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Students' Responses during Speaking Class Using Scaffolding Talk

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ABSTRACT

The problems confronted by the students are being afraid of making mistake, limited practice, and lack of motivation. In this case, innovation in speaking skill should be innovative. The purpose of this study is to investigate the implementation of scaffolding talk's types in teaching speaking at an upper secondary school. In addition, this study analyses students' responses of scaffolding talk strategy in speaking class. The research subject comprised 35 EFL learners. This paper presents the outcome of qualitative research by collecting the data through interview and questionnaire in analysing students' responses toward scaffolding technique used by the teacher. The results reveal that several kinds of scaffolding types were used in teaching speaking, including instructing, inviting student participation questioning, explaining, and giving conclusion. Furthermore, the students were motivated and active in participating speaking class activities.

Keywords: Speaking skill; ELT; EFL; Scaffolding talk; Scaffolding strategy.

INTRODUCTION

In Indonesia, English is an essential subject to be taught as a foreign language (EFL) learning. When learning English, students are expected to master four skills of English, encompassing listening, reading, writing, and speaking. However, English speaking, one of the most important ability that should be developed and concerned toward students as the effective communication. By speaking, basically, students are trained to be able to confidently to express either ideas or information in real life communication contextually (Darmadi, 2015). Besides that, learning English speaking is known as a universal language, which is used by people in the entire world to make them easier in delivering the message (McKay, 2002).

Speaking skill as foreign language becomes one of English skills that students most find out difficult to be practiced in their daily life (Urrutia & Vega, 2010). The common speaking issues are profound by students' lack of interested and comprehension while learning English. In addition, students sometimes undergo the impediment in understanding the use of English speaking for their surround environment. This reason caused neither students feel complicated nor are the school learning technique is uninterested by their point of view. Therefore, the role of teachers is demanding to be innovative and creative in order to create students' enthusiasm in learning speaking English as foreign language.

To build an interactive and inventive speaking class, teacher has to use suitable strategies, which can be implemented during teaching and learning process. Furthermore, in teaching speaking skill, teachers also need to challenge themselves on how to engage the students to be more attractive in speak up. In addition, Luoma, in 2008, students' communicative can be developed during speaking class if the facilitator enables to combine language input, structured output, and communicative output. Thus, in supporting during speaking learning, both teacher and students should involve together to reach the target goals of successful learning.

In line with the previous statement, speaking is an essential productive skill for communication. Despite its importance, speaking also has been overlooked toward school, especially, at senior high school. One of English teachers, one of private senior high schools in Sidoarjo, East Java, was asked to be interviewed by the researcher to find out students' problems

while learning speaking skill. He said that most students confronted difficulties in speaking English due to their low speaking skill and seldom practiced. The teacher also stated that students tend to use their mother tongue, Javanese, during speaking class. Here, students often underestimate the use of English for communication, so that their ability of speaking has no increase entirely. Moreover, some students used to have fearness and shame in producing English sound. The main cause is because they scared of making mistake.

To overcome the case above, it seems that the strategy or technique of teaching speaking skill needs to be changed in terms of evoking students' ability through teacher's guidance. One of techniques that suitable to be adapted by the teacher is scaffolding talk. Here, this method has proved by several experts regarding to assist students' need. In 1978, Vygotsky, has established the purpose of scaffolding is as the students' helper to accomplish a task. Not only Vygotsky, but also Burner claimed that when children start learning new concepts, the role of teacher becomes their main support to earn target learning goals.

In the education field, scaffolding infers students to reduce anxiety while facing some choices in acquiring new insights. To continue with, scaffolding is existed to support students become more independent gradually after they receiving several direction and guidance from the teacher in a very specific way. According to Lawson (2002), the general idea of scaffolding is when the teacher enables to invite the students' participation which gives the opportunity to do difficult task collaboratively. By this way, there are many roles that can be applied by the teacher in the classroom in which supported by Alshumaimeri (2012), to exemplify; teacher is giving a hand to students who unable to understand the task, so teacher plays a role by portraying model first before the students start doing the task. Additionally, as the learner's acquisition increase, the scaffolding will soon be removed from the teacher due to students' significant independence in completing assignments appropriately (Michell& Sharpe, 2005). The result will be noticed as the learner both understand and master the material handily.

