THE USE OF SCAFFOLDING TALK TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL

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ABSTRAK

ASKUR: Penggunaan Tehnik Scaffolding Talk untuk Meningkatkan Kemampuan Berbicara Siswa. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.**

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan siswa dalam berbicara bahasa Inggris dengan menggunakan tehnik Scaffolding Talk dan untuk mengetahui persepsi siswa tentang penggunaan tehnik Scaffolding Talk. Lokasi penelitian ini berada di SMPN Limboro. Pendekatan yang digunakan dalam penelitian ini adalah kuantitatif. Metodologi yang digunakan pada penelitian ini adalah desain kuasi eksperimental. Populasi pada penelitian ini adalah siswa kelas delapan SMPN Limboro. Sampel yang di gunakan pada penelitian ini adalah siswa kelas VIII A dan VIII B dengan jumlah siswa sebanyak 60 orang. Data penelitian dikumpulkan melalui test yang diberikan kepada siswa dengan menggunakan pra- test dan pasca-test serta membagikan angket persepsi kepada siswa. Data penelitian ini di analisis menggunakan analisis parametril berupa uji independent t-test melalui SPSS. Nilai rata rata post-test siswa pada kelas eksperimental adalah 59.36 sedangkan pada kelas kontrol adalah 44.20. Sementara hasil uji independent t-test menunjukkan bahwa sig. (2-tailed = 0,000) < 0,05. Hal tersebut berarti penggunaan tehnik Scaffolding Talk dapat meningkatkan kemampuan speaking siswa dalam berbahasa inggris. Selain itu, persepsi siswa terhadap teknik scaffolding sangat positif. Mayoritas signifikan (93%) setuju bahwa teknik ini meningkatkan keterampilan berbicara mereka, dengan peningkatan mencolok pada pelafalan, kosakata, dan kelancaran. Teknik ini juga meningkatkan minat mereka dalam belajar bahasa Inggris dan keterlibatan di kelas. Secara keseluruhan, respons ini menunjukkan bahwa teknik scaffolding adalah metode yang efektif dan diterima dengan baik untuk meningkatkan keterampilan berbicara bahasa Inggris.

Kata kunci: Tehnik Scaffolding Talk, Kemampuan Berbicara

ABSTRACT

ASKUR: The Use of Scaffolding Talk Technique to Improve Students' Speaking Skills**. Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, University Sulawesi Barat, 2024.**

This study aims to determine the improvement of students' English speaking skills using the Scaffolding Talk technique and to explore students' perceptions of the technique. The research was conducted at SMPN Limboro using a quantitative approach with a quasi-experimental design. The population of this study was eighth-grade students of SMPN Limboro, and the sample consisted of 60 students from classes VIII A and VIII B. Data were collected through pre-tests and post-tests administered to the students, as well as perception questionnaires. The data were analyzed using parametric analysis, specifically an independent t-test, conducted via SPSS. The average post-test score of the experimental class was 59.36, while the control class scored 44.20. The independent t-test results showed that sig. (2- tailed = 0.000) < 0.05, indicating that the use of the Scaffolding Talk technique significantly improves students' English speaking skills. Additionally, students' perceptions of the scaffolding technique were overwhelmingly positive. A significant majority (93%) agreed that this technique enhanced their speaking skills, with notable improvements in pronunciation, vocabulary, and fluency. The technique also increased their interest in learning English and their engagement in the classroom. Overall, these responses indicate that the Scaffolding Talk technique is an effective and well-received method for improving English speaking skills.

Keywoards: Scaffolding Talk Technique, Speaking Skill

CHAPTER I
INTRODUCTION

A. Background

English is the global language that has been acknowledged as the international language that has to be used to communicate or speak. In order toachieve the ability to speak English, there must be some skills that need to be mastered. Without realizing it, language skills are also a measure of a person's success in living life. That's all because by speaking proportionally and fluently, a person can get and fulfill his life needs, for example studying, working, communicating effectively and efficiently, and so on.

In Indonesia, English is acknowledged as the foreign language acquiredand taught as a compulsory subject and local content through educational institutions such as in Kindergartens, Primary Schools, Junior High Schools, Senior High Schools, and Universities. Besides, it also becomes the most popular foreign language learned among other languages such as Chinese, Arab and Dutch. In teaching and learning English at Indonesian educational schools or institutions (from elementary to university), there are four language skills taught to students; listening, speaking, reading, and writing. In relation to the teaching and learning process, one of those skills which have to be mastered by the students is speaking (Firia, 2017, p.10).

In addition, Taufan (2020, p.119) noted that many English learners arereluctant to speak and also unmotivated. Moreover, often, the strategies used by teachers are less interesting for students. Therefore, some strategies to improve communicative skills are urgently needed. But in fact, they still findit more difficult to do that. This thing same as happens in Junior High School Limboro, according to pre-interview with english teacher, some students stated that they have difficulties in expressing ideas orally and still unconfident to speak English. Based on the researcher's experience at Junior High School Limboro, especially the in eighth grade they need the learning technique that can improve speaking skill in the teaching and learning process.

