1983: 29).

2.4.2 Basic 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 his students' attentions and motivations. Turney (1983: 62) states that the most important elements of the teachers' talks is questioning.

The use of questioning is actually to know how well pupils understand the concept given to them. The questions given by the teachers will lead the students' interest and curiosity also. It will encourage the students to have some contributions in the teaching and learning process. Turney (1983: 73) provides nine components of the skills of basic

questioning to consider in teaching and learning process: structuring, phrasing or clarity and brevity, focusing, re-directing, distributing, pausing, reacting, prompting, and changing the level of cognitive demand.

2.4.3 Variability

Talking about variability done by the teachers in a classroom will be a very broad topic since it is a combination component including some aspects of skills. Thus, the variability which is discussed in this study is concerned with the variations. The teachers can introduce within and among three aspects of teaching as it is stated by Turney (1983: 104). The first ones are the variations connected with manner or personal teaching style. The second ones are the variations in the media and materials of instruction. And the third ones are the variations in the pattern and levels of interaction between teacher and pupils.

There are three components of skills of variability suggested by Turney et al (1983: 115): variation in the teachers' manner or style, variation in the media and materials of instruction, and interaction variation.

2.4.4 Explaining

The essential outcome of teaching and learning process is students' understanding of the lesson. The teachers shape their students' understanding through explaining. Thus, the teachers' skills of explaining

determine the outcome of teaching and learning process. Explaining is one way the teacher tells pupils something. In telling, the teachers organize lesson content so that the pupil is exposed to content in a planned and controlled sequence (Turney, 1983: 15). There are six components of the skill of explaining: raising key questions, promoting clarity, using example, forming connections, making emphasis, and monitoring feedback (Turney, 1983: 39).

2.4.5 Introductory Procedures and Closure

Introductory procedures and closure concerns 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 students in the class and how actually the teaching and learning process goes on. There are six components of the skills of introductory procedures and closure, they are: gaining attention, arousing motivation, structuring, making links, reviewing, and evaluating (Turney, 1983: 91).

2.4.6 Advanced Questioning

An advanced question is actually given to the students with the demand that they will have incisive and complete response so that their participation will be more tangible than before. This kind of question can be called as a higher-order question since it is given after the students got

several kinds of treatment from their teachers. The purpose of using these kinds of questions are actually to develop techniques which will make the students are more thought provoking, the children's' responses are more incisive and complete, and the participations of the pupils are more extensive and self-initiated (Turney et al. 1983: 118).

2.5 Bloom's Taxonomy

In daily life, one's attitudes deal with many aspects so that we must find so many words to describe them. In term of learning process about people attitudes there should be classifying system based on the certain way of thinking or called taxonomy. In the field of education system or learning process, Bloom proposes three behavior domains along with the sub domain in each domain. There are Cognitive which is mental skills (knowledge), Affective, it is growth in feelings or emotional area (attitude), and Psychomotor which is manual or physical skill (Skills). Those three domain become important sources in holding learning process, especially deals with the result of the learning process.

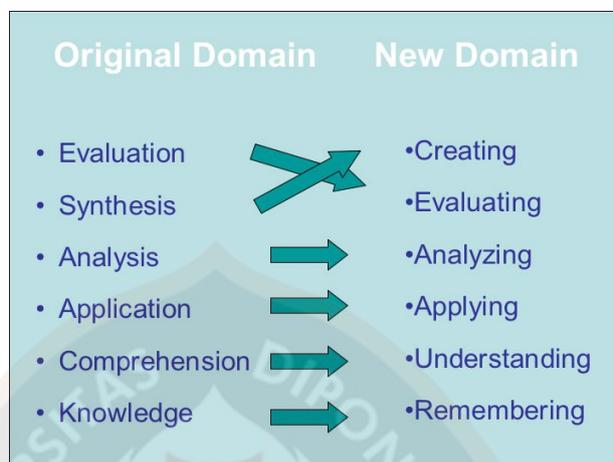
This taxonomy of learning behaviors can be thought of as "the goals of the learning process. " That is, after learning episode, the learners should have acquired new skills, knowledge and/or attitude.

2.5.1 Cognitive Domain

The Cognitive Domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories which are listed in the order below, starting from the simplest to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can be taken place. The first category is Knowledge, which is recalling data or information. The second one is Comprehension, understanding the meaning, translation, interpolation, and interpretation on instruction and problems. State a problem in one's own words. The next category is Application, using a concept or unprompted use of an abstraction. Then, Analysis, separating materials or concepts into component parts so that its organizational structure may be understood. Synthesis, building a structure or pattern from diverse elements, putting parts together to form a whole, with emphasis on creating a new meaning or structure. And Evaluation, making judgments about the value of ideas or materials.

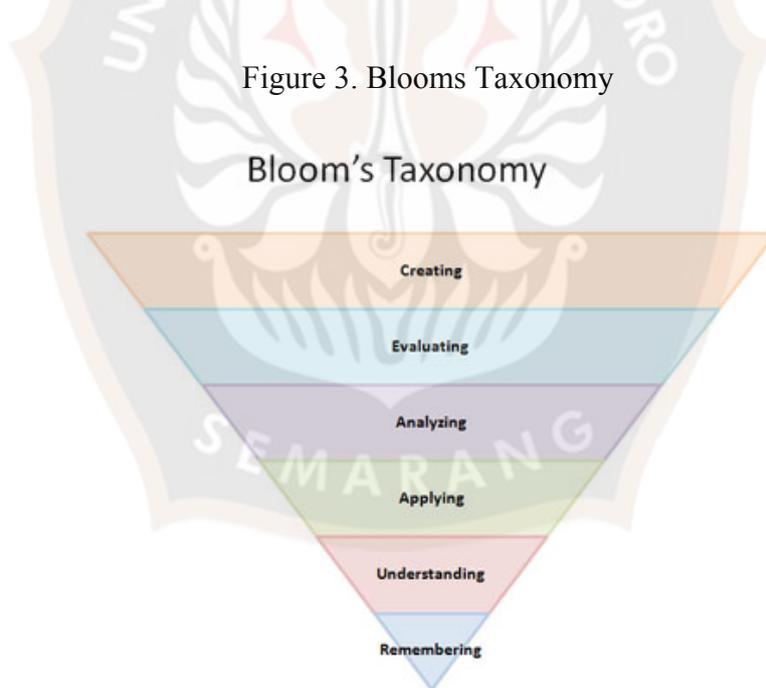
The above categories of Cognitive domain in the learning taxonomy has been revised by Lorin Anderson (a former student of Bloom) in the mid-nineties, with the two changes, the names in the six categories from noun to verb forms, and slightly rearrange them. The new taxonomy domain is, as follows:

Figure 2. The Revised Version of Bloom’s taxonomy domain by Lorin Anderson



Source: (<http://www.nwlink.com>)

Figure 3. Blooms Taxonomy



Revised edition by Lorin Anderson (a student of Bloom)

2.5.2 Affective Domain

The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

- 1) Receiving Phenomena : Awareness, willingness to hear, selected attention.
- 2) Responding to Phenomena : Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).
- 3) Valuing : The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.
- 4) Organization : Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating and synthesizing values.
- 5) Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable,

and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).

2.5.3 Psychomotor Domain

The psychomotor domain includes physical movement, coordination, and the use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

- 1) Perception : The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.
- 2) Set : Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).
- 3) Guided Response : The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing
- 4) Mechanism : This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency

- 5) **Complex Overt Response:** The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance
- 6) **Adaptation** : Skills are well developed and the individual can modify movement patterns to fit special requirements
- 7) **Origination** : Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.

2.6 Theoretical Framework

This study is based upon the problem and difficulties faced by the teachers in TK Negeri Bertaraf Internasional in creating English-speaking situation in their classes. Since the concept of RSBI or international based school lets the teachers and learners mostly use English in the class, they are required to maintain the English usage totally. On the other hand, the teachers seem quite impossible to accomplish the mastery of English seeing that they do not have much time to prepare. They then are requiring of a motivating and effective training concerning English and it is much better if it is conducted quite shortly that in fact they also have a very few time to have such training.

It all begins from the thinking of asking the teachers to use English as much as possible in their classes where it is mostly situated that English is surely required for international standardized school. If the teachers usually use English for conducting the classes since those classes belong to RSBI or international-standardized school, the learners will possibly be helpful to focus on learning and using the language too. In instructing the students, asking some questions, or offering suggestions in English, the teachers will give them different feelings of learning that this condition does not often happen in our country since they do not use English in class. They will then have to listen to what the teachers say carefully to keep them thinking in English all the time. Using full English in the classes is not such a like of force for them although the early stage of adjusting those is by avoiding translation as much as possible. The teachers then will help the students much more concerned in the target language proficiency. As stated by Gardner and Gardner (2000), when we use language, we are helping that kind of process.

