STUDENTS’ PERCEPTION ON THE IMPLEMENTATION OF SCAFFOLDING IN PUBLIC SPEAKING CLASS

A SARJANA PENDIDIKAN FINAL PAPER

Presented as Partial Fulfilment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Yunerikhe Febrianara
Student Number: 111214021

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by

Advisor

Yuseva Ariyani Iswandari, S.Pd., M.Ed. 20 November 2015
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on 10 December 2015
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Yogyakarta, 10 December 2015
Faculty of Teachers Training and Education
Sanata Dharma University

Dean,

Rohandi, Ph.D.
STATEMENTS OF WORK’S ORIGINALITY

I honestly declare that this final paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 10 December 2015

The writer

Yunerikhe Febrianara
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF SCAFFOLDING IN PUBLIC SPEAKING CLASS

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Demikian Pernyataan ini yang saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 10 Desember 2015

Yang menyatakan

Yunerikhe Febrianara
Proverbs 3:13-14 (KJV)
Happy is the man that findeth wisdom, and the man that getteth understanding.
For the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold.

I dedicated this final paper to: my family and friends
ABSTRACT


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


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.


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
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**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
CHAPTER I
INTRODUCTION

This chapter provides two sections. The first section is research background which discusses the reasons of conducting this study. The second is research method. This part presents the detailed information about the method used to accomplish this study.

A. Research background

Language is an instrument to communicate the information with other information (Dummett, 1996, p. 166). One of the various ways to convey and share the information is by speaking. In speaking, people learn how to be able to use language to communicate in daily life. Also, people learn how to use language to inform the verbal utterances to other people. This is why speaking skill is important for worldwide people.

Nowadays, speaking is taught in official and unofficial institutions around the world. In the English Language Education Study Program (ELESP) of Sanata Dharma University, there is a speaking course named Public Speaking. This course is an advanced speaking course that is offered for the fifth semester students of ELESP. As written in the academic guidelines of ELESP, 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. The goal of the course is to enable students to develop various kinds of speaking ability in order to be able
to speak in public successfully. In addition, this course is offered in semester five and to be eligible to take the course, students need to pass all of the previous speaking courses (Panduan akademik program studi bahasa inggris, Universitas Sanata Dharma, 2011).

In ELESP Public Speaking course, some of the students sometimes face some problems in following the Public Speaking course activities. They are some issues that they face, such as lack of confidence, unreadiness, and poor material mastery. Students sometimes make minor unintentional errors in doing the speech performance in front of the class. There are many ways that can help them to overcome the problems. Lecturer’s way is usually used to overcome the students’ problem in learning.

In Public Speaking course, the lecturers’ task is to direct the students to be the part of learning activities. Bruner (1978) believes that for learning to take place, appropriate social interaction frameworks must be provided. Therefore, the lecturer plays the opening role of the student’s activity. Without the assistance of the lecturer, students might lose their direction about how to do the activities in the class. The interaction between lecturer and students should be in well-structured. To conclude, the role of public speaking lecturers in overcoming the issues of students is needed to be implemented. As a note, assistance that is intended in this context is a learning solution for the students by using a learning concept that can help students in doing the process of learning. The way that assists the students in learning process is named scaffolding. Scarino and Liddicoat (2009) state “scaffolding is the process by which teachers use particular
conceptual, material and linguistic tools and technologies to support student learning”. Thus, scaffolding is a teaching concept that is planned to bring students to follow the activity instructions. In the learning activities, students are guided to be advanced in any kinds of activities that they do. By using the scaffolding, students are more ready to learn in the classroom. In addition, scaffolding can be used at any point of interaction between teachers and students – at the point of providing inputs and explanations. To know further about the use of the lecturer’s scaffolding, the perception from the students in the classroom are needed. The perception is put as a way for knowing the scaffolding use in classroom. For that reason, the perception of students need to be gathered in improving the teaching quality in public speaking.

From the discussion above, there are two research questions:

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?

In accordance with the formulated problems, the researcher organizes two objectives of the study. First is to explain the types of scaffolding used in Public Speaking Class. The second is to analyse the students’ perception on the implementation of scaffolding use in Public Speaking. By using the whole perception of students in the classroom, the objectives are intended to be meaningful to every aspect in public speaking learning. The significance of the study using scaffolding are to enable the lecturers to discover new ideas and apply
them, and also to solve learning problems. In brief, the study is dedicated to achieve the appropriate way in improving the quality of lecturing.

B. Research method

The researcher uses a descriptive qualitative method in this study. According to Ary, Jacobs, and Sorensen (2010), the qualitative study deals with the data in the form of words or pictures rather than number and statistics. The data collected are the participant’s experiences and perspectives (p. 424). In this part, the researcher focuses on ELESP’s Public Speaking course of Sanata Dharma University. There were 2 steps that were employed in the research, namely conducting field notes and distributing questionnaire. Field notes were conducted in the beginning of the research. The background information of the classroom learning process was gained through this observation. The researcher came to the class to collect the background information about the class. For the purpose of field notes research, the researcher analysed the environment of the classroom and the setting teaching-learning activity.

