

**SCAFFOLDING TECHNIQUES USED IN TEACHING
SPEAKING AT SMP NEGERI 2 TAWANGSARI IN
ACADEMIC YEAR 2019/2020**



**Submitted as a Formal Fulfillment of the Requirement for Getting the
Bachelor Degree of Education in English Department**

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2019**

APPROVAL

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NEGERI 2 TAWANGSARI IN ACADEMIC YEAR 2019/2020**

PUBLICATION ARTICLE

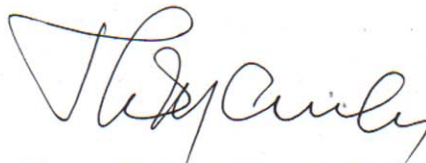
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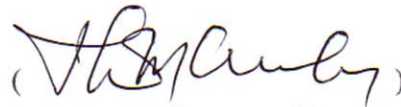
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Surakarta, November 2019

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The researcher,

A handwritten signature in black ink, appearing to read 'Dimas Permadi', with a stylized flourish at the end.

Dimas Permadi

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SCAFFOLDING TECHNIQUES USED IN TEACHING SPEAKING AT SMP NEGERI 2 TAWANGSARI IN ACADEMIC YEAR 2019/2020

Abstract

The purpose of this study is to examine the type of scaffolding used by the teachers in teaching speaking in SMP N 2 Tawangsari, and analyze student's responses to the scaffolding techniques used by teachers in learning speaking. This type of the research is qualitative research. The participation in this study were 32 students of class VIII A, and 1 English teachers who taught in class VIII A. Reseacher collected data by interviewing and recorded answer given to students of class VIII A and English teacher in class VIII A to analyze responses of students to the techniques used by the teacher in observation. The results of this study are that the scaffolding technique used by the teacher SMP N 2 Tawangsari uses three types of scaffolding, namely the Preliminary Activities, Core Activities and Closing Activities. And students responses toward scaffolding technique is Students response when the teacher to help students solve in the problem Response like Anisa said " the She like the teacher always slowly gives help to studens to solve these problems" and Aditya said" the teacher always helps us to be more confident in English".Students are enjoyable with the techniques the techer uses Response like Amelia said " she like and happy to learn English " and Aditya said " he fun an not boring"The teacher complete work the studently. Response like Yuanita said " when I not able to complate the lesson problem, the teacher help me to comlate my work

Keywords : teaching speaking, scaffolding technique and scaffolding type

Abstract

Tujuan dari penelitian ini adalah untuk memeriksa jenis perancah yang digunakan oleh para guru dalam mengajar berbicara di SMP N 2 Tawangsari, dan menganalisis tanggapan siswa terhadap teknik perancah yang digunakan oleh guru dalam belajar berbicara. Jenis penelitian ini adalah penelitian kualitatif. Partisipasi dalam penelitian ini adalah 32 siswa kelas VIII A, dan 1 guru bahasa Inggris yang mengajar di kelas VIII A. Peneliti mengumpulkan data dengan mewawancarai dan mencatat jawaban yang diberikan kepada siswa kelas VIII A dan guru bahasa Inggris di kelas VIII A untuk menganalisis tanggapan dari siswa dengan teknik yang digunakan oleh guru dalam observasi. Hasil penelitian ini adalah bahwa teknik scaffolding yang digunakan oleh guru SMP N 2 Tawangsari menggunakan tiga jenis scaffolding, yaitu Kegiatan Pendahuluan, Kegiatan Inti dan Kegiatan Penutupan. Dan respon siswa terhadap teknik scaffolding adalah respon siswa ketika guru membantu siswa memecahkan masalah. Respon seperti Anisa mengatakan, "Dia suka guru selalu perlahan memberi bantuan kepada siswa untuk memecahkan masalah ini" dan Aditya berkata, "guru selalu membantu kita untuk lebih percaya diri dalam bahasa Inggris ". Siswa senang dengan teknik yang digunakan oleh responden. Respon seperti Amelia mengatakan" dia suka dan senang belajar bahasa Inggris "dan Aditya mengatakan" dia menyenangkan dan tidak membosankan "Guru menyelesaikan pekerjaannya

dengan rajin. Respons seperti Yuanita berkata, “Ketika saya tidak dapat menyelesaikan masalah pelajaran, guru membantu saya untuk menerjemahkan pekerjaan saya.

Kata Kunci : Pembelajaran Berbicara, Teknik Scaffoldin, Tipe 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 is difficult. 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. Schools in Tawangsari especially SMP NEGERI 2 TAWANGSARI has emphasized the importance of learning 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 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. Diah ayu puspitaning 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 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 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. This Article the result focusing on the type of scaffolding used by the teacher in SMP N 2 Tawang Sari and analyze student's response to the scaffolding techniques used by teachers in leraning speaking.

2. METHOD

This type of research is qualitative research, the researcher focuses on observing scaffolding techniques used by teachers in SMP NEGERI 2 TAWANGSARI to teach speaking classes and students' responses to scaffolding techniques used by teachers. In class VIII A there were 32 students and 1 English teacher, the researcher used field notes, interview transcripts in two languages, English and Indonesian, which

aimed to clarify the questions the researcher gave and the researcher used records as data collection. In collecting data, researchers use observations, interviews, and recorded as more accurate data material. The researcher selects and simplifies the data, then presents data that aims to organize information and make conclusions about the techniques used by the teacher. Researchers use triangulation techniques because this technique is very suitable for qualitative research.

