

CHAPTER I

INTRODUCTION

A. Background of the Study

English was one of the language in the world and English became one of the International language in the world. In this modern era most people in the worldwide used English language for communication to other people especially with foreigner who can speak their mother tongue. Some people could mastered English from English course in their school. People also could learned by autodidact reading some books (English books) then practice it with friend who also learning English or listening songs in English.

Indonesia as one of the countries that has included English in its education curriculum which was studied from elementary school to university. The Indonesian government considered English to be very important for society in the international arena. English played an important role in our life as it helps in communication. It is the main language to learn in any subject around the world. English was important for students because it broadened their horizons, develops emotional skills, improve quality of life by providing job opportunities (Hammer Jeremy, 2007: 15). For example in business, if someone was planned to enter the global workforce, learning English would definitely be beneficial. It can

also open up more future opportunities on career paths in the world's top music, books, films published and produced in English.

There are four language skills that must be mastered when someone wanted to learn English, such as speaking, listening, reading, and writing. The four skills are always used when someone wants to learn English. Each language skill has a very close relationship with each other. Acquisition of English skills was usually carried out sequentially, firstly by learning to listen, secondly to speak, thirdly to read, and fourthly to write. It is not easy when someone wanted to learn these four skills, each skill has its own difficulties. This time the researcher choose one skill to be discussed is speaking skill. According Bygate, Martin (1987:14), speaking skill are defined as skills which allow us to communicate effectively. These skills give us the ability to convey information verbally and in a way that the listener can understand.

Brown and Yule in Rahmawati, Tika (2014: 1) stated that “learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with”. From the above opinion, it can be concluded that many teachers think that helping students in learning foreign languages is not easy. Teaching speaking skills not only helps students pass exams but also helps them in general when they want to used English in the outside world.

This study aimed to improve the speaking skills of students on XI PPLG 1 grade at SMK Muhammadiyah 1 Sukoharjo. The problem in this

study was that the students' on speaking skill competence is not good. This problem was discovered by the researcher when the researcher made observations of the class being taught during the teaching assistance training at the school. Teacher needs to choose the most effective or efficient technique in speaking class. There are many learning media that can be used by English teachers in teaching speaking. In this study the researcher choose the scaffolding talk technique to be discussed.

According to Talim, Michael (2021:65), scaffolding is a temporary structure used to support people and materials in the construction or repair of houses, buildings, bridges or other large structures. While according to Roehlear, R Laura (2019:35) the meaning of scaffolding talk is learning English which combines expressions, utterances, and actions used in daily activities in the classroom. Through the process of scaffolding, the teacher can help student's master skills that initially could not be obtained by them independently. The teacher provided materials from a basic level to a higher level. Thus, students would easily understand the material presented by the teacher and they can actively respond to the material presented. English teachers must be able to do scaffolding well, meaning that they must be able to be good assistants, good mentors, good facilitators, good mediators, and good models for their students.

From the explanation above the researcher **decided to apply the scaffolding talk method to help the problems that exist in class XI**

PPLG 1 grade students of SMK Muhammadiyah 1 Sukoharjo in improving speaking skills in English.

B. Limitation of the Problem

In conducting this research, the researcher had limited the problem that is going to be discussed. This research deal with the use Scaffolding Talk to improve speaking skill of the XI PPLG 1 grade students of SMK Muhammadiyah 1 Sukoharjo 2023/2024 Academic Year.

C. Problem Statements

From the background above, the problem that can be formulated by researcher is as follow:

1. Can Scaffolding Talk Method improve speaking skills of the XI PPLG 1 grade students of SMK Muhammadiyah 1 Sukoharjo 2023/2024 Academic Year?
2. How does the implementation of Scaffolding Talk Method in the class of XI PPLG 1 grade students of SMK Muhammadiyah 1 Sukoharjo 2023/2024 Academic Year?

D. The Objectives of the Study

Based on the implementation, this research has objectives as follows:

1. To improve speaking skill using Scaffolding Talk Method of the XI PPLG 1 grade students of SMK Muhammadiyah 1 Sukoharjo 2023/2024 Academic Year.

2. To explain the implementation of Scaffolding Talk Method in the class of XI PPLG 1 grade students of SMK Muhammadiyah 1 Sukoharjo 2023/2024 Academic Year.

E. The Benefits of the Study

1. Theoretically

Theory provides an explanation, understanding and meaningfulness of research. Theories help predict facts and identify unexplored research areas and the theoretical benefits of this research are as follows:

- a. The result of this research will give more understanding about scaffolding talk method in teaching speaking.
- b. The result of this research can be the references for the further researchers who conduct the similar studies.

