

## ABSTRACT

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### **TEACHERS AS A FACILITATORS IN SUPPORTING STUDENTS' KNOWLEDGE CONSTRUCTION**

(x + 21 pages: 2 tables)

One of the roles of the Christian teachers in the classroom is to be the facilitator. In their role as facilitators, one of the practical things they can do is by providing scaffolding. Scaffolding is a constructive learning approach to support the student's knowledge development. Scaffolding is not always provided by teachers appropriately according to the students' needs. Hence, this study aims to find out how teachers as facilitators can provide appropriate scaffolding for their students. The researcher will answer the research question through a qualitative descriptive method. The result of the study is indeed measuring the appropriate scaffolding portion for the student might be hard and challenging for the teachers because it requires a deep understanding of the student. However, fear of God is the beginning of wisdom, so, the teachers must be able to teach the students to fear God first. Also, if the teachers do their role as the scaffolders wholeheartedly and practice the features of scaffolding with Christian values as the foundation, the teachers will be able to provide the appropriate scaffolding portion that can effectively support the students' knowledge construction. The researcher's recommendation for the future researcher is to be more focused on the importance of scaffolding in Christian Education.

References: 47 (1976-2022).

## ABSTRACT

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### **IMPLEMENTING GUIDED QUESTIONS TO SCAFFOLD STUDENTS' WRITING PRODUCTION**

(x + 23 pages: 2 tables; 7 appendices)

Students' writing production difficulties can be identified through their writing progress. This is urgent because the written students' ideas can proclaim Christ to others. Students belong to Christ therefore they should proclaim Christ through all their life aspects including through writing. Therefore, the aim of this research is to find out why students could experience difficulty in writing production and to find out the effect of implementing guided questions to help the students overcome this problem. This research method is descriptive qualitative. The results of the discussion are that the writing production difficulty can happen because of the students' lack of understanding about the current type of text they are currently learning. Also, the results showed that the students produced the Informational Text after the implementation of the guided questions. The guided question as a way to scaffold students' writing production. In conclusion, the use of guided questions successfully works to scaffold the students in their writing production. The researcher recommends that future researchers study the possible factors that can affect the students' writing development.

**Keywords:** Guided questions, scaffolding, writing production

References: 35 (1976-2022).