Brown states speaking is a productive skill that able to observe directly and empirically, those observations are always color by the precision and effectiveness of a test listening skill, which necessarily reliability and validity of an oral test. Nazarah states speaking is invariably considered the most important skill that studied and has several reasons5. Firstly, approaches and methods for teaching speaking have focused on researches and convocation on language teaching. Secondly, so many conversations book, audios and videos are nonstop publishing. In addition, many language learners ascribe speaking skill is as measure of knowing a language.

Penny states that speaking seems intuitively the most essential skill when peoples that know a language are called to as „speakers" of that language, as if speaking included all other kinds of knowing and most foreign language learned are primarily interested in learning to speak. State, "Speaking is often considered being one of the most difficult aspects of language learning for the teacher to help the students with."Many of the learners in a speaking class are reluctant speakers. The disability of the students to speak may lead them to be unable to express their ideas, feelings, thoughts even in a simple form of conversation.

Furthermore, speaking is one of the competences that must be teaching in senior high school. Therefore, as a teacher has duty to teach, teacher should motivate their students in learning process of speaking English in daily conversation. Therefore, speaking activities in class is helpful for students to increase their speaking skill.

To reach that goal, the English teacher is required to build a good English ability of the students in oral form and writing aspect as well. Based on the pre-interview with the teacher, about students' speaking skill, students do not feel confident when they want to share their idea in English orally. To help his students, the teacher conducts such as drilling activity to convey a large number of English words in every meeting. The teacher stated that this way has not been giving a good result and the students were easy to get bored with this teacher's method.

In the international relationship, English speaking ability is very important to participate in the wider world of work. The speaking skill is measured in terms of the

ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

English as an international language in the world has been taught to Indonesian students from the first year of junior high school to the third year of senior high school. However the results of English teaching in Indonesia are still not satisfactory. This problem occured at SMPN Limboro, the students face a deficiency in vocabulary, resulting in their inability to communicate effectively in the English language. This evidence relevance with the research by Education First (EF) on the English proficiency index in 2017. Based on data from the study, the average English proficiency score for Asian countries is 53.60. as a comparison, the average score of English proficiency in Indonesia is 52.15, still below the average number of English proficiency in the Asian region (EF Education First, 2017). Most high school graduates only know a few English words and say a few simple English sentences. Of course, it is not enough to know the names of the things in dictionaries or the equivalence of words of one mother tongue in a foreign language in order to be able to speak the foreign language.

Based on the reasons above, in recent years, the emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner.

In learning the ability to speak, the students at SMPN Limboro often find some problems. A common problem is the mother tongue, the students make it difficult to use a foreign language. Another reason is the lack of motivation to practice a second language in everyday conversation. The students also too shy and afraid to take part in the conversation. Many factors that can cause problems of students' speaking skills include student interest, materials, and media including English teaching techniques. Many techniques can be applied by the teachers, for that how the activities of the classroom teachers while giving a method of teaching students to speak effectively.

The teacher has an important role for students. In this case, to make the classroom

effective and efficient, a teacher should deliver and give instructions in English. The teacher has to choose the best technique to teach speaking. In this case the researcher tried to use a technique. That is the scaffolding talk technique. Scaffolding talk is expressions of the teacher to interact or give instruction to his or her students in the classroom. In the scaffolding process, the teacher helps the student master a skill that the student is initially unable to acquire independently. For example, the teacher gives assists as give model first before students produce something. The teacher offers assistance that is beyond the student's ability. The teacher only helps the student with tasks that are just beyond his or her current ability. The teachers can be needed as the mediator and facilitator in the teaching and learning process (Rahmah, 2016).

Scaffolding talks provide help, support, guidance, model, facilities to build up an interaction at a target language structure over several turns. Initially in language learning, students may not be able to produce certain structures within single utterances, but may build them through interaction with other speakers. In short, it can be said that scaffolding talk is used to make students comprehend meaning, the teachers need to express the meaning step by step and to organize those steps in a linear fashion according to the socially acceptable structure. Besides, the teachers should be good models, good mediators, good facilitators and good guides to cross the bridge safely without any difficulties. The bridge here is the scaffolding itself in which the students have to pass it to reach the desired expression. Scaffolding talk technique represents the relationship of the learner with the teacher support in learning with assistance or support until the learning is mastered and becomes independent of support.

All of the above explanations create inspiration to the researcher to make do experimental research, because the researcher wanted to know the effectiveness of the implementation of scaffolding talk technique can improve students speaking skill in eighth grade students of Junior High School Limboro, therefore, the writer would like to conduct an experimental research with the title, "The Use of Scaffolding Talk Technique to Improve Students Speaking Skill".