In the next step, the researcher distributed questionnaires. This step was mainly conducted in order to have the perspectives of the students toward the lecturer’s scaffolding. The questionnaire sheet consisted of 3 open-ended questions. Then, the questionnaires were distributed to the students in the selected Public Speaking class. After the questionnaire sheet distribution was done, the researcher gathered the findings. Then, the findings were divided and organized based on the type of students’ agreement. In this step, the researcher analysed and
interpreted the data systematically. Finally, the researcher drew the final conclusion about the findings of the study.

The research was conducted in Public Speaking class that was taken by ELESP students of Sanata Dharma University. The allocation time of the course was 2x50 minutes (2CH). The research was conducted during the learning activities in the classroom. For the first step, the researcher used field notes. This was to be first step in gaining the background information about the class. And then, the second meeting, the researcher distributed questionnaire sheets for the students. This research was conducted for fifth semester students who were taking Public Speaking course. To be specific, the research was conducted in Public Speaking class B. There were 29 students who became the research participants of this research. The class’ choice was a purposive sample that was believed could be a representative of public classroom in Sanata Dharma University. The students of Public Speaking class had passed the previous speaking courses, so all of them were eligible to take the research in the classroom.

For the data gathering techniques, the researcher used field notes and questionnaire to collect the data. Based on Ary (2010), there are two components that are included in field notes. The first component is the descriptive part which includes a complete description of the setting, the people and their reactions and interpersonal relationships, and accounts of events (who, when, and what was done). Then, the second is the reflective part, which includes the observer’s personal feelings or impressions about the events, comments on the research method, decisions and problems, records of ethical issues, and speculations about
data analysis. The field notes part will analyse background and situation of the classroom learning process. The researcher gathered some minor and major activities in the classroom on notebook. This part implemented in the beginning of the research. In brief, the purpose of this observation was to know the situation and environment of the class activities.

Questionnaire sheet distribution was the second step of the research implementation in the class. This was the next step that was used after field notes. The purpose of questionnaire distribution after observation was to obtain the data in details from the research participants. The questionnaire consisted of questions that were related to the formulated problems of the study. The questions were presented in Table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
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<tbody>
<tr>
<td>1</td>
<td>Which type of scaffolding is more effective to be used?</td>
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<td>2</td>
<td>Does the use of scaffoldings in learning activity help you in performing your speech?</td>
</tr>
<tr>
<td>3</td>
<td>Does the use of scaffoldings in learning activity help you in improving your public speaking skills?</td>
</tr>
</tbody>
</table>

At the end of the meeting, the researcher distributed the questionnaires to the students. The researcher gave 15 minutes to students to fill out the questionnaire sheet. In addition, all questions were aimed to gain the students’ perceptions about teaching-learning activities in the classroom. After this step was done, the researcher collected the findings to be analysed.
There are 3 research procedures of the researcher in analysing the data. This part contains the steps of the researcher in undergoing the research. In order to get the data effectively, there are three main steps of the procedure. The procedures are as follows:

a. Review of library data

In this beginning step, the researcher found the related and supporting theories of the study. The theories that were found would be used to support the theories of the study. In addition, the theories that were found would be the references of the researcher in forming the background and benefits of the study.

b. Distribution of questionnaire

The instrument was questionnaire sheet. The questionnaire was used to collect the data from the students. From this step, the researcher found the perspectives of the students toward the lecturer’s scaffolding and the teaching-learning process in the classroom. Furthermore, the result of the questionnaire distribution was gathered for the next research requirements.

c. Analytical study

After the questionnaire was distributed, the analysis of the findings was implemented. The findings of the survey were organized in details. Furthermore, the findings were analysed by making connection with experts’ theories. In addition, the purpose of analytical study was to explain the whole process of students’ learning activity in the classroom. Then, from the data analysis, the researcher took the conclusion on the general explanation as the representation of findings.
CHAPTER II

DISCUSSION

This chapter provides three sections. They are theoretical description, theoretical framework, and discussion on findings.

A. Theoretical Description

In this section, the researcher discusses the relevant theories of the research. There are three major parts that are going to discuss. They are scaffolding, perception, and public speaking.

