

**THE IMPLEMENTATION OF SCAFFOLDING TALK TECHNIQUE ON
STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF
SMAN 7 MAKASSAR**

SKRIPSI

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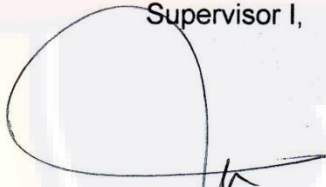
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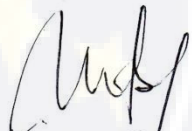
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul *“The Implementation of Scaffolding Talk Technique on Students Speaking Ability at the Eleventh Grade of SMAN 7 Makassar”* beserta seluruh isinya adalah benar – benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, September 2017

Yang membuat pernyataan

RIA BOY DULY

ABSTRACT

Ria Boy Duly. 2017. *The Implementation of Scaffolding Talk Technique on Students' Speaking Ability at the Eleventh Grade of SMA Negeri 7 Makassar.* (Guided by Andi Hamzah Fansury and Ulfah Syam)

The purpose of this research was to know the application of the scaffolding talk technique in students' speaking ability. The results of this research are expected to be useful for students to improve students' speaking ability and help teachers to be more creative.

This research used pre-experimental method. Population of this research was all students of students XI and the sample is class XI IPA 4 which consists of 28 students. The data collected through speaking test (pre-test, treatment and post-test). After conducting pre-test, the writer conducted treatment and the last gave post-test.

The result of the research showed that there was a significant difference which gained by the students in pre-test and post-test. The value of T-test was 14,23 while t-table was 2.050 this values that T-test higher than t-table 14,23 ($14.23 > 2.050$). From this result it can be concluded that the scaffolding talk technique was effective to increase students' speaking ability at Class XI of SMAN 7 Makassar in 2017/2018 academic year.

Keywords: Scaffolding talk technique, speaking ability

ABSTRAK

Ria Boy Duly. 2017. *The Implementation of Scaffolding Talk Technique on Students' Speaking Ability at the Eleventh Grade of SMAN 7 Makassar.* (dibimbing oleh Andi Hamzah Fansury dan Ulfah Syam)

Penelitian ini bertujuan untuk mengetahui penerapan metode scaffolding talk technique pada kemampuan berbicara siswa. Hasil penelitian ini diharapkan dapat bermanfaat bagi siswa dan dapat membantu guru untuk lebih kreatif.

Penelitian ini menggunakan metode pre-experimental. Populasi penelitian ini adalah siswa kelas XI dan sampel penelitian ini adalah siswa kelas XI IPA IV yang terdiri dari 28 siswa. Data dikumpulkan menggunakan tes berbicara (pre-test, treatment, dan post-test). Setelah melaksanakan pre-test, penulis memberikan treatment dan terakhir memberikan post-test.

Hasil analisis data menunjukkan bahwa terdapat perbedaan yang signifikan dari hasil yang diperoleh siswa pada tes awal dan tes akhir. Hasil nilai uji-T adalah 14,23 sedangkan nilai T-table 2.050 ($14,23 < 2.050$). Dari hasil analisis data tersebut dapat disimpulkan bahwa metode scaffolding talk technique efektif dalam meningkatkan kemampuan berbicara siswa di kelas XI SMAN 7 Makassar tahun akademik 2017/2018.

Kata Kunci: Teknik Scaffolding talk, kemampuan berbicara

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Makassar, September 2017

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TABLE OF CONTENT

	Page
PAGE OF TITTLE	i
PAGE OF APPROVAL	ii
PERNYATAAN	iii
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS	viii
LIST OF TABLE	x
LIST OF FIGURE	xi
LIST OF APPENDIX	xii
LIST OF ABBREVATIONS	xiv
CHAPTER I: INTRODUCTION	1
A. Background	1
B. Research Question.	3
C. Objective of The Research	3
D. Significance of The Research	3
E. Scope of the Research	4
CHAPTER II: REVIEW OF RELATED LITERATURE	5
A. Some Previous Research Findings	5
B. Some Pertinent Ideas	6
C. Conceptual Framework	27

D. Hypothesis	28
CHAPTER III: METHOD OF THE RESEARCH	29
A. Research Design	29
B. Location and Time of the Research	30
C. Variable and Operation Definition	30
D. Population and Sample	30
E. Instrument of the Research	31
F. Procedure of Collecting Data	31
G. Technique of Data Analysis	32
CHAPTER IV: FINDING AND DISCUSSION	39
A. Finding	39
B. Discussion	50
CHAPTER V: CONCLUSION AND SUGGESTION	53
A. Conclusion	53
B. Suggestion	54
BIBLIOGRAPHY	56
APPENDICES	58

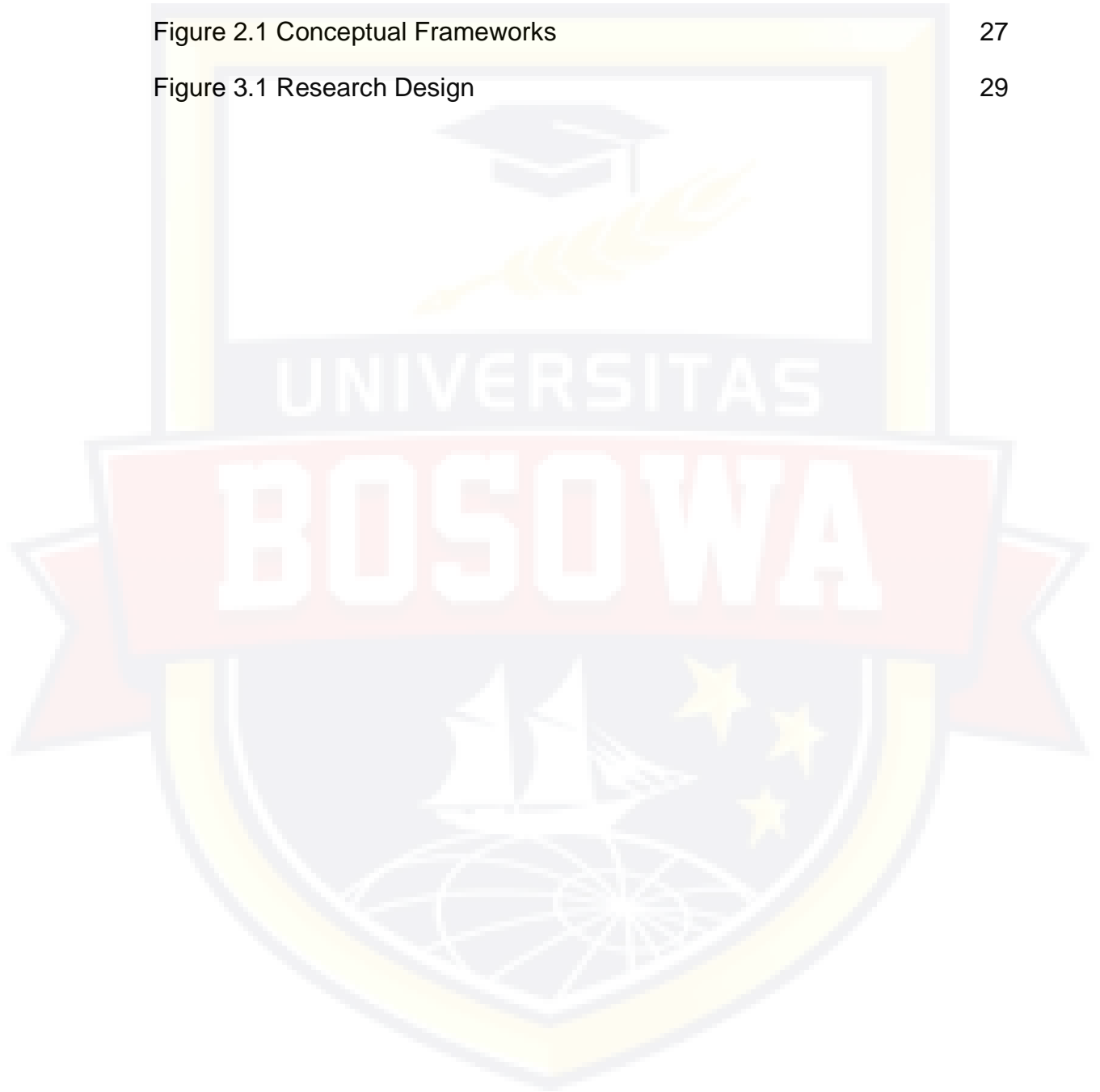
LIST OF TABLE

	Page
Table 4.1 The Students' Score and Classification in Pre-test	40
Table 4.2 The Students' Score and Classification in Post-test	40
Table 4.3 Rate Percentage of Students' Speaking Accuracy	43
Table 4.4 Rate Percentage of Students' Speaking Fluency	44
Table 4.5 Rate Percentage of Students' Speaking comprehensibility	46
Table 4.6 The Mean Score and Standard Deviation of Pre-Test and Post-Test	48
Table 4.7 The Probability value of t-test of the students' achievement	49

BOSOWA

LIST OF FIGURE

	page
Figure 2.1 Conceptual Frameworks	27
Figure 3.1 Research Design	29



LIST OF APPENDIX

	Page
Appendix 1 Lesson Plan	59
Appendix 2 Instrument of the Research	62
Appendix 3 Instrument of the Research in Pre-Test	63
Appendix 4 Recording Sheet in Pre-Test	64
Appendix 5 Instrument of the Research in Treatment	65
Appendix 6 Instrument of the Research in Post-Test	66
Appendix 7 Recording sheet in Post-Test	67
Appendix 6 Students' Score and Percentage in Pre-Test and Post-Test	
Accuracy	68
Appendix 7 Fluency	69
Appendix 8 Comprehensibility	70
Appendix 9 Students' Total Score	71
Appendix 10 Data for Assessment Accuracy	72
Appendix 11 Data for Assessment Fluency	73
Appendix 12 Data for Assessment Comprehensibility	74
Appendix 13 Students' score in Pre-Test and Post-Test	75
Appendix 14 Mean Score of the Students' pre-test and post-test in	
Accuracy	76
Appendix 15 Mean score of the Students Pre-test and Post-test in	
Fluency	77

Appendix 16 Mean score of the students' pre-test and post-test in Comprehensibility	79
Appendix 17 Mean score of the Students' pre-test and post-test Speaking Ability	81
Appendix 18 T-Test Analysis	83
Appendix 19 The Distribution table of critical value-t	84
Appendix 20 Pictures	86



LIST OF ABBREVIATION

Page

Letter 1: Permission letter from school SMAN 7 MAKASSAR

87



CHAPTER I

INTRODUCTION

This chapter presents background, research question, objectives of the research, significant of the research and the scope of research.

A. Background

In this Era of modern technology and globalization, there is always urgent need to get in touch with people around the world. English is the international languages for communication. It has been used as a means of communication around the globe. In non-English speaking countries, teaching in English has also become a trend to keep up with international development of education.

