# DEVELOPING SOCIO-CULTURAL SCAFFOLDING MODEL TO ELICIT LEARNERS'S SPEECH PRODUCTION

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## ABSTRACT

This study is concerned with developing scaffolding model to elicit bilingual kindergarten children's English speech production. It is aimed at describing what the teachers need in eliciting their student's speech production; how a scaffolding model should be developed to elicit the children's speech production; and how effective is the scaffolding model in eliciting the children's speech production. The objects of the study are teachers and students of kindergarten at *Mondial School* Semarang. Preliminary research was conducted to describe what the teachers need to elicit their student's speech production. Referring to the need analysis, a scaffolding model was developed to elicit the children's speech production. To explain the effectiveness of the model a try out was carried out on the model developed. Based on the result of the try out, a final model was developed. The findings of the preliminary research suggest that *Mondial School* kindergarten teachers need a scaffolding model to elicit their student's speech production. Referring to the findings a scaffolding model based on speech functions was developed. To explain the effectiveness of the model the developed initial model was tried out. Based on the result of the try out the final scaffolding model was developed. This study concludes that kindergarten teachers of *Mondial School* need a scaffolding model to elicit their children's English speech production. Based on the need analysis, a Socio-cultural Scaffolding Model was developed. Referring to the result of the try out steps it is reasonable to argue that this product of Scaffolding Model is effective in eliciting English speech production of kindergarten students of *Mondial School*.

**Keywords:** Socio-cultural scaffolding model, elicit, speech production, speech function

## INTRODUCTION

It is argued that children need support for language learning. Moon (2000:75) illustrated how a woman is helping a child to walk. Through her support, the child is learning to stand upright, to walk and gain strength in his legs. Eventually as the child gains strength in his muscles and develops confidence, he will not need any support. She argued that in the same way, children need support for language learning, i.e. assistance to carry out learning activities that they would not yet be able to do unaided. Providing support helps children to gain the knowledge, ability and confidence to eventually function more independently.

The central issue of the study of learning foreign language is attempts to explain L2 acquisition including the systematic development of the learner's language. Systematic development of learners' language according to Rod Ellis (2006: 31) reflects a mental system of L2 knowledge which is often referred to as inter-language. He pointed out that the concept of inter-language constitutes one of the first attempts to explain L2 acquisition by answering questions such as 'What is the nature of the linguistic representations of the L2 that learners form?' 'How do these representations change over time?'

Sandra Smidt (2009: 21) pointed out that within the framework suggested by Vygotsky children learn and develop within what he called 'cultural', 'historical' or 'instrumental' psychology. She added that by *cultural* he meant the socially structured ways in which society organizes the many tasks the growing child encounters and the tools, which may be mental (which means internal or psychological) or physical (which means external or material), that the young child is provided with to master those tasks.

According to Raymond (2000:176) Vygotsky defined scaffolding instruction as the role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level. Chang, Sung, & Chen (2002:7) said that an important aspect of scaffolding instruction is that the scaffolds are temporary.  As the learner's abilities increase the scaffolding provided by the more knowledgeable other is progressively withdrawn.  Finally the learner is able to complete the task or master the concepts independently.

Borg and Galls(2003: 569) noted that educational research and development is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.

This study is concerned with developing scaffolding model to elicit bilingual kindergarten children's English speech production. It is aimed at describing what the teachers need in eliciting their students' speech production; how a scaffolding model should be developed to elicit the

children's speech production; and how effective is the scaffolding model in eliciting the children's speech production.

The objects of the study are teachers and students of kindergarten at *Mondial School*Semarang. Preliminary research was conducted to describe what the teachers need to elicit their students' speech production. Referring to the need analysis, a scaffolding model was developed to elicit the children's speech production. To explain the effectiveness of the model a try out was carried out on the model developed. Based on the result of the try out, a final model was developed.

## PROCEDURE OF THE RESEARCH

### Step 1: Assessing needs to identify goal(s)

In accessing needs to identify goal (s) a questionnaire was administered to all the teachers of Kindergarten level at *Mondial School*. This questionnaire was administered on February 1st 2014 up to April 1st 2014.

This questionnaire is important to make the product designed relevant to the real needs of the teachers. The researcher needs to know what the teachers need, to elicit the students' speech production. Initially the questionnaire was asking such questions if all their students speak English, if some of the students are passive and keep silent and whether they give scaffolding that supports the introduction of new expressions of English and take it away when the lesson is understood.