As the result, the present research particularly aims at figuring out students' responses while teaching and learning at speaking class. Consequently, the researcher also attempted to solve students' speaking problem at SMAN 1 Porong, because the researcher was incentived in conducting scaffolding talk since this strategy provides challenging ways to be implemented which purpose to assist students' needs by collecting students' responses during learning process. Through students' responses, this also helps the teacher to evaluate the learning strategy that has been carried out to be much better. Therefore, it is hoped that scaffolding talk can stimulate the students by offering them equal chances to be brave to speak English either inside or outside the classroom.

METHODS

This study focuses on the implementation of scaffolding talk in speaking class and how the students' responses toward the scaffolding technique that they got during learning process. The research was conducted qualitative method which aims to provide an overview of the studied object. In a way that based on Creswell (2013), qualitative research is defined to reveal an audiences' range of behaviour and perception that uses in-depth studies toward small groups of people which purpose to guide and support the construction of hypotheses. Moreover, this research is applying a qualitative research because it asserts the description and explanation. The data sources were collected through interview and questionnaire which involving the research subject of XI IPA 6 students at SMAN 1 Porong in the 2020/2021 academic year.

RESULTS AND DISCUSSION

A. Results

As mentioned in the previous chapter, the results of this research proposed the students' response during speaking class by discussing recount text material in retelling past experience which the researcher also implemented the scaffolding talk technique. Here, students' responses were taken

by the researcher which conducting observation toward XI IPA 6 students. The observation was collected through the implementation of scaffolding talk which are questioning, explaining, instructing, inviting student participation, and giving conclusion. The results of the research can be seen below:

1. Types of Scaffolding Talk

1.1 Questioning

Questioning as an instructional tool can be used by the teacher to stimulate learning, drive students' potential to think, state clear ideas, and an incentive way to act. This also provides teacher to develop students' knowledge more effectively.

Teacher	: "Morning class, before we discuss our new material today. Have you ever heard about recount text before?"
Student:	"Yes, Miss."
Teacher	: "Do you think it is interesting?"
Student:	"Of course, it is an interesting topic."

It shows that the researcher try to generate students' stimulation by asking regarding the material, recount text, which will be discussed in the classroom. Then, the students also give responses toward the teacher' question.

1.2 Explaining

Explaining infers to teacher's necessary in assisting student in order to comprehend regarding to material.

Teacher	: "Do you know that recount text has a purpose to retell our past experience in the past?"
Students	: "Yes, Miss?"
Teacher	: "What tenses does it use to make the text?"
Student	: "Ummm.. V1? (Lydia), V2 ya, Miss? (Ika)"
Teacher	: "Yes, that is correct, Ika. This text uses V2 which is Verb 2 ya." "Then, can you give me the example of the recount text?"
Student	: "Rabbit and Lion, yes Miss? (Faiz)"
Teacher	: "Are you sure? We are discussing our own story".
Student	: "Kayak, Trip to Malang, Miss? (Justin)"
Teacher	: "Great, that is true, Justin."

The dialog above shows that the teacher's explanation has the function to address students to learn concretely and how they can implement the material which has been given by the teacher. In this situation, students were having an opportunity to give several questions to the material which the material they think still complicated.

1.3 Instructing

Instructing is needed to convey toward student to give clearly direction about something must be done in speaking class.

Teacher	: “Now, after all of you have known about recount text. Please, write your own unforgettable experience in the past before you presenting it in front of your friend.”
Student	: “How the duration, Miss?”
Teacher	: “It is 2-3 minutes”
Student	: “Okav. Miss.”

The dialog above portrays that the researcher gives an instruction to do a task for the students which has been explained before. After that, the other instructions were followed by asking the students to perform their task in front of the class.

