

**THE USE OF TEACHER'S SCAFFOLDING THROUGH
INSTRUCTION TO FACILITATE LEARNING**

A THESIS



By:

Christmas Fian P

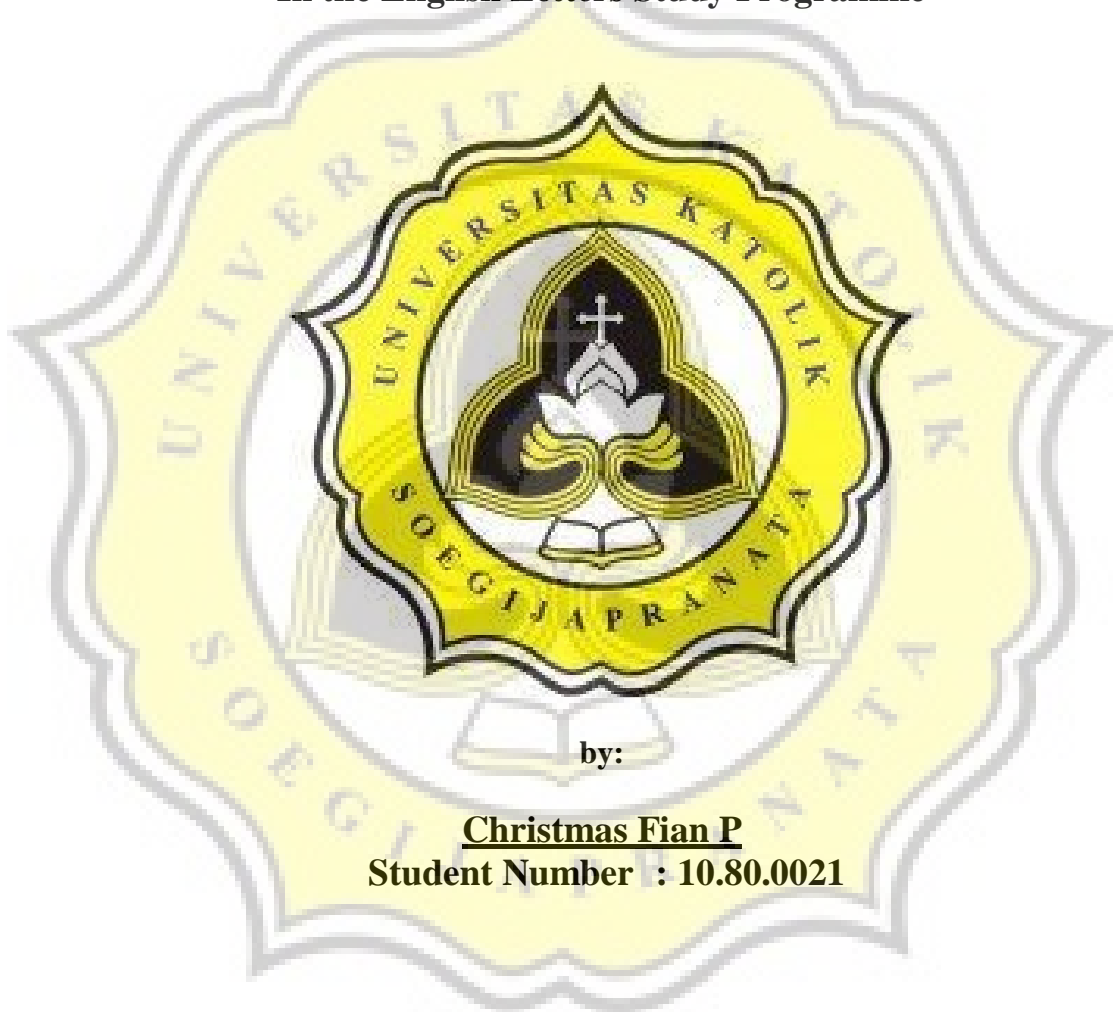
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**ENGLISH LETTERS STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
SOEGIJAPRANATA CATHOLIC UNIVERSITY
SEMARANG**

2014

**THE USE OF TEACHER'S SCAFFOLDING THROUGH
INSTRUCTION TO FACILITATE LEARNING**

**A Thesis Presented as Partial Fulfilment of the Requirements
To Obtain the Sarjana Sastra Degree
In the English Letters Study Programme**



