THE USE OF SCAFFOLDING TALK TECHNIQUE IN TEACHING ENGLISH SPEAKING

THESIS

Submitted by

SYAIFATUR RAHMAH

NIM. 170203193

Student of Faculty of Education and Teacher Training

Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY

BANDA ACEH

2022 M / 1443

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

By:

SYAIFATUR RAHMAH
NIM. 170203193

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,

(Habiburrahim, M.Com., M.S., Ph.D)   (Drs. Amiruddin, M.Pd)

Date: 17 / 7 / 2022   Date: 7 / 7 / 022

It has been defended in *Sidang Munaqasyah*
In front of the board of the Examination for the working paper
and has been accepted in partial fulfilment of the requirements
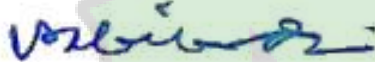for the Bachelor Degree of Education in English Language Teaching

On:

Monday, 25 July 2022
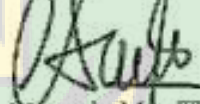
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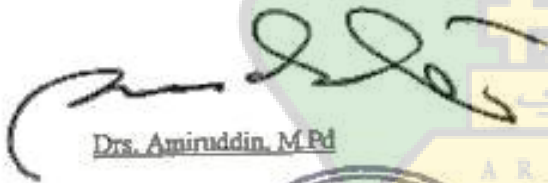In Darussalam, Banda Aceh

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Secretary,

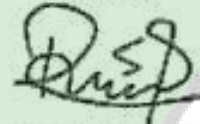Muntasir, M.A. TESOL

Member,

Drs. Amiruddin, M.Pd

Member,

Rahmi, S.Pd.I, M.TESOL

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama   : Syaifatur Rahmah

NIM   : 170203193

Tempat/tanggal lahir   : Reubee, 30 November 1999

Alamat   : Jl. Teuku Raja Husen, Ds. Neulop, Kec. Delima, Kab. Pidie

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Use of Scaffolding Talk Technique in

Teaching English Speaking

adalah benar-benar karya saya, Kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka sepenuhnya akan menjadi tanggung jawab saya. Demikianlah surat pernyataan inisaya buat dengan sesungguhnya.

Banda Aceh, 17 Juli 2022

Saya yang membuat surat pernyataan,

Syaifatur Rahmah

ACKNOWLEDGMENT

Alhamdulillahi rabbil 'alamin, all praise to Allah SWT, who has given me mercy, blessing, chance, strength mentally, and health to finish this thesis in the undergraduate program in the Department of English Language Education, Ar-Raniry State Islamic University. Shalawat and salam to our beloved prophet Muhammad SAW, who has brought us to the right path.

First, the resarcher greatly express thanks unaccountably to my beloved parents, Ghazali Nur and Cut Mulyati, who always believed in me, prayed for me, and convinced me to not be afraid of the challenges in life. The researcher also give special thanks to my dear brother and young sister, Irza and Dinda, for their love and support, which constantly inspire me to become a better person. May Allah grant my family with paradise for their sincere kindness.

Furthermore, my respect and sincere gratitude to the main supervisor Mr. Habiburrahim, M.Com., M.S., Ph.D and the co-supervisor Mr. Drs. Amiruddin, M.Pd, who has guided me and given advice, corrections, endless help and support in writing this thesis. The researcher also wants to express my sincere gratitude to all of the English Education lecturers and staff members who inspired, helped, and supported me throughout my time in this department. Also, the researcher would like to deeply thank all of the teachers MTsS Jeumala Amal, especially Ms. Busra,

and students class VIII-4 and VIII-8, who guided and helped me during doing this research.

My sincere gratitude to my friends for always supporting me in good and bad times; Dara Luthfia, Missy, Atikah, Sarah, Ardilla, Yusha, Vera, Hazira, Tutun, Andri Setyaan, Muhammad Fajar and Muhammad Ikhsan. They have provided me with a lot of positive feedback, inspiration, happiness, and spirit to finish this thesis. Last but not least, the researcher want to thank me, the researcher want to thank me for believing in me, the researcher want to thank me for doing all this hard work, the researcher want to thank me for having no days off, the researcher want to thank me for never quitting and the researcher want to thank me for just being me at all times.

The researcher realized that this thesis is still far from perfect. Therefore, every meaningful feedback and suggestion is open and highly appreciated.

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Banda Aceh, 03 July 2022
The Researcher,

Syaifatur Rahmah

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ABSTRACT

Name   : Syaifatur Rahmah

NIM   : 170203193

Faculty   : Fakultas Tarbiyah dan Keguruan

Major   : Department of English Language Education

Thesis Working Title   : The Use of Scaffolding Talk Technique in Teaching English Speaking

Main supervisor   : Habiburrahim, M.Com., M.S., Ph.D

Co-supervisor   : Drs. Amiruddin, M.Pd

Keywords   : Scaffolding Talk and Speaking Skills

Scaffolding talk is one of the techniques used by EFL teachers in speaking classes to build communication between teachers and students where the teachers gives instructions to support students understanding. This research was conducted to describe the types of scaffolding talk used by the teacher for the second-grade students of MTsS Jeumala Amal and analyze the students' responses to the scaffolding technique. By using qualitative research, the researcher collects data through observation and interviews. Further, a table of observation checklist as instrument research was used to observe the types of scaffolding talk used by the teacher in the class, and semi-structured interviews were used to know students' responses to the scaffolding talk technique used by the teacher. This study involved six students from the second grade of MTsS Jeumala Amal. The sample was chosen by using purposive sampling that fulfilled specific criteria. The result showed that there were eight types of scaffolding talk techniques used by English teachers in teaching speaking and using the scaffolding talk technique received a positive response from students. Using this technique, students were more active in class, motivated to continue learning, and improved their ability to speak English, especially in pronunciation and fluency.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains briefly about the motives of this research. This chapter discusses background of the study, research question, the purpose of study, significance of the study and research terminology.

A. Background of The Study

English requires the development of four skills: reading, listening, speaking, and writing. These four language skills are very important to master because they are interrelated. However, according to Harmer (1983), speaking is frequently regarded as the most difficult of the four language skills to master.

Richards (2002) argues that speaking is very difficult for second language learners because effective oral communication requires the ability to use language appropriately in social interaction. Brown and Yule (1983) add that in learning to speak a foreign language it is important to master the language components namely; grammar, vocabulary, pronunciation, fluency, and accuracy.

In short, good EFL learners can use the necessary components to share ideas, feelings, and thoughts. However, if students cannot use the necessary language components, they will have difficulty expressing their ideas, feelings, and thoughts, even in simple conversations. In addition to the difficulties caused

by the embedded language component, other factors also contribute to the difficulty of mastering it, one of which is teaching techniques. Munzaki, Suadah, and Risdaneva (2016) defined that a teacher should be eager to learn more about the fundamental goals of teaching, such as the goals or targets of teaching and its responsibilities. As a result, teachers should apply an appropriate strategy to enhance students' understanding, willingness, and knowledge. Many teaching techniques can be used to help students improve their speaking skills such as scaffolding techniques.

Gibbons (2015) stated that scaffolding is the temporary assistance by which a teacher helps a learner knows how to do something so that the learner will later be able to complete a similar task alone. Scaffolding Talk is one of the techniques used by EFL teachers in speaking classes to build communication between teachers and students where the teacher gives instructions to support student understanding. This is considered one of the most effective techniques in EFL teaching. Permadi (2019) claimed that scaffolding is an important technique that students require. Students will understand the teacher's explanations more easily using this strategy because the teacher explains the material step by step.

MTsS Jeumala Amal is an Islamic boarding school located in Lueng Putu, Pidie Jaya. In general, MTsS Jeumala Amal students have good achievements in academic and non-academic fields, students are also emphasized to speak two foreign languages, English and Arabic. English teachers of the school use the

scaffolding technique to assist students in achieving the desired learning outcomes. The teachers present materials from basic to advanced levels. As a result, students will be able to easily understand the materials offered by the teachers and will be able to actively respond to the materials. According to Vygotsky (1978), scaffolding refers to the assistance or advice provided by adults to a kid for the youngster to complete a task. Bruner (1976) stated that when children begin to learn new concepts, they require active support from teachers and other adults. They are initially reliant on adult assistance, but as they gain more independence in their thinking and learn new skills and information, the assistance can progressively disappear. In a very narrow sense, scaffolding indicates a limitation in the number of options available to a youngster, allowing them to focus solely on learning the skill or knowledge that is required.

Several studies on scaffolding talk techniques in teaching English speaking have been carried out. This is following with previous research (Rahmat, Leng, & Mashudi, 2020), which raised the topic of innovative educational practice for strategic impactful teaching via scaffolding method. This study focused on lecturers who apply the new role of teachers in education using the scaffolding teaching method and this research proves that students enjoy learning activities, are more attentive, and are more confident. Based on these findings, it can be concluded that using scaffolding talk technique makes teaching and learning methods more successful and interesting.

Based on the findings of the study by Surtiati (2008) on teachers' scaffolding talk in an English class at a senior high school, this study focused on analyzing types of scaffolding and the speech functions performed by the teacher in their scaffolding talk. The results of this study indicate several types of scaffolding talk performance by the teacher and several speech functions used by teachers in teaching.

To sum up, all teaching, including teaching English speaking, should provide a scaffold for students when they discover new material. Through the process of scaffolding, the teacher can help students master skills that initially could not be obtained by them independently. The teacher provides materials from a basic level to a higher level. Thus, students will easily understand the material presented by the teacher and they can actively respond to the material presented. English teachers must be able to do scaffolding well, meaning that they must be able to be good assistants, good mentors, good facilitators, good mediators, and good models for their students. They should not only master the teaching material but also their language skills in transferring knowledge. According to Halls (2008), scaffolding has several of advantages for students, including increased motivation to study, increasing interest in completing activities, allowing students to be more active in their learning, reducing frustration while doing tasks, and so on. In other words, the English teacher's ability to use scaffolding effectively is required. Therefore, in my opinion, it is

important to explore more about the use of scaffolding talk technique in teaching English speaking.

B. Research Question

Before commencing the study, the formulation of research questions is very important. It attempts to examine current information ambiguities in the area of concern and demonstrates the need for a deliberate investigation on the part of a researcher. Concerning the background of the study above, the researcher formulated the research questions as follows:

1. What types of scaffolding techniques are used by the teachers in teaching English speaking to the second-grade students of MTsS Jeumala Amal?

2. How do the students respond to the scaffolding technique used by the teachers?

C. Study Objective

In this section, the researcher needs to explore the research objectives. Based on the questions above, the purpose of this research is to describe the types of scaffolding used by the teacher for the second-grade students of MTsS Jeumala Amal and analyze the students' responses to the scaffolding technique.

D. Significance of the Study

The results of this study are useful not only for students but for teachers as well. The researcher hopes that students are motivated to learn to speak, which will both increase student interest and improve students' speaking ability. This study provides better techniques to help students improve their speaking skills and enables them to communicate fluently in English.