B. Problem Identification

Based on the background of the study, there are some problemsin the surrounding related to English language. Those problems are:

1. Students find it difficult to produce words in English.
2. Students find it hard to participate in an English Conversation,
3. Students find it uneasy to understand English Speaking words when uttered.

C. Research Problem

Based on the problems identification, the researcher limits the research by focusing on the scaffolding talk technique in teaching speaking on descriptive text at the Junior High School Limboro. Based on limitation of theresearch, the problems of the research are formulated as follow:

1. Can the Scaffolding Talk technique improve the students speaking skill?
2. What are the students' perspective using the Scaffolding Talk technique?

D. Research Objective

Based on the problem statements mentioned above, this reasearch hassome following objectives:

1. To find out how the Scaffolding Talk technique effect to students speakingskill.
2. To know the students' perspective using Scaffolding Talk technique.

E. Research Benefits

This research will give benefits not only for the students but also for theteachers who need models in teaching speaking. In addition, it will also give advantages to the institutions and other researchers who are interested in doingthe same research dealing with analyzing scaffolding technique in teaching English.

1. Theoretical Benefits

The results of the study can be used as a reference in doing scaffolding research, especially in scaffolding talk. Being familiar with scaffolding also has some benefits

in giving background knowledge on teachinglanguages. By knowing some techniques that can be used by adapting scaffolding, it will ease the process of teaching and learning in classrooms.

2. Practical Benefits

Speaking skill is a key of a successful conversation. The results of the study are expected to be a reference on how to apply scaffolding technique.Readers are expected to be able to use some activities in enhancing students speaking skill.

3. Pedagogical Benefits

The results of the study are expected to inform that understanding the rightmethod of teaching English speaking skill is increasingly important. Students could learn basic of English descriptive text. In addition, teacherscould use some materials to be applied in classes or bilingual classes.

CHAPTER II
LITERATURE REVIEW

A. Previous Related Studies

Previous studies discuss about the research that was done by other researcher related to the theory of this research. By added previous study, the researcher can learn much about the theory and also can know whether the research is good or not, same or not, and help the researcher to conduct the research. So, the researcher knows how to do research better than before.

The first previous study conducted by Rahmah, Fatur & Tekeng, St. Nurjannah Yunus from UIN Alauddin Makassar. In her journal entitled "The Use Scaffolding Talk Technique To Improve The Second Grade Students Speaking Skill At MTS Madani PaoPao Gow" proposed in 2016, Rahmah & Tekeng described the caffolding talk technique was effective to improve the students' speaking skill. Why scaffolding talk was effective to improve the speaking skill because this technique emphasize the use of English as the language model of interaction in all learning activities in English class. Based on te result of calculation of t-test showed that the difference in the average value of the ability to speak English of both treatment groups was significant with the t-test 4.63, and the value oft-table was smaller than 2.00. These results indicate that the scaffolding talk technique is more influential in students' ability to speak English.

The second previous study conducted by Iskandar Abdul Samad, Ahmad Bustari, dan Diana Ahmad from Syiah Kuala University. In his journal entitled "The Use of Podcasts in Improving Students Speaking Skill" proposed in 2017, Iskandar, Ahmad & Diana described the podcasts is a digital recording which contains a recorded programs from television, radio, and interviews. Many researchers have discussed about the podcast as an alternative teaching media to support students developing their speaking skills technique was effective to improve the students' speaking skill. This research showed that there was a significant improvement of the students' speaking skills performance after performance after undertaking treatments. Thus,

podcast media can be used as one of the alternative media in teaching English especially speaking skill in EFL.

The third previous study conducted by Sartika Putri from The State of Islamic University of Nort Sumatera Medan. In his thesis entitled "The Use of Scaffolding Talk Technique to Improve The Students' Speaking Skill" proposed in 2018, Sartika Putri described of the research showed The methodology of this research is Classroom Action Research (CAR). It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. the researcher found several findings on it. The findings show that the students' speaking skill increases from pre to post test. The result percentage shows that the percentage post test II lowest (10%) than pre-test andpost test 1 (67,5% and 90%). It means that Scaffolding Talk technique is able to improve the students' speaking skill.

The fourth previous study conducted by Welly from IKIP PGRI Pontianak. In his thesis entitled "The Use of Scaffolding Talk Technique to Improve The Students' Speaking Skill" proposed in 2019, Welly described of the research showed that the implementation of descriptive text in the teaching and learning process of speaking was believed to be achieve the students speaking skills. The students motivation increased. They were more enthusiastic in learning speaking. Moreover, the students were interested in various materials presented by the researcher. They could get involved activelyin the speaking learning process. Furthermore, the result of the research also showed that the improvement on the teaching and learning process affected theimprovement on the students' speaking skills.

