

**TEACHING AND LEARNING SPEAKING SKILL THROUGH
SCAFFOLDING STRATEGY AT THE ELEVENTH GRADE
OF SMA AL-HUDA JATI AGUNG SOUTH LAMPUNG
IN THE ACADEMIC YEAR 2018/2019**



A Thesis

Submitted as a Partial Fulfillment of
the Requirement for S1-Degree

Composed By

**Tri Nur Afni
NPM.1411040182**

**Study Program : English Education
Advisor : Bambang Irfani, M.Pd
Co- Advisor : Agus Hidayat, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019**

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LAMPUNG
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ABSTRACT

TEACHING AND LEARNING SPEAKING SKILL THROUGH SCAFFOLDING STRATEGY AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA AL-HUDA JATI AGUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

BY :
TRI NUR AFNI

Speaking is an interactive process of constructing meaning that can involve producing and receiving processing information. This research was about teaching and learning speaking skill through Scaffolding Strategy at the second semester of the eleventh grade of SMA Al-Huda Jati Agung South Lampung in the academic year of 2018/2019. The objectives of the research were to know the teaching and learning speaking skill through Scaffolding Strategy, to know the teacher's problem in teaching speaking skill through Scaffolding Strategy, and to know the students' problem in learning skill through Scaffolding Strategy.

This research was qualitative research. The researcher selected the people or participants who know the phenomenon of the problem. The researcher chose the English teacher and the students of the eleventh grade of SMA Al-Huda Jati Agung South Lampung as the participant of this research. There are three classes which consist of 107 students. The researcher used purposive sampling technique to determine the sample. The researcher chose class XI IPS 2 as the sample because class XI IPS 2 had the lowest score. The data were gained by doing observation, interviewing the teacher, and giving questionnaire to the students. The researcher used three major phases of the data analysis, they were: data condensation, data display and conclusion drawing verification.

After analyzing the data, there were three points of the result. The first, there were some points in teaching speaking skill through Scaffolding Strategy that were skipped by the teacher. It could be seen from process in pre and whilst speaking activity that the teacher did not divide students based on ZPD (Zone Proximal of Development). The second, the problems faced by the teacher had difficulty with the students who did not talk, had difficulty with the students who used their mother tongue, had difficulty with large class size, had difficulty with the material which did not fulfill the students' need, and had difficulty in managing the time. Third, the problems by the students were students were lack in grammar, vocabulary and fluency, had problem to talk or even did not say anything, had problem by using their mother tongue, had problem in confident and pronounced the words, and had problem to follow teacher's direction.

Keywords : Qualitative Research, Teaching and Learning, Speaking, Scaffolding Strategy.

DECLARATION

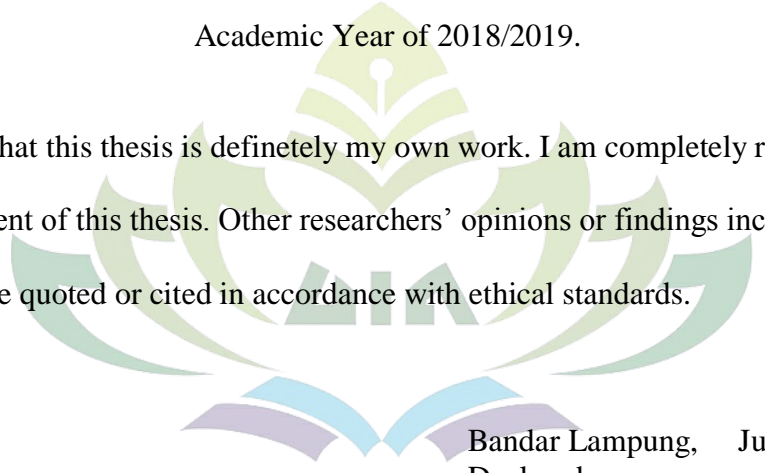
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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researchers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.



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A thesis entitled: "TEACHING AND LEARNING SPEAKING SKILL THROUGH SCAFFOLDING STRATEGY AT THE ELEVENTH GRADE OF SMA AL-HUDA JATI AGUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019", by: TRI NUR AFNI, NPM: 1411040182, Study Program: English Education, was tested and defended in the examination session held on :Tuesday, August, 20th 2019.

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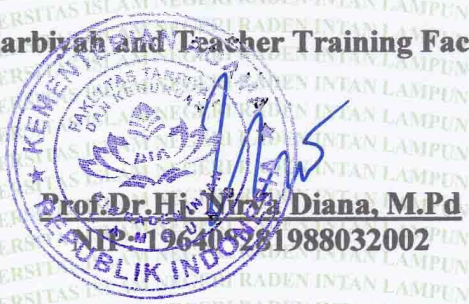
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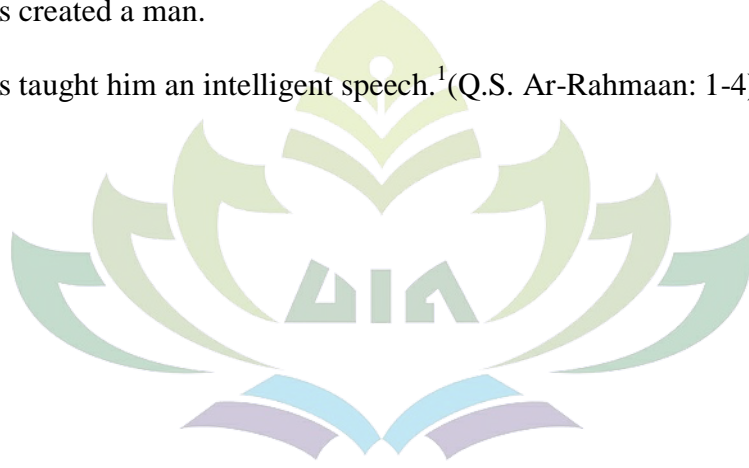
MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرَّحْمَنُ ۝ عَلَّمَ الْقُرْآنَ ۝ خَلَقَ الْإِنْسَانَ ۝ عَلَّمَهُ الْبَيَانَ ۝

In the name of Allah, Most Gracious, Most Merciful.

1. The most gracious!
2. It is He Who taught the Qur'an.
3. He has created a man.
4. He has taught him an intelligent speech.¹(Q.S. Ar-Rahmaan: 1-4)



¹ Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p. 590

DEDICATION


Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from the deep heart and great love, this thesis is dedicated to:

1. The greatest inspirations in my life are my beloved parents, Mr. Sofyan and Ms. Fatonah who have already prayed and supported for my success and advice me all the time.
2. My beloved sister Silvi Novri Yanti, S.Sos and my beloved brother Ari Sanjaya, who always support me and cheer me up until the completion of this thesis.
3. My boy friend Wahyudi Agus Thias, S.Sos. who always support me and cheer me up until the completion of this thesis.
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5. My beloved lecturers English Education Study Program and alمامater UIN RadenIntan Lampung.
6. My beloved lecturers and Alمامater UIN Raden Intan Lampung which has contributed a lot for my development.

CURRICULUM VITAE

The researcher's name is Tri Nur Afni. She is called Afni. She was born in Bernung on November 20th 1997. She is the second of Mr. Sofyan and Ms. Fatonah. She has one beloved sister and one beloved brother. Their names are Silvi Novri Yanti and Ari Sanjaya. She lives in Karang Anyar, Jati Agung South Lampung.

The researcher began her study in Elementary School at SDN 02 Karang Anyar in 2002 and passed in 2008. She continued her study in Junior High School at SMPN 03 Jati Agung and graduated in 2011. After that, she went to Senior High School at SMA Gajah Mada Bandar Lampung and finished in 2014. After finishing her study in Senior High School, She decided to study in English Educational Program of Tarbiyah and Teaching Training Faculty Raden Intan State Islamic University Lampung.



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In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing me with His mercy and guidance to finish this thesis. The Peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted a compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University of Lampung (UIN Raden Intan Lampung).

The researcher realizes that she cannot complete this thesis without help from others. The researcher has obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. He wishes, however, to give his sincerest gratitude and appreciation to:

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4. Agus Hidayat, M.Pd., the Co-Advisor, for the patience in giving guidance and support for the finalization of the thesis.
5. Supriyanto, S.H., M.M the headmaster of SMA Al-Huda jati Agung. Rendra Hidayatullah, S.Pd, the English teacher, also teacher and staff there for allowing him to carry out this research in their instruction and for giving contribution while she was conducting the research there.
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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, July 2019.
The Researcher,

Tri Nur Afni
NPM. 1411040182

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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is an important tool of communication. Without language, people will never be able to communicate with others. Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.¹ It means that language can be a primary necessity in human life. It has a big role for every one in making good relationship with others. Al-Qur'an says in Q.S Al-Hujarat:13

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that they may know each other (not that you may despise (each other)). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)”²

Quraish Shihab said,” The above verse emphasizes the need for mutual know, intruduction was needed to pull each other lessons”³ Based on that verse, Allah has commanded everyone to know each other although they have differences in gender, tribes, and also differences in languages. One of ways that can help

¹Jeremy Harmer,*The Practice of English Language Teaching*, (4th Ed), (New York: Longman, 2007), p. 13

² Talal Itani, *Qur'an English Translation*, (Beirut: Clear Quran Publication,2001),p.271

³ Quraish Shihab, *Tafsir al-Misbah*,(Jakarta: Lentera Hati ,2002),p.61

someone to know and communicate each other is language. There are many languages in the world, one of them is English.

In our country, English is the first foreign language. It is supported by Setiyadi, English is really a foreign language for learners in Indonesia.⁴ It means that English is only as a foreign language, then English is only used in certain situations, and it is not used in daily life but English has an important part in our education. English becomes one of the required subjects that should be passed to graduate from the last national examination. It proves that how important English is to be learnt.

In the process of language learning. There are four language skills in learning English, one of them is speaking. According to Richard, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel. They have improved in their spoken language proficiency.⁵ It means that speaking is one of the skills that should be mastered by students, where the students can use English in their activities, at school or at home. Speaking is one of the important skills in language learning.

Brown states that speaking is an interactive process of constructing meaning that can involve producing and receiving and processing information.⁶

⁴Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 10

⁵Jack C. Richard, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge : Cambridge University Press, 2008), p. 19

⁶H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York : Pearson Education, 2004), p. 140

Furthermore, Cameron states that speaking is the active use of language to express meanings so that other people can make sense of them. Through speaking, they can express their ideas and communicate with others.⁷ When speaking, the students learn how to organize the idea, express the language in spoken form with good pronunciation and stressing. They also learn about how to convey the meaning of the language according to the context they are speaking.

For many students speaking are also difficult to be mastered. It is supported by Pollard who states that speaking is one of the most difficult aspects for student to master.⁸ There are some factors that can make them difficult to learning.

Some factors that can be the causes of the low speaking ability in Indonesia are:

- 1) English is considered as a foreign language
- 2) Less exposure of English in the environment
- 3) Learning English is not stressed on speaking ability but focus on more structure and vocabulary
- 4) Ashamed and fear of making mistake and
- 5) English is not considered as a necessity.⁹

To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. The teacher can use good strategy in teaching of English language, strategy is used to help the students for speaking to make interaction between the

⁷Lynne Cameron, *Teaching Language to Young Learners*, (London: Cambridge University Press, 2001), p. 40

⁸Lucy Pollard, *Guide to Teaching English*, (Harlow: Longman, 2008), p. 33

⁹Kasihani K.E Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 57

teacher and students. In this case, the researcher observing Scaffolding Strategy as one of the tool in the teaching learning process.

According to Vygotsky states, the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers. views interaction with peers as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development. Vygotsky believed that when a student is in the ZPD (Zone Proximal of Development) for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task.¹⁰ It means that scaffolding is the 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.

The scaffolding strategy is that will be used to help the students master the new information or skill. It can be the teacher's assistance, the task and the strategy that are used to support the students in dealing new skill. Teaching and learning by using scaffolding strategy is the one of way to teaching students by speaking skill because in the strategy the teacher should begin from the easiest first and then raise the level of difficulty gradually as soon as the students mastered the easiest one. By using the scaffolding strategy from teacher students will be get relax in the learning process because, in that strategy the teacher likes give

¹⁰ Vygotsky, L. S. *Mind in society: The development of higher psychological processes*. (Cambridge, MA: Harvard University Press.1978),p.86

questions and the students responses. It means that the students will responses by enjoy and do not nerves or shame to speak up if made mistake. This strategy can also help students confident on speaking skill english. Scaffolding strategy build the relationship between teacher and students. It means that in the teaching and learning process can be effective.

Scaffolding strategy has been improved students' skill in speaking of opinion and asking/ giving things. It has been revealed by previous research conducted by Fithri, *et.al* about the improving students' speaking skill using scaffolding strategy.¹¹This strategy is effective in enhancing the students' speaking skill because it makes students easier to conversation between teacher. The strategy also can improve students'achievement significantly in speaking.

In addition, another research conducted by Alake, about the effects of scaffolding strategy on learners' academic achievement in integrated science at the junior secondary school level.¹² It means that scaffolding strategy has been performed significantly better than their counterparts who were exposed to traditional method .

There are some differences between the previous research and the current reseach. The previous research, Scaffolding strategy has been done to teach speaking by the reseacher. Meanwhile the current research, Scaffolding strategy

¹¹Fitri uswatun khasanah, *et.al*, *improving students' speaking skill by using scaffolding strategy at The seventh Grade of SMP Negeri 4 Sukoharjo in acadeic 2014/2015 Academic Year*, Journal, Available on Journal.Ejournal.Unp.Ac.Id/Index.Php/Elt/Article/Download/4625/3664 (Access on Tuesday, july 24th, 2018)

¹² Alake, Ese Monica M. Ed.*et.al*, *the effects of scaffolding strategy on learners' academic achievement in integrated science at the junior secondary school level of A Thesis of S2 Degree English Education of State Islamic University of Sultan Syarif Kasim Rius Pekanbaru*, Available on <https://www.google.com.hk/url?sa=t&source=web&rct=j&url=http://repository.uin-suska.ac.id/6504/1/FM.pdf&ved=0ahUKEwj4yqGPssXTAhVINI8KHYVCDccQFghNMAw&usg=AFQjCNEVc1q9BJcdLkAuZjHkeBDrdl7Rxxw> (Acces on Tuesday, july 24th, 2018).

will be conducted to teach speaking by the teacher. And the researcher only observes the teaching and learning process. The purpose of previous research is to know the improving students' speaking skill using scaffolding strategy and also another previous research the effects of scaffolding strategy on learners' academic achievement in integrated science at the junior secondary school level. Meanwhile, the purpose of current research is to know the process and also the problem of teaching and learning speaking towards Scaffolding strategy.

Based on preliminary research conducted at SMA Al-Huda Jati Agung . the researcher found that teaching and learning by using scaffolding strategy has been applied there. On the contrary, the researcher found that the students' speaking was still low although the teacher has used Scaffolding Strategy. by interviewing an English teacher there, Mr Rendra Hidayatullah, S.Pd, he said that he has used Scaffolding Strategy in teaching and learning speaking, but the students have difficulty to understand the meaning of the words and some students were lazy to speak the materials because ability in speaking was still low. It can be seen by their ability in speaking score.

This case show that applying this strategy still cannot improve the students; speaking ability. It can be seen as following table of the students' score of speaking. It is described with the data. Here is the detail of the data :

Table 1
Students' score for speaking skill test in eleven grade
At SMA Al-Huda Jati Agung in Academic year 2018/2019

No	Score	The number of students			total	Percentage
		XI IPS 1	XI IPS 2	XI IPA 1		
1.	≥ 70	20	12	24	41	48 %
2.	< 70	15	24	12	56	52 %

Total	35	36	36	107	100 %
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Source: The data of SMA Al-Huda Jati Agung Lampung Selatan

From the table above, it can be known that English learning achievement of students in SMA Al-Huda Jati Agung was not optimal yet, although the teacher has used scaffolding strategy in teaching speaking skill. The researcher only found 58 students got good score over average score 70 KKM (Criteria of Minimum Mastery) and the others got under average score. So the students had difficulty in learning speaking skill although the teacher had used scaffolding strategy.

