# CHAPTER II
# RELATED LITERARY REVIEW


This chapter consists of some theory  related to scaffolding and teaching speaking by some linguists. They are literacy in foregn language education elements speaking, principle of teaching speaking, the characteristic of type scaffolding, scaffolding in education, the aplication of scaffolding ttheory in oral English teaching and scaffolding in eaching.

## A.  Previous Study

The research found some studies that have been conducted before which are relevant with present research.

**Rahmawati (2014) with a tittle "The use of scaffolding technique to improving student's speaking skill at MTS Andong",** focused on developing the student 'speaking skill throught scaffolding technique. The methodology of this research was Classroom action research (CAR). It was concluding two cycles. Each cycle consist of planing action, observation and  reflection. The researcher found several finding on it.the finding showed that the students   speaking skill increased from pre-test to post test. The mean of pre-test 47,08,  the mean of post test 1,66,67 and the mean of post-test II 74,72. The calcultion is 3,18, the  result showed  that the T-calculation is higher than T-table 2,75. It mean that scaffolding talk technique was able to improve the student speaking skill.

**Tyas (2009) with a tittle "teacher's scaffolding talk in teaching Speaking at SMP N 1 Jepara'',** focused on the analysis the types o scaffolding and the speech function performad by the teacher in their scaffolding talk. The method use by the   researcher was observation. The researcher observed the types of scaffolding talk and the speech function performed by the teacher in the SMP N 1 JEPARA. The resultform this research was that  researcher did an observation and recorded the teaching process. The teacher talked about transactional text that was entitled "go shopping". It was the spoken cycle as building knowledge of the field. There for, spoken interaction between the teacher and student accur.  The teacher

asked the student to answer his questions to build up their knowledge. He also invited the student to share the students experience as knowledge. From the data analysis, the researcher concluded that the teacher performed the scaffolding talk throughout the leasson. The type of scaffolding talk performed by the teacher at SMP N 1 JEPARA are : 1. Offering explanation 2. Motivating the student throughout positive verbal reinforcement 3. Prompting by froviding clues 4. Providing model 5. Stimulating the student thinking procees using probing questioned 6. Inviting student participation.

**Karma (2015) with a tittle 'sing scaffolding technique to inprove the speaking skillof the scond of english education at FKIP Untidar'** focused on how scaffolding technique used in FKIP-UNTIDAR can make the student feel motivated to learn English. Method of the researcher in this research included test, questionner and documentation the result from this research was student speaking need serious attention from the teacher. Students have a problem with their vocabulary as well as motivation. The teacher must have an appropriate technique to cope the problem.

**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. The researcher was using experimental design with non-equivalent control group design. The study involved 58 student of the scond grade student MTS Madani paopao gowa taken by using purposive sampling technique. The technique used to analyze the data by the researcher was using descriptive statistic and inferental statistic. The result of this research showed the mean score in the post test for exprimental class is 48,59. Based on the calculation of the t-test the result showed that the difference in the average value of the ability to speak english of biath treatment is significant with the t-test 4,63 and the value of t-table smaller than 2.00 these indicated that scaffolding talk technique be used to make student ability in speaking English increased.

**Khasanah study(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. This class VIII D. The procedure of the research consist of palnning action, observation and reflection. The data where in the form of qualitative data. The qualitative data were taken from the test conducted before and after the action. The qualitative data were taken from the result of observation done by the observe, the result of questionand interview. The method used to analyze the data were using method stated by burns which consist of five steps : assembling data, coding, comparing, building interpretation, and finally reporting the outcomes. In computing the students test score, the writer used to rubric for evaluating speaking. The computation result of mean score in pre-test showed whether there is improvement of the result of pretest and posttes. Finally by analyzing the observation result and the test result, it can be concluded whether or not using scaffolding strategy could improve the student skill in speaking. From the result of the research, the researcher found that scaffolding strategy could improve students motivation. During teaching and learning process. Student became more conductive and the teaching learning process became interesting. Furthermore, students score also increased after the teacher used scaffolding in tasching. the mean score in pre-test (35.66) increased to 59.74 in post-test I and 72.5 in post-test 2 the result of the research that has been done by the researcher can be concluded that scaffolding strategy cin improve student speaking skill.