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**ENGLISH LETTERS STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
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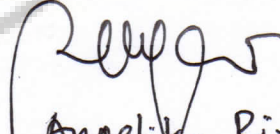
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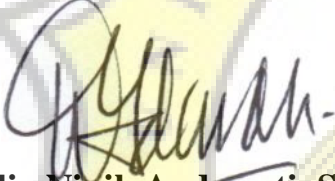
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A THESIS ON
**THE USE OF TEACHER'S INSTRUCTION TO FACILITATE
MEANING NEGOTIATION IN THE CLASSROOM: A STUDY OF
TUNAS HARAPAN KINDERGARTEN**

by

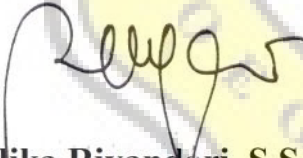
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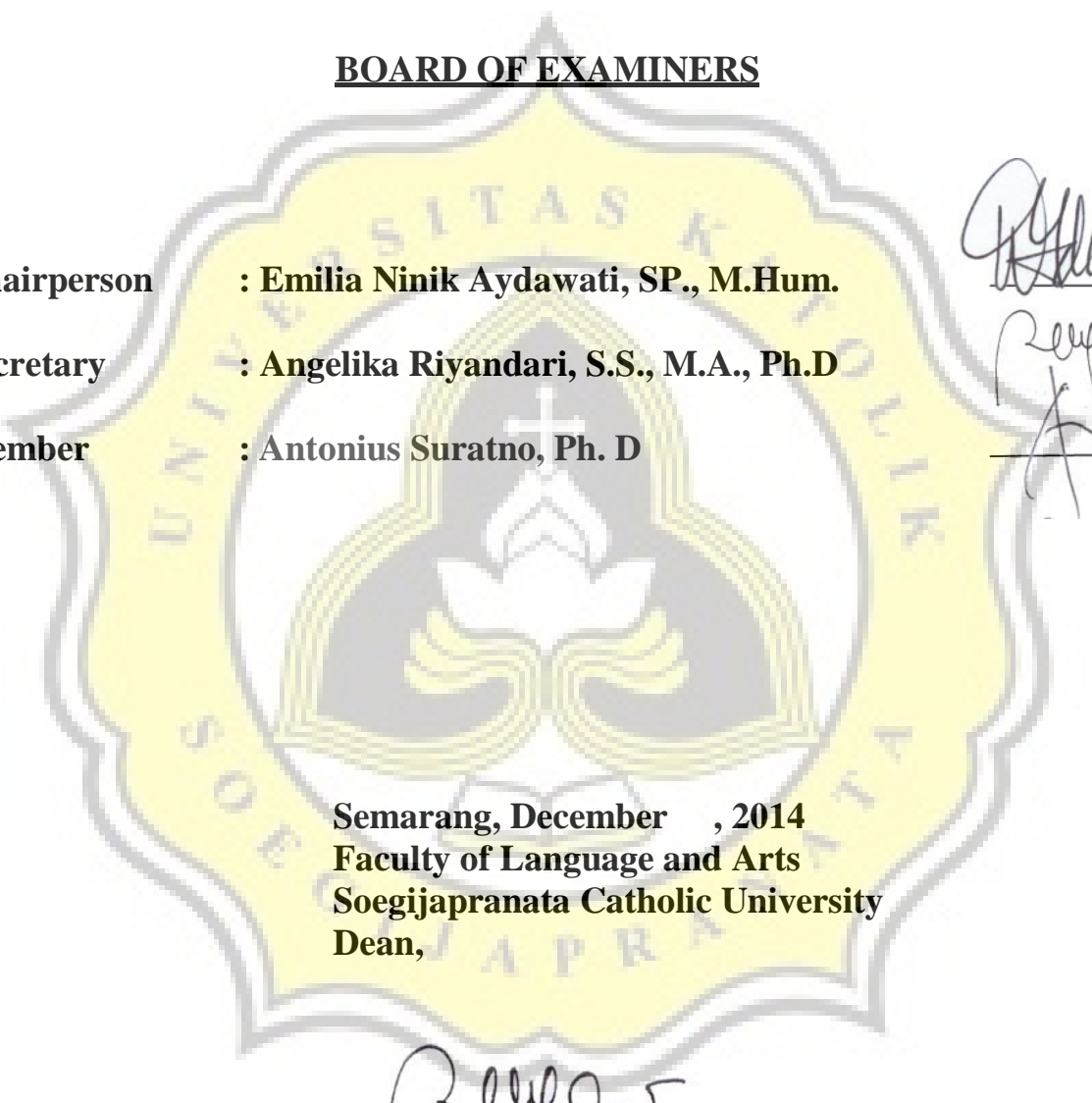
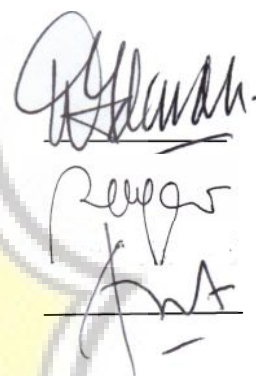
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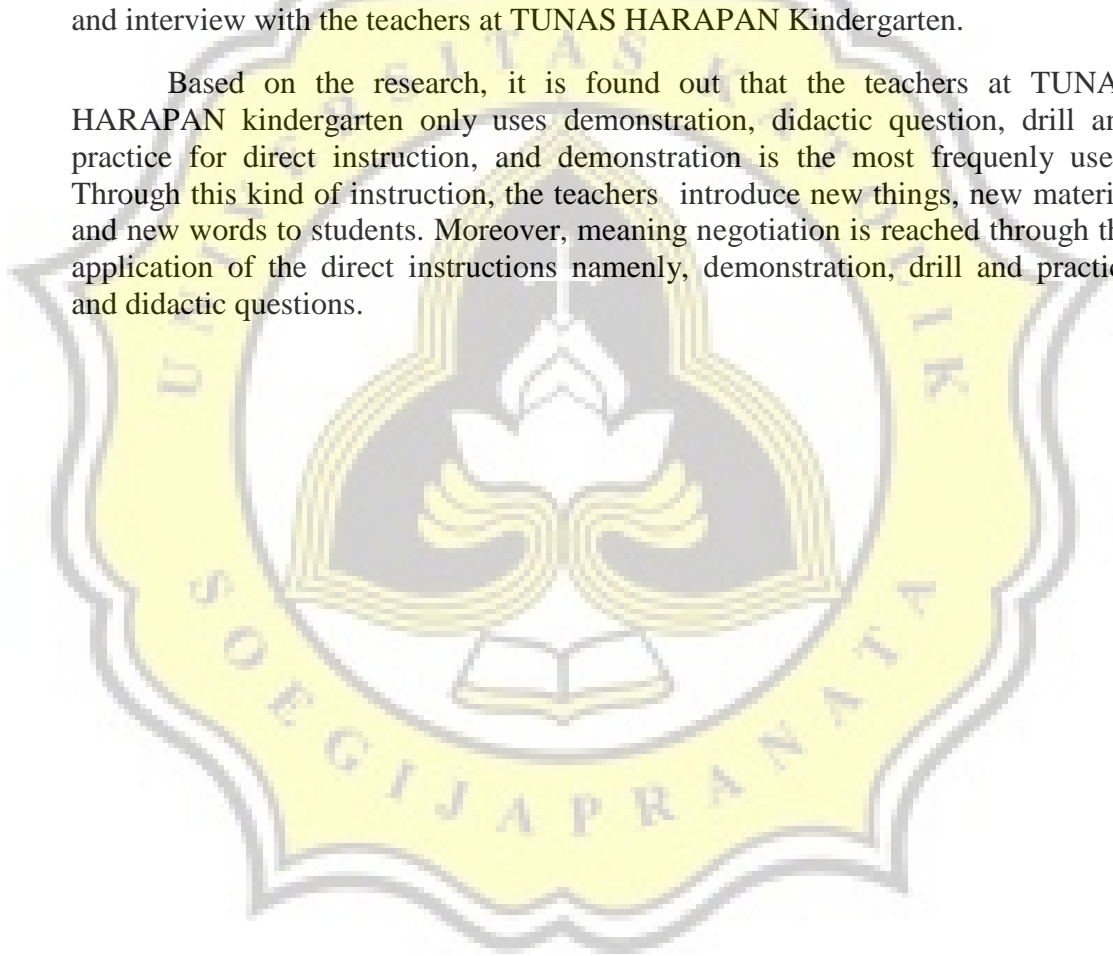
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ABSTRACT