It is significant to find out if they use everyday activities to build vocabulary, for instance, at meal times, they ask their child to name utensils and explain what he is eating and ask him which foods he likes, and which he doesn't; now that their child is putting words and phrases together to make sentences, whether they use scaffolding to model more developed language; as a teacher, he/she needs to know whether she chooses scaffolding strategies that allow students to facilitate their own learning with her help.

It is also important to figure out whether her scaffolding minimize her students' level of frustration; through scaffolding, whether she moves away from the traditional teacher-centered approach--in which the teacher tells the students everything they need to know--and instead moves towards an approach in which the teacher is simply the guide; whether she thinks that scaffolding allows the teacher to build a bridge from the learners' current knowledge to the information being taught; whether she thinks that through scaffolding, the learner is engaged in an active process of learning whereas the teacher builds on the knowledge the learner has of a particular topic; scaffolding is like a research assignment in which the learner is made to find the

solution to unanswered questions and this motivates the learner and gives him an urge to learn more.

The questionnaire was responded positively by each of the ten teachers despite their daily tight schedule of teaching. They have no objection to answer the questions. They submitted the answers in time and most of the questions were answered accordingly. The data quantification shown in *Figure 1* indicates that 60% of the teachers agreed to say that their students do not speak English in the classroom whereas 40% said they do. However, 80% of the teachers concluded that their students were not passive. 90% of the teachers said that their classes provide centers and 80% claim that the centers help students speak more whereas 20% said they do not. 100% of the teachers said that their classes introduce different kinds of activities for students to elicit their speech production. 40% of the teachers acknowledge that they give scaffolding that supports the introduction of new expression of English and take it away when the lesson is understood whereas 60% of the teachers said they do not. 100% of the teachers said that they understand that ZPD means the area between what the child currently can solve and what the child can solve with the help of 'competent others'.

**Step 2: The development of the model**

In order to provide a solid foundation for expanded language learning, an experienced social setting can be adopted. A level of comfort and ease will be enjoyed by both student and teacher when learning-centered model based on a language lesson on previously learned social expectations is used. A group of two or more can be arranged in this socio-cultural activity. Based on what students know about social behavior in a certain setting a conversation can be facilitated. A teacher may say "It's hot isn't it?" while gesturing for the air-conditioner in the classroom that does not work. Previously experienced social settings will suggest to the students that the teacher is asking for their response on that complains. They may agree by saying "It is, isn't it?" or "I don't think it is." Reinforcing interactions with teachers, parents and peers will be the basis of any substantial learning that will occur when using this model. The knowledge of language functions followed by examples of scaffolding talks and its remarks is presented below:

**Socio-cultural scaffolding talks and remarks**

| No. | Target-competences | Examples of Scaffolding Talks | Target-performances |
|---|---|---|---|
| M-2.1 | **Interpersonal Exchange** Expressing greeting and leave-taking | What should you say when you welcome a friend who just arrives at your | The class can be arranged for groups of two or more and may |

| No. | Target-competences | Examples of Scaffolding Talks | Target-performances |
|---|---|---|---|
| | | classroom? | be as simple as setting a welcome classroom entrance and facilitating conversation based on social behavior in that setting. In responding the teacher's question a student may say, "Good morning. How are you? While his/her peer may reply "Good morning. I'm fine." |
| M-2.2 | Making introduction and identifying one's self. | Can you introduce yourself and ask your friends who they are? | In responding the teacher's question a student may say "My name's Aza. What's your name?" |
| M-2.3 | Extending, accepting and declining invitations and offers. | What would you say when you want your friends to come to your birthday party? | Referring to the teacher's question a student may say "Would you come to my birthday party? While his/her peer may reply "Okay. I've love to" or "I'm afraid I cannot make it. Sorry." |
| **No.** | **Target-competences** | **Examples of Scaffolding Talks** | **Target-performances** |
| M-2-4 | Making and breaking engagements. | When you want your friends to play with you, what would you say? | A student may say "Shall we play together? while his/her peer may reply "I'd love to" or "Sorry I'm busy." |
| M-2.5 | Expressing and acknowledging gratitude. | A friend of yours has just given you a help. What would you say? | A student may say "Thank you. That's very kind of you" while his/her peer may reply "you're welcome." |
| M- | Complimenting and | Imagine that a friend of | A student may say |

