

# Scaffolding in English Classroom: A Case Study on the Teaching of English Language to Eight-Year Students

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## Abstract

This study aimed to find out (1) How the teacher perceives the scaffolding strategy. (2) how the teacher applies scaffolding in teaching English. This study used a qualitative descriptive method and collected data through observation and interview. The observation process was carried out in two meetings in class VIII.6 SMPN 7 Makassar and the interview process was conducted with a teacher. The findings showed that (1) In the interview process, the teacher argues that scaffolding strategies are beneficial in the learning process, namely to build confidence, identify student knowledge, and create student independence. This is very important to achieve learning goals and increase the best potential of each student. (2) The English teacher in class VIII.6 SMPN 7 Makassar uses scaffolding strategy methods in teaching. Researchers found six types of scaffolding strategies used by the teacher in teaching, namely modelling, questioning, giving feedback, breaking down tasks, direct assistance, and providing learning resources. Teacher explain the material to be learned in a structured and systematic manner that can be easily understood by students.

*Keywords:* Scaffolding strategies, perception, EFL classroom.

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## 1. Introduction

Education is the main foundation for the development of individuals and society. Today, the world of education is faced with increasingly dynamic and diverse demands. One of the main challenges in the context of learning is to ensure that every student has the opportunity to reach their full potential. One way to achieve this is through the implementation of effective learning strategies, such as the concept of "scaffolding" in learning. Most such approaches aim to provide appropriate assistance to students when they encounter material that may be difficult or complex. Scaffolding is very helpful in the process of student development in research Hadi Mustofa (2021), concluded that the Scaffolding learning delivery strategy in shaping learning independence can be done with the use of media and learning methods that are in accordance with the material to be conveyed. This relates to my research which examines how teachers in teaching use strategic scaffolding techniques. Based on Suci Wulandari & Imrona Hayati (2022), in carrying out questioning, several things need to be considered, namely a good atmosphere when asking questions, good questions, and a good atmosphere when asking questions. According to Vygotsky (1978), an expert in developmental psychology, scaffolding is "temporary help given to an individual when they are learning something they cannot yet do on their own." This concept of scaffolding is becoming increasingly relevant in the context of English language teaching, given the importance of English as a global lingua franca. This study analyzes scaffolding strategies in English language teaching with a focus on junior high school classes. The scaffolding approach does not only provide guidance in language acquisition, but also provides a platform for the development of students' cognitive and social skills. According to various studies, the application of scaffolding in English language teaching has been proven effective in improving students' understanding of the material and strengthening their language skills (Alam, 2015). Therefore, this study focuses on the practical application of the concept of scaffolding in English language teaching in a classroom environment. The research explores concrete strategies used by teachers, as well as their impact on students' performance in understanding and using English.

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## 2. Literature Review

### 2.1. Scaffolding Strategy

The concept of scaffolding owes much to the work of the Russian social psychologist Lev Vygotsky and his many followers who have researched the social basis of human learning and development through interaction. Vygotsky, in a book called *Thought and Language* written in the 1920s, coined the term 'Zone of Proximal Development' he said the distance between the actual level of development determined by independent problem-solving and the potential level of development determined through problem-solving under adult guidance, or in collaboration with more capable peers. According to Harris and Hodges in Linda Lowson (2002), "Scaffolding is incremental learning with adult (e.g., teacher) assistance, such as through instruction, modelling, questioning, feedback, and so on, for the child's performance across successive engagements, thus giving more autonomy to the child." Hertman in Pramudyo Kusworo and Prih Hardinto (2009) explains that the instructional scaffolding initially provides extensive instructional support, or scaffolding, to continually assist the student to building their understanding of new content and process. The temporary scaffolding provided by the instructor is removed to reveal the impressive permanent structure of student understanding. The researcher applied the types of scaffolding through various studies conducted previously by various researchers, who conducted research using scaffolding strategies on methods whether it (1) Modelling, (2) Questioning and Answering, (3) Providing Feedback, (4) Breaking Down the Task, (5) Direct Assistance, (6) Collaboration, (7) Providing Resources, (8) connecting to prior experience. As Linda's opinion in Pramudyo Kusworo and Prih Hardinto (2009) explains that scaffolding is process as providing support to student learning and then retreating that support so that the students become self-reliant. Vygotsky in Herman (2002) explains that three are some ways to adapt scaffolding strategy in class, they are: (1) Pair advanced learners with developing ones. (2) Engage students in cooperative learning. (3) Use apprenticeship model whereby an expert model an activity.

