

**THE USE OF SCAFFOLDING IN LEARNING SPEAKING AT SECOND
GRADE STUDENTS OF MA AL-FIRDAUS JEMBER IN ACADEMIC
YEAR 2020/2021**

THESIS

Presented to
Kiai Haji Achmad Siddiq State Islamic University of Jember
in partial fulfillment of the requirements
for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

Eka Anisa Aprina
SRN. T20176019

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE ISLAMIC INSTITUTE OF JEMBER
DESEMBER 2021**

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Approval by Advisor


Suparwoto Sapto Wahono, M.Pd
NIP. 197406092007011020

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THESIS


Has been examined and approved as the requirements to obtain a bachelor degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day : Tuesday
Date : 11th of January 2022

The Board of Examiners

Chairman

Secretary



Dr. H. Mustajab, S.Ag, M.Pd.I
NIP. 19740905 200710 1 001



Sandi Ferdiansyah, M.Pd
NIP.19850319 201903 1 004

Members

1. Dr. Inayatul Mukarromah, M.Pd
2. Suparwoto Sapto Wahono, M.Pd



Approved by
Dean Faculty of Tarbiyah and Teacher Training

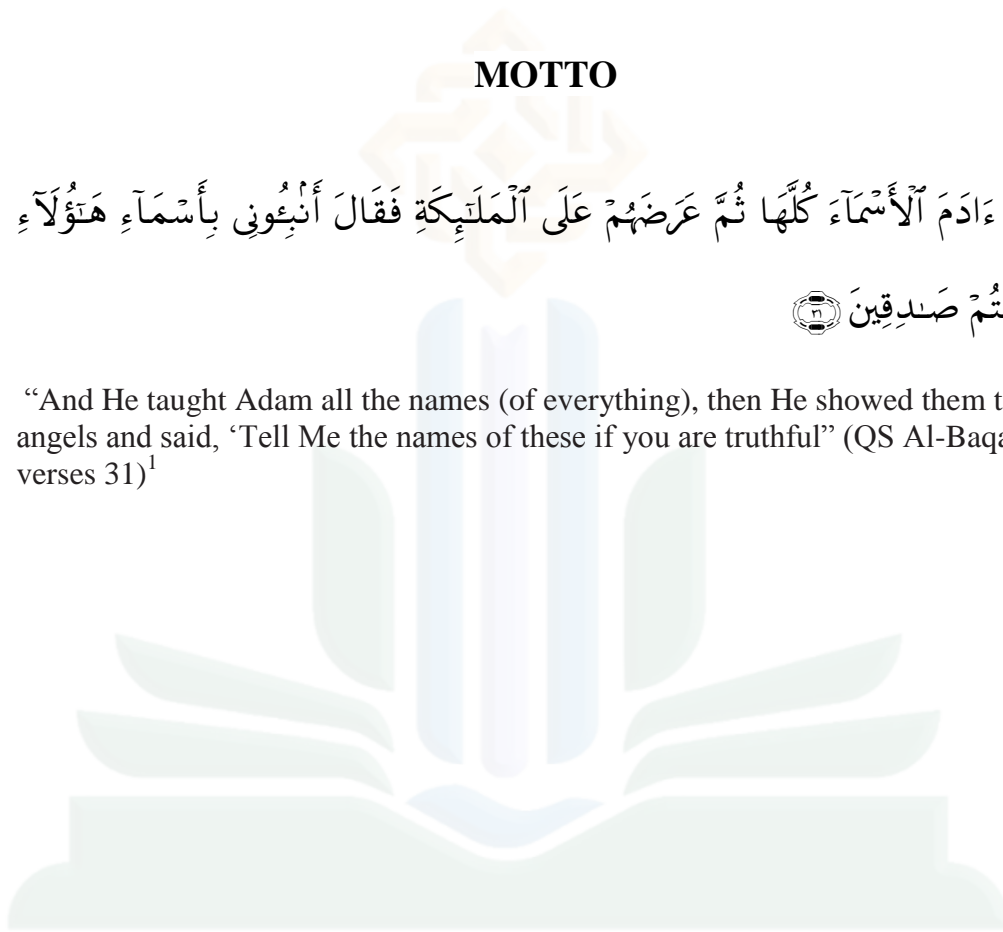


Prof. Dr. Hj. Mukni'ah, M.Pd.I
NIP. 19640511 199903 2 001

MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ
إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“And He taught Adam all the names (of everything), then He showed them to the angels and said, ‘Tell Me the names of these if you are truthful’ (QS Al-Baqarah verses 31)¹