| | | | |
|---|---|---|---|
| 2.6 | congratulating. | yours has just won a competition. What would you say to him? | "Congratulations!" and his/her peer may reply "Thank you." |
| M-2.7 | Reacting to the interlocutor's speech. | A friend of yours says "It's hot, isn't it?" when the air conditioner does not work in the classroom. What would you say to him? | A student may reply "It is, isn't it?" or "I don't think it is" |
| M-2.8 | Showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment. | Let's pretend that your teacher is telling you something. What would you say?<br><br>When you are interested in her story, what would you say?<br><br>When you are surprised to what your teacher has told you, what would you say?<br><br>When you are sympathetic because your teacher has told you something sad, what would you say?<br><br>When you don't believe in what you teacher has told you, what would you say? | A student may say "I know, Miss." Or "I see, Miss."<br><br>A student may say "It's lovely, isn't it?<br><br>A student may say "Really? I can't believe it"<br><br>A student may say "I'm sorry to hear that."<br><br><br><br>A student may say "Are you kidding?" or "You are kidding, aren't you?" |
| **No.** | **Target-competences** | **Examples of Scaffolding Talks** | **Target-performances** |
| | | What would you say when you are disappointed because what your teacher has told you is not what you want to? | A student may say "I don't think it is a good idea." |
| M-2.9 | **Information** Asking for and giving information. | Pretend that you want to know what happens today. What would you ask to | A student might say "Can you tell me what's going on?' |

| No. | Target-competences | Examples of Scaffolding Talks | Target-performances |
|---|---|---|---|
| | | your friend?<br><br>What would you say when you want to let your friend know that tomorrow will be off? | A student might say "Let me tell you that tomorrow will be off." |
| M-2.10 | Reporting (describing and narrating) | Pretend that you visited museum yesterday. What would say to tell your friend what you saw?<br><br>What would say when you want to make your friend happy by telling what saw long time ago? | A student might say "I visited a museum yesterday. The building is large. I could see many old staffs there."<br><br>A student might say "Long time ago, a cute kitty was born. One day it was sick. I was so sad. I sent it to the doctor. The doctor helped it. Thanks God, it survived." |
| M-2.11 | Remembering | When you forgot something and suddenly you remember it, what would you say? | A student might say "I think I forgot something. I need a raincoat!" |
| M-2.12 | Explaining and discussing | A friend of yours what to know why you come late. What would you say?<br><br>What would you say when you want to discuss what you want to play with your friend? | A student might say "You know, on my way I got a traffic jam. So I could not reach on time"<br><br>A student might say "Well, we can play hide and seek. It's fun. But it's going dark |
| **No.** | **Target-competences** | **Examples of Scaffolding Talks** | **Target-performances** |
| | | | now. So, we can play cards inside, instead. OK?" |
| M-2.13 | **Opinions**<br>Expressing and finding out | You have an idea what to do next Sunday. What | A student might say "Mommy, I have a |

| No. | Target-competences | Examples of Scaffolding Talks | Target-performances |
|---|---|---|---|
|  | about opinions and attitudes | would you say to your mother?<br><br>What would you say when you think that the zoo you have just visited is wonderful? | good idea. What if we go swimming next Sunday?"<br><br>A student might say "The zoo is so amazing! Fantastic!" |
| M-2.14 | Agreeing and disagreeing | A friend of yours has an idea what to do together in the break time. What would you say if you don't mind?<br><br>What if you are objection? | A student might say "I agree with you. Let's make it."<br><br>A student might say "I'm afraid I don't agree with you. Sorry" |
| M-2.15 | Approving and disapproving | Let's pretend a project is done. All members of the team think it's time to submit. You are the last member who doesn't say a word. They want to know if you think so. What would you say?<br><br>What if you don't think so? | Alright. I think this project if perfectly done. I approve to submit it."<br><br>I'm afraid I cannot approve it. We need to make it perfect first. |
| M-2.16 | Showing satisfaction and dissatisfaction | What would you say when the dinner you have is the one you really want to? | A student might say "Great! The food is yummy! I'm satisfied! |
| M-2.17 | Showing dissatisfaction | What if the dinner is not what you really want to? | A student might say "I'm afraid the food is too spicy. I'm not satisfied." |
| **No.** | **Target-competences** | **Examples of Scaffolding Talks** | **Target-performances** |
| M-2.18 | **Feelings**<br>Expressing feeling of love | Your grandfather is so kind to you. What would say? | A student might say "I love you so much, |