The role of English is required to face the era of globalization. Since English recently was treated as foreign and important language for Indonesian, it became one of the compulsory subjects taught in elementary school, junior high school, senior high school and some semesters at university. As the result, the government always makes serious efforts to improve the quality of English teaching.

One of the essential parts in English is speaking skill. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language. Now

days, many teacher agree that students should learn to speak the second language by interacting to others. For this case, students should master several speaking components', such as: comprehensibility, accuracy, and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components', and make the English lesson more exiting.

An effective and efficient classroom should be organized by an effective teacher as well. To make the classroom effective and efficient, a teacher should deliver and give instruction in English. Teacher needs to choose the most effective or efficient technique in speaking class. One of the techniques that can be used by teacher in speaking class is Scaffolding Talk technique. Scaffolding talk refers to a variety of instructional technique used to move students progressively toward stronger understanding and ultimately, greater independence in the learning process. According to Zulfa in Rahmawati (2015:2) Scaffolding talk is widely considered to be an essential element of effective teaching, and all teachers—to a greater or lesser extent—almost certainly use various form of instructional scaffolding in their teaching. One of the main goals of Scaffolding Talk is to reduce the negative emotions and self-perceptions that students may experience when they frustrated, intimidated or discouraged when attempting a difficult task without the assistance, direction or understanding they need to complete it. The researcher

believes that choosing the best technique will enable teacher to cope with problems in class.

Concerning with the background above the researcher is interested to conduct a research under the title “The Implementation of Scaffolding Talk Technique on Students’ Speaking Ability at SMAN 7 Makassar.

B. Research Question

Based on the previous background above, the researcher formulates problem statement as follows:

How is the implementation of scaffolding talk technique on students’ speaking ability?

C. Objective of the Research

In the relationship with problem statements mentioned previously, the objectives of this research are formulated as follows:

To know the implementation of scaffolding talk technique.

D. Significance of the Research

The results of this study are expected to be useful information for many people in learning process, such as:

1. For the school

To contributes to the SMAN 7 Makassar with the new innovation of the Scaffolding Talk Technique.

2. For the teacher

The study can be used by the teacher to provide the better technique to improve students’ speaking skill.

3. For the students

Motivate the students to study speaking well for students' interest in learning.

4. To the other researcher

It can lead to future researchers because it will be a good basis to know why students have low performance in speaking skill and its solving. The result of the research can be used as an input in English teaching and learning process.

5. For the writer

From this research, the writer can learn how to give motivation for the students to improve speaking skill and study.

E. Scope of the Research

In this research, the scope was limited only in speaking ability by using scaffolding talk technique. To measure the students' ability in speaking, the writer focused on accuracy, fluency, and comprehensibility components.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some previous findings, some pertinent ideas, and role play.

A. Some Previous Research Findings

According to Midin (2015) in his research about The Use of Soundscape Strategy to Increase Students' Speaking Skill at SMA Negeri Sano Nggoang Manggarai Barat. He conducted a research on the students' interest in speaking and he found that the students' interest in speaking through Soundscape Strategy was very high.

According to Nuhan (2014) under the title Improving Students' Speaking Ability by Using SODA (Stop-Observe-Deliberate-Act) Strategy found that using SODA strategy can improve students speaking ability and suggested that use of SODA strategy as one way in teaching speaking skills and find out the result of the use of SODA strategy activities in other speaking skills.

According to Iwan (2015) in his research under the title The Implementation of English Meeting Club Towards Speaking Ability at The Third Semester of Bosowa 45 University Makassar. The students joined English Meeting Club because in club the students can study English easily without limited times, and the students can improve their English especially in speaking.

According to Rahmawati (2015) Based on her result from the chapter IV of the researcher that had been done in the two cycles in the research in the entitled “The Use of Scaffolding Talk Technique to Improve Students’ speaking Skill in Composing Recount Text Class VIIIB in MTs Negeri Andong in the Academic Year 2013-2014”. The students speaking skill can increase through Scaffolding Talk technique. The findings show that the improvement of the students’ speaking skill is significant after the students got Scaffolding Talk technique.

Related to the findings as stated above, it is clearly revealed that there are some approaches, methods, and technique that can be implemented in English class. The writer infers that in teaching speaking skill a teacher must have strategy to make the students more interested and motivated to learn. The use of small group discussion is assumed to be one of them in giving beneficial contribution in teaching English.

Based on the previous related studies above the researcher would like to attest that teaching speaking to the students will be more effective if the teacher teaches the students with fun, interesting, and holding in environment like scaffolding technique.

B. Some Pertinent Ideas

1. Some Theories of Speaking Skill

a. The Definition of Speaking

Speaking means the ability to express our idea, opinions and communication about ourselves, interesting, world, and all things around

us through our sound system fluently with good pronunciation, grammar, suitable of vocabularies and good understanding of the speaker and the listener.

There are some additional reasons for speaking that may be even more important state by:

- 1) Gert and Hans in Lisda (2015: 207) stated that, speaking is speech or utterances with the purpose of having intention to be recognized by speaker and receiver processes the statements in order to recognize their intentions.
- 2) Widdowson in Lisda (2015: 58) stated that, speaking is commonly performed in face to face interaction and occurs as part of dialogue or other form of verbal exchange.
- 3) Martin in Nurohim (2012: 66) stated that, speaking is a means of oral communication in giving ideas or information to other. It is most essential way in which the speakers can through the language.

b. The Nature of Speaking

Speaking in term of usage is oral communication through which people express ideas to others people as partner of a conversation. It means that the speaker can speak and express his ideas through languages.

Nimat as cited in Brown, (2016: 13) contend that speaking is productive skill that can be directly and empirically observe, those observations are invariably collared by the accuracy and fluency. While, he

also states that speaking is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse.

Nimat as cited in Poerdarminta (2016: 14) argued that classical meaning of speaking is the ability to talk, and to speak. The main purpose of speaking is to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener.

Nimat as cited in Tarigan (2016: 14) argued that speaking is one of the language skills in oral form to express the speakers' ideas to everybody else. While, speaking is the informal inter change of thought and information by spoken words.

Harmer in Nimat (2016: 14) pointed out that when the people engaged in talking to each other, we can fairly sure that doing so far a reason probably makes the following generalization.

- 1) He wants to speak general way to suggest that in speaker makes a definite decision address someone. Speaking may be forced him in someone way but we can still say that he wants on intends to speak, other he will keep silent.
- 2) He has some communicative purposes that speaker say things they want something to happen as a result of what they say.
- 3) He selects his language store: the speaker has an infinitive capacity to new sentences if he is an active speaker.

In relation with the statement above, speaking in a way of conveying message from one person to other, it is the most essential way in which the speaker can express himself through language.

c. The Meaning of Speaking Ability

Speaking ability consists of two words are speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will clarify one by one. According to Poerwadarminta in Nimat (2016: 15) stated that ability's potential capacity of power to do something physically or mentally. Those description may concluded that ability is capability of human which identical with ability. According to Djiwandono in Nimat (2016: 15) stated that speaking is the activity to express thought and feeling orally.

Tarigan in Nimat (2016: 15) argued that speaking is the capability in pronouncing sound or word to express or convey though, idea or feeling, opinion, and wish. Another expert says that speaking is talk or speaks. Nimat cited in Haryanto (2016: 13) stated that if both speaking and ability are combined, so it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person.

d. Components of Speaking

In general, there are some components involved in speaking skill they are:

1) Accuracy

Accuracy is achieved to some extent by following students to focus on elements of phonology, grammar, pronunciation and vocabulary in their

spoken output. In teaching English speaking, teachers have to explain to students how to speak accurately (clear, articulate, grammatically, and phonologically correct) language and of course fluent language (Heaton in Atakani 2015: 18)

Marcel in Lisda (2015: 20) stated that accuracy is a manner of people using appropriate word and the pattern of sentences, while in Oxford dictionary (1991: 20) accuracy is degree of being correct.

Accuracy is statement of being correct or exact and without error. The students do not make serious phonological errors, a few grammatical and lexical errors but only few major errors causing confusing (Rasinski in Atakani 2015: 19).

2) Fluency

Fluency is the property of a person or of a system that delivers information quickly and with expertise. Fluency indicates a very good information processing speed, very low average time between successively generated messages.

Language fluency is proficiency in a language, most typically foreign or another learned language. In this sense, fluency actually encompasses a number of related but separable skill: the skill to easily read and understand texts written in the language, the skill to speak in the language and be understood by hearers or audience, and the skill to formulate written texts in the language, and the skill to follow and understand speech in the language (Heaton in Atakani 2015: 19).

Fluency is communicative language courses be an initial goal in language teaching. The teachers have to guide the students to develop, to master to be fluent in speaking (Rasinski in Atakani, 2015: 19).

3) Comprehensibility

Comprehensibility has two common senses. In its narrow sense it denotes the mental processes by which listener take in the sounds uttered by a speakers and use the construct an interpretation of what they think the speaker intended to convey. In its broader sense extracts information it conveys and stores that information in memory. The comprehensibility is the skill to understand the written and interpret the spoken language (Heaton in Atakani 2015:20).

e. Strategy to promote in Speaking English Class

Ur in Nimat (2016: 21) argued that there are four characteristic of successful speaking activities, as follows: Learners talk a lot, participation is even, Motivation is high, and Language is of an acceptable level.

a. A lot of Learners talks

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious but often time is taken up with teacher talk or pauses.

b. Even Participation

Classroom discussion is not dominated by a minority of talkative participant: all get a chance to speak, and contributions are fairly evenly distributed.

c. High Motivation

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an Acceptable level

Learners express themselves in utterances that are relevant easily comprehensible to each other, and of an acceptable level of language accuracy.

f. The Method of Teaching Speaking

Pollard in Atakani (2015: 10) speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with any learner of a foreign language can confirm how difficult speaking is. It is important to give students as many as opportunities as possible to speak in a supportive environment. Gaining confidence will help students speak more easily. Pollard in Lisda (2015: 33) can achieve this by:

- 1) Setting controlled speaking tasks and moving gradually towards free speaking tasks;
- 2) Setting tasks that are at the right level for achievable and gradually moving towards more challenging tasks;

- 3) Setting tasks that are easily achievable and gradually moving towards more challenging tasks;
- 4) Praising students' efforts;
- 5) Using error correction sensitively;
- 6) Creating an atmosphere where students don't laugh at the other people's efforts.

There are three key elements to remember when planning and setting up speaking activities (Pollard in Lisda 2015: 33). These elements are:

- 1) Language Used

When planning any speaking activity with students analyze carefully the language they will be using to carry out the activity. If you use an activity from an EFL book, you will probably find comments on the language. If not, think about what you would say yourself when doing the activity and consider whether your students have learnt the language items yet. Don't make any assumptions about students' knowledge.

- 2) Preparation

Preparation is vital as it will help students to speak more easily. One aspect of preparation is warming students up to the subject matter. If they are to communicate well, it's important to engage them in the topic. This can be done by checking their prior knowledge.

According to Keene and Zimmerman in Atakani (2015 :12) prior knowledge is called a schema, relevant background knowledge, or just

explain experience, when students make connections to the next they are reading, their comprehension increases. Prior knowledge can be explained as a combination of the learner's preexisting attitude, experiences, and knowledge.