2. Practically

Practical research refers to the building of knowledge useful to practice that and the following practically benefits of research.

- a. For the school, this research will help school in teaching learning process especially English lesson and get contribution with the new innovation in teaching learning process.
- b. For the teachers, the teacher should provide the better technique or method to improve students speaking skill could use the study.

- c. For the students, the action given to the students provide practice and motivates the students to study speaking well with a new method.
- d. For the researcher, from this research, the researcher can add knowledge about the method for teaching and learning process.
- e. For the other researchers, the researcher result would be useful for other researcher as a reference to do a further research with different research design or the same design.



CHAPTER II

THEORETICAL REVIEW

A. Speaking Skills

Speaking skill was an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. Speaking as one form of communication in the language. Speaking was not only done in formal education. More than that, speaking skill was very important in the life of society. In daily, speaking in one of important skill human to conversation, give the ideas and exchange the information orally.

Brown (2004:140) stated that speaking is an interactive process of construction meaning which is comprised of producing and receiving information. When someone speaks he will produce information and the other person will receive the information.

According to Nunan (2015:41), speaking is the ability of saying sounds of articulation or words to express, state or deliver the mind, ideas and feelings.

Miller (2001:25) stated that speaking as two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. It means that in speaking process, people try to communicate with each other and use their language to send message to the second person.

Based on the statement above, the researcher concluded that speaking is the ability to explain or produce information, opinions, ideas

and feelings from two directions between speakers and listeners using language they understand.

1. Teaching speaking skill

Speaking was complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates. Teaching speaking is to teach learners to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with few unnatural pauses, which are called as fluency. The examples of teaching speaking techniques which is often used discussions, role plays, storytelling, story completion and others.

According to Harmer (2007:73) there are five components of speaking as follow:

a. Pronunciation

Pronunciation is the speaker way to express every single word in correct language. Pronunciation is needed to make good understanding between speaker and listener, moreover, clear pronunciation can express the speaker ideas correctly and make the listener understand the ideas easily.

b. Grammar

It conducts with one's ability to organize words into sentences grammatically correct and the ability to apply grammatical rules appropriately. It is why grammar is very useful to develop student speaking competence. If they master the grammar, it is easy for them to speak fluently. We can combine the sentences.

c. Vocabulary

Vocabulary is the basic language. It appears in every language skills. It is very important because we can say nothing without vocabulary in our mind. Spoken vocabulary tends to be familiar and used in everyday life. We can conclude that the appropriate way to develop the students' speaking skill is made sure that the vocabulary used in the speaking topic is familiar to them.

d. Comprehension

Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like. When we do a conversation, the speaker and the listener must comprehend what they talking about to make a good conversation.

e. Fluency

Fluency has important part in speaking, because by fluency teacher can measured how far the student master the topic of speaking and the most important benefit of fluency is teacher can concluded how far the students understood about the speaking concept itself.

2. Aspects of speaking

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

a. Speaking is face to face

Most conversations take place face to face, when we talk we have to look at our interlocutor which allows speakers to get immediate feedback, “Do listeners understand? Are they in agreement? Do they sympathize” (Cornbleet & Carter, 2001: 16) this communication through speaking has many assets, such as facial expressions, gestures and even body move. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication.

b. Speaking is interactive

Whether we are speaking face-to-face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet & Carter, 2001: 27). Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages.

c. Speaking happens in real time

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000: 368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001: 27). This implies that the production of speech in real time imposes

pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987: 21; Foster et al., 2000 and Hughes, 2002: 76). Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

3. Types of Classroom Speaking Performance

As Brown (2004:52) defined performance as the obviously observable and concrete manifestation or fulfillment of competence, excellent competence is accompanied by good performance. This phrase refers to the idea that performance can be evaluated by actual action. A person's actual performance can indicate whether they are competent or not. In conclusion, speaking performance refers to the manner in which speakers convey their ideas to an audience through words and sentences. Speaking ability is automatically demonstrated by a speaker's performance.