The present research is different from the research that has been done by other resarcher, the researcher wanted to observe the use of scaffolding teaching speaking of the scaffolding technique used by the teacher at SMP NEGERI 2 TAWANGSARI. In here are the differences in my research with previous reserchers : 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 MadaniPaopaoGowa, focused on determining the use of talk technique to improve the speaking skill at MTs Madani Pao Pao Goa. Khasanah study (2011) with a tittle Improving Student's Speaking Skill Using Scaffolding Strategy at SMP N 4 Sukoharjo, focused a` found out whether scaffolding strategy could improve the student's skill at SMP N 4 Sukoharjo.

**B. Underlying Theories**

In this study the authors wanted to a mine the effect of scaffolding method relating to the problem of class effectivess in speaking teaching. The underlying theory consist of speaking teaching method technique and scaffolding.

1. Teaching Speaking Skill

According to National Capital Language Resource Center, the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood; using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Based on the statement above, it can be said that teaching spaking is focused on communicative effisiency. In this case, the researcher discusses the importance of teaching speaking, techniques in teaching speaking, and micro macro skill in speaking.

a. Types of Classroom Speaking Skill

Brown (1994) stated that there are six types of speaking skill that the students are expected to carry out in the classroom. In this section, the six types of speaking skill are presented as follows :

1) Imitative

In this types of performance, the students are asked to repeat or imitate the teachers' speech or tape recorder. Imitation of this kind is

carried out not for the purpose of meaningful interaction, but for focusing on some particular elements of language form. In other words, this activity focuses more on form rather than on meaning. The activity is called "driling". Drillis offer students an opportunity to listen and to orally repeat certain strings of language that my pose some linguistic difficulties-either phonological or grammatical. They offer limited practice through repetition. Drilling can help the students to establish certain psychomotor pattern and to associate selected grammatical forms with their appropriate context. Drilling helps the students to master pronunciation and intonation as long as is not overused and students know why they are doing the drill.

In this type of skill, students deal with their linguistic difficulties-either phonological or grammatical aspect of language. Intensive speaking goes one step beyond imitative to include any speaking performance thet is designed to pracsstice some phonological or grammatical aspects of language. It can be in form of self-initiated or it can be part of some pair work activity, where learners are going over certain forms of language.

2) Responsive

In this type, students may give short replies to teacher or even students have an initiative for asking questions or comments. Students responses are ussualy sufficient and do not extend into dialogues. However , such speech can be meaingful and authentic.

3) Transcastional

Students are involved in exchanging specific information with their conversational partners. This activity is carried out for the purpose of conveying or exchanging specific information. Transactional language is an extended form of responsive language. It may have more a negotiate nature than merely responsive speech.

4) Interpersonal (dialogue)

The student actively participate n the authentic give and take of communicative interchange. This type of activity is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. It deals with the factors of casual register, colloqurial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert agenda.

5) Extensive (monologue)

The students are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. This skill is used to develop students global oral abiity of producing spoken language which is more formal deliberative.

b. Criteria of Successful Speaking

Ur (1996) identifies for problems that my hamper the successful of speaking class as follows :

1) Inhibition

Speaking activities require real conext and exposure to en audience. This often makes students inhabited in speaking in front of other. Students may be worried of afraid of making mistakes and being humiliated.

2) Nothing to say

Student often cannot think and find any words to say even though they may have some vocabularies and knowladge about the topics.

3) Low or uneven participation

Speaking class may face this problem, especially in big classes. Students must wait for their turn to speak and before they have chance to speak, the time is over. A talkative or smart student who dominates the speaking will make this problem worse.

4) Mother tongue use

The use of native language during speaking activities will hamper the use of the target language.

There are many ways in creating a successful speaking class and to solve the problems mentioned above, Ur,P. (1996) suggest the teacher to use activities as the following:

a. Use group work

Brown (2000) states that group work can prompt interactive language, offer a comfortable affective climate, promote students responsibility and a move toward individualizing intruction.

b. Base the activity on easy language

Teacher should recognize the level of the students language and provide an easy activity to recall and produce.

c. Make a careful choice of topic and task to stimulate interest.

