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# Development of Scaffolding in Stimulating Students Motivation and Language Acquisition

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**ABSTRACT**

This study aims to get an overview of the implementation of scaffolding in student language acquisition and describe student motivation in participating in language acquisition activities with the use of scaffolding. Through the application of scaffolding, language acquisition is obtained by learners. This study uses qualitative descriptive research design because this study presents research results based on facts that exist in everyday life as they are. Language acquisition for students on the words steel tank, gondola, scour, rivers, paddled; wings, tail, antennae, beak, muzzle, ankles, as per teacher-designed scaffolding. Of the six stages of scaffolding, five stages are carried out by teachers, the last stage is reflective of students and teachers only. For the level of motivation and intelligence starting from the highest percentage of motivation based on intelligence: students who are intelligent and motivated as much as 54%, students have average intelligence and motivated 19% who are intelligent and unmotivated, 12%; Smart and unmotivated students and average and unmotivated students, 2% each. This indicates that in general, the use of scaffolding affects student motivation in language learning with the help of other activities programmed by the school.



## Introduction

At the age of four or five a child more or less frees himself from the intense and close parental care that is used to being enjoyed at that age. This period, plays an important role in the child's language development. Until this period, children have been endowed with an environment that cognitively, socially, and linguistically benefits child development (Mukalel, 2003).

Furthermore, Mukalel (2003) revealed that there was a shift in focus from the family to the environment, before moving to the school domain, bringing with it new problems of social adjustment. This is the time when a child experiences new needs and develops new attitudes and talents when it comes to life outside the home. All this adds up to language development in terms of new words and new expressions that further expand the domain of the child's language competence The next stage is entry into the school world. There is a role

for teachers who can stimulate the development of children's language acquisition or acquisition.

Language acquisition is a process that cannot be isolated from the sociological development of the child. The child grows and matures; learn how to achieve successful interpersonal relationships in society; A child learns to use his language most effectively in social-communal situations. Language acquisition or acquisition that begins at home and in the care of the elderly has the freedom for self-expression. In turn it will move into the environment when the need for self-expression intersects with its own needs. The child will acquire a greater adjustment to the needs of a large number of individuals, after this stage, the third phase relates to the outside world with greater success. In this condition a child wants the next adjustment process.

In many classrooms, students are asked to write simply to show their knowledge of meaningful contexts reality, with little understanding of the reader outside the teacher examination (Hyland, 2013). Students will be passive and distracted. After all, they do not understand the material provided by the teacher because they think it is challenging and complicated, so they will become less attentive and not concentrate during the lesson. This problem commonly arises in learning exercises, which may be triggered by a lack of interaction between the teacher and the student. The teacher only discusses the materials with the students, without any care that the students understand the materials or not (Kaur et al., 2020).

One of the social-communal situations of a child is interaction with the outside world in the third phase is at school. In this case, the kindergarten school. Can opportunities in language acquisition be obtained by students, because there are still teachers in kindergarten who are too academically oriented in providing learning to children and ignore the psychological aspects of kindergarten-age children. Reber (Agustin. 2008) emphasizes that errors in treatment/stimulation in children will cause learning and psychological disorders. and even in certain cases. loss of valuable potential (Agustin et al., 2021). Class B students who have an age of about 4 – 5 years are in the third phase above. Class B students consist of two classes totaling 31 students. Learning during the Covid 19 Pandemic was carried out for one lesson hour. In relation to the language acquisition process can occur in these classes and is programmed by the teacher as an adult by utilizing learning support or commonly called scaffolding. The process of language acquisition is obtained by students naturally with the help of scaffolding which can stimulate in addition to activities, as well as language acquisition in students. The process that occurs is the process of receiving information and the process of issuing information that occurs in the student's mental dictionary. The role of teachers in stimulating students' language acquisition is a consideration in stimulating with scaffolding in this paper.

Scaffolding is a useful strategy to employ in language learning and teaching because of the fact that it highly encourages collaborative activities. Interaction greatly contributes to language learning as it facilitates transmission of information. Interactive activities enable teachers to transfer the knowledge to learners to escalate their level from level of actual development to level of potential development (Yildiz, Y., & Celik, B., 2020).

Applying the use of scaffolding in learning has been done by many researchers. As in the following studies. Findings have shown the positive and beneficial effects of scaffolding on writing teaching and learning among frail ESL learners. The effectiveness of the model is seen in the strategies used by teachers. The teachers are competent in teaching English lessons because they have been teaching English to weak students for more than five years.