According Brown (2004:60) there are five categories apply to the kinds or oral production that students are expects to carried out in the classroom.

a) Imitative

This categories to includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teachers use drilling in teaching learning process. The reason is by using drilling, the students acquire the excellent opportunities to listen and orally repeat some words.

b) Intensive

Second type of speaking frequently employed in assessment context is the production of short stretches of oral language design. This is the students speaking performance practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turns etc.

c) Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat limited level very short conversation, standard greetings and small talk, simple request and comments, and the like.

d) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of the exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship. (In the three dialogues cited above, A and B were transactional, and C interpersonal). In interpersonal exchanges, oral production can become pragmatically complex with the next to speak in a casual register and use colloquial language, ellipsis, slang, humor and other sociolinguistics conversation.

e) Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction form listener is either highly limited (perhaps to nonverbal response) or ruled out together. Language style is frequently more derivative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, may vacation in the mountain, recounting the plot of a novel or movie).

4. The Principle for Teaching Speaking

Speaking is closely too related to listening. The interactions between these two skills are showing in the conversation. According Nunan (2015:54) 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 used 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 understanding, and 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 for social purpose. Transactional speech is involves communicating.

B. Scaffolding Talk

There are many learning media that can be used by teachers, in this study the researchers chose the scaffolding talk method.

1. Definition of Scaffolding Talk

According to Hammod, Jenifer (2013:13), scaffolding is placed around the outside of the new building to allow builders access to the structure. Once the building is able to support itself, the builder removes the scaffolding. The concept of scaffolding has been widely used in recent years to argue that, in the same way that builders provide essential but temporary support. Likewise in the concept of teacher education it is necessary to provide a temporary support

structure that will help students to develop new understandings, new concepts, and new abilities. When students develop control, then teachers need to withdraw that support, only to provide further support for extended or new assignments, understandings, and concepts. Scaffolding refers to support designed to provide the necessary assistance to enable students to complete assignments and develop the understanding that they will not be able to manage on their own.

Scaffolding talk is an aid to students by giving words or probing to open the way for students to be able to achieve the desired expression easily. Then, scaffolding in an educational context is a process by which a teacher provides students with a temporary framework for learning. This statement is supported by Wood (1976:93) that scaffolding in an educational context is tutoring or other assistance provided in a learning setting to assist students with attaining levels of understanding. Furthermore, it encourages students to develop their own initiative, motivation, and resourcefulness. Van Lier (1996:199) suggests that even though it does not show up in lesson plans or syllabuses, this local or interactional scaffolding may well be the driving force behind good pedagogy, the hallmark of a good teacher.

In addition to focusing on learners and their current level of understanding, scaffolding requires a clear focus on the task. Therefore teachers must have a good understanding of the curriculum area that their students are involved in and the specific task demands that will

enable students to achieve the relevant goals. That is, scaffolding needs to be thought of in terms of overall program and curriculum development, as well as the selection and sequencing of specific assignments and class interactions that are part of the task. Here the researcher extends the idea of scaffolding beyond moment-to-moment interactions between teachers and students to include the nature and design of classroom programs.

2. The zone of proximal development (ZPD)

According Vygotsky (2015:229) argue that the ZPD is a key element in the learning process. The primary meaning of ZPD as it relates to education is that it denotes up and down or zones in which new learning will occur. Some people interpret ZPD as a kind of individual attribute each learner has that they pick up from other situation.

Wells (1999:330) argues that "rather than being a 'fixed' attribute of the learner, the ZPD constitutes a potential for learning that is created in the interaction between participants as they engage in a particular activity together". That is, the ZPD is constructed in and through the activity in which learners and teachers jointly participate.

So, the ZPD is co-constructed through the talk that occurs between teacher and students as they participate together in a particular task. It is an attribute of those tasks or events, rather than an attribute of the learner. This also means that the upper limits of the ZPD may change

as the task can't open. In other words, effective scaffolding is able to extend the upper limit of the ZPD, perhaps making it possible for learners to reach beyond what they are thought to be capable of

3. Characteristic of Scaffolding Talk

According Bruner in Cameron (2004:8), there are six characteristic of scaffolding talk.

- a. Provides clear direction and reduces students' confusion. Educators anticipate problems that students might encounter and then develop step by step instructions, which explain what a student must do to meet expectations,
- b. Keeps students on task. By providing structure, scaffolding lesson or research project, provides pathways for the learners. The students can make a decisions about which path to choose or what things to explore along the path but they cannot wander off of the path, which is the designated task.
- c. Giving hints: providing clues or suggestions but deliberately does not include the full solution,
- d. Controlling the students frustrating during the task.
- e. Pointing out what was important to do or showing other way to solve,
- f. Demonstrating an idealized version of the task given.