### 2.2. Perception

According to Walgito (2004), perception is described as the process of receiving sensory stimuli, followed by the organization and interpretation of these stimuli in the brain. Cultural experiences and beliefs can have a great influence on perception, thus impacting behavior. Alternatively, Sakkir, Safitri, & Muhayyang (2022) offer an interpretation, defining perception as the evaluation of sensory input after attention, which enables individuals to recognize and understand previously encountered stimuli. Furthermore, perception can be seen as a series of procedures used by individuals to interpret information obtained from various sources of stimuli. As stated by Mc Cornack (2010, p. 71), perception is defined as the process of selecting, organizing, and interpreting information received through our senses. He emphasizes that to understand the world and the people in it, we rely on perception consistently. The start of perception occurs when we decide which information is worthy of our attention. Next, we organize and structure the data in our minds into coherent patterns, and give meaning to the data. Al-Azhari (2022) explains five types of perception, namely: (1) Visual Perception, (2) Auditory Perception, (3) Tactile Perception, (4) Olfactory Perception, (5) Gustatory Perception. According to Walgito (2004), Perception has three stages of the process as follows: (1) Physiological process, (2) Psychological Process, (3) Awareness Process.

### 2.3. English Foreign Language

Johnson (2008) points out that teaching English as a foreign language or English as A Foreign Language (EFL) refers to the teaching and learning of English in countries where English is not spoken nationally. In other words, EFL refers to teaching English language skills to learners who live in a non-English-speaking environment. And according to Jeremy Harmer, J. (2007), EFL is "the process of teaching and learning English to those who do not speak the language as a mother tongue or as a language of instruction in their daily lives." Meanwhile, Richards, J. C., & Rodgers, T. S. (2001), an expert in English language teaching, define EFL as "the learning of English by non-English speakers in an environment where English is not the primary language of communication." For many educators, learning and teaching English as a foreign language is a real challenge. Akbari (2015) argues that teaching English as a foreign language involves many of the same challenges that face EFL learners who are trying to learn English in a non-English speaking country English-speaking country. Akbari (2015) notes that lack of English language learning resources is one of the most obvious challenges for students. Ideally, when learning a new language new language, students should be exposed to, and interact with real-life materials that develop their skills and improve their language proficiency. The main problem with learning English in a non-English-speaking country English-speaking country is that students may not be able to get learning resources and adequate model examples for the language from native

sources. As a result, they may have difficulty in understanding and learning all aspects of the language appropriately. Achieving effective pronunciation of English that is effective and understood can be a for students learning English as a foreign language (Flege & Robert, 1981). That is because every language differs from English in many aspects, especially in its sounds. By therefore, non-native speakers of English usually have problems with pronunciation when they try to speak.

### 3. Research Methods

The research design employed in this study is qualitative research. According to Lodico, Spaulding, & Voegtle (2006), qualitative research is an approach that centers on examining social phenomena and amplifying the viewpoints and impressions of the individuals who are being studied. Creswell (2012) argues that the goal of this type of research is to gain insight that explores the depth, richness, and complexity inherent in the phenomenon. Furthermore, this study employed a descriptive qualitative research methodology. The design of descriptive qualitative research focuses on acquiring a more profound comprehension of the viewpoints, emotions, beliefs, or attitudes of the participants involved in the study Nassaji (2015). Descriptive qualitative methodology in this research is used to explain the data obtained in the form of a collection of words to answer the research questions about the practice of scaffolding strategy in the classroom, when and why teacher use scaffolding strategy in the classroom, as well as teacher perceptions of scaffolding practices.

This research was conducted in one of the junior high schools in the city of Makassar, South Sulawesi. The school was SMP Negeri 7 Makassar. Which is located on the Cakalang streets, Makassar city. Carried out from February to April 2024.

The research of this study was an English teacher and students of SMPN 7 Makassar. Whose number are 30. This study focuses in:

- a. The English teachers' perception towards scaffolding strategy.
- b. The way the English teacher applies scaffolding strategies in her class.

The primary data collection instruments for this study were observation and interview. These instruments were selected to gain a more comprehensive understanding of the implementation of scaffolding strategies in EFL classrooms and to also gain insight into the teacher perceptions of scaffolding strategies. Interview used in this research is semi-structured interview that include in-depth interviews. Semi-structured interviews are used due to their flexibility. In addition, the researcher added some follow-up questions if necessary.