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¹ Al-Qur'an 02: 31

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Supriyono and Liana Wati who always pray for me, give support and spirit to me in gaining success.
2. My beloved young sisters, Sarah Afifah Afrina and Bening Qalbu Adinda, and all my family who always give me support and motivation.
3. My beloved advisor, Suparwoto Sapto Wahono, M.Pd, thank you for your support, spirit, and your patience in helping me so much in finishing this thesis.
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Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this undergraduate thesis completely. I would like to say thank you very much for all the affection they gave.

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Alhamdulillah, all praises be to Allah, Lord of the world, The Most Graceful, and The Most Merciful, who blesses the writer and gives guidance until finishing this thesis with the entitled “The Use of Scaffolding in Learning Speaking at Second Grade Students of Ma Al-Firdaus Jember in Academic Year 2020/2021”. Peace may always be granted Prophet Muhammad SAW, his families and companion who become the best figure of human life.

The writer is aware that this thesis has never finished without any helps and supports from others during the process. Therefore in, this opportunity, the author would like to thankful to:

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I wish Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Jember, 21th December 2021
The writer

Eka Anisa Aprina
T201676019

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ABSTRACT

Eka Anisa Aprina, 2021. *The Use of Scaffolding in Learning Speaking at the Second Grade Students of MA Al-Firdaus Jember in Academic Year 2020/2021.*

Keywords: *speaking, scaffolding method*

Speaking is one of English skill that should be mastered by the students. However, some problems of speaking were faced by students, one of them was they feel shy to speak English because they are afraid to make some mistakes while they speak by using English language. Therefore, the English teacher used scaffolding method in teaching and learning speaking as the effort to speak English.

The aims of this research are; 1) To describe the procedure of learning speaking by using scaffolding at second-grade students of MA Al-Firdaus Jember in Academic year 2020/2021, 2) To describe the evaluation of learning speaking by using scaffolding at second grade students of MA Al-Firdaus Jember in Academic year 2020/2021

This research employed qualitative as the method of the research. It was conducted in MA Al-Firdaus at the second grade student. The data were gathered by observation, interview, and document review. Source and technique triangulation were used to validate the data.

The results of the research are: 1) The procedure of learning speaking by using scaffolding were; 1. The teacher leads praying together and checks students' attendance. 2. The students tried to remember last week's material. 3. The teacher explained the learning material. 4. The teacher divided the students into 2 groups consisting of students with low ZPD and students with high ZPD. 5. The teacher asked to each student about opinion of the material. 6. The teacher provided assistance such as guidance, initiation, question or other things that can provoke students towards learning independence. 7. The teacher asked students in pairs to come to the front of the class in turn to practice conversations about the material. 8. The teacher directed students with high ZPD to help students with low ZPD. 9. The teacher gave feedback. 10. The teacher ended the lesson by praying together, 2) The evaluation of learning speaking by using scaffolding was done by assessing the students with a formative assessment which consisted of giving stimulus, feedback and correction to the students and asked the students to do conversation in front of the class.

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CHAPTER I

INTRODUCTION

A. Background of study

Education is about learning skills and knowledge. It also means helping people to learn how to do things and supporting them to think about what they have learned. In education, English is important to be taught in the teaching and learning process because English is an international language. Intrinsically, there are four skills that have to be mastered by students in learning English, those are speaking, listening, writing, and reading. Besides, reading is a basic life skill, it becomes the foundation for children's success at school.

One of the necessary languages to learn in the world is English language. English has dominated other languages and been mainly spoken by many people around the world. It has become the language of the world in the twentieth century. Besides, English is also called as official language for communication and this language becomes one compulsory subject that students have to learn since they were in elementary school in Indonesia. Recently, university students also learn English as a main subject although they are vocational universities.