Moreover, by interviewing the students, it was found that most of the students at eleventh grade of that school had believed that speaking was difficult because of some factors; first, they had a problem to decode words and sentences. Second, they spent much times for arranged the words and sentences in the text. Third, they were not interested in teaching and learning process especially in learning speaking.

Based on the background above, the researcher will conducted a research entitled "Teaching and Learning Speaking Skill through Scaffolding Strategy at Eleventh Grade of SMA Al-Huda Jati Agung South Lampung in the academic year of 2018/2019.

B. Identification of the Problem

Based on the background of the problem above the researcher tries to identify the problem as follows:

1. The students' ability in speaking was still low
2. The students still got difficulties in speaking

3. The students were not interested in speaking activities (students got bored).
4. The English teacher had used Scaffolding Strategy in teaching speaking but it was not effective and not maximal

C. Limitation of the Problem

Based on the identification of the problem and identification above, the researcher focused on teaching and learning speaking skill through scaffolding strategy and the problem of the teacher and students in teaching and learning speaking skill through scaffolding strategy at the eleventh grade of SMA Al-Huda Jati Agung South Lampung in Academic year of 2018/2019.

D. Formulation of the Problem

Based on the background and the limitation explanation above, the researcher formulated the problems as follows :

1. How is the process of teaching and learning speaking skill through scaffolding strategy at the eleventh grade of SMA Al-Huda Jati Agung South Lampung in Academic year of 2018/2019 ?
2. What are the teacher's problems in the process of teaching speaking skill through scaffolding strategy at the eleventh grade of SMA Al-Huda Jati Agung South Lampung in Academic year of 2018/2019 ?
3. What are the students' problems in the process of learning speaking skill through scaffolding strategy at the eleventh grade of SMA Al-Huda Jati Agung South Lampung in Academic year of 2018/2019 ?

E. Purpose of the Research

Based on the formulation of the problem above, the objectives of the research is as follows:

1. To know and describe the process of teaching and learning speaking skill through scaffolding strategy at the eleventh grade of SMA Al-Huda Jati Agung South Lampung in Academic year of 2018/2019.
2. To know and describe the teacher's problems in the process of teaching speaking skill through scaffolding strategy at the eleventh grade of SMA Al-Huda Jati Agung South Lampung in Academic year of 2018/2019.
3. To know and describe the students' problems in the process of learning speaking skill through scaffolding strategy at the eleventh grade of SMA Al-Huda Jati Agung South Lampung in Academic year of 2018/2019.

F. Use of the Research

The use of the research is as follows:

1. Theoretically

The results of the research are expected to contribute to the development of education, especially in students' learning style in speaking skill.

2. Practically

- a). Teacher : give information to the English teacher of SMA Al-Huda Jati Agung about the teacher's problems and students' problem in teaching and learning speaking by using scaffolding strategy

b). Students : by understanding their problems in learning speaking by using scaffolding strategy, the research can try to find the best solution to help the students.

G. Scope of the Research

Scope of this research is as follows:

1. The subject of research

The research subjects were the English teacher and students at the eleventh grade of SMA Al-Huda Jati Agung South Lampung in Academic year of 2018/2019.

2. The object of the research.

The objects of the research were the process of teaching and learning speaking skill especially by using scaffolding.

3. The place of the research

The place of the research was conducted at SMA Al-Huda Jati Agung South Lampung.

4. The time of research

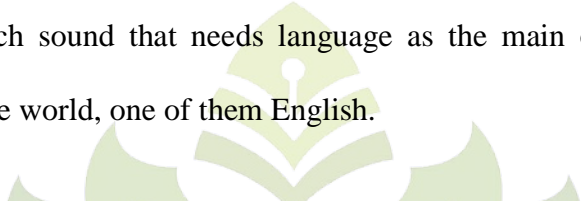
The time of research was conducted in academic year of 2018/2019.

CHAPTER II REVIEW OF LITERATURE

A. Concept of Teaching and Learning English

1. Concept of Teaching as a Foreign Language

Language is systematic.¹ It is very important in our life. It becomes a connector tool with each others. Language is used to communicate our thoughts and ideas.² Setiyadi states that language is a system for the expression meaning.³ It means that human communication life is a system of giving and receiving information based on speech sound that needs language as the main one. There are many languages in the world, one of them English.



وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ
إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Meaning: and of His signs are the creation of the heavens and the earth, and the difference of your languages and colours. Here in indeed are portents for men of knowledge.⁴ So, language is very important because it is always used by people to communicate with other and as a media of communication to share information with other people by messages.

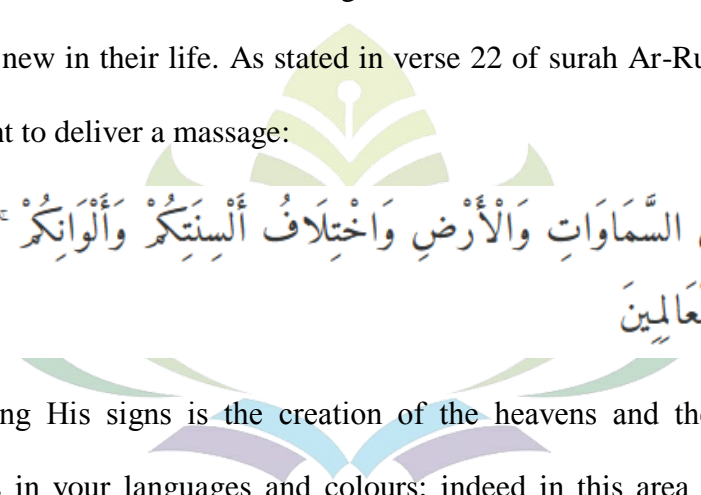
¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p. 5

² M.F. Patel and Praveen M.jain, *English Language Teaching (Methods, Tools & Techniques)*, (Vaishali Nagar: Sunrise, 2008), p. 31

³ Ag. Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 10

⁴Tatal Itani, *Quran English Translation*, (Beirut: Clear Quran Publication, 2001), p. 203

English has been acknowledged by the most countries in the world as an international language and it has large influence to human life. For the example in Indonesia, English became one of the materials subject at school and as a part of national exam. In teaching English as foreign language, the teacher should have known what teacher should do. Brown states that teaching is showing or helping someone to learn how to do something providing with knowledge, and causing to know or to understand.⁵ It means that teaching is the process of transferring knowledge to the learners. Teaching also can make the learners know about something new in their life. As stated in verse 22 of surah Ar-Rum that language is important to deliver a message:



وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“And among His signs is the creation of the heavens and the earth, and the differences in your languages and colours; indeed in this area signs for people who know”.⁶(QS.Ar-Rum:22)

In surah above refers to the important of language is to deliver a message. language has an important function in our life. It is because language is a tool to interact with other.

Even though in reality the students still find the difficulties in learning English because of the different rule with Indonesian language. It becomes a big homework for the teacher should be master English very well than the students

⁵ H.Douglas Brown, *Op.Cit.*, p. 8

⁶Abdullah Yusuf Ali Translation , *The Meaning of Holy Qur'an* (Maryland: Amana Publications,2001),pp.184-185

and try to never judge when they have a mistake, because it can make the students shy and afraid to make a mistake. Besides, our mother tongue has become a gap to master English. The difficulties in losing mother tongue accent, limited vocabulary and the difference of language rule become a big gap in understanding the English.

Based on these explanations above, it can be concluded that communication is needed by the people over the entry world. Instead of as a communication tool for expressing our ideas and feelings, by learning English we also can easily access everything because it is as international language. It also has a large influence in our life, because it is the window which opens up vast prospect of human achievement.

2. Concept of Learning

Learning is relatively permanent but subject to forgetting.⁷ Particularly, this research discusses the learning process of reading comprehension in English by using Sensory Images Strategy. According to Kimble in Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and a result of reinforced practice. In addition, learning involves activeness, conscious focus on and acting upon events outside or inside the organism, and also some forms of practices, perhaps reinforced practices. It means that learning is an activity for getting knowledge, skill, and experience about subject learning which need practice to improve the understanding of its. It can be seen that learning can

⁷ *Ibid*, p. 8

be defined as change in behavior. This change occurs as a consequence of experience in some specify situation. The change brought about by developing a new skill and changing attitude.

In order hand, according to Richards et.al learning has the same meaning with acquisition. He gives a definition that acquisition is the process by which a person learns a language which is sometimes called acquisition instead of learning, because some of linguists believe that the development of a first language in a child is a specific process.⁸ It means that learning is process getting new information from other person.

Based on theories that learning is a process students to get skill and knowledge from the teacher about subject they learn and growing up although experience and behavior.learning also helps someone understand about what someone learn.

B. Concept of Speaking

1. Definition of Speaking

Speaking is one of the skills that have to be mastered by student in learning English. it is an essential tool for communicating. It is supported by Christoper, “that speaking is the direct route from one mind to another, and it is the way usually choose when we want to ask question, or give an explanation.”⁹ According to Lado, that speaking is the ability to express oneself in life situation, or the ability to report acts or situation, or the ability to converse, or express a sequence

⁸ J.C.Richard,et al,H., *Longman Dictionary of Applied Linguistics*. Longman Group.Hong Kong.1990,p.162

⁹Christopher Turk, *Effective Speaking Communicating in Speech*, (London: Taylor & Francis e-Library, 2003), p. 9

of ideas fluently.¹⁰ It can be interpreted that speaking is a way to communicate with others, to share information, express idea, feeling, emotions to other person or give an explanation or to ask a question for someone. Speaking used the language to express sequence ideas and at the same time tries to get the idea or the message. Al-Qur'an says in Q.S Al-Baqarah 83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَائِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ ﴿٨٣﴾

Meaning: We made a covenant with the Children of Israel: “Worship none but God; and be good to parents, and relatives, and orphans, and the needy; and speak nicely to people; and pray regularly, and give alms.” Then you turned away, except for a few of you, recanting.”¹¹ Therefore speaking is a necessary ability to communicate with each other, and people is communicating to anyone and ordered by Allah to use good words.

The main purpose of speaking is to deliver the message to another one or to be able to communicate about something by using a language and understood by someone who becomes listener. In other words, it can be said that speaking is expressing ideas, opinions or feelings to another person in words or sound articulation in order to inform, to persuade and entertain.

¹⁰R. Lado, *Language Teaching a Specific Approach*, (New Delhi: Grow Hill Publishing, 1991), p. 240

¹¹Talal Itani, *Quran English Translation*, (Beirut: Clear Quran Publication, 2001), p. 7

Likewise, Thornbury states that speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that.¹² It means that speaking is to express or communicate opinions, feelings, and ideas, and so on by or as talking. Moreover, by speaking, the students concern with the way to express what the students think and feel. For instance, we have something in mind to be expressed, we will use our oral skill to make it happens, that is by speaking in expressing opinions, feelings and ideas.

From the definition above, the researcher can conclude that speaking is productive skill that very important in our daily life as a connector for each other. Through speaking we can express a sequence of ideas, opinions, or feelings, or reporting acts or situation in precise words and sounds of articulation to build communication to a listener or group of listener.

2. Elements of Speaking

Harmer states that the ability to speak in English needs the elements necessary for the spoken production as the following:

a. Language Features

1. Connected speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.

¹²Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), pp. 1-2

2. Expressive device: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non-verbal means how they are feeling (especially in face to face interaction).
3. Lexis and grammar: teachers should, therefore, supply a variety of phrase for different function such as agreeing to disagreeing, expressing surprise, shock or approval.
4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental/social processing

1. Language processing: effective speaker needs to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey, the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
2. Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.

3. (on the spot) information processing: quite apart from our response to others feeling, we also need to be able to process the information they tell us at the moment we get it.¹³

Based those explanations above, it is necessary that the participant processes knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas: connected speech, expressive devices, lexis, grammar, and negotiation language. Supposing the speaker processes these language features, processing skills, mental/social processing, will help him or her to achieve successful communication.

It can be said that speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get idea or the message across. In presenting something, students also need to pay attention about connected speech, lexis and grammar, confidence and so on. Therefore what did the students present can be understood by the other friends. In this case, there is a process of giving message and at the same time; there is a process of understanding the message of the first speaker.

3. Speaking Skill

The mastery of speaking skills is a priority for many second-language or foreign-language learners. Hence, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how

¹³Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2003), p. 268

much they feel. They have improved in their spoken language proficiency.¹⁴ The ability to speak in foreign language is important, it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our ability to understand and express our thoughts are all reflected in our spoken performance in foreign language. Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainly, etc.

The ability to speak a foreign language is the most pressed skill because someone who can speech a language will also be able to understand it. Lado defines speaking ability as:“The ability tp use in essensially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language”.¹⁵ Meanwhile Lwin states that speaking ability is the main aspect and mainly appears from verbal intelligence and linguistic intellegence.¹⁶

Speaking ability can be called by verbal intellegence. No doubt, speaking is the most common communicative activity in daily life. Every time and anywhere people use speaking to others as ability in expressing their ideas and thought. Subsequently, the definition of speaking skill lexicallly is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or

¹⁴Jack C. Richard, *Teaching Listening and Speaking From Theory to Practice*, available on: www.finchpark.com/courses/tkt/Unit_07/Richards-Teaching-Listening-Speaking.pdf, 2008, accessed on March 14th 2017

¹⁵R. Lado, *Language Testing*, (London: Longman Group Limited, 1961), pp. 239-240

¹⁶ Lwin, Adam Khoo, Kenneth Lyen, and Caroline Sim, *How to Multiply Your Child's Intelligence*, (2nd Ed), (Jakarta: Indeks Publisher, 2008), p. 11

to have conversation through practice, training, or talent. In addition, Lado points out that speaking ability/skill is described as the ability to report acts or situation, or the ability to report acts or situation in precise word, or the ability to converse, or the express a sequence of ideas fluently.

Speaking skill is an important part of the curriculum in language teaching and this make them an important object of assessment as well. Assessing speaking is challenging, however there are so many factors that influence our impression of how well someone can speak a language, and because we expect test to be accurate, just and appropriate for our purpose.¹⁷ It means that the speaking skill should be seriously assessed accurately that appropriate with assessment criteria. There are modified from of a scale such as the one suggested for evaluation speaking can be used:

1. Grammar
2. Vocabulary
3. Comprehension
4. Fluency (the ease and speed of the flow of speech)
5. Pronunciation (including the segmental features, vowel and consonants; and the stress and intonation).
6. Task¹⁸

According some explanations above, it can be concluded that speaking skill means the ability to use English to practice conversation in groups suitable with

¹⁷ Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press, 2004), p. 1

¹⁸ P. David Haris, *Testing English as A Second Language*, (New York: Mc Graw Hill, Inc, 1969), p. 81

the expression that has been specified with measuring of pronunciation, grammar, vocabulary, fluency, and also comprehension.

4. The Importance of Speaking

in learning English, speaking is important to support students' ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and business activities.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. As skill that enables people to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words they genuinely want to communicate something to achieve particular end.¹⁹

C. Concept Of Teaching and Learning Speaking

1. Definition of Teaching Speaking

Teaching is the way for teacher to transfer their knowledge to the students. Teaching speaking is to train students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to other people. The goal of teaching speaking skill is to communicate effeciently. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or

¹⁹ Jo McDonough and Christopher Shaw, *Materials and Method in ELT ; A Teacher's Guide*, (UK: Blackwell Publishing Ltd, 1993), p. 134.

vocabulary and to achieve the social and cultural ruler that apply in each communication situation.