1. Scaffolding

According to Sawyer (2006), scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals. The objectives of the learning are done by the process of undergoing the scaffolding use. The process is conducted by assisting the students to reach the objective of learning. Lange (1993) describes that there are processes to be applied in the use of scaffolding. The instructor initially gives instructional support in guiding a new learner. The purpose of scaffolding is to assist students in accomplishing new tasks and concepts they could not typically achieve on their own. In addition, Scarino and Liddicoat (2009) state “scaffolding is the process by which teachers use particular conceptual, material and linguistic tools and technologies to support student learning”. In detail, the objectives of students’ learning are supported by the use of scaffolding way.
Sawyer (2006) explains scaffolding as a learning process designed to promote a deeper level of learning. It can be used at any point of interaction between teachers and students. In other words, scaffolding is the process of learning assistance that is conducted through interaction of instructor and pupils. Wood, Bruner, and Ross (1976) describe that scaffolding as the support given to a younger learner by an older, more experience adult. The experience adult has the role as guide in learning activity. It can be interpreted as a teacher, lecturer, or someone who has competence in teaching-learning activities. In addition, scaffolding is a supporting idea for learners in undergoing their learning process with the assistance of instructor. From the ideas of class instructor, pupils can have the illustration how to do the concept of learning. For example, the instructor teaches formal speaking to the pupils. The beginning step to do is planting the ideas in pupils’ mind. The ideas were given by the instructor is the beginning concept of speaking. Through the instructor’s ideas, pupils can gain understanding in doing the speech. To be exact, this type of scaffolding can give ideas to students to have the concept of speaking skills. In the other words, the process of ideas given is the beginning way of speaking practice. It is proper for pupils to have the concept of speaking ideas by the instructor before learning the skills of speaking.

a. Types of Scaffolding

Lombard (2004) mentions that there are six types of scaffolding. They are functional scaffolding, process scaffolding, content scaffolding, metacognitive scaffolding, interpersonal scaffolding. They are described as follows:
1. Functional scaffolding

This type of scaffolding is used to assist the learner how to understand ideas. Through the ideas given, students are able to understand the material. The instructor in the classroom has a role as the source of information. The types of functional scaffolding are instructions, examples, and explanation.

2. Process scaffolding

This type of scaffolding is used to assist the students to understand the path within ideas. This scaffolding plays role as the sequence. It has relation and connection between the ideas. The example is sequencing ideas in the learning activity.

3. Content scaffolding

This type of scaffolding is used to assist the students to figure out the answer of the question. It includes the hints about content of learning topic. Content scaffolding consists of students’ problem-solving ways. It is also used to synthesize ideas of the new learning topic.

4. Metacognitive scaffolding

This type of scaffolding is used to assist the students to be aware in the learning activity. It is done through monitoring and reflection activities. The reflection is used as feedback in teaching-learning activity. It reflects the problems to be solved in the next lesson. Metacognitive scaffoldings help students to develop their knowledge in every situation of learning. Through the reflection, students are intended to find their problems in learning. As a result, students are able to learn independently in their learning reflection.
5. Interpersonal scaffolding

This type of scaffolding is used to assist the students to work with the other students. It is seen from the social interaction of all students in classroom. It can be done through peer or group discussion inside and outside classroom.

6. Procedural scaffolding

This type of scaffolding is intended to navigates the students in doing the exercises. Teacher help the students by using appropriate instruction or tools in learning activity. For example,

b. The Ways of Scaffolding Implementation

There are twelve ways of scaffolding implementation by Alibali (2006). These twelve ways are the ways that often appear in teaching learning activities. They are as follows:

1) Advance organizers

Media used to represent the new content and tasks to help students learn about the topic e.g. venn diagrams, flow charts, organizational charts, outlines, mnemonics, statements, and rubrics. This kind of way has schema of the learning topic in form of sketch

2) Cue Cards

The card that is prepared to assist the students in doing particular topic or task. It contains step-by-step instructions of the learning topic e.g. vocabulary words, content specific stem sentences, formulae, and concepts.

3) Concept and mind maps
The maps that show the relationship of the learning topic e.g. partially or completed maps of the task. The concept and mid maps includes the sequencing concept of the learning topic.

4) Examples

The ways that are intended to help students to understand the topic by showing them how it is organized. The examples giving can be in the form of verbal or written. e.g. samples, specimens, and illustrations.

5) Explanations

The detailed information that is used to move students along on the learning topic. It is used to make something clear in the learning topic e.g. written instructions and verbal explanation.

6) Handouts

Prepared handouts that contain task and information of the learning material. The handout may consist of the objective and the material of the topic. It has purpose as written guidelines for students in the learning activity.

7) Hints

Suggestion or clues to move students along learning activities. In other words, hints are similar to indirect clues. The indirect clues are used when the students cannot answer the questions from the topic.

8) Prompts

A physical or verbal cue to remind-to aid in recall of prior or assumed knowledge e.g. Physical: body movements such as pointing. Verbal: words (statements and questions).
9) Question Cards

Prepared cards with content- and task- with the specific questions. It contains the material about the particular learning materials.

10) Question Stems

Incomplete sentences which students should complete. It is used for encouraging students’ deep thinking. Question stems bring students to the discussion of learning topic.

11) Stories

Stories relate abstract materials to situation (of the topic) more familiar with students. It used for inspiring and motivating students in doing the activities. Stories is the way to make fun the learning activities.