E. Research Terminology

In order to clarify the key terms used in this study, the researcher will provide some definitions below:

1. Scaffolding Talk

According to Gasong (2007), scaffolding is a learning strategy in which students are given some assistance during the early stages of learning and then reduced assistance and provided the opportunity for the student to take on greater responsibility after being able to do it themselves. Students receive assistance or guidance from the teacher at the beginning of the learning process so that they are more focused and the process of implementing learning and achieving goals is completed effectively. The teacher's direction here refers to providing students with incremental assistance so that they can follow the learning process effectively.

There are several types of scaffolding talk identified by Vygotsky, namely as follows: "Modeling, Imitating, Removing, and Achieving" (Byrnes, 2001, p. 37). So, in this thesis, "scaffolding talk" refers to the communication and interaction between teacher and students in which the teacher gives instructions to help understanding in language classes.

2. Speaking Skill

According to Branch and Pourhoseingilakjani (2016), speaking is one way of communicating opinions and messages orally. It means speaking is the act of using speech in the conveyance of information, expression, giving directions, or sharing thoughts and feelings.

According to Syakur (as cited in Ahbab, 2011), there are five components of speaking skills namely; comprehension, grammar, vocabulary, pronunciation, and fluency. Speaking skills in this study refers to the ability of MTsS Jeumala Amal students to master several components of speaking skills, namely vocabulary, pronunciation, and fluency.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on providing a theoretical foundation for the study. Its goal is to direct the scope of the study. This study discusses using scaffolding talk in teaching English speaking, theories of scaffolding talk, and speaking skills.

A. Definition of Scaffolding Talk Technique

Scaffolding, as defined by Gibbons in Anja (2009), is something that is placed around a building to allow the builder access to the structure that emerges. When the building can support itself, the scaffolding will be removed. In contrast, the term scaffolding has been used as a metaphor in a variety of fields. Jerome Bruner, a cognitive psychologist, first proposed scaffolding theory in the late 1950s.

Scaffolding instruction as a teaching strategy is based on Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPD). "The zone of proximal development is defined as the gap between what children can perform on their own and the subsequent learning they can acquire with competent support (or supervision)" (Raymond, 2000, p. 176).

According to Bruner (as cited in Corden, 2000), scaffolding is highly interactive with constant interaction between teacher and students in completing the dialogue together. Dialogue is critical to the process because it is how assistance is delivered and adjusted. In a nutshell, scaffolding talk increases student participation and interaction, allowing the teacher's expected goals to be met. Furthermore, scaffolding talks can increase students' interest in the given task, assist students in overcoming their frustration with doing exercises during assignments and increase their competence.

Scaffolding talk helps students achieve the desired expression by mediating their communication. If the desired expression is achieved, the English teacher will easily enter the main discussion. If the topic of the conversation is carried out successfully, the teacher's goals can also be met. This means that students' mastery can be attained as well. In other words, they will be able to learn the target language. In general, the teaching and learning process's objectives will be met successfully.

In short, scaffolding talk is a technique that allows students to easily understand the material because the teacher explains it step by step. The teacher's material was easy at first, but then it progressed to difficult material. In scaffolding talk, the teacher's role is very important in mediating students to achieve the desired expression well.

1. The types of scaffolding talk

    Vygotsky identified four stages of instructional scaffolding (Byrnes, 2001, p. 37), which were as follows:

a. Modeling

    The first step in instructional scaffolding is modeling. It is defined as teaching behavior that shows how one should feel, think, or act in certain situations by Hogan and Pressley in Lange (2002). Think-aloud modeling, speech-voice modeling, and performance modeling are the three types of modeling. The think-aloud model verbalizes the thought process that was used to solve a specific problem.

    An instructor may reveal her method for determining the main idea of a paragraph. The talk-out model, on the other hand, is a demonstration of task completion combined with verbalization of a thought process or problem-solving strategy that leads the modeler to his conclusion.

    While demonstrating a written solution to a word problem, an instructor may verbally describe his strategy. Finally, performance modeling is nothing more than a demonstration of the task to be completed. An instructor, for example, could model continuous silent reading by reading a book while moving his lips, smiling at a funny part of a story, moving his finger along a line of text

as he reads, and so on. There is no verbal explanation in performance modeling (Hogan & Pressley, 1997, p. 20).

b. Imitating

During this phase, students imitate the skills that their instructor demonstrated, including commentary. Students begin guided practice by doing part of the task independently after observing their instructor model. "Instructors guide students through their initial practice and continuously assess their progress" (Turnbull et. al., 1999, p. 641). During this phase, the instructor must constantly assess student comprehension and frequently offer assistance and feedback.

c. Removing

"The third stage is when the instructor begins to remove the scaffolding. As his students master new content and/or processes, he/she provides less assistance and feedback" (Byrnes, 2001, p. 37). At this stage, the teacher only provides the necessary direction; the rest of the time, the teacher lets students do what the teacher asks them to do on their own. If there are students who do not understand the material, the teacher will assist or explain the material only in parts that are not understood by the students.

d. Achieving

At this point, students have gained expert-level mastery. They can finish new activities without the assistance of the instructor (Byrnes, 2001). At this phase, the teacher's role is limited to observing student behavior while performing a task that has been assigned to them by the teacher. The teacher will not aid the students since the teacher will assess whether or not the students truly understand the material.

Walqui (1995) in Surtiati (2008) stated that there are six types of scaffolding talk, namely:

1. Modeling: providing clear sample or models before the teacher/trainer ask the learner to do the new task;

2. Bridging: helping the students to reach the target expression;

3. Contextualized: providing a meaningful context for the content and the language being taught;

4. Schema building: organizing knowledge through experience and sense of the world using structures or schemas, such as goals, materials, methods, strategies, approaches, etc. For example, providing the students with structured opportunities to do will improve their understanding;

5. Text Re-presentation: curriculum explicit norms, rules, and convention of the language. It is hoped by the end of the activity the learners can represent the language in various kinds of the situation;

6. Metacognitive development: being explicit to the students about preferred ways to think, talk, or write by modeling of asking questions throughout the learning process.

Based on the theory from the experts above, Surtiati (2008) suggested that types of scaffolding talks are as follows:

1. Modeling means that the teachers provide clear samples or models before the teachers ask the students to do the tasks;

2. Explaining is necessary for the teachers to help the students see the connection between things, make links between familiar and unfamiliar knowledge, bridge the gap between students' previous knowledge, the known knowledge or experience, and also bridge the students to promote students' understanding;

3. Inviting the students' participation. Here the teachers provide opportunities to the students to be able to join in the teaching-learning process through eliciting, for example: "how do you know?; from where do you know?; etc, and inviting them to expand in meaningful ways, such as: "tell us more about that, "give more details", etc;

4. Questioning. There are two kinds of questioning that are:

a) Basic questioning

Basic questioning is asking students to give a response. It is fundamental to teachers' repertoire, which has a clear purpose to promote a considered response from the students. Through basic questioning, the teachers can obtain information about how well the students understand the material they have learned, what potential problems they may encounter and what assistance is needed to facilitate the students' learning. In short, the teachers will soon know what kind of language and activities are used to facilitate the students learning process.

Besides that, the basic questions can also stimulate interest and curiosity. It also focuses on the students' attention and interest in a particular issue or concept. Additionally, it provides an opportunity for the students to respond in increasingly thoughtful ways, ensure widespread students participation in classroom discussion, and let teachers express an original interest in the ideas and feelings of the students. (Turney et al. 1983)

b) Advanced questioning

Advanced questioning is defined as "challenging students to respond to higher-order questions to develop their thinking process" (Turney et al. 1976, p. 50). The higher-order inquiry has a good effect on the development of

students. It is better offered to students who have a high level of skill. It will discourage low-ability students if it is offered to them.

c) Clarifying students' understanding

The teacher is necessary to check the students emerging understanding by clarifying the unreasonable understanding. To clarify it the teachers can provide explicit and positive feedback on the students' responses. Here the teacher guides the students on learning how to evaluate the creation of shared perspective or revise their perspective when misunderstanding happens;

d) Developing students' understanding

The teachers must develop the students' language proficiency by performing explicit norms, rules, and conventions of the language. It is hoped that the students can represent the language in various kinds of situations after the teaching-learning activity;

e) Reinforcing

There are two kinds of reinforcing that are:

1) Verbal reinforcing is a teacher's comments offering praise and encouragement. It is used to re-enforce students' responses or behavior including comments of a personal, evaluative, and supportive nature. They may happen while tasks are being performed, or they may complement more

formal feedback on completed work, such as awarding of grades or marks, such as Yes, Good, Uh-huh, Well done, Greg, I'm pleased with that, etc. (Turney et al. 1983)

2) Gestural reinforcing refers to the teacher's use of smiles, nods, or pointing, as nonverbal responses to the student's contribution to the lesson, performance, or behavior. Teachers can use facial reinforcing such as: "smiling", "raising eyebrows", laughing, etc, or bodily reinforcing such as: "clapping hands", "signaling O.K.", "shaking head", "nodding", "Thumbs up", etc.

2. The characteristic of scaffolding talk

In Cameron, Bruner described six characteristics of scaffolding talk. The six characteristics are as follows:

a) Reduce student confusion by providing clear direction – Educators anticipate problems that students may face and then develop step-by-step instructions that explain what students must do to meet expectations.

b) Keeping students focused – By providing a structure, lesson, or research project, students are given a path to follow. Students can choose which path to take or what to look for along the way, but they cannot deviate from the task's path

c) Giving hints: providing hints or suggestions but not including the entire solution.

d) Controlling irritated students while they work on assignments.

e) Shows what needs to be done or suggests alternative methods of accomplishing it.

f) Using an idealized version of a given task to demonstrate.

3. The advantages of scaffolding

   Yami (2008) in her research found that there are several advantages of scaffolding, including:

1) Scaffolding is a highly adaptable and flexible teaching method that can be used to support students of all levels. Because scaffolding can be employed at all levels, students will understand the material being taught quickly and easily.

2) Students are involved in scaffolding. Learners do not listen to the information passively. On the other hand, students build on prior information and form new knowledge as a result of teacher encouragement.

3) Scaffolding provides a chance to provide input when dealing with students who have low self-esteem and learning disabilities. This gives them the impression that they can do the work. Another benefit of scaffolding instruction is that when done effectively, it inspires students to want to learn.

4) Students' frustration levels can be reduced. Students will become aware of the extent of their learning abilities.

4. The disadvantages of scaffolding

On the other hand, scaffolding has several disadvantages as mentioned by Rachel and Der (2000) in Yami (2008). There are:

1) It will take a long time for the teacher to offer scaffolded lessons to satisfy the needs of each student. Because there are so many students in the class, if the teacher employs this technique on each person, the teaching and learning process will be uncontrolled.

2) Individual scaffolding will be difficult to do in a classroom with a large number of students. Because of the enormous number of students, the teacher will have difficulties managing them, resulting in less effective learning.

3) A teacher who has not been properly taught may not be able to apply scaffolding instructions correctly, and therefore will not see the full effect. Because the teacher does not talk clearly, students will not be able to receive lessons effectively.

4) The teacher gives some control and allows students to make a mistake. In the teaching and learning process, misunderstandings are often found between teachers and students. This makes learning less effective.