| No. | Target-competences | Examples of Scaffolding Talks | Target-performances |
|---|---|---|---|
| M-2.19 | Expressing feeling of happiness | It's a beautiful day. Everyone comes to celebrate your birthday. What would you say? | Grandpa!"<br><br>A student might say "I'm so happy today. Everyone celebrate my birthday." |
| M-2.20 | Expressing feeling of sadness | You join a competition but you fail to be a winner. What would you say? | A student might say "I'm so sad to hear the news. I'm not the winner." |
| M-2.21 | Expressing feeling of pleasure | Your mother is telling you that tomorrow you can go with her to go shopping. What would you say? | A student might say: "Yeah! I'm pleased to hear that!" |
| M-2.22 | Expressing feeling of anxiety | Someone told you that your mother will be away tomorrow. What would you say? | A student might say "I'm worrying about it!" |
| M-2.23 | Expressing feeling of anger | When you are angry what would you say? | A student might say "I don't like it! Leave me alone!" |
| M-2.24 | Expressing feeling of embarrassment | What would you say when you are embarrassed. | A student might say "I know it's embarrassing me." |
| M-2.25 | Expressing feeling of pain | When something is hurting you what would you say? | A student might say "Oh, it's so painful to me" |
| M-2.26 | Expressing feeling of relief | When something worrying you eventually is eventually settled, what would you say? | A student might say "Thanks God, it' relieving." |
| **No.** | **Target-competences** | **Examples of Scaffolding Talks** | **Target-performances** |
| 5. M- | Expressing feeling of fear | What would you say when you are scarred of a film | A student might say "The film is scarring. |

| No. | Target-competences | Examples of Scaffolding Talks | Target-performances |
|---|---|---|---|
| 2.27 | | you are watching? | Can you switch the channel, please" |
| M-2.28 | Expressing feeling of annoyance | When you don't like the manner of a boy who is teasing you all the time, what would you say? | A student might say "What such an annoying boy he is. I don't like him" |
| M-2.29 | Expressing feeling of surprise | When you are surprised by present you have just got from your grandfather, what would you say? | A student might say "Wow! I can't believe it. It's real surprise!" |
| M-2.30 | **Suasion** Suggesting | The air conditioner in your classroom is not working. But you have to complete a project. It's hot, isn't it.? Your teacher has no idea what to do. What would you suggest? | A student might say "Miss, what if we do our project in the playground?" |
| M-2.31 | Requesting | You want a new jacket. What would say to your mother to buy it for you? | Mommy, I need a jacket. This one is too old. Can you buy me a new one, please? |
| M-2.32 | Instructing | Let's pretend that you are a teacher. What would say when you want your students to tidy up the toys they have played with? | Okay students, it's time to have a break. Now tidy up your toys, please." |
| M-2.33 | Giving orders | Let's pretend that you are the leader of a group. What would say to the members of the group when you want them to color some pictures? | A student might say "Now, color these pictures!" |

| M-2.34 | Advising | Your friends find it difficult to dive in the swimming pool. What would say to advise him? | A student might say "All you need to do is close your nose and your mouth and then jump into the water." |
| M-2.35 | Warning | Your friends are playing with the monkey bar in the playground. What would you say to them that they can get accident unless they watch their steps? | A student might say "Okay guys, take care of you. Watch your steps. You can get hurt if you fall down." |
| M-2.36 | Persuading | You want your mother to buy you an android. What would you say to her? | A student might say "Mommy, I like android very much. But Aunt Steffie is not quite happy if I borrow her android all the time. I think I should have one of my own." |
| M-2.37 | Encouraging | A friend of yours finds it difficult to complete her project. She gives up. What would you say to encourage her to make another try? | A student might say "Come on, Nadya. Don't give up. You can make it. All what you need is make a try again and again." |
| M-2.38 | Discouraging | What would you say to a friend who doesn't want to study for the quiz? | A student might say: "You will fail on your quiz." |
| M-2.39 | Asking for | What would you say if you want to ask for help to a friend? | A student might say "Can you do me a favor? I need to lift up this box, but it's too heavy for me to do it." |
| **No.** | **Target-competences** | **Examples of Scaffolding** | **Target-performances** |

