

ABSTRACT

Febrianara, Yunerikhe. 2015. *Students' Perception on the Implementation of Scaffolding in Public Speaking Class*. Yogyakarta: English Language Education Study Program. Sanata Dharma University.

Public Speaking is designed to introduce students to underlying principles of speaking in public and to provide opportunities and hands-on experiences to students in developing various types of speaking in formal situation. This course is an advanced speaking course that is offered for the 5th semester students of ELESP. Unfortunately, some of the students sometimes face some problems in following the Public Speaking course activities. There are many ways which can be used to solve the problem. The way that assists the students in their learning process is named as scaffolding. Scaffolding is focused to active the students' role in learning by lecturer's guidance. In order to solve the problems, scaffolding should be implemented in the classroom activity.

The main focus of this writing is to analyse the implementation of scaffolding in the classroom. There are two research questions addressed in the paper, they are: (1) Which types of Scaffolding that assist students' learning in Public Speaking Class? (2) What are the students' perceptions on the implementation of scaffolding in Public Speaking Class? From those research questions, this study is aimed to explain the types of Scaffolding use in Public Speaking Class, and to find out the students' perception toward lecturer's scaffolding use in Public Speaking Class.

This is a descriptive qualitative research. In this research, the researcher collected field notes in order to find out the environment of the classroom and the setting of teaching-learning activity. Besides, the researcher distributed the questionnaire in the classroom. The researcher took public speaking class B batch 2012 to be research participants of the study. This research gained students' perception about the use of scaffolding. The students' perception is used as the data to answer the research questions.

Finally, the researcher found that the functional and metacognitive scaffolding were mostly used in the classroom activity. Besides, the researcher concludes that the implementation of scaffolding contributes to the improvement of the students' speaking ability in public. In conclusion, scaffolding helps them in undergoing their learning process as Public Speaking students.

Keywords: scaffolding, perception, public speaking

ABSTRAK

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Public Speaking dirancang untuk memperkenalkan mahasiswa pada prinsip-prinsip dasar berbicara di depan umum dan untuk memberikan kesempatan dan pengalaman praktis kepada mahasiswa dalam mengembangkan berbagai jenis berbicara dalam situasi formal. Mata kuliah ini adalah mata kuliah berbicara mahir yang ditawarkan untuk mahasiswa PBI semester 5. Sayangnya, beberapa mahasiswa kadang-kadang menghadapi beberapa masalah dalam mengikuti kegiatan mata kuliah *Public Speaking*. Ada banyak cara yang dapat digunakan untuk memecahkan masalah. Cara yang membantu mahasiswa dalam proses belajar disebut cara belajar perancah. Perancah difokuskan untuk menghidupkan peran mahasiswa dalam pembelajaran melalui bimbingan dosen. Untuk memecahkan masalah, perancah harus dilaksanakan dalam kegiatan kelas.

Fokus utama dari tulisan ini adalah untuk menganalisis pelaksanaan perancah di dalam kelas. Ada dua pertanyaan penelitian dibahas di esai ini, yaitu: (1) Apa jenis perancah yang membantu pembelajaran siswa di Kelas *Public Speaking*? (2) Apa persepsi mahasiswa mengenai pelaksanaan perancah di kelas *Public Speaking*?. Dari pertanyaan-pertanyaan penelitian tersebut, studi ini bertujuan untuk menjelaskan jenis penggunaan perancah di kelas *Public Speaking*, dan untuk mengetahui persepsi mahasiswa terhadap penggunaan perancah dosen di kelas *Public Speaking*.

Penelitian ini adalah penelitian deskriptif kualitatif. Dalam penelitian ini, peneliti mengumpulkan catatan lapangan untuk mengetahui lingkungan kelas dan tempat kegiatan belajar-mengajar dilaksanakan. Selain itu, peneliti membagikan kuesioner di kelas *Public Speaking*. Peneliti mengambil kelas *public speaking B* angkatan 2012 menjadi peserta penelitian. Penelitian ini mengambil persepsi mahasiswa tentang penggunaan perancah. Persepsi mahasiswa digunakan sebagai data untuk menjawab pertanyaan penelitian.

Akhirnya, peneliti menemukan bahwa perancah fungsional dan metakognitif sebagian besar digunakan dalam kegiatan kelas. Selain itu, peneliti menyimpulkan bahwa pelaksanaan perancah berkontribusi terhadap peningkatan kemampuan berbicara mahasiswa di depan umum. Kesimpulannya, perancah membantu mahasiswa dalam menjalani proses pembelajaran mereka sebagai mahasiswa *Public Speaking*.

Kata kunci: scaffolding, perception, public speaking