1.4 Inviting students' participation

In order to attract students' attention, teacher should invite students to build interaction between each other. In this way, students will be easier in speaking up to tell their intended meaning.

Teacher	: “Well everyone, time is up. Who's want to perform first? Do I have to pick randomly?”
Student:	“No, Miss. We can perform alone.”
Teacher	: “Okay, who's want to present first?”
Student:	“Me, Miss (Zati).”
Teacher	: “Well, Zati. Go on! As Zati tell about her experience, please the other pay attention to her, Okay?”
Student	: “Yes, Miss.”
Teacher	: “After you guys watching Zati presented her story. Now, I want you take a rolling paper here and let's see who will be the next.”
Student	: “I guess I'm next, Miss. (Noval).”
Teacher	: “Okay, Noval. Let's come in front of the class, please!”
Student	: “Miss, I not ready. Give me time. (Noval).”
Teacher	: “I give five minutes extra, then.”
Student	: “Okay guys, I will tell about my story in Bali..... (Noval).”
Teacher	: “Give applause for Noval. That is a great story, Noval!”
Student:	“Thank you, Miss.”

In the situation above, students' participation was illustrated when the students want to perform by retelling their own story to their friends. The teacher becomes as a facilitator to connect between one student and another, also, build the convenient classroom atmosphere during learning process.

1.5 Giving Conclusion

Conclusion is crucial part in teaching, because the teacher has a duty to ensure that the students understanding about the material which has been learnt.

Teacher : “From our meeting today, we can summarize that recount text is purposed to retell the past experience. Also, for making this text, you need to use V2 which applying past tense. And today, all of you have just presented your own story in front of your friends.”

By giving a conclusion before the class ends, the teacher is hoped to make sure the students has comprehended the material. Teacher also can re-explain a bit from class' discussion at that day.

Those dialogs above show that the teacher's explanation has the function to address students to learn concretely and how they can implement the material which has been given by the teacher. In this situation, students were having an opportunity to give several questions to the material which the material they think still complicated.

2. Students' Responses toward Scaffolding Talk Technique

As previous observation which has done by the researcher, furthermore, XI IPA 6 students were asked to fill questionnaire relating to scaffolding talk technique which has been applied during teaching and learning process. Here, the questionnaire contains 10 statements covering learning English speaking by using Scaffolding Talk. All students only need to select an answer by giving checklist (√), which provided, such as: SS (*sangat suka*), S (*suka*), KS (*kurang suka*), TS (*tidak suka*). In this case, the researcher tries to analyse students' responses toward scaffolding talk technique in speaking class by giving questionnaire. The questionnaire format was liked in the one below:

TABLE 1. Form of Questionnaire

No	Pertanyaan	Jawaban			
		SS	S	KS	TS
1.	Apakah Anda menyukai pembelajaran Bahasa Inggris?				
2.	Apakah Anda menyukai 4 keterampilan (skill) bahasa Inggris yakni Speaking, Listening, Writing, Reading) yang diajarkan?				
3.	Apakah Anda senang terhadap pembelajaran berbicara (speaking) dalam Bahasa Inggris?				
4.	Apakah Anda menyukai pembelajaran berbicara (speaking) dalam bahasa Inggris?				
5.	Apakah Anda menyukai materi pembelajaran speaking dengan cara pengajaran yang selama ini dilakukan oleh guru Anda?				
6.	Apakah Anda menyukai bimbingan dan arahan guru dalam memotivasi Anda mengenai hal yang Anda belum mengerti?				
7.	Apa yang Anda rasakan saat menceritakan kembali (retelling) tentang Recount Text?				
8.	Apakah Anda menyukai pembelajaran berbicara (speaking) dengan metode yang telah dilakukan/diajarkan oleh peneliti?				
9.	Apakah Anda menyukai cara pembelajaran berbicara (speaking) dengan menggunakan metode seperti ini dalam membantu Anda berbicara bahasa Inggris?				
10.	Menurut Anda, apakah cara guru mengajar pada pelajaran berbicara (speaking) dalam bahasa Inggris dengan menggunakan metode pembelajaran seperti ini menyenangkan?				