3) Why the students speaking?

Reason for speaking is students need to feel that there is a real reason for speaking. This is often referred to as the communicative element. Make sure there is a reason for speaking; i.e. that the students are communicating something the others don't know or that the others would like to hear about.

Finally, as with all aspects of teaching speaking, it is important to introduce variety and to choose topics that you think will interest your students.

g. Some Difficulties of Teaching Speaking English

John and John in Nuhan (2014: 11) revealed the following difficulties (as reported by students) in speaking English.

- 1) Comprehension of spoken English (they speak too fast; they mumble vocabulary is idiomatic).
- 2) The pressing need to formulate a contribution quickly (I cannot think what to say).
- 3) Shyness about the value of a contribution (I might say something wrong).

Brown in Iwan (2015: 15), what made speaking difficult are follows:

- a) *Clustering*. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.
- b) *Redundancy*. The speaker has an opportunity to make the meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.
- c) *Reduced form*. The learners reduced some elements of a sentence, word in speaking activity.
- d) *Performance variable*. In speaking activity the learners perform hesitations. The teacher should teach them how to pause and hesitate.
- e) *Colloquial language*. The learners use their mother tongue in their speaking ability.
- f) *Rate of delivery*. The learners have to be helped to achieve an acceptable speed long with other contributes of fluency.
- g) *Stress, rhythm, and intonation*. The stress, rhythm, and intonation influence the meaning of the word of the English.
- h) *Interaction*. The speaker has to learn to produce waves of language in a vacuum without interlocutors – would rob speaking skill of its richest components: the creativity of conversational negotiation.

2. Scaffolding Talk

a. The Meaning of Scaffolding Talk

To increase the speaking skill we need technique to be used. One of them is scaffolding talk. Definition of the term scaffolding comes from the term civil engineering in the form of a building or a temporary frame buffer (usually made of bamboo, wood, or metal rod) that facilitates building workers. This metaphor should be clearly understand that the meaningfulness of learning can be achieve. Most education experts define scaffolding in the form of guidance provided by the learner to the learner in the learning process with the issues that are focused and positive interaction. Scaffolding translated into the Indonesian “Perancah”, ie bamboo (beams, etc.) that is mounted to the pedestal when they wanted to build a house, make a wall, and so on (Poerwadarminta in Ichsan 2015:7).

Scaffolding Talk Theory was introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. He used the term to describe children's oral language acquisition that was helped by their parents when they first begin to speak. Scaffolding as a teaching strategy originates from Lev Vygotsky's in Rahmawati (2015: 22) sociocultural theory and his concept of the *zone of proximal development* (1978) represents the relationship of the learner with the teacher support in learning with assistance or support until the learning is mastered and becomes independent of support. “The zone of proximal development is the distance between what children can

do by themselves and the next learning that they can be helped to achieve with competent assistance” (Raymond in Rahmawati 2015: 23). Inherent in scaffolding talk from Lev Vygotsky’s idea of Zone of proximal development Vygotsky suggests that there are two parts of learner developmental level.

- 1) The actual developmental level; the zone of proximal development is “the distance between the actual developmental level as determined by independent problem solving. It is the differences between the students actual developmadfdent level determined by their capability to master the task independently.
- 2) The potential developmental level; as determined through problem solving under the help of teacher, adult guidance or in collaboration with more capable peers (Jauhar in Rahmawati 2015: 36).

The ability to learn through instruction and help adults make students can understand and do a lot of things than if the students just learning independently. Scaffolding talks are expressions of the teacher to interact or give instruction to his or her students in the classroom. Scaffolding is developed to describe the type of assistance offered by a teacher or peer to support learning. In this process of scaffolding, the teacher helps the student master a skill that the student is initially unable to acquire it independently. The teacher offers assistance that is beyond the student’s ability. The teacher only helps the student with tasks that are just beyond his or her current ability. As Wood in Rahmawati (2015: 37) stated that “scaffolding is a process that enables a child or novice to solve a problem,

carry out a task, or achieve a goal which would be beyond his or her unassisted efforts”.

Cazden in Ichsan (2015:8) stated that scaffolding as “a temporary framework for activities in progress”. Construction scaffolding occurs in students who cannot articulate or explore learning independently. Scaffolding prepared by the learner to not change the nature or degree of difficulty of the task, but with scaffolding provided enable learners to successfully complete the task.

The researcher assumes that students’ speaking skill will be better than before. It is caused by teacher support their students in teaching learning process through scaffolding talk technique. Scaffolding talks provide guide support and how to adjust between students and teacher in order to be able to build a target language easily without any difficulties through interaction and the help of teacher to open the way to start the talk relay and full of funs so Teachers become the student’ facilitators, assistants, guides, partners, provide help, support, model to build up an interaction in all learning activities in English class. Teachers help students to understanding their tasks properly, direct them and keep children on track of doing the tasks, providing feedback, discussion, giving modeling first before ask the students to do a task, so the students will enjoy in teaching learning process. If the students enjoy the teaching learning process, they will input material easily without compulsively.

b. The Concept of Scaffolding Talk

According to Bruner in Ichsan (2015:8) language is the most important tool for cognitive growth of the child. Bruner examines how adults use language to bridge the world around with the kids and help them solve the problem. Talks or “waffle” that supports the child in performing activities called scaffolding talk. Scaffolding talk or teacher talk used to organize activities in the classroom, can last from presence to check dismissed the class. When scaffolding talk that apply in learning the English language, then it must also be done in English anyway. In an experiment committed against women and children in the United States, parents who do scaffolding talk effectively used to do the following things:

1. They make children interested in the tasks give.
2. They make the task becomes much simple, often by breaking down the task into steps smaller.
3. They are able to direct the child to the completion of the task by reminding the child about its primary purpose.
4. They show nothing important to do, or show how to do the parts of the task.
5. They show how the tasks can be done with the best.

To implement scaffolding talk successfully, teachers must first determine the differences between what each student can accomplish independently and what he or she can accomplish with guidance, i.e. the

student's zone of proximal development (Gaskin in Rahmawati 2015: 37).

In order to achieve this, the principles of scaffolding should be followed:

- a. Maintaining a fine balance between challenging and supporting the student.
- b. Using appropriate scaffolding forms (permanent, temporary).
- c. Modeling favorable personality traits and behaviors (experimentation, avoiding judgment, open).
- d. Providing the most appropriate environment.
- e. Responding and giving feedback to students regarding their questions and comments so that they can be responsible for their own learning.

In the scaffolding talk literature, the six key functions determined by Wood, Bruner and Ross in Rahmawati (2015: 38) are prominent. These are:

- a. Recruitment: enlisting the learner's interest and adherence to the requirements of the task, Reduction in the degree of freedom: simplifying the task so that feedback is regulated to a level that may be used for correction.
- b. Maintenance: keeping the learner in pursuit of a particular objective.
- c. Marking: accentuating and interpreting discrepancies.
- d. Control: responding to the learner's emotional states.
- e. Demonstration: modeling a solution to a task.

The researcher conclude that scaffolding talk is teacher' utterances that accompany his or her action in language classroom to provide guide, support in order to help the students understanding in assigning the students do some task by their instruction. Teachers usually try to use clear and concise words to make students understand what they have to do. Teacher support or assist students in the beginning of the learning and then give opportunity for students to take responsibility independently. Concerning the definition of scaffolding talk above I want to unfold the characteristic of scaffolding talk according to Bruner in Rahmawati (2015: 23) there are six characteristics of scaffolding:

- a. Provides clear direction and reduces students" confusion – Educators anticipate problems that students might encounter and then develop step by step instructions, which explain what a student must do to meet expectations.
- b. Keeps students on task – By providing structure, scaffolding lesson or research project, provides pathways for the learners. The student can make decisions about which path to choose or what things to explore along the path but they cannot wander off of the path, which is the designated task.
- c. Giving hints: providing clues or suggestions but deliberately does not include the full solution.
- d. Controlling the students frustrating during the task.
- e. Pointing out what was important to do or showing other way to solve.

- f. Demonstrating an idealized version of the task given.

Based on the characteristics scaffolding talk given by the expert above the researcher says that scaffolding in English teaching as a support, an assistance, a bridge or a guide provided by the teacher in order that the students are able to accomplish the target language without any difficulties. There are seven types of Scaffolding Talk according to Wood in Rahmawati (2015: 24)

- a. Modeling means that the teachers provide clear samples or models before the teachers ask the students to do the tasks and offering behavior for imitation including demonstrations of particular skill.
- b. Clarifies purposes –Scaffolding helps students understand why they are doing the work and why it is important.
- c. Explaining is necessary for the teachers to help the students to see the connection between things, make links between familiar and unfamiliar knowledge, and bridge gap between students' previous knowledge and the new knowledge or experience. Describing, telling and bridging the students to promote students' understanding.
- d. Inviting student participation: providing the student to able to participate in the learning process. Teachers provide opportunities to the students to be able to join in the teaching learning process through eliciting, for example: 'how do you know and inviting to expand in meaningful ways, such as: 'tell us more about that 'give more details' etc.

e. Instructing: the teacher tells the students what to do or explanation of how something must be done.

f. Questioning

Kind of questioning according Debra, Susan, and Hopper in Rahmawati (2015: 25) are:

- 1) Speculative: questions inviting a response with no predetermined answer, often opinions, imaginings, ideas. For example: what do you think about this topic?
- 2) Process: questions inviting students to articulate their understanding of learning processes/explain their thinking, like could you explain why?
- 3) Procedural: questions relating to the organization and management of the lesson.

g. Reinforcing

There are two kinds of reinforcing that is:

- a) Verbal reinforcing is a teacher's comments offering praise and encouragements. Providing information regarding the student's. Performance, giving feedback such as yes good, well done, excellent, etc.
- b) Gestural reinforcing refers to the teacher's 'smiling, raising eyebrow, clapping hands, signaling O.K, shaking head, etc.'

In accordance with scaffolding talk theories mentioned above, it is also important to unfold the procedure of scaffolding talk according Vygotsky and Bruner in Rahmawati (2015: 26) are:

- a. Teacher explains the materials.
- b. Giving example of the task to the students related with the materials.
- c. Modeling showing students examples of work produce by teacher, provide assistance, guide, giving clues which provoke the students toward independent learning.
- d. Demonstrating, illustrating the procedures from the teacher through work product, supporting the students as they learn and practice procedures.
- e. Encourage the students to learn complete their task independently.

Lange in Ichsan (2015:9) stated that there are two main steps involved in scaffolding learning: (1) the development of lesson plans to guide students in understanding the new material, and (2) the implementation of the plan, the learners provide assistance to students in every step of the learning process.

Scaffolding consists of some specific aspects that can assist learners in mastering knowledge internalization. Scaffolding following aspects:

1. Intentionality: This activity has a clear purpose to the learning activities in the form of assistance that is always give to every student in need.