3. FINDINGS AND DISCUSSION

3.1 Research Findings

The researcher choose clas VIII A in SMP N 2 Tawangsari to do the research. The class consists of 32 students. and the students in the class are female and male. When doing an observation in the class VIII A, the researcher observed the scaffolding technique used by the teacher when teaching English and the student responses when the teacher explained the lesson using scaffolding technique.

3.1.1 Type of scaffolding used by the teacher in teaching speaking class

Researcher found three types of scaffolding techniques that are teacher used by SMP N Tawangsari teacher in teaching English, namely Preliminary Activities, Core Activities and Closing Activities. Can be proven when reseacher ask teachers “ What scaffolding techniques are used by the teacher in teaching speaking?” Mrs. Sri Haryani when answering questions raised by researchers, Mrs. Sri Haryani: “(I use scaffolding techniques in teaching speaking, such us Preliminary Activities, Core Activities, and Closing Activities.”)

3.1.2 Student’s responses toward scaffolding techniques

Researchers oberved and interviewed for students class VIIIA about the scaffolding techniques used by the teacher, out of the four students who had been interviewed, all students felt happy with the scaffolding techniques used by the teacher. By the teacher in teaching speaking. The researcher also gave a question which was used to analyze students responses to the scaffolding techniques used by te teacher. Students in class VIIIA are very happy to learn English using scaffolding techniques in teaching use. Students are interested in learning English and Students feel that English is an interesting subject to learn. Based on interviews with stdents in class VIIIA, students feel very happy learning English using scaffolding techniques.

- 1) Students response when the teacher to help students solve in the problem
Response like Anisa said " the She like the teacher always slowly gives help to studens to solve these problems" and Aditya said" the teacher always helps us to be more confident in English".
- 2) Students are enjoyable with the techniques the techer uses
Response like Amelia said " she like and happy to learn English " and Aditya said " he fun an not boring"
- 3) The teacher complete work the studently
Response like Yuanita said " when I not able to complate the lesson problem, the teacher help me to comlate my work

3.2 Discussion

Researcher found several scaffolding techniques used by English teachers in teaching speaking in class VIII A at SMP N 2 Tawangsari. The types of scaffolding techniques used by English teachers in teaching speaking classes are: Preliminary Activities, Core Activities and Closing Activities. Compared with previous research, in this study researchers only found three types of scaffolding techniques used by the speaking class complication teacher, in contrast to previous studies that have been done before, tyas(2009), found nine types of scaffolding used, by the teacher in teaching speaking. Researchers only found three types of scaffolding techniques used by teachers because, researchers have only been doing four weeks.

Students are very interested and love learning to speak English. Researchers compared this study with previous studies. First, researcher compared the khasanah study (2011), in Rahmawati's study, students were half happy to learn to use scaffolding techniques, and half students were not interested in using scaffolding techniques.

The study comparing this research is Rahmawati's (2014) research entitled " the use of scaffolding techniques to improve students speaking skill at Andong MTs" Rahmawati's research supports the finding out whether strategy scaffolding can improve students abilities at SMP 4 Sukoharjo. Researcher conducted research SMP N 2 Tawangsari because previously there were no researchers discussing at the SMP. Researcher choose scaffolding techniques in their research because scaffolding is an

interesting technique that teachers can use to teach, especially for teaching speaking classes. Scaffolding techniques used by teachers in teaching speaking in accordance with the theory of Vygotsky(1978) scaffolding refers to the help or guidance from adults to the child, so that the child can accomplish a task. The English teacher at SMP N 2 Tawangsari always helps and supports students, making students more confident in the teaching and learning process. The English teacher at SMP N 2 Tawangsari will support students who are confident and not shy about trying something new.

The English teacher at SMP N 2 Tawangsari uses several types of scaffolding in teaching speaking. The type of scaffolding used by teacher in SMP N 2 Tawangsari are: Preliminary Activities to explain the material to be discussed together with the competencies students must master, Explain the core activities about teaching, directions for doing work, or look for assignments. The teacher invites students to discuss in learning and question and answer to students about the material to be discussed. The last is the closing activity about giving conclusions the teacher gives conclusions about the material that has been given.

4. Conclusion

After conducting a research of scaffolding technique used by the teacher in SMP N 2 Tawangsari, the researcher can make a conclusion as follows. The English teacher in SMP N 2 Tawangsari implemented scaffolding technique when teaching English, especially speaking. The teacher used scaffolding technique to make students easily understand the material to deliver by the teacher. There were some types of scaffolding techniques used by the English teacher in SMP N 2 Tawangsari teaching speaking class, such as : Preliminary Activities, Core activities and closing Activities.

The English teacher in SMP N 2 Tawangsari , in teaching speaking using scaffolding technique it depends on materials delivered to the students. such as : Preliminary Activities, Core activities and closing Activities. The order of the type of scaffolding technique can be changed. It depends on the material being delivered to students. When the teacher explained the material, the situation of the class was conducive and the teacher was successful to manage the teaching

situation in the class. So the teaching learning process in the class because interesting.

Used by the teacher include feeling happy and interested in the technique that is used by teacher. After the researcher gives question to students and interview some students in the class VIII A in SMP N 2 Tawangsari, the researcher can conclude the responses of the students toward scaffolding technique used by the teacher. From the question given to students it can be said that most of students in the class VIII A 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 students feeling Happy. Students interested in the technique that is use by the teacher. Students response when the teacher to help students solve in the problem. Students are Enjoyable with the techniques the teacher uses. The teacher complete work the studently.

Beside interviewing some students and observing the class to analyze students responses toward scaffolding technique used by teacher teaching speaking, the researcher also gives question to students. from the question, the researcher can concluded that most students in the class VIII A 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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