Harmer states there are three reasons for teaching speaking, they are as follows:

1. Speaking activities provide rehearsal oppurtunities-chances to practice real life speaking in the safety of the classroom.
2. Speaking task in which is students try to use any or all of the language they know provide feedback for both teacher and students.
3. The more students have oppurtunities to activate the various elements of language.²⁰

Therefore, language activities in the speaking class should focus on language use individually. This requires the teacher not only to create warm and humanistic classroom atmosphere. Thus, also to provide each students to speak that clear language is very important. The teacher speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic.

Brown states that the procedures of teaching speaking are:

1. Pre teaching
 - Arouse student's interest in planning task.
2. While teaching
 - a. Setup the initial pair work and give the students five to ten minutes to discuss, add to, or modify the list of suggestions.

²⁰Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Educated Limited, 2007), p. 123

b. When the initial discussion is over, you should facilitate the setting up of groups. Allow the group a maximum of twenty minutes to complete the planning task.

3. Post teaching

Chair the report back session in which each group presents its suggestions. Make posters available to help the groups present their ideas.²¹ As the teacher those steps in teaching speaking is paramount importance to get the maximal goal in learning. Because in teaching and learning process consist many aim in it especially in teaching speaking, mastered the speaking ability and pronunciation correctly are being the target in learning at least students brave to speaking whit others in class.

2. The Roles of the Teacher in Speaking Class

Speaking is a means to communicate with other people; it can be done in monologues or dialogues. So the role of speaking in human life is so important, because human can not live normally without communicating with other people. But the problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up. It is so difficult for the teacher to make them speak, the students are not only afraid to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak.

²¹H. Douglas Brown, *Teaching by principle an interactive approach to language pedagogy*, (San Francisco: California, 2000), p. 278

The role of teacher in the classroom can affect the success of teaching and learning process. According to Diane in Ratna, the teacher facilitates communication in the classroom. In this role, one of the major responsibilities is to establish situations likely to promote communication.²² Teachers should play such of different roles in teaching speaking.

Harmer states the roles as follows :

- a. Prompter: Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option. However, the teacher may be able to see the activity progress by offering discrete suggestion.²³
- b. Participant: Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students' engagement, and generally maintain creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.²⁴

²² Ratna Irtatik, *The Use of Role Play to Improve Students' Transactional Skill (A Classroom Action Research with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in the Academic Year of 2008/2009)*, (Semarang: IAIN, 2009), p. 11

²³ Jeremy Harmer, *op. cit.*, p. 275-276.

²⁴ *Ibid.*, p. 276.

- c. Feedback provider: When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.²⁵

3. Models of Teaching Speaking

Average person who want learn English language, most certainly they have same reason. It is can speak English. So, they learn English language to try speaking English. Usually, failure of learn speaking cause bore situation in the class, unattractive, less fun and silent in the class. There are many models of learning speaking. According to *M. Solahudin* in *Kiat-Kiat Praktis Belajar Speaking*, there are some models of learning speaking as follows:

a. Main class and study club

It is better for meeting with the teacher in the class twice a day. First meeting is called main class and second meeting is called study club. Main class is meeting with the teacher, that the teacher as students' advisor in the class. The teacher has important character in the class. All activities in the class depend on the teacher. Study club is group of learning, it held to repeat the material study in the class by senior. Because the senior is not teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in

²⁵ *Ibid.*, p. 276.

the study club are not different with main class, because the reason of study is to explain material learning.²⁶

b. Conversation on the way

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.²⁷ it means that scaffolding strategy abel is used on speaking skill class

c. Discussion group

Discussion group is one of activity in speaking class. Discussion in speaking's program only talking about easy topic. Because this discussion just to train the students to speak English. The purpose of discussion is to train the students to speak English more clearly.²⁸

4. Teacher's Problem in Teaching Speaking

In teaching process, especially in speaking as a teacher usually finds some problems in teaching speaking activity. There are some problems faced by the teacher in teaching speaking activity in the classroom, According to Greene, and Petty, they are as follows:

- a. Teachers often face the problems form the duration of teaching and learning process is limited.
- b. The material on the text books is different from the lesson plan.

²⁶ M. Solahudin, *Kiat-Kiat Praktis Belajar Speaking*, (Jogjakarta: Diva Press, 2009), p.66

²⁷ *Ibid.*, p. 88.

²⁸ *Ibid.*, p. 92-93

- c. The quantity of the students in the class because a better class should have 12 to 20 students because learners need more attention in learning.
- d. The teacher only has knowledge from the text books.²⁰

There is another statement about teacher's problem while teaching speaking, as Febriyanti states, it can be described as follows:

- a. Students do not want to talk or say anything, one of the problems is students feel really shy about talking in front of other students, they are suffer from a fear of making mistakes and therefore "losing face" in front of their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Furthermore, is because there are students who dominate and almost intimidate. Another reason for student silence may simply be that the classroom activities are boring or pitched at the wrong level.
- b. Students keep using their own language, one problem may teacher face is that students use their native language rather than English to perform classroom tasks. This might happen because they want to communicate something important, and so they use language in the best way they know. They have difficulty to say something and because they do not want losing their face in front of their peers, they think that they better use their native language and so others can understand them.

²⁰H. A. Greene, & W. T. Petty, *Developing Language Skill in the Elementary Schools*, (Boston: Allyn and Bacon, 1967). p. 27

- c. It is difficult to handle students' large class, if the class is big, for example 30 or 40 students in a class, it is clearly that the students hardly got a chance to practice the language, and difficult for them to ask and receive individual attention they need. It is hard for the teacher to make contact with students at the back, to keep good discipline, also to organize dynamic and creative teaching and learning sessions.
- d. Students are not discipline in classroom, some students do not pay attention to the lesson given; they just talk with each other and make some noises. Some come and go as they like, as the teacher cannot control them. The problems may be because the students bored with the activities or they feel unable to cope with the task given. They show their frustration by disruptive behavior and loud outbursts.
- e. The materials do not fulfill the need of students; language teacher should attempt to associate the language they are teaching with the situation outside the classroom. When school topics do not relate to students' lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated. The problem is also connected with the students' motivation.
- f. Students have low motivation, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get no motivated and lose interest in learning. Nevertheless, if the right activities are taught in the right way, speaking classroom can be a lot of fun, raise learner motivation and make the English language classroom a

fun and dynamic place to study English. Their motivation is more likely to increase if the students can see how their process of classroom learning achieves the objectives, and help them to accomplish the success.²¹

Based on the explanation above, it can be concluded that some obstacles faced by the teacher in teaching speaking are teachers often face the problems from the duration of teaching and learning process is limited, the material on the text books is different from the lesson plan, teacher came from the availability of the text books for the students, students do not say anything, the students keep using their own language, the students get too noisy, it is difficult to handle students' large class, the students are not disciplined in classroom, the materials do not fulfill the need of students, and the students have low motivation to learn English. In order to conduct this research, the researcher will mix both the theory of teacher's problem in teaching speaking.

D. Concept of Learning Speaking

1. Definition of Learning Speaking

Learning is defined as a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews.²⁹ Brown states that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.³⁰ It is a

²¹Emma R. Febriyanti, *Teaching Speaking of English as a Foreign Language: Problems and Solutions*, (Banjarmasin: Online Journal of FKIP Universitas Lambung Mangkurat, 2011), p. 7

²⁹Danise E. Murray and Mary Ann Christison, *What English Language Teachers Need to Know Vol 1*, available on: http://perpus.stkipkusumanegara.ac.id/file_digital/Buku%20Digital%2072.pdf, 2011, accessed on April 9th 2017, p. 140

³⁰H. Douglas Brown, *Op.Cit.*, p. 7

relatively permanent change in behaviour tendency and the result reinforced practice. It means that learning is about getting a knowledge from study, from experience, or instruction. It is supported by Cameron, “At the root of learning is the process of making meaning out of participation in the social word. As children’s minds stretch to find meanings in new experiences, so learning occurs.”³¹ In other word, learning not only about getting knowledge from study, but it can be from experience, or instruction.

Speaking is the active use of language to express meanings so that other people can make sense of them. Brown states that speaking is an interactive process of constructing a meaning that involved producing and receiving and processing information.³² Along with, Turk states that speaking is the direct route from one mind to another, and it is the way we usually choose when we want to ask question, or give explanation.³³

Based on both of these explanations, it can be concluded that learning speaking is students’ process to get knowledge through interact with other students to exchange information, express ideas or feelings by using a good pronunciation. And it also need teacher’s guide to control the students when they in conversation.

Learning speaking English must be focused on many aspects. There are a number of components of speaking concerned with grammar, vocabulary, pronunciation and fluently.

³¹ Lynne Cameron, *Teaching Languages to Young Learners*, (New York: Cambridge University Press, 2001), p. 241

³²H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 140

³³Christopher Turk, *Op.Cit.*, p. 9

The descriptions is as follows :

a) Pronunciation

Pronunciation is the way in which a language is spoken. In learning process teachers need to sure that their students can be understood when they want to say. Pronunciation refers to the ability to produce easily comprehensible articulation. For example the students say *Like/lek/* and then the researcher asks the students not */lek/but/laik/*.

b) Grammar

Grammar is partly the study of what form or structures are possible in a language and grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language.

c) Vocabulary

Vocabulary is total number of word that makes up a language. Those words are used in speaking. Vocabulary means the appropriate diction which is used in communication.

d) Fluency

Fluency is the ability to process language easily and quality or condition of person to speak a language easily and well. Fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking.³⁴

It can be said that in learning speaking process instead of concerning to the components of speaking. Students learn English because they can be able to use

³⁴ H.Douglas Brown, *Language Assessment: Principles and Classroom Practices*, *Op.Cit.*,pp. 172-173

the foreign language with real people in communication. It is supported by Harmer “many people learn English because they have moved into a target-language community.”³⁵ It means that, all around the world, and students of all ages is learning to speak English, because they think it will be useful in some way for international communication.

From the explanation above, it can be concluded that in learning speaking process must be focused on components of speaking concerned with grammar, vocabulary, pronunciation and fluency. Students learn to speak English because they need to be able to operate successfully within that community.

2. Students’ Problem in Learning Speaking

In order to know clearly about the problems in learning speaking that students’ may have problems. They are included:

- a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience learners are often inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- c. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only

³⁵ Jeremy Harmer, *How to Teach English, Op, Cit.*, p. 11

very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

- d. Mother-tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less' exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.³⁶

There is another statement about Students' problem while learning speaking, as According to Susilawati, they are as follows:

- a. Lack of vocabulary needed to talk, Vocabulary is an individual word or a set of words which have specific meaning. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence.
- b. The students are not confident to speak English, because the students fear of making mistakes is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of automatic nervous system. It is tendency on part of some people try to avoid, and even fear communicating orally.
- c. Pronunciation, a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for

³⁶Penny Ur, *Op, Cit.*,p. 121.

the students to be able to speak naturally like the native-speaker itself. In the class the students shy because that is not their habit³⁷

Based on the explanation above, it can be concluded that there are seven problems in learning speaking such as inhibition, nothing to say, low participation and mother tongue use, lack of vocabulary needed to talk, grammar, pronunciation. Those seven reasons are most of difficulties that students often encounter in learning speaking skill. It's occurred because the learners are not native speaker or even foreign learner. When they learn English lesson the harder and ability to know have to rich.

E. Concept of Scaffolding strategy

1. Definition of Scaffolding

Scaffolding instruction as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the *zone of proximal development* (ZPD). "The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance" scaffolding teaching strategy provides individualized support based on the learner's ZPD. In scaffolding instruction a more knowledgeable other provides scaffolds or supports to facilitate the learner's development. The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone. The more

³⁷Melia Arya Susilawati, *Students Speaking Problem in English Persentation*, (Pontianak: Online Journal of FKIP TanjungPura University, 2017), p. 4

capable other provides the scaffolds so that the learner can accomplish (with assistance) the tasks that he or she could otherwise not complete, thus helping the learner through the ZPD ³⁸

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”. 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. Therefore the goal of the educator when using the scaffolding teaching strategy is for the student to become an independent and self-regulating learner and problem solver. As the learner’s knowledge and learning competency increases, the educator gradually reduces the supports provided (Ellis, Larkin, Worthington, n.d.). According to Vygotsky the external scaffolds provided by the educator can be removed because the learner has developed “...more sophisticated cognitive systems, related to fields of learning such as mathematics or language, the system of knowledge itself becomes part of the scaffold or social support for the new learning”

Caregivers help young children learn how to link old information or familiar situations with new knowledge through verbal and nonverbal communication and modeling behaviors. Observational research on early childhood learning shows

³⁸ Vygotsky, L. S. *Mind in society: The development of higher psychological processes*. (Cambridge, MA: Harvard University Press.1978),p.243

that parents and other caregivers facilitate learning by providing scaffolds.³⁹

Vygotsky suggests there are three important characteristics as follow :

- a. First, the teacher must be careful not to offer too much assistance for too long, at the risk of making students overly dependent rather independent.⁴⁰
- b. Second, is that the level of instruction should should always be within be zone of proximal developmen and therefore, chalenging to the students.
- c. Third is that less control the process learning.

In addition, Larkin suggests other guidelines for effective scaffolding as follow:

- a. Begin with what the students can do students need to be aware of their strenghts and to feel good about tasks they can do with little or no assistance.
- b. Help students achieve sucess quickly although students need chalenging work in other to learn, frustation and a “cycle of failure” may set in quickly if students do not experience frequent sucess.
- c. Help students to “ be “ like everyone else students want to be similar to and accepted by their peers. If given the opportunities and support, some students may work harder at task in order to appear more like their peers.
- d. Know when it is time to stop practicing is important to help students remember and apply their knowledge, but too much may impede the learning “ less is more” may be the rule when students have demonstrated that they can perform the task.

³⁹ Dixon-Krauss, L. (1996). *Vygotsky in the classroom. Mediated literacy instruction and assessment*. White Plains, NY: Longman Publishers,p.124

⁴⁰ *Ibid*,p.45

Based on above, it means that scaffolding is a strategy that is useful to teaching and learning because it has the guide to students.

2. Goal of Scaffolding Strategy

Henry says that the ultimate goal of instruction is covert. Independent self-regulatory learning. It is expected that errors will occur. The knowledge that students bring to the classroom is not always accurate, but it is possible to correct, gradually, through teacher re-direction and feedback. Although the teacher initially assumes much of the control during scaffolding instruction, when implementing scaffolding instruction, teacher must be sure not to provide too much support.

In addition, providing students with scaffolding such as graphic organizers outline templates, note-taking guides and strategies for speaking remembering help them not only with the task at hand, but also later on in their educational careers. It means that the goal of any educator in any subject is to help students develop skills that will make them self-directed self-regulated learners.

3. Process of Scaffolding Strategy

According to Wood and Middleton to goals in speaking process there are some steps in scaffolding strategy, as follows :

a. Modeling

The first phase is modeling with verbal commentary. Modeling is generally the first step in instructional scaffolding. According to Hogan and Pressley states defined it as “teaching behavior that show how one should feel, think or act within

a give situation” there are three types of modeling “think aloud, talk aloud modeling and performance modeling.

In addition, it is extremely important for the instructor as teacher to offer explanations, which should be explicit statements adjusted to fit the learners’ emerging understanding about what is being learned, why and when it is used and how it is used. It means that the teacher as instructor show the first example in teaching and learning.

b. Imitating

In this phase, students imitate of the skill they have seen modeled by the teacher, including the commentary. Having observed their teacher’s model, the students begin guided practice by performing part of the task independently. The teacher assist his or her students with their early practice on speaking and continuously assesses their learning. During this phase, the instructor most constantly assess student understanding and offer frequent assistance and feedback.

c. Removing

The third phase is the period when the instructor begins to remove his scaffolding. he offers progressively less assistance and feedback to his students as they begin to mastery new content and process.

d. Achieving

In this final phase, the students have achieved an expert level of mastery, they can perform the new task without any help from their instruction/teacher.

