

CHAPTER I

INTRODUCTION

A. Background of the Study

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 is difficult. One of reasons which makes 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 learning English. The English teacher in SMK N 2 Salatiga, especially English teacher in tenth-grade using scaffolding technique to teach speaking class. By using this technique the students can 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 it increases to be the difficult material.

There are two experts explaining about scaffolding. According to Vygotsky (1978) scaffolding refers to the help or guidance from adults to the child, so that the child can accomplish a task. 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 of the teacher easily because the teacher explains the material Step by step. Many previous researchers have already observed the scaffolding technique in speaking class. Among others are: Rahmawati(2014) with a title *The Use of Scaffolding Technique to Improve Student's Speaking Skill at MTs Andong*, focused to develop the student's speaking skill through scaffolding technique. Tyas(2009) with a title *Teacher's Scaffolding Talk in Teaching Speaking at SMP N 1 Jepara*, focused on analyzing types of scaffolding and the speech functions performed by the teacher in their scaffolding talk. Karma study (2015) with a title *Using Scaffolding Technique to Improve the Speaking Skill of The Second Semester of English Education at FKIP-UNTIDAR* focused on how scaffolding technique used in FKIP-UNTIDAR can make the student feel motivated to learn English. Rahmahstudy (2005) with a title *The Use of Scaffolding Talk Technique to Improve the Second Grade Students Speaking Skill at MTs MadaniPaopaoGowa*, focused on determining the use of scaffolding talk technique to improve the speaking skill at MTs MadaniPaoPaoGoa.. Khasanahstudy(2011) with a title *Improving Student's Speaking Skill Using Scaffolding Strategy at SMP N 4 Sukoharjo*, focused o found out whether scaffolding strategy could improve the student's skill at SMP N 4 Sukoharjo.

Based on the explanation above about the importance of scaffolding for teaching speaking, the researcher wants to observe the scaffolding technique that is used by the teacher in SMK N 2 Salatiga. The present research is different from the research that has been done by other researchers. 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".

B. Limitation of the Study

This research is limited to the types of scaffolding techniques used by the teacher at SMK N Salatiga in the class X-TKR-C and the student's responses toward scaffolding techniques used in the speaking class of academic year 2017.

C. Research Questions

The research questions on this research as follows

1. what are the types of scaffolding techniques used by the teacher?
2. what are student responses toward scaffolding techniques used by the teacher?

D. Objective of the Study

There are two objectives of the study in this research:

1. to describe the types of scaffolding used by the teacher at SMK N 2 Salatiga and
2. to analyze the student's response toward scaffolding technique.

E. Significance of the Study

This study contributes significantly, theoretically and practically.

The significance of the study is divided into two, theoretically and practically.

a. Theoretical benefit

The results of the study can be beneficial for researcher and the teachers in extending point of view about English teaching learning process. On the other hand, the results of the study can be useful for others as reference in carrying out a research in process of English teaching learning.

b. Practical benefit

The results of the study were useful for teachers in improving their abilities in English teaching learning process through various types of techniques. The results of the study supported them to conduct English teaching learning process in interesting and interactive ways, therefore the student joined English classroom enthusiastically. The results of the study could be references in finding effective technique or method for English teaching learning.

For English Teacher

From the information in this research, the teacher can provide the students with appropriate materials in speaking.

For the students

This research can give knowledge for the students to develop their ability in speaking.

For other researcher

It can become a reference for other researchers who want to analyze the scaffolding technique in the speaking class.