12) Visual Scaffolds

The visual scaffolds represent the material as an object, such as diagrams and graphs. This type of scaffolding can be shown in form of picture or video.

c. Benefits of Scaffolding

According to Alibali (2006), there are four major benefits of scaffolding. First benefit is scaffolding challenges students through deep learning and discovery. Students are able to explore the materials in learning independently. They also can learn in deep level of learning. Second benefit is scaffolding engages students in meaningful and dynamic discussions in small and large classes. In the classroom, students are able to learn together. They can solve their mistakes through the discussion in the class room. Third benefit is scaffolding motivates learners to become better students (learning how to learn). It also makes eagerness of
learning in every student. Students can digest the material effectively. Fourth benefit is scaffolding provides a welcoming and caring learning environment. The atmosphere of the class becomes better to stay. Students are able to enjoy the learning, because of the conducive environment.

2. Perception

Forgus (1966) defines perceptions as the process by which an organism receives certain information about the environment. As he stated, perception means a step to understand the concept of information. From the environment, the received information is called as the process of perception. In other words, the process of receiving information is received by the perception of the surrounding information. According to Kreitner and Kinicki (1992), perception is mental and cognitive process that enables us to interpret and understand our surroundings.

According to Gibson, Donelly, and Ivancevich (1985), there are six factors which influence the perception of people. These six factors play a role in manipulating the perception of people. They are stereotyping, selectivity, self-concept, situation, needs, and emotions. They are described as follows.

a. Stereotyping

A set of thinking in particular member of the community that is generalized into all community. In other words, the minority people’s thinking is represented as the majority people’s thinking. In doing the application of learning, people sometimes think about the subjective of the problems rather than the objective of problems, such as the decision of false and true concept in public speaking. It
becomes the belief in an individual and spread to others’ belief. From that situation, people stereotype the concept as the false or the true one.

b. Selectivity

This is kind of the way of thinking that leads people to determine the ideas of situation. To be exact, the thinking is digested by the mind to choose whether it is accepted or not.

c. Self-concept

The principle of people that is built in the basic concept of their thinking. It is how the people see the situation that is based on the experiences which she/he has done. From the experiences, the people has stimuli to agree or disagree with the situation what have done.

d. Situation

Situation can determine the moods, feelings, and habits in daily life situation. It also can affect the whole environment of the particular area of social activities. In brief, situation is characterized as a concept that influences each part of people’s mind.

e. Needs

People influence the perception toward the needs that they want. In this case, the perception is formed based on the needs of people.

f. Emotions

Emotion can change people in taking the decision. If the mind is positive, it will be positive delivering. In addition, the emotion can change the principle of people toward the ideas. It affects the idea that is right into wrong one.
Perception is very important and needed for students to develop their learning (Kleinke, 1978). Students are able to learn effectively if they have a good guide in the classroom. In the classroom, teacher is the source of student’s perception. The perception that is given will be the source of information. Whatever the teacher does, students are able to imitate in the learning process. To be exact, whatever the teacher does, the good and the bad thing, it will be the source of students in learning. Perception of teacher in learning affects the perception of students in digesting information. Therefore, the result of the learning process is depended on the teacher’s implementation.

3. Public Speaking

Based on Zarefsky (1966), the definition of public speaking is a means of communication process. In communication process, public speaking plays a role as means of people’s speaking interaction. Public speaking occurs when one person speaks in a face to face situation with the audience (Grice & Skinner, 1995). It is the act or process of making speeches in public. The speaker of Public speaking is different with speaking generally. It can be seen from the place, audience, and motive. Public speaking is intended to speak in front of large audience. It usually has a large number of audience and implements in some formal occasion. In brief, it can be specified that public speaking is a speech performance in front of large number of people that is purposed to inform/persuade people.

Grice and Skinner (1995) specify speaking into three general purposes. They are as follows:
a. Informative Speech

The purpose of informative speech is to inform the audience. In an informative speech, the presenter will share information about a particular person, place, object, process, concept, or issue by defining, describing, or explaining.

b. Persuasive Speech

The purpose of persuasive speech is to persuade the audience. In a persuasive speech, the presenter will attempt to reinforce or change their audiences’ beliefs, attitudes, feelings, or values. The examples of persuasive speech can be seen in potential customers, a politician’s campaign speech, or a debate during a public forum. The purpose is to have the attention from the audience.

c. Entertaining Speech

The purpose of entertaining speech is to entertain the audience. This type of speech often strengthens the bonds between audience members from recalling a shared experience or intend to amuse audiences through humor, stories, or illustrations. Examples of this type include a toast, such as a best man’s speech at a wedding reception, etc.

B. Theoretical Framework

In order to answer the first formulated problem, the researcher used the theory from Lombard (2004) and Alibali (2006). The ways of the scaffolding implementation from Lombard (2004) would determine the type of scaffolding in the classroom. Also, the ways of scaffolding use were going to be related with the ways of scaffolding by Alibali (2006). The lecturer’s scaffolding was recognized...
by using the ideas of ways of scaffolding used. The theory of Alibali (2006) was
used to help the grouping of the scaffolding implementation. To be exact, the
grouping purpose was intended to recognize the whole scaffolding use by the
lecturer.