Teachers should choose an interesting topic and task for the students in order to motivate their interest in the activity provided.

d. Give some instructions or trainings in discussion skills.

Giving instruction or training on how discussion should be performed will ensure that the activities work well. There should be clear rules how discussion will be done and each student is given specific roles to get involved in it.

e. Keep students speaking in the target language?

Teachers should monitor the students in spaking class to make sure they speak well at their best ability. To help teachers do this job, they can ask some students to monitor the others in turn.

Furthermore, Kayi (2006) suggest some considerations for English language teachers while teaching speaking.

1) Privide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborate work, authentic materials, and shared knowladge.

2) Try to involve each students in every speaking activitiy; for this aim, practice different ways of students participation.

3) Reduce teacher speaking time in class while increasing students speaking time. Step back and observe students.

4) Indicate positive signs when commenting on a students respinse.

5) Ask eliciting questions such as " what do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

6) Provide written feedback.

7) Ask eliciting questions such as " mistakes in pronunciation very often while they are speaking. Correction should not distract students from his or her speech.

8) Involve speaking activities not only in class but also out of class: contact parents and other people who can help.

9) Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

10) Provide the vocabulary beforehand that students need in speaking activities.

11) Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Ur (1996: 120) says that the characteristic of a successful speaking activitiy are as follows:

1) Learners talk a lot

The students talk as much as possible. All of period of the time alloted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2) Participation is even

Classroom discussion is not determined a minority of talkaktive participants, all get chance to speak and contribtions are fairly evenly distributed.

3) Motivation is high

Learners are earger to speak becouse they are interested in the topic and have something new to say about it, or becouse they want to contribute to echieving a task objective.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

## C. Priciples of Teaching Speaking

Speaking is closely related to listening, the interaction between these two skill is shown in the conversation. There are five principles for teaching speaking as (Nunan,2003) are :

1. Be aware of the differences between scond language and foreign language learning contexts: speaking is learned in two board contexts, foreign language and scond language situation. The challenges you face as a teacher are determined partly by the target language context. Learning speaking skill is very challenging for student in FL context, becouse they have very few opportunities to use the target language outside the classroom.

2. Given students practice with both fluency and accurancy : accurancy is the extent to which student student " speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, ect.

3. Provide opportunities for student to talk by using group work or pair work, and limiting teacher talk : pair work and group work activities can be use to increase the amount of time that learners get to speak in the target language during lessons.

4. Plan speaking task that involve negotiation for meaning: it involves checking to see you have understood what someone has said, claryfing your understanding, and confirming that some one has understood your meaning by asking your clarification, repetition or explanations during convertations, learners get the

people they are speaking with to address them with language at a level they can learn from and understand.

5. Design classroom activities that involve guidance and practice and both transactional and interactional speaking.: interactional speech is communicating with someone for social purpose. Transactional speech involves communicating.

6. Element of speaking

According to syakur (1987) " speaking is a complex skill becouse it is concerned with many components such as : grammar, vocabulary, pronountation and fluency."

a. Grammar

It is needed for students to arrange a corect sentence learning. A correct grammar is important becouse by using a correct grammar can get a correct language in the spoken or written form.

b. Vocabulary

Vocabulary is the most important things if we can to communicated with other people fluently. Without having a sufficient vocabullary we can not comunnicate and and express idea that we have. Havinglimited vocabullary is also obstacle for language learnr and language teacher.

Language teacher should have many vocabularies so the teacher can the teacher can do the teaching pocess in the class.

c. Pronounciation

Pronounciation is the way for students to produce clarer language when they speak.

d. Fluecy

Fluency can be defined as the ability to speak fluenty and accurately. Fluency in speaking is the aim at many language learners. Signs of fluency include reasonably fast speed of speaking and only a small number of pauses and " ums" or "ers".