This fifth previous research conducted by Munawar (2020) with the title "Using Scaffolding Talk Technique to Improve Students' Speaking Skill at Eleventh Grade of SMA NEGERI 1 Labuapi in Academic year 2019/2020. This study aims to enhance students' English speaking abilities using the scaffolding technique. Therefore, the research problem can be stated as follows: How can the scaffolding technique improve students' English speaking skills? The objective of the study is to improve students' English speaking abilities by using the scaffolding technique. Consequently, this research employs a classroom action research method. The study

is conducted in two cycles, each consisting of planning, action, observation, and reflection. Data is collected through tests and observations. The tests are used to measure students' English speaking achievement, while observations aim to monitor the implementation of the scaffolding technique during the teaching and learning process.

The findings indicate that the scaffolding technique can improve students' English speaking abilities. As a result, during the teaching and learning process, students became more active and participated more in the learning activities. The research shows that students' English speaking skills improved from cycle to cycle. In the first cycle, students scored 61.904%, which did not meet the mastery criteria. Meanwhile, data from teacher activities in the first cycle showed a participation rate of 75%, categorized as adequate. Similarly, data from student activities in the first cycle showed a participation rate of 68.75%, also categorized as adequate. In the second cycle, students scored 85.714%, meeting the mastery criteria. Moreover, data from both teacher and student activities in the second cycle showed a participation rate of 93.75% and 87.5%, respectively, both categorized as good. Therefore, using the scaffolding technique can enhance students' English speaking abilities.

Those studies showed that the implementation of scaffolding gave benefits for the students. The benefits were challenging the students through deep learning and discovery, engaging the students in meaningful and dynamic discussions in the small and the large classes, and motivating the learners to become better students. Some studies also showed that scaffolding technique used by the teacher in teaching process is effective and improved writing, listening and speaking skills. From those studies, it was proven that scaffolding has the important advantages and roles in teaching English skills. It can be concluded that teachers have to use scaffolding in their teaching process as one of the effective teaching strategies.

Therefore, the differences between the researchers from all those previous studies is most of previous studies conducted focus on the kinds of scaffolding, the effect and the scaffolding used by the teacher in teaching specific English skill. Most of the previous studies did not provide how the teacher used scaffolding in the class

and how the scaffolding impact on speaking skills. Most of the previous studies is conducted in the college or in the senior high school, some of the previous studies were also conducted in young learners. Thus, the researcher conduct the research about scaffolding used by the teacher in junior high school which provides kinds of scaffolding,how the teacher uses the scaffolding in the process of teaching learning in the class and also provides kind of scaffolding mostly used by the teacher. This study not only focus on investigating on teaching specific English skill, but also focus on improvement of students' ability to speak English. The research is conducted at Junior High School Limboro.

B. Theoretical Framework

1. Speaking

   a. Speaking Skill Definition

   In the Big Indonesian Dictionary Indonesia, the definition of student means a child (a person who is studying/learning, while according to Sinulongan (Riska, 2013) participants learners in the broadest sense are everyone associated with the education process. Education process throughout life, while in a narrow sense is every student who studies at school.

   According to Humalik (Humalik, 2001) Students or pupils are one of the components in teaching, in addition to the teacher, objectives, and teaching methods. As one of these components, it can be said that students are the most important among the others. According to Daradjat (Djamarah, 2011) Students or children are unique individuals who possess potential and undergo developmental experiences. In the process of development, children or studentsrequire assistance, the nature and style of which is determined not by the teacher but by the child themselves, within a social context of life alongside other individuals.

   b. Student Needs Requirements

   In the stages of individual student development, one prominent aspect is the existence of a variety of needs that demand satisfaction. Some experts haveanalyzed the types of needs students have (Maisyarah, 2013) between others:

1) *Physiological needs* encompass essential materials and conditions, activity and rest, and sexual activity essentials.

2) *Social or status need*s include acceptance, being accepted, and liking others.

3) *Ego or integrative needs* involve contact with reality, progressive symbolization, increasing one's own maturity, maintaining a balance between success and failure, and finding one's ownindividuality.

c. Lack of Speaking

1) Lack of Speaking Definition

Lack of speaking can be due to various reasons. Dysarthria, acondition that affects the muscles used for speech, can lead to difficulty speaking, slurred speech, and other speech impairments (Nowak, 2023) Poor speaking skills can also be caused by a lack of self-confidence, anxiety, fear of criticism, and lack of vocabulary and grammar practice. Additionally, speech disorders such as apraxia, dysarthria, and aphasia cancause difficulty speaking (Cleveland Clinic, 2022)

2) Type of Lack of Speaking

The type of lack of speaking can vary and may be caused by different factors. Some common causes include:

a) *Dysarthria*: A condition that affects the muscles used for speech, leading to slurred speech, mumbling, and other speech impairments (Nowak, 2023).

b) *Apraxia*: A general term referring to brain damage that impairs a person's motor skills, specifically affecting their ability to form the sounds of speech

c) *Lack of self-confidence*: A psychological factor that can make it difficult to speak, particularly in social situations.

d) *Insufficient vocabulary*: A lack of knowledge of words and their meanings can hinder the ability to communicate effectively (Lastiri, 2022).

e) *Lack of familiarity with word pronunciations*: Proper pronunciation is essential for effective communication, and neglecting phonology can contribute to poor speaking skills.