In order to make the teachers speak in English, I give them a list of instructional scaffolding talks. Scaffolding doesn't simply mean help but it is a special kind of help. Gibbons (2002:10) says that "scaffolding is the temporary assistance by which a teacher helps learner knows how to do something, so that the learner will later be able to complete a similar task alone. It is future oriented: as Vygotsky has said, what a child can do with support today, she or he can do alone tomorrow." This definition means

that the term scaffolding has a function as special kind of help for the students to do something independently.

The instructional scaffolding talks here are easy to memorize. Since the teachers here have to master English in no time and they are lack of motivation, so the easiest domain of the revised version of Bloom's taxonomy domain by Lorin Anderson in learning is chosen, which is remembering or memorizing (<http://www.nwlink.com>).

1. Checking attendance

<i>Let's call the roll</i>	<i>Thank you every body</i>
<i>Let's take the register</i>	
<i>Let's check to see who's here</i>	<i>So, everyone is here except...</i>
<i>Remember to say "I'm here".</i>	<i>So, only two people away.</i>

2. Explaining and demonstrating

<i>Today we are going to</i>	<i>do some colouring.</i> <i>do some drawing</i> <i>do some painting</i> <i>do some sticking</i>	<i>Look, like this...</i> <i>Look at what we are going to make.</i>
<i>Next we are going to</i>	<i>Next we are going to</i>	<i>Here's one class 3 made.</i> <i>Look here's a picture for You to colour.</i>

CHAPTER 3

RESEARCH METHODS

This chapter presents the research methods used in this research. The points included in this chapter are the research design, the object of the study, and the research instrument.

3.1 Research Design

In this research, the participants who took part in the English training were eight teachers of TK Negeri Bertaraf Internasional Semarang. This research uses R&D (Research and Development) method. It is developed by Borg and Gall (1983: 775) based on their R & D project funded by the U.S. Office of Education. Usually industrial company uses R&D design in developing their product. However, since education also develops, educational product also needs to be developed. There are ten steps in this design, as follows:

- (1) research and information collecting;
- (2) planning;
- (3) develop preliminary form of products;
- (4) preliminary field testing;
- (5) main products revision;
- (6) main field testing;

- (7) operational products revision;
- (8) operational field testing;
- (9) final products revision;
- (10) dissemination and implementation

(Borg and Gall, 1983; Samsudi, 2009).

The sequence of R&D design can highly unlikely be conducted by graduate students for the cycle is very expensive to carry out. Thus, Borg and Gall (1983: 792) suggest that graduate students can “undertake a small-scale project that involves a limited amount of original instructional design” and “limit development to just a few steps of the R & D cycle”.

Based on the above suggestion, I simplify R & D sequence into the following four stages:

- (1) Stage 1: teacher’s needs analysis and teacher’s baseline level setting
- (2) Stage 2: development of preliminary form of products
- (3) Stage 3: preliminary field testing and first products revision
- (4) Stage 4: main field-testing.

The detail of the above stages is presented in the following section.

3.1.1 Stage 1: teachers’ needs analysis and teacher’s baseline setting

This stage applied questionnaires and interviews to obtain the data about teachers’ needs and expressions they really would like to master. In both questionnaires and interviews, there were some questions asked to the teachers and then for the answers they gave, the writer received responses

containing various problems and needs about teaching in English and the expressions they really wanted to acquire.

In order to find out the effectiveness of the materials, the baseline of the participants' (teachers) level needs to be set first. An English teachers' assistance was needed through a rubric to measure the level. With the assistance of the English teacher, I measure the level of learning process categories through a rubric involving these teaching aspects teachers usually do; opening, apperception, explanation, discussion, reinforcement, independent talk, and closing. The complete form of the rubric could be seen in the appendix.

For the first category assessed to the teachers was the 'opening' that consisted of the talks they usually said to initiate the lesson in the class. If the teachers were able to greet the students and at the same time check their attendance, they would get full 4 points. Then they would get 3 points if they were able to greet the students correctly and check the students' attendance understandably. They would get 2 points if the teachers were able to greet the students correctly. Then they would only get 1 point if the teachers were able only to greet the students understandably. Besides that, the term "correctly" means here that the utterances they delivered to the students were correct according to some linguistic features consisted; the sound system including pronunciation, intonation, and stress, then the grammar of each utterance, and the vocabulary. Otherwise the term "understandably" closer means to the

utterances the teachers delivered were not fully correct in accordance with some linguistic features stated above, yet those could still be understood and replied by the students in a certain contexts.

The second category was the “apperception”. Apperception here referred to the process of starting the class by providing purpose of the current lesson using short explanation or brainstorming. If the teachers were able to explain the purpose of the current lesson and brainstorm the students both effectively and correctly they would get 4 points. Then they would get 3 points if they were able to explain the purpose of the current lesson correctly and brainstorm the students understandably. They would get 2 points if they were able to explain the purpose of the current lesson correctly. Then if they were only able to explain the purpose of the current lesson understandably they would get only 1 point.

The next to be examined was ‘explanation’. In this category if the teachers were able to explain and describe the materials of the lesson through speech and Q&A (question and answer) correctly they would get 4 points. They would get 3 points if they were able to explain and describe the materials of the lesson through speech and Q&A understandably. They would get 2 points if they were able to explain the materials through only speech correctly. Then if they were able to explain the materials through only speech understandably they would get 1 point.

The fourth category was ‘discussion’ that let the teachers to conduct a discussion among the students and them. They would get 4

points if they were able to have a discussion with the students and direct them to have their own discussion correctly. They would get 3 points if they were able to have a discussion with the students and direct them to have their own discussion understandably. If they were able to conduct a discussion with the students correctly they would get 2 points. Then if they were able to conduct a discussion with the students understandably they would get only 1 point.

Next category was 'reinforcement' that could be defined as kind of treatment to the students eventually to increase students' positive behavior. The treatment was in the form of verbal or token method. If the teachers were able to provide various verbal and token reinforcements correctly they would get 4 points. If they were able to provide various verbal and token reinforcements understandably they would get 3 points. If they were able to provide various verbal reinforcements understandably they would only get 2 points. Then if they were able to provide monotonous verbal reinforcements they would only get 1 point.

The sixth category was independent task. If the teachers were able to guide the students to have independent task and discuss it correctly they would get 4 points. If they were able to direct the students to have independent task correctly and discuss it understandably they would get 3 points. Then they would get 2 points if they were able to only guide the students to have independent task correctly. Then they would get only 1

point if they were able only to guide the students to have independent task understandably.

The last category in the rubric was closing. If the teachers along with the students were able to draw conclusion and end the lesson correctly they would get 4 points. If the teachers along with the students were able to draw conclusion understandably and end the lesson correctly they would get 3 points. If they the teachers themselves were able to draw conclusion understandably and end the lesson correctly they would get 2 points. Then if they were only able to end the lesson correctly without drawing conclusion they would get 1 point.

In this part, the teachers participating did not meet any kind of treatment since it was only the assessment to know the level of their capacity of English through the teaching learning process. As the result, it could be seen completely in the appendix.

By the time this process was done, then the training session could be conducted. The needs and the baseline consideration could help me to set the appropriate materials given to them and method of training also.

3.1.2 Stage 2: development of preliminary form of products

In this stage, I built up the contents of material based on the result of the teachers' need analysis. The materials were in the form of scaffolding talks set that easily understood and memorized by the teachers.

I also created a syllabus functioned as the guidelines of the material during the training session.

3.1.3 Stage 3: preliminary field testing and first products revision

Before using the material in real situation of teaching training, it was a need to test the material by English lecturers or English teachers to get valuable suggestion and advice. The instrument to assess the effectiveness, practicality, clearness, attractiveness, and the flexibility of the materials was a rubric that could be seen in the appendices.

3.1.4 Stage 4: main field testing

In this step, the materials were implemented to the real teacher training setting. The materials are given to each teacher who held different classes based on their competences and subjects they were teaching. The teachers who taught the classes and used as the objects were they teaching general classes, sports and dances class, and computer class. After this stage, including training season and final product, they would have once more teacher's level assessment measured by a rubric to get the clear comparison between their competences before the training session and after the training session.

3.2 Object of the Study

In this research, the objects that underwent the treatment were the computer, sports and dance, language, and science teachers of TK NBI Semarang. Those eight teachers were supposedly using English in international standard school.

3.3 Research Instruments

There were some instruments used in this study, they were: (1) instruments for surveying the teachers' needs and baseline setting; there were questionnaire and interview, (2) the foremost rubric for assessing teacher's level of preliminary English in teaching, (3) a rubric for examining the developed materials by the English lecturers and English teachers, (4) instrument for examining teachers' perception toward the use of the materials.