Based on the result of questionnaire data above, it reveals that in the statements number 8, most students, 22 students (62,9%), choose S (*suka*) while having speaking class in teaching and learning process. On the other hand, some students, 13 students (37,1%), genuinely like SS (*sangatsuka*) speaking class which brought up by the researcher. Thus, the students are delighted in learning speaking skill by the way in performing their own past story in front of their friend.

Meanwhile, in the statement number 9, there are 21 students (60%), S (*suka*), who pleased to have scaffolding talk technique in their speaking class. Whereas, 11 students (31,4%) are jubilant or SS (*sangatsuka*) in getting scaffolding talk to be implemented in the classroom while learning speaking skill. Yet, 3 students (8,6%) choose KS (*kurangsuka*), who still think that scaffolding talk does not help them in improving their speaking skill. Therefore, due to enhance students' willingness in speaking skill, the implementation of scaffolding talk can be said as an alternative technique to encourage students to learn speaking skill.

Additionally, in the statement 10, it found that 18 students (51,4%) answer S (*suka*), who say that scaffolding talk technique is fun for them. Also, 17 students (48,6%) think that they enjoy or SS (*sangatsuka*) while learning using scaffolding talk make them eagerness to try to speak English, although, there still some students mix English-Indonesian language at the same time. Overall, it can be concluded that the implementation of scaffolding talk assist students in order to reach their goal in improving speaking skill independently.

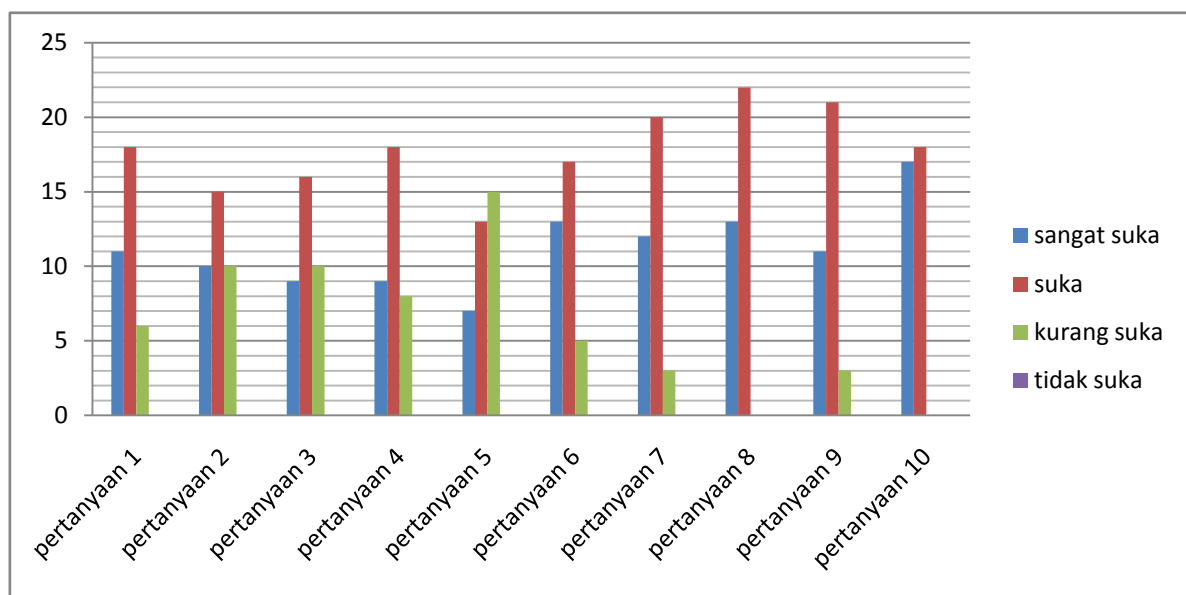


Figure 1. Students' responses in fulfilling questionnaire on the implementation of Scaffolding Talk

Apart from giving questionnaire, the researcher also would like to conduct students' responses toward interview section. The researcher takes several samples of students who will be interviewed in the end of speaking class. The script of the interview could be seen below:

Student A

Interviewer : *"Apakah adik menyukai pelajaran Bahasa Inggris?"*
 ("Do you like English subject?")

