USING SCAFFOLDING TECHNIQUE TO IMPROVE THE SPEAKING SKILL OF THE SECOND SEMESTER STUDENTS OF ENGLISH DEPARTMENT

C. Prima Ferri Karma
FKIP-UNTIDAR

Abstrak

Ada anggapan bahwa pengetahuan kebahasaan seseorang diukur dari kemampuan berbicara. Berbicara adalah sarana yang mendasar dalam komunikasi manusia, demikian juga mahasiswa Bahasa Inggris, mereka juga dituntut untuk bisa berbicara dalam Bahasa Inggris dengan baik. Parameter seorang pembelajar Bahasa Inggris adalah kemampuannya berbicara secara lancar. Namun kenyataan menunjukkan bahwa banyak pembelajar yang tidak bisa berbicara dengan tepat dan lancar walaupun sudah belajar selama 6 tahun.

Capaian ketrampilan berbicara pembelajar dipengaruhi beberapa faktor, yaitu faktor eksternal dan internal. Motivasi adalah satu dari faktor internal yang berperan penting dalam kesuksesan belajar. Faktor yang berikutnya adalah teknik yang digunakan oleh guru.

Scaffolding adalah suatu jembatan yang menghubungkan pengetahuan yang dimiliki dengan hal yang belum diketahui. Jika dilaksanakan dengan baik, *scaffolding* akan menjadi daya yang memicu pembelajar untuk menguasai sesuatu. Dalam proses ini pembimbing memfasilitasi pembelajar untuk menguasai konsep yang tidak dapat dikuasai pembelajar. Pembimbing tidak hanya memberikan bantuan tetapi juga harus sebisa mungkin memberikan kebebasan bagi pembelajar untuk menyelesaikan tugas-tugas secara mandiri. Ketika pembelajar sudah bisa bertanggung jawab atau menyelesaikan suatu tugas secara mandiri, maka pembimbing secara bertahap menjauh dan memberikan kebebasan untuk belajar secara mandiri.

Keyword : *Scaffolding Technique, Speaking Skill*

I. INTRODUCTION

People think that the ability to speak a language is the same as knowing that language. They suppose speech to be the most basic means of human communication and demand that English students be able to speak the target language well. The parameter of learning English that they use is being able to speak English fluently. However, the fact shows several students cannot speak

English fluently and accurately although they have studied it for more than 6 years.

Based on the observation, most students think that speaking a foreign language, especially English, is difficult. What makes it challenging is that there are many things to consider. Take for example, the complicated grammar such as the reduced forms of contraction, vowel reduction, and the different structures of English from their mother tongue, the use of slang or idioms, intonation, and aspect of society. Thus, the students are apt to sound bookish when they practice speaking. This becomes the reasons why the students are frustrated when they have to speak in a real interaction.

As students of teacher education, they must be able to speak English fluently and accurately. When they have to teach English later, it is unavoidable to speak. Teachers as models for students have to provide a good example to speak. However the fact shows some of novice teachers cannot speak English fluently and accurately. This problem is caused by two factors, internal and external.

When they take a Speaking course as students of teacher education they have low motivation in speaking English. Their behavior indicates that this situation is being passive, shy, afraid or reluctant to practice. They tend to use mother tongue or first language rather than practicing English (Adiningtyas, 2012). These are actually caused by the low mastery of vocabulary, English structure, and pronunciation. While the external factors that affect the low ability of speaking are the monotonous technique used by the lecturer in teaching, the availability of practice facilities, and students' society that does not support their practice.

English has become the leading means of communication in the world. Speaking is one of the implementations of language function in society as a means of carrying out the affairs. Thus, there is a demand that students have to communicate with people from other countries and English is the means of communication.

The purpose of education in democratic society is exactly to equip each student to realize that he or she is full of promise. It is aimed to prepare him or her in contributing to the economic and civic well-being of society in terms of having good character. Teachers do not only help students achieve high

academic standards, it also condemns them to wander aimlessly from one dead-end job to another earning minimum wage (Johnson, 2002).