(Singh et al., 2020). In another study, we incorporated the scaffolding component into the assessment within the Vygotskian framework (Vygotsky, 1978), breaking down this complex task into easier, more "doable" steps. Specifically, we designed the "lead-in" task as a light scaffolding for the written critique task and conducted a new study to explore the effects of scaffolding. The introductory task targets the skill of identifying common reasoning weaknesses, which should be essential for writing an argument critique. Such scaffolding can provide the necessary support and structure for students to learn how to write critiques or complete assignments successfully because they look at successful models of criticism (from different arguments on the same topic) before they write their own (Song et al., 2020). For a new generation of educators, like Marcia, the metaphor of scaffolding provides a theoretical justification for their teaching strategies in the classroom. However, due to the metaphorical nature of the term, scaffolding does not provide educators with clear and definite guidelines on how exactly it should be used to achieve successful teaching. (Verenikina, 2003). Other research ESL students, especially those with low language skills, rely heavily on scaffolding. These students will greatly benefit from scaffolding that provides substantial visual aids. When these students see images of what the teacher is talking about or key words that the teacher is explaining, they will lower their affective filters as the input becomes understandable to them (Singh et al., 2020).

Students' ZPD becomes the basis of using scaffolding strategy in teaching writing. The teacher classified the students' ZPD to divide them into several groups and provide peer tutoring in each group. The guidance through giving feedbacks and members "interaction stimulated the students" high-order thinking skills. Ice-breaking and giving rewards were applied to gain students' engagement, improve motivation, decrease students' boredom, and raise an enjoyable classroom atmosphere. In writing, lack of vocabulary mastery would be an obstacle for the students, so that the teacher should maximize the use of the dictionary to develop their lexical knowledge (Widiana, Sabiq, 2021).

Through several techniques and methods, the researcher will prove the beneficial use of Scaffolding strategies for these students with varied levels of L2. After some prudential time, another set of observational tools will be applied to test the improvement in the students. With this in mind, the current project will demonstrate the influence that these strategies can have in classes like this (Fernández, 2020). In contrast to the studies above that explore the use of scaffolding for learning in high classes, even universities. This study will describe the use of scaffolding at the kindergarten level, especially in language acquisition. The purpose of this study is to get an overview of the implementation of scaffolding in student language acquisition at kindergarten in Bogor and describe student motivation in participating in language acquisition activities with the use of scaffolding at kindergarten.

## Method

The method used in this study is a descriptive method with a qualitative approach. According to Nazir (Nazir, 2011), the descriptive method is a method that examines a group of people, a subject, or thought in the present. This descriptive method is used to illustrate the results of data collection that has been carried out by researchers, through interviews (teachers and direct observation to the field, about the application of scaffolding and student activities in the use of scaffolding explored by teachers. The descriptive method was chosen by researchers because it can provide the most accurate possible picture of an individual, condition, language, symptom, or group. In this study, the class group studied was group B

of Al Kautsar Kindergarten, Cilebut. Bogor was carried out in November—December 2021 in several activities presented by teachers.

The data analysis stage in this study consists of three stages, which are as follows. First, reduction. Reduction is carried out in four ways, namely a) recording the scaffolding; b) the data is then described; c) collecting data on the tendency of intelligence and motivation of students; d) interpret previously classified data. At this stage of presentation, the data that has been classified is presented in the form of a table. Third, the stage of drawing conclusions. In this third stage, a re-verification process is carried out on the initial data that has been collected (Miles and Huberman, 2014).

## Results and Discussion

*Application of Scaffolding Forms and Language Acquisition*

Some activities that can represent the role of scaffolding in student language acquisition. The first is free drawing and telling the meaning of the student's drawing. The teacher said that the students would tell from the free drawings he made. Here's an excerpt from a conversation between RA student Al Kautsar (Danar).

Table 1. Data 01a

| **Data 01a** | **Alif** |
|---|---|
| **Word:** | Alif: I drew *thank steel*. My father became a navy. |
| *Thank steel* | Mrs. Teacher: Mrs. Master pointed to Alif's drawing. What is this picture? |
| *Gondola* | Bu Guru explores by opening google to strengthen the concept of images and the |
| *Down* | meaning of images by exploring the words and sentences used by Alif. |
| *Rivers* | Master: *It's a gondola*. |
| *rowed* | Alif: *Gondola* |
| | Master: *Gondola* tools to go down *the rivers*. |
| | Look at your phone. You do this by *rowing*. In Indonesia there is, in the City of Flowers. |
| | The other students also listened. (07/12/2021) |