3.3.1 Rubric

Teaching learning process cannot be separated from a process namely assessment. The role of assessment in teaching happens to be a hot issue in education today. This has led to an increasing interest in "performance-based education." Performance-based education poses a challenge for teachers to design instruction that is task oriented. The trend is based on the premise that learning needs to be connected to the lives of the students through relevant tasks that focus on students' ability to use

their knowledge and skills in meaningful ways. In this case, performance-based tasks require performance-based assessments in which the actual student performance is assessed through a product, such as a completed project or work that demonstrates levels of task achievement. At times, performance-based assessment has been used interchangeably with "authentic assessment" and "alternative assessment." In all cases, performance-based assessment has led to the use of a variety of alternative ways of evaluating student progress (journals, checklists, portfolios, projects, rubrics, etc.) as compared to more traditional methods of measurement (paper and pencil testing).

Using rubrics is an easy way to assess and grade students' papers and tasks. Rubrics are descriptive scoring tools that are developed by teachers or other evaluators to guide the analysis of the products or processes of students' works (Moskal, 2000). Rubrics let students know what teachers expect on assignments and give teachers a standardized, compact checklist from which to grade.

Whether a scoring rubric is an appropriate evaluation technique is dependent upon the purpose of the assessment. Scoring rubrics provide at least two benefits in the evaluation process. First, they support the examination of the extent to which the specified criteria have been reached. Second, they provide feedback to students concerning how to improve their performances.

In order to make the students, as well as other teachers, able in grading their own projects, we need to make the description on every aspect for every grade as clear as possible. For example, for writing assessment rubric, within the “introduction” category, instead of just stating “topic sentence” or “supporting details” it is better to state “the introduction contains a topic sentence and supporting details”.

Each score category should be defined using descriptions of the work rather than judgments about the work (Moskal, 2000). For example, “Student’s writing structure contains no errors,” is preferable over, “Student’s writing structure is good.” The phrase “is good” requires the evaluator to make a judgment whereas the phrase “no errors” is quantifiable.

There are some steps we can follow in developing our rubric (Moskal, 2000; Mertler, 2002; Brown, 2004)

- 1) Write down exactly what is expected in a project. Make bullet points that clearly indicate what the student should turn in. For example, with an essay, we would probably write down “introduction”, “body”, and “conclusion.” Within each bullet point, write down the elements necessary for successful completion of that section. Again, with an essay you might put “topic sentence” or “supporting detail” under “introduction”. Continue to do this for all the main bullets we listed.
- 2) Add a few more sections. After we have identified the components of a project and how to create these components successfully, we are

ready to add a few more sections to our rubric. Most teachers like to reward students for technical ability and creativity. So, for example, it can be included sections for grammar and originality in our essay rubric.

- 3) Determine the form of the rubric. Rubrics come in a variety of forms, but the most common types are table rubrics and list rubrics. If we would like to use a list form, then we have already got a basic outline set with our main points and supporting details. For a table, make the main points run down the left side of our page. Across the top, write in evaluative terms from poor work to excellent or in point scale from 1 to 4. Then, under the excellent column, write our ideal project descriptive terms according to the elements we have listed. Fill in a description of the project under each other skill level too. For example, under “good,” we would fill in a description of a project that is almost perfect; “poor” would be a project that meets none of our expectations.
- 4) Determine the points we would like to make each component of the project worth. It is easiest if we make our points add up to 100; then, we will have the student’s grade just by adding together the points he or she obtains. Alternatively, we could make total points any number that suits our grading system. Go through each bullet point and assign points for that section. Then, break down these points among the subsections we added. Consider the essay example again: we might

decide that the “introduction” section is worth 20 points. Of that 20, we could break down the subcomponents so the topic sentence is worth 10 points, the supporting detail, five, and, maybe, creativity worth another five points. In a table system, each capsule is usually worth a certain number of points. For example, an introduction that is rated “good” according to all the descriptive terms would get five points, while “poor” would only get one.

- 5) Include a room for comment. A rubric is a great way to determine a grade, but a grade is just a number if we do not explain why it was assigned. Using a rubric should make it easy to tell why a student gets the grade he or she does, the parts where students miss points will be obvious. But it always helps to write a few closing words at the end of our rubric. This lets the student know he or she did a good job or explains in more detail what needs to be improved. This personalized touch will make the student feel better about the final grade too.

In this study the instrument to assess teachers’ level before and after the training session, and examine English lecturers and English teachers’ evaluation towards the materials developed were in a form of rubric.

3.3.2 Interview

Interviews are method of questions and answers either directly or indirectly with the source. Interviews are mostly used in research as data collecting technique, especially those related to personal area. Interviews

in education are effective since they can be implemented to each individual without any age factor or reading ability limitation. The objectivity of interview is directly known. They are also implemented directly to the respondent. Furthermore, they are flexible and dynamic in implementation.

Nevertheless, Interviews also have some weaknesses, such as they require much time. In some cases, language factor can be troublesome. They also require respondent willingness to be interviewed. They require self adjustment emotionally. Moreover, interview results depend on the interviewer ability in interpreting and taking notes.

In order to make the interviews effective and thorough, so that the data are maximally gained, it is better for the interviewer to arrange guide sheet before the data collection. Guide sheet contains only main problems whose result will be found out.

There are three kinds of question in interviews. The first one is structured question. The questions result in structured answer as required by the questions' content. It is a closed question. The second one is unstructured question. The questions result in free answer. It is an opened question. The third one is mixed question. It is a mix between closed and opened question.

In this study, the instrument for examining teachers' needs was in a form of interview with unstructured questions.

3.3.3 Questionnaire

Basically, questionnaires have similarity with interview, except in the implementation. Questionnaires are done in written. The forms of questionnaires are structured questionnaires, questionnaires which provide answer possibility, and unstructured questionnaires, questionnaires which do not provide answer possibility.

In this study, the instrument for examining Teachers' perception toward the use of the materials was in a form of mixed questionnaire. It was a mix between structured and unstructured questionnaire.

3.4 Data Analysis

The data in this research were taken from the participants who were asked some questions by using interview, questionnaire and rubric. After I gave them questionnaire and interview I then got their answers which I interpreted as the source of creating the material. Every answer was represented the problems and needs of teachers to teach using English in the class. The answer also influenced me to create the material based on the difficulties they found to utter and use English. The points collected from the rubrics were also considered to know the level of English mastery from each teacher.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the data collected and at the same time the analysis that I am going to discuss. As mentioned before in chapter III, the method used to collect the data was Research and Development design which was simplified into 4 steps suggested by Borg and Gall (1983:792). Those 4 steps are (1) stage 1; teachers' needs analysis and teacher's baseline level setting, (2) stage 2; development of preliminary form of products, (3) preliminary field testing and first product revision, (4) main field-testing.

As stated in chapter 3, the main purpose of those steps was to find out how the result of the materials given was really implemented to the research objectives. Thus, this research also used quantitative approach of pre-experiment research plan in the form of One Group Pretest-Posttest Design described by Borg and Gall (1983:657-659). The table of the pre-experiment research plan is as follows:

Table 1. One Group Pretest-Posttest Design

Pretest	Treatment	Posttest
Y	X	Y

Therefore, the description of above stages is presented in the following section.

4.1. Teacher's needs analysis and baseline setting

4.1.1 Stage 1.1 : Teacher's needs analysis

The use of English in RSBI schools is so highly needed that every teacher has to utilize it as their language of teaching. Accordingly, a kind of English course is required to give the teachers in RSBI School more competent skills to conduct their lesson using English.

In the beginning of the training, I gave them a questionnaire as one of the instrument, to know their first condition of English competence. That was done in order to find out their opinion about the use of English at school and their English competence surely. The questionnaire also was useful to survey the needs of the teachers dealing with the training they would take part in. Then the result of the questionnaire is shown as follows:

Table 2: The Table of Questionnaire Items

No	Question	Answers
1	Asking the teachers about making a decision on how to communicate through English	Six people said that they were still uncertain to deal with English communication in class and two others said it was difficult to do
2	Asking the teachers about the role of English applied in RSBI teaching	Seven people said that it was very important and one said it was quite important.

3	Asking the teachers about the frequency they use English in their teaching learning process	They all said that they sometimes used English in their lesson.
4	Asking the teachers how actively they use English.	All of them said they did not use English actively.
5	Asking the teachers whether or not they found some difficulties when they used English	They all said that they found difficulties in using English.
6	Asking the teachers whether or not they needed an English training	They all said that they needed it.
7	Asking the teachers about their opinion if they had to use English in teaching learning process	See appendix
8	Asking the teachers to detail their needs in English training	See appendix

Besides using questionnaire, I also applied an interview to collect some data about the teachers' needs of English. This interview consisted of some question I prepared and was addressed to the participants of the English training, that is the teachers of TK NBI Semarang. Those functioned as establishing the materials they would get along the training in order to improve their English skill in teaching learning process. The interviewees varied from the principal, English teacher, class teachers, sports teacher and computer teacher.