After gaining the types of scaffolding, the study would seek the answer of
second research problems about students’ perception. The theory from Gibson,
Donelly, and Ivancevich (1985) will be used as the framework to answer the case
in Public Speaking class. The perception would be analysed by relating the
student’s perception with the theory of Gibson, Donelly, and Ivancevich (1985).
At the end, the researcher drew conclusion and suggestions about the findings of
the research.

C. Research Findings

This part presents the research findings. There are two major sections that are
discussed in this part. The first section discusses the types of scaffolding in Public
Speaking Class. The second section discusses the students’ perceptions on
lecturer’s scaffolding Public Speaking Skills.

1. Types of Scaffolding in Public Speaking Class B

The researcher finished the research on December 3, 2014. There were 29 of
30 students who participated in the research. All of the participants were ELESP
2012’s students of Sanata Dharma University who were taken Public Speaking
Course in in the year of 2014. All of the research results were gathered and put
them into table in Appendix A. From the result, the researcher discussed the
students’ perception. Afterwards, the data of question number 1 in Appendix A
were organized. In the classroom, there were two types of scaffolding that were mostly used, namely:

**a. Functional Scaffolding**

According to Lombard (2004), functional scaffolding is the scaffolding which is provided to assist learner how to understand learning ideas. From the findings in Appendix A, the researcher found the functional scaffolding was the dominant scaffolding used in the classroom. This scaffolding was applied in every teaching-learning activity. There were two ways that were mostly effective in applying this scaffolding. Examples and explanation giving were the main pre-learning activity ways to do. Both of them were mostly used in the pre-learning activities.

Alibali (2006) explains examples as way to help students to understand the topic by showing how it is organized. This way gives understanding in particular idea of learning topic. From the findings, giving examples was one of the favorite scaffolding ways in the classroom, as stated by student number 6 (S6):

“Examples. Because we can use the standard from the examples.”

She explained that she could use the standard from the examples. The examples in this context have a role as a standard of the students to be followed. The standard which can help them in learning activity. Also, student S15 agreed that by using examples in pre-learning activity, she could know the exact thing by watching and learning the examples. In this case, examples played a role as the standard of information. This information is the source of students in improving their speech, as stated by S18:

I think giving example is more effective because we can understand something easily by knowing the example.
Examples gave students pre-understanding in the lesson. It was needed in every activity in the classroom. Based on the questionnaire data, most of the students put examples as the most effective scaffolding use in the classroom.

From the findings, explanation still became the need in every learning situation. Exactly, the learning topic would not be clearly applied without using explanations. According to Alibali (2006), explanation is detailed information to move students along on the learning topic. Explanation describes the topic of learning specifically. By using examples, students are able to understand very well. According to S24, explanation helps her understand the material well.

In the learning activity, the students could digest the information by giving explanations. Through the explanation in the pre-learning activity, they can understand the material better. Further, S9 chose explanation and examples as the effective scaffolding. She thought that the students not only imagine the concept of her performance but also wanted to practice it. From the example and explanation, students had an imagination to think. Then, from the imagination, they could have a concept to practice. As a result, they could make a speech in front of the classroom. Besides, from the combination of explanation and examples, students were able to create a good speech based on the standard.

b. Metacognitive Scaffolding

From the field notes, the researcher found that the use of reflection affected the learning development in classroom. The type of reflection that was used by the lecturer was the written form. At the end of the class, students were directed to make a reflection in a book (see Appendix C). The reflection listed some
experience during class activities. It consisted of the level of students’ understanding about the today topic. Moreover, the reflection formed the students to think about the next learning plan in overcoming the weakness. The purpose of reflection was to develop students’ public speaking skills. The lecturer gave this task to make students aware of the learning problem. Students were taught to be independent in learning. In this case, they were able to handle the time of learning, so that everything is manageable.

As stated by Lombard (2004), metacognitive scaffolding is the scaffolding which helps the learner to be aware in learning activity. Through monitoring and reflection, the scaffolding can be delivered efficiently. From the findings, the written reflection of the students was monitored by the lecturer every meeting. The lecturer saw each of students’ learning reflection, so that the objective of learning could be known. To conclude, reflection part gave a meaningful learning environment. Every student could express herself through the reflection she had made. Moreover, it helped the students in enjoying the lessons.