**D. Micro skills and macro skills of speaking skill**

Speaking English automatically and fluently is very difficult for many non English speaking people, especially students. to be able to comuunicate well, a speaker has to master two skills in speaking. They are microskills and macroskills Brown (2000) lists 16 points of microskills in speaking, they are :

1.  Produce chucks of language of different lengths.
2.  Orraly produce differences among the English phonemes and allophoric variants. Produce reduced forms of words and pharases.
3.  Produce English stress patterns, word in stressed and unstressed position, rhythmic, structure and intonational contours.
4.  Use an adequate number of lexical units ( words ) in order to accomplish pragmatic purpose.
5.  Produce fluent speech at different rates of delivery.
6.  Monitor your own oral production and use various strategic devices – pauses, filters, self-corrections,backtracking- to enhance the clarity of the massage.
7.  Use grammatical word classes ( nouns, verb, ect. ) ,system (e.g. tense, agreement, pluralization ), word order, patterns, rules, and elliptical
8.  roduce speech in natural constituents – in appropriate pharase, pause gforms.
9.  Proups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish approriately communicative functions according to situations, participants and goals.
13. Use approriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face to face conversations.
14. Convey links and connections between events and communicate such relations us main idea. Supporting idea, new information, given information, generalization and exemplification.
15. Use facial  gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies such as emphasizing key word, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well your interlocutor is understanding yo.

They are microskills and macroskills Brown (2000) lists 5 points of macroskills in speaking, they are :

1. Appopriatly accomplish communicative functions according to situations, participants and goals.

2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversations rules, floor-keeping and yielding, interrupting and other sociolinguistic features in face to face convertations.

3. Convey links and connections between events and communicate such relations as focal and pripheral ideas, events and feelings, new information and given information,generalization and exemplification.

4. Convey facial features, kinesics, body language and other non verbal cues along with verbal language.

5. Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sound, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Macro and microskills of speaking should be mastered by the students, as the result, they will speak the correct and appropriate English.

**E. Techniques of Teaching Speaking**

There are various techniques which a teacher can employ in teaching speaking. Cross (1991) classified them into discussion and debates, drama activities and the information gap. According to cross to discussion and debates anything that is worthy of thought and discussion can be the basis of communicative session. There is no need to restrict the topics. Drama activities can be done through role play ranged from tightly role play as a logical development of dialogue in the text book, or it can be relatively free, with the considerable scope for imigination and creativity.

Information gaps, the speaker informant is saying something that receiver does not know.

Sauvignon applies language art games, pantomime, unscripted role playing and simulation as some techniques in performing speaking activities in the classroom(1983).

Ur (1996) groups some techniques and activities to activate the students speaking in the classroom into disscussions and role plays. The followings are some of the techniques suggested by Ur:

1. Discussion
   a. Describing pictures

      These techniques can be conducted for any kinds of English level students depend on the level of difficulty. Students are asked to describe a single picture or picture in series of events.

   b. Picture differences

      It is a kind of information gap activities. Two students are given difference of picture and asked to find the difference by talking to each other. This activity ean produce plenty of purposeful questions and answer exchanges.

   c. Things in common

      In this activity students are required to move around and ask the other students about something they have in caommon. And then they are asked to tell the class everything they have found. This activity can build a feeling of solidarity by stressing on shared characteristics of the participants.

   d. Solving problems

      The students are giving problems to discuss and solve. This activity is good to prompt students involvement and motivation.

2. Role plays
   a. Dialogues

      The students are thought a short convertation then asked to learn it by heart. Even though this activity is rather old-fashioned now days. It is good for beginners or the less confident students.

b. Plays

This technique is the follow up of dialogue technique. Plays can be held based on something students have read, composed by students and teacher ir from literature book.

c. Simulations

In this activity students are asked to speak as themselves but the task and situation given are iminary.

d. Role play

Students are given task or problem and then asked them act out. In this activity sometimes teacher provide them with role card. A card states situations and topic that students use as clues in speaking.