The first point I asked in the interview was there any differences between teaching learning process in RSBI School and regular class. The principal replied that the regular class used mostly bahasa Indonesia in teaching learning process and RSBI class used partially use English. She replied the question in the context of the language the teachers used in their lessons. Almost the same as the principal response, based on the

English teachers opinion, they were differentiated only from the language used in teaching learning process. She also added that the use of language in class was just more focused only on the communication not the materials. As I was asking the other class teachers, their responses had the same idea that RSBI class and regular class had a difference in the communication point that used English and bahasa Indonesia as the language of instruction.

Next question I asked to them was about the influence of English competence in teaching learning process. The principal replied that it influenced so much to RSBI School and really affected to the English as an everyday language. Four class teachers then replied that the influence of English would give so much impression to the students but above all they admitted that they were still incompetent to use English in a whole lesson they had. They also stated that if children were given some wrong instructions from the teachers who were not able to fully comprehend English it could then affect them in acquiring the materials. Two other teachers gave their opinion that it was really affected to the teaching learning process because RSBI School used bilingual system in case of this using English and bahasa Indonesia. Then the other one gave the same response as the principal said, that English really influenced to RSBI School and could come to be children's everyday language.

In the next question, I asked the teachers about the compulsory of mastering English when they were teaching in class. It was important thing

they had to have dealing with their capability of English. All the teachers including the principal said that the mastery of English was a must to teach in RSBI School. The principal also stated that at least they should have mastered English words related to the materials they gave in lesson. Additionally, a class teacher stated that because of the requirement of global knowledge, they must have mastered English to be able to cover the concept of RSBI School.

The next question was whether or not English had to be 100 percent used in the teaching learning process. Six class teachers said that it was not necessary to use a hundred percent English in their lesson since RSBI School they had been taught. One class teacher said that it only needed 20 % English in RSBI class because the context of teaching in that situation matched the materials given that some of them were difficult to be translated into English. The English teacher said that there was no must to use English in a whole lesson due to the need of cultural context in a Indonesian school and it was better if the teachers could use 80% of English in RSBI School.

The next question was directed to asking the background of the teachers that had concluded they held various background of education. Each of them said that they mostly graduated from non-English background such as sports education major or primary education major. The principal also said there was only one English teacher in TK NBI Semarang serving as the full English teacher. It could be said that she fully

taught English subject in all grades of that school. The principal added that there existed less than 50 percent teachers having a good competence of English. So she said too that it was a need to have a kind of short course for making the teachers of TK NBI into the satisfactory English speaker.

While the teachers were being asked about those following questions, it came up to ask them the probability of delivering the material in English. It talked about whether they found difficulties or not to deliver materials in English to the students in TK NBI. The principal said that most of them faced so many difficulties to deliver the material in English. She explained more about the feeling of embarrassment the teachers had by the time they were teaching the students. Most of them sometimes felt that they were not quite confident to teach in front of the class due to their lack in mastering English. The sports teacher and all the class teachers said when they began to teach the children seemingly they were blocked by the limit of English vocabularies in completing their materials, giving instruction, or even talking each other with the students. The point was taken led to the condition they needed so much at least one course to shape a situation of memorizing English well.

They were also asked about the probability of what kind of difficulties the teachers faced to communicate in English. Almost the teachers replied that they had so many difficulties in many aspects of English since they had no English background. As the result of that, they felt uncertain to use English in class and furthermore there was no

ambience of speaking English at all. Some of them said they were hard to find many vocabularies and could not reveal good grammar for their sentences. One said that the teachers had to be given so many instructional talks to support their conversation with the students in class. They also noted that along they had taught the children they seldom used English in class and consequently the habit of 'being' English much less created. The English teacher said that she was quite confident to teach them in English because she had spoken English so much in all classes and her background was from English literature. The principal added that most of teachers found difficulties in many aspects because they did not have good English background and were not confident to use it.

To know the length of time teachers should have for mastering English, it asked about how long they needed to at least be able deliver materials in English. The principal talked about the psychological factor that surely sometimes characterized elder people, she said besides they were not confident to speak English, they were too old to start learning new subject i.e. English. The English teacher and 3 others replied that they needed 3 up to 6 months to at least be able to know English well in purpose of delivering materials. Two teachers then said that it could take a year hard-working learning to master English. Two others replied that by using routine and continuous tries, they could have reached their willingness to master English. One said also that to know how long it took,

there could depend on how deep teachers comprehend and know deeply about English materials given.

Related to time allocation for a course they expected, they were also asked supposing that their school put a targeted time or not to them to speak English quite fluently. The principle replied that teachers were required to have as many as possible educative and constructive training without considering duration of time. Actually, school itself did not put any time allocation to teachers to become proficient in one thing. They just had to become used to take immediate situation for such responsibility to improve their ability. The English teacher then said though it was pretty complicated to make English as a familiar language for teachers in a short period, they actually had to accomplish the process in stages efficiently and productively. Other class teachers said that the school did not demand them to learn English. Furthermore another added that though the school did not ask them to do it with the targeted time, they were supposed to do it as if they had targeted feeling to learn English well.

Another question was asked to the teachers notified that there was influence between time spending in learning English and their teaching process. The principal suggested that if the teachers could balance on both learning English and teaching their classes, they would get so many benefits that could help the school preparing global challenges to fulfill the 'real' international standardized school. Four class teachers replied that while they were spending time to learn English they at the same time could

practice the materials they got to the students. It means that whenever they learned some new expressions or phrases, they used those to communicate with the students and the effort to make English situation in class was easily created. The English teacher added that they would be getting bored if they never communicated the lesson they got in English with the students or other teachers. Another teacher said that it had so many influences that only if they learned English well they could then use it in teaching learning process.

The next question was about to know whether the class teachers had their own strategy to master English or not. One class teacher said that before mastering English well, teachers should have given the students so simple expressions in English while teachers were giving tries to richen the vocabularies and much more sophisticated expressions. Three class teachers said that by taking part in some English courses they could learn English effectively with the accompaniment of their own friends. Some of them also said that it was possible to participate in some courses outside of school or have a private course at home. The English teacher said that teachers could take advantage of asking their friends who happened to be English teachers to be the people they could share, question, or ask for suggestion about English. Two others also said that along they had tried to learn English, they always asked their friend who was the English teacher in school for helping them refine their English and give suggestion relating to their problem of learning it.

Another question asked to the principal and the teachers was about to know whether they need special training for non-English teacher in international standardized school. The principal said that it was so needed to have special training to non-English teacher in such school she held. The English teacher really supported if special training was held in her school. Other teachers demanded so much for a simple English training that consisted of Basic English attached to practical expressions that could be useful in teaching learning process in class. They said they needed such as opening or closing expression of teaching learning process, simple instruction that could be understood by the children, or some practical sentences they could easily and confidently be used.

The next question was directed to the class teachers who were not from English background that asked about the need of special strategy to apply English for teaching in class. They mostly needed to learn English through sophisticated strategy so that they could use it to communicate with the children. Others also said that it was important to learn English which was very practical to use in class and how to use it.

I was curious to know what kind of English the teachers needed in their next course. So I questioned them about it and mostly they replied that they needed a kind of simple English that was communicative and understandable during use in teaching learning process. They also asked for some practical simple sentences that belonged to opening, closing, or instructing the students in class. They added that they rarely found

difficulties in materials because those were from many sources that sometimes were in bilingual or even English. They stressed also to have such simple English that could make them confident when teaching.

