

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 SMP (Junior High School), speaking is one of skills that must be mastered by the students, because speaking skill is very useful for students in SMP to look for a job or net school after they graduate from their school.

Schools in Tawangsari especially SMP NEGERI 2 TAWANGSARI has emphasized the importance of leaning English. The English teacher in SMP NEGERI 2 TAWANGSARI, especially English teacher in eight-grade using scaffolding technique to teach speaking class. By using this technique the students can easily understand 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 2 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 tittle 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) Teacher Scaffolding talk in teaching speaking in 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 tittle 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. Rahmah study (2005) with a tittle The Use of Scaffolding Talk Technique to Improve the Second Grade Students Speaking Skill at MTs Madani Pao pao Gowa, focused on determining the use of scaffolding talk technique to improve the speaking skill at MTs MadaniPaoPaoGoa. Khasanahstudy(2011) with a tittle 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 SMP NEGERI 2 TAWANGSARI. The present research is different from the research that has been done by other researchers. The researcher chooses SMP (Junior High School) for doing the research. So the researcher

conducted research entitled “Scaffolding Techniques used by the Teacher in Teaching Speaking in SMP NEGERI 2 TAWANGSARI”

B. Limitation of the study

In this study the author limit their research in classroom observation, to observe the use of scaffolding method of SMP NEGERI 2 TAWANGSARI.

C. Problem statement

1. What are the types scaffolding techniques of use by the teacher in teaching ?
2. How do the student responsd toward scaffolding technique used by the teacher ?

D. Objectives of the study

There are two objectives of the study in this research :

1. To describe the types of scaffolding used by the teacher in SMP NEGERI 2 TAWANGSARI.
2. To analyze the students response toward scaffolding technique.

E. Significance of the study

The study contributes significantly, theoretically and practically. The signifiacanca of the study is divided into two theoritically and practically.

1. Theoritical Benefit

The result of the study can be benefical for researcher and the teacher in extending point of view about English teaching learning process. On the other hand, the result of the study can be useful for other as reference in carraying out a research in process of English teaching learning.

2. Practical benefit

The result of the study were useful for teacher in improving their abilities in English teaching learning process through various types of techniques. The result of the study supported them to conduct English teaching learning process in interesting and interactivess ways. There for the student

joined English classroom enthusiastically. The result of the study could be references in finding effective technique or method for english teaching learning.

a. For English Teacher

Using This Scaffolding method is more effective in learning, teacher can continue to apply it and further develop it.

b. For Student

The result of the study can help student more able to improve the ability of independence and responsibility of student in learning and solving problems, so that student are not always dependent on the teacher.

c. For the researcher

The result of this research can be used es research experience on the subjects of English and with this research the writer can understand the effectives of scaffolding method that teacher use for the student.