5) Scaffolding examples and an outline of relevant scaffolding techniques for specific lesson topics are not included in teacher manuals and curriculum guides. Because of the scaffolding for some lesson content, this strategy cannot be applied in all lessons. Scaffolding is a learning strategy with limitations.

B. Definition of Speaking

Speaking is one of four skills that play an important role in learning English. Soomro (2018) argues that speaking is the most difficult skill to master as well as the most complex of the four skills, as it requires expertise and exposure to the target language. Speaking skills, on the other hand, are the abilities that enable us to effectively communicate. According to Branch, and Pourhoseingilakjani (2016), speaking is one way of communicating opinions and

messages orally. To persuade learners to communicate in the target language, we should encourage students to use the language in real communication.

Speaking is an interactive process of meaning construction that involves the production, reception, and processing of information (Brown, 1994; Burns & Joyce, 1997). Iksan, Yahya, and Rosmita (2021) stated that speaking is one of the essential skills to have in life. Because when we often talk to someone, it will increase solidarity in the community to create good social relationships and friendships, thus solving the problems we face in society. Speaking is the skill that most students value in real-life situations. The ability to express one's opinion, thoughts, and feelings to others both, directly and indirectly, is referred to as speaking ability.

According to Fulcher (2003), speaking is the verbal use of language to communicate with others. So, speaking is very important because it boosts students' confidence when they speak in front of the class. As a result, as teachers, we have a responsibility to prepare students as much as possible to speak English in the real world outside of the classroom.

In short, speaking ability is a way for students to express ideas, emotions, and desires, as well as interact with others. The ability to think is implied by the ability to speak. As a result, this is important because language is essentially speech. Oral communication is necessary because it is considered a fundamental

skill. Mastering these skills requires not only serious treatment in teaching but also hard work.

1. Types of speaking performances

In the context of speaking performance, Brown (2004) describes six types of speaking skills. Those six types are as follows:

a. Imitative

This type includes the ability to practice intonation and focus on some particular elements of language form. Imitative is the ability to imitate a word or phrase or possibly a sentence. In other words, imitative focused on intonation, vocals, and so forth (Munawwarah, 2021). The important thing here is focusing on pronunciation. In this type, students are asked to imitate the teacher's speech. It means the teacher speaking is only focused on pronunciation, grammar, and intonation.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners "go over" certain forms of language (Santi, 2013). In intensive speaking the

teacher may give students some pair work activities and ask students to practice some dialogues which contain some grammatical patterns and daily expressions.

c. Responsive

Interaction and test comprehension were included in responsive assessment tasks, but on a somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. In this category, the teacher asks to be more active and increase self-confidence in speaking (Hasanah, 2021).

d. Transactional

In this type, students are involved in exchanging specific information with their friends. They control their conversation by themselves. Transactional speaking is carried out for purpose of conveying or exchanging specific information. It can be the form of dialogues conducted for information exchange, such as information gathering interviews, role plays, or debates (Santi, 2013).

e. Interpersonal

It is carried out more to make social relationships than for the facts and information. Interpersonal is meant speaking for maintaining relationships. The challenge of interpersonal speaking is the context or pragmatics. The forms of

interpersonal speaking performance are interviews, role play, discussion, conversations, and games (Munawwarah, 2021).

f. Extensive

Extensive oral production tasks include speech, oral, presentations, and storytelling, where the opportunity for listener interaction is limited to nonverbal responses or is ruled out entirely. Munawwarah (2021) stated that this type needs more action and interaction with listeners.

2. The components of speaking

According to Syakur (as cited in Ahbab, 2011), there are five components of speaking skills, namely comprehension, grammar, vocabulary, pronunciation, and fluency. There are as follows:

a) Comprehension

For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it. According to (Cohen, et al., 2005), comprehension refers to participants' complete understanding of the information, even when the methods are complex and challenging. As a result, comprehension refers to the speakers' knowledge of what they're saying to the listeners to avoid miscommunication.

b) Grammar

Grammar is needed for students to arrange a correct sentence in conversation. Batko (2004) state that grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words. It may be deduced that grammar is a principle that students must incorporate into both written and oral modes of communication.

c) Vocabulary

As we all know, vocabulary is a fundamental component of language. Folse (2004) defined vocabulary as "single words, set phrases, variable phrases, and idioms." Vocabulary is essential for improving one's speaking abilities. The greater the learners' vocabulary, the easier it will be for them to develop their speaking skills.

d) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. According to Harmer (2007), if students want to be able to speak English fluently, they must be able to pronounce phonemes correctly, using the appropriate stress. In connected speech, intonation and speaking patterns are important considerations.

e) Fluency

Ellis and Barkhuizen (2005) defined fluency as the production of language in real-time without undue pausing or hesitation. To put it into simpler words, fluency is the ability to speak, write and read smoothly and effortlessly. Teachers that place a greater focus on fluency hope to generate pupils who are capable of expressing themselves and responding to questions in a variety of situations.

3. The functions of speaking

Many second and foreign language students place a high value on their ability to communicate in English. Several linguists have attempted to categorize speech's role in human interaction. According to Richards (2008), there are three functions of speaking, talks as interaction, talk as a transaction and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires a different teaching approach. The three functions of speaking are as follows:

a. Talk as Interaction

Our daily communication with others is still interactional. This is a reference to what we call a conversation. It is interactive communication that is done spontaneously by two or more people. This is about how people try to convey their message to other people. Richards (2008) stated that when people meet, they exchange greetings, engage in small talk and chit-chat, recount recent

experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.

b. Talk as a transaction

Talk as the transaction is more focused on message that is conveyed and on making people understand what we want to convey, clearly and accurately. In transactions, talk is associated with other activities. In this type of spoken language, students and teachers usually focus on the meaning or on talking their way to understanding (Jones 1996, p.14).

c. Talk as Performance

Speaking activities in this case are more focused on monologue than dialogue. Talk as a performance function is used in speeches, public talks, public announcements, retelling stories, telling stories, and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as an interaction or transaction.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher carried out the research methodology, which includes: the research design, the setting of the study, research instrument, data collection, and data analysis.

A. The Research Design

This study used a qualitative method. It means that the data is gathered through interviews, observations, and documentation. According to Hammarberg (2016), qualitative methods were used to answer questions about experiences, meanings, and perspectives from the participant's point of view. According to Taylor, Bogdan, and DeVault (2015), the qualitative method is a research procedure that produces descriptive data in the form of written and spoken words from people and observable behavior. It means that the data was collected from the transcripts of interviews, field notes, personal records, memo notes, and other official documents, rather than figures. Therefore, the researcher used descriptive qualitative to explain and answer the question about the use of scaffolding talk technique in teaching English speaking.

B. The Setting of The Study

This study is conducted at Madrasah Tsanawiyah Swasta (MTsS) Jeumala Amal. Jeumala Amal is a private Islamic boarding school for junior and senior high school students founded in 1985 in Lueng Putu, Pidie Jaya, Aceh. Creswell (2012) said that "the sample is a subgroup of the target population that the researcher plans to study to make" (p.142). The second-grade students of MTsS Jeumala Amal were the samples in this study. The second grade of MTsS Jeumala Amal has six classes, three for boys and three for girls. The researcher only took two classes as samples: one male class and one female class. In this case, the researcher chooses two classes as the object of observation and six students as interview participants from both classes with the criteria that they had taken English subjects during the first grade of Junior high school. The sampling technique used in this study is purposive sampling. According to Notoatmodjo (2010), purposive sampling is defined as sampling based on certain considerations such as population characteristics or previously known characteristics. Sample selection is based on certain characteristics, which are considered to be closely related to previously known population characteristics. The ability of the participants being questioned should be built on and based on the need for data to obtain accurate data.

C. Research Instrument

A research instrument is a tool used to collect, measure, and analyze data from subjects related to the research topic. According to Sanjaya (2015), a research instrument is a tool used to collect research data to produce expected results in the form of empirical data. The instrument that will be used in this study is semi structured interview refers to a series of open-ended questions and table of observation checklist. To ensure the validity of the data, an android is used to take video of the teaching learning process while researcher observe the way the teacher teaches, record the conversation during the interview, and take pictures of the activities carried out during the research.

The researcher is doing observation in two classes of second grade at MTsS Jeumala Amal. Semi-structured interviews were used to collect data. The researcher chooses semi-structured interviews because they gave not just answers but also reasoning for those replies. So that researcher knows more about the participants and collects more information.

D. Data Collection

The data were collected by interview and observation. Interviews were used to collect information about the students' speaking abilities. The researcher conducted interviews with six students in the second grade of

MTsS Jeumala Amal. The interview results were used to know students respond to the scaffolding technique used by the teachers.

In this study, the researcher used interview guide questions based on research problems to know the results after using the scaffolding talk technique in teaching English speaking. Creswell (2007) stated that Semi-structured interviews also allow for changes in the sequence and disclosure of questions, as well as protocol enhancements such as supplementary questions and investigations for specific persons. The researcher prepared and designed the interview questions. The interview lasted ten minutes and included ten questions about the students' perspectives on the research problem.

During the observation, the researcher observed the learning process and notes all of the activities associated with the learning process using a checklist.

E. Research Data Analysis

In this study, the data were analyzed from the result of observation and interviews. The researcher employed the qualitative method research approach in analyzing the data. The data were analyzed using thematic analysis. Thematic analysis is a method of analyzing data with the goal of detecting patterns or themes in data collected by researchers (Braun &

Clarke, 2006). According to Holoway and Todres (2003), thematic analysis is the basis or foundation for analyzing qualitative research. Braun and Clarke (2006) developed there are six stages of analyzing data using thematic analysis, as follows:

1. Familiarization

    The first step is to get to know the data. It is important to get a through overview of all the data that was collected before starting to analyze individual items. This might involve transcribing audio, reading through the text and taking initial notes, and generally looking through the data to get familiar with it.

2. Coding

    Coding is the process of marking areas of our text – usually phrases or sentences – and creating brief labels or "codes" to explain their contents. The researcher can use the codes to get a quick summary of the important points and frequent meanings that appear throughout the data.

3. Generating themes

    Examine the codes that have been created, look for patterns, start creating themes, and then combine the codes into the themes.

4. Reviewing themes

   Make sure that the themes are useful and accurate representations of the data. At this stage, researchers return to the data set and do a comparison with themes. Are researchers missing anything? Are these themes really present in the data? What can researchers change to make the themes work better?

5. Defining and naming themes

   Defining themes entails determining exactly what each theme means to researchers and determining how it aids our understanding of the data. The process of naming themes is coming up with a short and simple name for each topic.

6. Writing up

   Compiling the results of the data analysis. Writing a theme analysis, like any academic works, requires an introduction to explain our research topic, goals, and approach.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the result of research observation, interview and research discussion. The information obtained from the field through observation and the conclusion of this research was reached through discussion. The finding and discussion would be explained as follows:

A. Findings

The researcher chose classes VII-4 and VII-8 at MTsS Jeumala Amal to do the research. Each class consists of 35 students. When doing an observation in classes VII-4 and VII-8, the researcher observed the scaffolding talk technique used by the teacher when teaching English and the student's responses when the teacher explained the lesson using the scaffolding talk technique.