2. Suitability: Students who cannot solve their own problems it faces, the learners provide settlement assistance.
3. Structure: Modeling and questioning activities structured around a model of an appropriate approach to the task and lead to the natural order of thought and language.
4. Collaborative: Learners create a partnership with learners and appreciate the work that has been achieved by learners. The role of the learner is not as evaluators collaborators.
5. Internalization: External scaffolding for this activity is gradually withdrawn as patterns internalized by learners.

c. The Advantages and Disadvantages of Scaffolding Talk

Advantages of scaffolding learning strategies proposed by Bransford, Brown, and Cocking in Ichsan (2015:10) as follows:

1. Motivate and interest students with associate learning task.
2. Simplify the learning task so that it can be managed and can be reached by children.
3. Provide guidance to help the child focus on achieving goals.
4. Clearly shows the difference between child work and standard solutions or expected.
5. Reduce frustration and risk.
6. Giving the model and clearly define expectations regarding the activities to be carried out.

Disadvantages of Scaffolding learning strategies proposed Daratjat and Djamarah in Ichsan (2015: 10) as follows:

1. Creating a passive student
2. Contains elements of coercion to students
3. Containing students' critical power
4. More responsive protégé of vision loss and visual will be more responsive protégé greater auditif can accept.
5. Difficult to control the extend to students' learning acquisition.
6. Teaching activities into verbal (meaning of words).
7. If too long tedious.

Hogan and Pressley in Ichsan (2015: 11) suggested five instructional scaffolding talks, namely:

1. Giving the model the expected behavior
2. Giving explanation
3. Invite students to participate
4. Explain and clarify students' understanding
5. Invite students to express opinion

C. Conceptual Framework

1. Scaffolding talk

Scaffolding talk is the teacher's talk in the language teaching. It is the communication and interaction between a teacher and students in which teachers give instructions to support the understanding in the language

class. It also influences the success of English speaking atmosphere in the classroom (Listyaning and Zulfa in Rahmawati, 2015:15).

2. Speaking Skill

Speaking skill is the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language on the spot (Harmer in Rahmawati, 2015:15).

The conceptual framework in this research showed in the diagram as follows:

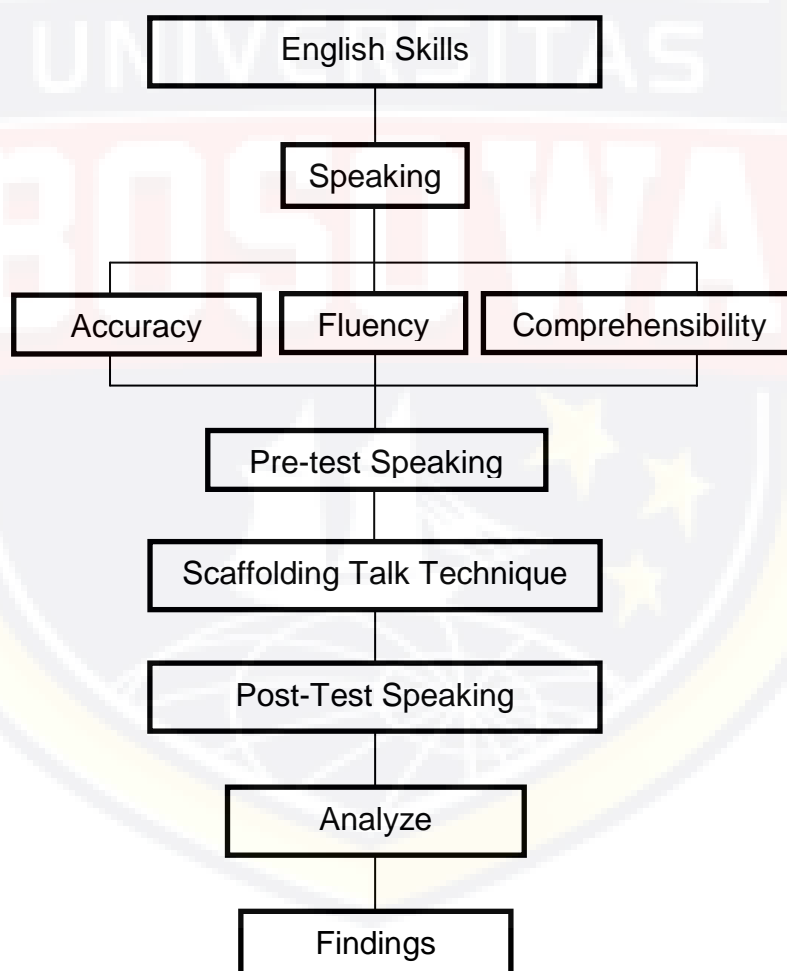


Figure 2.1 Conceptual Framework

The diagram above describe about how describing method in use learning and teaching process. In this part the writer used the method because there are students' problems, especially in speaking subject. This method has goals to enhance the students' speaking ability. The writer used scaffolding talk technique in Experimental and it makes the students interest to speak up. It is to be expectable as the result of speaking fluency.

D. Hypothesis

The hypothesis of the research presents as follows:

Ho (Null hypothesis) : There is no significant difference between the students' speaking before and after using Scaffolding Talk Technique.

H₁ (Alternative hypothesis) : There is a significant difference between the Students' speaking before and after using Scaffolding Talk Technique.

CHAPTER III

RESEARCH METHOD

This chapter discusses the methodology adopted by research. These include research design, location and time of the research, population and sample, variable of the research, research instrument, and techniques of data analysis.

A. Research Design

In this research the researcher used pre-experimental approach in speaking ability. It investigated the effect of using scaffolding talk technique on speaking. It aimed to find out the extent of scaffolding talk technique.

Figure 3.1: Research Design

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Where:

O₁ : The students' pre-test

X : The treatment try using scaffolding talk on speaking

O₂ : The students' post-test

(Gay, 2000: 26)

B. Location and Time of the Research

The location of the research at SMAN 7 Makassar on Jln. Perintis Kemerdekaan KM.18, Sudiang, Kec. Biring Kanaya, Makassar. The research held in August 21th-23rd 2017.

C. Variable and Operational Definition

1. There are two variables in this research, those are: dependent and independent variable.
 - a. Students speaking ability as dependent variable.
 - b. The implementation of scaffolding talk technique as independent variable.

2. Operational Definition

Speaking is one of the language skills in oral form to express the speakers' ideas to everybody else.

Scaffolding talk is a process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his or her unassisted efforts.

D. Population and Sample

a. Population

The research conducted at eleventh grade students of SMAN 7 Makassar in 2017/2018 academic year with the total population are 332 students from 10 classes. Each class consists of approximately 30 students.

b. Sample

In this research the researcher used a purposive random sampling technique by choosing class 11.IPA IV with amount 28 as a sample of the research. The researcher chose this class because the class has average students.

E. Instrument of the Research

The research Instrument was speaking test. This test is used to examine and asses the students' speaking which deal with accuracy, fluency and comprehensibility. It is given both in pre-test and post-test. The test used to find out the students' ability in speaking by using scaffolding talk technique. The pre-test was intended to know students' speaking ability before they get treatment by giving the material. The post-test is used to find out the result of the scaffolding talk technique.

In the test, the writer did this test by tape through audio recorder. The tape has to be listened to again and has to be transcribed.

F. Procedure of Collecting Data

1. Pre-test

The writer conducted the pre-test in order to know the students' prior ability in speaking. The test was oral questions. The students have 15 minutes to prepare themselves to explore their answer individually. The researcher assessed the students after listening the answer.

2. Treatment

Learning process is used to three meetings. In the first meeting the researcher conducted a preparation that is the signing the working by small group (pairs). In their presentation without see their ability. Than at the second meeting, the writer provided motivation as well as an explanation of the important of having the ability to speak by small group (pairs) and the last the researcher gave questions. The researcher evaluated students' accuracy, fluency and comprehensibility of students when they are acted the material.

3. Post-test

After giving the treatment, the researcher asked students' to speak. It purposed to know the students' achievement after giving explanation and practice about the method. Their achievement based on three components observed. These are Accuracy, Fluency, and Comprehensibility.

G. Technique of Data Analysis

To analysis the data, the researcher employed the formula as follows:

1. Classification, Scoring by criteria the students' correct

In scoring the students, the writer used the analysis of scoring of the three components of speaking stated bellows:

The rating score of the students' speaking ability

a. Accuracy

Classification	Score	Criteria
Excellent	5	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Good	4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two mayor errors causing confusion.
Fair	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

b. Fluency

Classification	Score	Criteria
Excellent	5	Speech without too great an effort with fairly wide range of expression search for words occasionally but only one or two unnatural pauses
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range or expression
Fair	3	Has to make an effort for much of time. Often has to search for desire meaning rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery almost gives up making the effort at times. Limited range expression.
Very poor	1	Full long an unnatural pause. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

c. Comprehensibility

Classification	Score	Criteria
Excellent	5	Easy for the listener understand the speaker's intention and general meaning very few interruption of clarification required.
Good	4	The speaker intention and general meaning are fairly clear. A few interruptions by the listener for shake of clarification are necessary.
Fair	3	Most of what the speaker's says is easy to follow. His intention is always clear but several interruptions are necessary to help him in convoy message or to seek clarification.
Poor	2	The listener can understand a lot of what said, but he must constantly seek clarification cannot understand many of the speakers more complex or longer sentences.
Very poor	1	Only small bits (usually short sentence and phrase). Can be understand and then with considerable effort by someone who is to listening to speaker.

(Heaton in Siti 2016: 28)

2. Classifying the students score based on the following class classification:

Table 3.1 Score Classification

Score	Classification
91-100	Excellent
76-90	Good
61-75	Fair
51-60	Poor
Less than 50	Very poor

(Paskur in Nurwahdiniah 2014: 25)

To analyze the students correct answer of pre-test and post-test the writer use the formula as follows:

- a) Calculating the students' correct answer of pre-test and post-test.

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number of items}} \times 100$$

(Depdikbud in Krismayani, 2015: 37)

- b) Calculating the mean score of the students speaking ability score by using formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} = Mean Score

$\sum x$ = The sum of all score

N = The number of students

(Gay, 2006:320)

- c) To find out standard deviation of pre-test and post-test, using the following formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where:

SD = The mean of the differences score

$\sum X$ = The sum of the difference score

N = The total number of students

(Gay, 2006:320)

- d) Calculating the rate percentage of the speaking score by using following formula:

$$\% = \frac{F\bar{X}}{N} \times 100\%$$

Where:

\bar{X} = Mean Score

F = Frequency

N = Total number of students

- e) To find out the significance difference between the mean score of scores tabulating the value of t-test by using this formula:

$$t = \frac{D}{\frac{\sqrt{\sum D^2 \left(\frac{\sum D^2}{N} \right)}}{N(N-1)}}$$

Where:

t = Test of significant

D = The mean of score

$\sum D$ = The sum of total score

$\sum D^2$ = The square sum of difference

N = Total number of students

(Gay in Nimat 2016: 331)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the second deals with discussion. The finding of the research covers the description of the result of data analysis that would be discussed in discussion section.