Referring to the statement above, Bransford (2000:78) suggested that there are six characteristics of teachers scaffolding talk, as follow:

- a. Enlisting the learner's interest related to the task given.
- b. Simplifying the task in order that that the learners reach the target language easily.
- c. Supporting the learner to achieve the goal easily.
- d. Pointing out the difference between solution.
- e. Reducing the learner's frustration and risk.
- f. Modeling and clearly defining the performance of the activity expected

Based on those explanation above, most of them did not apply scaffolding talk in Language Center of colleges within various background of students in one class yet. So, this further research will examine the type of scaffolding talk in an English Language Center in order to get the insight of what types of scaffolding talk the teacher use in order to make the students able to communicate in English. Scaffolding talks in English teaching as a support, an assistance, a bridge or a guide provided by the teacher so that the learners are able to accomplish the target expression in the ZPD without any difficulties.

4. The Types of Scaffolding Talks

According to Laura R. Roehler (2019:40) propose that there are five types of scaffolding talks, as follow:

- a. Offering explanations: being explicit to fit the learner's emerging understanding about what is being learned, why and when it will be

used and how it is used. For example, today we will discuss about songs.

b. Inviting students' participation: providing the student to able to participate in the learning process. Inviting the students' participation. Here the teachers provide opportunities to the students to be able to join in the teaching learning process through eliciting, for example: "how do you know? From where do you know? etc. And inviting to expand in meaningful ways, such as: "tell us more about that, "give more details", etc.

c. Explicit modeling on desired behaviors. It shows how one should feel, think or act within a given situation. There are three types of modeling that thinking aloud modeling, talk-aloud modeling, and modeling show. The teacher could model the new words for their students and have them say the words back, repeating the exchange three to five times. This could provide the students a chance to practice the pronunciation. After that activities via pair or group work where they can continue making connections between the words and their meaning.

d. Verifying and clarifying students understanding

The teacher is necessary to check the students emerging understanding by clarifying the unreasonable understanding. To clarify it the teachers can provide explicit and positive feedback of the students' responses. Here the teachers actually guide the

students on learning how to evaluate the creation of shared perspective or revise their perspective when misunderstanding happens. For example: do you understand? Is it clear?

- e. Inviting students to contribute clues: helping the learners to verbalize the processes throughout this contribution clues for exiting problem.

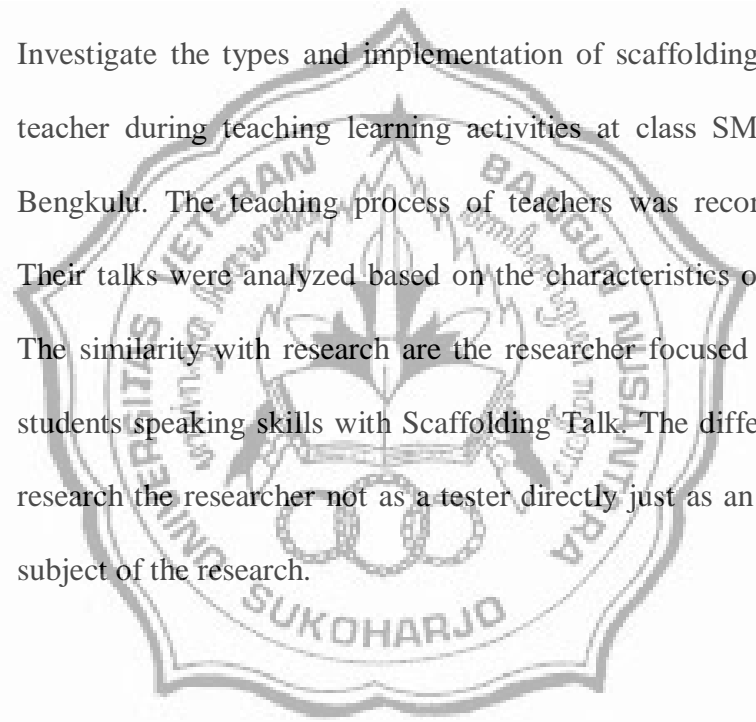
C. The Previous Study

1. Sartika Putri “The Use of Scaffolding Talk Technique to Improve Students’ Speaking Skill. (At Mts Swasta Al-Washliyah 05 Belawan in Academic Year of 2018/2019)”. This study aims to develop students' speaking skills through Scaffolding Talk Technique. Forty students out of eight Class students of MTsS Al-Washliyah 05 Belawan 2018 are guided through Scaffolding Talk technique to improve students' speaking skills.