1. Types of scaffolding used by the teacher in teaching speaking class

   a) Questioning

Questioning is an instructional strategy that teachers can use to stimulate learning, motivate students to reach their full potential, express clear ideas, and provides an incentive to act. This also allows teachers to develop students' knowledge more actively in learning.

Teacher: How are you, students?

Students: We are fine, thank you, and you?

Teacher: I am very well

Teacher: We have any homework right?

Students: Yes Miss.

Teacher: Have we ever used comparative and superlative degree sentences in our daily life?

Students: Pernah Miss.

Teacher: What is the meaning of 'Pages'?

Students: Halaman

Teacher: What does it mean to this sentence?

Student (NB): Siti adalah perempuan yang paling baik yang pernah saya temui, dia perempuan yang baik.

Teacher: Alright, that's good.

The dialogue above shows that the teacher tried to stimulate students' interests and keep their attention on the lesson by asking, "How are you students?" and then reminding them about homework. The teacher also gives some questions related to the topic with familiar ideas she has.

b) Reviewing

Reviewing is something that must be done by the teacher in terms of teaching. Before starting on new material or things to be learned, the teacher will review the material that has been given to make students recall the material that has been studied.

Teacher: Last week, we have studied about comparative and superlative degree, right?

Students: Yes Miss.

Teacher: What is Comparative Degree?

Student (AF): Comparative Degree adalah membandingkan antara satu dengan yang lain.

Teacher: Ok, that's good. Jadi Comparative Degree adalah membandingkan antara dua benda yaa, atau bisa juga dibilang antara satu dengan yang lainnya. Then, what is Superlative Degree?

Student (NF): Superlative Degree adalah membandingkan tiga atau lebih orang, benda atau hal.

Teacher: Alright, Jadi Superlative Degree itu menyatakan yang 'Paling', dan dia membandingkan satu dengan semua.

It shows that the teacher reviews the material that was given last week. In the dialogue above, the teacher reviews the material by asking the students, and then the teacher clarifies what the students have explained.

c) Explaining

Explaining was necessary for the teacher to help students better understand the material.

Teacher: Who wants to try to read number one?

Student (MA): Me miss. The novel has two hundred and fifty seven pages, the dictionary has one thousand and five hundred pages. So, the dictionary is thicker than the novel.

Teacher: Alright, good job Auzial. Jadi, pages itu bentuknya jamak maka harus ditambahkan 's' dan dibaca /pages/-/ peɪdʒs/. Ok, Next sentence, Jakarta is much bigger than Bandung. This sentence is correct?

Students: Correct miss.

Teacher: Are you sure?

Student (TH): Incorrect miss, much nya dihilangkan.

Teacher: Why should the word 'much' be removed, thoriq?

Student (TH): Because if we have a comparative degree, we don't need any other help.

Teacher: Exactly, in this sentence 'much' tidak dibutuhkan, karena jika sudah comparative degree kita tidak butuh bantuan yang lain. Tapi kalian jangan salah, in our daily conversation ada yang memakai kalimat seperti ini, cuma secara penulisan we don't need to write "much bigger", but just writing "bigger" is enough. Why people using 'much'?, ini untuk menyatakan penekanan dalam berbicara. Contohnya seperti ini : (1) I love you, mom. (2) I do love you, mom. Apakah dua kalimat ini artinya berbeda?

Students: Samaaa miss.

Teacher: Are you sure?

Student (TH)(NJ): Different miss. Kalimat kedua lebih ditekankan.

Teacher: Yes, that's correct. First sentence is mean saya cinta/sayang sama ibu, but second sentence is mean saya benar-benar cinta/sayang sama ibu. So, the second sentence ada penekenannya. Begitu juga pada sentence ini, walaupun pada

kalimat ini sudah ada comperative degree, tetapiyang ingin disampaikan disini bahwa Jakarta itu benar-benar lebih besar daripada bandung. Jadi jika di pakaikan much benar kalau dihilangkan juga benar. Alangkah lebih baiknya itu dalam penulisan tidak dipakaikan. Do you understand?

Students: Yess miss.

Student (PR): Miss, if the letter 'g' is not double, is that wrong?

Teacher: Yah, that's wrong, because when there are vowels flanked by 2 consonants, the vowels must be doubled. Jadi jika kalian menemukan kosa kata yang huruf vokalnya diapit oleh dua huruf konsonan, maka kalian harus ingat hurus tersebut harus kita doublekan jika dalam suatu kalimat. Next sentence " The bus music is very interesting, I enjoy it very much. Apakah disini perlu dipakaikan most atau more?

Students: Perlu

Teacher: Noo, this sentence tidak perlu dipakaikan more ataupun most, because here there is nothing to compare, ini hanyalah kalimat biasa. The meaning of this sentence is music pada bus ini sangat menarik, saya sangat menikmatinya. So, disini tidak ada yang harus dibandingkan. Do you get it?

Students: Yess miss.

The dialogue above shows that the teacher is discussing some queries concerning the material that has been provided. The material is also re-explained by the teacher in great detail and with great clarity. In this situation, students are also given the opportunity to ask questions if they do not understand the material.

d) Modeling

Provide clear sample or models before the teacher/trainer ask the learner to do the new task.

Teacher: I will give you some examples of comparative and superlative degree.

Teacher: Alright, I will read it first then you are follow me.

Teacher: Say together 'crowded'!!

Students: crowdet!!!

Teacher: Pengucapan 'crowded' itu begini , biar miss tulis di papan tulis biar mudah kalian bacanya /ˈkraʊdɪd/, jangan kalian baca crowdet tapi crowded.

In the above situation, the teacher provides several material examples. The teacher also reads a few examples, which the students then repeat. The teacher realized that some of the students were mispronouncing some words, so she read the vocabulary aloud and asked the students to repeat it. However, some students were mispronouncing the words, so the teacher wrote on the blackboard how to

read the vocabulary. In this case, the teacher not only provides examples, but also helps to enhance the pronunciation of the students.

e) Inviting students participant

To get students' attention, the teacher should encourage them to interact with each other. Students will find it easier to speak and convey their meaning in this way.

Teacher: Where we can find Menara Pisa?

Students: Italy.

Teacher: Di Italy ada makanan yang paling terkenal, bahkan di Indonesia pun sudah banyak yang menjualnya. Ada yang tau makanan apa itu?

Students: Pizza miss.

Teacher: Russia is more larger than USA. This correct or incorrect sentence?

Student: Correct/incorrect miss.

Teacher: who agree this sentence is correct? Please raise your hand and tell me why?

Student (CD): Me miss, I think this sentence correct miss karena dia membandingkan satu dengan yang lainnya miss.

Teacher: Ada yang sependepat dengan icut? Atau ada yang berbeda pendapat?

Student (NJ): Me miss, I don't think so with icut opinions miss. I think this sentence is incorrect miss because 'large' itu satu suku kata jadi hanya perlu ditambahkan 'er' dan jika 'more' itu diperuntukan untuk dua suku kata atau lebih. Jadi disitu kita tidak perlu menggunakan kata 'more' lagi miss.

Teacher: Nice explanation najwa, that's right answer. So we must to remove more in this sentence. Icut thank you for having the bravery to express your opinion, walaupun jawabannya tidak tepat, tetapi kamu sudah berani menyuarakan pendapat itu sudah sangat bagus. kita harus berani berpendapat, jangan takut ataupun malu, namanya aja kita masih belajar jadi wajar jika ada yang salah.

Teacher: Land snails move more slowly than starfish. Is this sentence comparative or superlative degree?

Students: Comparative miss.

Teacher: Why? Who wants to give the reason this sentence is comparative degree?

Student (TR): Me miss, karena itu membandingkan satu dengan yang lainnya, kemudian kenapa memakai 'more' karena itu dua suku kata.

Teacher: Good answer.

In this situation, to increase student participation, the teacher begins with basic questions that are nevertheless relevant to the material. Before asking questions, the teacher reads a sentence and then asks basic questions to increase student interaction. When students have the opportunity to interact with the teacher, the teacher gives them opportunities to express their thoughts on the material being learned.

f) Clarifying students' understanding

The teacher is necessary to check the students emerging understanding by clarifying the unreasonable understanding.

Teacher: Please read and find which one is of comparative and superlative degree!!

Students: Alright miss.

Teacher: Ada berapa comparative dan superlative degree dalam teks tersebut?

Students: 1 comparative dan 2 superlatives.

Teacher: Syifa, how many comparative and superlative degree do you get?

Student (SF): 1 comparative dan 2 superlatives

Teacher: Alright, and how about you Afif?

Student (AF): 1 comparative dan 2 superlatives miss.

Teacher: Good. Apakah ada yang berbeda jawaban dari mereka berdua?

Students: Ngga miss.

Teacher: So, which is the comparative and superlative sentence here?

Students: Comparative: This car is faster than the old car. Superlative: This car is the most expensive in the world and the old car is the most sought.

Teacher: Alright, good job students.

From the dialogue above, it can be seen that the teacher wants to know whether the students already understand the material by asking them to read a text and look for sentences related to the material that has been studied. Here, the teacher finds that the students already understand the material that has been taught.

g) Developing students' understanding

The teachers must develop the students' language proficiency by performing explicit norms, rules, and conventions of the language. It is hoped that the students can represent the language in various kinds of situations after the teaching-learning activity.

Teacher: Karena materi ini ada digunakan dalam kehidupan sehari-hari. So, I want to you are making a short conversation with your friend yang di dalamnya ada comparative dan superlative and I want each people must have 4 comparative or superlative degree, karena kalian berdua sama kawan berarti harus ada 8 comparative or superlative degree. I will give you about 5-7 minutes.

Teacher: Who wants to perform first?

Students: We are miss!!!

Teacher: Calm down guys!!!, I will count 1until 3 then please raise your hand. Siapa cepat angkat tangan maka dia duluan OK. 1, 2, and 3…. Najwa and Zalfa please go ahead!!!

(Students perform their conversation)

From the dialogue above, it can be concluded that the teacher is no longer helping students do an activity. The teacher only monitors and hears the pronunciation of the students who come forward. If there is a mispronunciation, the teacher only helps correct the student's speech.

h) Re-enforcing

It is used to reward and motivate active participation from students during the teaching and learning process. The following are some instances of words that have been used: good job, that's good, nice explanation, nice answer, good, give applause, etc.

2. Students' responses to scaffolding talk technique

After observing the teaching and learning process of English, the researcher asked six students about the scaffolding technique used by the teacher in the classroom. This data was gathered through semi-structured interviews. To get more specific information about the use of scaffolding talk, broad opening questions were used. Therefore, the researcher asked the students ten questions, to which they responded based on their opinions about the scaffolding talk used by the teacher in the classroom. The following are the specific explanations:

1) Students' feeling about English class (Question 1)

In this question, the researcher wanted to know how students felt about today's English class. In this section, the six students said that today's English class was exciting, fun, and went well. CN said that the teacher's way of teaching is very interesting and supportive of learning. This was stated by a student saying that; "The class was fun, because the teacher was supportive and also we had completed the assignment given last week" [CN].

