

**SCAFFOLDING TECHNIQUE USED BY THE TEACHER
IN TEACHING SPEAKING AT SMK N 2 SALATIGA**



**Submitted Partial Fulfillment of the Requirement for Getting
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APPROVAL

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Surakarta, March 24th 2018

The researcher,



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ABSTRACT

The purpose of this research is to investigate the types of scaffolding used by the teacher in teaching speaking at SMK N 2 Salatiga, and to analyze student's responses toward scaffolding technique used by the teacher in teaching speaking. The type of this research is qualitative research. The participants of this research are students in the class X-TKR-C at SMK N 2 Salatiga and the English teacher who teach in class X-TKR-C. The researcher collected the data through interview, gave questionnaire to all students in X-TKR-C, to analyzed students responses toward scaffolding technique used by the teacher and observation. The result of this research showed that scaffolding technique used by the teacher in teaching speaking at SMK N 2 Salatiga used some kinds of scaffolding types in teaching speaking. Scaffolding types used by the English teacher in SMK N 2 Salatiga were: questioning, explaining, giving conclusion, instructing and inviting student participation. Students were interested in learning activities through scaffolding used by the teacher in the class and they were active in the class

Keyword: Teaching speaking, scaffolding technique.

ABSTRAK

Tujuan dari penelitian ini adalah meneliti tipe scaffolding yang digunakan oleh guru dalam pengajaran speaking di SMK N2 Salatiga, dan menganalisis respon dari para murid terhadap teknik scaffolding yang digunakan oleh guru dalam pembelajaran speaking. Jenis penelitian ini adalah penelitian kualitatif. Yang terlibat dalam penelitian ini adalah murid kelas X-TKR-C, dan guru bahasa Inggris yang mengajar di kelas X-TKR-C. Peneliti mengumpulkan data dengan cara mewawancara, membagikan kuesioner yang diberikan pada murid kelas X-TKR-C untuk mengalisis respon dari para murid terhadap teknik scaffolding yang digunakan oleh guru dan observasi. Hasil dari penelitian ini menunjukkan bahwa teknik scaffolding yang digunakan oleh guru dalam pengajaran speaking di SMK N 2 Salatiga menggunakan beberapa tipe scaffolding dalam pembelajaran speaking. Tipe scaffolding yang yang digunakan guru bahasa Inggris di SMK N2 Salatiga yaitu: explaining, questioning, giving conclusion, Instructing dan inviting students participation. Murid tertarik dalam aktivitas pembelajaran melalui scaffolding yang digunakan oleh guru di kelas dan mereka juga menjadi aktif di kelas.

Kata Kunci : Pembelajaran speaking, Teknik scaffolding

1. INTRODUCTION

Speaking skill is actually an important skill that should be learned by the students so they can talk in foreign language fluently. By speaking people can express their idea in their mind. But many students think that speaking in foreign language difficult. One of reasons which make the students feel that speaking is difficult is that the technique used by the teacher to teach speaking skill is boring and not interesting. So that teachers have to use scaffolding technique to teach speaking skill. Many

techniques that can be used by the teacher among others are using role play, mini games, drama, which can help teachers to use scaffolding.

Teaching speaking skill has to use suitable technique, because in the speaking skill we do not only learn about how to speak in foreign language, but we also learn about the pronunciation, grammar, spelling and fluently. By using the suitable technique students can easily understand the material delivered by the teacher. The importance of speaking has been emphasized in many schools, even in SMK (Vocational High School), speaking is one of skills that must be mastered by the students, because speaking skill is very useful for students in SMK to look for a job after they graduate from their school.

Schools in Salatiga especially SMK N 2 Salatiga has emphasized the importance of leaning English. The English teacher in SMK N 2 Salatiga, especially English teacher in tenth-grade using scaffolding technique to teach speaking class.

Scaffolding technique is a technique that can makes students easily understand about the material, because the teacher explains step by step the materials. At the first the material given by the teacher is easy then increases to the difficult material.

There are two experts explained about scaffolding, according to Vygotsky (1978) scaffolding refers to the help or guidance from adults that give to the child, so that the child can accomplish a task. And according to Bruner (1976) when children start to learn new concepts, they needed a help from teacher and other adults in form of active support. To begin with, they are dependent on their adult support, but as they become more independent in their thinking and acquire new skill and knowledge, the support can be gradually faded. In a very specific way, scaffolding represents a reduction in the many choices a child might face, so that they become focused only on acquiring the skill or knowledge that is required.