The research methodology is Classroom Action Research (CAR). In carried out in two cycles. Each cycle consists of planning, action, observation and reflection. Researchers found some findings on it. The findings show that students' speaking skills increased from the pre-test to the post test. Pre-test average 62, the average post-test I 74.25, and the average post-test II 79.15. The percentage of results shows that the lowest percentage of post-test II (10%) compared to pretest and post-test I (67.5% and 90%). It means Scaffolding Talk techniques can improve students' speaking skills. The similarity with research are the

researcher focused to improving students speaking skills with Scaffolding Talk. The different is subject of the research and technique collecting data.

2. Dina Nur Alya entitled “An analysis the use of Scaffolding Talks by the Teacher in EFL class (A Descriptive Qualitative Study at SMA IT IQRA’ Bengkulu)”. This is a descriptive study on teachers’ scaffolding talks in classroom interaction. The purpose of this research is to Investigate the types and implementation of scaffolding talks by the teacher during teaching learning activities at class SMA IT IQRA’ Bengkulu. The teaching process of teachers was recorded 3 times. Their talks were analyzed based on the characteristics of scaffolding. The similarity with research are the researcher focused to improving students speaking skills with Scaffolding Talk. The differences is this research the researcher not as a tester directly just as an observer and subject of the research.



D. Frame of work

The conceptual frame work present with diagram:

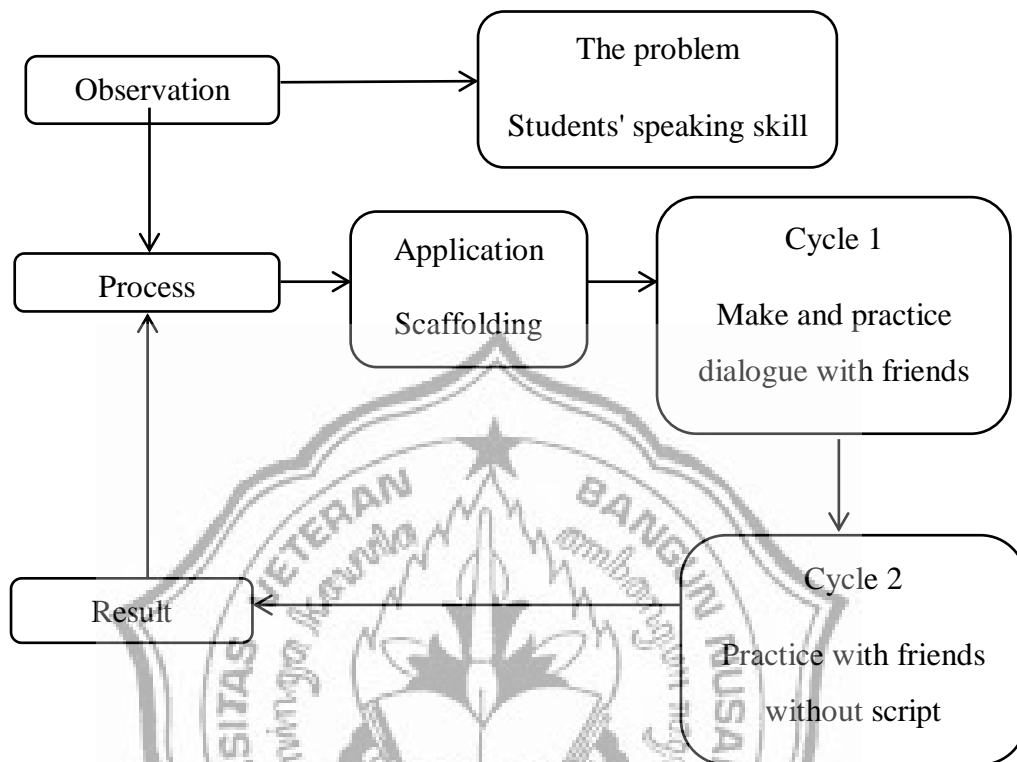


Figure 2.1 Frame of Work

E. Hypothesis

Based on the problem is action research, entitled “Improving Student’s Speaking Skill Using Scaffolding Talk Method (A Classroom Action Research at XI PPLG 1 grade students of SMK Muhammadiyah 1 Sukoharjo in 2023/2024 Academic Year)”, conducted by researcher, can be formulated the hypothesis is Scaffolding Talk Method can improve speaking skill of the XI PPLG 1 grade students of SMK Muhammadiyah 1 Sukoharjo 2023/2024 Academic Year.