From the findings, the researcher found that the other types of scaffolding were rarely used in the classroom activity, but affect the development of their learning, namely advance organizers, cue cards, concept and mind maps, stories, question stems, and visual scaffolds. All those types played some additional roles in developing students speaking concept and ideas. The lecturer gave the varieties of scaffolding way in teaching students. In brief, the lecturer used the scaffolding based on every plan in the lesson, but still just some of them were effective to be applied in the classroom.
2. Students’ Perception on the Implementation of Scaffoldings

According to Kreitner and Kinichi (1992), perception is a mental process that enables us to interpret and understand our surroundings. In order to improve the quality of lecturer’s scaffolding, the researcher gathered some students’ perception. All the perception was used by standard of problem solving. From the findings, the researcher found 28 of 29 students agreed that scaffolding implementation in the learning activity helped them in improving their speech, as represented by students S11 and S9:

By applying the method, I have the concept or the appropriate ways to improve my speaking skill (S11)

When we will build a good speaking skill. We need accuracy, confident, and fluency as the supporting parts and it’s help me to improve my skill in public speaking (S9)

Through scaffolding use, the students could get the framework of the topic, so that they could get appropriate ways. It also assisted them to improve their understanding about public speaking skills. For example, student 12 (S12) stated, “The scaffolding improves my fluency and confident because the feedback that I get from the lecturer helps me to develop my skill”. To conclude, the lecturer’s scaffolding helped them as the students of Public speaking. Students could make fast progress in learning process

From the findings, the researcher found that every student has his/her own criteria of the use of scaffolding. For example, some of students preferred to accept visual scaffolds, advance organizers, concept and mind maps as the effective scaffolding use. This case can be related to factors that can manipulate the perception by Gibson, Donelly, and Ivancevich (1985). There were two factors
that manipulated the students’ perception in this class, namely selectivity and self-concept. Students tended to be selective in accepting the lecturer’s scaffolding. From the findings, the researcher found that students chose what was accepted by their mind. The selectivity concept of students became their self-concept that stayed as the principle of their mind. As a result, it is not improper to see the result of perception which has different types of scaffolding type. The lecturer should be aware of the use of some kinds of scaffolding in the classroom. In order to facilitate the students properly, the lecturer should know the appropriate scaffolding used in the classroom.

In brief, the use of scaffolding should be done properly. It is better to apply all types of scaffolding, but the important thing is to choose the effectiveness scaffolding on students’ learning process. The focus should be on students’ skill development rather than applying a lot of scaffolding implementation. The purpose of scaffolding is student-centre learning which improves their independence in learning. Therefore, the scaffolding can be more beneficial for students in every aspect.
CHAPTER III
CONCLUSIONS AND RECOMMENDATIONS

This chapter provides conclusion and recommendations of the research. The conclusions are drawn after conducting discussion in the previous chapter. The recommendation is intended for students, lecturers, and future researchers.

A. Conclusions

From the research, the researcher concludes that the functional and metacognitive scaffolding are mostly used in the pre- and post-learning activity. Besides, the use of functional scaffolding is the base of the teaching learning way that consists of giving explanation and examples. The metacognitive scaffolding also plays a role as the reflection part of students. It brings them to solve their problems in their learning appropriately. It is the appropriate and effective concept to use in every meeting. Therefore, functional and metacognitive scaffolding are the major part of ideas of public speaking skills in overall classroom activity.

Based on students’ the perception toward the lecturer’s implementation of scaffolding, the researcher can conclude that the use of scaffolding is needed in every occasion of the meeting. There is no specific standard of scaffolding use. Students are able to appreciate many lecturers’ scaffolding implementations in classroom. Lecturers are independent to use all concepts of scaffolding based on their learning context. Also, scaffolding helps students in undergoing the learning process in Public Speaking course. The lecturer’s scaffolding influences the
students’ ideas in improving their speaking learning in public. Finally, the researcher concludes that the use of scaffolding ideas contributes to the improvement of the students’ public speaking skills.

B. Recommendations

This part consists of three parts, namely for ELESP Students, Public Speaking lecturers, and future researchers.

1. For ELESP students

Scaffolding gives the important contribution to the students to improve their learning awareness in Public Speaking class. By understanding the use of lecturer’s scaffolding, students will get more understanding in having various ways of public speaking learning ways. The students must be ready for the use of different way of scaffolding in classroom, not only to adapt with the selective scaffolding, but also the other scaffoldings.

2. For Public Speaking lecturers

Through the perspectives of the students, Public Speaking lecturers can understand the use of scaffolding in classroom better. The lecturers can have the scaffolding ways to help the students in their learning process. The result of the scaffolding implementation in teaching will be meaningful in developing the proper ways of classroom teaching. The lecturer should be considerate on the needs of students in the classroom. By knowing their needs, lecturers can apply the appropriate scaffolding in teaching-learning activity.
3. For future researchers

The study can help other researchers to get the scaffolding concept in teaching. Besides, this study can show how the scaffolding works. Moreover, the content of this study can be used to enrich the academic study of scaffolding.
REFERENCES


Lombard, E. (2004). *Support students with diverse learning needs through scaffolding their learning*. Summerstand: Centre for Teaching, Learning and Media NMMU.