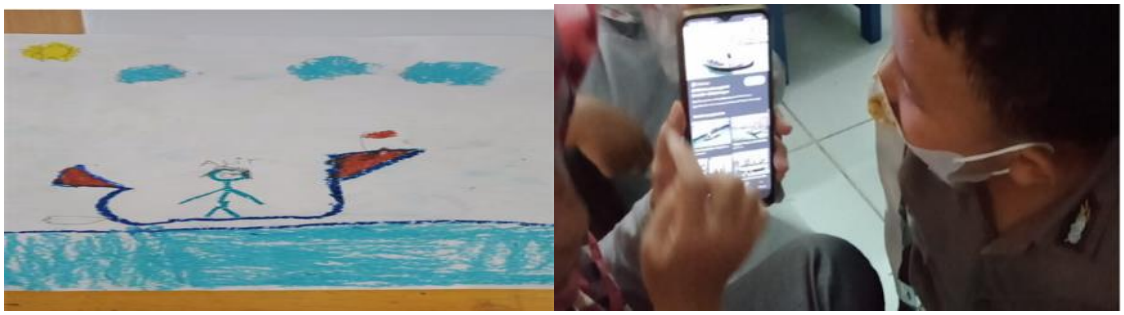

Figure 1. Teacher Show Gondola on Google

In the data above, the following scaffolding stages appear. Keeping students on task- by providing structure, lessons or research that projects reveal, provides a pathway for learners. Students can make decisions about which path to choose or what things to explore. In data 01a above the stages of scaffolding carried out by teachers, language acquisition for students on the words thank steel, gondola, scouring, rivers, rowing.

The second is drawing an animal from a drinking bottle cap. Here is the form of scaffolding made by the teacher. Technical manufacture. The teacher asks students to follow the teacher's explanation to find out the purpose of the teacher giving a model, students follow the teacher's steps. Picture-shaped models created from beverage bottle caps form

various animals and name them by first orally naming them: caterpillars, ladybugs, bees, ants, birds. In the process of forming a strengthened image of words namely wings, antennae, tail, beak, eyes.

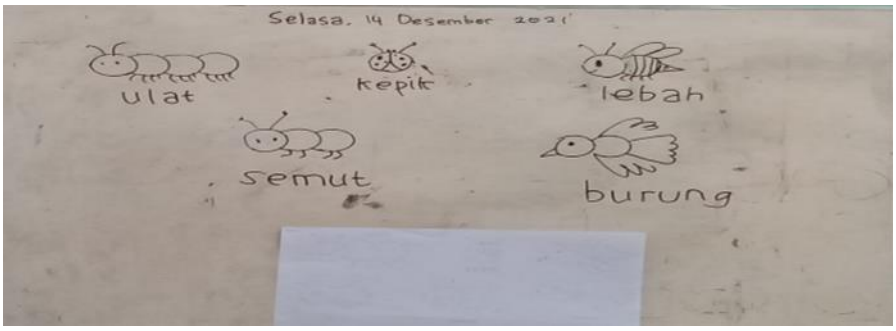


Figure 2. Animal Drawings Based on Bottle Cap Patterns and Animal Names

Scaffolding experts, have uncovered McKenzie's characteristics: 1) Provide direction that explains and reduces student confusion – Educators anticipate problems students may face and then develop step-by-step instruction, which explains what students must do to meet expectations and 2) Goal delivery–Scaffolding helps students understand why they are doing work and why it is important.

In this activity, Al Kautsar Kindergarten teachers stimulate student activities by providing instructions for carrying out student activities. It can be seen in the teacher's speech quote, as follows.

Table 2. Data 01b

| |
|---|
| Data 01b (Tracing circular bottle caps)<br>Children meeting today we will make animals by tracing circles from bottle caps (Aqua)<br>: Your job is to trace circles on paper. We form animal drawings, yes...;<br>Round shape first (then the teacher makes a circle using a bottle cap); the caterpillars of the circle are four; ladybugs, then the teacher draws and reveals the wings, antennae. Stimulate with this pronounce "wings", "antennae"; The teacher traces two more circles and asks how many circles by counting the number of circles the student mentions "two", then given eyes, tails, antennae; The teacher drew another four consecutive circles. How many circles are there? The children began counting and saying "three", then were given eyes, feet, and antennae; The teacher traced another circle with the sum of two circles and formed wings and tails. This is a picture of a bird, we give it a muzzle (beak) and what is this? (pointing to wings) the student replied "wing ma'am". (Tika, 16/16/2021). |

The teacher guides the manufacturing process. In the process of making students make drawings with varying levels of competence. During the conversation, Afkar spoke to his friend, "How come you don't have wings? No antenna?". His friend replied, "There is. These wings... this is the antenna."