II. DEFINITION OF SPEAKING

Speaking that is a verbal language that functions to convey messages and ideas. Brown (2000) says speaking is an interactive process of construction of meaning. It involves producing and receiving information. Speaking requires learners to know how to produce and understand an utterance, why, and in what ways to produce language (social competence). Thus in speaking, a speaker tends to be getting something done, exploring ideas, working out some aspect of the world, or simply being together.

Harmer (2001) states speaking happens when people are engaged in talking. It can be fairly sure that they are doing so for good reason. They want to say something to achieve their purposes and they also select their language store. This is in tune with Cameron (2001) that says speaking is an active use of language to express meaning so that other people can make sense of them. These need learners to master grammar, pronunciation, and vocabulary in order to achieve the meaning accurately. Form and meaning depend on the context in which the participants themselves consider collective experience, physical environment, and purpose of speaking.

A. Function of Speaking

There are several attempts that have been made to determine the function of speaking in a human interaction. In terms of form and function, speaking requires a different approach. Brown and Yule (1983) make a usefull distinction between the interactional function of speaking, in which it serves to establish and maintain social relation, and the transactional functions, which focus on the exchange of information..

The first function serves to establish and maintain relation. It normally refers to a conversation and it also describes the interaction that serves a primarily social function. The second function that is called transactional one focuses on the exchange of information. This refers to situations when speakers concern with what is said or done. This means the message and making oneself understood clearly and accurately is the main focus rather than how they interact socially and the participants.

The last function is speaking as a performance. This refers to public talks that transmit information before public announcements, speeches or classroom presentation. The form of it tends to be monolog; take for example a welcoming speech that often follows a recognized format. The form is close to the written form as well.

B. Motivation

1. Definition of Motivation

There are several definitions of motivation proposed by some experts. William and Burden (1997 : 20) state that motivation is a state of cognitive arousal which provokes a decision to act and give rise to a period of sustained intellectual and/or physical effort" so that the person can achieve some previously set goal. Motivation explain why people decide to do something, how long they are willing to sustain the activity and how they are going to purse it (Dörnyei, 2001:56) Jones, George & Hill (2000) state that motivation is physical forces that determine the direction of a person's behavior, a person's level of effort and a person's level of persistence in the face of obstacles. While according to McFarland's opinion (2000), motivation is the way in which urges, desires, aspiration, control or explain the behavior of human being. It is the complex of forces starting and keeping a person at work in an organization. Motivation is something that moves that person to action and keeps him in the course of action already initiated. Based on the above definitions, the writer concludes that motivation is a motive that provokes a decision to do something and give a rise to desire, aspiration, and goal. It is the forces that can give directions or purposes to behavior and maintain goal oriented behavior, emotional, social, and cognitive forces that activate behavior.

2. Types of Motivation

According to the opinion of Harmer (2001:51), there are two kinds of motivation. They are:

a. Extrinsic Motivation

Extrinsic motivation is caused by any number of outside factors, for example the need to pass an exam, the hope of financial reward, or the possibility of future travel.

b. Intrinsic Motivation

By contrast, intrinsic motivation comes from within the individual. Thus a person is motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Most writers and methodologists have come to the view that intrinsic motivation is especially important for encouraging success. Even where the original reason for taking up a language cause, for example in extrinsic, the chances of success will be greatly enhanced if the students come to love the learning process.

3. Language Learning Motivation

Motivation has a special attention in the research of language acquisition. Focusing on second language acquisition (SLA), there is a model which is considered the most influential model in language learning. It is known as socio educational model which is developed by Gardner (1985). In his model, he explains that there are two kinds of motivation, they are: 1. Integrative Motivation. Integrative motivation refers to the learner"s desire to at least communicate or at the most integrate with the members of the target language. 2. Instrumental Motivation. Instrumental motivation refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination (Gardner: 1985). However, Gardner stresses most on integrative motivation. He has a notion that learners who highly interested in second language (L2) community have more motivation to learn L2 than those who concerned with the instrumental use of the language.to supervise their students' learning styles and orientations, because it helps to analyze students' awareness, use of strategies, and their motivation.