A. Findings

The findings of the research based on the result of the data analysis. The data analysis used scaffolding talk technique on students' speaking ability at the eleventh grade of SMA Negeri 7 Makassar. The data used speaking test to collect the data. The speaking test was given in pre-test and post-test. The pre-test was given to find out the prior students' in speaking competence before presenting task and the post-test was given to find out the effect of the students' in speaking competence after giving the treatment.

After analyzing the data derived from the pre-test and post-test below is the result of data analysis. The data are served in some tables which consist of some forms of analysis namely score, classification, frequency, and percentage. Those findings are described as follows:

1. Students Speaking Score

Below is the tables show the students speaking score in pre-test and post-test:

Table 4.1: The students' Score and Classification in Pre-test

No	Students Initial	Score of Each Component				Classification
		A	F	C	Total	
1	EK	3	2	3	53	Poor
2	MAM	3	3	3	60	Poor
3	TT	3	2	3	53	Poor
4	MRB	2	3	3	53	Poor
5	AO	2	2	2	40	Very Poor
6	IMS	2	2	2	40	Very Poor
7	AS	2	2	2	40	Very Poor
8	DA	3	3	3	60	Poor
9	LON	2	2	2	40	Very Poor
10	SH	3	2	3	53	Poor
11	A	2	2	2	40	Very Poor
12	MA	1	1	1	20	Very poor
13	AF	2	1	2	33	Very Poor
14	AH	3	3	3	60	Poor
15	ASA	2	2	2	40	Very Poor
16	NHR	2	2	2	40	Very Poor
17	BIALS	2	2	2	40	Very Poor
18	MSD	2	2	2	40	Very Poor
19	NH	3	2	3	53	Very Poor
20	MSW	3	3	3	60	Poor
21	MNRR	2	3	2	47	Very Poor
22	MA	2	3	2	47	Very Poor
23	PN	2	1	1	27	Very Poor
24	APZ	3	3	3	60	Poor
25	DRS	2	2	2	40	Very Poor
26	NH	2	2	2	40	Very Poor
27	WM	2	2	2	40	Very Poor
28	MFR	2	2	2	40	Very Poor
Total		64	61	64	1259	Very Poor
Mean Score		2,28	2,17	2,28	44,96	

Source: SMAN 7 Makassar

Table 4.2: The Students' Score and Classification in Post-test

No	Students Initial	Score of Each Component				Classification
		A	F	C	Total	
1	EK	4	3	3	67	Fair
2	MAM	4	3	4	73	Fair
3	TT	4	3	4	73	Fair
4	MRB	3	3	4	67	Fair
5	AO	3	3	3	60	Poor
6	IMS	3	2	3	53	Poor
7	AS	3	2	3	53	Poor
8	DA	3	4	3	67	Fair
9	LON	3	3	2	53	Poor
10	SH	3	3	4	67	Fair
11	A	4	3	3	67	Fair
12	MA	3	2	2	47	Very Poor
13	AF	3	3	3	60	Fair
14	AH	3	5	4	80	Good
15	ASA	3	3	3	60	Poor
16	NHR	3	2	3	53	Very Poor
17	BIALS	3	3	3	60	Poor
18	MSD	3	4	3	67	Fair
19	NH	3	4	3	67	Fair
20	MSW	4	3	4	73	Fair
21	MNRR	3	3	3	60	Poor
22	MA	3	3	3	60	Poor
23	PN	3	3	3	60	Poor
24	APZ	3	3	4	67	Fair
25	DRS	3	2	3	53	Poor
26	NH	3	2	2	47	Very Poor
27	WM	3	2	3	53	Poor
28	MFR	3	3	3	60	Poor
Total		89	82	88	1727	Fair
Mean Score		3,17	2,92	3,14	61,67	

Source: SMAN 7 Makassar

Table 4.1 and Table 4.2 are shows the students' result of three elements of speaking. Based on the table above, there were 28 students

as the sample of the research. The test focused on speaking using Scaffolding Talk Technique.

Based on the table 4.1 above in pre-test there were 19 students that classified as very poor and 9 students classified as poor. The table showed that the total of accuracy is 64, the total of fluency is 61 and the total of comprehensibility is 64. The table above show that in pre-test the total value was 1259 and the mean score was 44,96. It means that the students' speaking ability is still low and needed to be improved. In pre-test, the writer asked students to express their ideas with the oral questions about Television. Each student was given 3 minutes to share their ideas orally.

While in post-test that showed by the table 4.2 after being given the treatment by using Scaffolding Talk Technique, the students are given a post-test. The test is same topic from pre-test. This test is intended to know the students' speaking ability after the students got the treatment. The descriptive statistic of post-test which consists of score, mean and classification (table 4.2). Indicate 3 students got very poor classification, 12 students got poor classification, 12 students got fair classification and a student got good classification. The table showed that the total of accuracy is 89, the total of fluency is 82 and the total of comprehensibility is 88. Total score in post-test is 1727 and the mean score is 61,67. Based on the table above, the students' speaking is fair after applying Scaffolding Talk Technique. Although none students got very good classification, it was caused by they are not really steadily increase contantly, they need a long time to more practice for reach the very good classification.

2. The result of students in Accuracy

The students' speaking accuracy before and after treatment can be seen in the following table:

Table 4.3 Rate Percentage of Students' Speaking Accuracy

No.	Classification	Score	pre-test		Post-test	
			Freq	Percent	Freq	Percent
1	Very Good	5	0	0	0	0
2	Good	4	0	0	5	17,85
3	Fair	3	8	28,57	23	82,14
4	Poor	2	19	67,85	0	0
5	Very Poor	1	1	3,57	0	0
Total			28	100%	28	100%

The data of the pre-test and post-test on table 4.3 shows that a significant difference of students' speaking performance in accuracy after treatment was given. In pre-test, the table indicates that none of students got excellent and good classification there are 8 students got fair classification, 19 students got poor classification, and 1 student got very poor classification. Based on aggregate percentage shows that low achievers is bigger than high achievers. It indicated students' accuracy in speaking still needed to be improved.

While in post-test, the table indicates that none of students got excellent classification. 5 students got good classification. Most of students got fair classification. In this classification, there are 23 students, none of students got poor classification and none of students got very poor classification. After the treatment conducted, shows an improvement of students' accuracy in speaking. It can be concluded that the use of scaffolding talk technique was able to give greater contribution in improving students' speaking in accuracy.

The Mean Score and Standard Deviation of Pre-test and Post-test Accuracy

The mean score and standard deviation of pre-test and post-test accuracy that can be seen in Appendix 14. The mean score of students' post-test is higher than the mean score of students in pre-test, while the standard deviation of the students' post-test is higher with the standard deviation of students' pre-test. Because of the mean score is an average value of the students and mean of the post-test is higher than mean score of pre-test after the treatment was given, it means that there is an improvement of students ability in accuracy. Standard deviation describes the spread value of the sample. If the value of the post-test is less than pre-test value, it means that the sample data is really represents the sample value. Therefore, the result of the mean score indicated that students' speaking accuracy was very influenced through scaffolding talk technique as well.

3. The Result of Students' Speaking Fluency

Table 4.4 Rate Percentage of Students' Speaking in Fluency

No.	Classification	Score	pre-test		Post-test	
			Freq	Percent	Freq	Percent
1	Very Good	5	0	0	1	3,57
2	Good	4	0	0	3	10,71
3	Fair	3	8	28,57	17	60,71
4	Poor	2	17	60,71	7	25
5	Very Poor	1	3	10,71	0	0
Total			28	100%	28	100%

The data of pre-test and post-test on the table 4.4 shows a significant difference of students' speaking performance in fluency after the given treatment. In pre-test, the table indicates that none of students got excellent, and good classification, 8 students got fair classification, and 17 students got poor classification, and 3 students got very poor classification. It means that most of students' score is in poor classification. Based on aggregate percentage showed that low achievers were bigger than high achievers. It indicated students' accuracy in speaking still needed to be improved.

While post-test, the table indicates that only one student got excellent and 3 students got good classification, 17 students got average classification, 7 students got poor classification, and no one student got very poor classification. It means that, most of students were in fair classification. After the treatment conducted, that showed an improvement of students' fluency in speaking.

The data of the pre-test and post-test shows a significant difference of the students' speaking performance in fluency that after treatment was given, there was an alteration occurred to their fluency because students have to deliver their utterance after they have heard many reason or thought from their group mate and that's all are influenced by scaffolding talk technique.

The Mean Score and Standard Deviation of Pre-test and Post-test Fluency

The mean score and standard deviation of pre-test and post-test Fluency that can be seen in Appendix 15. The mean score of students' pre-test in fluency is 2,17 on the contrary the mean score of post-test is 2,92. The standard deviation of pre-test is 0,60 while the standard deviation of students' in post-test is 0,71. The mean score of the students' post-test is higher than the mean score of pre-test. The standard deviation of students' post-test is higher than the standard deviation of students' pre-test. Because the mean score is an average value of students and mean of the post-test is higher than mean score of pre-test after the treatment was given. It means that there is an improvement of students' ability in fluency. So, the result of the mean score indicates that scaffolding talk technique has effected on students' fluency in speaking of SMA Negeri 7 Makassar.

4. The Result of Students' Speaking Comprehensibility

Table 4.5: Rate Percentage of Students' Speaking Comprehensibility

No.	Classification	Score	pre-test		Post-test	
			Freq	Percent	Freq	Percent
1	Very Good	5	0	0	0	0
2	Good	4	0	0	7	25
3	Fair	3	10	35,71	18	64,28
4	Poor	2	16	57,14	3	10,71
5	Very Poor	1	2	7,14	0	0
Total			28	100%	28	100%

The data of the pre-test and post-test on table 4.5 shows a significant difference of the students' speaking performance in comprehensibility that after treatment was given. In pre-test, the table indicates that none of students got excellent and good classification, 10 students got fair classification, and 16 students got poor and 2 students got very poor classification. It shows that, most of students are in fair classification. Based on aggregate percentage showed that low achievers were bigger than high achievers. It indicated students' speaking comprehensibility speaking still needed to be improved.

While in post-test, the table indicates that none of students got excellent and none one got very poor classification. 7 students got good classification, 18 students got fair classification, and 3 students got poor classification. After the treatment conducted, showed an improvement of students' comprehensibility in speaking.

The Mean Score and Standard Deviation of Pre-test and Post-test Comprehensibility

The data analysis shows that the use of scaffolding talk technique is effective to make a positive alteration in students' speaking comprehensibility at the eleventh grade of SMA Negeri 7 Makassar, the result of the data analysis can be seen in Appendix 16.

The mean score of students' on pre-test in comprehensibility is 2,28 and the mean score on post-test is 0,6. The standard deviation of the pre-test in comprehensibility is 3,14 while the standard deviation of students'

post-test in comprehensibility is 0,58. The mean score of the students' post-test is higher than the mean score of pre-test, and the standard deviation of the students' pre-test is higher than the standard deviation of students' post-test. Because, the mean score is a fair value of students and mean score of the post-test is higher than mean score of pre-test after the treatment was given. It means that there is an improvement of students' ability in comprehensibility. Standard deviation describes the spread value of the sample. If the value of the post-test is less than pre-test value, it means that the sample data is really represents the sample value. So the result of the mean score indicates students' speaking comprehensibility could be affected by scaffolding talk technique.