Most of English teachers, sometimes get difficulty to help their students speaking English during teaching and learning process. As Surtiati stated that nowadays teachers talk during lesson at the class are delivered in

English, Javanese or Indonesian.¹ It happens because some English teachers are lack of confidence to speak English or their students are not able to catch what the English teachers are talking about. Giving instruction during teaching and learning process is the main communicative action between teacher and the students. As the result, English teachers should use this opportunity to communicate using English with students. If it is too complicated and difficult for the students to understand, learners and the teacher consequently have to 'negotiate meaning' to achieve understanding for both.

Based on Ellis (1994) statement in Surtiati (2008) teachers should be able to ensure their learners not to feel anxious.² Moreover, they have to be able to make learners relax and confident during the teaching and learning process so the learner could feel comfortable. When the learners feel comfortable, they will understand or get the main points of the materials easily. In classroom interaction, teacher frequently use variety of methods, techniques, media, and certain materials. One of the methods that the teacher gives instruction to his or her students is implemented through scaffolding method.

Scaffolding according to Hyland (2004) refers to initial explicit knowledge and guided practice provided by the teacher. In the process of scaffolding, the teacher helps the students in mastering a task or lesson that

¹ Surtiati. "Teacher's Scaffolding Talks in English Class at Senior High School". (Thesis of Faculty English Department State: University of Semarang, 2008), 28.

² Surtiati, 29.

the students are initially unable to grasp independently.³ In the interaction, Scaffolding is applied by the teacher to interact or give instruction to his or her students in the classroom to facilitate learning especially in speaking.

As Bruner said (1978) the steps taken to reduce the degrees of freedom taken in carrying out some task so that the child can concentrate on the difficult skills she is in the process of acquiring⁴ it means there are two cores; First is an activity condition where the child can do his own work. Second is the activity condition where the child feels difficulty on doing their own work, so they need adult help.

Speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 2004)⁵. Speaking is one of the main aspect how people judge. To impress or to judge is usually based on daily interaction and most often by first impression. So, as teachers have a responsibility to prepare students as much as possible to be able to speak in English in the real world outside the classroom (Hornby, 1995)⁶. Speaking is the competence to express, explain and convey thinking, feeling, and idea. Speaking ability means the ability to think. So learning how to speak well is very important

³ Ken,Hyland , *Genre and Second Language Writing*.(USA: The University of Michigan Press, 2004), 122.

⁴ J, Bruner, “*Vygotsky's Zone of Proximal Development*” in *Current Research in Education: Conference Series Journal*. Vol .1 No.1, Tahun 2019, 8.

⁵ H.D. Brown, *Language Assessment: Principles and Classroom Practice* (NY: Pearson Education, 2004), 127.

⁶ AS.Hornby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 1995), 37.

because language is primarily speech. To most people, mastering the art of speaking was the single most important aspect of learning a second or a foreign language, and success was measured in term of the ability to carry out conversation in the language (Endang, 2005)⁷. Consequently teacher has big responsible to make students not only able to speak English well but also how the way they speak. Moreover, Allah states that we have to use a good sentence when we speak to avoid misunderstanding among others in surah Al-Ahzab verse 70:


 يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

*O you who have believed, fear Allah and speak words of appropriate justice*⁸

From the verse above, the researcher can conclude that in speaking we have to use a good sentence so the listener will not misunderstand. Someone is considered to be a good person based on her/his speaking.

Scaffolding is a method to help students in studying and solve the problem. It can be explanation, giving some examples, and act that make students become independent learners. The introduction of the term in the domain of education goes back to the 1970s. Scaffolding is usually associated with the Soviet psychologist Lev Vygotsky, and his work was an impact for the development of this method. However, the English term was used in J. Bruner (2019)⁹ study in which the authors investigated mother-child

⁷ Endang.Fauziati, *Teaching of English as A Foreign Language (TEFL)*. (Surakarta: Muhammadiyah University Press, 2005), 50.

⁸ Al-Qur'an 33: 70.

⁹ J, Bruner“*Vygotsky's Zone of Proximal Development*” in *Current Research in Education: Conference Series Journal*. Vol .1 No.1, Tahun 2019, 12

interaction during the game of peekaboo. They used the term scaffold to describe the interventions of the mother during the game.