2. Scaffolding Talk

a. Scaffolding Talk Definition

Scaffolding Theory was made by a cognitive psychologist in the late 1950s by Jerome Bruner cited in Putri (2018). The term 'scaffolding' is to describe children's oral language acquisition that was helped by their parents when they first try to speak. Scaffolding was first initiated by Lev Vygotsky, a psychologist from Russia, then popularized by Bruner, an expert in mathematics education. Scaffolding was a practice based on Vygotsky of the zona proximal development (ZPD) in this theory students were participants in learning activities to gain new or better knowledge as ZPD, ZPD was the development of the students' ability after one has knowledge or can be more as the development of the student science. But the development of one's abilities varies. Scaffolding in education is a process providing learning framework assistance from teachers to students, (Kurniasih, 2012).

The scaffolding aims to foster motivation, creativity, and initiative in solving a problem in the context of learning. Scaffolding is assistance provided by the teacher when students are unable to do the assignment given without assistance, (Janneke & dkk, 2010). Assistance provided by educators or teachers can be in the from of instructions warnings, encouragement, and deciphering the problem into other forms that allow students to be independent, (Mamin, 2008). The development of a person's ability can be distinguished into two levels of actual development and potential development levels. The actual development is apparent from a person's ability to accomplish tasks or solve problems independently. While the level of potential development is apparent from a person's ability to complete a task and solve problems under adult guidance or collaborate with a more competent peer, (Yohanes, 2010). Scaffolding is a method or activity carried out by a teacher to provide material from the beginning to the end of learning so that students can solve more complicated problems without the help of the teacher. Scaffolding in the world of education is the

process of providing learning framework assistance from teachers to students to be more independent in the learning process. and the application of scaffolding in learning aims to foster motivation, creativity, and initiative in solving a problem in the learning process.

According (McKenzie, 1999) there are characteristics of Scaffolding as bellow:

a. Provides clear direction
b. Clarifies purpose
c. Keeps students on task
d. Points students to worthy sources
e. Reduces uncertainty, surprise and disappointment
f. Delivers efficiency
g. Creates momentum.

Based on these characteristics, it may be concluded that the characteristics of scaffolding learning are intended to give clear explanations and directions to material understanding, convey the purpose of learning, students may complete assigned tasks, use appropriate material resources and can account for theories, present materials in detail, give an understanding of material benefits to students, and create a comfortable learning atmosphere to avoid boredom. Technique Scaffolding The scaffolding technique that will be applied by the researcher has three stages of reading activities, they are the pre-reading stages, the reading stages, and the post-reading stages. As well as several types that can be used in the learning process using scaffolding techniques. Walk-in (Mentari, 2014) suggests that there are several types of scaffolding techniques, they are: modeling, bridging, contextualizing, re-presenting text, scene building, and development metacognition.

a. Modeling where the teacher uses verbal explanations and body language as he/she elaborates and demonstrates the new material.
b. Bridging where students activate prior knowledge.
c. Contextualizing can be offered in various forms.
d. Schema building can be defined as clusters of meaning that are organized and interconnected

e. Re-presenting the text can be one of the ways to encourage students to start the appropriation of a new language.

f. Developing metacognition refers to learners' awareness of their knowledge and their ability to understand, control, and monitor their level of understanding and manage their thinking process to decide when it is adequate.

The Advantage Of Scaffolding Techniques There is the advantage of Scaffolding as bellow:

a. The teacher can encourage students to build on previous knowledge and form new knowledge.

b. Encourage students to be independent in doing assignments.

c. Provide opportunities for students to provide feedback to the teacher. d. Motivate students to want to learn.

The concept of scaffolding is a special type of support given by a teacher to a student when performing a task that the latter might not be able to accomplish by him or herself (Margolis, 2020, p. 18). According to Bruner in Margolis (2020, p.18), such tasks, whose major attributes are specific to communication and human activity, are related to the moment a child is born. In addition Bruner et al. cited in Margolis (2020, p. 18) also argue that a child's capability to solve a problem with the help of an adult that could not besolved unaided emerges due to two important circumstances. The circumstances are:

1) Firstly, this occurs due to the adult's "controlling" of those elements of the task that are initially beyond the learner's capability, thus allowing him or her to concentrate upon and complete only those elements that are within his or her range of competence. As a result, the child may later develop an independent problem-solving capacity to an extent that greatly exceeds the previous capability.

2) Secondly, the condition for this possibility is the need to comprehend the solution method, which may precede the very implementation of such a method. In other words, the child must come to an understanding

of how the problem can be solved before the conditions for the implementation of the sequence of actions leading to its solution appear. The process of comprehending the correct decision by comparing the means and the necessary results enables a child to distinguish good problem-solving strategies from bad ones under circumstances in which the child cannot develop his or her own good strategy.