|  |  | **Talks** |  |
|---|---|---|---|
| M-2.40 | Granting | What would you say if you want to grant something to a friend of yours? | A student might say "I'm done with my project. You can take this robot. It's for you if you like it." |
| M-2.41 | Withholding permission | A friend of yours wants to borrow your violin but you are objection because he is such rude person. What would you say? | A student might say "I'm afraid I cannot lend you my violin, sorry." |
| 6. | **Problems** |  |  |
| M-2.42 | Complaining | When you are not happy because your friends are noisy when you are answering your teacher's question, what would you say? | A student might say "Hi guys, Don't make noise! I don't like your being noisy! I can't hear a word! I don't understand what Miss' question is!" |
| M-2.43 | Criticizing | Everyone should speak English at school but your teacher speaks Indonesian in the classroom, what would you say to criticize her? | A student might say "Why are speaking "bahasa", Miss? I think everyone should speak English. |
| M-2.44 | Blaming | The tape recorder in your classroom Is broken. What would you say when you want to blame on it? | A student might say "I don't think it's a good idea to make our tape recorder broken." |
| M-2.45 | Accusing | You know that someone has broken the tape recorder. What would you say when you want to | A student might say "I'm afraid Bryan has broken this tape recorder." |

| No. | Target-competences | Examples of Scaffolding Talks | Target-performances |
|---|---|---|---|
| | | accuse him? | |
| 7 M-2.46 | Admitting | What would you say when you want to admit that you have broken the tape recorder? | A student might say" "Sorry, it's all my fault." |
| M-2.47 | Denying | What would say when you want to deny that you have broken the tape recorder? | A student might say "I didn't do it. It's not my fault!" |
| M-2.48 | Regretting | What would you say when you want to regret on that you have broken the tape recorder? | A student might say "I regret to say that I have broken the tape recorder." |
| M-2.49 | Apologizing | What would you say when you want to apologize for your having broken the tape recorder? | A student might say "I would like to apologize for I have broken the tape recorder." |
| M-2.50 | Forgiving | What would you say when you want to forgive your friend who has broken the tape recorder? | A student might say "It's alright." |
| 7. M-2.51 | **Future scenarios** Expressing wishes | Your class has a project with blocks. What would you say when you wish you can build a tower? | A student might say "I wish I can build a tower with these blocks." |
| M-2.52 | Expressing hopes | The first day of next month will be your birthday. You hope you can celebrate it at school. What would you say? | A student might say "I hope I can celebrate my birthday next month at school." |

| No. | Target-competences | Examples of Scaffolding Talks | Target-performances |
|---|---|---|---|
| **8.** <br><br> M-2.53 | Expressing desires | What would say when you want to invite all your friends at the birthday party? | A student might say "I want to invite all of my friends at the party." |
| M-2.54 | Expressing and eliciting plans | What would you say if you plan to play violin to entertain your friends at the party? | A student might say "I plan to play violin to entertain everyone at the party." |
| M-2.55 | Expressing and eliciting goals | You want to tell your friends that you practice dancing everyday because you want to join the last year celebration at school. What would you say? | A student might say "I practice dancing everyday so that I can join the last year celebration at school." |
| M-2.56 | Expressing intentions | You want to tell your teacher that you intend to join the vocal class on Monday. What would you say? | A student might say "I want to join a vocal class on Monday." |
| M-2.57 | Promising | What would you say when you want to make promise that you won't come late again at the violin class? | A student might say "I promise I won't come late again at the violin class." |
| M-2.58 | Predicting | You know that it's a pay day for your mother today. What would you say when you want to predict that your mother will go shopping next Sunday? | A student might say "Mommy, I know it's a pay day for you today. I guess you will go shopping next Sunday." |
| M- | Speculating | You join your grandfather | A student might say |

| No. | Target-competences | Examples of Scaffolding Talks | Target-performances |
|---|---|---|---|
| 2.59 | | to pick up a guess. You have not seen her before. You only know her name. What would you say to her when you meet her at last? | "Hi. You must be Cathy. Right? My name is Aza. |
| 9.<br><br>M-2.60 | Discussing possibilities of doing something | You have just arrived at Bandungan Resort with your family. What would you say to everyone about possibilities of doing something? | A student might say "Listen guys. I think we can go swimming, riding on a horseback, and buying fruits here." |
| M-2.61 | Discussing capabilities of doing something. | What would you say to your aunt that you are capable of playing games and making a call in her Android? | A student might say "I can play games in your Android. I can also make a call with the gadget." |

**Step 3: Analysis and Interpretation of Try-out of the Model**

The try-out of the developed model was conducted on February 1st up to June 31st 2014 at *Mondial School* involving 24 kindergarten students. The result of the try out is described here to see whether the scaffolding model developed is effective. The try out compared the result of pre test and post-test. The average score were calculated to determine whether there were some improvements on the students' speech production.