Supporting to vygotsky's idea Wood D. Mildthon states that the scaffolding strategy consists of teaching speaking skill by engaging students collaboratively in task that would be too difficult for them to complete on their own.⁴¹

4. Procedure of Scaffolding Strategy

Hogan and Pressley give some procedures to use Scaffolding strategy in teaching speaking. Those procedure are:

- 1) The teacher select suitable task that match curriculum goals, course learning objectives and students' needs.
- 2) The teacher allows the students to help create instructional goal (this can increase students' motivation and their commitment to learning)
- 3) The teacher consider the students' backgrounds and prior knowledge to assess their progress- material that is too easy will quickly bore students and reduce motivation. On the other hand, material that is too difficult can turn off students' interest levels).
- 4) The teacher explain about purpose of learning
- 5) Modeling, the teacher gives the example as the instructor to students. The teacher also explain the example a topic about why and when it is used and how it used.

⁴¹ Wood, D., & Middleton, D. (1975). *A study of assisted problem-solving*. *British Journal of Psychology*, 66(2), 181–191.

- 6) Imitating, students imitate of the skill they have seen modeled by the teacher, including the commentary. Having observed their teacher's model, the students begin guide practiced by performing part of the task idependently
- 7) Removing, the teacher as instructor remove the to mastery new content and process for the students
- 8) The teacher divided students based on ZPD(Zone Proximal Development) according to level of students in the class
- 9) Each grup discusses the task that is given by the teacher
- 10) the teacher gives 5-10 minutes brainstorming what they know about the topic inside the grup.
- 11) Achieving, the teacher ask each group to perform in front of the class with students have achieved an expert level of mastery, they can perform the new task without any help from their instruction/teacher
- 12) After finish the task the teacher sees the result of discussion by the students
- 13) Other group can give criticism and reaction.
- 14) The teacher gives evaluation if any mistake about the topics in pesentation⁴²

From procedure of Scaffolding Strategy above, the reseachr combine the procedure of teaching using Scaffolding strategy based on the lesson plan from the teacher at SMA Al-Huda Jati Agung in teaching and learning procedure.

⁴² Hogan,K.,and Pressley,M.(1997).*Scaffolding Student Learning:Instructional Approaches and Issues*. Cambridge,MA:Brookline Books.

The procedure in teaching scaffolding strategy as follows:

Pre – activity

1. The teacher gives the material that suitable for the students based on the curriculum.
2. The teacher allows the students to help create instructional goal (this can increase students' motivation and their commitment to learning)
3. The teacher consider the students' backgrounds and prior knowledge to assess their progress- material that is too easy will quickly bore students and reduce motivation. On the other hand, material that is too difficult can turn off students' interest levels).
4. The teacher explain about the purpose of learning

Whiles- Activity

5. Modeling, The teacher as instructor show the first example in teaching and learning speaking based on the material. The teacher also explain the example a topic about why and when it is used and how it used.
6. Imitating, after the teacher show the example, students imitate of the skill they have seen modeled by the teacher, including the commentary. Having observed their teacher's model, the students begin guide practiced by performing part of the task independently.
7. Removing, the teacher remove his scaffolding. he offers progressively less assistance and feedback to his students as they begin to mastery new content and process.

8. The teacher dividid students based on ZPD(Zone Proximal Development) according to level of students in the class
 9. Each grup discusses the task that is given by the teacher
 10. The teacher gives a few time for the students to discusses the topic of the task
- Post- Activity
11. Achieving, the teacher ask each group to perform in front of the class with students have achieved an expert level of mastery, they can perform the new task without any help from their instruction/teacher
 12. After finish the task the teacher sees the result of discussion by the students
 13. Othere grup can give criticism and reaction
 14. Evaluation, the teacher gives evaluation if any mistake from the students' presentation.

Based on the above explanation above, it can be summarized the procedure of scaffolding strategy first, the teacher gives the material that suitable for the students. second, the teacher explain the purpose of learning, third, the teacher as modeling as instructor gives the example about the material. Four, the students imitating after the teacher did. Five, the teacher removing the new content to students. six, the teacher dividid students according to their ZPD (Zone Proximal Development). Seven, the teacher gives students a few minutes to discusses about the task. Eight, Achieving, the teacher ask each group to perform in front of the class with students have achieved an expert level of mastery, they can perform the new task without any help from their instruction/teacher. Nine, Othere grup can

give criticism and reaction. Ten, Evaluation, the teacher gives evaluation if any mistake from the students' presentation.

5. Advantages and Disadvantages of Scaffolding Strategy

1. The Advantages of Scaffolding

The scaffolding can be implemented in many topics on speaking. It is able to build the students' confidence to deal with new information since the teacher still assists them until they can do the task independently. It also gives a deep understanding to the students in learning new materials. It is a style of teaching that can be instrumented to student growth, yet it is a style that should not be used alone.

Scaffolding strategy plays a crucial role in the classroom and can help to contribute to good teaching. Nevertheless, most teachers are neither aware of the huge benefits of scaffolding instruction nor do they know anything about the concept of scaffolding or the strategies related to it. The use of scaffolding is particularly effective in its skill to build a student's confidence to speak up, so that he or she is better able to address future challenging tasks.⁴³

Once a learner has the benefit of both prior knowledge and guide to help connect prior knowledge to new knowledge both kinds of knowledge become more meaningful to the learner. Especially in teaching speaking, this teaching strategy is also helpful. By providing modeling before doing the speaking

⁴³ Freund, L. S. (1990). *Maternal Regulation of Children's Problem-solving Behavior and Its Impact on Children's Performance*. *Child Development*, 61, 113-126.

activities, students will learn the speaking accuracy, such as pronunciation, stress, intonation etc. The tasks that are given by the teacher will give students a lot of practice.

2. The Disadvantages of Scaffolding

Henry says that if there is no need for assistance the purpose of scaffolding is defeated. Too much scaffolding undermines a student's sense of accomplishment; too little means frustration and discouragement. Discouragement and frustration virtually eliminate potential knowledge and progress on the subject. Only tasks that can be accomplished without scaffolding do not lead to learning, because they are too easy. Tasks that cannot be achieved even with scaffolding do not lead to learning because they are too difficult.

Another disadvantage to this teaching style is that although the claim has been made that all levels can be reached through scaffolding and the theory of multiple intelligences, the speed at which students learn is not addressed. Essentially there are some students who will have a higher level of difficulty learning and performing a particular task than others. In a situation where there are special education students and students who have relatively little difficulty. Those students who are able to master a task while others struggle, may find themselves frustrated. This frustration comes as a result of the teacher redirecting attention to the progress of the lesson. A possible solution is to have students help other students in this scaffolding process.

F. The Concept of Teaching and Learning Speaking Skill Through Scaffolding Strategy

“As children learn to connect second language experience with language, each sense can pose unique challenges. It is not easy, for example, to describe a smell without referring to taste. In fact, we often describe our mind experiences in relation to other senses. Experience of speak, to help us make connections between our tangu and language to understanding and creating metaphors is one of the research based instructional strategies highlighted in this book.

strategy also have the potential to increase native speakers’ enjoyment and memory of their literary experiences.⁴⁴ So, scaffolding strategy helps students speaking events in their memories. Inviting students into sensory experiences prompted by literacy engagements helps them deepen their comprehension as well as appreciate and learn the writer’s craft of using language to involve the senses in the speaking process. students learn to utilize background knowledge to create Scaffolding strategy as they speak, their literary lives and their background knowledge can be enriched significantly. Creating Scaffolding strategy is a strategy from the teacher use to think more basicaly about a convertation. It is when a reader combines their schema and the information in the life to create an image in their mind represents all what they have think and know.

Firstly, the teacher as instructor show the first example in teaching and learning. the teacher begain the question for the students.. Secondly, hearing. The most important thing about these titles is that they must be imitating. This step to

⁴⁴ Vygotsky, L. S. (1980). *Mind in society: The development of higher psychological processes*. Harvard university press.

make students imitate of the skill they have seen modeled by the teacher. The instructor most constantly assesses student understanding and offer frequent assistance and feedback. Thirdly, when the instructor begins to remove his scaffolding. He offers progressively less assistance and feedback to his students as they begin to master new content and process. The last is final phase, the students have achieved an expert level of mastery, they can perform the new task without any help from their instructor/teacher⁴⁵. In addition to show their mind the students can use gesturing during speaking. In other side to make clear the research took example, when the teacher come to the class the teacher should make the students some questions. these are become conversation between teacher and students. It is also make teacher know how far do the students understand the materials according to their answered.

According to explanation above, there are some functions of using scaffolding strategy: 1) Speakers, 2) understand that images evolve and are adapted based on new information from each students, 3) Students will learn to visualize the details of a question. 4) scaffolding strategy can help the teacher and student better understand what they speak.

⁴⁵ Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving*. *Journal of Child Psychology and Psychiatry*, 17(2), 89-100.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher use a qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral from subject and its behavior that can be observed, as a result the goal of the research is an individual understanding and its background completely.¹ In other words, qualitative research serves the data in descriptive form not in numerical form. Qualitative research is naturalistic research method because the research did on natural setting.² It means that in qualitative research, the researcher in doing research cannot make her own schedule. By this qualitative research, the reasearcher focused on the teaching and learning speaking skill process through scaffolding strategy at the eleventh grade of SMA Al-Huda Jati Agung South Lampung in Academic year of 2018/2019.

The reseacher was to discribe the process of teaching and learning speaking skill through Scaffolding Strategy in the classroom , the problems faced by the teacher in teaching and the problems faced by the students in learning speaking by using Scaffolding Strategy.

¹ Ag. Bambang Setiyadi, *Metode Penelitian untuk Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p. 219

²Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), p.

B. Research Subject

In this research the researcher use purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.³ According to Lodico, *et.al* purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a research may decide to use depends on the purpose of the study.⁴ It means that in this research, researcher chose the subject according to need and purpose of the research.

In this research, the subject is the students at XI IPS 2 class of students at the eleventh grade of SMA Al-Huda Jati Agung South Lampung in Academic year of 2018/2019. There were three classes which consist of 107 students. In this research, the researcher used the data from XI IPS 2 class. The researcher took one class as the sample of this research and the data obtained from the students of class XI IPS 2 consists of 36 students as the sample is based on the data of students' achievement that had the lowest score for all classes. Here is the achievement of speaking ability from each class.

³SuharsimiArikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002), p. 127

⁴MargueriteG. Lodico, *et.al*, *Methods in Educational Research: From Theory to Practice*, (San Francisco: Jasssey-Bass, 2006), p. 152

Table 2
The Students' Average of Speaking Score at the first Semester of the Eleventh Grade At SMA Al-Huda Jati Agung in Academic year 2018/2019

No	Class	Students	Average Score
1.	XI IPA 1	36	80
2.	XI IPS 1	35	78
3.	XI IPS 2	36	68

From the table before, it can be seen that student at eleventh grade had a various achievement. The class that had low achievement is XI IPS 2 and the class that got high achievement is XI IPA . The researcher used class XI IPS 2 as a sample of this research because class XI IPS 2 had the lowest achievement so that it is possible for students to found difficulties in speaking . It appropriates with purposive sampling technique that had been explained. So the sample of represent the population, because the students in this class had low achievement compared to the other class. The researcher used class XI IPS 2 class as the subject in this research, it consisted of 36 students.

C. Data collecting Technique

In this research, there were some steps conduct with intention of gaining the data from the beginning until the end of the teaching learning process. Consequently, in this research, the researcher conducted the observation, questionnaire and interview to get of the data for this research. The steps were as follows:

1. Observation

Observation is to explain the situation that is examined, the activities that take place, individuals who are involved in an activity and the relationship between the situations, events and individuals.⁵ The researcher did not involve directly in the classroom activity. Therefore the researcher did not teach the students directly to found the data.

2. Interview

After observing their teaching learning process, the researcher also interviewe the teacher, interview is a conversation between two people (the interviewer and interviewee) where questions asked by the interviewer to obtain information from interview.⁶It can be said that an interview is conversation between two people to obtain information from interview. In this research, the researcher interviewe the teacher after teaching learning process, the researcher used guide interview in which the researcher already prepare several questions as guidelines for the interview.

3. Questionnaire

The researcher gave questionnaire to the students. Questionnaireis printed from the data including questions or statements to which the subjects are expected to respond.⁷In this research, the researcher gave questionnaire in order to know the

⁵Ag. Bambang Setiyadi, *Op.Cit.*, p. 239

⁶Sugiyono, *Op.Cit.*, p. 137

⁷Suharsimi Arikunto, *Op.Cit.*, p. 226

further opinions and the aspect that may influence the students' learning process and to confirm the answer given by their teacher. From collecting data through questionnaire, the researcher found out the students' response toward the teaching and learning process. Furthermore, in this research the researcher used open-ended questions and give the questionnaire to the students. An open-ended question is a question format that allows students to give a free-form answer.

D. Research Instrument

Research instrument is all tools in the research by using certain strategy. Furthermore, research instrument is tool of facilities which is used by the researcher in collecting the data in order to make the research easier and get better result, in the meaning more complete and systematic so it will be easy to analyze.⁸ In this case, the researcher used triangulation of method to collect the data. The aims of triangulation of method is not to determine the truth about some phenomenon, rather the purpose of triangulation is to increase one's understanding of what is being investigated. Then triangulation of method consist of observation, interview and questionnaire. The description of those instruments as follow:

1. Observation

Observation is properly used in the research related with teaching learning process, students' activity and problems which may arise. In this research the researcher's function as observer to get the data of observing in teaching and

⁸*Ibid*, p. 160

learning process, the researcher did not involve directly in the classroom activity. The researcher made note during teaching learning process. By using this instrument the researcher used specification as follows:

Table 3
Specification of Observation Guideline

No.	Aspects	Phases	Pointers	Notes
1.	Teaching and Learning Process.	Pre-Speaking	1. The teacher select suitable task that match curriculum goals, course learning objectives and students' needs.	
			2. The teacher allows the students to help create instructional goal (this can increas students' motivation and their commitment to learning)	
			3. The teacher consider the students' backgrounds and prior knowledge to assess their progress- material that is to easy will quickly bore students and reduce motivation. On the other hand, material that is too difficult can turn off students' interest levels).	
			4. The teacher explain about purpose of learning	
			5. Modeling, the teacher gives the example as the instructor to students. The teacher also explain the example a topic about why and when it is used and how it used.	
			6. Imitating, students imitate of the skill they have seen modeled by the teacher, including the commentary. Having observed their teacher's	

			model, the students begin guide practiced by performing part of the task idependently	
		Whilst-Speaking	7. Removing, the teacher as instructor remove the to mastery new content and process for the students	
			8. The teacher divided students based on ZPD(Zone Proximal Development) according to level of students in the class	
			9. Each grup discusses the task that is given by the teacher	
			10. The teacher give 5-10 minutes brainstorming what they know about the topic inside the group.	
		Post-Speaking	11. Achieving, the teacher ask each group to perform in front of the class with students have achieved an expert level of mastery, they can perform the new task without any help from their instruction/teacher The teacher asks the students to report the result of their discussion.	
			12. After finish the task the teacher sees the result of discussion by the students.	
			13. Other group can give criticism and reaction	
			14. The teacher gives evaluation if any mistake about the topics in pesentation	

Table 4
Observation Note

Number	Teacher's and Students' Problem
1.	Teacher's problem in teaching speaking
2.	Students' problem in learning speaking

2. Interview

After observing their teaching and learning process. The researcher also interview the teacher .Interviews are good research techniques when you want to know what people think or feel about something⁹. According to Stainback in Sugiono interviewing provide the writer means to gain a deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation¹⁰. It means that interview is aconversation between two people where asked by the intrviewer to gain deeper understanding through observation.