According to Bruner cited in Margolis (2020, p. 18), the ability to "recognize or comprehend" a solution prior to its independent implementation relies on the child's orienting and experimental activities, in the process of which he or she tries to find the connection between the present conditions and the required result and build his or her understanding of the way to solve the problem.

Scaffolding Talk needs these conditions of collaboration with the child, implements one of the following functions (Bruner cited in Margolis, 2020, p.18):

1) Recruitment (gaining and maintaining the child's interest in the task).

2) Reduction in degrees of freedom (DOF), i.e., a decrease in the complexity of the task to a level at which the child can act independently.

3) Maintenance of direction (keeping the goal of solving the task).

4) Marking critical features, including differences between the intended and achieved result of the child's action (in fact, this is one of the most significant functions associated with setting the conditions for the child to reflect on his or her actions).

5) Control of the child's level of frustration in the process of solving a problem, which comprises an important aspect not only in terms of cognitive guidance of a child, but also as motivational-affective measurement of cooperation with him.

6) Demonstration or modelling, which is considered not as showing a ready-to-use model of solving a problem by an adult, but rather as

a means of idealising and highlighting a general way of solving.

  b. Elements of Scaffolding

Belland (2017, p. 19) proposes that scaffolding can contain some important elements, such as:

    1) Dynamic Assessment

  Dynamic Assessment provides a series if prompts that each provides different support level. From this element, teachers can determine students' current ability levels of support needed in order to be able to perform adequately.
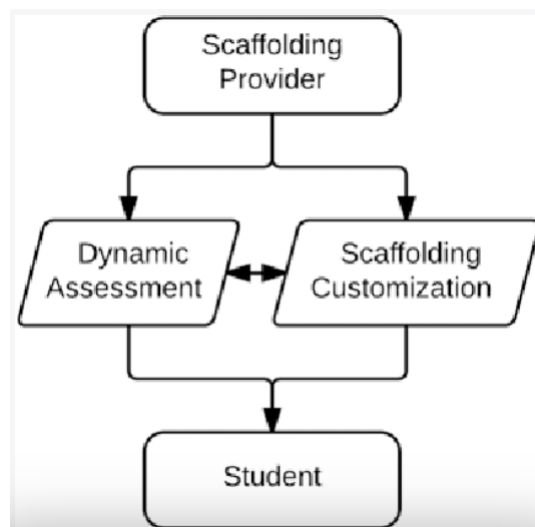

Figure 2.1 The Role of Dynamic Assessment (Belland, 2017)

  Providing support according to the dynamic assessment that has been done. Otherwise, it depends on some adjustment of strategies, skill, andtime.

    2) Intersubjectivity

  Intersubjectivity provides the idea of transferring responsibility in orderto perform independently.
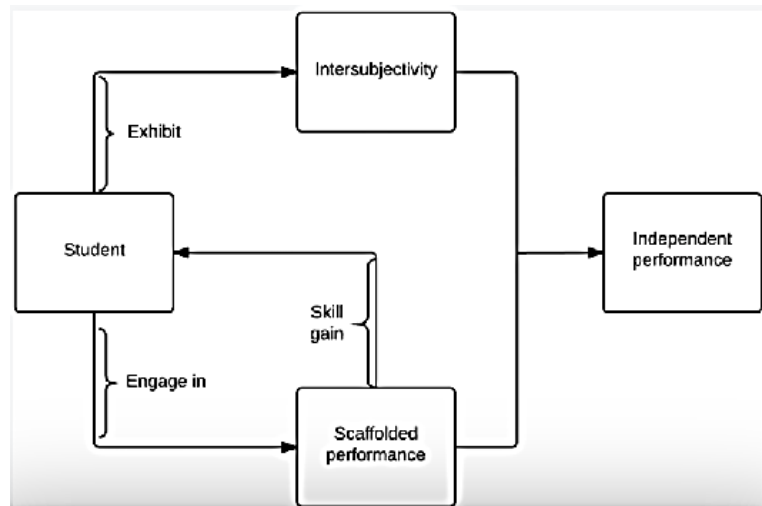
Figure 2.2 Intersubjectivity as Predictors (Belland, 2017)

    c. Characteristics of Scaffolding

McKenzie (1999) explains that there are eight characteristics ofscaffolding:

        1) Providing clear definition

        2) Clarifying purposes

        3) Keeping students on task

        4) Offering assessment to clarify expectations

        5) Pointing students to worthy success

        6) Reducing uncertainty, surprise, and disappointment

        7) Delivering efficiency

        8) Creating momentum

    d. Types of Scaffolding

        1) One-to-one Scaffolding

Van de Pol et al. cited in Belland (2017, p. 25) say that one-to-one scaffolding intends to include recruiting, structuring tasks, direction maintenance, reducing the degrees of freedom, and frustration control.