3. Scaffolding in the technique speaking skill
   a. Definition of scaffolding technique

Scaffolding is a proccess of teaching in which teacher models or demonstrates how to solve a problem and then offering supports as needed. There are some experts than define the definitin of scaffolding technique , there are Vygotsky and Bruner , Vygotsky (1978) " view interaction with peers as an effective way of developing skills and strategies. He suggest that teachers use cooperative lerning exercises where less competent children develop with help from more skill full peers within the zone of proximal development."

Bruner (1987) " believed when children start to learn New concepts, they needed a help from teacher and other adults in form active support. To begin with they are dependent on their adult support. But as they become more inthependent in their thinking and acquire new skill  and knowledge. The support can be gradually faded " in a specific way, scaffolding technique can makes students more focus when they get the lesson.

   b. The characteristics of scaffolding

Cameron (2001) there are six characteristic of scaffolding. They are rewritting the intereted tasks, simplifying task, keeping in the track toward

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the goal, pointing out what was important to do or showing other way to solve. Controlling the students during doing the task and demontrating an idealized version of task given. While the characteristics of this teaching strategy clarifed by Jamie McKenzie a well known educator and researher, according to McKenzie  (1999) the characteristic of scaffolding are : 1. Scaffolding provides clear directions. 2. Scaffolding clarifies purposes, 3. Scaffolding keeps student on task, 4. Scaffolding offers assessment to clarify espectation. 5. Scaffolding reduces uncertainties, surprise or disappoints.

1) Scaffolding provides clear direction

Educators anticipate problems that the students might encounter and the develop step by step instruction, which  explains what the students must do to meet expectation.

2) Scaffolding clarifies purpose

Scaffolding help students uderstand why they are doing the work and why it is important.

3) Scaffolding keeps students on task

By providing structure, the scaffolding lesson provides pathway for the learners.

4) Scaffolding offers assessment to clarify expectation

Educators provide sources to reduce confusion, frustaction and time. The students then decide which of these sources to use.

5) Scaffolding reduces uncertainties, surprise disappointment.

Educatord test their lesson to determine possible areas and to eliminate difficulties so that learning is maximized.

c. Types of scaffolding

There are six types of scaffolding according to Wood (1998, in Cameron, 2001) namely : modeling, explaning, inviting students participation, instructing, questioning and reinforcing. a. Modeling has a means that the teacher provides clear sample before yhe teacher ask the students to do the tasks. b. Explaining is necessery for the teacher to help

the students understands the material. c. Inviting students participation has a meaning providing the student to able to participate in the learning proccess. d. Intructing the teacher tells the students about what to do by students. e. Questioning is the procss of forming and wielding that serves to developt answer . there are kinds of questioning according to Debra, susan and Hopper (2001) speculative, process, procedural.   f. Reinforcing has a meaning to strenghen or support ( an object or substance ) especially with additional material. There are to kinds of reinforcing: a. Verbal reinforcing is a teacher gives praise and encouragements students, examples of verbal reinforcing are : excellent! Good job !, Great. b. Gestural reinforcing refers to the teachers gesture example of gesture reinforcing are : smiling, raising eyebrow, clapping hands, shaking head.

d.  Scaffolding in education

The term of scaffolding in an educational setting can have more tha one meaning. According to Lawson (2002) " if scaffolding technique used correctly . it can makes students motivated to learn " students skill is expected can increase when using scaffolding technique. In scaffolding technique student will become dependent students. becoue teacher didn't not helps students about tasks all the time . the teacher just help students about the task at the first. Them after students understand the material teacher just supports student.

Hyland (2004) said that " scaffolding refers to explicit knowladge and guided practice provided by the teacher " according to him , scaffolding is a teachers support to control the teaching learning proccess.

In the  proccess of scaffolding the teacher help the  student in mastering a task of lesson that the students are unable to do independently (Lipscomb et al. 2004) lipscomb also states that students didnt have to become perfect. Students errors are expected in the scaffolding proccess. teacher will give a feedback after students finish doing their task so students aremore confident when doing the task. The teacher begins the proccess by help the students then, the teacher will not help the students after the

students didnt need a help. When the student didnt a help, a teacher just supports students and makes students become independent student.