The interview had used to collect data about the teacher's problem in teaching and learning process of speaking using scaffolding strategy. As well as, the purpose of this interview is to make sure about the result of the observation and to get more data related to this research. The topic of interview can be described as follows several questions as guidelines for interview:

⁹Kristin G Esterberg, *Qualitative Methods in Social Research*,(New York:Mc.Graw Hill,2002),p.37

¹⁰Sugiono,Op.Cit,p.232

Table 5
Teacher's Interview Guideline

Components of Interview	No. Item	Total Item
The researcher asks teacher about the teacher's problem in teaching speaking	1,2,3,4,5,6, 7,8,9,10	10
The Implementation of scaffolding strategy in teaching speaking	11,12,13,14,15,16 17,18,19,20,21,22 23,24	14
The resarcher ask about the teacher opinion for teaching and learning speaking by using scaffolding strategy	25	1

3. Questionnaire

The reseacher will use questionair. The questionnaire will support the data which are gained in the interview to the students. Questionaire consists of a written list question. The importen poin here is that each person who answer the particular questionnaire reads as identical set of questions, and make the processing of the answer easier. ¹¹The researcher gave the questionnaire to the students in order to know the further opinions and the aspect that may influence the students' learning process and to confirm the answers given by their teacher. The researcher used the questionnaire to get the detail information of the student's problem in learning speaking process. The guideline of the questionnaire can be described as follows:

¹¹Martyn Denscombe, *Good Research Guide*,(3rd Ed),(Sidney:EBSCO Publishing, 2007),p.153

Table 6
Specification of Students' Questionnaire

Components of Questionnaire	No. Item	Total Item
To know students' problem in learning speaking using scaffolding strategy	1,2,3,4,5,6,7	7
To know students' opinion for teaching and learning speaking by using scaffolding strategy	8	1

E. Research Procedure

The procedure of research use as followed:

1. The researcher find the population and the sample. The reseacher chosen the school and the sample of research.
2. The researcher come to the class with the teacher in order to make observation when teaching and learning is conducting.
3. After teaching and learning process by the teacher. The researcher given the questionnaire to the students.
4. The researcher interviewed the teacher to know her opinion referring to the material and the activity.
5. Analysis the data and made the report.

F. Thrustworthiness of the Data

Thrustworthiness is demonstration that the evidence for the result reported is sound and when the argument made based on the result is strong. In the qualitative research, the researcher has to reveal the data as the real life of subject. This qualitative research uses some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid triangulation is employed. According to Setiadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research, because the attitude of human beings is quite complex, the use of a single method in collecting qualitative data is often considered not enough.¹² There are six kinds of triangulation, they are :

- a. Triangulation of time, in triangulation of time has two forms, there are cross-sectional and longitudinal. In cross-sectional, data collection is carried out at the same time with different groups but in the longitudinal, data collection is carried out from the same group with different times.
- b. Triangulation of place, in triangulation of place to make the data collection more accurate, it can be done using different places for similar data.
- c. Triangulation of theory, in triangulation of theory, data collection is collected based on different theories or by analyzing the same data with different theories.

¹²Ag Bambang Setiadi, *Metode Penelitian Untuk Bahasa Asing*, Graha Ilmu, Yogyakarta, 2006, p.248

- d. Triangulation of method, in triangulation of method the researcher use different method for collecting similar data.
- e. Researcher triangulation , in researcher triangulation, for collecting the same data, it done by some people.
- f. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative. So the researcher collect the both of data from those approach.¹³

In this research, the researcher used triangulation method, in triangulation method is the method that used different method for collecting similar data, the observation and interview are different method but the similar data is the teacher. The observation and questionnaire also were conducted by the students. the researcher use three data collecting techniques, and they were : observation, questionnaire, interview. The observation focus on the process of teaching and learning speaking skill through scaffolding strategy and questionnaire is the questions for the students, and also interview would conduct to get the data which can be use to make sure about the result of observation.

By applying these triangulation techniques, the researcher expected the result of this research consisten for the data because the data collect more than one time data source.

¹³Ibid,p246

G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to Miles and Huberman there are three current flows of activity : data condensation, data display, and conclusion drawing or verification.¹⁴ These are clear explanation about data analysis process of this research:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in the full corpus (body) of written up field notes, interview transcripts, documents, and other empirical materials.¹⁵ In this case, the researcher will select the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students to make the data stronger.

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis.¹⁶ A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order

¹⁴Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks : Sage Publications, 2014), p.31

¹⁵*Ibid*, p.10

¹⁶*Ibid*, p.11

categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.

some activities in analyzing the data that the research use in data display are :

a. Observing the teaching and learning process

In this step the researcher observe the teaching and learning process by the observation sheet to know how is the process of teaching speaking by using scaffolding strategy. By observing the class the resacher know how is the process of teaching speaking by using scaffolding strategy.

b. Interviewing the teacher

In this step,the researcher interview the teacher to got invormation about what were the teacher's problems in teaching speaking by using scaffolding strategy. By interviewing the teacher the researcher know what were the teacher's problems in teaching speaking by using scaffolding strategy.

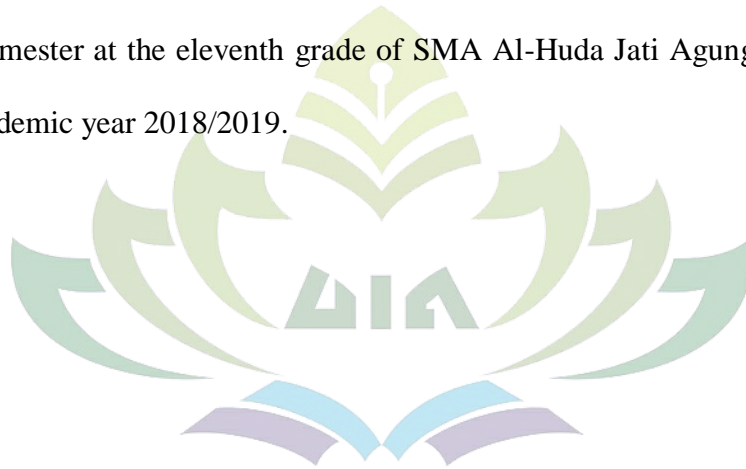
c. Giving questionnaire

In this step, the researcher gave the questionnaire to students. this step conducted to know what students' problems in learing speaking by using scaffolding strategy.

3. Conclusion Drawing/Verification

The last step of analyzing the data was conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to

conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.¹⁷ In this step, the researcher drew the conclusion and verify the answer of research question that will be done in displaying the data by comparing the observation data, interview data, questionnaire data and documentation data. Thus, the researcher got the conclusion about teaching and learningspeaking by using scaffolding strategy. at the second semester at the eleventh grade of SMA Al-Huda Jati Agung south Lampung in the academic year 2018/2019.



¹⁷*Ibid*, p.11

CHAPTER IV RESEARCH AND DISCUSSION

A. Research Procedure

The researcher conducted the research to know the process of using Scaffolding Strategy in teaching and learning speaking skill and problem faced by the teacher and the students at SMA Al-Huda Jati Agung.

The researcher did the research by using observation, interview and questionnaire as research instruments. Observation was used to know the process of teaching and learning speaking skill through scaffolding strategy and the problems faced by teacher and students and interview was used to know the problems faced by the teacher in teaching speaking skill by using Scaffolding Strategy, and the questionnaire was used to know the problems faced by the students in learning speaking skill by using Scaffolding Strategy.

In observation, the researcher observed the teacher and the students in process of teaching and learning speaking skill and also condition or the class's atmosphere during teaching and learning process. Then, the researcher interviewed the teacher to find out his responses, problems and causes of problems faced by the teacher in teaching speaking skill by using Scaffolding Strategy. After that, the next instrument was questionnaire. The researcher gave questionnaire to students after teaching and learning, the questionnaire was aimed to find out the students' problems in learning speaking skill by using Scaffolding Strategy.

The research was conducted to the eleventh grade students at the second semester of SMA Al-Huda Jati Agung in the academic year of 2018/2019. The researcher conducted the preliminary research on May 5th 2018 and research from April 25th to May 14th 2019. In this research, the researcher included the date or planned schedules of work as follows:

1. On May 15th, the researcher conducted the preliminary research in SMA Al-Huda Jati Agung.
2. On April 25th, the researcher met the headmaster and got permission to do research at SMA Al-Huda Jati Agung.
3. On April 25th, the researcher met the English teacher to discuss the lesson plan and also asked about time schedule of English class.
4. On April 26th, the researcher conducted the observation in the class.
5. On May 3th, the researcher conducted the second observation in the class and interviewed teacher and students.

B. Data Analyis

In this case, there are three major data analysis : data reduction, data display, and conclusion drawing/verification¹.the following paragraphs were the explanation about data, which was collected by the researcher.

¹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks : Sage Publications, 2014), p.31

1. Data Condensation

Data condensation is the first component or level in the model qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in the full corpus (body) of written up field notes, interview transcripts, documents, and other empirical materials.² In this case, the researcher will select the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students to make the data stronger. In this case the researcher did time triangulation and method triangulation can be explained by the researcher as follows:

a. Data of Process of Teaching Speaking skill through Scaffolding Strategy

The process of teaching speaking skill through scaffolding strategy. The researcher employed an observation (see appendix 5 on page 136). The observation was conducted to know the process of teaching and learning Speaking skill through Scaffolding Strategy conducted in two meetings. Every meeting had the same activities but the title of materials was different. In the first meeting, the teacher conducted pre-activity, whilst-activity and post-activity. For the second meeting was the continuation from the first meeting.

The researcher observed the process of teaching and learning Speaking skill through Scaffolding Strategy, the students' and teacher's problems during teaching and learning Speaking skill through Scaffolding Strategy. In the

²*Ibid*, p.10

observation process, the researcher prepared the observation checklist. The data of observation had been identified as described in the following discussion.

1) First Meeting

In the first meeting, the researcher conducted the research on Friday, April 26th, 2019, in the morning. Before teaching and learning was begun, the teacher prepared the material in advance. The process of teaching learning by using Scaffolding Strategy in the first meeting was as follows:

a. Pre-activity

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm, but some of the less responded. After that, the teacher checked the students' attendance. Then she reviewed last lesson, almost all the students had forgotten the material that had been discussed before and looked for the material in their books. After that, the teacher asked the students to mention their favorite Indonesia's heroes one by one.

b. Whilst Activity

The teacher told the students that they would study about narrative text and use Scaffolding Strategy to help them communication in learning process. The teacher asked the students to what their favorite hero in Indonesia. After that the teacher showed a picture of RA Kartini and explain about hers. The teacher ask the students about the biography of RA Kartini and some of students answer it correctly. After that, the teacher asked to students what was the generic structure used and how to write it. The

teacher as model to gave exampel about recount text especially in biograpy the teacher expalin clearly about the topic since she was born until passed away and also about the struggle. After the teacher gave the example, the teacher removed and gave new a topics of heroes to students there were Ir Soekarno, Moh Hatta,Cut Nyak Dien, Patimura,KH Agus Salim, Jendral Sudirman.

After that the teacher divided students absed on their row to do the discusse the topic. Than each group discussed about their each topic that have to expain. The teacher gave time to brainstorming what the students know about the topic inside the group.The teacher asked each group to present in front of to explain the result of discusssion inside the group. the teacher did not help and just seen what they had known.some of students gave criticism and reaction to the group which was present. After all group finished the presentation the teacher give evaluation to group that has mistake.

c. Post activity

In the post activity , the teacher concluded the material.Then he closed the meeting.

Based on the data that taken in first observation, the process of teaching and learning Speaking skill through Scaffolding Strategy was quite good. The teacher taught the students based on the theory from Vygotsky, there were some steps that skipped in teaching and learning process, here were some steps that skipped in teaching and learning process, Imitating, students imitate of the skill they have seen modeled by

the teacher, including the commentary. Having observed their teacher's model, the students begin guide practiced by performing part of the task idependently and The teacher divided students based on ZPD(Zone Proximal Development) according to level of students in the class

2) Second Meeting

In the second meeting, the process of teaching learning Speaking skill through Scaffolding Strategy as follows:

a. Pre-activity

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly to show their anthusiasm and few of them responded calmly. After that, the teacher checked the students' attendance. Then she asked the students about the text that had been discussed in last meeting. Many students had forgotten about the story in the text. After that, she reviewed the lesson. The teacher asked about students' favorite character in their favorite hero in the world story, and also asked the reason. The purpose of this section was to build students' knowledge. In the second meeting, there were not many differences in the teaching and learning process with the first meeting.

b. Whilst-Activity

The teacher told the students that they would study about narrative text and use Scaffolding Strategy to help them comunication in learning process. The teacher asked the students to what their favorite hero in Indonesia. After that the teacher showed a

picture of Albert Einstein and explain about his. the teacher ask the students about the biography of Albert Einstein and some of students answer it correctly. After that, the teacher asked to students what was the generic structure used and how to write it. The teacher as model to gave example about narrative especially in biography the teacher explain clearly about the topic since he was born until passed away and also about what he was created. After the teacher gave the example, asked the students try to imitated what the teacher did Many of the students looked boring, chatted with other friend, and did not concentrate to listen the teacher.

The teacher asked about the biography and the students answer and other students also answer the question from the teacher. After that, the teacher removed and gave new a topics of heroes in the word and the students made brainstorming about it and present what they had known about it.

After that the teacher divided students based on their row to do the discuss the topic. Then each group discussed about their each topic that have to explain. The teacher gave time to brainstorming what the students know about the topic inside the group. The teacher asked each group to present in front of to explain the result of discussion inside the group. the presentation was clear but too long because they speak too hard. the teacher did not help and just seen what they had known. some of students gave criticism and reaction to the group which was present. After all group finished the presentation the teacher give evaluation to group that has mistake.

c. Post activity

In the post activity, the teacher concluded the material and also gave assignment. Then he closed the meeting.

Based on the data that taken in second observation, the process of teaching and learning reading comprehension by using Sensory Images Strategy was good and better than first meeting. But, there was a step that skipped in teaching and learning process as The teacher divided students based on ZPD(Zone Proximal Development) according to level of students in the class.

b). Teacher's and students' problem faced by the teaching speaking skill by using Scaffolding Strategy

Based on the notes which were taken by the researcher, the problems faced by the teacher and students' in teaching speaking skill by using Scaffolding Strategy are as follows :

1. The teacher almost had done the procedure of teaching speaking skill through Scaffolding Strategy. Although, there were some steps that skipped in teaching procedure.
2. The teacher had difficulties in managing the time and the class because the students were not focus to follow the directions and the teacher had to control students one by one to explain about the topic.
3. The teacher seemed rush to discuss the material because the times almost end
4. The teacher did not have time to give feedback about the material to students

5. The teacher gave exercise to students, but most of students difficult to answered it.
6. The time duration of teaching and learning for the teacher instead the students were limit.
7. There were some students less talk or even not talk in speaking class.
8. The teacher was difficult to handle large class size.
9. The material taught by the teacher did not fulfill the students' need.
10. The students were having some problems in grammar, pronunciations and fluency.
11. There were some of students nervous or afraid that make them less talk or even not talk at all in speaking class.
12. The students were still using their mother tongue in speaking class that makes them easy to understand each other.
13. The students were have other problems in learning speaking such as not confident and also they were had difficulty how to pronoun, spelled or say instead understand the meaning of the words

b. Data of Problem Faced by Teacher in Teaching Speaking Skill through Scaffolding Strategy

a). The teacher problem of using Scaffolding strategy in speaking skill by interview

The researcher also employed interview to support the data of the observation. The interview was composed based on the stages of teaching speaking teacher's problems in teaching speaking skill. The interview was intended to find out the teacher's opinion about the activity in teaching and learning speaking process and the problems in teaching speaking skill by using Scaffolding Strategy (*see appendix 6 on page 142*). There were 11 (eleventh) questions that the researcher asked to the teacher about the problems and his opinions in teaching speaking skill by using Scaffolding Strategy. The first was about the problems in teaching speaking, there were 11 questions. And the second was about teacher's opinion in teaching and learning speaking through Scaffolding Strategy, there were 14 questions. It can be seen in the dialogue below³ :

1. Question : Is the duration of teaching and learning limited?

Answer : Yes. Because we had the curriculum and curriculum has to limit the time especially for reading, speaking and also the other subject in the classroom. So, the curriculum is one of ours that we have the time for teaching one topic in

³ Interview to the teacher, Mrs. Yunita Fitriana, S.Pd, on Monday, April, 2nd 2018, at SMPN 12 Kotabumi

the classroom, the time is limited. And it is impossible for us to develop their speaking ability in the classroom because we have limited time in teaching some subject in the classroom.