The last question I asked to them was a kind of request that let them to give examples of expressions in teaching that they thought difficult to say. Not only expressions of teaching that they gave but some instructions to ask the students to do something were also given. Each teacher gave different responses for this question based upon their problems in delivering classroom expression to the students. One class teacher still was not able to open the class and difficult to express the materials when she was teaching in the class, for example she told she wanted to replace an utterance like “Good morning children, how are you today?” with other expressions that were much variational and easy to understand by the children. The second teacher was the computer teacher that surely did not have English background relating to her teaching experience. She gave some examples of expressions she felt difficult to say in English, she said in bahasa Indonesia “*Mari anak-anak, kita belajar komputer menggunakan paint brush. Menggambar mobil. Pilih icon persegi, buat kotak agak besar. Pilih icon oval, buat rodanya. Pilih icon persegi lagi, buat jendela.*” Another class teacher said she wanted to say good expression in English for these sentences, “*Anak-anak, lipat kertas sampai bertemu garis tengah lalu buka kembali.*” One gave an example to say about her teaching topic of geometry. She pointed to give such an

instruction to the children, “*Anak-anak, susun balok ini menjadi bentuk ...*”

“ The sport teacher had some problems in giving English instruction of sports such as “*Langkahkan dua kaki ke kanan, langkahkan dua kaki kiri, berputar.*” One class teacher then said that she had some problems when she was asking the children to give opinion about something to talk to. Then she also found difficulty to say them to make crafts, to instruct them to draw, to direct to fold a paper, to command them to run, to order how to do a calisthenics, or to ask them to sing. Another one still got confused with many sentences she felt inconvenient to say in English, for example she felt difficult to open the class and deliver the materials about story reading or serial picture.

In summary, I then recognized that most of the teachers had faced similar problem; they did not speak English actively through their teaching learning process. In doing so, they could not use English as a tool of communication to deliver materials in class. Furthermore I can conclude that they needed a kind of English training to take their responsibilities for revealing the aim of *RSBI* School which let students easily face the globalization and broader science through English. An English training they were asked should have covered with communication skills that could shape the atmosphere of English in class. It was also requested by the teachers that the English training should have dealt with simple and easy materials resulting them confident to use English. Besides that, having this

English training could make sure the effectiveness of pre-fabricated expressions as the materials of RSBI teachers training.

4.1.2 Stage 1.2: Teacher's baseline setting

As followed from the first part of this stage, this part needed to set up the English level for the teachers in order to know that the materials given to them would be effective or not. The step was in the form of process to set the baseline of teachers' competence of preliminary English; in which level they were proficient using English for teaching. In this process, the assistance from English teacher was really needed since she was much closer and better to know the participants in personal. With the assistance of the English teacher, I measured the level of learning process categories through a rubric involving these teaching aspects teachers usually did; opening, apperception, explanation, discussion, reinforcement, independent talk, and closing. The complete form of the rubric could be seen in the appendix.

Here are the complete results of their rubric assessment helped by the English teacher. First of all, there were seven class teachers including the principal, one sports teacher, and one computer teacher. In this case, the English teacher did not belong to the participant since she had helped me to be the assistant assessing them. While they were conducting teaching learning process in the class, the English teacher and I evaluated

their performances of teaching with the categorized points mentioned in the rubric. Based on the assessment, teacher 1, namely Mrs. Rusilah, who happened to be a class teacher acquired points only from the first and seventh category that were opening and closing. She got only 1 for each category because she only showed the lowest competence in greeting the students and ending the lesson. Out of using English short expression in those two categories, she still used bahasa Indonesia along her lesson.

Teacher 2, namely Mrs. ML. Sri Suratini, who happened to be a class teacher, obtained more points than Mrs. Rusilah. She got points from some categories; she obtained 2 points from opening categories showing she could greet the students correctly, she also then showed understandable explanation of the material and she got 1 point, and finally she got 1 point from closing category. She still used bahasa Indonesia mostly in the lesson though.

Teacher 3, namely Mrs. Nunik Supriyati, who happened to be a class teacher, had the same points as teacher 2. She obtained 1 point in opening category that showed she was able to greet the students understandably. Another 1 point she got was from closing category showing she was able to end the lesson understandably. Out of using English for those categories, she still used bahasa Indonesia in most of her class.

Teacher 4, namely Mrs. Christina Tri, who happened to be a class teacher, obtained more points from some categories. She actually gave a good try in some categories by her performances of teaching the students. She was able to greet the students correctly and she got 2 points. She got 1 point for her capability of explaining the students the purpose of the study. Then she was able to perform good explanation of the materials to the students and she got 1 point for that. In closing category she got 2 points from giving the students conclusion of the lesson understandably and ended the lesson correctly.

Teacher 5, namely Mrs. Yulaicha, who happened to be a class teacher, got only one point for opening and closing categories. She only was able to greet the students understandably and end the lesson correctly. Out of using English to those categories, she totally used bahasa Indonesia for teaching in the class.

Teacher 6, namely Mrs. Arina Purnawati, who happened to be a class teacher, got one point for each opening and closing categories. She only was able to greet the students understandably and end the lesson correctly without giving conclusion. She also used bahasa Indonesia for most her lesson.

Teacher 7, namely Mrs. Anastasia Endah, who happened to be the sports teacher, also got the same points as majority of the teachers had. She only could perform greeting for the students understandably which

means she got only 1 point for opening category and she could end the lesson correctly which means she got 1 point for closing category. Whenever she taught the students sports, she mostly still used bahasa Indonesia.

Teacher 8, namely Mrs. Ratna Maharrani, who happened to be the computer teacher, got 1 point for each opening and closing category. She showed only understandable greeting to the students for opening category that she got 1 point and she was only able to end the lesson correctly for closing category that she got also 1 point for that. Out of using English for those categories, she still used bahasa Indonesia for delivering the materials to the students. The complete result of the rubric assessment can be seen in the appendix.

After examining the teachers' needs and setting the baseline level, the result could be seen clearly that the teachers' competences in teaching using English were not quite satisfactory. They mainly could not accomplish apperception, explanation, discussion, reinforcement, and independent task categories in teaching class. They only could execute how to open and close the lesson quite good. Then it was possible to set the materials and the training session due to the result of teachers baseline setting level so that the treatment for them could be conducted. Those considerations could support me in determining the appropriate material and method for training for the teachers.

4.2 Stage 2: Development preliminary form of products

In this stage, I built up the contents of material based on the result of the teachers' need analysis. The materials were in the form of scaffolding talks set that were easily understood and memorized by the teachers. I also created a syllabus functioning as the guidelines of the material during the training session. The complete materials and syllabus can be seen in the appendix.

4.3 Stage 3: Preliminary field testing and first products revision

Before the material was used in real situation of teaching training, they needed to be assessed by the English lecturers or English teachers to get valuable suggestion and advice. A rubric was utilized to assess the effectiveness, practicality, clearness, attractiveness, and the flexibility of the materials.

Each category was measured by score and each of them represented the meaning for the categories assessed. Four points were given if the materials appeared very good/appropriate/interesting in quality. Three points were given if the materials appeared good/appropriate/interesting in quality. Two points were given if the materials appeared less good/appropriate/interesting in quality. Then one point was given if the materials appeared not good/appropriate/interesting in quality.

Dr. Sugeng Purwanto then gave his assistance for me to assess the training materials I made. I decided to ask him for help since he became a lecturer of linguistics program at postgraduate program of Diponegoro University. He was also my lecturer of some subjects when I was in class of applied linguistics degree concerning education. He only put a check (√) mark on each column representing categories of the materials being assessed.

He gave me 3 points for the practicality of the materials. It meant that the materials I constructed were good or interesting. He also suggested that the material had to consider the cultural issues and it had to be well contextualized in practicing prior to the actual use. Four points were given then to the second category which meant the materials and the method were very attractive. He suggested that it had to be considered the way to present the material to the students in order to get automatic responses from the students. The third category was considered good and marked by three points because the directions to use method and the material were clear. He suggested that the students surely had to know the physical and verbal responses from each expression asked for. He then gave 3 points for the fourth category which meant good and he suggested that the more the expression were given the more teachers alternately used the expressions. Then he gave four points for the fifth category meant very good and he suggested that the expression should have been inserted some factors of language acquisition that young learners need such as internalizing,

practicing, and using.. Therefore, the points collected from Mr. Sugeng Purwanto were 17 out of 20.

As well as Mr. Sugeng Purwanto gave his assessment to the materials, the assistance from English teacher was also needed to make a good compare. The English teacher of TK NBI Semarang, Mrs. Evri Darwiyanti, S.S. had helped me to give marks on my material I made. She then gave 4 points to the first, second, third, and fourth categories. The she checked the 3 points column for the fifth category. The total points got for the material that was 19 out of 20.

With the result that was considered very good, it then gave me much more courage and confidence to do further steps. In relation to suggestion needed to the materials, they did not consider any kind of recommendation to change the materials since they told me that the materials and the method did not need to revise after the test.

4.4. Stage 4: Main field testing

In this step, the materials were implemented to the real teacher training setting. The materials are given to each teacher who held different classes based on their competences and subjects they were teaching. Those teachers who taught the classes and used as the object were they teaching general classes, sports and dances class, and computer class. The materials given in the training session were the pre-fabricated expression in the form of scaffolding expression which were set up in stage 2. The training itself

was held by the guidance of the syllabus made as one with the materials in stage 2 also. The syllabus conducted the training session to finish in twelve meetings. So along twelve meetings the teachers would pass some stages of learning English to master the capability of speaking English in teaching learning process. The complete syllabus could be seen in the appendices.