C. Scaffolding Technique

Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know, and if it is properly administered, it will act as an enabler, not as a disabler (Benson, 1997). In this process, the language tutor helps the learners master a task or concept that the learners are initially unable to grasp independently. The tutor offers assistance with only the skills that are beyond the student's capability but they have to let the learners complete as much of the task as possible, unassisted. The tutor only attemps to help the students with tasks that are just beyond theirs current capability. Students' errors are expected, but, with the tutor's and learners' peers feedback and prompting, the learner is able to achieve the task or goal. When the learners are able to take responsibility for or master the task, the tutor begins the process of "fading", or gradual removal of the scaffolding, which allows the learners to work independently.

III. HOW TO COLLECT THE DATA

A. Test

Brown (2004) says that test is subset of assessment. Test can be useful device to measure the students' achievement.

Oral interview content specifications

Warm-up:

1. Small talk

Level check:

The test-taker . . .

2. answers *wh*-questions.
3. produces a narrative without interruptions.
4. reads a passage aloud.
5. tells how to make something or do something.
6. engages in a brief, controlled, guided role play.

Probe:

The test-taker . . .

7. responds to interviewer's questions about something the test-taker doesn't know and is planning to include in an article or paper.
8. talks about his or her own field of study or profession.
9. engages in a longer, more open-ended role play (for example, simulates a difficult or embarrassing circumstance) with the interviewer.
10. gives an impromptu presentation on some aspect of test-taker's field.

Wind-down:

11. Feelings about the interview, information on results, further questions

Here are some possible questions, probes, and comments that fit those specifications.

Sample questions for the four stages of an oral interview

1. **Warm-up:**

   How are you?
   What's your name?
   What country are you from? What [city, town]?
   Let me tell you about this interview.

2. **Level check:**

   How long have you been in this [country, city]?
   Tell me about your family.

What is your [academic major, professional interest, job]?
How long have you been working at your [degree, job]?
Describe your home [city, town] to me.
How do you like your home [city, town]?
What are your hobbies or interests? (What do you do in your spare time?)
Why do you like your [hobby, interest]?
Have you traveled to another country beside this one and your home country?
Tell me about that country.
Compare your home [city, town] to another [city, town].
What is your favorite food?
Tell me how to [make, do] something you know well.
What will you be doing ten years from now?
I'd like you to ask me some questions.
Tell me about an exciting or interesting experience you've had.
Read the following paragraph, please. [test-taker reads aloud]
Pretend that you are _____ and I am a _____. [guided role play follows]

3. **Probe:**

What are your goals for learning English in this program?
Describe your [academic field, job] to me. What do you like and dislike about it?
What is your opinion of [a recent headline news event]?
Describe someone you greatly respect, and tell me why you respect that person.
If you could redo your education all over again, what would you do differently?
How do eating habits and customs reflect the culture of the people of a country?
If you were [president, prime minister] of your country, what would you like to change about your country?
What career advice would you give to your younger friends?
Imagine you are writing an article on a topic you don't know very much about. Ask me some questions about that topic.
You are in a shop that sells expensive glassware. Accidentally you knock over an expensive vase, and it breaks. What will you say to the store owner? [Interviewer role-plays the store owner]

4. **Wind-down:**

Did you feel okay about this interview?
What are your plans for [the weekend, the rest of today, the future]?
You'll get your results from this interview [tomorrow, next week].
Do you have any questions you want to ask me?
It was interesting to talk with you. Best wishes.

The success of oral interview will depend on

- Clearly specifying administrative procedures of the assessment (practicality).