The words wings and antenna in the picture become words that students remember because the teacher has revealed this word in the process of making pictures. If analyzed on the instructions given by the teacher as a form of scaffolding, the words wings and antennae are repeated several times at the time of making the image of the animal. The word wings is in ladybugs, in birds, and in bees. The memory of wings is well remembered by students that drawing ladybugs, drawing birds, and drawing bees. Wings must be present. The same is true of the term antenna. The word antennae were introduced by the teacher to animals in the form of ladybugs, bees, and ants.

Indicator 3. Keep students on task. For this stage, what the teacher does is to make all the examples on drawing paper in an orderly order. The laying is symmetrical. On each

picture of this bottle cap print, the teacher wrote down the names of the animals. What the teacher wants to strengthen is his drawing skills as well as skills in mastering the language. Mastery for the words 'caterpillar', ladybug', bee, and 'ant', other words that the teacher wants to convey are also 'circle', 'wing', 'antennae', 'eyes', 'tail', 'muzzle'. The visualization appears in the following figure 4. It is similar with the research that shows scaffolding could improve students' language skills (Suardi, et.al., 2019; Elsa, et.al., 2021).

Figure 3. Drawing Process

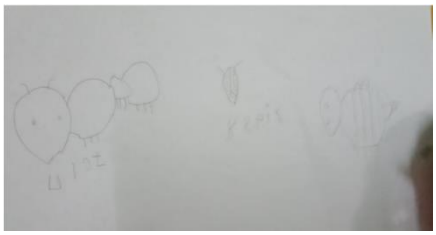

Figure 4. Drawing Results and Acquisition Language (Write)

In applying the scaffolding technique, the teacher has applied it until stage 5, but for stage 6 it is not carried out, because the evaluation (final) activity does not exist. More on process assessment. This is possible due to the characteristics of kindergarten students. The use of Scaffolding is considered to provide motivation to students with different stages of intelligence and motivation. The following is presented the visualization of intelligence and motivation of Class B students Kindergarten. It is similar with the research that said quantum teaching and scaffolding could develop students learning motivation and cognitive (Hrp, et.al., 2021).

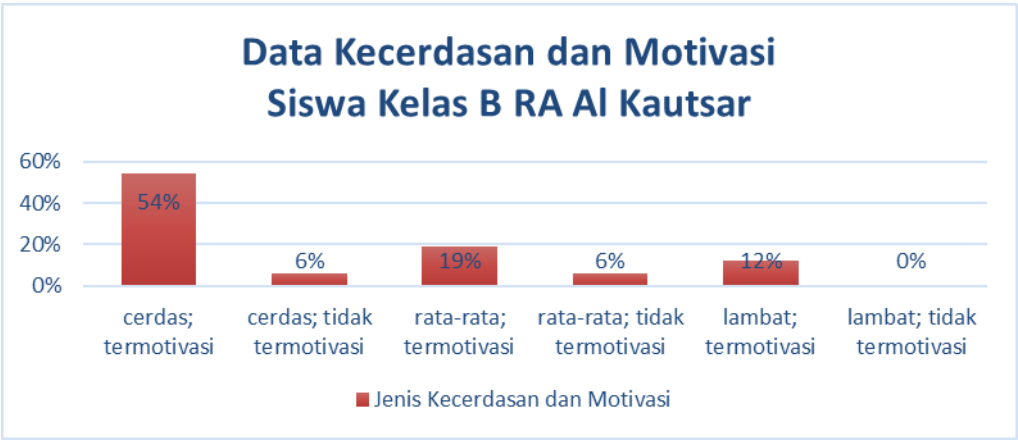


Figure 5. Intelligence and Motivation Data

The order of percentage levels starts from the highest percentage of motivation based on intelligence: intelligent and motivated students as much as 54%; students have an average intelligence and are 19% intelligent and unmotivated; 12 %; smart and unmotivated students and average and unmotivated students, 2% each. This indicates that in general, the use of

scaffolding is quite influential on student motivation in language processing with the help of other activities programmed by the school.

As a comparison, analytical data from other references are presented. Educators then assume, and many in mainstream education continue to assume, that for teaching to be effective, children must reach a developmental threshold level, which is established by observing children as they independently perform certain types of tasks. However, some of Vygotsky's contemporaries observed that once in school, children with initially high IQs often showed a decrease in their IQ scores, while those with low initial IQ scores often tended to show improved scores. (Fani &; Ghaemi, 2011) argues that one cannot fully understand children's developmental levels without also determining the upper limits of that development, which are determined by the type of task that children can do with the help of others. In other words, two children may show similar IQ scores, which should indicate that they have achieved the same level of development and thus readiness for instruction, but one of them may both be able to perform more complex tasks under the guidance of another than could be done with the same mentoring. Vygotsky called this difference between actual and potential IQ the Zone of Proximal Development. He argues that some children may have a high IQ but a small ZPD and others may have a low IQ but a large ZPD.