2.1 scaffolding provided by the teacher

From the picture above , each box represents scaffolding provided by the teacher and with each activity the level of learning goes up. The first box represents. Verbalizing thought process , the second box represents guieded practice, the third box represents mneminic device-chant, and the fourth box represent tutoring other students. (lipscomb et al. 2004). It is defined as the distance between the actual development levels as determined by inthependent problem solving and the level of potential evelopment as determined through problem solving under adult guidance or in colaborating with more capable peers (Corden 2000).

In this case, teachers roles are to create some supports toward the students so that students knowledge will develop increase and it accours in the zone of proximal development. In this zone, the students actually need some supports from more knowledgeable person or teacher since they cannot gain new knowledge by them selves.

Zone of proximal Development

Teacher

peer

Interventionintervention interactive
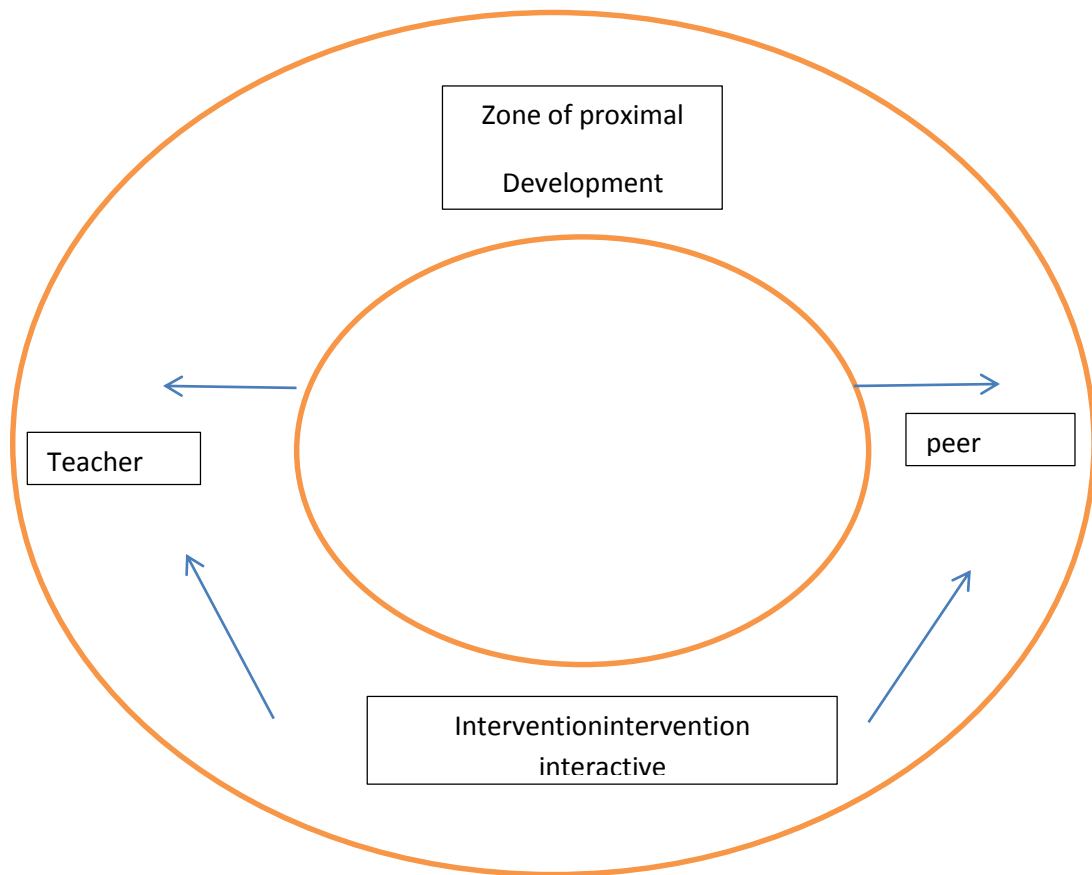
Picture.2.2 independent and potential lerning zone

(Corden 2000)

Revering to the theory of ZPD mentioned by Vygotsky (1978) at the end of the lerning, a student can do a task completely by them selves. The aim is at the end or in the future , students can be more confident at finishing their task.