The scores of the pre-test and post-test were based on a scoring rubric. Score 4 means that the response fulfills the demands of task with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. The Score 3 means that the response fulfills the demands of task with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. The Score 2 means that the response addresses the task but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur. Meanings may be obscured in places. Score 1 means that the response is very limited in content and/or coherence or is only minimally connected to task, or speech is largely unintelligible. Score 0 mans that the response is very

limited in content and/or coherence or is only minimally connected to task, or speech is largely unintelligible.

To know how significant the effectiveness of the Socio-cultural Scaffolding Model, the result of Pre-test and Post-test were calculated by using t-test formula. Since t value > t table; 33.2976 > 2.000it means that there is a significant difference between the pre-test and the post test. The post test is higher than pre-test. The result showed that students got significant achievement by using Socio-cultural Scaffolding Model. The result proves that the Socio-cultural Scaffolding Model is effective in eliciting the kindergarten children's speech production.

The detail of the analysis and interpretation of the Try-out of the model can be reported in Table 1. The result of the try out is described here to see whether the scaffolding model developed is effective. The try out compared the result of pre-test and post-test. The average score were calculated to determine whether there were some improvements on the students' speech production. Referring to the utterance scoring rubric below the result of the pre-test and posttest can be described as follows:

## UTTERANCE SCORING RUBRIC

| Score | Performance |
| --- | --- |
| 5 | The response fulfills the demands of task with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. |
| 4 | The response fulfills the demands of task with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. |
| 3 | The response addresses the task but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur. Meanings may be obscured in places. |
| 2 | The response is very limited in content and/or coherence or is only minimally connected to task, or speech is largely unintelligible. |
| 1 | The response is very limited in content and/or coherence or is only minimally connected to task, or speech is largely unintelligible. |

Speaking Skill Scoring Rubric (Adapted from Michael J. et al 2005)

**THE TRY OUT RESULT**

**The Code of the Models:**

M-2 = Socio-cultural Scaffolding Model; Extended to M-2.1, M-2.2, etc.

**Table 1: The Result of Pre-test and Post-test for Socio-cultural Scaffolding Model**

| No. | Model's Code | Pre-test Scores | Post-test Scores |
|-----|--------------|-----------------|------------------|
| 1. | M-2.1 | 2 | 4 |
| 2. | M-2.2 | 3 | 4 |
| 3. | M-2.3 | 2 | 5 |
| 4. | M-2.4 | 2 | 4 |
| 5. | M-2.5 | 2 | 5 |
| 6. | M-2.6 | 2 | 5 |
| 7. | M.2.7 | 1 | 4 |
| 8. | M-2.8 | 1 | 4 |
| 9. | M-2.9 | 1 | 5 |
| 10. | M-2.10 | 1 | 5 |
| 11. | M-2.11 | 2 | 5 |
| 12. | M-2.12 | 2 | 5 |
| 13. | M-2.13 | 2 | 5 |
| 14. | M-2.14 | 3 | 5 |
| 15. | M-2.15 | 2 | 5 |
| 16. | M-2.16 | 2 | 5 |
| 17. | M-2.17 | 3 | 5 |

| 18. | M-2.18 | 3 | 5 |
| 19. | M-2.19 | 3 | 5 |
| 20. | M-2.20 | 2 | 5 |
| 21. | M-2.21 | 2 | 5 |
| 22. | M-2.22 | 3 | 5 |
| 23. | M-2.23 | 3 | 5 |
| 24. | M-2.24 | 2 | 5 |
| 25. | M-2-25 | 2 | 5 |
| 26. | M-2.26 | 2 | 5 |
| 27. | M-2.27 | 3 | 5 |
| 28. | M-2.28 | 2 | 5 |
| 29. | M-2.29 | 2 | 5 |
| 30. | M-2.30 | 4 | 5 |
| 31. | M-2.31 | 3 | 5 |
| 32. | M-2.32 | 3 | 5 |
| 33. | M-2.33 | 3 | 5 |
| 34. | M-2.34 | 3 | 5 |
| 35. | M-2.35 | 2 | 5 |
| 36. | M-2.36 | 2 | 5 |
| 37. | M-2.37 | 1 | 4 |
| 38. | M-2.38 | 1 | 4 |
| 39. | M-2.39 | 2 | 5 |
| 40. | M-2.40 | 2 | 5 |
| 41. | M-2.41 | 2 | 5 |