After this stage, including training season and final product, they would have once more teacher's level assessment measured by a rubric to get the clear comparison between their competences before the training session and after the training session. Here are some parts of the training session:

4.4.1 First and Second Meeting

Based on the syllabus, the activities in the first and second meetings of the training coordinated their English general competences of each participant seeing that they had different level of English competence. The participants were the teachers of TK NBI who had been assessed in the first stage.

As followed by the syllabus, the basic competence in this stage was intended to make them were able to use English as the tool of communication in learning teaching process. Because the learning activity revolved around general construction of sentences and expressions in English it was surely the materials given in general form was English

covering how to make interrogative sentence like “Do you understand?”, “What do you know about color?”, “Who wants to answer my question?”. In addition, one of the materials given in this stage was making monologue.

The participants did some activities along the first and second meetings. They were allowed to deliver questions to me as the mentor and I explained them about how to make questions or interrogative sentences. I also explained about question words consisting *wh*- question words. Next step was the pair group activity that they were divided into 4 groups then. One group consisted of 2 people and I gave them a set of jumble card of questions. They had to arrange the same color cards into some good questions order. Besides that, they also listed some words that they frequently used in class and found the synonyms for the words and translated those into English. Based on the words they found then they were making monologue in-group.

As constructed in the syllabus, those activities conducted in the first-second meetings encouraged the participants to be able to make and use interrogative sentence or questions to communicate in teaching learning process. They also could gather information in class from the questions or interrogative sentence they made. It was highly expected that they could build and maintain active communication through interrogative sentence and build a good monologue to facilitate them explaining materials to the students.

The time allocation for each meeting was 120 minutes but for some reasons sometimes they only spent from 100-120 minutes per meeting.

4.4.2 Third-fifth meetings

After the first and second meetings conducted for 120 minutes meeting each, the next third to fifth meetings also allocated 120 minutes for each meeting to start bringing them deeply in the scaffolding talks material that I developed before and then I gave them to be learned and memorized. In this stage the pre-fabricated expressions used were the scaffolding talks initiated the whole class, that covered how the participant opened the class correctly and greet the students properly.

In these meetings, the participants were expected to reach the basic competence of mastering scaffolding talk as the foundation to communicate English during the learning process.

On the materials list, the beginning of the lesson consisted of some parts that were *to greet* such as “Good morning children”, “Hello kids”, “How are you today?”, “Are you feeling good today?”, “How are you doing today?”; *to introduce* such as “My name is Dian. I am your class teacher”; *to manage time in class* such as “Let’s begin our class now”, “Is everybody ready to start?”, “ I think we can start the lesson now”; to manage the beginning of the lesson such as “Be quiet children”, “Prepare your books now”; and to check the register such as “Who is absent today?”, “Let us call the roll, Ani, Budi, ..”, “Why is Diana absent today?”.

In these meetings, the participants had some learning activities. In the beginning of the third meeting they were given the list of scaffolding talks. They had to talk it over with other participants and by the mentor gave developed examples they had to pay attention on the examples given. After that they should memorize each part of expression used as to open the lesson. Then by the time they had acquired at least some expressions of opening the lesson, they were divided into some groups to do microteaching, one leading as the teacher and others were the students.

Those activities intendedly led them to be able to use English for greeting and opening the class, introducing them in front of the class, communicating the time management in class, and taking the register in the beginning of the class.

4.4.3 Sixth-ninth meetings

The same basic competence in third-fifth meetings was also employed in sixth-ninth meetings that used pre-fabricated expressions as the basic foundation to communicate English during learning process. In these meetings the participants involved in deeper learning about class management dealing with grouping the class, turn giving, explaining, organizing the class, and correcting error.

In these meetings, some materials were given to the participants by using scaffolding talks. They covered materials for '*grouping*' like "Make groups of four", "Move your desks into groups of four people", "Turn

your desks around”, “Make a horseshoe shape with your desks”, “Make a circle with your desks”; for ‘*turn giving*’ like “Children, are you ready?”, “Maria, your turn!”, “Anybody else? Raise your hands!”; for ‘*explaining*’ like “Today we will talk about...”, “Children we are going to draw a square today”, “In this time, we will...”; for ‘*organizing the class*’ like “Pick your pencil up”, “Get your books out”, “Close the window please”, “Put all your things away”, “Move the tables back”; for ‘*correcting error*’ like “Very good”, “That’s right”, “Excellent”, “Great stuff”, “Nice try, but ...”, “You were almost right”. One participant took a role as teacher, while others were as the students. Participant who acted as teacher gave some instruction that usually used in the class. Every participant got his/her turn to do the microteaching. After the microteaching, every participant gave comment or critics or even suggestion for every performer. Then they discussed the performance with me.

Those activities were carried out to make the participants deeply involved in managing the class and lesson using English, grouping the students during the lesson, making turn giving properly, explaining the materials using English correctly and understandably, organizing the class using English instruction as well, building active interaction with students, providing feedback and reinforcement to the students in the learning process.

4.4.4 Tenth-twelfth meetings

Moving closer to the end of the training, the tenth to twelfth meetings explored the expressions of ‘pre-closing’ and ‘leave takings’. The materials were from scaffolding talks used usually for concluding the lesson. The ‘pre-closing’ could be like it’s almost time to stop”, “We’ve run out of time, so we’ll continue next lesson”, “We’ll continue this chapter next Monday”, and also ‘leave taking’ like “Goodbye, everyone”, “See you again next Wednesday”, “See you tomorrow”, “Enjoy your day”, “Have a nice day”

On the tenth meeting, the participants had some activities to do. At first, they received a list of pre-fabricated expressions to be discussed. Then, as the mentor, I explained them the example given and they had to pay attention on it. They then had to memorize each part of scaffolding talks used for ‘pre-closing’ and ‘leave taking’. After that, the real practice was tested through a microteaching they did for ‘pre-closing’ and ‘leave taking’. One participant took a role as teacher, while others were as the students. Participant who acted as teacher gave some instructions that usually used in the class. Every participant got his/her turn to do the microteaching. After the microteaching, every participant gave comment or critics or even suggestion for every performer. Then they discussed the performance with me. All those activities intendedly led them to be able to use good English for expression of ‘pre-closing’ and ‘leave taking’.

On the eleventh meeting, after all the materials given were fully accepted by the participants, their activity then constructed the lesson scenario. The scenario itself would help the participants to the good flow of expressing the talks by the time they used it in the class. On the one hand, there existed a lesson plan consisting of only clues and main points for each material given to the students, but the other that was lesson scenario provided all expression that the participants were going to say in the class. It covered expressions from opening like greeting and checking the register, apperception or brainstorming, explanation included the materials they were going to deliver, discussion about the materials, reinforcement, independent talk and closing.

The way participants used the lesson scenario could be various. They might either memorize or read it in case they forgot to express the words. As being known that scenario for film or play could be successfully implemented if the players or actors had the ability to improvise it. The same thing happened in this case that the participants were fully expected to improvise the lesson scenario. The better participants improved it the better upcoming microteaching they would do next.

On the twelfth meeting, the lesson scenarios from all participants were then employed as they were performing microteaching for final remark. The microteaching was used to measure what they had achieved along the training and find out whether the participants had developed or not compared to their baseline level. I used the Teacher's Teaching in

English Performance Assessment Rubric to measure their level in the microteaching,

The microteaching results are described as follows:

a. 1st teaching

In this teaching the participant was Mrs. Yola who happened to be the class teacher that had achieved the purposes of scaffolding talks. Based on the assessment, she got 3 points in the 'opening' category because she showed the ability to greet the students correctly and checked the student's attendance understandably. In the beginning of the teaching, she was able to apply the greeting function, "good morning". She then created good interaction by asking the students "how are you today?", while some students didn't answer the question, she repeated the greeting and question in order to make a repertoire to students' thought that they should have answered the greetings nicely. After that, she continued the teaching by checking the register "let's check to see who's here" to complete the opening section.

She did not get any point in the 'Apperception' category since she did not explain the purpose of the study to the students.

In the 'explanation', she could get 3 points because she was able to explain how to make house from the paper correctly and use question and answer understandably. She explained the materials not only through

speech but also through question and answer to make them clearly understood the material.

She then got 2 points in the 'discussion' category since she had correct discussion with the students in case she provided good interaction and practice while giving the materials to fold the paper.

She then was able to provide various 'verbal reinforcement' like 'Good', 'Great', 'Excellent' and she got 2 points from those.

In the 'independent task' category she got 2 points showing she was able to give the students independent task about the material given and discuss it as they finished the task.