They also claim that one-to-one scaffolding means include modeling, questioning, explaining, giving hints, and providing feedback.

2) Computer-based Scaffolding

Davin & Donato cited in Belland (2017, p. 25) Peer scaffolding refersto the provision of scaffolding support by peers, and it leverages the strength in numbers of peers in classrooms.

3) Peer Scaffolding

One teacher in a classroom of 30 students would not likely be able to provide all of the scaffolding support that her students would need. Thus, computer-based scaffolding emerged as a tool to help share in the burden of scaffolding (Belland, 2017, p. 25). Types of scaffolding can be shown in the following table

Table 2.1 Overview of Types of Scaffolding

Scaffolding			
Among Scaffolding Forms	One-to-One	Computer-Based	Peer
What is it?	One teacher working one-to-one with one student	Scaffolding function fulfilled by a computer tool that can be embedded into a curriculum ora tool that students use when engaging witha problem outside of the system	Scaffolding support provided by peers of similar or greater ability
What are its relative advantage?	Leads to the strongest influence on learning outcomes is the best atdynamic Customization	Is the most scalable has infinite patience	Is the most scalable scaffolding form that still involves one-toone interaction
What are its relative disadvantage?	Least scalable	Least dynamic	Scaffolding provider is not necessarily more able

d. Scaffolding Talk Teaching Technique

Jerome Bruner, a cognitive psychologist, introduced scaffolding theory in the late 1950s. He used the term to describe children's oral language acquisition that has helped by their parents when they first begin to speak. Scaffolding is an interestingstrategy and might as well a goodstrategy for the teachers to apply it in the classroom. This strategy can categorized as one of the visual aids that related to pictures, photos and any nonverbal tools the teacher uses during teaching and learning. Gibbons states that literally, scaffolding is something placed around buildings, thus enabling builders to access the emerging structure. As soon as the building can support itself, the scaffolding was removing. However, the term of scaffolding has been use as a metaphor in some field.

Scaffolding is expressions of the teacher to interact or give instruction to his or her students in the classroom. Scaffolding" was developed to describe the type of assistance offered by a teacher or peer to support learning. In this process of scaffolding, the teacher helps the student master a skill that the student is initially unable to acquire it independently. The teacher offers assistance that is beyond the student"s ability. The teacher only helps the student with tasks that are just beyond his or her current ability. State "scaffolding is a process that enables a child or novice to solve a problem."

The researcher conclude that scaffolding is teachers" utterances that accompany his or her action in language classroom to provide guide, support in order to help the students understanding in assigning the students do some tasks by their instruction. Teachers usually try to use clear and concise words to make students understand what they have to do. Teacher support or assist students in the beginning of the learning and then give opportunity for students to take responsibility independently.

Based on Vygotsky and Bruner in (Corden, 2000, p. 10), there are some procedures in using scaffolding talk technique in classrooms. Those are:

1) First, before explaining material or lesson, teachers give some explanation.

2) Second, teachers give examples of the task related to the explained

materials. From here, a student will be picked to do the same task the teacher has modeled.

3) Third, teachers will be remodel the student's performance and tell others about the things should do and the things should not do when speaking.

4) Fourth, students will produce a description of what has been done before on the scaffolding talk.

5) Fifth, teachers give enough support to students at the end of the class.

6) Sixth, teachers encourage students to do the task on their own.

3. Principle for teaching speaking

Speaking is closely too related to listening. The interactions between these two skills are showing in the conversation. There are five principles for teaching speaking proposed as:

a. Be aware of the differences between second language and foreign language learning context: Foreign language learning context is very different from second language learning context. FL learning context is the context where the target language is not the language of communication in the society, for instance, learning English in Indonesia. Learning speaking skill is very challenging for learners in FL context because they have limited exposure to English outside the classroom.

b. Give students practice with both fluency and accuracy: both teachers and learners should realize the issues on fluency and accuracy. The term fluency is relate to the extent to which speakers used the language quickly and confidently, with few hesitations or unnatural pauses, false start, word searches, etc. Therefore, the fluency focuses on the functional appropriateness and the smooth flow of the target language.

c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk: Pair work and group work activities can be use to increase the amount of time that learners get to speak in the target language during lesson.

d. Plans speaking talks that involve negotiation for meaning: this process covers checking to see whether we understand or not what someone has said, clarifying our understandingand confirming that someone has understood what we mean. Through conducting clarification, repetition, or explanations during conversations, learners get mutual understanding.

e. Design classroom activities that involve guidance and practice in both interactional and transactional speaking: interactional speech is communicative with someone forsocial purpose. Transactional speech is involves communicating.