Furthermore, Teachers' utterances that accompany his or her action in language classroom provide scaffold or assistance for the students' understanding and facilitate the learners' ability to interpret new information and complete their task.¹⁰ Meanwhile, Anderson proposed that scaffolding talks are good guidance for teachers in the construction of a semantic unit. It means by using scaffolding method students are expected to be able to comprehend the word from the teacher and able to produce the language properly.

In the classroom, teachers' talk has a necessary role which they need to comprehend to reach the main purpose of teaching. The main asset of the teacher talk is teacher question. Adedoyin (2010) stated teacher questions are of significant values for many instructional purposes, eliciting students reflection and challenging deeper students understanding and engagement in the classroom (Adedoyin, 2010)¹¹. Teacher questions are very powerful and it can stimulate students' interest. Besides, questions also can help teacher to check the students' understanding.

Based on the interview with English teacher Mr. Taufiq at January, 21st 2021, the teacher stated that she used to teach students trying to speak.

He even practiced the way she taught in the class. By the information given,

¹⁰ C,Turney. et al.. *Sydney Micro Skills Redeveloped Series 1 Handbook: Reinforcement, Basic Questioning, Variability.*(Australia: Griffin Press Limited, 1983), 28.

¹¹ Adedoyin, O, An Investigation of The Effects of Teachers' Classroom Questions on The Achievements of Students Mathematics : Case Study of Bostwana Community Junior Secondary Schools (European Journal of Educational Studies, 2010), 3.

the researcher recognized that the method is called scaffolding. He mentioned that it happened because he recognized that students' problem was vocabulary in speaking. Furthermore, by using scaffolding method students got engaged in speaking. In addition, based on preliminary research at MA Al-Firdaus Jember before the teacher used the scaffolding method, he found that the students did not have courage in speaking English such as talk to the others, they did not listen to the teacher's explanation and ignored the teacher. The students were passive they seldom interacted in classroom; they prefer to be silent and did not give response to the process of learning. This method aimed to encourage students to learn independently and complete the task.

From the pre-research above, students had less courage to speak English, tended to stay in their own behavior. Since the teacher realized, he decided to use new method to teach the speaking class. After considering some methods, he determined to use scaffolding method to overcome all those problems. Based on his opinion scaffolding method was the best to engage students to speak English easily.

Based on the reason above, the researcher decided to conduct research under the title "The Use of Scaffolding in Learning Speaking at Second Grade students of MA Al-Firdaus Jember in Academic year 2020/2021"

B. Research Question

The research question is the fundamental core of the research project. It is important to make a statement of the case that had been explained above, to make it easier to find any possibility of the use of scaffolding in teaching speaking at second grade students of MA Al-Firdaus Jember in Academic

year 2020/2021. According to the background of the research, the researcher formulated the research questions as follow:

1. How is procedure of learning speaking by using scaffolding at second grade students of MA Al-Firdaus Jember in Academic year 2020/2021?
2. How is the evaluation of learning speaking by using scaffolding at second grade students of MA Al-Firdaus Jember in Academic year 2020/2021?

C. The objectives of the Research

Based on the research questions above, the aims of the research were as follow:

1. To describe the procedure of learning speaking by using scaffolding at second-grade students of MA Al-Firdaus Jember in Academic year 2020/2021.
2. To describe the evaluation of learning speaking by using scaffolding at second grade students of MA Al-Firdaus Jember in Academic year 2020/2021

D. The Significance of the Research

1. English teachers

By using scaffolding in teaching speaking, hopefully teacher would give students more opportunities to be more creative and active in classroom. The result of the research was expected to be useful for the English teacher of MA Al-Firdaus Jember especially in teaching speaking, where the teacher could manage classroom activities communicatively by using scaffolding.

2. Other Researchers and Readers

This research is expected to be able to provide knowledge about teaching speaking and useful for readers. The researcher hoped the study would contribute the readers especially who were concerned about teaching English.