First, the researcher meets with the headmaster and asks permission to conduct the research. Second, the researcher meets the teachers and explains the purpose of the classroom observation and how to conduct it. Third, the researcher observes the teacher when they teach the students. Then, the researcher observes and interviews the teacher's indicator of scaffolding strategy in the classroom. And the last the researcher concluded that the study's findings were based on the data and the researcher's perspective.

In analyzing data from classroom observation and interview, the researcher uses qualitative data analysis based on Miles, Huberman and Saldana's theory (2014) which consists of four stages:

#### a. Data collection

After identifying the problem, the researcher collected data through audio and visual recordings of classroom observations and interview with teacher regarding their perceptions of the applied scaffolding strategies in the classroom. This aims to provide and emphasize primary data.

#### b. Data condensation

discards, and organizes data in such a way that "final" conclusions can be drawn and verified. It refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written field notes, interview transcripts, documents, and other empirical materials. By condensing, the researcher makes the data stronger. Miles, Huberman, and Saldana (2014) stated that data condensation occurs: by writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing/transforming process continues after the fieldwork is over until a final report is completed.

#### c. Data display

Moving to the next step is data display, which means an organized, compressed assembly of information that allows drawing conclusions and taking action. So, the researcher analyzed and described the data qualitatively. Data display refers to the process of drawing conclusions from messy data. Therefore, the display means organized information that leads the researcher to draw a conclusion. Milles, Huberman, and Saldana suggested a good display of data, in the form of matrices, graphs, charts, and networks.

#### d. Drawing and verifying conclusion

The last step is conclusion drawing or verifying. The "final" conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met. The researcher concludes that teacher implement scaffolding strategies in learning and the teacher perception of scaffolding strategies. This conclusion can be verified and developed, examining its validity through references to existing recordings, interview, and previous theories.

## 4. Results and Discussion

### 4.1. Teacher's Perception toward Scaffolding Strategy

The researcher aimed to explore teacher perceptions of scaffolding strategy. The researcher used an interview technique to obtain data in the form of teacher perceptions. And the researcher also used audio recording to record the explanation of the teacher, which then be transcribed by the researcher.

#### 4.1.1. Teacher understanding about the concept of scaffolding strategy

From the interview the respondent argued that scaffolding can be defined as the process of providing structured assistance to students in solving a task or problem. The assistance is tailored to the student's needs and abilities, and gradually reduced over time. The ultimate goal is to encourage students' independence so that they can learn and solve problems without additional help. The scaffolding is an effective strategy for supporting students' development in the learning process. This is also supported by the results of interviews with the teacher whose results are as follows:

*"yaa jadi simpelnya the definition of scaffolding it can be see saat saya menjelaskan langkah demi langkah dalam menyelesaikan masalah english language material, or saat saya memandu diskusi dengan pertanyaan yang merangsang pemikiran students. And then seiring berjalannya waktu, bantuannya akan saya kurangi, sejalan dengan bertumbuhnya kemandirian siswa. hmm... saya fikir this is really good untuk build the students confidence dan keahlian mereka sehingga students akhirnya dapat menangani tantangan with or without assistance at all".* (Teacher interview, 23/2/2024).

#### 4.1.2. The ways teacher identifies student abilities before using scaffolding

The interviewee explained that before applying scaffolding strategies, it is important to identify students' initial understanding. This can be done through pre-assessments, such as short quizzes or informal discussions. In addition, it is also necessary to identify students' language skills, including pronunciation, reading, and writing. Analysis of students' writing and their voice recordings can provide a more in-depth picture of their ability to express ideas:

*"Jadi menurut saya dalam tingkat pemahaman awal student's before applied scaffolding strategy, ada beberapa pendekatan yang saya sarankan. Pertama-tama, saya biasanya mulai dengan pra-penilaian. Ini bisa berupa kuis singkat atau diskusi informal yang memberi saya gambaran tentang apa yang siswa sudah tahu. Dan saya juga mengidentifikasi siswa dengan melihat pronunciation mereka, the skill readingnya, writing skills to jadi saya melihat tulisan mereka bagaimana, dan bagaimana they listening sometimes dia record dan kirim their voice ke saya."* (Teacher interview, 23/2/2024).