In the education scaffolding is one of technique that is important and it is needed by the student. By this technique the students will get the explanation from the teacher easily because the teacher explains the material Step by step. Many researchers before have already observed the scaffolding technique in speaking class. Among others are: Rahmawati (2014) with tittle “The Use of Scaffolding Technique to Improve Student’s Speaking Skill at MTs Andong”. Her research focused to develop the students’ Speaking Skill through Scaffolding technique. Tyas(2009) with title “Teacher’s Scaffolding Talk in Teaching Speaking at SMP N 1 Jepara”, her

research focused on the analyzing types of scaffolding and the speech functions performed by the teacher in their scaffolding talks.

The present research is different from the research that has been done by other researcher, because the researcher chooses SMK (Vocational High School) for doing the research. So the researcher conducted research entitled “Scaffolding Technique used by the Teacher at SMK N 2 Salatiga”.

2. RESEARCH METHOD

The type of this research is qualitative research. According to Creswell, 2013 Tavallaei & Talib 2010, qualitative research is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive. Qualitative research is less focused on testing hypothesis and relationships between variables, but the description, analysis, and interpretation of a given phenomenon.

This research was focused on observing the scaffolding technique used by teacher at SMK N 2 Salatiga to teach speaking class and students responses toward scaffolding technique used by the teacher.

3. FINDINGS AND DISCUSSION

3.1 Research Findings

The researcher chooses class X-TKR-C at SMK N 2 Salatiga to do the research. The class consists of 35 students. And all the students in the class are male.

When doing an observation in the class X-TKR-C, the researcher observed the scaffolding technique used the teacher when teaching English and the student responses when the teacher explained the lesson using scaffolding technique.

3.1.1 Types of Scaffolding used by the teacher in speaking class

3.1.1.1 Explaining

Explaining was necessary for the teacher to help students more understand about the material.

Teacher : “Morning my students, who is your favorite idol? I knew all of you have an idol. Idol is person that we idolized because of their voice, face or good attitude. Why i talked about idol today, because we will

Students : “Wow, it is so interesting Sir”
discuss about idol today”

The teacher explained about idol to the student in the class TKR-C
(field note on 21 January 2018)

3.1.1.2 Instructing

The teacher told students clearly about something must be done.

Teacher : “To discuss about our material today, i wanted each of you told about your idol.”

Students : “In a group sir or individual sir?”

Teacher : “No, this is an individual task. Do it by yourselves. After each of you finished doing your task, present in front of the class.”

The English teacher instructed to all student in the class X-TKR-C, students told about their idol in front of the class.

(field note on 21 January 2018)

3.1.1.3 Inviting student participation

The teacher invited students to participate in the teaching learning process

Teacher : “Let’s presents in front of the class, about your idol, i pointed you randomly or you came in front the class by yourselves?”

Students : “we came in front the class by ourselves sir”

Teacher : “when your friend presents the task in front of the class, all of you in the chair must noticed your friend”

Students : “Oke sir, who wanted to the present the task in front the class first friends? I wanted the first sir(Illham).”

Teacher : “Oke let’s came ham, Silent please”

The teacher told all students in the class X-TKR-C to tell their idol in front of the class.

(field note on 21 January 2018)

Teacher : “After all you knew the definition and examples of the story tale, I want each of you came in front of the class picked rolling paper, in the rolling paper contain a number for you to come in front the class to tell us about the story tale that you know”.

Students : “Oke let’s come in front of the class together friends.”

Teacher : “all of have been picked the rolling paper. I gave you fifteen minutes to prepare. And who get first number be ready to come in front of the class.”
 ``
 Students : “Oh no I get number one, give ten minutes again sir, i still didn’t ready with the story. (Agil).”
 Teacher : “Oke I will give extra five minutes. After that each of you presented your task in front of the class.”
 Students : “Attention please all, today i will tell you about Malingkundang story. Once upon atime....(Agil)
 Teacher : “Give a plause for Arif. Great job gil.”

The teacher told students in the class X-TKR-C to present the story tale in front of the class.

(field note on 28 January 2018)

3.1.1.4 Questioning

Before the English teacher started explained the material, the teacher gave a question to students.

Teacher : “Attention please students!, after all of you came in front of the class do you have any question?”
 Students : “we didn’t have any question sir”

The teacher asked to the student, whether or not they have question for the material that has been explained.

(field note on 21 January 2018)

Teacher : “Do you know about story tale, and do you ever read a story tale”
 Students : “Yes, Iam I know sir. Story tale is a story in the past(Eka). I am ever read Malinkundang story tale sir(Dewangga). Story tale is a story about untrue story, like cinderella story sir(Zuhdhan)
 Teacher : “Yes all of your answer is not false but not correct answer. You are right Malinkundang, Cinderella, Snow White. This is theexample of story tale. So story tale is a story that is happened in the past. Usually relate with magical creature and fairies. And thestory tale has an aim to amused or entertained the readers.”