Then, in the 'closing' category, she was able to make the pre-closing notice in the form of review of what they had studied on that day. She could review the students by asking them what they studied and remembered about the paper folding. She then also ended the lesson correctly by saying "let's go home. see you tomorrow!". She got 2 points in this category.

From the overall teaching, the participant seemed to have learned the functions of the scaffolding talks in the classroom. She managed to give feedback, created good communications with the students, and ran the class better than before.

b. 2nd teaching

In this teaching session the participant was Mrs. Endah who happened to be the sports teacher. She got 2 points in the ‘opening’ category since she was able to open and greet the class correctly though without having the checking attendance to the students. In the beginning of the session the teacher created an interaction that urged the students to pay attention to her by saying “hi”, “hello” and greeting for several times. She did so in order to make stimuli for the students so that they could get more spirited for what she would teach at that time that was gymnastics. After that, she checked the students’ attention by saying “good morning” and doing morning greeting. She asked the students to pray together in doing the time management. In her teaching she was able to use the functions of scaffolding talks, especially to maintain the good condition of the classroom. She was able to understand the function of scaffolding talks to give commands to the students. It was showed in her teaching when she asked the students to copy her body movements while singing a song.

In the ‘apperception’ category’, she only got 1 point showing she only was able to give the students brainstorming quietly understandably. She did not provide them the purpose of the study though so she only brainstormed them by giving some directions to follow her body moves in order to make a song instead. She instructed the students to have body movements of ‘L’, ‘O’, ‘V’, ‘E’ and those could be the encouragement to have the next main lesson. In doing the song, she used the scaffolding talks

efficiently by making repertoire of the instructions such as “once again”, “repeat again”.

After finishing the song, the teacher gave some commands, like “clap your hands”, “right hand up”, “left hand up”, “put your hands up”, “put your hands down”, “left hand on your waist”, “right hand on your waist”. She then automatically instructed and explained to them how to do gymnastics of the day they learned. So she got 2 points in the ‘explanation’ category showing she was able to explain the students using those instructions correctly.

Because this lesson only instructed the students how to do gymnastics, the teacher seemed have no discussion with the students and so she got no point at all. She only provided some informative instructions to the students asking them to do gymnastics. When the students managed to copy the teacher’s movements, she did some various verbal reinforcements such as “good!”, “excellent!”, “ok!” meant to encourage the students to get more spirited. She then got 2 points in the ‘reinforcement’ category.

In her teaching, Mrs. Endah got no point in the ‘independent task’ category since she did not give the students any homework or task. It made sense because her class was sports and it often did not need any homework though some individual task needed on the spot.

Later, after she finished the gymnastics she did the initiation to close the class by saying such as “are your tired students?”. Finally, at the end of the session, the teacher was able to make pre-closing as well. Then she got 1 point in the ‘closing’ category showing she was only able to end the lesson correctly without drawing any conclusion.

c. 3rd teaching

In the third lesson, the teacher who held the class was Mrs. Christina Tri S. With the same basic competence, the teacher was to apply what she knew about the functions of scaffolding talks. In the teaching session she showed that she had mastered all functions of the scaffolding talks. It was showed that in her teaching each function of scaffolding talks was achieved. The functions showed in the teaching were; greeting, time managements, register, initial scaffolding, explaining, interaction, error correction, pre-closing, leave-taking, class organizing.

The greeting function was showed in the beginning of the teaching when she said “hello” and “hi” repeatedly. However, she didn’t say “good morning” and “how are you”. She directly did the time management by asking “ are you ready?”, then gave an instruction to manage the class “Ok. Be quiet”. After that she was also able to do the register which also involved the student’s actions. In addition, she often used the initial scaffolding while doing the register. She got 3 point in the ‘opening’ category then.

She got 1 point in the ‘apperception’ category showing she could explain the purpose of the study understandably. She did so by uttering ‘all of you will study English with me’.

Through the interaction to the students she was also able to conduct good explanation in using the scaffolding talks. She did it very well onto the students had a good discussion with her. So she got 3 points in the ‘explanation’ category showing she was able to explain the material through speech correctly and question and answer understandably.

She the got 2 points in the ‘discussion’ category that she was able to lead a good discussion with the students concerning their material.

She was able to provide some verbal reinforcements like ‘good’, ‘clever girl’, ‘wow cool’ which gave her 2 points in the ‘reinforcement’ category.

She got no point in the ‘independent task’ category because she did not give the students any homework to do.

In the end of the teaching, she conducted the pre-closing and take-leaving shortly yet efficiently. Then she got 1 point in the ‘closing’ category showing she was able to end the lesson by saying ‘good bye class’ and ‘see you’ without giving any conclusion.

d. 4th teaching

In the fourth lesson, the class teacher was Mrs. Rina who had finger painting topic to teach. In this teaching, she was able to master most of the functions of the scaffolding talks. It was proved through her actions in class. She was able to conduct a good teaching which mostly involved the students' participations. Moreover, she was also able to attract the students' interest by creating many interactions during her teaching.

She got 2 points in the 'opening' category showing she was able to greet the students correctly without checking the students attendance. In the beginning of the class she started the class with some scaffolding talks such as greeting ("hello", "good morning students") then she continued with some commands to control the situations in the class, in this case she used "sit down on the floor and keep silent please".

In the 'Apperception' she got 1 which showed that he was able to explain the purpose of the lesson correctly the students understandably. She explained by asking the students whether they wanted to draw finger painting or not.

Next, in the 'Explanation' she got 3. It showed that she was able to explain the materials through speech correctly and question and answer understandably. She explained the materials not only through speech but also asking some questions to the students to keep them concentrate.

She got 2 in the 'Discussion' category. She had discussion with the students through observation to practice and prove how to do finger

painting. She also gathered the students altogether to discuss and practice finger painting.

She was able to provide monotonous verbal reinforcements like ‘good ‘ which gave her 1 in the ‘Reinforcement’ category.

In the ‘Closing’ category, she got 1 which showed that she was only able to end the lesson correctly.

e. 5th teaching

In the next teaching different participant was involved. The aims of this participant were to teach the students how to count and how to differentiate colors. The teacher who was on duty was Mrs. Tin. The participant had been given the guidance about how to conduct the teaching by the help of scaffolding talks efficiently. She seemed to be able to extract the core use of the scaffolding talks and able to apply it in her teaching quite efficiently. It is proved by the data of her teaching that in the teaching she was able to use many functions of the scaffolding talks such as; greeting, register, turn giving, initial scaffolding, class organizing, interactions, error corrections, pre-closing, and leave-taking.

In the beginning of her teaching she did the stimuli by doing greeting using “hi” and “hello”, then directly involve the students in an interaction by singing an opening song which about an instruction to organize the class. The next step she did was checking the register. So she

got 4 points because she was able to both greet the students and check the attendance correctly.

She then got 1 point in the ‘apperception’ showing she was able to explain the purpose of the lesson understandably. She did not directly explain the purpose of the lesson to the student but through a song instead she could deliver her intention to teach colors.

Next, in the ‘Explanation’ she got 3. It showed that she was able to explain the materials through speech correctly. She explained the materials through speech and built so good question and answer interaction with the students.

She got 2 in the ‘Discussion’ category. She had discussion with the students through observation to practice and prove colors and amounts of the balls they discussed. She also gathered examples by discussing with students.

In giving reinforcement, she often said ‘Good’, ‘OK, good’, which made her get 1 in the ‘Reinforcement’ category showed that she was able to provide monotonous verbal reinforcement understandably.

She then had no point in the ‘Independent task’ category since she did not give the students any independent task such as homework.

In the ‘Closing’ category, she got 1 which showed that she was able to end the lesson by saying ‘Good bye’, ‘See you tomorrow’, and ‘See you’ correctly but she did not draw conclusion of her lesson.

In the overall teaching and class management, she could be considered qualified enough, especially in conducting and using the scaffolding talks. Even in the end of the teaching session she was still able to impress the students and not to mention did the brief pre-closing as well as the leave taking.

f. 6th teaching

In the next teaching, the other participant was involved. The teacher was Mrs. Rani who happened to be the computer teacher at school. With the same basic competence, she was able to master most functions of scaffolding talks, even she was able to apply it in doing various activities which involved student's participations. From beginning of the teaching she showed how well she could apply the scaffolding talks as well as how well she could manage to control the class using the scaffolding talks.

She then got 3 points in the 'opening' category because she showed her ability to greet the students correctly and check the students' roll understandably.

She had a good way to explain the purpose of the lesson by saying 'ok, today we are going to learn about how to draw with computer'. It made her get 1 point for explaining that understandably.

