ABSTRACT

Adiningtyas, Juliana Puspita. (2023). The Implementation of Scaffolding Strategies for English Language Learning at SMP Kanisius Gayam Yogyakarta. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Teachers Training and Education Faculty, Sanata Dharma University.

The scaffolding strategy can be applied to teaching English, especially to young learners. Scaffolding, in literal meaning, is a ladder used to support the builders in making the building. Besides, in the educational field, scaffolding can be defined as a strategy that can guide students to reach learning goals. The base of scaffolding theory is the theory of ZPD or Zone of Proximal Development. ZPD talks about the range between what a learner can do without help and what the learner can achieve with guidance or help from parents or teachers. Scaffolding is the way the teacher or parents can do for the learners so they can achieve the goals of learning.

This research aims to know what scaffolding strategies were used in SMP Kanisius Gayam and the scaffolding strategies which obtained positive responses from the students. The researcher used Qualitative research as the methodology. In this research, there were two participants. They were English teachers at SMP Kanisius Gayam. The researcher used some instruments to collect the data: observation, questionnaire, and interview. The data display of this research were in the form of description.

This study showed that English teachers in SMP Kanisius Gayam used all scaffolding strategies during English lessons. There were scaffolding strategies used mainly by the teacher: (1) Schema building scaffolding, (2) Bridging scaffolding, and (3) Re-presenting text scaffolding. Furthermore, the scaffolding strategy that obtained a positive response from the students were Developing metacognition scaffolding, Contextualizing scaffolding, and Re-presenting text scaffolding.

Keywords: English learning, scaffolding, scaffolding strategy, teaching method

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Strategi scaffolding adalah salah satu metode pengajaran yang dapat diterapkan untuk pengajaran bahasa Inggris, khususnya bagi pelajar muda. Scaffolding dalam arti harfiah adalah tangga yang digunakan untuk menopang tukang dalam membuat bangunan. Selain itu, dalam bidang pendidikan, scaffolding dapat diartikan sebagai suatu strategi yang dapat membimbing siswa untuk mencapai tujuan pembelajaran. Dasar teori scaffolding adalah teori ZPD atau Zone of Proximal Development ZPD *berbicara tentang perbedaan antara apa yang dapat dilakukan siswa tanpa bantuan dan apa yang dapat dicapai dengan bimbingan dan dorongan dari pengajar.* Scaffolding *adalah cara yang dapat dilakukan oleh guru atau orang tua terhadap anak atau siswa agar dapat mencapai tujuan pembelajaran.*

Penelitian ini bertujuan untuk mengetahui strategi scaffolding *apa saja yang digunakan di SMP Kanisius Gayam dan* scaffolding *mana yang mendapat lebih banyak respon baik dari siswa. Peneliti menggunakan penelitian kualitatif sebagai metodologi. Dalam penelitian ini, ada dua partisipan. Mereka adalah guru Bahasa Inggris di SMP Kanisius Gayam Yogyakarta. Untuk mengumpulkan data, peneliti menggunakan beberapa instrumen: observasi, angket, dan wawancara. Data penelitian ini berupa hasil deskriptif.*

Studi ini menunjukkan bahwa guru Bahasa Inggris di SMP Kanisius Gayam Yogyakarta menggunakan semua strategi scaffolding *selama pelajaran bahasa Inggris. Ada strategi* scaffolding *yang digunakan terutama oleh guru:* (1) Schema building scaffolding, (2) Bridging scaffolding, and (3) Re-presenting text scaffolding. *Kemudian, strategi* scaffolding *yang mendapat respon positif dari siswa adalah* developing metacognition scaffolding, contextualizing scaffolding, dan re-presenting text scaffolding.

Kata kunci: English learning, scaffolding, scaffolding strategy, teaching method