The teacher asked to students about story tale.

(field note on 28 January 2018)

Teacher : "All of you have presented your task, I will ask to you, what sentences use in the story tale?"

Students : "Past tense sir, because this story happen in the last time (Maulaya)."

Teacher : "You are correct Ya, but when all of you present your task you are forget the tenses used, there are used future tense, simple tense."

The teacher asked to the student about what tense used in story tale

(field note on 28 January 2018)

3.1.1.5 Giving a conclusion

Before teacher end the meeting, the teacher concluded material that has been learned.

Teacher : "From our meeting today we learnt about story tale, and examples of story tales that have been present by all of you."

The teacher concluded about what has been explained

(field note on 21 January 2018)

3.1.2 Student's responses toward scaffolding technique

After the researcher observed the English teaching learning process, interviewed four students about the scaffolding technique used by the teacher, from four students that have been interviewed all of students feel happy with the scaffolding technique used by the teacher in teaching speaking.

The researcher also gave questionnaires related the scaffolding technique used by the teacher in the X-TKR-C class, the researcher could analyzed students responses toward scaffolding technique used by the teacher. Students in the class TKR-C so happy learned English using scaffolding technique, interested learned English and student felt English was an interesting lesson to learn.

Based on interview with four students in the class X-TKR-C about student's responses toward scaffolding technique used by the teacher in teaching speaking. Students felt so happy learnt English used scaffolding technique, could be seen from the transcript of interview below

Interviewer : "*Apakah adek menyukai pelajaran bahasa Inggris?*"
("Do you like English lesson?")

- Ilham : “Iya saya menyukai bahasa Inggris kak,
 Karena pelajaran bahasa Inggris itu
 pelajaran yang menyenangkan.”
 (“Yes, I like English lesson miss, because
 English lesson is interesting lesson.”.)
- Interviewer : “Menurut adek bagaimana teknik pengajaran
 Bahasa Inggris yang digunakan oleh pak
 Kris?”
 (“In your opinion how is the technique to
 teach English used by Mr.Kris?”)
- Ilham : “Menurut saya teknik pengajaran bahasa
 Inggris yang digunakan oleh pak kris itu
 menyenangkan, tidak membosankan. Pak
 kris selalu membantu dan membimbing kita
 semua supaya kita lebih percayadiri
 berbicara dengan bahasa Inggris”.
 (“In my opinion the technique to teach
 English used by Mr. Kris is interesting, and
 not boring. Mr.Kris always helps and
 guides all of us so that we are more
 confident speak in English.”)
- (transcript of interview on 21 January 2018)

- Interviewer : “Apakah adek tertarik mempelajari bahasa
 Inggris?”
 (“Do you feel interested leaning English?”)
- Yoga : Iya kak saya tertarik mempelajari bahasa
 Inggris, Karena dengan mempelajari bahasa
 Inggris, itu akan sangat berguna bagi masa
 Depan saya
 (“Yes I am interested learning English miss,
 because learning English, it will be very
 useful for my future.”)
- Interviewer : “Bagaimana pendapat adek terhadap
 teknik pengajaran bahasa Inggris yang
 digunakan pak Kris?”
 (“How is your opinion with the English
 technique teaching used by Mr. Kris?”)
- Yoga : Saya menikmati teknik pengajaran bahasa
 Inggris yang digunakan oleh pak Kris, teknik
 Yang digunakan oleh pak kris itu
 menyenangkan.
 (“I feel enjoy with the technique used by
 Mr.Kris, the technique used by Mr.Kris is
 Interesting.)
- (transcript of interview on 21 January 2018)

- Interviewer : “Apakah adek menyukai pelajaran bahasa
 Inggris?”

- (“do you like English lesson?”)
- Eka : “Saya menyukai pelajaran bahasa Inggris kak, karena menurut saya pelajaran bahasa Inggris adalah yang menyenangkan dan menarik.”
 (“ I like English lesson miss, because English lesson was an interesting and pleasant lesson.”)
- Interviewer : “Menurut adek bagaimana teknik pengajaran bahasa Inggris pak Kris?”
 (“in your opinion how the English teaching technique used by Mr. Kris?”)
- Eka : “Teknik yang digunakan pak kris itu menarik dan juga tidak membosankan. Pak kris selalu membimbing kita agar kita menjadi lebih percaya diri berbicara dalam bahasa Inggris.”
- (“technique used by Mr. Kris was interesting and not boring. Mr. Kris always guided us, so we were became more confident speak in English.”)