Kindergarten is a primary level of education. Therefore, teachers in kindergarten should use correct instruction to teach students because the teachers should introduce the concept, materials, and new things and so on. In this research, the writer investigated the kinds of instructions that are used to teach the students. In order to analyse the kinds of instructions used, the writer relies on Wysocki' theory (2011) which discusses on direct instruction, namely theory of demonstration, didactic question, drill and practice, explicit teaching and structured overview. This research used qualitative method through observation and interview with the teachers at TUNAS HARAPAN Kindergarten.

Based on the research, it is found out that the teachers at TUNAS HARAPAN kindergarten only uses demonstration, didactic question, drill and practice for direct instruction, and demonstration is the most frequently used. Through this kind of instruction, the teachers introduce new things, new material and new words to students. Moreover, meaning negotiation is reached through the application of the direct instructions namently, demonstration, drill and practice and didactic questions.



ABSTRAK

Taman kanak – kanak adalah level paling awal di dalam dunia pendidikan. Oleh karena itu, guru TK harus menggunakan instruksi yang benar untuk mengajar murid – murid, karena guru harus memperkenalkan konsep, materi dan hal – hal baru dalam mengajar muridnya. Dalam penelitian ini, penulis menganalisis macam – macam instruksi berdasarkan teori dari Wysocki (2011). Teori ini membahas tentang Direct Instruction, seperti demonstration, didactic question, drill and practice, explicit teaching dan structured overview. Penelitian ini menggunakan metode kualitatif melalui pengamatan dan wawancara dengan guru di TK Tunas Harapan.

Berdasarkan penelitian ini, guru di TK Tunas Harapan hanya menggunakan Direct Instruction, seperti demonstration, didactic question, drill and practice, dan demonstration adalah instruksi yang sering digunakan. Berdasarkan jenis instruksi ini guru memperkenalkan hal-hal baru, material baru dan kata-kata baru untuk para murid. Selanjutnya, meaning negotiation dapat di capai menggunakan demonstration, drill and practice and didactic questions.