5. The Total Result of Analysis of Students' Speaking Ability

The total result of mean classification of students' speaking can be seen in the table below:

Table 4.6: The Mean Score and Standard Deviation of Pre-Test and Post-Test

Test	Mean Score	Standard Deviation
Pre-test	6,75	1,55
Post-test	9,17	1,30

The table 4.6 above shows that the mean score of students' on pre-test in comprehensibility is 6,75 and the mean score on post-test is 9,17. The standard deviation of the pre-test in speaking is 1,55. while the

standard deviation of students' post-test in speaking is 1,30. Because the mean score is an average value of the students and mean of the post-test is higher than mean score of pre-test after the treatment was given. It means that there is an improvement of students' ability in speaking. Standard deviation describes the spread value of the sample. The result of the mean classification indicated that students' speaking is very influenced through scaffolding talk technique as well.

B. Test of significance (t-test)

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) for independent sample test. That is a test to know the significance difference between the result of students' mean scores in pretest and posttest.

Assuming that the level of significance (α) = 0.05 and the total of the sample is 15 (N=15) the t-test is presented in the following table.

Table 4.7: The probability value of t-test of the students' achievement

Test	Mean Score	Standard Deviation	T-test result of pre-test and post-test
Pre-test	6,75	1,55	14,23
Post-test	9,17	1,30	

Table 4.7 above shows that t-test value is more greater than t-table value. It means that the data as the final result gave significant improvement. It was concluded that the use of scaffolding talk was able to give greater contribution in teaching speaking.

C. Discussion

The overview of the research findings in applying the scaffolding talk technique has been done to see the improvements of students' speaking competence. The research findings above showed some important points as follows:

1. The improvements of students' vocabulary
2. The improvements of students' pronunciation
3. The improvements of students' fluency
4. The improvements of students' the content
5. The improvement of students' participation in doing the group discussion

Referring to the findings in this research, there were two main points to be discussed. They were the improvement of students speaking competence and the participations in the teaching-learning process in applying the scaffolding talk technique.

a. The Improvement of Students' Speaking Ability

Based on the result of the test done in there is improvement in students' speaking ability are almost every aspects of speaking competences. Improvements were on:

- 1) The students' pronunciation

Several students improved their way in pronounce words, and could say the sentences clearly.

- 2) Students' grammar

Most of students could arrange text using appropriate conjunction and express their sentence in appropriate sentence.

3) Students' vocabulary

Students got some new words during the discussions related the topic that they were discussed.

4) Students' fluency

Most of students could deliver their speech clearly and fluently because in group discussion, the students were not shy to speak anymore. Moreover there were no interruptions while they were delivering their idea and speech. Therefore, their ideas flow fluently. This is stated by brown (2001: 270) that fluency can be best achieved by allowing the stream of speech to flow.

According to Fulcer (2003: 23-29) states that to be clearly understood by the listener is the speaker must mind his accent or pronunciation, intonation and the speech should be correct and fluent. The correctness refers to word order, conjunction, preposition and tenses.

The students were able to communicate with others in the group while preparing the speech. They delivered ideas or opinions with their simple language or in the novice level. It means that by using scaffolding talk technique which has been applied in this research, there were improvements in each of speaking aspects because this technique enabled the students to interact with the other members of the group. The interactions enabled the students to get support or even challenge from

their mates. Thus, the students tended to make effort to be better. It is states by Silberman (1996:99) that one of the best ways to create active learning is to give learning assignment that are carried out in small group of students. The peer support and diversity of viewpoints, knowledge, and skill help to make collaborative learning become a good part of classroom learning climate. Therefore, the students would have chances to interact, to transfer their knowledge, to be the model, and to be supporter and competitor towards their member of the group.

b. The Improvement of the Students' Participation in Teaching Learning Process

Based on the observation in pre-test and post-test it was found that there is improvement in each meeting. The improvement was on students' participation in joining English speaking class and students' activeness in group discussion.

By using scaffolding talk in this research, there were improvements in students' participation in joining the English speaking class. It happened because collaborative learning technique focused on the students' participation.

CHAPTER V

CONCLUSION AND SUGGESTION

There are two items that presented by the writer in this section namely conclusion and suggestion.

A. Conclusion

Scaffolding talk technique as one of effective way that teacher used in teaching speaking English. Scaffolding talk can improve their ability in English speaking. From the data that analyzed the writer found the conclusion. The results of scaffolding talk technique in the students speaking ability, where as follows:

1. Scaffolding talk technique can improve students' speaking ability. The improvements can be seen from the increase of their scores in every assessments test given after the treatments. The improvement was also identified from the aspects of students' performance. They become better in their vocabulary and pronunciation. They got better comprehending other ideas and had better grammar. Besides grammar, vocabulary, pronunciation and comprehension related the content, their fluency was also improved.
2. The Implementation of scaffolding talk technique can create an active class. It can be observed in students' attitude in joining the speaking class. The students become active in participating in group discussion, even the reticent students. Good communication occurred among the

members of groups. Therefore, they become more confident to speak up in delivering their ideas in group discussion.

3. Most of students are interested in learning speaking skill used Scaffolding talk technique, because scaffolding talk was given the students' directly an opportunity to speak up and was given more braveness to improve their ability in speaking.

B. Suggestion

Based on the result of the research stated in the previous chapter, there are advantages of the implementation of scaffolding talk technique in speaking class. Therefore, some suggestions are given focusing on the implementation of the technique to the followings:

1. The teachers

It is suggested to make a good planning for carrying out a good speaking class using Scaffolding talk technique. The teacher should understand the basic characteristics of collaborative learning technique that it shares equal job to each member and gives equal chance to participate or contribute in group. The used of Scaffolding talk technique in teaching with answering the questions it should be focuses on characteristic of students' and the aim of the learning to goal.

2. The students

Speaking is easy but become good speaker is a bit difficult. Therefore, it is suggested for them to open their mind to be more confident to use the language more often to communicate with the

others as they have equal chance to talk in the group discussion when they implement the technique. It is also suggested to take every chance they have to practice speaking English because practice make perfect. Therefore, never be shy to speak up and never be afraid of making mistakes because mistakes are the part of learning process.



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APPENDICES



Appendix1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMA/MAN	: SMA NEGERI 7 MAKASSAR
KELAS/SEMESTER	: XI/1
Mata Pelajaran	: Bahasa Inggris
Standar Kompetensi	: Siswa diharapkan dapat berbicara dengan baik dan benar sesuai dengan aturan tata bahasa berdasarkan materi yang akan diberikan yang dan mampu memahami materi yang diberikan.
Kompetensi Dasar	: Mengungkapkan makna dalam percakapan teknologi television.
a. Metode Pembelajaran	: Scaffolding Talk Technique
b. Indikator	<ol style="list-style-type: none">1. Siswa mampu menemukan jawaban dari pertanyaan yang diberikan oleh Guru.2. Siswa mampu menjawab pertanyaan yang diberikan oleh Guru3. Siswa mampu mengembangkan atau membuat percakapan sesuai dengan topic yang ada.

c. Alokasi Waktu : 2x45 menit (2x pertemuan)

d. Materi Pembelajaran : Television

e. Langkah-langkah Kegiatan

No	Tahap	Kegiatan Pembelajaran	Metode	Media	Sumber belajar	Alokasi Waktu
1	Pendahuluan	<ul style="list-style-type: none"> • Masuk kedalam ruangan • Mengucapkan salam • Mengecek daftar hadir 				5 menit
2	Penyajian	<ul style="list-style-type: none"> • Menjelaskan materi tentang Television. -Guru memberikan pertanyaan kepada siswa, baik dalam kelompok maupun individu -siswa bias berdiskusi untuk menemukan jawaban atas pertanyaan tersebut. • Menjelaskan tujuan pembelajaran 	Cooperativ e learning type scaffolding talk technique	Buku Bahasa Inggris	Internet,	75 menit
3	penutup	<ul style="list-style-type: none"> • Memberikan kesimpulan tentang materi yang diberikan • Mengakhiri seluruh kegiatan • Mengakhiri 				10 menit

		seluruh kegiatan				
		• Menutup perkuliahan				

Makassar, 21 Agustus 2017

Guru Penanggung Jawab,

Ria Boy Duly



Appendix 2. Instrument of the Research

“THE IMPLEMENTATION OF SCAFFOLDING TALK TECHNIQUE ON STUDENS’ SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 7 MAKASSAR”

Keterangan :

1. Tes ini bertujuan untuk mengukur kemampuan siswa dalam mengembangkan kemampuan berbicara (speaking ability).
2. Hasil tes akan menjadi data dalam penyusunan skripsi pada strata satu (S1) Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
3. Peneliti mengharapkan agar siswa dapat berbahasa Inggris dengan baik dan benar.
4. Atas kerja sama dari para siswa, Peneliti diucapkan terima kasih.

Nama :

Nis :

Kelas :

Petunjuk

1. Memperhatikan topic yang diberikan!
2. Mengembangkan topic sesuai karakter dan kemampuan!

Appendix 3: Instrument of the Research in Pre-test**“TELEVISION”****Answer the questions below orally!**

1. Do you like watch a television?
2. How long do you spend your time to watch television?
3. What do you think about Television programs nowadays?
4. What program do you like to watch? Why?
5. Do you think Television is Important? Why?
6. Is television a malign influence for students? Give your reason!
7. Which one do you like watch a movie or a news? Explain your reason!
8. What is your opinion about television programs that shows violence?
9. What is positive and negative impact when you watch television?
10. How important the television in spreading information?

Appendix 4: Recording Sheet in Pre-test

Mai neim iz Ade Putri Salsabila. Namber wan yes I laik e television. Namber two I used tu spend e houre dey namber three I laik television program because it is interesting number four I laik watch the drama of love namber faiv it is just intertain. Namber seven I laik movie useli film that can front me. Namber eighth I think the program that show violence is not good to children who are still under age. Namber nain for me that is quite positive then see the news that I don't know and.. eee....

Mai neim iz Anjaz Oktoranda the answer namber two, namber one yes I laik watch television. Namber two I don't how long. Namber three is does educate namber four I laik football because it very funny. Namber faiv very important because we can get information and other. Namber six No. because watching at the fine of study.

Mai neim iz Elfan Kurniawan, do you like watch a television ? Yes I laik one two hours a day. Namber three in mai opinion must television program today are less and less moral and slow the samethink that show not favorit and in apropaite to look at. Eeeeeee.. Namber four I like news Why ? because there is important because spending time. Six yes it the frequence watching television can meik student forget time. Seven. News because we can know the lost the information. Eight I should because it will make indonesian generasi on..

I am is Desinta Ramadhani. Namber one yes I like am television beby n namber two I spend two hours a day namber three I like this television program because it is intransing. I like drama of love. Number four and number five.