2) The scaffolding technique makes the material easier to comprehend (Question 2)

In this question, the six students said that using this scaffolding talk technique made it easier for them to understand a material. In this section, 3 of 6 students (NF, AL, AF) had the same reason that the scaffolding talk technique made it easier to understand the material because the teacher explained the material in detail and clearly. NJ commented that the system she had seen before, the teacher did not give students the opportunity to express their opinion, while what the teacher did when explaining there was an opportunity to give opinions or ask questions. This was reported by a student saying that "By using this technique, it is effective to make students active, as if we are provoked to answer questions from the teacher, and also the material is easy to understand" [TH].

CN also added that she understood the material better if the teacher teaching it that way.

3) Students' feeling in using scaffolding talk technique (Question 3)

In this third question, five students (CN, NF, AL, AF, and TH) said that when the teacher used this strategy, they were very happy. TH added that the technique can be taught and that makes it easier for students to comprehend the material. Meanwhile, NJ said that when the teacher used this technique, she felt

more active in class and still wanted to try to share her opinions and ask or respond to the teacher's questions.

4) The use of scaffolding talk technique can motivate students to learn English (Question 4)

The six students in this question were motivated in learning English. The application of this technique, according to TH, is incredibly exciting, and it motivates him to keep learning. Furthermore, CN argued the teacher's teaching method was really cool, which inspired her to learn English. This was stated by a student saying that "I was motivated. To be honest, I didn't really enjoy English class before I had this teacher. However, because of the way she taught, I started to enjoy English class more" [CN].

5) The use of scaffolding techniques helps in the development of students' speaking abilities (Question 5)

In this question, all six students claimed that the use of this scaffolding talk technique improved their ability to speak. One of them is in terms of student pronunciation. Students gain confidence in their ability to communicate in English. This was reported by a student saying that "It is very helpful. I used to be a little apprehensive when speaking English, but nowadays, Alhamdulillah, I am fluent and also know how to pronounce words" [AL].

Meanwhile, NJ and TH have the same reaction to this question: if the teacher gives students opportunities to speak and repeat what teacher says, students' speaking skills will improve.

6) The types of scaffolding talk technique used by teacher (Question 6)

In this question, three students (NJ, NF, and AF) argued that there are three types of scaffolding talk used by the teacher, namely explaining, modeling, and inviting student participants. Meanwhile, CN, AL, and TH said that there were four types of scaffolding talk techniques used by teachers, namely explaining, modeling, reviewing, and inviting student participants.

7) The interesting types of scaffolding talk techniques used by teacher (Question 7)

In the seventh question, four students (TH, AL, NJ, and NF) were interested in the explanation type because the teacher explained the material well, clearly, and in detail so that it could be easily remembered and understood. This was reported by a student saying that "In my opinion, the most interesting type of scaffolding talk technique is explaining. Because the teacher explains it in great detail, I can easily understand it" [NJ].

Meanwhile, two other students (CN and AF) said that they were interested in the type of inviting students to participants because in this section the teacher

opened a question and answer session and allowed students to give opinions to each other, so that students became more active in class.

8) Scaffolding talk technique that easy to understand (Question 8)

In this question, AL, NF, and CN said that the type of scaffolding talk technique that is easy to understand is inviting student participant, because in this section, students become more active in class and the teacher provides opportunities for students to exchange opinions so that they have new knowledge about the material. If an opinion from a student is not clear, the teacher will clarify it and also provide input to other students. This was stated by a student saying that; "The type that is easy to understand or follow is the one that invites student participants because the teacher provides the opportunity to have an opinion with others and the teacher also gives input to other students" [AL].

According to NJ, the type of scaffolding talk technique that is easy to understand is explaining, because the teacher explains the material in a language that is easy for students to understand. Not only that, the teacher also explains the material in detail and clearly. Meanwhile, AF argues that modeling is a type of scaffolding talk technique that can be understood easily because in this section the teacher provides examples of the material being studied so that the material is very easy to understand. Here, TH supports the opinions of NJ and AF. According to TH, the types of scaffolding talk techniques that are easy to

understand are explaining and modeling. Because these two parts must be related to each other, the teacher explains the material in detail and clearly. So, to simplify or clarify a material, the teacher will provide examples so that it is easier for students to understand the material that has been studied. This was reported by a student saying that "The type that is easy to understand or follow is the one that invites student participants because the teacher provides the opportunity to have an opinion with others and the teacher also gives input to other students" [TH].

9) The advantages and disadvantages scaffolding talk technique (Question 9-10)

Because the ninth and tenth interview questions are interrelated, the researcher has combined them in this section. The advantage of this scaffolding technique, according to the six students, is that the material given is simply understood and makes them motivated to keep learning. Because the teacher provides the appearance that students are capable of doing something during the learning process, students get motivated. CN, NF, and AL also said that scaffolding talk technique can make students in the class active rather than passive. Another advantage, according to TH, is that students can comprehend the extent of their ability. The six students believed that one of the disadvantages of the scaffolding talk technique was that it was time-consuming. Due to the large number of students, the teacher had difficulty helping each student. CN and

TH also added that because the number of students was too high, the teachers had difficulty managing students in the classroom.
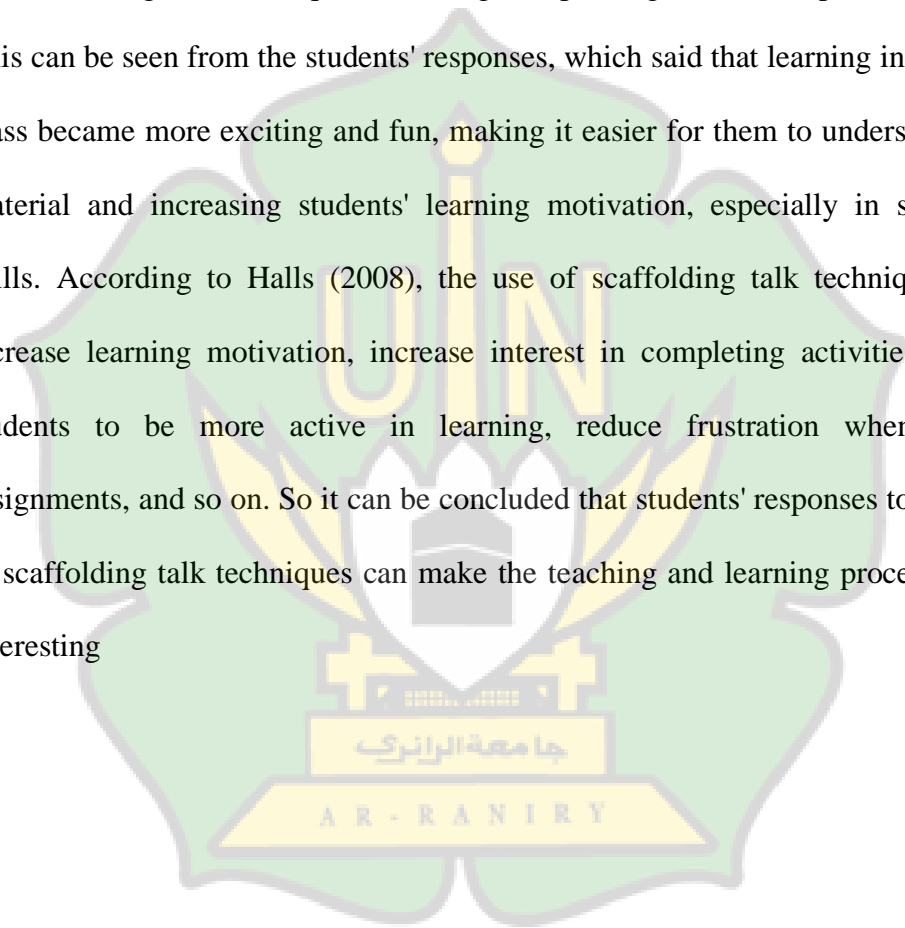
B. Discussion

The researcher presents a discussion based on the research findings in this section. This study was successful in gathering data by using observation and semi-structured interviews as research instruments to answer research questions. The research questions asked the types of scaffolding talk techniques used by teacher in the classroom and how students respond to the scaffolding techniques used by the teacher.

According to Sutrtiati (2008), the scaffolding talk technique has many types in teaching speaking. In her research, she found that there are seven types of scaffolding talk used by teachers in teaching, including modeling, explaining, inviting students' participation, questioning, clarifying students' understanding, developing students' understanding, and re-enforcing. In this study, researchers made observations in grades VIII–4 and VIII–8 at MTsS Jeumala Amal. The researcher found that there were eight types of scaffolding talk techniques used by English teachers in teaching speaking, namely: questioning, reviewing, explaining, modeling, inviting the students' participation, clarifying student understanding, developing student understanding, and re-enforcing. As a result, it

can be concluded that there are eight scaffolding techniques used by teachers in the second grade at Jeumala Amal.

Furthermore, the results of interviews in this study indicate that the use of the scaffolding talk technique in the English speaking class has a positive effect. This can be seen from the students' responses, which said that learning in English class became more exciting and fun, making it easier for them to understand the material and increasing students' learning motivation, especially in speaking skills. According to Halls (2008), the use of scaffolding talk techniques can increase learning motivation, increase interest in completing activities, allow students to be more active in learning, reduce frustration when doing assignments, and so on. So it can be concluded that students' responses to the use of scaffolding talk techniques can make the teaching and learning process more interesting

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter presents the conclusions of the research. The conclusion is based on the research findings and discussion as stated in the previous chapter.

A. Conclusions

The purpose of this research is to describe the types of scaffolding used by the teacher for the second-grade students of MTsS Jeumala Amal and analyze the students' responses to the scaffolding technique. Based on the findings and discussion in the previous chapter, the teacher carry out teacher's scaffolding talks from the beginning until the end of the lesson.

Before the lesson begins, the teacher uses a type of scaffolding talk questioning technique by stimulating students' interests and keeping their attention on the lesson by asking, "How are you students?" and then reminding them of homework. The teacher also gives some questions related to the topic with familiar ideas she has. Then the teacher reviews the material that has been studied. The teacher explains the material clearly and also provides examples to clarify students' understanding of the material being studied. The teacher invites students to participate in learning, starting with the teacher providing basic questions that remain relevant to the material and providing opportunities for students to share their opinions. The teacher also clarifies students' understanding

by asking them to read a text and look for sentences related to the material that has been studied. After knowing the students' understanding, the teacher develops the students' understanding by asking students to make short conversions related to the material being studied. During teaching and learning, the teacher also uses a type of scaffolding talk technique, namely re-enforcing, where the teacher provides input and supports students through good words such as "good job," "nice explanation," "good, etc. So, it can be concluded there are eight types of scaffolding talk techniques used in teaching English speaking, namely: questioning, reviewing, explaining, modeling, inviting the students' participation, developing students' understanding, clarifying students' understanding, and re-enforcing.

The use of this scaffolding talk technique received a positive response from students. By using this technique, students were more active in class, motivated to continue learning and improve their ability to speak English, especially in pronunciation and fluency. Besides, the class becomes more fun and exciting, so this technique becomes very interesting for students.

