

# THE USE OF SCAFFOLDING STRATEGY IN IMPROVING STUDENTS' SPEAKING SKILL

Miraz Pringgadana Setiawan<sup>1</sup>, Wahid Hasim<sup>2</sup>

Institut Pendidikan Indonesia

[wahidhasim2807@gmail.com](mailto:wahidhasim2807@gmail.com)<sup>3</sup>

## Abstract

The study investigated to discover whether scaffolding strategy can be used as an effective strategy in improving students' speaking skill or not. This study was taken because there are many difficulties that most of students face when they learn speaking skill. So scaffolding strategy was taken because scaffolding itself is an extremely social form of instruction, with more capable peers and teacher helps student to solve some tasks (Hogan and Pressley, 1997) and it is match with what Tam (1997) said that providing students with some kind of situations and speaking task takes a significant role in improving students' speaking skill. This study had been done on March 31<sup>st</sup> 2016 until April 28<sup>th</sup> 2016. This study is a quantitative research with pre-experimental one group pre-test – post-test design. The population of this study was the second grade of SMAN 1 Garut. The samples of this study were the students of class XI MIPA 8 with 36 students. Instrument that was used in this study is speaking test that was divided into two parts, they were pre-test that was used to test the students' ability before the students were given the treatment and also post-test that was used to test the students' ability after the students were given the treatment. Based on the study, it was found that the result of  $t_{observed}$  was 6.8359 and the result of  $t_{critical}$  was 2.0317. The result of the data analysis showed that  $t_{observed} = 6.8359$  was placed in the area where  $H_a$  is accepted. Thus, it means that  $H_a$  is accepted otherwise  $H_o$  is rejected. There was a significant influence scaffolding strategy in improving students' speaking skill. Based on the findings above, scaffolding can be used as an alternative teaching strategy that is effective in improving students' speaking ability.

**Keywords:** Scaffolding Strategy, Speaking Skill

## INTRODUCTION

Speaking is one of the most important skill that has to be achieved in order to communicate each other. Hornby (1997:21), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication. Speaking is very important because it helps people to share their ideas with the others, so speaking is a bridge between our mind and the others. People can trade, share some ideas, do a business, etc, in international scope by speaking English. That is why speaking skill is very important skill to be learnt by students.

Based on the importance of speaking skill, it is needed an appropriate strategy that can improve students' speaking skill. Scaffolding strategy is a distance between the child's actual developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance and in collaboration with more capable peers (Vygotsky, 1978). So with this



strategy, students can be helped to achieve improve their level into the higher level of potential that they have. Scaffolding strategy also has seen as an appropriate strategy that can be used in teaching process as supported by James S. Vecca, Brian J. Reiser (2004), Nadia (2012) and also Muhsin Amrun (2013). So it is hoped that scaffolding strategy can be used as an effective strategy in improving students' speaking skill.

## **Literature**

### **Speaking**

Speaking is the ability of being able to speech, expressing and sharing what human think. Speaking is also part of our daily needs, as what Thornbury said in his book (2005, p.1) that speaking is so much a part of daily life that we take it for granted. It means that speaking is very important skill that have to be learnt and used in our everyday life. It reminds us to one of the human needs that is very important, that is socializing. In socializing, humans need their speaking skill in order to communicate each other. According to Nunan (2003, p. 48) Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. So, speaking is one of productive skills that is important for us. This skill is willing us to use our verbal utterances that is come from what we think or feeling in order to share our ideas and convey our feeling through spoken or verbal utterances.

### **The Importance of Speaking**

Speaking is very important for us as human being. Speaking is one of productive skill that make us possible to exchange what we are thinking with the others' thought. Speaking is important to fulfill one of the most important needs that is socializing. Speaking that can help us to communicate each other directly is very effective in making good relationship in our social life. Because one of the most important thing that can make us easier in making a good relationship with our social life is by communicating as much as we can in order to build a communicative situation.

Then, speaking is also helpful, because we can express what we are feeling through speaking. So, by expressing what we are feeling to the others, it will help us happier and it will build a closer relationship between us and the others. It is supported by Harmer (2007, p.22) who said that Speakers are able to express solidarity with one another. They use language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication.

### **The Problem of Speaking**

As well as the importance of speaking, there are also so many problems that is faced in learning speaking skill. Common problem that is usually raised in learning speaking is the lack of confidence that students have. Many students have less confidence when they have to speak English. It can be raised from the students themselves who are unsure with what they are going to say. That problem is usually came from the lack of practice that students have done. According to Ur (1996:117), the lack of confidence and the anxiety are usually raised because of several factors such as inhibition, nothing to say, low or uneven participation and mother tongue. The problem of learning speaking skill is not always comes from students, but the problem can also be from the material of speaking that is very complex, so it is hard to be understood. In some cases, speaking is seen as a difficult skill to be achieved.

Beside of all of that problem, the lack of teachers' creativity in teaching speaking skill



is one of serious problem in the process of teaching speaking skill. When teachers teach speaking skill, teachers should be more creative in making many kind of situation in learning process in order to make them more comfortable and confident in learning speaking. It is supported by Tam (1997) who said that providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking. In this modern area, teachers who are lack of creativity in making variety of situation in teaching speaking can use technology in order to make a class situation more fun and attractive.