- Focusing the questions and probes on the purpose of the assessment (validity)

- Appropriately eliciting an optimal amount and quality of oral production from test taker (biased for best performance) and

- Creating a consistent workable scoring system (reliability)

Table 7.2. Oral proficiency scoring categories (Brown, 2001, pp. 406–407)

	Grammar	Vocabulary	Comprehension
I	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
II	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
III	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.
IV	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.
V	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.

Fluency	Pronunciation	Task
(No specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.)
Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.
Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

B. Non Test

1. Observation

I will use Brown's (2004) observation sheet guidance. I will observe the students' participation during the class

2. Interview on

a. The students interest in some activities in the learning process using scaffolding technique.

b. The students' motivation in the learning process using scaffolding technique conducted by the teacher during the research.

C. Questionnaire

No.	Statement	Yes	No
1.	Do you like studying English?		
2.	Does your lecturer explain the material clearly?		
3.	Are you able to understand the teacher's explanation well?		
4.	Are you bored with the lecturer's explanation?		
5.	Does your lecturer use a good technique in teaching speaking?		
6.	Has your lecturer ever used scaffolding Technique?		
7.	Are you able to understand the material after your lecturer uses scaffolding technique?		
8.	Do you like scaffolding technique?		
9.	In this research, do you feel that this technique can improve your speaking skill?		
10.	Do you have high motivation after the lecturer uses scaffolding technique?		

D. Documentation

Documentation is the technique which is used to collect the data and information about the students such as the list of students' names, their scores, and photographs, participation, interaction with friends in a group, interaction with partners, and attitudes.

IV. Conclusion

Students' speaking skill needs serious attention from the teacher. The students have problems with their vocabulary as well as motivation. Teachers

must have an appropriate technique to cope the problem. He also needs to pay enough attention and give motivation to the students.

Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know, and if scaffolding is properly administered, it will act as an enabler, not as a disabler. In this process, the language tutor helps the learners master a task or concept that the learners are initially unable to grasp independently. The tutor offers assistance with only the skills that are beyond the student's capability but they have to let the learners complete as much of the task as possible, unassisted. When the learners are able to take responsibility for or master the task, the tutor begins the process of "fading", or gradual removal of the scaffolding, which allows the learners to work independently.

References

Adiningtyas, Wieke, Riana. 2012. *The use of cue card in teaching spoken descriptive text*. Journal. Semarang : Journal of Educational Research and Evaluation. P 22-26

Benson, B. 1997. Scaffolding (Coming to Terms). *English Journal*, 86(7), 126-127.

Brown, D. H. 2000. *Principles of language learning & teaching*. (4th ed.). New York: Longman

2001. *Teaching by principles: An interactive approach to language pedagogy*. NY: Pearson Longman

2004. *Language assessment: Principles and classroom practices*.White Plains, NY: Pearson Education.

Brown and Yule. 1983. *Discourse analysis.* NewYork: Cambridge University Press.

Cameron, Lynne. 2001 *Teaching language to Young Learners.* Cambridge: Cambridge University Press.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom.* Cambridge: Cambridge University Press.

Johnson, Elaine. 2002. *Contextual teaching and learning*. California. Corwin Press Inc

Harmer, J. 2001. *How to Teach English: An Introduction to the practice of english language teaching.* London and Malaysia: Longman.

2001. *The practice of english language teaching*, third edition. Longman: London.

2001. *An introduction to the practice in language teaching*. Malaysia: England and Associated Company

Gardner, R. C. 1985. Social Psychology and Second Language Learning*: The role of attitudes and motivation*. London.

Jones, George, and Hill. 2000. *Applying Maslow's needs hierarchy* - Business

Mc Farland. 2000. *Variance in faking across non cognitive measure*. Journal of Applied Psychology.

William, M. and Burden R. 1997. *Psychology for language teacher.* Cambridge: Cambridge University press.