| 42. | M-2.42 | 1 | 5 |
|-----|--------|---|---|
| 43. | M-2.43 | 2 | 5 |
| 44. | M-2.44 | 2 | 5 |
| 45. | M-2.45 | 1 | 4 |
| 46. | M-2.46 | 2 | 5 |
| 47. | M-2.47 | 3 | 5 |
| 48. | M-2.48 | 3 | 5 |
| 49. | M-2.49 | 2 | 5 |
| 50. | M-2.50 | 2 | 5 |
| 51. | M-2-51 | 2 | 5 |
| 52. | M-2.52 | 3 | 5 |
| 53. | M-2.53 | 1 | 5 |
| 54. | M-2.54 | 1 | 5 |
| 55. | M-2.55 | 2 | 5 |
| 56. | M-2.56 | 1 | 5 |
| 57. | M-2.57 | 2 | 5 |
| 58. | M-2.58 | 1 | 5 |
| 59. | M-2.59 | 2 | 5 |
| 60. | M-2.60 | 2 | 5 |
| 61. | M-2.61 | 2 | 5 |
| 62. | M-2.62 | 1 | 4 |
| 63. | M-2.63 | 2 | 5 |
| 64. | M-2.64 | 2 | 5 |
| 65. | M-2.65 | 2 | 5 |

| 66. | M-2.66 | 2 | 5 |
|-----|--------|---|---|
| 67. | M-2.67 | 2 | 5 |
| 68. | M-2.68 | 2 | 5 |
| 69. | M-2.69 | 2 | 5 |
| 70. | M-2.70 | 2 | 5 |
| 71. | M-2.71 | 1 | 4 |
| 72. | M-2.72 | 2 | 5 |
| 73. | M-2.73 | 2 | 5 |
| TOTAL | | 139 | 355 |
| AVERAGE SCORE | | 1.904 | 4.863 |

To know how significant the effectiveness of the Socio-cultural Scaffolding Model, the result of Pre-test and Posttest were calculated by using t-test formula. The formula can be described as follows (Sugiyono, 2013:422):

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

In which,

$$s = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

|  | Pre Test | Post Test |
|---|---|---|
| Sum | 139 | 355 |
| N | 73 | 73 |
| X | 1.904 | 4.863 |
| Variance (S$^2$) | 0.456621 | 0.119863 |
| Standard Deviation (s) | 0.675737 | 0.346212 |

$$s = \sqrt{\frac{(73-1)x0.456621 + (73-1)x0.119863}{73+73-2}} = \ 53688$$

$$t = \frac{4.863 - 1.904}{\sqrt{\frac{1}{73} + \frac{1}{73}}} = 2.595 \qquad = 33.2976$$

$$0.088865$$

For $\alpha$ = 5% and df = 73 + 73 − 2 = 144, $t_{(0.95)(144)}$ = 2.000

Since t value > t table; 33.2976 > 2.000 it means that there is a significant difference between the pre-test and the post test. The post test is higher than pre-test. The result showed that students got significant achievement by using Socio-cultural Scaffolding Model. The result proves that the Socio-cultural Scaffolding Model is effective in eliciting the kindergarten children's speech production.

**CONCLUSION**

This study concludes that kindergarten teachers of *Mondial School* need a scaffolding model to elicit their children's English speech production. Based on the need analysis a Socio-cultural Scaffolding Model was developed. Referring to the result of the try out steps it is reasonable to argue that this product of Scaffolding Model is effective in eliciting English speech production of kindergarten students of *Mondial School*. This instructional scaffolding model can be thought of as strategies. Since the role of teachers is critical in instructional scaffolding they should not only be knowledgeable about the content of instruction but should also be taking the role as facilitator with skills, strategies and processes required for teaching.

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