#### 4.1.3. Concrete example of how teacher design and implement scaffolding to help students comprehend complex material

Based on the results of interview, the respondent explained that the playful learning method is very helpful, which utilizes students' natural interest in learning through fun activities. In addition, storytelling and drama approaches have also proven effective, where students are asked to create short stories or simple dramas based on the material learned. This activity allows students to apply their new vocabulary and grammar in a relevant context, reinforcing their understanding of complex material. The researcher also found additional data from the interviewee, as follows:

“ya seperti tadi saya berikan satu metode pembelajaran sambil bermain jadi metode pembelajaran yang siswa senang itu yang saya cari agar dapat memudahkan siswa dalam memahami materi yang kompleks. Selain itu, storytelling dan drama juga sangat efektif. Yang dimana students saya minta untuk membuat short story atau drama sederhana based on the material, dan hal ini menurut saya memungkinkan mereka untuk menerapkan vocab and grammar yang baru mereka pelajari. Metode belajar sambil bermain adalah pendekatan yang sangat efektif untuk menerapkan scaffolding dalam pembelajaran bahasa” (Teacher interview, 23/2/2024).

#### 4.1.4. The ways teacher's adapts scaffolding strategies to meet the needs of different proficiency levels within the classroom.

The respondent stated that in adaptive scaffolding strategy the approach with she customizes of the subject matter by providing additional support such as concrete examples, pictures, and open-ended questions. Collaboration between students is also important, where they can learn from each other according to their individual abilities. Continuous feedback is also emphasized to help students improve their English skills gradually. The result of an interview with the teacher is as follows:

“all of the students are not the same ya ndak sama semua capability nya pastinya berbeda-beda jadi menurut saya menyesuaikan materi pelajaran dengan memberikan dukungan tambahan seperti contoh konkret, gambar, dan pertanyaan terbuka. And also, the most helpful thing is membuat kolaborasi between students dan memberikan umpan balik berkelanjutan yang di mana this is can memperbaiki kemampuan berbahasa Inggris mereka. And i think this is can support every students dalam mencapai potensi belajar mereka yang optimal.” (Teacher interview, 23/2/2024).

#### 4.1.5. Using specific tools or technology in applying scaffolding

The teacher used online learning platforms such as Google Classroom or Moodle to present materials and assignments in a structured way to students. The teacher also confirmed using flashcard applications such as Quizlet can help students strengthen vocabulary and grammatical knowledge through repeated learning. The use of learning resources from YouTube also increases students' enthusiasm because they like the video format that presents information in a visual and interesting way. Based on the results of interviews with the teacher, she also revealed that:

“okey tools and technology ya, for me i used platform pembelajaran daring seperti Google Classroom atau Moodle untuk menyajikan materi dan tugas secara terstruktur. Selain itu, saya memanfaatkan aplikasi seperti Quizlet untuk flashcards dan YouTube sebagai sumber belajar. Flashcards membantu siswa memperkuat kosa kata dan konsep gramatika. Penggunaan YouTube meningkatkan antusiasme siswa karena mereka suka menonton video.” (Teacher interview, 23/2/2024).

#### 4.1.6. The ways teacher evaluates the effectiveness of the scaffolding strategy

respondents confirmed that in evaluating the effectiveness of the scaffolding strategy, they observed students' responses to learning as the main indicator. In addition, assessing students' work through written and oral assignments. The importance of adjusting learning strategies based on students' feedback to improve learning effectiveness and better understand students' needs.

“saya mengevaluasi efektivitas strategi scaffolding saya dengan mengamati tanggapan siswa terhadap pembelajaran. Saya juga melakukan penilaian terhadap hasil kerja siswa melalui tugas-tugas tertulis dan lisan. Menciptakan lingkungan yang mendukung agar siswa merasa nyaman untuk berbagi pendapat adalah hal yang sangat penting menurut saya. Saya menyesuaikan strategi pembelajaran saya berdasarkan umpan balik siswa untuk meningkatkan efektivitas pembelajaran dan juga untuk mengetahui tingkat kebutuhan siswa dalam pembelajaran.” (Teacher interview, 23/2/2024).

#### 4.1.7. The way teacher assists students to learn independently after experiencing the scaffolding process.

The result of the interviewed was found there are the steps implemented to help students take responsibility for their own learning include providing examples as initial guidance. Students are also given opportunities to try to perform tasks or solve problems independently to test their understanding. In addition, providing constructive feedback on the results of students' efforts in taking responsibility for their own learning.

“Menurut saya setelah proses scaffolding, biasanya saya membantu siswa mengambil tanggung jawab atas pembelajaran mereka sendiri dengan langkah-langkah seperti: memberikan contoh, memberi panduan, memberikan kesempatan mencoba, memberikan umpan balik, dan mendorong refleksi yang intinya saya memberikan hal-hal yang dapat meningkatkan pemahaman dan keahlian mereka i think thats all” (Teacher interview, 23/2/2024).