There are three groups of motivation, namely intrinsic motivation, extrinsic motivation, and less motivated. An indicator that can be further classified from intrinsic motives is that learners enjoy participating and enjoying (19.3%), generating great interest (12.9%), there is satisfaction (16.1%), and there is interest (16.1%). In the extrinsic classification indicator, there are external factors such as reward. Lastly, students who are less motivated because they feel inadequate or have no intention. The visualization is shown in the table below.

Table 3. Types and Indicators of Motivation

| **Types of Motivation** | **Motivation Indicators** | **Sum** | **Percentage** |
|---|---|---|---|
| Intrinsic motivation | Happy to participate and enjoy | 6 | 19,3 % |
| | Generate great interest | 4 | 12, 9 % |
| | There is satisfaction | 5 | 16.1 % |
| | There is interest | 5 | 16.1 % |
| Extrinsic motivation | Purpose due to external | 4 | 0,6 % |
| | | 2 | 0,6 % |
| Less Motivated | Less motivated in practice | 4 | 12,9 % |
| | Feeling inadequate | 4 | 12,9 % |
| | Feeling no intention | 1 | 0,3 % |

Especially for intrinsic motivation data, the author visualizes it in the form of graphs. It appears on the graph that the kindergarten students are motivated for reasons of pleasure participating and enjoying as much. Next feel there is satisfaction and interest. The other percentage is because it produces great achievements.

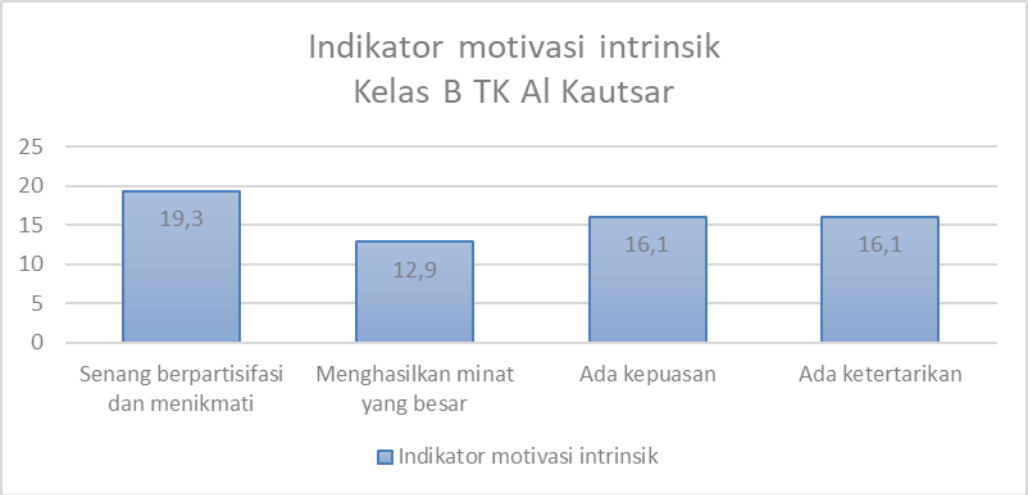


Figure 6. Intrinsic Motivation Indicators

## Conclusion

Developing word acquisition is something that teachers need to strive for students' language mastery, especially in RA Al Kautsar. The use of scaffolding is a strategy that can be used to improve students' language acquisition. Besides that, it can increase students' intrinsic motivation. There are several stages of using scaffolding. In its application at RA Al Kautsar, stages include: 1) providing clear directions and reducing student confusion; 2) conveying the goal – scaffolding helps students understand why they are doing the work and why it is important; 3) keeping students on task; 4) clarifying expectations and incorporating assessment and feedback–expectations are clear from the start of the activity since examples of exemplary work, rubrics, and standards of excellence are shown to students; 5) direct students to appropriate sources (by providing relevant sources during confirmation to strengthen language acquisition). For the sixth step, namely uncertainty, surprise, and disappointment – Educators test trials to determine possible problem areas and then improve the lesson to eliminate, not yet implemented due to students' cognitive factors. Implementation only takes the form of students' reflective activities with the teacher at the end of the lesson. What needs to be strengthened based on research findings is that the development of language acquisition using scaffolding can continue to be encouraged.

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