From statement above, it could be concluded that according to the teacher there were some problems with the time of teaching and learning process. It seemed the teacher had a limit time in the classroom because he followed the rules of curriculum in teaching speaking in the class. Therefore, it is impossible for the teachers to develop the students speaking ability in the classroom with limited time in teaching some subject in the classroom. Thus, it was the teachers' problems in teaching speaking.

2. Question : Is the material on text books different from the lesson plan?

Answer : Sometimes, because when in the classroom, we have to see the situation of the condition of the students. Sometime we have to setting the material that we should try to give to the students in the classroom because of the situation develops in the classroom; we can change or develop much more material.

From statement above, it could be concluded that the teacher did not have problems with the material. The teacher was sometimes or rarely setting the material with the situation in classroom also the condition of the students. So, it was make the teacher change or develop much more material not very often.

3. Question : Do the quality of students content of 12-20 students ?

Answer : actually yes, to make students more attention and serious to study but in this school has many students but less class so every clas consist of more than 30 students

From statement above, it could be concluded that the teacher had difficult of the students' content in the class was overload. That made students lost the quality in the class to study.

4. Question :Is the teacher only has knowledge from the text books for the students?

Answer : Not always. Yes but there are some source of teaching from other source and sometimes we ask the students to provide the material by themselves unless if we have some variations of material in the classroom.

The statement above showed that the teacher had no difficulty with the source of the material. It seemed the teacher not always come from the availability of text books. So, there was some other resource not only from the books to provide the material by asking the students or by the teacher himself.

5. Question : Do the students not talk or say anything in the classroom in speaking class?

Answer : Actually, we have three kinds of students in the classroom. Empirics one, lower one and also the superior. The superior and empirics students are of course good especially in teaching speaking. But the lower students or the weak students can to be silent.

The statement above showed that the teacher had problems with students. The teacher had problems with the lower students who did not talk or say anything. Many of his students were weak in speaking and only few students were good in speaking. It would be harder for the teacher instead the students. Therefore, the students had less of knowledge in speaking and also lack of grammar.

6. Question : Do the students just end up chatting with their own language when they work in pairs or groups in speaking class?

Answer : Yes, it's rarely. Actually, I've to reminds them about how they want to speaks English be having some practices and then we about making our own language. So, it means that we have to motivate them to practice more.

From the statement above, it could be concluded that the teacher found that the students just end up chat with their mother tongue in speaking class. It made the teacher need more extra energy to remind them in the classroom by motivated them to practice more. They tended to enjoy fun activities without being serious, but not end up chatting with their mother tongue.

7. Question : Is it difficult to handle students' large class in speaking class?

Answer : Of course. It ways you can set the sitting position and it's very hard to arrange them.

From the statement above, it showed that the teacher had difficult in handle or control the large class size. It happened because the amounts of the students were

more than standard. It made the teacher was needed to try harder to arrange or control the class.

8. Question : Do your students not discipline in the classroom?

Answer : There is attendances about the students to learn the situation but for me because I've been teaching for long time about 30 years more than that. They are already respecting us when we are teaching in the classroom. It means that they attend to be discipline.

The statement above showed that the teacher had no difficulty with the students' discipline in the classroom. It can be seen that the students were learn the situation instead experience of the teacher in teaching that make them respected the teacher in the classroom. Therefore, the students attended to be discipline in the classroom.

9. Question : Do the materials that you taught to the students not fulfill the students need?

Answer : We have the curriculum. So, we have to follow the curriculum and the problems, sometimes based on the students' ability, sometimes the students are be able to understand the English easily. But, in other hand that some of the students have difficulty in getting the knowledge from us as a teacher in the classroom.

From the statement above, it showed that the teacher found some problems. The teacher had problems with the students' ability because sometime the students were able to understand English easily, but in other hand that the students had difficulty in getting the knowledge from the teacher in the classroom. It can be concluded that the

materials did not fulfill the students need because there was a problems with the students' ability.

10. Question : Do the students have low motivation in learning English?

Answer : I don't think so, they have good motivation. When they come to the classroom, they are interested enough for learning in the classroom activities.

The statement above showed that the teacher did not have problems. It can be seen that the students were not have problems with their motivation in learning English. The students were interested enough for learning English in the classroom.

11. Question : What is your opinion for teaching and learning speaking skill through scaffolding strategy ?

Answer : in my opinion, every strategy that use usually there are weaknesses and strengths in applying in teaching and learning proses it also found in scaffolding stratey. When applying this strategy i have difficulty in manage the students who were too noisy and lost control.

From statemen above,it could be conclude that according to the teacher were some problem he can not manage the students who were too noisy and lost control.

12. Question : Do you select suitable task that match curriculum goals, course learning objectives and students' needs?

Answer : yes, I do. Each teacher has the curriculum subject especially English, so i follow its. If the students do not understand the lesson that is the problem for the teacher to teach what the students need.

From statemen above,it could be conclude that the teacher did select suitable task that match curriculum goals, course learning objectives and students' needs.

13. Question : Do you allow the students motivation before learning ?

Answer : yes, i do. I thik that is important thing to do before learning because can make students anthusiastic in lerning and focus.

From statemen above show that allowed motivation to students were important.can make students more seriously in learning.

14. Question : do you do another way if the students bore and reduce motivation?

Answer : yes, I do sometime, I call it intermezzo is like story and exercise. Because before they continued studying English they had learned other lessons so it made them bore and tired so, I made another way like above.

From the statement above show that the teacher did intermezzo to make students were lost the enegri for study. Can be see the teacher gave story or exercise to them before study, it will be make students focus and not bore.

15. Question : have you explain about purpose of learning ?

Answer : yes, i have because the students have to know what they purpose of learning and made students practice in the class.

From the statement above show that the teacher explain the purpose of learning before learning process begun because he want to the students know what the student's knowledge and will practice in the class how to speak English with explain about heroes.

16. Questions : have you give the example as the instructor (modeling) to students while teaching and learning process ?

Answer : of course. In this strategy I have to did because what I did as instructor will be followed by the students. first I gave example about biography one of heroes was like RA Kartini begun from she was born until passed away and her stuggle.

From the statements above, it could be conclude that the teacher did the role of the strategy as instructor to give first example how how to explain a topic. After teacher did the students followed its.

17. Question : have you ask the students Imitating of the skill they have seen modeled by the teacher, including the commentary ?

Answer : sure. I have ask students to imitate what I have did, I explain how to develope a topic. Some of students followed the instructor and other students did not because in the class containt more than thirty students that made I lose the control of the class. The result was not optimal yet.

From the statement above show that the teacher has ask the students to imitate the teacher's example but the result was not optimal yet because some of students did not follow the instructor. That made the teacher lose the control of the class.

18. Question : Have you as instructor remove the to mastery new content and process for the students ?

Answer : to find out students understand or not about a topic I have to give them a new topic and they will shoot the topic, so what they have seen they will do as i have already demonstrated.

From the statement above. It could be conclude that the teacher did instructure to remove new content topic to students and the students did the instructure.it was really good instructure to made students did the new content of topic by their own.

19. Question : Have you divided students based on ZPD(Zone Proximal Development) according to level of students in the class

Answer : I was really sure about that because I taught sciences and also social there have different of score of leverin the class. When I taught sciences I have to divided students by ZPD, but for the social I did not because according to me the level of social was same in the class. So I just divided students by their row.

From above show that the teacher made different between sciences and social level of ZPD. It was not really good. He should be follow the roles although there has posible a little different score from the students.

20. Question : Do you give the students task and ask them to discuss?

Answer : yes. I gave the task to group and asked them to discuss the task.

It could be conclude that the teacher did the task and ask the students to discuss its.It was good because the teacher want to know the result of the students how far they understand the material.

21. Question : Have you give 5-10 minutes brainstorming what they know about the topic inside the group ?

Answer : Why not. It is one of the conditions we give the time for them to arrange the idea while discussing and also modifying the ideas or the topic. We should do this in the classroom, I think.

The statement above showed that the teacher gave the students a time to discuss, add or modify the ideas related to the topic. It seemed that the teacher knew the condition of the students in the classroom. It was very important to do this in the classroom.

22. Question: Dou you ask each students to persentation in front of class without any helped by the teacher ?

Answer : yes, I do after the students did the task and discuss its. I ordered to each group present in front of the class about their result based onthe task. I did not give instructure again because I had it in the first step as modeling.

From the statement above show that, the teacher ask each group to present the result of each group based on the task. It was same like the strategy so the teacher follow it clearly.

23. Question : Do you see the result of discussion by the students ?

Answer : of course. I gave attention to students and take the conclusion from the result that made by the students.

From the statement above show that. The teacher did the strategy like the instruction and he took each result from each group.it was good

24. Question : Do you give each group can give criticism and reaction to the group who presentation ?

Answer : yes i did, no ones group be perfect each group has strenght and weak, so I would made each group communicated with opinion from other group that made they know their weak and strength in the group.

From the statement above show that criticism and reaction was the way to communication in the class. It delivered weak and strenght from each group.it was good i think.

25. Question : Do you give evaluation if any mistake about the topics in pesentation?

Answer : Sure, why not. Because how can we know the result of then discussion without having some report. And it means that the report is the result of the discussion of game in this case. And sometimes, I also give additional comments based on their discussion.

The statement above showed that the teacher had no difficulty in asking the students to report out in a whole class discussion about content issues that arise in group comment process. Therefore, the teacher knew that report very to know the result of discussion.

b). Teacher problem faced by the teaching speaking skill by using Scaffolding Strategy

Based on the notes which were taken by the researcher, the problems faced by the teacher in teaching speaking skill by using Scaffolding Strategy are as follows :

1. The teacher almost had done the procedure of teaching speaking skill through Scaffolding Strategy. Although, there were some steps that skipped in teaching procedure.
2. The teacher had difficulties in managing the time and the class because the students were not focus to follow the directions and the teacher had to control students one by one to explain about the topic.
3. The teacher seemed rush to discuss the material because the times almost end
4. The teacher did not have time to give feedback about the material to students
5. The teacher gave exercise to students, but most of students difficult to answered it.
6. The time duration of teaching and learning for the teacher instead the students were limit.
7. There were some students less talk or even not talk in speaking class.
8. The students were using their mother tongue in speaking class.
9. The teacher was difficult to handle large class size.
10. The material taught by the teacher did not fulfill the students' need.

c. The Problem Faced by Students' in Learning Speaking Skill through Scaffolding Strategy

a). Students' problem in learning speaking skill through scaffolding strategy

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of Eight questions. Based on the questionnaire filled by the students, the researcher could describe that the students' responses were varies (*see appendix6*).. The questionnaire was composed based on the students' problems in learning speaking skill and also the students' practice in learning Speaking skill by using Scaffolding Strategy. it was intended to find out the problems faced by the students in learning Speaking Skill by using Scaffolding Strategy.

The problems faced by the students in learning speaking skill by using Scaffolding Strategy are as follows :

1. The students were having some problems in grammar, pronunciations and fluency.
2. There were some of students nervous or afraid that make them less talk or even not talk at all in speaking class.
3. The students were still using their mother tongue in speaking class that makes them easy to understand each other.

4. The students were have other problems in learning speaking such as not confident and also they were had difficulty how to pronoun, spelled or say instead understand the meaning of the words.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this case, writer analyzed the data that had been reduced in data reduction and display in the form of table. The analysis was done based on data collected by each instrument.

a. Observation Report

For collecting the data, the writer used observation sheet based on the observation guideline and material. Here it is displayed the result of observation sheet based on the data showing in the data reduction, in this part the data were going to be identified and displayed for the one meetings that can be as follow :

Observation Report of teaching and Learning Speaking Skill Through Scaffolding Strategy

Subjects	Component	Ceklist		Note
		Yes	No	
	1. The teacher select suitable task that match curriculum goals, course learning objectives and	✓		it proven by the teacher used suitable task based on the curriculum goal, about biography text, course learning object and

Pre Activity	students' needs.			students need.
	2. The teacher allows the students to help create instructional goal (this can increase students' motivation and their commitment to learning)	✓		it can be seen by the students' activities example the teacher ask the students to describe about some heroes.
	3. The teacher consider the students' backgrounds and prior knowledge to assess their progress-material that is too easy will quickly bore students and reduce motivation. On the other hand, material that is too difficult can turn off students' interest levels).	✓		the teacher did brainstorming before teaching and learning process like asked some question about the material last week to students after that the teacher showed some pictures that have relation with the new material.
	4. The teacher explain about purpose of learning	✓		the students pay attention when the teacher explain about purpose of learning.
	5. Modeling, the teacher gives the example as the instructor to students. The teacher also explain the example a topic about why and when it is used and how it used.	✓		The teacher as instructor show about how to describe a character, example he told R.A Kartini biography clearly.
	6. Imitating, students imitate of the skill		✓	the students did not practice and imitate after the teacher's

While Activity	they have seen modeled by the teacher, including the commentary. Having observed their teacher's model, the students begin guide practiced by performing part of the task idependently			model they only observed his model because the students wewe noisy and lost control of the teacher.
	7. Removing, the teacher as instructor remove the to mastery new content and process for the students.	✓		the teacher share another new picture of heroes to students and they got the new picture from teacher.
	8. The teacher divided students based on ZPD(Zone Proximal Development) according to level of students in the class		✓	the teacher did not divided students based on ZPD because according to his all the students in the class have same score.it can be seen the students discuss the task based on their row seat.
	9. Each grup discusses the task that is given by the teacher	✓		The teacher asked the students to discuss the the taks about the biogrfy of hero.the students begun to did the task.
	10. The teacher gives 5-10 minutes brainstorming what they know about the topic inside the group.	✓		The teacher gave the students time to do the taks and explore what they know about the topic, and also thestudents did the task with their row

				seat group.
Post-Activity	11. Achieving, the teacher ask each group to perform in front of the class with students have achieved an expert level of mastery, they can perform the new task without any help from their instruction/teacher	✓		The teacher asked to each group to present in front of the class. They explain the result of discussion without any help by his and than representatives from each group present the result of their discussion in front of class.
	12. After finish the task the teacher sees the result of discussion by the students.	✓		The teacher took the summary of discussion what the students did
	13. Other group can give criticism and reaction	✓		The teacher asked others group to give criticism and reaction for the group which has present. Some group gave their opinion to another group who was presentation in front of class.
	14. The teacher gives evaluation if any mistake about the topics in pesentation	✓		The teacher make sure and evaluate if any mistake about the topics in presentation
Subjects	Component	Ceklist		Note
		Yes	No	
Teacher' problems	the duration of teaching and learning is limited	✓		The time in teaching and learning is limited in speaking class. The teacher only has 90

in teaching speaking.				minutes to teaching and learning with the students in speaking class.
	The students do not say anything	✓		There are some students less talk or even not say anything because they are afraid to talk or don't know what they are going to say.
	The students keep using their mother tongue	✓		When the teacher is teaching in speaking class, there is a lot of students keep using their mother tongue and not using English because it's easy for them to understand each other.
	It is difficult to handle large class size.	✓		The teacher is difficult to handle large class size because the students are too many and it's really hard to control it.
	The materials do not fulfill the students' need.	✓		The material did not fulfill the students' need because there are some problems with the students' ability.
Students' Problems	The students are inhibited	✓		The students are having some problems in grammar, pronunciation, and fluency.
	The students have nothing to say	✓		Sometimes the students are getting nervous or afraid that make them less talk or even nothing to say.

in Learning Speaking.	The students are use mothertongue.	✓		The students are still using their mother tongue in speaking class that makes them easy to understand each other.
	Any other problems possibly occurring in learning speaking through Scaffolding Strategy	✓		The students have other problems in learning speaking. The students are feel not confident and also they were had difficulty how to pronoun, spelled or say instead understand the meaning of the words.

