

CHAPTER 1

INTRODUCTION

This chapter presented background of the study, problem statement, limitation of the study, objectives of the study, benefit of the study where it consisted of theoretical benefits and practical benefits and research paper organization.

A. Background of the Study

In Indonesia, English is one of foreign language that included into educational curriculum. Currently, learning English has been learnt from young learners until adult learners. It aims to enable students in developing foreign language comprehension. There are four skills that should be realized in learning English, such as listening, speaking, reading, and writing. From four skills, English speaking skill is one of important skills that should be acquired by the learners. The important role of mastering English speaking skill is able to improve students' communicative competence. But we know that most of students still consider that English is to be one of difficult lesson because the significant difference language with mother language.

Teaching English speaking skill is not easy even it perhaps becoming a challenge for most of English teachers. It is because there are several components that required by students in mastering this skill, they are grammar, vocabulary, pronunciation, fluency, comprehension, and so on. Nevertheless, the teacher should keep teaching them to acquire the expected skill, which Brown defined that teaching as assisting someone to learn how to do something, giving instruction, guiding to develop students' skill, and providing the knowledge (2006, p. 8). Besides the difficulty that faced by the teacher, there is another factor that perhaps to be a challenge in teaching English speaking skill, that is teaching strategy. There are several strategies that is able to use in teaching speaking, such as role plays, discussion, scaffolding, etc.

In developing students' speaking skill, the teacher should try to be a good English teacher model. It means that if she wants her students can speak English so she has to speak English in front of the class. In creating an

interaction, the teacher can give some questions, some clues related to the material, or another way. It purposes to construct their knowledge and also to develop the students' speaking English.

In teaching speaking skill, the teacher not only teaches how to speak English with a correct pronunciation but also teaches about grammar and vocabulary. The teacher has to create an interesting strategy to attract the learners in learning speaking skill. One of the strategies that can be used by the teacher is scaffolding strategy. The term of scaffolding was first labeled by Wood, Bruner, and Ross (1976). According to Gibbons "scaffolding is the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone" (2014, p. 16). It can be defined that scaffolding is teachers' assistance temporarily to aid the learner in moving toward new skills, concept, or levels of understanding to be independent learner.

This strategy can develop teacher's and students' creativity. It means that by applying scaffolding strategy the classroom situation will be not monotonous since this strategy emphasizes the students to be more active. In applying this strategy, the teacher and the student should do interaction each other so teaching learning process is able to run more effective. It will be useful for them especially for the students to achieve the expected goals. Kargar and Tayebipour (2015) stated that one of aspects that are able to cause in high accomplishment is existing interaction between teacher and students in scaffolding classroom.

There are some previous studies that examine scaffolding strategy in teaching speaking. In terms of these, one of studies is entitled *The Implementation of Scaffolding in speaking class of Akademi Asih Husada Semarang* (Subianti, 2018). In the research, she investigated the scaffolding technique types that applied in classroom interaction, the steps of scaffolding technique, and the students' difficulties that faced in classroom interaction.

In line with the previous study above, the researcher intends to investigate how the teacher applies the scaffolding strategy in teaching speaking and student's response toward scaffolding strategy used by the teacher. According

to Wood (1998) in Cameron (2001) there were six types of scaffolding, such as modeling, explaining, inviting students' participation, instructing, questioning, and reinforcing.

Based on the explanation above, the researcher conducted this research because the researcher was inquisitive to know how the English teacher implemented scaffolding strategy in teaching speaking to the Vocational High School (SMK) students and also the researcher wanted to know how the students' response toward scaffolding strategy applied by the teacher in teaching speaking. So, the researcher entitled this research *Scaffolding Strategy Used In Teaching Speaking At SMK Harapan Kartasura In Academic Year 2019/2020*.

B. Problem Statement

Based on the background of study above, the researcher suggested the problem of the study in this research as follows:

1. How does the teacher apply scaffolding strategy in teaching speaking at the eleventh grade at SMK Harapan Kartasura?
2. How do the students respond toward scaffolding strategy in teaching speaking used by the teacher?

C. Limitation of the Study

In this research, the researcher limited to analyze the types of scaffolding and also student's response toward scaffolding strategy applied by the teacher in teaching speaking at the eleventh-grade of TKJ in SMK Harapan Kartasura.

D. Objectives of the Study

The specific objectives of the study are:

1. This research aims to delineate how the teacher applies the scaffolding strategy in teaching speaking to the eleventh grade students at SMK Harapan Kartasura.
2. It describes the student's response about scaffolding strategy that applied by the teacher in teaching speaking skill.

E. Benefits of the Study

The writer expects that the result of this research can be useful to the readers theoretically and practically.

1. Theoretical Benefits

In the theoretical benefit, the result of this research can be used as the reference for the teacher or lecturer in teaching speaking skill.

2. Practical Benefits

a. The writer hopes this research can give positive impact about scaffolding strategy for the teachers and may be applied by them in teaching speaking skill.

b. The writer hopes that the reader can exploit the information that exists in the result of the research to increase their understanding about scaffolding strategy in teaching speaking skill.

F. Research Paper Organization

The research paper will comprise in three chapters. A brief summary of the content of each chapter is described as follows:

1. Chapter 1 sets out the background of the study, the problem statement, the limitation of the study, the objective of the study, the benefits of the study, the benefits of the study consist of theoretical benefits and practical benefits and research paper organization.
2. Chapter 2 presents a detailed description of previous study to compare the similarity and the differences with this research, theoretical review, and theoretical framework.
3. Chapter 3 indicates a detailed description of methodology of the study, discusses the type of research, research object, research subject, data and data sources, the technique for collecting data, credibility of data and technique of analysis data.
4. Chapter 4 is finding and discussion that consists of the finding of research and discussion.
5. Chapter 5 presents the conclusions, pedagogical implication, and suggestions.