B. Suggestions

Based on the conclusion above, there were some suggestions dealing with teaching speaking by using Scaffolding talk technique. The following suggestions are offered: For teachers, Scaffolding talk techniques should be used

in the teaching of any skill because they are useful when the teacher is teaching a new material that may be difficult for the students. Scaffolding strategies are more effective when used with a small group of students because they help the teacher control the situation. For students, Students should pay more attention to the learning process when studying and speaking English. The Scaffolding technique allowed students to enjoy, relax, and have fun while learning. The last for researchers, this study focus on types of scaffolding talk technique and students respond to scaffolding talk used by teacher. Hopefully, future researchers can investigate more about using scaffolding talk techniques in teaching English speaking and they can apply a new method to make students active in learning.
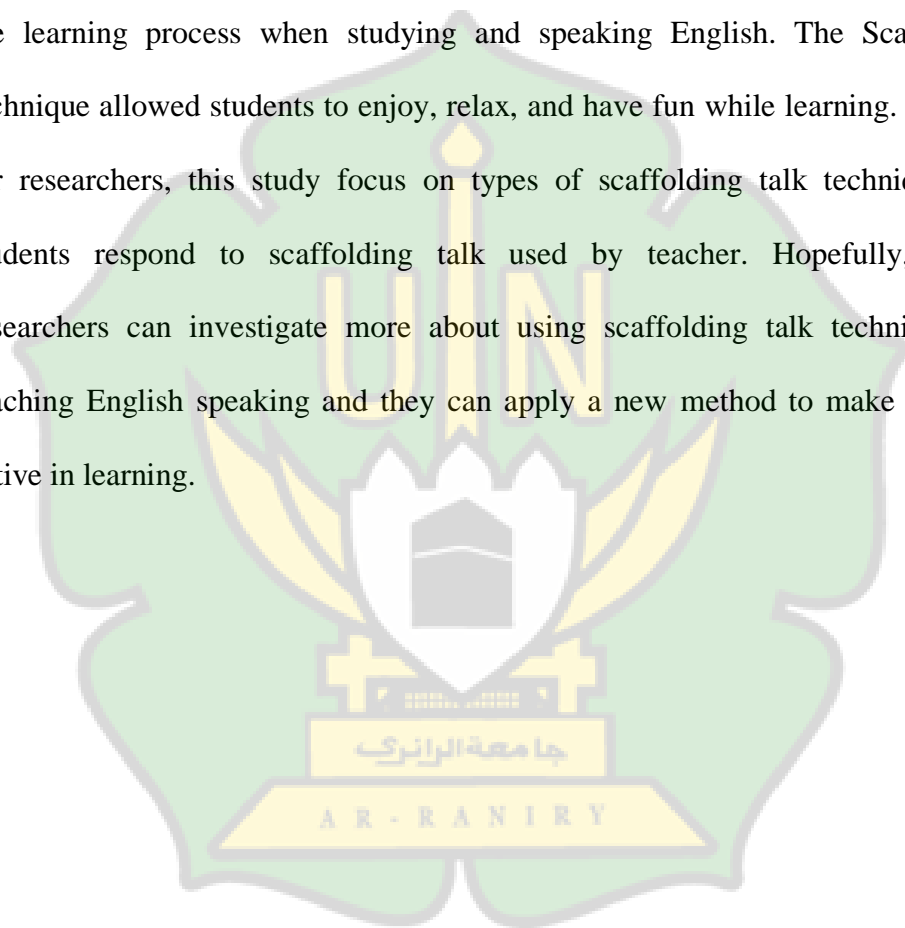
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APPENDIX A

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-16629/Un.08/FTK/KP.07.6/11/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021

Menetapkan	:

MEMUTUSKAN

PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-16629/Un.08/FTK/KP.07.6/11/2021** tanggal **9 November 2021**
KEDUA	:	Menunjuk Saudara:

1. Habiburrahim, M.Com., MS., Ph.D   Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Syaifatur Rahmah**
NIM	:	**170203193**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Scaffolding Talk Technique in Teaching English Speaking**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 22 Juni 2022
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

APPENDIX B

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-5958/Un.08/FTK.1/TL.00/05/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Sekolah MTsS Jeumala Amal
2. Kepala Cabang Kantor Kementerian Agama Kab. Pidie Jaya

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SYAIFATUR RAHMAH / 170203193**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Scaffolding Talk Technique in Teaching English Speaking*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 17 Mei 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 17 Juni 2022

Dr. M. Chalis, M.Ag.

APPENDIX C

YAYASAN TEUKU LAKSAMANA HAJI IBRAHIM
MADRASAH TSANAWIYAH JEUMALA AMAL
(TERAKREDITASI "A" – No.966/BAN-SM/SK/2021 Tgl. 12 Oktober 2021)
Jalan Sultan Iskandar Muda Lueng Putu Kabupaten Pidie Jaya E-mail: mtsjeumalaamal@gmail.com

Bandar Baru, 25 Mei 2022

Nomor   : 287/MTs.DJA/KP.06/05/2022
Lampiran   : -
Perihal   : Pelaksanaan Penelitian

Kepada Yth,
Bapak Dekan Bidang Akademik dan
Kelembagaan
UIN Ar-Raniry
Di-
     Tempat

Assalamu'alaikum wr. wb.

Dengan Hormat, sesuai dengan maksud surat saudara nomor: B-5958/Un.08/FTK.1/TL.00/05/2022 tanggal 17 Mei 2022 perihal pengantar penelitian, maka dengan ini kami menyatakan bahwa:

Nama   : Syaifatur Rahmah
Jenis Kelamin   : Perempuan
Tempat, tanggal lahir : Reubee, 30 November 1999
NIM   : 170203193
Kosentrasi   : S-1 Pendidikan Bahasa Inggris
Alamat   : Desa Neulop, Kec. Delima, Kab. Pidie

Telah melaksanakan penelitian dalam rangka penyusunan skripsi berjudul:

"The Use Of Scaffolding Talk Technique In Teaching English Speaking"

Demikianlah surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya, dan atas kerja sama yang baik kami ucapkan terimakasih.

Mengetahui,
Kepala Madrasah,

EKO SUTRISNO, S.Pd

APPENDIX D

Interview guideline

1. Bagaimana pendapatmu tentang kelas bahasa inggris hari ini?
2. Apakah menurutmu teknik scaffolding yang gunakan guru memudahkanmu dalam memahami materi?
3. Bagaimana perasaanmu ketika gurumu mengajarkanmu menggunakan teknik scaffolding?
4. Apakah kamu termotivasi untuk belajar bahasa inggris setelah teknik scaffolding diterapkan?
5. Apakah menurutmu teknik scaffolding yang guru gunakan membantu kamu dalam mengembangkan kemampuan berbicara bahasa inggris?
6. Ada berapa teknik scaffolding yang digunakan oleh guru dalam mengajar English speaking?
7. Menurutmu teknik scaffolding yang mana yang menarik, kenapa?
8. Menurutmu teknik scaffolding yang mana yang mudah diikuti/dipahami/dipelajari, kenapa?
9. Apa saja keunggulan/kemudahan teknik scaffolding yang digunakan tersebut?
10. Apa saja kelemahan teknik scaffolding yang digunakan tersebut?
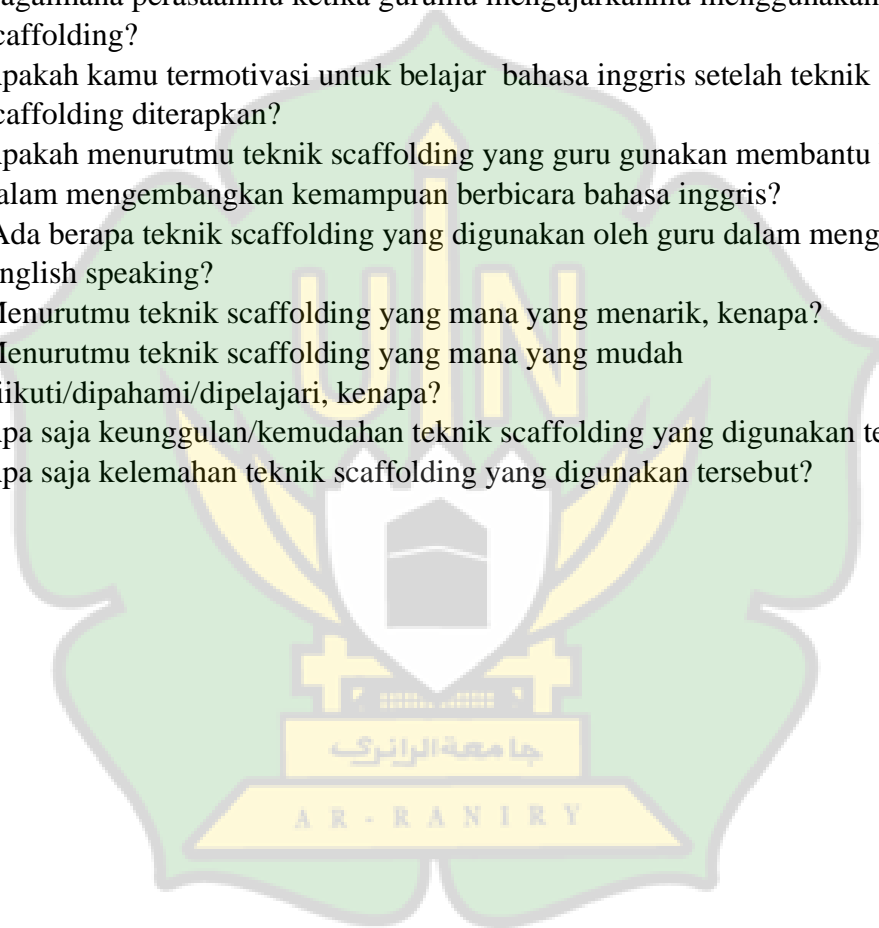
APPENDIX E

Interview Transcript

Participant CN:

Question 1 : Bagaimana pendapatmu tentang kelas Bahasa Inggris hari ini?

    (What did you think about English class today?)

Answer : Kelasnya seru, karena gurunya mendukung dan juga tadi kami telah menyelesaikan tugas yang diberikan minggu lalu.

    (The class was fun, because the teacher was supportive and we had completed the assignment given last week)

Question 2 : Apakah menurutmu teknik scaffolding yang digunakan guru memudahkanmu dalam memahami materi?

    (Do you think the scaffolding technique used by the teacher makes it easier to understand the material?)

Answer : Sangat memudahkan, kami juga sebagai murid lebih paham dengan cara seperti itu.

    (It's very easy. We as students understand it better that way)

Question 3 : Bagaimana perasaanmu ketika gurumu mengajarkanmu menggunakan teknik scaffolding?

    (How did you feel when your teacher taught you using scaffolding techniques?)

Answer : Sangat senang, sesekali guru tersebut mengajarkannya melalui sebuah game/permaian, jadi membuat kita lebih paham tentang materi.

    (Very happy, sometimes the teacher teaches it through a game, so it makes us understand more about the material)

Question 4 : Apakah kamu termotivasi untuk belajar bahasa inggris setelah teknik scaffolding diterapkan?

    (Are you motivated to learn English after the scaffolding technique is applied?)

Answer   : Iya, saya jadi termotivasi. Jujur saya dulu tidak terlalu suka dengan pelajaran bahasa inggris, tetapi selama dengan guru ini saya lebih suka dengan pelajaran bahasa inggris, karena cara beliau mengajar sangat asik.