Ramada : *"Saya suka pelajaran bahasa Inggris karena saya ingin pandai berbahasa Inggris untuk masa depan."*
 ("I like English because I want to good at English for the future.")

Interviewer : *"Menurut adik bagaimana teknik pengajaran pembelajaran Bahasa Inggris yang yang digunakan kakak selama kelas speaking?"*

- (“What do you think about the technique that Miss Ayu used to teach English during speaking class?”)
- Ramada : *“Menurut saya, apa yang telah diajarkan Miss menyenangkan. Saya jadi tidak takut untuk berbicara bahasa Inggris apalagi disuruh menceritakan pengalaman saya.”*
 (“I think, what Miss Ayu has taught is interesting. I am not scared to speak English especially to retell my own experience.”)
- Student B
- Interviewer : *“Apakah adik tertarik mempelajari Bahasa Inggris?”*
 (“Are you interested to learn English subject?”)
- Annisa : *“Saya suka pelajaran bahasa Inggris karena itu menyenangkan untuk saya.”*
 (“I like English because it is so interesting for me.”)
- Interviewer : *“Menurut adik bagaimana teknik pengajaran pembelajaran Bahasa Inggris yang yang digunakan kakak selama kelas speaking?”*
 (“What do you think about the technique that Miss Ayu used to teach English during speaking class?”)
- Annisa : *“Menurut saya, pembelajaran Bahasa Inggris dengan Miss Ayu cukup menyenangkan karena setiap mencoba berbicara bahasa inggris meskipun salah langsung dibenarkan.”*
 (“In my opinion, learning English with Miss Ayu is quite fun because every time I try to speak English even it is still having mistaken, but Miss Ayu directly correct it.”)
- Student C
- Interviewer : *“Apakah adik menyukai pelajaran Bahasa Inggris?”*
 (“Do you like English subject?”)
- Soraya : *“Saya suka pelajaran bahasa Inggris karena pelajaran Bahasa Inggris penting untuk mengetahui informasi dari manapun.”*
 (“I like English because it is important to learn to get the information from everywhere.”)
- Interviewer : *“Menurut adik bagaimana teknik pengajaran pembelajaran Bahasa Inggris yang yang digunakan kakak selama kelas speaking?”*
 (“What do you think about the technique that Miss Ayu used to teach English during speaking class?”)
- Soraya : *“Pembelajaran Bahasa Inggris di kelas speaking tidak membosankan karena kita disuruh banyak berbicara bahasa inggris”*
 (“English learning in speaking class is not boring because we are asked to speak English as much as possible.”)
- Student D
- Interviewer : *“Apakah adik tertarik mempelajari Bahasa Inggris?”*
 (“Are you interested to learn English subject?”)
- Ragil : *“Saya suka pelajaran bahasa Inggris karena itu salah satu pelajaran yang menantang menurut saya.”*
 (“I like English because it is one of the subjects that challenging for me.”)
- Interviewer : *“Menurut adik bagaimana teknik pengajaran pembelajaran Bahasa Inggris yang yang digunakan kakak selama kelas speaking?”*
 (“What do you think about the technique that Miss Ayu used to teach English during speaking class?”)
- Ragil : *“Menurut saya, pembelajaran Bahasa Inggris itu cukup susah. Namun, jika pembelajaran yang dibawakan oleh guru menyenangkan maka tidak akan membosankan dan juga saya lebih memahami materinya”*

“Personally, learning English is quite difficult, but if the learning process is delivered by the teacher in a fun way so that it will not be boring and also I will be more understand with the material.”)