### **The Scaffolding Strategy as Speaking Teaching Strategy**

Scaffolding that is in the first time it was introduced to public is used for the concept of parent and children is now developed and also it can be used in educational field. Nowadays, scaffolding can be used as one of effective teaching method as what Copple & Bredekamp (2009) said that Scaffolding is a key feature of effective teaching and can include modeling a skill, providing hints or cues, and adapting material or activity. It means that scaffolding has been proved as one of method or strategy that is recommended in teaching process. It also supported by Roehler and Cantlon (in Hogan and Pressley, 1997) who said that scaffolding is an important instructional tool because it supports students' learning. It helps students to understand that they can teach and learn from others. More complex content might require a number of scaffolds given at different times to help students master the content. So, scaffolding is very useful because this method make it possible in improving students' progress through task and accommodate students in different level of knowledge with the teacher as instructor or the expert. So in educational system, this method is very helpful because in this method, students can reach their limit in the process of learning material and then they can improve their skill with the experts' helps.

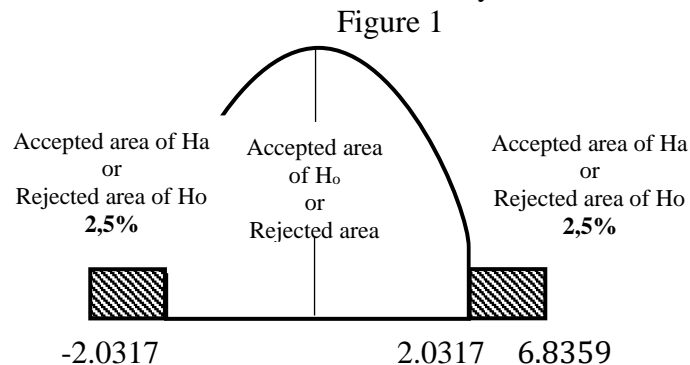
## **METHODOLOGY**

The researcher obtained the data by using quantitative method with pre-experimental one group pre-test – post-test design. Creswell (1994) has given a very concise definition of quantitative research as a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). In conducting this study, researcher used pre-experimental method to discover whether scaffolding strategy is effective or not in teaching students' speaking skill. The population and sample of this study was chosen based on the requirement that was needed. So the population of this study is 1 Garut senior high school with 36 students of second grade of 1 Garut senior high school as sample of this study. The data analysis was based on the recording and analysis of speaking test. The research used quantitative method, so the researcher needed several steps of computation in carrying out the gathered data and used statistical computation by using Microsoft excel. After getting the pretest and posttest result, the researcher processed the data through statistical technique of paired t-test. According to Sundayana (2013) paired t-test was used to test one group of sample that were given two different treatments.



## FINDINGS

The statistical computation of t-test that was used in analyzing the data shows that  $t_{\text{observed}} = 6.8359$  and  $t_{\text{critical}} = 2.0317$ . The result of this study is described on figure 1.



According to the result of computation before, we can see that:

$$t_{\text{critical}} \leq t_{\text{observed}} \geq t_{\text{critical}}$$

$H_0$ : There is no influence of scaffolding strategy in improving students' speaking skill

$H_a$ : There is an influence of scaffolding strategy in improving students' speaking skill

The result of the data analysis showed that  $t_{\text{observed}} = 6.8359$  was placed in the area where  $H_a$  is accepted. Thus, it means that  $H_a$  is accepted otherwise  $H_0$  is rejected. There was a significant influence scaffolding strategy in improving students' speaking skill.

## DISCUSSION

The findings that had been obtained in this research concludes that scaffolding strategy is one of effective teaching strategy in improving students' speaking skill. Findings obtained were proven that scaffolding could be a key feature of effective teaching as what Cople & Bredekamp (2009) said that Scaffolding is a key feature of effective teaching and can include modeling a skill, providing hints or cues, and adapting material or activity. So scaffolding strategy can be recommended as one of teaching strategy that is effective in teaching and learning process.

The findings obtained were also proven that scaffolding strategy is not only can be used in teaching reading comprehension and writing skill that is previously studied by Gladys E. Huggins and Rita Edwards (2011) entitled "Scaffolding to Improve Reading Comprehension and to Write a Scholarly Research Paper", but also can be used in teaching speaking skill. So scaffolding strategy is not only effective in improving students' speaking skill, but also the other skills such as reading comprehension and writing skill.

## CONCLUSION

The findings obtained based on the data of the experiment were discovered that scaffolding strategy is effective in improving students' speaking skill. It can be proved by the data of this study that had been analyzed in the previous chapter. Data obtained from speaking test show that there is an improvement on students' speaking score. The computation of t-test



on the data shows that  $t_{observed} \geq t_{critical}$  ( $6.8359 > 2.0317$ ), and it means that  $H_a$  is accepted and  $H_0$  is rejected. In other word, there is a significant influence of the use of scaffolding strategy and students' speaking skill.

Those findings lead to the conclusion that scaffolding strategy is an effective strategy and it can be used in the process or teaching and learning English especially in improving students' speaking skill.

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