(I was motivated. To be honest, I didn't really enjoy English class before I had this teacher. However, because of the way she taught, I started to enjoy English class more)

Question 5   : Apakah menurutmu teknik scaffolding yang digunakan oleh guru membantumu dalam mengembangkan kemampuan berbicara bahasa inggris?

(Do you think the scaffolding technique used by the teacher helps you in developing your English speaking skills?)

Answer   : Sangat membantu, karena saya merasa pronunciation saya menjadi lebih baik.

(This is very helpful because I think my pronunciation is getting better)

Question 6   : Ada berapa teknik scaffolding yang digunakan guru dalam mengajar English speaking?

(How many scaffolding techniques are used by teachers in teaching English speaking?)

Answer   : Ada 4 yaitu modeling, inviting students participant, explaining dan reviewing.

(There are 4 types, namely; modeling, inviting students participant, explaining and reviewing)

Question 7   : Menurutmu teknik scaffolding yang mana yang menarik, kenapa?

(Which scaffolding technique do you find interesting? Why?)

Answer   : Menurut saya yang paling menarik itu adalah inviting students participant, karena disitu kita menjadi lebih aktif gitu.

(In my opinion, the most interesting thing is inviting student participants, because there we become more active)

Question 8   : Menurutmu teknik scaffolding yang mana yang lebih mudah diikuti/dipahami/dipelajari, kenapa?

(Which scaffolding technique do you think is easier to follow/understand/learn, why?)

Answer   : Menurut saya itu adalah inviting student participants, karena disitu guru memberikan kesempatan untuk saling bertanya jadi dibagian situ kita saling berbagi pendapat.

(In my opinion, it is inviting student participants because there the teacher gives an opportunity to ask each other questions, so that's where we share opinions with each other)

Question 9   : Apa saja keunggulan teknik scaffolding yang digunakan tersebut?

(What are the advantages of the scaffolding technique used?)

Answer   : Keunggulannya adalah materinya mudah dipahami dan juga guru menjelaskan secara detail.

(The advantage is that the material is easy to understand and the teacher explains in detail)

Question 10   : Apa saja kelemahan teknik scaffolding yang digunakan tersebut?

(What are the weaknesses of the scaffolding technique used?)

Answer   : Waktunya terlalu banyak terbuang, karena lebih focus kepada murid yang bertanya.

Participant NJ:

Question 1   : Bagaimana pendapatmu tentang kelas Bahasa Inggris hari ini?

(What did you think about English class today?)

Answer   : Kelas bahasa inggris hari ini sangat menyenangkan.

(Today's English class was really fun)

Question 2   : Apakah menurutmu teknik scaffolding yang digunakan guru memudahkanmu dalam memahami materi?

(Do you think the scaffolding technique used by the teacher makes it easier to understand the material?)

Answer   : Tentu saja itu memudahkan saya dalam memahami materi. Karena sistem yang pernah saya lihat ngga dibuka kesempatan untuk berpendapat, sedangkan tadi guru memberikan kesempatan kepada siswa yang ingin bertanya dan berpendapat.

(Of course, it makes it easier for me to understand the material. Because the system that I've seen doesn't open up opportunities for opinions, meanwhile this teacher gave opportunities to students who wanted to ask questions and have an opinion)

Question 3   : Bagaimana perasaanmu ketika gurumu mengajarkanmu menggunakan teknik scaffolding?

(How did you feel when your teacher taught you using scaffolding techniques?)

Answer   : Perasaan saya ketika menggunakan teknik tersebut membuat saya lebih aktif dikelas, saya merasa ingin terus mencoba berpendapat, bertanya, dan menjawab pertanyaan dari guru.

(My feeling is that I want to continue attempting to argue, ask, and respond to the teacher's questions when she uses this strategy to make the class more interactive)

Question 4   : Apakah kamu termotivasi untuk belajar bahasa inggris setelah teknik scaffolding diterapkan?

(Are you motivated to learn English after the scaffolding technique is applied?)

Answer   : Iya itu membuat saya termotivasi, saya ingin mempelajari lebih dalam lagi tentang bahasa inggris.

(Yes, it motivates me. I want to learn more about English)

Question 5 : Apakah menurutmu teknik scaffolding yang digunakan oleh guru membantumu dalam mengembangkan kemampuan berbicara bahasa inggris?

(Do you think the scaffolding technique used by the teacher helps you in developing your English speaking skills?)

Answer : Dengan menggunakan teknik tersebut, menurut saya dapat mengembangkan kemampuan berbicara bahasa inggris. Karena guru memberikan kesempatan bagi siswa untuk berbicara sehingga jika saya ada salah pengucapan pasti dikoreksi bagaimana pengucapan benarnya.

(By using this technique, I think it can develop the ability to speak English. Because the teacher provides opportunities for students to speak in English, if I have a wrong pronunciation, the teacher immediately corrects it)

Question 6 : Ada berapa teknik scaffolding yang digunakan guru dalam mengajar English speaking?

(How many scaffolding techniques are used by teachers in teaching English speaking?)

Answer : Ada 3; explaining, modeling, dan inviting student participants.

(There are 3 types of scaffolding technique, explaining, modeling and inviting student participants)

Question 7 : Menurutmu teknik scaffolding yang mana yang menarik, kenapa?

(Which scaffolding technique do you find interesting? Why?)

Answer : Menurut saya tipe teknik scaffolding yang menarik adalah explaining, karena guru menjelaskan sangat detail sehingga saya dapat memahaminya dengan mudah.

(In my opinion, an interesting type of scaffolding technique is explaining, because the teacher explains in very detail so that I can understand it easily)

Question 8 : Menurutmu teknik scaffolding yang mana yang lebih mudah diikuti/dipahami/dipelajari, kenapa?

(Which scaffolding technique do you think is easier to follow/understand/learn, why?)

Answer : Menurut saya itu adalah explaining, karena guru menjelaskan sangat detail, bahasanya mudah dipahami sehingga ketika kawan meminta menjelaskan kembali saya dapat menjelaskannya seperti yang dijelaksan oleh guru.

(I think it's explaining, because the teacher explains in great detail, the language is easy to understand so when my friend asks to explain again I can explain it as explained by the teacher)

Question 9 : Apa saja keunggulan teknik scaffolding yang digunakan tersebut?

(What are the advantages of the scaffolding technique used?)

Answer : Saya rasa keunggulannya itu adalah materi dapat dipahami dengan mudah.

(I think the advantage of it is that the material can be understood easily)

Question 10 : Apa saja kelemahan teknik scaffolding yang digunakan tersebut?

(What are the weaknesses of the scaffolding technique used?)

Answer : Menurut saya kelemahannya guru kesulitan dalam mengelola kelas.

(In my opinion, the weakness of this technique is that the teacher has difficulty in managing the class)

Participant NF:

Question 1 : Bagaimana pendapatmu tentang kelas Bahasa Inggris hari ini?

(What did you think about English class today?)

Answer : Kelas bahasa inggris hari ini lumayan seru dan juga menyenangkan.

(Today's English class is quite fun)

Question 2 : Apakah menurutmu teknik scaffolding yang digunakan guru memudahkanmu dalam memahami materi?

(Do you think the scaffolding technique used by the teacher makes it easier to understand the material?)

Answer : Iya, teknik ini memudahkan saya memahami materi, karena guru menjelaskannya dengan detail.

(Yes, this technique makes it easier for me to understand the material, because the teacher explains it in detail)

Question 3 : Bagaimana perasaanmu ketika gurumu mengajarkanmu menggunakan teknik scaffolding?

(How did you feel when your teacher taught you using scaffolding techniques?)

Answer : Perasaan saya tadi ketika guru menggunakan teknik tersebut lumayan senang, karena tadi guru menjelaskan materi dengan sangat baik.

(My feelings when the teacher used this technique were quite happy, because the teacher explained the material very well)

Question 4 : Apakah kamu termotivasi untuk belajar bahasa inggris setelah teknik scaffolding diterapkan?

(Are you motivated to learn English after the scaffolding technique is applied?)

Answer : Saya menjadi termotivasi untuk belajar bahasa inggris setelah guru menerapkan teknik scaffolding. Apalagi ketika guru menyuruh siswa untuk membuat conversation kemudian tempil kedepan kelas, itu membuat membuat saya percaya diri untuk berbicara bahasa inggris.

(I became motivated to learn English after the teacher applied the scaffolding technique. Especially when the teacher asks students to make conversations and then appear in front of the class, it makes me confident to speak English)

Question 5 : Apakah menurutmu teknik scaffolding yang digunakan oleh guru membantumu dalam mengembangkan kemampuan berbicara bahasa inggris?

(Do you think the scaffolding technique used by the teacher helps you in developing your English speaking skills?)

Answer : Iya, Menurut saya dengan menggunakan teknik ini dapat mengembangkan kemampuan berbicara bahasa inggris saya.

(Yes, I think using this technique can improve my English speaking skills)

Question 6 : Ada berapa teknik scaffolding yang digunakan guru dalam mengajar English speaking?

(How many scaffolding techniques are used by teachers in teaching English speaking?)

Answer : Ada 3, explaining, reviewing, dan inviting student participants.

(There are 3 types of scaffolding technique, explaining, reviewing and inviting student participants)

Question 7 : Menurutmu teknik scaffolding yang mana yang menarik, kenapa?

(Which scaffolding technique do you find interesting? Why?)

Answer : Yang menarik itu ketika guru menjelakan materi, karena guru menjelaskan dengan baik sehingga membuat saya mudah untuk memahmi materi.

(What's interesting is when the teacher explains the material, because when the teacher explains it well, it makes it easy for me to understand the material)

Question 8   : Menurutmu teknik scaffolding yang mana yang lebih mudah diikuti/dipahami/dipelajari, kenapa?

(Which scaffolding technique do you think is easier to follow/understand/learn, why?)

Answer   : Menurut saya inviting student participants adalah bagian yang mudah untuk dipahami atau dipelajari karena guru seperti memberikan sesi tanya jawab sehingga kita bisa berpendapat dengan teman-teman lainnya.

(In my opinion, inviting student participants is an easy part to understand or learn because the teacher gives a question and answer session so that we can share opinions with other friends)

Question 9   : Apa saja keunggulan teknik scaffolding yang digunakan tersebut?

(What are the advantages of the scaffolding technique used?)

Answer   : Menurut saya sendiri keunggulan teknik ini bisa membuat kelas menjadi lebih aktif.

(In my opinion, the advantages of this technique can make the class more active)

Question 10   : Apa saja kelemahan teknik scaffolding yang digunakan tersebut?

(What are the weaknesses of the scaffolding technique used?)

Answer   : Kelemahan teknik ini adalah guru kesulitan dalam mengontrol siswa didalam kelas karena jumlahnya terlalu besar.

(The weakness of this technique is that the teacher has difficulty controlling the students in the class because the number is too large)

Participant AL:

Question 1 : Bagaimana pendapatmu tentang kelas Bahasa Inggris hari ini?

(What did you think about English class today?)

Answer : Kelas hari ini sangat seru.

(Today's class is so much fun)

Question 2 : Apakah menurutmu teknik scaffolding yang digunakan guru memudahkanmu dalam memahami materi?