APPENDICES
APPENDIX A

The Questions of the Questionnaire
Appendix A. The Questions of the Questionnaire

Questions

1. Which type of scaffolding is more effective to be used?

2. Does the use of scaffolding in learning activity help you in performing your speech?

3. Does the use of scaffolding in learning activity help you in improving your public speaking skills?
APPENDIX B

Students’ Perception on the Implementation of Scaffolding
## Appendix B. Students’ Perception on the Implementation of Scaffolding

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S50</td>
<td>Explanation</td>
<td>Yes, it helps me to develop</td>
<td>Yes, it enhances my skills</td>
</tr>
<tr>
<td>2</td>
<td>S40</td>
<td>Stories, video, examples. Because they are real and easy to understand</td>
<td>Yes</td>
<td>Neutral</td>
</tr>
<tr>
<td>3</td>
<td>S57</td>
<td>Explanations and stories, because it helps me to know what we are going to learn</td>
<td>Yes, it helps me to know what we are going to learn</td>
<td>Yes, the lecturer motivates me during the explanations and his stories</td>
</tr>
<tr>
<td>4</td>
<td>S52</td>
<td>I think that explanation because I can know what will I do later</td>
<td>Yes, because I can know what will I speak in my speech</td>
<td>Yes, because I can practicing my speech with my friend</td>
</tr>
<tr>
<td>5</td>
<td>S54</td>
<td>Cue-cards. We can make outline from the learning of using cue-cards.</td>
<td>Yes, I can try to organize my ideas in a good order. I also can deliver my speech which has good relation to each of the sentence</td>
<td>Yes. I could know what I’m going to talk about and I’m prepared before doing the speech which make me fluent and confident</td>
</tr>
<tr>
<td>6</td>
<td>S60</td>
<td>Examples. Because we can use the standard from the examples</td>
<td>Yes, we can know what should I do in the best way</td>
<td>Of course, Now, I am more confident when I speak in front of people</td>
</tr>
<tr>
<td>7</td>
<td>S58</td>
<td>Because we have the imagination about what we will do next, so we can prepare well</td>
<td>Yes because I can evaluate the speech and make the better one</td>
<td>Yes, I consult with my lecturer and he gives me feedback, so I can perform better</td>
</tr>
<tr>
<td>8</td>
<td>S32</td>
<td>Giving stories to students because stories can make interests to our topic that will be taught</td>
<td>Yes. To make me know the steps that I should do in my performance</td>
<td>Yes. From scaffolding I can prepare what I should give attention to improve my speech</td>
</tr>
<tr>
<td>9</td>
<td>S51</td>
<td>Explanation and examples, because the students not only imagine but also want to try to practice</td>
<td>Yes, because of the explanation makes me know which part that I am going to be build</td>
<td>Yes because when we will build a good speaking skill we need accuracy confident and fluency as the supporting parts</td>
</tr>
<tr>
<td>10</td>
<td>S35</td>
<td>Examples, because we can understand well from the example. It corrects us whenever we make mistakes in speaking</td>
<td>Yes, it will develop our speaking skill</td>
<td>Yes, it does. Our fluency will be developed by the example of scaffolding which is the lecturer provided</td>
</tr>
<tr>
<td>11</td>
<td>S45</td>
<td>Explanation, examples, and concept and mind maps, because it helps me to arrange or to know what kind of lesson I am going to do or to discuss</td>
<td>Yes, because by applying the method, I have the concept or the appropriate ways to improve my speaking skill</td>
<td>Yes, because it will help me to know how to increase the speaking skill</td>
</tr>
<tr>
<td>12</td>
<td>S39</td>
<td>Explanations, because I can develop my thinking before I start to do activity</td>
<td>Yes, it is, because I can know how to do that and how to do this. So that I can improve my ability to speech</td>
<td>The scaffolding improve my fluency and confident because the feedback that I get from the lecturer helps me to develop my skill</td>
</tr>
<tr>
<td>13</td>
<td>S36</td>
<td>The examples it's based on my perception I more understand if I see the example first</td>
<td>Yes it contains many things</td>
<td>Yes, explanations examples can make me easier</td>
</tr>
<tr>
<td>14</td>
<td>S53</td>
<td>The scaffolding, cue cards, mind maps, stories, and etc. that have been given by my lecturer are already enough</td>
<td>Yes, it helps me to deliver what I wanted to say better</td>
<td>Yes, it helps me to be more confident and organized; I knew what things that I want to talk about</td>
</tr>
<tr>
<td>15</td>
<td>56</td>
<td>For me the effective one is concept and mind maps. Because by giving the concept and mind maps I can build my ideas about the topic and material</td>
<td>Yes, it does. Because I know how to arrange my speaking by the use of scaffolding</td>
<td>Yes it does. I can use the example to improve my speaking skills</td>
</tr>
<tr>
<td>16</td>
<td>S54</td>
<td>Give brief all of the thing we will learn. So we have imagination what class will be</td>
<td>Yes, it was set in our mind that know how to speak</td>
<td>Yes, because we are getting more familiar with speaking in public</td>
</tr>
<tr>
<td>17</td>
<td>S151</td>
<td>Examples, because the examples such as</td>
<td>Yes, it helps me to develop my speech</td>
<td>Yes it helps me in improving my</td>
</tr>
<tr>
<td>18</td>
<td>S49</td>
<td>I think giving example is more effective because we can understand something easily by knowing the example. Not really, because I still use my own way to learn and practice my speech. Yes, because I can learn from the examples that are used to see my strength and weakness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>S41</td>
<td>Examples, we could know the exact thing by watching and learning the examples. Yes, We know the best performance (the explanation or example of it), so that we can act this on our performance. Yes, I know the definitely aspects which I should do while doing my public speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>S38</td>
<td>Explanations and examples, because both of them can support each other and make the learning process clearer. Yes, because it can help me to prepare my speech performance better that doesn’t use the scaffolding. Yes, because it can help me to reflect my skills. and from that, I can improve my public speaking skills especially later if I have performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>S48</td>
<td>Explanations and handouts because those aspect is so very good combination. Yes because we speech with ourselves influence. Yes, because we can see that speech need a time management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>S43</td>
<td>Yes because it is more clear. Yes, because my speech can be organized well. Yes, fluency, accuracy and confident, because it gives me more knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>S42</td>
<td>Examples&gt;authenticity Stories&gt;experiences. Yes, how can we know and how can we perform better if we don’t know about the pre-learning activities. Yes, from the examples, it gives me an inspiration in speech.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>S44</td>
<td>Explanation, because it helps me a lot to understand the material well. Yes, it makes me remember about what I am going to talk in my speech. Yes, because my lecturer gives me feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>S55</td>
<td>Explanations because it helps so much. Yes, I can be an independent student. Yes, I get better fluency, accuracy, confident, dll.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>S46</td>
<td>Examples, because it gives us picture of what is going to be. Yes, because I can practice more. Yes, because the teacher gives me feedback as well as.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>learned</td>
<td>my friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>S37 Handouts, explanations, example, because it gives a best example for me and make me more understand</td>
<td>Yes, because I can practice more also the feedback, example and explanation make me understand better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>S47 Concept and mind map, because it can be a general information for us</td>
<td>Yes it is, because I can know what I am going to do well before the speech</td>
<td>Yes, because we practice a lot and also the feedback from friends and lecturer help me</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>S33 Example, it gives the real example of what we have to do</td>
<td>Yes. I know what I have to do based on the on the example</td>
<td>Yes, by watching the example, I can learn more</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C
FIELD NOTES
Appendix C. Field Notes