Based on the interview data, it appears that most students in XI IPA 6 stated that they enjoy English lesson during speaking class. This reason caused by conducting the suitable technique to be implemented in the classroom. It can be seen that scaffolding talk technique assist students to be brave to speak English even though they sometime still combine it using English-Indonesian-Javanese at the same time. Yet, students are trying to speak English fluently because they eager themselves to master speaking skill, especially in English subject. Therefore, from the data sources of questionnaire and interview, it can be concluded that teaching speaking English used to bring up a suitable technique which focused on students' need and assist them to reach their target goal for their future ahead.

B. Discussion

In this section of discussion, the researcher found that types of scaffolding talk technique which established by Wood and Burner (1976), proved the students' improvement who enable to speak English properly and confidently. Types of scaffolding talk technique are used by the researcher contains of questioning, explaining, instructing, inviting student participation, and giving conclusion. Meanwhile, compared with the previous study, conducted by Rahmah and Tekeng (2016), where the previous study implemented seven types of scaffolding technique, but in this research only apply five kinds of scaffolding technique. In this case, the researcher had done several observations and researches before choosing the suitable strategy to be taught in speaking class. Not only that, other factors that make the researcher choose some of the strategies due to students' need while learning English speaking. Therefore, the result found that after the researcher carrying out scaffolding talk technique, the students are more confident and expressive to deliver the message using English. It shows from students' performance while retelling their past experience in front of the class.

Another point is that student' responses result depicted that most of them are feeling enjoyable and pleasant while teaching and learning process. It was known that if the students are having improvement after the researcher gave questionnaire and interview individually. Moreover, during speaking class, students are more actively participated to do their task which given by the researcher. Also, the students try to communicate with the other friends start using English. In this way, the researcher is indeed want to focused on helping students problems while learning to speak English until they enable to use it independently. To sum up, it can be concluded that scaffolding talk technique is an appropriated technique to teach in speaking class and an innovative way to encourage EFL learners to learn English in their daily life (Henry, 2002).

CONCLUSION

Based on the result, it reveals that conducting an innovative strategy for students' need is a crucial and challenging for all teachers, especially to teach English. One of the strategies can be adapted is scaffolding talk technique, which focused on enhancing students' speaking acquisition. This case has been proved by the researcher who implements scaffolding talk technique toward IX IPA 6 students at SMAN 1 Porong in the 2020/2021 academic year, where the students used to scared of making mistake, seldom practiced, and lack of motivation to learn to speak English. Hence, the researcher did observation and research toward students' speaking class activity to know what suitable types of scaffolding talk strategies that can be implemented. The types of scaffolding talk technique which used are including questioning, explaining, instructing, inviting student participation, and giving conclusion. By applying those strategies, the researcher found that the students easily understand regarding to the material that is being delivered during speaking class. Like first teacher questioning about the material, then explaining, giving students' instruction to do the task, inviting

student participation, and last is making conclusion for today's discussion. In this case, the researcher was successfully bringing conducive class and manage teaching situation so that students become more interesting while learning speaking skill.

In addition, to know whether the students' have already comprehend with the speaking material, the researcher provides questionnaire and interview some students in order to get students' responses or feedback while implementing scaffolding talk technique in teaching and learning process. Firstly, from the questionnaire, it indicates that most students are willing to learn English, which presented as 62,9%. On the other hand, some of students are pleasant if the teacher conducts scaffolding talk technique in their speaking class, which bring motivation to learn speaking English gradually. It asserted from the data that 21 students (60%) were delighted and addictive in enhancing their speaking ability in the class. Besides questionnaire, the data of interview were generating if the students were enjoying after getting scaffolding talk technique treatment. This has been stated in finding result section that most students were eager to learn English, especially in speaking to help them to reach their goal for the future. Overall, it can be inferred that scaffolding talk technique has successfully become an innovative way to assist students' need in learning English subject.

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