Based on the notes which were taken by the writer. the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm, but some of the less responded. After that, the teacher checked the students' attendance. Then she reviewed last lesson, almost all the students had forgotten the material that had been discussed before and looked for the material in their books. After that, the teacher asked the students to mention their favorite Indonesia's heroes one by one.

The teacher told the students that they would study about narrative text and use Scaffolding Strategy to help them communication in learning process. The teacher asked the students to what their favorite hero in Indonesia. After that the teacher showed a picture of RA Kartini and explain about hers. the teacher ask the students about the biography of RA Kartini and some of students answer it correctly. After that, the

teacher asked to students what was the generic structure used and how to write it. The teacher as model to gave example about narrative especially in biography the teacher explain clearly about the topic since she was born until passed away and also about the struggle. After the teacher gave the example, the teacher removed and gave new a topics of heroes to students there were Ir Soekarno, Moh Hatta, Cut Nyak Dien, Patimura, KH Agus Salim, Jendral Sudirman.

After that the teacher divided students absed on their row to do the discuss the topic. Than each group discussed about their each topic that have to explain. The teacher gave time to brainstorming what the students know about the topic inside the group. The teacher asked each group to present in front of to explain the result of discussion inside the group. the teacher did not help and just seen what they had known. some of students gave criticism and reaction to the group which was present. After all group finished the presentation the teacher give evaluation to group that has mistake. the teacher concluded the material. Then he closed the meeting.

b. Interview Report

The writer also employed interviews to support the data of the observation. The interviews were composed based on the stages of teaching speaking teacher's problems. The interview was intended to find out the teacher's opinion about the activity in teaching and learning speaking process and the problems in teaching speaking skill by using Scaffolding Strategy (*see appendix 5*). There were 11 (eleventh) questions that the researcher asked to the teacher about the problems and

his opinions in teaching speaking skill by using Scaffolding Strategy. The first was about the problems in teaching speaking, there were 11 questions. And the second was about teacher's opinion in teaching and learning speaking through Scaffolding Strategy, there were 14 questions. It can be seen in the dialogue below

From the result of interview to the teacher, the researcher concluded that teacher applied Scaffolding Strategy in teaching speaking was running well although there were some weaknesses in many sides. And the teacher had difficulties in applying the steps of teaching speaking through Scaffolding Strategy. Many of the problems that faced by teacher and the students. It can be explained as follows:

Table 8
Teacher's Interview Result

No	Problems
1.	The teacher had problem in teaching and learning speaking duration in the classroom.
2.	The teacher had problem with the lower students who did not talk or say anything.
3.	The teacher had problem with the students who just end up with their mother tongue.
4.	The teacher had problem in handle or control large class size.
5.	The teacher had problem with the students' ability that the material did not fulfill the students' need.
6.	The teacher had problem in asking the students though about their ideas and opinion related to the topic.
7.	the teacher had problem to ask students to imitating his example because the class was overload.
8.	the teacher had the problem with divide students into some group based on ZPD (Zone Proximalof Development)

c. Questionnaire Report

The writer also employed questionnaire to the students for supporting the result of the observation and interview. The questions in questionnaire were designed almost same with the question in interview to students. It is aimed to get deeper understanding of students' problems and their opinions in learning speaking skill through Scaffolding Strategy. Questionnaire was given to the whole students in Class IX IPS 2 which consisted of 36 students.

Based on the questionnaire filled by students, the researcher could describe that students' response was various and could be seen in table below :

No	Question	Answer	Number of Students	Percentage
1	Is there something inhibit you when you try to speak using English especially in speaking class?	Yes	34	91,8%
		No	2	8,2%
Total			36	100%

The data showed that 8,2% students did not have something inhibited them to speak English in speaking class. Besides, the students searched the meaning of the words in the dictionary or asked the teacher and their friend to find the meaning of the words and also they have good in grammar and knowledge in speaking. However, it showed that, 91,8% students were inhibited by something to speak English in speaking class.

No	Question	Answer	Number of Students	Percentage
2	Do you feel that difficult to express yourself or even not talk using English especially in speaking class?	Yes	30	81%
		No	6	19%
Total			36	100%

From the data number 2 showed that 81% students felt difficult to express themselves or even not talk used English in speaking class. It showed that, the students did not only have difficulties to understand the meaning of words but also have difficulties to understand the meaning of the sentences from what they already said. Their reason indicated that they still asked the teacher and their friends to know the meaning of the words in the sentences. Besides, most of students felt difficult to speak English in speaking class. Thus, it was the students' problems in learning speaking.

No	Question	Answer	Number of Students	Percentage
3	Are you lacking or even not participating in class when you are learning English, especially in speaking class?	Yes	14	37,8%
		No	22	62,2%
Total			36	100%

The data above showed that 62,2% students were participated in class when learning English in speaking class. Besides, most of them had no lacked or participated in class when learning English in speaking class. From the essay that they wrote, most of them said that they were had no lack and participate in speaking class. However,

37,8% of students said they were lack and not participated in learning English in speaking class because they were confuse or not understand what being discussed also they were afraid to make a mistake. Thus, it could be concluded that it was one of students' problems in learning speaking.

No	Question	Answer	Number of Students	Percentage
4	Do you use Indonesian in class when learning English, especially in speaking class?	Yes	36	100%
		No	0	0%
Total			36	100%

The data showed that 100% students used Indonesian when learning English in speaking class. It was indicated that the students less of vocabulary and not used English or even not used when learning English in speaking class. From the essay most of students said that easy to understand the conversation or discuss something to each other. However, 0% students were used English when learning English in speaking class. Thus, it was the one of students' problem.

No	Question	Answer	Number of Students	Percentage
5	Do you lack vocabulary in speaking English ?	Yes	28	75,6%
		No	8	24,4%
Total			21	100%

Based on the data, there were 75,6% students had problem lack vocabulary in speaking English. Beside, 24,4% students did nor have problem lack vocabulary in

speaking English. It means that most of the students had difficulty in working lack of vocabulary in speaking English

No	Question	Answer	Number of Students	Percentage
6	Are you having difficulty in arranging grammar in speaking English ?	Yes	32	86,4%
		No	4	13,6%
Total			21	100%

The data above showed that 86,4% students had difficulty in arranged grammar in speaking English in class when learning English in speaking class. Besides, most of them had no difficulty in arranged grammar in speaking English in class when learning English in speaking class.. However 86,4% of students said they had difficulty arranged grammar in speak English in learning English in speaking class because they were confuse or not understand what being discussed also they were afraid to make a mistake. Thus, it could be concluded that it was one of students' problems in learning speaking.

The question number seventh were essay. This is students' opinion about learning speaking skill through Scaffolding Strategy. From the data , it could be concluded that students' opinion about learning learning speaking skill through Scaffolding Strategy were varies. Some of them said that they felt enjoy in Speak a topic when use this strategy. But the other said that they confused to use this strategy in speaking activity.

Then, the last number, the researcher indicated that the students had problems in learning speaking skill through Scaffolding Strategy. The students mentioned their difficulties in learning speaking skill through Scaffolding Strategy.. The problems were the students did not like English because they felt English was difficult, they did not understand the word because they had lack of vocabulary. And they said that they had difficulty to follow teachers' direction. Therefore, they did not understand the text as well.

It could be seen from the result of questionnaire that the students had difficulties in learning speaking skill through Scaffolding Strategy at SMA Al-Huda Jati Agung they were as follows :

- a. Some of the students had difficulty to get the meaning of the words and sentences when they try to speaks. They had some problems in grammar and knowledge of speaking also they had problems in pronunciation of the words. From question number 1 and 2, it showed that students did not know the meaning of the words and the sentences. Therefore, they felt difficult to express themselves when they try to speaks. But, most of them had no lack to participate in class when learning English in speaking class, it showed from question number 3.
- b. Most of all the students used Indonesian in speaking class when they speak. It was indicated that the students less of vocabulary and not used English or even not used when learning English in speaking class. It was happened, because that was easy for them to understand the conversation or discuss something to each other.

Therefore, they had another problem that often faced by them when learning English in speaking class. Most of students said that they were not confident and also they were had difficulty how to pronoun, spelled or say the words. It seemed from the question number 4 - 6.

- c. From the essay the students felt difficult in vocabulary mastery, understand meaning of words, sentences, paragraph and also whole of the text to get the information of the text accurately. Especially, in learning speaking skill through Scaffolding Strategy the students said they had problem to follow teacher's direction because of used English.

3. Conclusion Drawing / Verification

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory.⁴ In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problems and the students' problems in teaching writing through wholesome scattering.

In this part, the researcher would like to discuss about the conclusion of the process of teaching and learning speaking skill through Scaffolding Strategy as the first formulation of the problem this research. Beside the process of teaching and

⁴Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks : Sage Publications, 1994), p.10

learning, the researcher discussed the teacher's and the students' problems in teaching and learning speaking skill through Scaffolding Strategy as the second and the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of eleventh grade in B class of SMA Al-Huda Jati Agung in the second semester in the academic year of 2018 / 2019.

a. Process of Teaching and Learning Speaking through Scaffolding Strategy by Observation

Teaching speaking skill through Scaffolding Strategy was assumed could help the students in learning speaking skill. But, in this research the teaching learning process through Scaffolding Strategy was still less effective and not maximal. It happened because there were many problems that faced by the teacher and the students during the process of teaching and learning. The problems appeared from the teacher and the students that influence each other, so the process of teaching and learning became less effective and not maximal. In addition, in this research the researcher expected to see the teaching and learning process and the problems in teaching learning speaking skill through Scaffolding Strategy.

The researcher observed of teaching learning process that was done by the teacher in two meetings. The classroom atmosphere in teaching and learning speaking skill through Scaffolding Strategy were the students looked active and enthusiasm to follow each step, but some of them looked less responsive, bored, did not focus or

even made noisy and chatting each other. Some students also looked difficult to follow the teacher's direction. This research was conducted three times including observing the teaching and learning process through Scaffolding Strategy, interviewing the teacher and students, and giving questionnaire to the students.

From the data gained through observation, the researcher assumed that teaching learning speaking skill through Scaffolding Strategy was still less effective and maximal. There were many problems that could not manage well by teacher despite the teacher had followed the procedure well based on Vygotsky, there were still many weakness in several sides. The problems were; the teacher did not manage the time well. Some steps in Scaffolding Strategy sequences were done in haste by the teacher. Then, the teacher did not have time to give feedback or reflection to the students. He only discussed the material without discussed about the students' difficulties in learning speaking through Scaffolding Strategy.

There were some steps that skipped in teaching and learning process, in whilst activity the teacher did not ask students to imitating what the teacher did as an example as instruction. the teacher did not divide students into soe group according ti ZPD (Zone Proximal of Development) he just divide by students' row in the class. In addition, the students looked bored in teaching and learning process. That was indicated that the students were not had interest in learning Speaking skill through Scaffolding Strategy. By it reason, the teacher should be able attract students' interest in learning Speaking skill through Scaffolding Strategy.

Based on the explanation above, the process of teaching and learning reading comprehension by using Sensory Images Strategy was quite good. It can be seen, from the procedure of teaching that suitable with the procedure and also the guideline. Although there were some steps skipped by the teacher. And also there were many obstacles faced by teacher and her students that made the teaching learning process by using Sensory Images Strategy was not maximal. But, it did not give the big influence for teaching and learning process, the process could be done properly.

b. Problems Faced by Teacher in Teaching Speaking Skill Through Scaffolding Strategy by Interview

Having conducted the research, the researcher found the problems during the applying of Scaffolding Strategy in teaching speaking skill at eleventh grade of SMA Al-Huda Jati Agung. They are as follows:

1. The teacher had problem in teaching and learning speaking duration in the classroom.
2. The teacher had problem to the student who did not talk or say anything.
3. The teacher had problem to the students who just end up chat with their mother tongue.
4. The teacher had problem to handle large class size.
5. The teacher had problem with the material which not fulfill the students' need.

6. The teacher had problem in asking the students though about their ideas and opinion related to the topic.
7. the teacher had problem to ask students to imitating his example because the class was overload.
8. the teacher had the problem with divide students into some group based on ZPD (Zone Proximalof Development)

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the teacher, eventhough there was a problem that did not happen in teaching speaking through Scaffolding Strategy. In addition, there were more problem that happen in teaching speaking through Scaffolding Strategy.

c. Problem Faced by Students in Learning Speaking Through Scaffolding Strategy by Questionnaire

Having conducted the research, the researcher found the problems during the applying of Scaffolding Strategy Strategy in learning Speaking skill at eleveth grade of SMA Al-Huda Jati Agung. They are as follows:

1. The students had problems in grammar, vocabulary and fluency.
2. The students had problem that they nervous and afraid which make them less talk or nothing to say.
3. The students had problem by using their mother tongue.
4. The students had another problem in speaking class.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problem that happen in learning speaking skill through Scaffolding Strategy.. The researcher concluded that the English teacher could do the steps of Scaffolding Strategy in teaching and learning speaking well, although there were some weakness in several sides and there were many obstacles faced by the teacher and the students.

After the researcher analyzed and found out the finding of the research, hopefully the researcher gave contribution of the research to better way. Learning speaking skill should be supported by an interesting teaching style by teacher, so the students were interested to speak and discuss the text. Besides, someone should have good motivation.

C. Discussion of Finding

In this part, the researcher would like to discuss about the finding of the process of teaching and learning speaking through Scaffolding Strategy as the first formulation of the problem of this research.

Al-Qur'an says in Q.S Al-Baqarah 83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَائِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ
إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ
حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا
قَلِيلًا مِّنْكُمْ وَأَنْتُمْ مُّعْرِضُونَ

Meaning: We made a covenant with the Children of Israel: “Worship none but God; and be good to parents, and relatives, and orphans, and the needy; and speak nicely to people; and pray regularly, and give alms.” Then you turned away, except for a few of you, recanting.”⁵ Therefore speaking is a necessary ability to communicate with each other, and people is communicating to anyone and ordered by Allah to use good words.

Besides, the process of teaching and learning, the researcher discussed the teacher’s and the students’ problems in teaching and learning speaking by using Scaffolding Strategy as the second formulation of the problem. This research was produced by the participants of the research; they were English teacher and the students of XI IPS in the second semester in the academic year of 2018/2019 that had been observed.

1. Process of Teaching Learning Speaking Through Scaffolding Strategy

The researcher employed an observation to know the process of teaching and learning speaking through Scaffolding Strategy. Most of the students looked active in the teaching and learning speaking instead the teacher applied the technique looked well. This research was conducted three times including observing teaching and learning process, interviewing the English teacher and giving questionnaire to the students in order to know the problems faced by them. From the data gained through observation, the researcher assumed that the teaching and learning process speaking

⁵Talal Itani, *Quran English Translation*, (Beirut: Clear Quran Publication, 2001), p. 7

through Scaffolding Strategy did not run effectively because there were some problems faced by the teacher and his students. It did not give the big influence for teaching and learning process.