#### 4.1.8. *The way teacher solves scaffolding strategies that don't work*

The teacher stated that when the scaffolding strategy was not successful, she reflected to evaluate whether the approach used was appropriate to the students' needs. then adapted the strategy to the students' individual learning styles to improve learning effectiveness. In addition, parents' involvement in the learning process is important to provide additional support.

*“Sebagai seorang guru pasti ya ada moment-yang di mana metode yang kita gunakan tidak efektif, jadi menurut saya dalam menghadapi situasi di mana strategi scaffolding tidak selalu berhasil. Saya merefleksikan apakah pendekatan yang saya gunakan telah sesuai dengan kebutuhan siswa hal ini yang sering saya lakukan ya. Selanjutnya, saya berusaha menyesuaikan strategi dengan gaya belajar individu mereka yang sesuai kemampuan mereka. dan jika perlu melibatkan orang tua dalam proses pembelajaran untuk dukungan tambahan karena peran orang tua sangat berpengaruh dalam pembelajaran siswa”* (Teacher interview, 23/2/2024).

#### 4.2. *How the teacher applies scaffolding in teaching english*

##### 4.2.1. *Modelling*

The teacher provides direct examples by demonstrating the steps that must be taken in the game, for example, the teacher explains how to play game using cards as representations of the parts of the house. The teacher chooses a student, Nurdin, as the leader and demonstrates how the game starts by placing paper on the floor to represent the parts of the house. Other students are then directed to follow suit the same steps. The teacher asks questions to the students directly, asking them to name the objects that are usually found in the room passed by the leader. This allows students to be actively involved in the learning process by providing responses directly. By using modelling techniques, teacher give students direct examples of how to play the game, allowing them to observe and follow the steps that have been demonstrated. This helps students to understand the concepts better and feel more confident in participating in the game. (1st Observation, 23/2/2024)

##### 4.2.2. *Questioning and answering*

The teacher utilized the "Questioning and Answering" technique to engage students in a discussion about the consequences of littering. The teacher started by asking a question to prompt student responses, followed by probing further for clarification. Additionally, the teacher utilized reinforcement by affirming the correct response provided by the student, which reinforces learning and understanding of the topic. Overall, the use of questioning and answering facilitated a dynamic exchange of ideas and knowledge in the classroom. (2nd Observation, 1/3/2024)

##### 4.2.3. *Providing feedback*

the teacher employs the teaching technique of "providing feedback" by evaluating students' understanding of the given task. The teacher gives each student an opportunity to express their understanding and provides direct feedback regarding their communication behavior. The teacher pays particular attention to the students' response behavior, emphasizing the importance of vocalizing rather than just nodding. Thus, the teacher not only provides feedback on the comprehension of the material but also gives guidance to enhance polite and effective communication behavior. (1st Observation, 23/2/2024)

##### 4.2.4. *Breaking down the task*

By dividing the task into two smaller parts, namely writing about the parts of the house and writing about the items in the house, teacher make it easier for students to focus on every necessary detail. Clear instructions delivered to students provide precise guidance on what is expected of them. By working on assignments individually, students are also encouraged to develop independence in learning. (1st Observation, 23/2/2024)

##### 4.2.5. *Direct assistance*

The teacher used direct assistance teaching techniques effectively. Using pictures as concrete examples, teacher illustrate the concept of happiness to students. By utilizing Smart TV technology, learning material is presented in an interesting and interactive manner. Teacher directly involve students in the learning process by asking questions directly and giving them opportunities to participate. In explaining the differences in the use of the verbs "was" and "were" in the context of singular and plural subjects, the teacher ensures students' understanding of grammar. (2nd Observation, 1/3/2024)

#### 4.2.6. *Providing resources*

The teacher uses the technique of providing resources by integrating technology in the English learning process. The teacher opens the YouTube application using a Smart TV to provide resources in the form of videos that support learning. The video contains material that is relevant to the lesson being taught. In addition, the teacher also provides reminders related to the achievements of the previous class to students, giving directions to keep the class clean and not to play during the lesson. (2nd Observation, 1/3/2024)

#### 4.3. *Discussions*

The first scaffolding talk occurs in this study is modelling. It is one of the strategies used by the teacher to make the students engaged in the class. The first step is the teacher give examples of the material. And then the teacher gives a correction whenever the students made a mistake. The modelling delivered by the teacher in this study is able to provide model for example to the students to perform their abilities. On the other hand, behavioral engagement takes place when students pay attention and focus when the teacher provide model and example related to the materials. This is in line with Black and Allen (2018) which in their research stated that modelling plays a crucial role in effective scaffolding. If it's done too quickly or not adjusted to each student's needs, they might not learn as much. This could make it hard for them to work well with others and use what they have learned in different situations.