Mai Neim iz Muhammad Al Khafi the student SMA N 7 Makassar. Do you like watch television? Yes I like watch television ee . Number two how long do you speed your time to watch television, yes eh yes I speed your time two horse. Number there what do you think television program now days? E.....e I think I think television program e an TV. Number what program do you like to watch? I like to watch in ANTV, RCTI and MNC TV. Number six is television malign for student? ee..... ya making making student lazy. Number seven which one do you like a news? A get information, mendapatkan informasi . number eight what is your opinion about television program that show influence? Television program ee making making. Sorry cancel. Number nine what is positive and negative making making lazy. Ten how important share information e.....important the television share information e.....thank . thank you very much.

Appendix 5: Instrument of the Research Treatment

TELEVISION

Is television a malign influence on society?

Nowadays, television plays a significant role not only in social and political life, acting as a tool for spreading information and forming people's mentality, but also in the everyday life of individuals as a source of entertainment. It affects our minds and plays a role in shaping social changes. It is argued that this may be harmful as television shows more and more sex and violence, sacrifices the quality of the programs for the sake of commercial benefit and takes away the biggest part of our free time. On the other hand it is impossible to imagine the life of modern society without television, especially keeping in mind the crucial important of spreading information around the globe.

BRAINSTORMING IDEAS	
PRO Television is a malign influence on society	CONTRA Television is not malign influence on society
1. Violence and sex shown on TV results in higher rate of crimes.	1. Many antisocial people even do not watch TV.
2. TV Encourages antisocial behavior.	2. Psychologists claim that TV does not have a direct stimulus-response effect on its audiences.
3. Teenagers are vulnerable to the violence and various stereotypes, promoted by TV.	3. The influence of family, friends, religion.
4. Television's impact on the morality of the younger generation can affect the future our society negatively.	4. Parents should be blamed for the habits of their children, but not TV.

Source: *English Debate Training Book*

Appendix 6: Instrument of the Research in Post-test**Answer the questions below orally!**

1. Do you like watch a television?
2. How long do you spend your time to watch television?
3. What do you think about Television programs nowadays?
4. What program do you like to watch? Why?
5. Do you think Television is Important? Why?
6. Is television a malign influence for students? Give your reason!
7. Which one do you like watch a movie or a news? Explain your reason!
8. What is your opinion about television programs that shows violence?
9. What is positive and negative impact when you watch television?
10. How important the television in spreading information?

Appendix 7: Recording Sheet in Pre-test

Mai neim iz Tarmizi Tahir mai nick name iz mizi, number one; yes because when I watching TV I get a lot of knowledge what I did not know. Namber two I don't know how long because if I can watch the program my favourite I track Lost Of Time. eeee Namber three according to television program currently has an impact but more complication number four I live cartoon because the movie cartoon is very funny. Number five yes because TV gives information from outside the Region. Namber seven because Really like watching a movie than news. None positive ; it can get information and negative; is something the film is not educate thanks.

Mai neim iz Desinta Ramadani. Namber one yes I laik watch television. Namber two I watch to speed an hour one hour day. Namber three I laik the television program because interesting. Namber four I want to watch is movie horror. Namber faiv there because it is interesting. Namber six for me there is negative impact and positive impact. Namber seven I like drama of love movie. Namber nain I think over game Not good.

Mai neim iz Ewan Kurniawan , do you like watch a television? Yes I like one two hours a day. Namber there in my opinion most television program today are less moral and show something that show not provit and in appropriate to look at. Namber four I like now why? Because there is important, and absence. Important; we can see information not important because spending time. Namber six yes it the freguence watching television can make student so forget time. eeee Namber seven .News because we can know the last information. Namber eight I should be because it will make Indonesian generation on.

Appendix 8: Students' Score and Percentage in Pre-test and Post-test

1. Accuracy

NO.	Students	Pre-test	Post-test
1	Elfan Kurniawan	3	4
2	Muh. Al-kahfi Mustafa	3	4
3	Tarmizi Tahir	3	4
4	Muh. Rhadyant Basysyar	2	3
5	Anjas Oktoranda	2	3
6	Ibnu Muas Saputra	2	3
7	Anwar Sudirman	2	3
8	Dewa Ammar	3	3
9	La Ode Najaruddin	2	3
10	Syamsul Hidayat	3	3
11	Alamsyah	2	4
12	Muh. Ansar	1	3
13	Anugrah Feizar	2	3
14	Ainani Hasanah	3	3
15	Aulia Sarah Azizah	2	3
16	Nurul Hijrah R.	2	3
17	Beby Indah Ayu L.S.	2	3
18	Murniati Sukma Dewi	2	3
19	Nur Hikma	3	3
20	Mega Sri Wahyuningsi	2	4
21	Mifta Nuzulul Rahma R.	2	3
22	Muthmainnah Azis	2	3
23	Putry Nuraisah	2	3
24	Ade Putri Zalsabila	3	3
25	Desyinta Ramadhani S.	2	3
26	Nurul Havifah	2	3
27	Wardani Mahmud	2	3
28	Muh. Fathur Rahman	2	3
Total		63	89
Mean Score		2,2	3,1

Appendix 7: Students' Score and Percentage in Pre-test and Post-test

2. Fluency

NO.	Students	Pre-test	Post-test
1	Elfan Kurniawan	2	3
2	Muh. Al-kahfi Mustafa	3	3
3	Tarmizi Tahir	2	3
4	Muh. Rhadyant Basysyar	3	3
5	Anjas Oktoranda	2	3
6	Ibnu Muas Saputra	2	2
7	Anwar Sudirman	2	2
8	Dewa Ammar	3	4
9	La Ode Najaruddin	2	3
10	Syamsul Hidayat	2	3
11	Alamsyah	2	3
12	Muh. Ansar	1	2
13	Anugrah Feizar	1	3
14	Ainani Hasanah	3	5
15	Aulia Sarah Azizah	2	3
16	Nurul Hijrah R.	2	2
17	Beby Indah Ayu L.S.	2	3
18	Murniati Sukma Dewi	2	4
19	Nur Hikma	2	4
20	Mega Sri Wahyuningsi	3	3
21	Mifta Nuzulul Rahma R.	3	3
22	Muthmainnah Azis	3	3
23	Putry Nuraisah	1	3
24	Ade Putri Zalsabila	3	3
25	Desyinta Ramadhani S.	2	2
26	Nurul Havifah	2	2
27	Wardani Mahmud	2	2
28	Muh. Fathur Rahman	2	3
Total		61	82
Mean Score		2,1	2,9

Appendix 8: Students' Score and Percentage in Pre-test and Post-test

3. Comprehensibility

NO.	Students	Pre-test	Post-test
1	Elfan Kurniawan	3	3
2	Muh. Al-kahfi Mustafa	3	4
3	Tarmizi Tahir	3	4
4	Muh. Rhadyant Basysyar	3	4
5	Anjas Oktoranda	2	3
6	Ibnu Muas Saputra	2	3
7	Anwar Sudirman	2	3
8	Dewa Ammar	3	3
9	La Ode Najaruddin	2	2
10	Syamsul Hidayat	3	4
11	Alamsyah	2	3
12	Muh. Ansar	1	2
13	Anugrah Feizar	2	3
14	Ainani Hasanah	3	4
15	Aulia Sarah Azizah	2	3
16	Nurul Hijrah R.	2	3
17	Beby Indah Ayu L.S.	2	3
18	Murniati Sukma Dewi	2	3
19	Nur Hikma	3	3
20	Mega Sri Wahyuningsi	3	4
21	Mifta Nuzulul Rahma R.	2	3
22	Muthmainnah Azis	2	3
23	Putry Nuraisah	1	3
24	Ade Putri Zalsabila	3	4
25	Desyinta Ramadhani S.	2	3
26	Nurul Havifah	2	2
27	Wardani Mahmud	2	3
28	Muh. Fathur Rahman	2	3
Total		64	88
Mean Score		2,2	3,1

Appendix 9: Students' Total Score

NO.	Students	Pre-test	Post-test
1	Elfan Kurniawan	8	10
2	Muh. Al-kahfi Mustafa	9	11
3	Tarmizi Tahir	8	11
4	Muh. Rhadyant Basysyar	8	10
5	Anjas Oktoranda	6	9
6	Ibnu Muas Saputra	6	8
7	Anwar Sudirman	6	8
8	Dewa Ammar	9	10
9	La Ode Najaruddin	6	8
10	Syamsul Hidayat	8	10
11	Alamsyah	6	10
12	Muh. Ansar	3	7
13	Anugrah Feizar	5	9
14	Ainani Hasanah	9	12
15	Aulia Sarah Azizah	6	9
16	Nurul Hijrah R.	6	8
17	Beby Indah Ayu L.S.	6	9
18	Murniati Sukma Dewi	6	10
19	Nur Hikma	8	10
20	Mega Sri Wahyuningsi	9	11
21	Mifta Nuzulul Rahma R.	7	9
22	Muthmainnah Azis	7	9
23	Putry Nuraisah	4	9
24	Ade Putri Zalsabila	9	10
25	Desyinta Ramadhani S.	6	8
26	Nurul Havifah	6	7
27	Wardani Mahmud	6	8
28	Muh. Fathur Rahman	6	7
Total		189	257
Mean Score		6,75	9,17

Appendix 10: DATA OF ASSESMENT

1. Data for Accuracy

NO.	Students' Initial Name	Pre-test	Σx_1	Post-Test	Σx_2	Gain D	D2
		(X1)		(X2)		(X2-X1)	
1	EK	3	9	4	16	1	1
2	MAM	3	9	4	16	1	1
3	TT	3	9	4	16	1	1
4	MRB	2	4	3	9	1	1
5	AO	2	4	3	9	1	1
6	IMS	2	4	3	9	1	1
7	AS	3	9	3	9	0	0
8	DA	2	4	3	9	1	1
9	LON	3	9	3	9	0	0
10	SH	2	4	3	9	1	1
11	A	1	1	4	16	3	9
12	MA	2	4	3	9	1	1
13	AF	3	9	3	9	0	0
14	AH	2	4	3	9	1	1
15	ASA	2	4	3	9	1	1
16	NHR	2	4	3	9	1	1
17	BIALS	2	4	3	9	1	1
18	MSD	3	9	3	9	0	0
19	NH	2	4	3	9	1	1
20	MSW	2	4	3	9	1	1
21	MNRR	2	4	4	16	2	4
22	MA	2	4	3	9	1	1
23	PN	3	9	3	9	0	0
24	APZ	2	4	3	9	1	1
25	DRS	2	4	3	9	1	1
26	NH	2	4	3	9	1	1
27	WM	2	4	3	9	1	1
28	MFR	2	4	3	9	1	1
Total		63	149	89	287	26	34
Mean Score		2,25	5,32	3,17	10,25	0,29	1,21