In explaining the main materials for the students she seemed had no problems with the use of the scaffolding talks. However, she sometimes gave the students too complicated explanation so that the students didn't

give any response. But then she was able to fix her mistake by giving shorter instructions and simpler explanations. Then she got 1 point showing she was able to explain the materials through speech understandably.

In the 'Discussion' category she got 1 point that she could have questions and answers activities with the students quiet understandably.

Then she did some monotonous expressions in giving reinforcement to the students so she got only 1 point from this category.

She did not collect any point from the 'Independent task' category because she did not provide the students a request of homework or task to do.

Finally in the 'Closing' category, she got 1 point showing she was only able to end the lesson by saying "Time is up. Thank you for your attention. Good bye and see you".

With the scaffolding talks she was also able to conduct good class organizing, many interactions with the students, give some corrections as well as give the students simple feedback as can be seen in excerpt below;

In addition, through the activities in the classroom she could manage to give the students the initial scaffolding, as well as respond to the students activeness. Then finally in the end of the teaching session she

didn't even forget to conduct pre-closing and continued it with the leave taking.

g. 7th teaching

In this teaching, the other different participant was involved. The teacher holding the class was Mrs. Rusilah (Sela). The aims of the teaching were to introduce the students to learn different colors and to make the students get used to count things.

In the beginning of the teaching, the participant was able to make a turn giving by saying "are you ready", then she continued the activity to greeting. In greeting, she used the full greeting which involved more of the students' participations.

However, she didn't do the register formally by asking the students one by one. She did the register while she and the students were singing "good morning" song. This can be considered as a brilliant idea, because by doing so, there are several purposes could be reached at once. She could manage to do the register as well as to attract the students' interest and not to mention to do the greetings.

For the result, she got 3 showing she was able to greet students correctly and check their attendance understandably.

Then she got 1 point in the 'Apperception' category that she was able to explain the purpose of the lesson understandably to the students.

By the time she was explaining the materials, she could be considered good though her explanation looked to be quite short. She then got 2 points in the 'Explanation' category because she was able to explain the materials about colors through speech correctly. She explained the materials using color balls and tried to ask the students what color they liked.

She got 2 points in the 'Discussion' category since she succeeded to have brief but correct discussions with some students about colors they were discussing.

Unfortunately she got no point in the 'Reinforcement' category showing she did not provide any verbal reinforcements in her lesson.

She also got no point in the 'Independent task' category because she did not provide any task or homework to do for the children.

In the 'Closing' category, she got 2 points which showed that she was able to end the lesson correctly and told the students that they had learnt about colors of that day.

Through the overall performance of this participant, it can be seen quite clearly that she has mastered the scaffolding talks. By using the scaffolding talks, she could explain the materials given to the students, attract the students' interest, as well as manage the class well.

h. 8th teaching

In this teaching, the other participant was involved. The participant who happened to be the class teacher was Mrs. Nunik Supriyati. With the same basic competence with the other participants, this participant was to conduct the teaching using the scaffolding talks. In her teaching she was to apply the scaffolding talks in the beginning of the lesson, in managing the class, and in ending the lesson.

In the beginning of the lesson the participant was able to do the greeting, and register. She started the class activity by conducting the greeting, but different with the other teachers, she was able to use the full greeting and seemed to understand its functions to attract the students'. She got 4 points in the 'Opening' category showing she was able to both greet the students and check the attendants correctly.

In the 'Apperception' category she did not get any point because she got no action to provide some talks to give the purpose of the study to the students.

She got 3 points in the 'Explanation' category showing that she was able to explain the materials about transportation using speech and Q&A.

In the 'Discussion' category she got 1 point that she was able to have discussion with the students understandably by questioning about the materials she had given.

In her teaching, she was only able to provide monotonous verbal reinforcement that made her get 1 point in the 'Reinforcement' category.

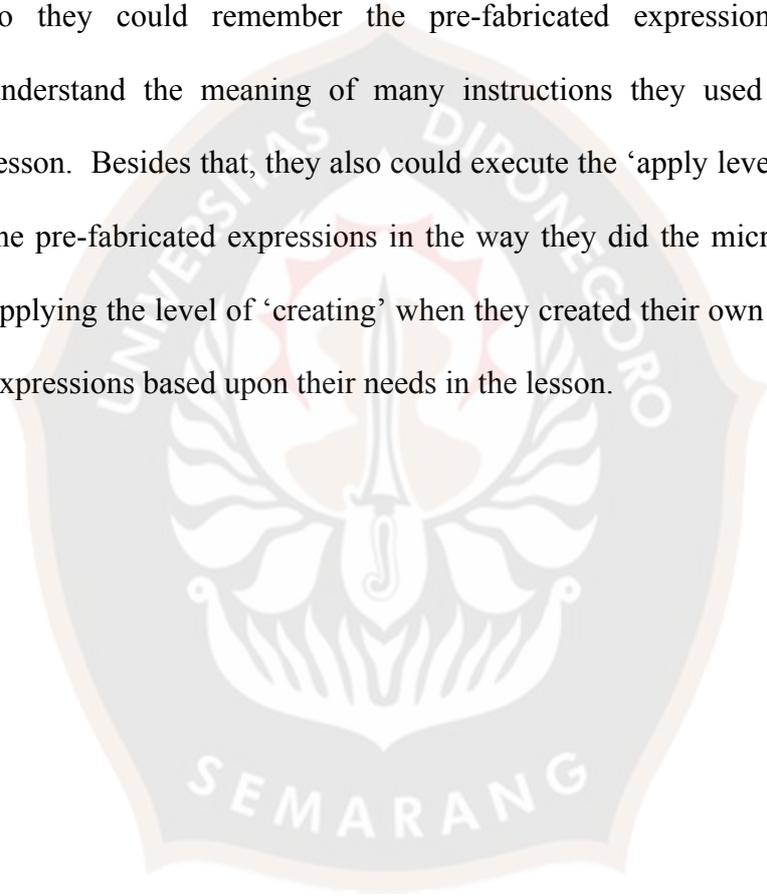
She got no point at all in the 'Independent task' category because she did not provide any task or homework to do for the students.

At the end of the lesson, the participant was doing the pre-closing and take-leaving well. In the pre-closing the scaffolding talks that she used were "students it's time to finish the class" and "thanks for coming today". After doing the pre-closing she asked the students to sing "good bye" song together. When the song finished, she conducted the take-leaving by saying "see you tomorrow!" and thanked them.

She got 1 point in the 'Closing' category since she was able to end the lesson correctly without providing conclusion of the material.

In the result above, the participants generally showed good capability to teach using English expression to the students. It made me quite satisfactory that saw their improvement from the very beginning process, that was pre-test, until the post-test proving they did so well effort so far. By using pre-fabricated expression in the form of scaffolding talks they could improve their English communication with the students when they conducted lessons. It proved that, at least, the existence of scaffolding talks as the material of English teacher training worked for the RSBI schools teachers in improving their English.

Looking at what Bloom's taxonomy stated, the result of the training can reach a conclusion that teachers as the object of the research have the change of cognitive level of mastering English as the communication tool in learning process. They did some level of categories in cognitive domain such as level of 'remembering' and 'understanding', so they could remember the pre-fabricated expressions easily and understand the meaning of many instructions they used in delivering lesson. Besides that, they also could execute the 'apply level' by applying the pre-fabricated expressions in the way they did the microteaching and applying the level of 'creating' when they created their own pre-fabricated expressions based upon their needs in the lesson.



CHAPTER V

CONCLUSION

This chapter presents the conclusion and recommendation of the study:

5.1 Conclusion

1. From the result above, it was found that the problem the teachers of TK NBI Semarang faced was all about they did not speak English fluently and actively as the everyday language and mostly in their lessons. Generally they also did not use English as the communication tools to deliver the materials in class.
2. The four stages in the development of teacher's pre-fabricated expressions had been accomplished, such as: (1) teacher's needs analysis and baseline setting level, (2) development of preliminary form of products, (3) preliminary field testing and first products revision, and (4) main field testing.
3. Teacher's scaffolding talks are really needed by them who should teach using English. The expressions play a role as the helpful survival tool to them so they can easily presume that teaching using English is not as hard as they feel. However, they can dig their potencies to accomplish arrangement of English for teaching and interact with students in a short time.

5.2 Recommendation

In order to make this study go further, it is recommended that:

1. scaffolding talks could be used for English training for non-English teacher in RSBI school as it is required to use English as the teaching and communication tool. Consequently they have practical instrument in using English for the teaching and learning process.
2. Pre-fabricated expressions in the form of scaffolding talks can be used as a motivator for teachers who feel hard to communicate in English. It then can be said that those expressions become survival aid so that non-English teacher can use in a correct, practical, and quick way.
3. Pre-fabricated expressions can work much more widely for any teachers who have strong desire to use English as the classroom language.

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