

DESAIN DAN PENERAPAN SCAFFOLDING (PEMBERIAN BANTUAN BELAJAR SISTEMATIS) PADA PEMBELAJARAN BAHASA INGGRIS KEJURUAN BERBASIS TEKS DI SMK

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ABSTRACT

Learning English in Indonesia, rooted in text-based English learning, is faced with various challenges. One of the challenges is the need to improve teacher competence in providing systematic learning assistance or scaffolding. This study aims to develop the capacity of English teachers in vocational high schools (SMK) in designing and implementing scaffolding in text-based vocational English learning. Referring to the text-based English learning cycle developed to accommodate the demands of the national curriculum and the framework for the design and application of scaffolding, the research participant teachers are involved in a collaborative stage to design and implement planned and interactional scaffolding. The design of participatory action research (PAR) with a spiral cycle of planning, observing, implementing, and reflecting (Kemmis, McTaggart, & Nixon, 2014), with the modes of participation in the form of cooperation, co-learning, and collective action (Herr & Anderson, 2014). Data sources include the collaborative process in lesson planning, including scaffolding design (via Zoom), video recordings of the teacher's teaching process, observation notes, vignettes, notes/journals of teacher teaching reflections, semi-structured interviews, and learning tools developed by teachers and texts produced by students. The data were analyzed and coded based on thematic (thematic coding) (Braun & Clarke, 2006), structural coding based on research questions (Saldana, 2013), and process coding based on observable actions and interactions of research participants (Saldana, 2013). This research encourages the teachers involved to apply planned and instructional scaffolding systematically. Based on the observations, these are what teachers did in implementing scaffolding: 1) helping in terms of vocabulary, 2) providing explicit instructions and prompting questions, 3) allowing students to collaborate at an early stage to build student confidence, 4) using guided worksheets, 5) provide time for students to think and answer questions, 6) provide examples before students start working on learning activities. As a result of the application of scaffolding, students were helped in following the learning activities. As a result, they can participate actively and are more confident in responding to and answering teacher questions.

Kata Kunci: scaffolding, text-based vocational English learning