Appendix 11: DATA OF ASSESMENT

2. Fluency

NO.	Students' Initial Name	Pre-test	$\sum x_1$	Post-Test	$\sum x_2$	Gain D	D2
		(X1)		(X2)		(X2-X1)	
1	EK	2	4	3	9	1	1
2	MAM	3	9	3	9	0	0
3	TT	2	4	3	9	1	1
4	MRB	3	9	3	9	0	0
5	AO	2	4	3	9	1	1
6	IMS	2	4	2	4	0	0
7	AS	2	4	2	4	0	0
8	DA	3	9	4	16	1	1
9	LON	2	4	3	9	1	1
10	SH	2	4	3	9	1	1
11	A	2	4	3	9	1	1
12	MA	1	1	2	4	1	1
13	AF	1	1	3	9	2	4
14	AH	3	9	5	25	2	4
15	ASA	2	4	3	9	1	1
16	NHR	2	4	2	4	0	0
17	BIALS	2	4	3	9	1	1
18	MSD	2	4	4	16	2	4
19	NH	2	4	4	16	2	4
20	MSW	3	9	3	9	0	0
21	MNRR	3	9	3	9	0	0
22	MA	3	9	3	9	0	0
23	PN	1	1	3	9	2	4
24	APZ	3	9	3	9	0	0
25	DRS	2	4	2	4	0	0
26	NH	2	4	2	4	0	0
27	WM	2	4	2	4	0	0
28	MFR	2	4	3	9	1	1
Total		61	143	82	254	21	31
Mean Score		2,17	5,10	2,92	9,07	0,75	1,10

Appendix 12: DATA OF ASSESMENT

3. Comprehensibility

NO.	Students' Initial Name	Pre-test	$\sum x_1$	Post-Test	$\sum x_2$	Gain D	D2
		(X1)		(X2)		(X2-X1)	
1	EK	3	9	3	9	0	0
2	MAM	3	9	4	16	1	1
3	TT	3	9	4	16	1	1
4	MRB	3	9	4	16	1	1
5	AO	2	4	3	9	1	1
6	IMS	2	4	3	9	1	1
7	AS	2	4	3	9	1	1
8	DA	3	9	3	9	0	0
9	LON	2	4	2	4	0	0
10	SH	3	9	4	16	1	1
11	A	2	4	3	9	1	1
12	MA	1	1	2	4	1	1
13	AF	2	4	3	9	1	1
14	AH	3	9	4	16	1	1
15	ASA	2	4	3	9	1	1
16	NHR	2	4	3	9	1	1
17	BIALS	2	4	3	9	1	1
18	MSD	2	4	3	9	1	1
19	NH	3	9	3	9	0	0
20	MSW	3	9	4	16	1	1
21	MNRR	2	4	3	9	1	1
22	MA	2	4	3	9	1	1
23	PN	1	1	3	9	2	4
24	APZ	3	9	4	16	1	1
25	DRS	2	4	3	9	1	1
26	NH	2	4	2	4	0	0
27	WM	2	4	3	9	1	1
28	MFR	2	4	3	9	1	1
Total		64	156	88	286	24	26
Mean Score		2,28	5,57	3,14	10,21	0,85	0,92

Appendix 13: STUDENTS' SCORE IN PRE-TEST AND POST-TEST

NO.	Students' Initial Name	Pre-test	Σx_1	Post-Test	Σx_2	Gain D	D2
		(X1)		(X2)		(X2-X1)	
1	EK	8	64	10	100	2	4
2	MAM	9	81	11	121	2	4
3	TT	8	64	11	121	3	9
4	MRB	8	64	10	100	2	4
5	AO	6	36	9	81	3	9
6	IMS	6	36	8	64	2	4
7	AS	6	36	8	64	2	4
8	DA	9	81	10	100	1	1
9	LON	6	36	8	64	2	4
10	SH	8	64	10	100	2	4
11	A	6	36	10	100	4	16
12	MA	3	9	7	49	4	16
13	AF	5	25	9	81	4	16
14	AH	9	81	12	144	3	9
15	ASA	6	36	9	81	3	9
16	NHR	6	36	8	64	2	4
17	BIALS	6	36	9	81	3	9
18	MSD	6	36	10	100	4	16
19	NH	8	64	10	100	2	4
20	MSW	9	81	11	121	2	4
21	MNRR	7	49	9	81	2	4
22	MA	7	49	9	81	2	4
23	PN	4	16	9	81	5	25
24	APZ	9	81	10	100	1	1
25	DRS	6	36	8	64	2	4
26	NH	6	36	7	49	1	1
27	WM	6	36	8	64	2	4
28	MFR	6	36	7	49	1	1
Total		189	1341	257	2405	68	194
Mean Score		6,75	47,89	9,17	85,89	2,42	6,92

Appendix 14: Mean Score of the Students' Pre-test and Post-test in Accuracy

a. Mean Score of The Students' Pre-test:

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{63}{28}$$

$$= 2,25$$

b. Mean score of students' Post-test:

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{89}{28}$$

$$= 3,17$$

c. Standard deviation of students' Pre-test in Accuracy:

$$SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{143 - \frac{(61)^2}{28}}{28 - 1}}$$

$$= \sqrt{\frac{143 - \frac{3721}{28}}{27}}$$

$$= \sqrt{\frac{143 - 132,89}{27}}$$

$$= \sqrt{\frac{10,11}{27}}$$

$$= \sqrt{0,37}$$

$$= 0,50$$

d. The standard deviation of students' Post-test in Accuracy

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{287 - \frac{(89)^2}{28}}{28 - 1}}$$

$$= \sqrt{\frac{287 - \frac{7921}{28}}{27}}$$

$$= \sqrt{\frac{287 - 316,84}{27}}$$

$$= \sqrt{\frac{29,84}{27}}$$

$$= \sqrt{1,10}$$

$$= 1,04$$

Appendix 15: Mean Score of the Students' Pre-Test and Post-Test in Fluency

a. Mean Score of The Students' Pre-test

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{61}{28}$$

$$= 2,17$$

b. Mean score of students' Post-test:

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{82}{28}$$

$$= 2,92$$

c. Standard deviation of students' Pre-test in Fluency

$$SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{143 - \frac{(61)^2}{28}}{28 - 1}}$$

$$= \sqrt{\frac{143 - \frac{3721}{28}}{27}}$$

$$= \sqrt{\frac{143 - 132,89}{27}}$$

$$= \sqrt{\frac{10,11}{27}}$$

$$= \sqrt{0,37}$$

$$=0,60$$

d. The standard deviation of students' Post-test in Fluency

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{254 - \frac{(82)^2}{28}}{28 - 1}}$$

$$= \sqrt{\frac{254 - \frac{6724}{28}}{27}}$$

$$= \sqrt{\frac{254 - 240,14}{27}}$$

$$= \sqrt{\frac{13,86}{27}}$$

$$= \sqrt{0,51}$$

$$=0,71$$

Appendix 16: Mean Score of the Students' Pre-Test and Post-Test in Comprehensibility

a. Mean Score of The Students' Pre-test

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{64}{28}$$

$$= 2,28$$

b. Mean score of students' Post-test:

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{88}{28}$$

$$= 3,14$$

c. Standard deviation of students' Pre-test in Comprehensibility

$$SD = \sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{156 - \frac{(64)^2}{28}}{28 - 1}}$$

$$= \sqrt{\frac{156 - \frac{4096}{28}}{27}}$$

$$= \sqrt{\frac{156 - 146,28}{27}}$$

$$= \sqrt{\frac{9,72}{27}}$$

$$= \sqrt{0,36}$$

=0,6

d. The standard deviation of students' Post-test in Comprehensibility

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{286 - \frac{(88)^2}{28}}{28 - 1}}$$

$$= \sqrt{\frac{286 - \frac{7744}{28}}{27}}$$

$$= \sqrt{\frac{286 - 276,57}{27}}$$

$$= \sqrt{\frac{9,47}{27}}$$

$$= \sqrt{0,34}$$

=0,58

Appendix 17: Mean Score of the Students' Pre-Test and Post-Test in Speaking Ability

a. Mean Score of The Students' Pre-test

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{189}{28}$$

$$= 6,75$$

b. Mean score of students' Post-test:

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{257}{28}$$

$$= 9,17$$

c. The standard deviation of students' Pre-test in Speaking Ability

$$SD = \sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{1341 - \frac{(189)^2}{28}}{28 - 1}}$$

$$= \sqrt{\frac{1341 - \frac{35721}{28}}{27}}$$

$$= \sqrt{\frac{1341 - 1275,75}{27}}$$

$$= \sqrt{\frac{62,25}{27}}$$

$$= \sqrt{2,41}$$

$$= 1,55$$

d. The standard deviation of students' Post-test in Speaking Ability

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{2405 - \frac{(257)^2}{28}}{28 - 1}}$$

$$= \sqrt{\frac{2405 - \frac{66049}{28}}{27}}$$

$$= \sqrt{\frac{2405 - 2358,89}{27}}$$

$$= \sqrt{\frac{46,11}{27}}$$

$$= \sqrt{1,70}$$

$$= 1,30$$

Appendix 18: THE T-TEST ANALYSIS

$$\begin{aligned}
 T &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} & \text{where } \bar{D} &= \frac{\sum D}{N} = \frac{68}{28} = 2,42 \\
 &= \frac{2,42}{\sqrt{\frac{195 - \frac{(68)^2}{28}}{28(28-1)}}} \\
 &= \frac{2,42}{\sqrt{\frac{195 - \frac{4624}{28}}{28(27)}}} \\
 &= \frac{2,42}{\sqrt{\frac{195 - 165,14}{756}}} \\
 &= \frac{2,42}{\sqrt{\frac{29,86}{756}}} \\
 &= \frac{2,42}{\sqrt{0,03}} \\
 &= \frac{2,42}{0,17} \\
 &= 14,23
 \end{aligned}$$

Appendix 19: The distribution table of critical value-t

df	Level of Significance					
	0.2	0.1	0.05	0.02	0.01	0.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.604	8.61
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.440	1.945	2.447	3.143	3.707	5.959
7	1.415	1.895	2.375	2.908	3.499	5.408
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.505	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.06	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.050	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.399	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.355	2.617	3.373

Source: http://www.statisticsmentor.com/tables/table_t.html

Appendix 20: Pictures**Picture 1: The researcher was introduce herself****Picture 2: The researcher was explaining the scaffolding talk technique**



Picture 4: A student was speaking in pre-test



Picture 4: A student was speaking in post-test

BIOGRAPHY



Ria Boy Duly was born on December 18th 1992 in Central Sulawesi (Palu). She is the first child from one brother of parents Mr. Piliphus Aran Bakan and Imas. She entered Elementary school at SDN INPRES Negeri 2 Wanamukti Parigi-Moutong and graduated in 2004. Then, she continued her study to junior high school at SMP Negeri 2 Moutong and she graduated in 2007. After graduated she worked in Gunung Mas Phone for three years. After that, she continued her study to Senior High School at SMA Katholik Lamaholot Adonara and Graduated in 2013. In the same year she continued her study to Bosowa University Makassar by taking English Education Department, Faculty of Teacher Training and Education. She was a secretary in Organisations of UKM-English Meeting, a member of Forum Komunikasi Pemuda Pelajar- Boleng Tika Timu Flores Timur- Makassar (FKPPM-BTT) and Himpunan Mahasiswa Islam (Hml). She graduated in 2017.