

PERSEPSI GURU BAHASA INGGRIS TERHADAP SCAFFOLDING/ BANTUAN SISTEMATIS DALAM PEMBELAJARAN BERBASIS TEKS

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ABSTRACT

In education, the effective application of *scaffolding* strategies is essential as it offers a systematic approach to providing measurable and purposeful learning support, which is crucial for achieving the desired learning goals. However, despite its importance, there is a gap in the awareness and application of *scaffolding* in English as a Foreign Language (EFL) teaching and learning. This gap highlights the need for a more comprehensive exploration of systematic *scaffolding* strategies in text-based English language learning. This leads to the research question: "What are teachers' perceptions of applying *scaffolding* strategies in text-based learning?"

Based on this point, this study aims to explore English teachers' perceptions and practices of *scaffolding* strategies in the context of text-based learning. The research framework includes five core aspects: (1) Teachers' Beliefs and Perceptions of *Scaffolding/Systematic Assistance*, (2) Teachers' Knowledge and Awareness of *Scaffolding/Systematic Assistance*, (3) Teachers' Behavior in Practicing *Scaffolding/Systematic Assistance*, (4) Teachers' Perceptions of *Scaffolding/Systematic Assistance Practices*, and (5) Challenges Teachers Face in Implementing *Scaffolding/Systematic Assistance*.

A descriptive methodology was used to answer these research problems, using an online questionnaire consisting of 34 questions. Adapted from Awadelkarim's (2021) research, this questionnaire consisted of 25 Likert scale statements and nine open-ended questions. The questionnaire was organized into five sections, according to the abovementioned aspects. The targeted population consisted of secondary school teachers in the Yogyakarta area. The study involved a sample of 100 teachers who voluntarily participated in the study.

Data analysis included both quantitative and qualitative dimensions. Quantitative data included calculating scores based on respondents' choices, with the results forming the basis of the research findings. In contrast, qualitative data extracted from open-ended questions was analyzed following the Interactive Model that Miles and Huberman (1994) outlined in Miles, Huberman, and Saldana (2014).

The expected outcome of this study is to shed light on the current state of English teachers' perceptions and practices regarding *scaffolding* strategies in text-based learning. By exploring teachers' beliefs, knowledge, behaviors, and challenges related to *scaffolding*, this study is expected to improve *scaffolding* implementation in EFL contexts. In addition, the findings of this study, delivered through percentages and qualitative analysis, will provide insights into existing gaps and potential areas for improvement in *scaffolding* practices, thus promoting more effective and optimized English learning experiences.

Keywords: *scaffolding*, text-based English teaching and learning

Kata Kunci: *scaffolding*, text-based English teaching and learning