(Do you think the scaffolding technique used by the teacher makes it easier to understand the material?)

Answer : Iya, memudahkan saya dalam memahami materi karena guru menjelaskannya dengan jelas dan detail.

(Yes, it makes it easier for me to understand the material because the teacher explains it clearly and in detail)

Question 3 : Bagaimana perasaanmu ketika gurumu mengajarkanmu menggunakan teknik scaffolding?

(How did you feel when your teacher taught you using scaffolding techniques?)

Answer : Perasaannya senang, karena materinya enak dipahami aja gitu.

(The feeling is happy, because the material is easy to understand)

Question 4 : Apakah kamu termotivasi untuk belajar bahasa inggris setelah teknik scaffolding diterapkan?

(Are you motivated to learn English after the scaffolding technique is applied?)

Answer : Termotivasi, apalagi dari dulu saya memang menyukai bahasa inggris.

(I was motivated because I really liked English)

Question 5 : Apakah menurutmu teknik scaffolding yang digunakan oleh guru membantumu dalam mengembangkan kemampuan berbicara bahasa inggris?

(Do you think the scaffolding technique used by the teacher helps you in developing your English speaking skills?)

Answer : Sangat membantu, karena dulu ketika saya bebrbicara bahasa inggris itu agak gugup, sekarang Alhamdulillah udah lancar, sudah tau bagaimana suatu kata itu diucapkan.

(It is very helpful. I used to be a little apprehensive when speaking English, but nowadays, Alhamdulillah, I am fluent and also know how to pronounce words)

Question 6 : Ada berapa teknik scaffolding yang digunakan guru dalam mengajar English speaking?

(How many scaffolding techniques are used by teachers in teaching English speaking?)

Answer : Ada 4, explaining, reviewing, modeling dan inviting student participants.

(There are 4 types of scaffolding technique: explaining, reviewing, modeling and inviting student participants)

Question 7 : Menurutmu teknik scaffolding yang mana yang menarik, kenapa?

(Which scaffolding technique do you find interesting? Why?)

Answer : Yang menarik itu ketika guru menjelaskan, karena guru menjelaskannya dengan baik dan detail sehingga mudah untuk diingat dan dipahami.

(What is interesting is when the teacher explains, because the teacher explains it well and in detail so that it is easy to remember and understand)

Question 8 : Menurutmu teknik scaffolding yang mana yang lebih mudah diikuti/dipahami/dipelajari, kenapa?

(Which scaffolding technique do you think is easier to follow/understand/learn, why?)

Answer   : Tipe yang mudah diikuti atau dipahami adalah inviting student participants, karena guru memberikan kesempatan untuk berpendapat dengan yang lain dan juga guru memberikan masukan-masukan kepada muridnya.

(The type that is easy to follow or understand is inviting student participants, because the teacher provides the opportunity to share opinions with others and the teacher also provides input to the students)

Question 9   : Apa saja keunggulan teknik scaffolding yang digunakan tersebut?

(What are the advantages of the scaffolding technique used?)

Answer   : Keunggulan teknik ini materinya dapat dipahami dengan mudah, membuat saya menjadi termotivasi untuk memperdalam bahasa inggris.

(The advantage of this technique is that the material can be understood easily and makes me motivated to deepen my English)

Question 10   : Apa saja kelemahan teknik scaffolding yang digunakan tersebut?

(What are the weaknesses of the scaffolding technique used?)

Answer   : Menurut saya kesulitannya itu guru tidak dapat mengontrol kelas dengan baik.

(I think the problem is that the teacher can't control the class well)

Participant AF:

Question 1   : Bagaimana pendapatmu tentang kelas Bahasa Inggris hari ini?

 (What did you think about English class today?)

Answer   : Kelas bahasa inggris hari ini berjalan lancar dan seru.

(The English class today went well and was fun)

Question 2	: Apakah menurutmu teknik scaffolding yang digunakan guru memudahkanmu dalam memahami materi?
	(Do you think the scaffolding technique used by the teacher makes it easier to understand the material?)
Answer	: Iya memudahkan, karena cara mengajarnya itu seru.
	(It makes it easy because the way to teach is fun)
Question 3	: Bagaimana perasaanmu ketika gurumu mengajarkanmu menggunakan teknik scaffolding?
	(How did you feel when your teacher taught you using scaffolding techniques?)
Answer	: Perasaannya senang.
	(Feeling happy)
Question 4	: Apakah kamu termotivasi untuk belajar bahasa inggris setelah teknik scaffolding diterapkan?
	(Are you motivated to learn English after the scaffolding technique is applied?)
Answer	: Termotivasi, dulu saya tidak terlalu suka dengan bahasa inggris, tetapi sekarang saya sudah menyukainya.
	(I'm motivated; I used to dislike English, but now I enjoy it)
Question 5	: Apakah menurutmu teknik scaffolding yang digunakan oleh guru membantumu dalam mengembangkan kemampuan berbicara bahasa inggris?
	(Do you think the scaffolding technique used by the teacher helps you in developing your English speaking skills?)
Answer	: Tentu saja membantu, dulu agak kaku begitu kalau bicara bahasa inggris tapi sekarang udah agak sedikit lancar dan ngga kaku lagi.
	(Of course it helps; compared to before, speaking English is now a little more fluid and less stiff)

Question 6 : Ada berapa teknik scaffolding yang digunakan guru dalam mengajar English speaking?

(How many scaffolding techniques are used by teachers in teaching English speaking?)

Answer : Ada 3; explaining, modeling dan inviting student participants.

(There are three types of scaffolding technique: explaining, modeling and inviting student participants)

Question 7 : Menurutmu teknik scaffolding yang mana yang menarik, kenapa?

(Which scaffolding technique do you find interesting? Why?)

Answer : Yang menarik itu ketika guru membuka sesi tanya jawab, memberikan siswa kesempatan untuk berpendapat.

(What's interesting is that when the teacher opens a question and answer session, it gives students the opportunity to express their opinion)

Question 8 : Menurutmu teknik scaffolding yang mana yang lebih mudah diikuti/dipahami/dipelajari, kenapa?

(Which scaffolding technique do you think is easier to follow/understand/learn, why?)

Answer : Yang mudah dipahami itu ketika guru memberikan contoh.

(What is easy to understand is when the teacher gives an example)

Question 9 : Apa saja keunggulan teknik scaffolding yang digunakan tersebut?

(What are the advantages of the scaffolding technique used?)

Answer : Menurut saya materinya lebih mudah dipahami.

(In my opinion, the material is easy to understand)

Question 10 : Apa saja kelemahan teknik scaffolding yang digunakan tersebut?

(What are the weaknesses of the scaffolding technique used?)

Answer   : Terlalu memakan waktu, karena guru harus merespon satu persatu muridnya.

(Because the teacher has answer to each student individually, it takes too much time)

Participant TH:

Question 1   : Bagaimana pendapatmu tentang kelas Bahasa Inggris hari ini?

(What did you think about English class today?)

Answer   : Kelas bahasa inggris hari ini sangat seru.

(Today's English class is fun)

Question 2   : Apakah menurutmu teknik scaffolding yang digunakan guru memudahkanmu dalam memahami materi?

(Do you think the scaffolding technique used by the teacher makes it easier to understand the material?)

Answer   : Dengan menggunakan teknik tadi itu, efektif untuk membuat siswa itu aktif, seoalah-olah kita terpancing untuk menjawab pertanyaan-pertanyaan dari guru dan juga materinya mudah untuk dipahami.

(By using this technique, it is effective to make students active, as if we are provoked to answer questions from the teacher, and also the material is easy to understand)

Question 3   : Bagaimana perasaanmu ketika gurumu mengajarkanmu menggunakan teknik scaffolding?

(How did you feel when your teacher taught you using scaffolding techniques?)

Answer   : Perasaannya senang, karena ini teknik yang baru dan bisa dipraktekkan dan membuat muridnya lebih mudah memahami pelajarannya.

(I feel happy because this is a new technique that can be practiced and makes it easier for students to understand the lesson)

Question 4 : Apakah kamu termotivasi untuk belajar bahasa inggris setelah teknik scaffolding diterapkan?

(Are you motivated to learn English after the scaffolding technique is applied?)

Answer : Karena menurut saya penggunaan teknik ini seru, jadi saya jadi termotivasi dalam belajar.

(I'm motivated to learn because I think using this technique will be enjoyable, so I'm looking forward to learning)

Question 5 : Apakah menurutmu teknik scaffolding yang digunakan oleh guru membantumu dalam mengembangkan kemampuan berbicara bahasa inggris?

(Do you think the scaffolding technique used by the teacher helps you in developing your English speaking skills?)

Answer : Tentu saja mengembangkan kemampuan berbicara bahasa inggris saya, karena guru mengajak interaksi didalam kelas, dan juga terkadang guru juga menyuruh siswanya mengulang kembali apa yang guru jelaskan sehingga itu membuat efektif dalam megembangkan kemampuan berbicara bahasa inggris.

(Of course, I am developing my English speaking skills because the teacher invites interaction in the classroom, and sometimes the teacher also asks the students to repeat what the teacher explained, so that it makes it effective in developing English speaking skills)

Question 6 : Ada berapa teknik scaffolding yang digunakan guru dalam mengajar English speaking?

(How many scaffolding techniques are used by teachers in teaching English speaking?)

Answer : Ada 4; explaining, modeling, inviting student participants dan reviewing.

(There are four types of scaffolding technique: explaining, modeling, inviting student participants and reviewing)

Question 7   : Menurutmu teknik scaffolding yang mana yang menarik, kenapa?

(Which scaffolding technique do you find interesting? Why?)

Answer   : Saya tertarik pada dua tipe yaitu explaining dan reviewing. Karena guru menjelakannya secara rinci dan juga guru menyuruh kita untuk menjelaskan kembali apa yang telah dijelaskan oleh guru.

(I am interested in two types, namely explaining and reviewing. Because the teacher explained it in detail and also asked us to re-explain what the teacher had explained)

Question 8   : Menurutmu teknik scaffolding yang mana yang lebih mudah diikuti/dipahami/dipelajari, kenapa?

(Which scaffolding technique do you think is easier to follow/understand/learn, why?)

Answer   : Mudah dipahami atau diikuti itu ketika guru menjelaskan dan kemudian memberikan contoh agar penjelasan tersebut jadi lebih jelas.

(It is easy to understand or follow when the teacher explains and then gives examples so that the explanation becomes clearer)

Question 9   : Apa saja keunggulan teknik scaffolding yang digunakan tersebut?

(What are the advantages of the scaffolding technique used?)

Answer   : Menurut saya keunggulan teknik ini adalah dapat membuat siswanya lebih mudah untuk memahami materi dan juga dapat membuat kelas lebih aktif tidak pasif.

(I think the advantage of this technique is that it can make it easier for students to understand the material and can also make the class more active, not passive)

Question 10   : Apa saja kelemahan teknik scaffolding yang digunakan tersebut?

(What are the weaknesses of the scaffolding technique used?)

Answer   : Kelemahan teknik ini menurut saya adalah terlalu banyak memakan waktu dan juga guru seperti kesulitan mengontrol kelas.