Q&A is the second type of scaffolding that occurred in this study. Questions and answers were used by the teacher to provide stimulation to students to be more active in learning. The teacher presented pictures to students about littering and asked about the causes and consequences of littering. The teacher makes a colorful presentation about the material delivered using smart TV in front of the class so that students are interested in learning the material. Interesting presentations from the teacher can increase student activeness in the classroom, which can be seen from the behavior of students who pay attention and stay focused on the presentation given by the teacher. This is in line with the research done by Milawati, Rohmah, and Alim (2020) which stated that teachers' questioning strategies benefit teaching and learning activities by helping teachers assess whether students understand the material. This process also aids in planning future lessons. It not only helps teachers manage the classroom but also encourages students to think critically and develop their own answers.

Providing feedback is the third scaffolding that occurred in this study. The teacher gives feedback by checking the results of the students' assignments that have been given and asking them whether they have understood the material provided and also asking whether they understand the tasks they are doing. Providing feedback in teaching helps students understand what they are doing right and where they need to improve. Feedback also allows students to focus on areas that need more attention, thus improving their overall performance. In addition, feedback helps students learn to evaluate their own work and identify their strengths and weaknesses. This is in line with Hattie and Timperley (2007) which stated that effective feedback helps students through the learning process, supports their progress, and encourages them to take on harder tasks as they build their skills and knowledge. By giving helpful feedback, teachers can adjust their support to meet each student's needs, creating a more personalized and effective learning experience.

Breaking down the task is the fourth scaffolding strategy that occurred in this study. Breaking down the task is important for students so that students know or understand what they have to do to complete the given task. In addition, teacher provide clear directions about something that must be done by students. In this study, the teacher gave clear instructions to students by providing sticky notes as a medium to write about each part of the house and write down what tools are in that part of the house and when finished the teacher asked students to stick their notes on the board to be corrected together. Student activeness is seen when students pay attention and focus on the instructions delivered by the teacher. This is in line with Rosenshine and Meister (1992) which stated that breaking down tasks is an important aspect of learning. It means breaking a big task into smaller, easier parts. This helps students understand and finish the task. By doing this, students can improve their skills and feel more confident, which makes the task seem easier overall.

Direct assistance was the fifth scaffolding strategy that occurred in this study. Direct assistance in learning refers to direct assistance provided by teacher to students to help them understand material or complete assignments. This includes direct instruction, where the teacher explains or demonstrates the concept or skill being learned. In this study, the teacher provided assistance by explaining grammar using a smart TV. Direct assistance is very important to help students overcome difficulties and ensure they understand the material well. This is in line with Anggadewi (2017) which stated that direct assistance is a key part of scaffolding, especially in schools. Scaffolding means giving

students temporary help and guidance so they can do things on their own. Direct assistance is when the teacher or an expert helps students directly with a task or problem, often by showing them how to do it, giving feedback, or guiding them along the way.

Providing resources is the sixth scaffolding strategy discussed in this research. Providing resources in learning is a process where the teacher provides various materials and tools to support the student learning process. In this case, in the second observation, the teacher used a smart TV in learning and used the YouTube application to provide material. By providing these resources, teacher support students in accessing information, deepening understanding, and improving their learning skills. This is in line with Reiser (2004) which stated that giving resources in learning means providing things like books, worksheets, online lessons, videos, and hands-on materials to help students understand and solve problems. These resources are there to make learning easier and help students get better at different skills.

## 5. Conclusion

- a. In the interview process, the teacher argues that scaffolding strategies are beneficial in the learning process, namely to build confidence, identify student knowledge, and create student independence. This is very important to achieve learning goals and increase the best potential of each student.
- b. The teacher at SMPN 7 Makassar uses the scaffolding strategy method in teaching, namely when explaining the material to be studied in a structured and systematic manner that can be easily understood by students and also the teacher applies a teaching while playing system which can stimulate student activity when teaching and learning is carried out. The researcher found six types of scaffolding strategies used by the teacher in teaching, namely modelling, questioning and answering, providing feedback, breaking down the task, direct assistance, and providing resources.

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