19 November 2014

15-20 minutes before the class started, the researcher interviewed some students in the classroom. The researcher took the samples randomly. The researcher asked questions about the overall progress of students’ learning activity. Some of students told that lack of confidence and material mastery were the problems in the beginning of the meeting. There was a student who told me about her progress. Her name is “A”. A told me that every progress was undergone carefully. The assistance from the lecturer was her key to reach the next level of learning. For example, the ideas and concept how to do the speech. Lecturer tips helped her progress so much.

The class was started. The lecturers opened the classroom. He asked students to gather their “last week activity” reflection. The lecturer examined one by one the reflection of every student. In order to see students’ learning improvement, the lecturer always examined the problems of students in every week. Students’ reflection book consisted of the learning progress of students. There were three main focus in the reflection, they were today’s problems, the solution, and the next plan to do. After the lecturer examined the reflection, he usually gave quick written and feedback. The feedback consisted of positive reinforcement, tips and learning solution.

In the pre-activity, lecturer showed the tips how to persuade people through speech. He told that everything should have impression. Also, he told that Impression was the key to persuade people etc. The lecturer performed a short speech in front of students. The topic is about education paradigm. He conveyed how to change the people mind by education. He gave the students explanation and examples how to perform the good speech in public generally

In the main-activity, the lecturer divided the students into groups which were consisted 4-5 people. The students practiced their speech in small groups. They did it sequentially. The speech was done by one student every 4-6 minutes. The lecturer gives 50 minutes to practice independently in groups. After the
speech turn, the other students gave quick feedback to the student who had finished the speech. There were many proper tips that could be gained in that moment. At the end of activity, they put the problems and the solution in their reflection book. They planned everything what to do in the next day.

3 December 2014

The last meeting of classroom. All students took their chances to perform their speech in front of the classroom. It was persuasion speech. Every student in the classroom took lottery from the lecturer. The lecturer persuaded the students to perform their best in the speech. Before the speech, lecturer gave positive motivation to all students in doing their speech. A student who got the first turn began his speech. The title is The Purpose of Teaching. The students performed very well in the speech. The next turn was undergone step-by-step until it is done by every student. At the end of activity, the lecturer gave explanation about the problems and the recommendations for all students to perform better.

At the end of the class, the researcher moved to the front of classroom and explained that the he would do a research. The researcher explained the purpose of the research. Then, the lecturer told about the definition and types of scaffolding briefly. After the students understood the researcher’ explanation, the questionnaires were given. The questionnaire contained 3-open ended question. The allocation time is 10-15 minutes.