The first relevant study selected by the researcher was written by Fithri improving students' speaking skill by using scaffolding strategy at The seventh Grade of SMP Negeri 4 Sukoharjo in Academic Year 2014/2015. This research was aimed to know the difference of lecturing and Scaffolding Strategy to the speaking skill and also to improve students' speaking ability at second grade students of SMPN 4 Sukoharjo Lampung in the academic year 2014/2015. This research used quantitative research as the research methodology. The result stated that The improving students' speaking skill by using scaffolding strategy in teaching speaking was successful because it can be seen that there is a significant difference in students' speaking ability after being taught using Scaffolding Strategy and the aspect that improved the most was pronunciation.

The second relevant previous study was written by Alake, Ese Monica M. Ed.et.al, the effects of scaffolding strategy on learners' academic achievement in integrated science at the junior secondary school level of A Thesis of S2 Degree English Education of State Islamic University of Sultan Syarif Kasim Rius Pekanbaru. This research was aimed to know in order to effectiveness students' speaking ability in mixed-ability class through Scaffolding Strategy. This research used an action research as the research methodology. The result stated that the effects of

scaffolding strategy on learners' academic achievement in teaching speaking was successful because it can be seen that Scaffolding Strategy effective to improve students' speaking ability and the students' grammatical accuracy improved, the students' vocabulary was also better after the implementation, and the students' fluency improved after implementing the Scaffolding Strategy in the production stage. The researcher concluded that Scaffolding Strategy is an appropriate technique used in teaching speaking.

2. Problems faced by English Teacher in Teaching Speaking Through Scaffolding Strategy

Having conducted the research, the researcher found the teacher's problems during applying of Scaffolding Strategy in teaching speaking at SMA Al-Huda Jati Agung. Based on the result of observation (*see appendix 6*) and interview report (*see appendix 7*), the researcher took some conclusion about teacher's problem in teaching speaking through Scaffolding Strategy.

The problem that was found teacher had difficulties if the students did not talk or say anything in the classroom. Based on data of observation, the researcher found that the teacher had difficulties if the students did not talk or say anything in the classroom. The teacher had difficulties building students' motivation, so when teaching and learning process the teacher and students looked passive (*see appendix 6, observation report*). It was supported by Maley that said one the problems of teaching speaking is students will not talk or say anything.

Next problem was teacher cannot control the students when they just end up chatting with their friends, the teacher had difficulties to control students' noisy when they were enjoyed chatting with their friends in the class, the teacher sometimes got difficult when asked the students to come in front of the class, because not all the students were confident, lack of motivation in learning, and less interested in learning English, especially in speaking (see appendix 6, observation report). It was in line with Maley, she said the problems in teaching speaking are as follows: the students will not talk or say anything, when students work in pairs or groups they just end up chatting in their own language, and when all the students speak together it gets too noisy and out of hand and lose control of the classroom. From Greene and Preety's theory consisted of four problems, there were only two problems happened in this research. It was the duration of teaching and learning process is limited. And also the quantity of the students or the same likes large class size.

3. Problems faced by Students in Learning Speaking Through Scaffolding Strategy.

The researcher employed observation and gave questionnaire to know the students' problem in learning speaking through Scaffolding Strategy. Based on the result of observation and questionnaire answered by the students, the researcher concluded that the problems faced by the students were:

- a. Inhibition.

The students had some problems in grammar, pronunciation, and fluency. Because they often inhibited about trying to say things in a foreign language.

b. Nothing to say.

Sometimes the students were getting nervous or afraid that make them less talk or even nothing to say. The students did not only have difficulties to understand the meaning of words but also have difficulties to understand the meaning of the sentences from what they already or going to said.

c. Mother-tongue use.

The students were still using their mother tongue in speaking class that makes them easy to understand each other. It indicated the students less of vocabulary and not used English when learning English in speaking class.

d. Other problems.

The students had other problems in learning speaking. The students were not felt confident and also they were had difficulty how to pronounced, spelled or saying instead understand the meaning of the words and sometimes they were confuse with new words. Meanwhile based on the previous research findings, it could be concluded that the problems faced by the students were:

- a) The students had shy to speak English.
- b) The students had afraid to make mistakes to spoke English.
- c) The students had difficulty in memorizing vocabulary.
- d) The students got little opportunity to practice speaking.

- e) The students still had difficulties in pronunciation.
- f) Most of the students could not respond to spoke English.
- g) Some of students did not like English.
- h) The students were not given a model.
- i) Some of students were passive during the teaching and learning process.

However, based on the result of observation and questionnaire answered by the students, the problems related to the theory stated by Ur (see on pages 33-33) in this research were inhibition, nothing to say and mother-tongue use. The inhibition was gotten based on the answer of the students thinking that the students had some problems in grammar, pronunciation, and fluency when learning speaking in speaking class.

Furthermore, the students faced the problem nothing to say because they were sometimes getting nervous or afraid to share their ideas in spoke form in speaking class. Hence, they only kept silence. Moreover, to break the ice of silence in order to be able to speak as what teacher asked, the students often used their mother-tongue, Indonesian language. Then, there was also another problem occur when the students learning speaking. The students were not felt confident and also they were had difficulty how to pronounced, or saying instead understand the meaning of the words and sometimes they were confuse with new words. Eventually, based on the data obtained observation, interview and questionnaire above, it can be known that the teacher had applied the procedure of using Scaffolding Strategy well like in the lesson

plans. However, the students' speaking ability was still low. Hence, it can be interpreted that the students' speaking skill of the eleventh grade at the second semester of SMA Al-Huda Jati Agung in the academic year of 2018/2019 was low even though the teacher had applied a good Strategy to teach speaking, Scaffolding Strategy.



CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions in teaching and learning speaking skill through Scaffolding Strategy.

A. Conclusion

Having discussed the result of the research, it can be concluded that:

Teaching and learning process through Scaffolding Strategy was still less effective and not maximal. It happened because there were some steps that were skipped by the teacher. And also there were many problems that faced by the teacher and the students during the process of teaching and learning speaking skill through Scaffolding Strategy.

The problems faced by teacher in teaching speaking skill through Scaffolding Strategy were. The teacher has problem in teaching and learning speaking duration in the classroom. The teacher has problem to the student who did not talk or say anything. The teacher has problem to the students who just end up chat with their mother tongue. The teacher has problem to handle large class size. The teacher has problem with the material which not fulfill the students' need. The teacher has problem in asking the students though about their ideas and opinion related to the topic. the teacher has problem to ask students to imitating his example because the class was overload. the

teacher has the problem with divide students into some group based on ZPD (Zone Proximal of Development)

The problems faced by students in learning speaking skill through Scaffolding Strategy were. The students had no good in grammar, vocabulary and fluency. The students had problem to talk or even not say anything in the classroom. The students had problem by using their mother tongue when work in groups or pairs. The students had problem in confident and difficulty how to pronoun, spelled or say instead understand the meaning of the words. The students had problem to follow the teacher's direction.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows :

1. For the English Teacher

The teacher should know how to motivate the lower students to make they interested in learning speaking. So, it can make the lower students talk and active in speaking class. Therefore, it can make the students easier and more interested to learning speaking in the classroom. In addition, he must follows all of the procedure of teaching speaking through Fishbowl Technique well by modify his lesson plan and matchit with students' situation so the teacher has time to doing all the steps.

The teacher should make English very interesting for the students in teaching speaking to make them want to speak English in the classroom. By engage them with basic words or sentences that they already understand. It can make the students easier to speak English in the classroom. The teacher needs some approach to handle and control the large class size. The approach that can make the students interested and want to followed the teacher's instruction. It will be easier to handle or control the large class size. The teacher should prepare the material well before he teaches and hemust find the other teaching material in many source like internet,books, magazine and other source that match with the students' situation. So, it can fulfill the students' need. The teacher should give the students a chance to point out their ideas and opinion related to the topic. He needs to hear their ideas and opinion in order to know the students need and their ability in engage the problems in the speaking class. The teacher should manage time as good as possible in order that the implementation of technique running well and success. He should make the students focus on teaching and learning process. The teacher supposed to divide students based on their ZPD (Zone Proximal of Development) even they had a little different of score. It will be follow as rules of Scaffolding Strategy. The teacher should asks students imitating of his example and also should explain material clearly,manage time as good as possible in order that the implementation of strategy running well and success.

2. For the Students

The students should learn more about tenses and look dictionary after they find difficult word also practice more in speaking. The students need to be brave and try to express their ideas in speaking class also don't afraid of making mistake. They need to be active and talk often in speaking class. The students should build habit to use English in speaking by hearing and copying an audio or movie. So it can make them not use their mother tongue in speaking class. The students need to believe and trust themselves also don't afraid of making mistake in speaking class. It can make them easier to speak in the speaking class. The students need to get pay attention and focus when study English. They should not chat with others using their mother tongue and only focus to teaching and learning process. So they can focus to hear and follow the teacher's direction.

3. For other Researchers

The next researcher can conduct a study about teaching and learning speaking with other strategies, method or technique that make students enjoy and effective in learning speaking to increase and improve their speaking ability. The strategies or techniques that will take shorter time implementation in teaching speaking. While in gathering the data, the others researcher can use some tools that common handy at the field, such as camera, recorder, and etc. The next researcher can conduct a study about teaching reading

comprehension with other strategies that make students enjoy and effective in learning reading comprehension to increase their reading comprehension.





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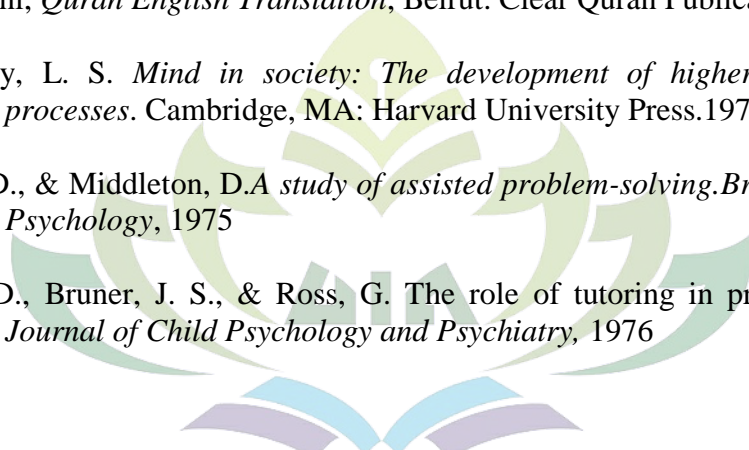
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Appendix 1

Preliminary Research's Interview

Interviewer : Tri Nur Afni
Interview : Rendra Hidayatullah,S,Pd.
Day/date : 15 Mei 2018

Question for English Teacher

1. Sejak kapan anda memulai mengajar bahasa inggris?
2. Berapa jumlah murid yang anda ajar disekolah ini ?
3. Apa kesulitan yang anda hadapi dalam mengajar bahasa inggris?
4. Bagaimana kemampuan bahasa inggris siswa/siswi anda khususnya didalam pemahaman berbicara (speaking)?
5. Apakah menurut anda pemilihan teknik atau strategi yang tepat dalam mengajar bahasa inggris khususnya didalam pemahaman berbicara (speaking) itu penting ?
6. Strategi apa yang ada gunakan dalam mengajar pemahaman berbicara (speaking)?
7. Apa alasan anda menggunakan strategi tersebut ?
8. Bagaimana dengan hasil nilai para siswa setelah diajarkan pemahaman berbicara (speaking) menggunakan strategy tersebut?
9. Menurut pandangan dan opini anda, kira kira apakah yang membuat siswa tidak dapat menguasai pelajaran bahasa inggris khususnya dalam pemahaman berbicara (speaking) dengan baik?
10. Kenapa anda tidak menggunakan strategi lain ketika anda tahu bahwa kemampuan bahasa inggris siswa khususnya dalam pemahaman berbicara(speaking) siswa masih rendah walaupun sudah diajarkan menggunakan strategi ini?

Answers from the teacher

1. Saya mengajar bahasa inggris disekolah ini mulai tahun 2013.
2. Jumlah murid yang saya ajar ada 142 siswa/siswi, terbagi kedalam 4 kelas yaitu kelas Ipa 1,Ipa 2,Ips 1 dan Ips 2.
3. Alhamdulillah ada bu pertama, siswa tidak ingin mengucapkan atau berbicara bahasa inggris dalam komunikasi dikarenakan siswa bingung dalam menyusun kalimat yang mereka ingin ucapkan. Kedua, ketika saya menyuruh siswa berbicara mereka hanya mengucapkan apa yang mereka tau melalui bahasanya sendiri. Ketiga ketika para siswa berbicara bahasa inggris ketika berkomunikasi yang terjadi adalah keributan dan kehilangan kontrol dalam kelas.
4. Cukup baik sih bu dalam berbicara. Namun terdapat satu kelas yang nilainya sangat rendah dibanding tiga kelas yang lainnya yaitu kelas 11 Ips 2.
5. Jelas, karna gini bu kalau kita memilih strategi yang tepat dan jelas sangat membantu dalam mencapai nilai yang signifikan, apalagi speaking kan kalau dalam bahasa inggris sangat penting, sehingga dibutuhkannya strategi untuk mencapai dengan baik tujuan belajar.
6. Saya menggunakan strategi scaffolding bu atau yang biasa disebut strategi mengajar yang menggunakan direct object.
7. Karna sepengalaman saya yang berdasarkan teori yang ada. Teman-teman saya kebetulan ada yg pernah mencobanya. Nah strategy tersebut berhasil meningkatkan pemahaman siswa dalam berbicara karan kan dalam

bahasa inggris itu biasanya siswa diajak komunikasi antara guru dan murid.

8. Alhamdulillah ada peningkatan namun belum signifikan dikarenakan masih dalam proses belajar mengajar dan masih ada beberapa materi yg harus disampaikan dalam proses belajar.
9. Menurut saya bu. Kurangnya pengetahuan tentang vocabulari atau kosa kata dan rasa malu karena tidak termotivasi untuk bisa. Secara bahasa inggris bukan bahasa yg mereka gunakan setiap hari.
10. Memang banyak strategi untuk speaking yg bisa dilakukan namun dalam strategi scaffolding ini siswa dapat lebih mudah berkomunikasi dengan saya sebagai guru dan mengingatkan materi yg telah dipelajari sebelumnya. Strategi ini juga sudah terbukti hasilnya walaupun sedikit sedikit hanya saja ada kesalahan dikelas 11 Ips 2 yang nilanya berbeda dari kelas lainya. Dalam proses belajar mengajar saya juga harus melihat kondisi siswanya yang mungkin belum terbiasa berbicara bahasa inggris.

Preliminary Research's Interview

Interviewer : Tri Nur Afni

Interviewee : Students

Day/date : 15 Mei 2018

Questions for the students

1. Apakah kamu memiliki kesulitan saat belajar bahasa inggris terutama berbicara (speaking)?
2. Apakah kamu memperhatikan semua yang guru jelaskan saat pelajaran bahasa inggris ?

Answers from the students

1. Iya kami (8 siswa) memiliki kesulitan dalam belajar bahasa inggris terutama berbicara karna gaktau mau bicara apa kata katanya (vocabularies) dan banyak faktor lain seperti malu dan rasa malas.
2. Terkadang kami (8 siswa) memperhatikan guru kalau jelasin tetapi juga kadang engga karna teman teman yang lainnya berisik dan suka ngajak ngobrol terus rasa bosan dan lain lainnya.