Bruner said that clasroom learning can be seen as in the interaction between the teacher and students, so that in the clasroom learning between teacher and students is a part that cannot be sparated (Corden 2000) . regarding to Vigotsky (1978) theory that ZPD is an attribute of each learning event and not attribute of a child, mercer and fisher ( Corden 2000) point out that children do not carry their ZPDs with them . Each new task

will produce a different ZPD and key factors in determining students'
learning" potential " will be nature of discourse and the quality of teacher
intervention.

The teacher support of scaffolding is needed in order to help and
support the students to finish the task completly. Therefore the teaching
experience from the teacher is very important . Vygotsky (1987) suggest
that the only good learning is one that is a head of actual development
(Gibbons 2002) the main focus of Vygotsky theory in learning is the ZPD
which is defined as the distance between actual development level as
determined by independent problem solving under adult guidance Teacher
or parents (Corden 2000).

e.  The aplication of scaffolding in oral English Teaching

Chen yuanhua (2016) said " when applying scaffolding theory in the
teaching activities, the teacher should give student higher level support help
and teachers them some rules that can be used to solve some problems when
no people can help them " by using scaffolding the teacher can transfers the
learning task to the student and finally the teacher can make a conclusion
from the learning proces. Scaffolding can help student avoid some problem,
such as : poor vocabulary and grammatical structure .teachers should they
their best to choose a lot of topic that are interesting to discuss together with
student.

f.  Scaffolding in teaching speaking

According to Brewster, Ellis and Girard (2002) " several teacher took
time during lesson to check that students had understood the meaning words
of sentence " this enable students to connect new vocabulary with word than
they already knew in their first language . brewster, Ellis and Girard (2004)
suggest that " providing examples of word and demonstrating how they
might be used when beginning to learn a language is more important than
learning  to the grammatical and speling of vocabulary".

By using scaffolding in teaching speaking students are expected to
solve their own problem.According to Jauhar (2011) " scaffolding is the

technique of teaching that help students to understand and do a lot of things than if the student just learning independently" in the scaffolding process, the teacher help the student to master a skill that the student is unable to achieve it idenpendently. The effectiviness and efficient teaching speaking class can be reched if the teacher if able to choose the most effective and efficient technique to teach in speaking class. It also influences the succes the souces of English speaking atmosphere in the classroom.

g. Impact of using scaffolding technique in teaching speaking

learning of language is not an individual process, when students learn a language they will need a help and motivation from the teacher and people surround them , they cannot do independently from first learning. The teacher has a very important part in teaching speaking as the teacher not only guides the students through the stages of speaking but also motivates them to feel interesting in learning.

h. Technique in teaching speaking

There are many technique in teacing speaking according Nunan (2003) as the following :

1) Information Gap

Information Gap is a useful actifity in which one person has information that the other lack. They must use the target language to share the information. For intance, one student has the direction to a party and must give the information to a classmate.

2) Role play

Role play are also excellent activities for speaking in the relatively safe environtment of the classroom in role play , students are given particular roles in the target language. For example one students plays the role of a police officer trying to help the tourist file a report. Role plays given learners practice speaking the target language before they must do so in real invironment.

3) Simulations

Simulations are more elaborate than role plays. In a simulation, properties and documents provide a somewhat realistic environment for language practice.

**F.    Theoretical Framework**

Researchers will investigate scaffolding techniques speaking skill  based on Vygotsky's theory about scaffolding, scaffolding mean the teacher as an adult who has more skills,namely the skills to master the lessons and friends who already understand the material as problem solvers or work together with their peers. The teacher gives some material and gives questions, then the teacher gives help to children who don't understand the problem. Then the teacher reduces assistance to take on greater responsibility as soon as he is able to do it himself. The assistance provided by teachers in the form of intructions, warnings, encouragement to describe problems in other forms tha allow students to be independent. By using scaffolding The teacher actively accompanies every activity of the children so that the child is always in the zone of proximal development. The teacher provides cooperative group work, so students can solve their problems well and accelerate student development. In this researcher, the researcher investigated what teaching refering to concept scaffolding purpose.