4. Characteristics of a successful speaking activity

There are four characteristics of successful speaking activities such as:

a. Learners talk a lot. As much as possible of the period of time allotted to the activities is in fact occupied by learner talk. This may seem obvious, but often most time taken up with teacher talk or pauses.

b. Participation is even. A minority of talkative participants does not dominate classroom discussion: all get a chance to speak, and contributions are fair evenly distributed.

c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level. Learners expres themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.
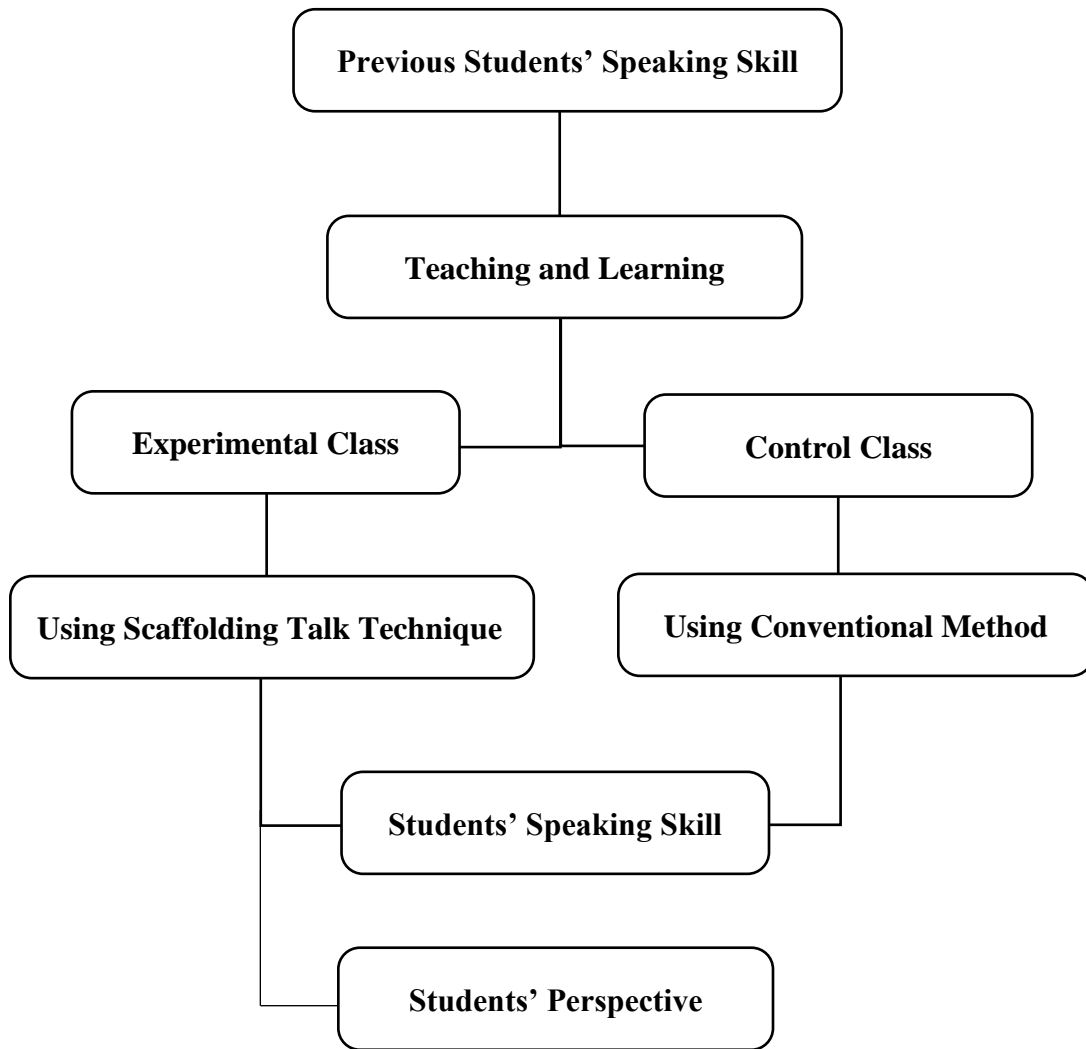
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        ┌─────────────────────────────────────┐
        │   Previous Students' Speaking Skill  │
        └─────────────────────────────────────┘
                          │
              ┌───────────────────────────┐
              │   Teaching and Learning   │
              └───────────────────────────┘
                          │
    ┌──────────────────────┐        ┌──────────────────────┐
    │  Experimental Class  │        │     Control Class     │
    └──────────────────────┘        └──────────────────────┘
              │                                 │
  ┌────────────────────────────────┐   ┌────────────────────────────────┐
  │ Using Scaffolding Talk Technique│   │   Using Conventional Method    │
  └────────────────────────────────┘   └────────────────────────────────┘
              │                                 │
           ┌────────────────────────────┐
           │   Students' Speaking Skill │
           └────────────────────────────┘

           ┌────────────────────────────┐
           │   Students' Perspective    │
           └────────────────────────────┘
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Figure 2.3 Conceptual Framework

C. Hypothesis

H0: The use of Scaffolding Talk technique can not improve students' speaking

skill.

Ha: The use of Scaffolding Talk technique can improve students' speaking

skill.

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