(transcript of Interview on 28 January 2018)

- Interviewer : “Menurut adek bagaimana teknik pengajaran bahasa Inggris yang digunakan oleh pak Kris?”
 (In your opinion how the English teaching technique used by Mr. Kris?)
- Maulaya : “Sebenarnya dulu sewaktu saya SMP saya tidak menyukai pelajaran bahasa Inggris, tetapi sekarang saya menyukai pelajaran bahasa Inggris. Karena teknik pengajaran bahasa Inggris yang digunakan oleh pak Kris sangat menarik, sayapun menyukai teknik pengajaran yang digunakan oleh pak Kris.Teknik pengajaran bahasa Inggris yang digunakan oleh pak Kris membuat saya beserta teman-teman saya mudah menerima pelajaran.”
 (“Actually when iam in the junior high school, I don’t like English lesson, but now I am like English lesson. This because the English teaching technique used by Mr.Kris so interesting, and I loved the technique used by Mr.Kris. English teaching technique used by Mr.Kris made me and my friends easily to understand the lesson.”)

(transcript of interview on 28 January 2018)

From questionnaires given to all students in class TKR-C about student's responses toward scaffolding technique used by the teacher in teaching speaking, the researcher concluded that students in the class X-TKR-C enjoyed learning English.

3.2 Research Discussion

From the research findings, the researcher found some types of scaffolding technique used by the English teacher in teaching speaking and student's responses toward scaffolding technique used by the teacher in teaching speaking.

The researcher found some types of scaffolding technique used by the English teacher in teaching speaking in class X-TKR-C at SMK N 2 Salatiga. Types of scaffolding technique used by the English when taught speaking were: explaining, questioning, inviting student participation, made a conclusion, and instructing. Compared to the previous research, in this research the researcher just found five types of scaffolding technique used by the teacher when teaching speaking class, different with the previous research before that done Tyas, found nine types of scaffolding types used by the teacher in teaching speaking. The researcher just found five types of scaffolding technique used by the teacher because, the researcher just done the research for two weeks.

The Student's responses when learning to speak English, they felt very interested and pleasant in learning English. This research compared to the previous research, done by Khasanah, student's responses when they learnt used scaffolding technique, half of students were happy learnt used scaffolding technique, and half of students were not interested used scaffolding technique.

The difference this research between the previous research was, this research was done in the SMK (vocational high school), and the other researchers mostly conducted their research in the junior high school, such us, Tyas conducted the research in the junior high school, Fitri conducted the research in the junior high school, Rahmawati conducted the research in the MTs. The present research was different with the previous research that has been done by other researchers, because there haven't done the research in the vocational high school.

The scaffolding technique used by the teacher in teaching speaking was an appropriate technique to teach speaking class. The English teacher at SMK N 2 Salatiga always helped and supported students in speaking English, the English teacher didn't told the students fluent in speaking English, but the teacher

told students to become confident in speaking English although students didn't speak English fluently and vocabulary sometimes wrong but the teacher appreciated students who were confident and brave to speak in English.

4. CONCLUSION

After conducting a research of Scaffolding technique used by teacher at SMK N 2 Salatiga, the researcher can make a conclusion

4.1 Types of Scaffolding used by teacher in teaching speaking class

The English teacher at SMK N 2 Salatiga implemented scaffolding technique when teaching English, especially speaking. The teacher used scaffolding technique to make students easily understand the material deliver by the teacher. There some types of scaffolding technique used by the English teacher at SMK N 2 Salatiga in teaching speaking class. Such us: Explaining, Inviting student participation, questioning, and giving a conclusion.

The English teacher at SMK N 2 Salatiga, in teaching speaking using scaffolding technique not always in order, like first the teacher explaining, then inviting students, and then the teacher will give questions, and last will make a conclusion. The order of the type of scaffolding technique can be changed. It depends on the material being delivered to students.

When the teacher explaining the material, the situation of the class was conducive and the teacher was successful manage the teaching situation in the class. So the teaching learning process in the class became interesting.

4.2 Student's responses toward scaffolding technique used by the teacher

After the researcher gives questionnaire to students and interview some students in the class X-TKR-C at SMK N 2, the researcher can conclude the responses of the students toward scaffolding technique used by the teacher.

From the questionnaire given to students it can be said that, most of students in the class X-TKR-C like English lesson, and most of the students like scaffolding technique used by the teacher. When the researcher observed the class, the teaching process in the class is interesting and students enjoyed the material delivered by the teacher. Students seemed so happy learning speaking. They were addictive in learning speaking.

Beside interviewing some students and observing the class to analyze student responses toward scaffolding technique used by teacher in teaching speaking, the researcher also gives questionnaire to students. From the

questionnaire, the researcher can conclude that most students in the class X-TKR-C feel that English is an interesting lesson to learn, and the method used by teacher in teaching speaking is easy to understand.

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