E. Definition of the Key-term

To avoid misunderstanding in this research, several terms would be explained by the researcher. The terms were as follows:

1. Scaffolding

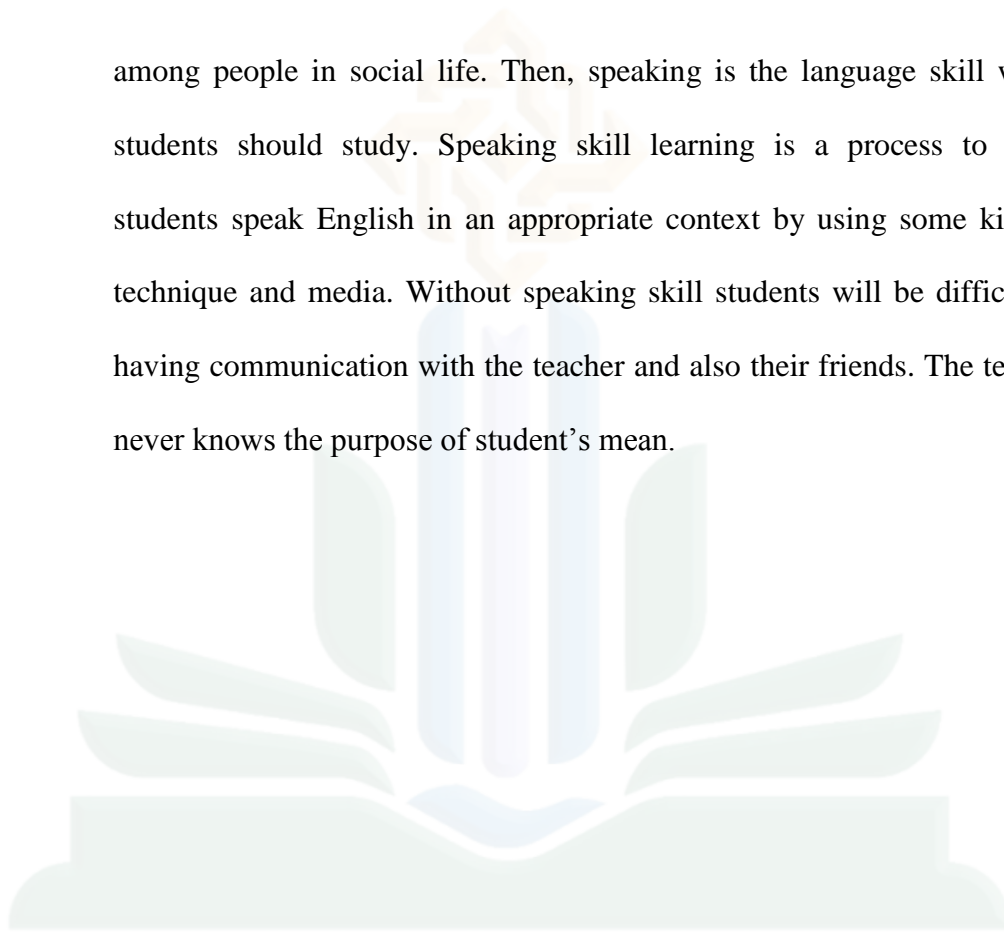
Scaffolding is a method to help students in studying and solve the problem. It can be explanation, giving some examples, and act that make students become independent learners. In the scaffolding process, the teacher helped the student to master a skill that the student is initially unable to acquire independently. For example, the teacher gives assistance as give model first before students produce something.

What the researcher means by the title “The Use of Scaffolding in Learning Speaking at Second Grade students of MA Al-Firdaus Jember” his students in the classroom. In the scaffolding process, the teacher helped the student mastering English speaking skill that the student is initially unable to acquire it independently.

2. Learning Speaking Skill

Speaking skill is the ability to use the language in oral form. Speaking also is one of effective way to interact and communication

among people in social life. Then, speaking is the language skill which students should study. Speaking skill learning is a process to make students speak English in an appropriate context by using some kind of technique and media. Without speaking skill students will be difficult in having communication with the teacher and also their friends. The teacher never knows the purpose of student's mean.



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CHAPTER II

LITERATURE REVIEW

A. Previous Research

Previous research is important to investigate the research that had been done by the researcher; this research had differences and similarities with previous researchers.

Firstly, study was conducted by Suhartatik and Christina Innocenti Tumiar Panggabean (2017) entitled “Scaffolding Talks of an EFL Teacher In Teaching Speaking at a Vocational High School In Tuban¹²”

The purposes of this study were to identify the teacher’s scaffolding talks in teaching speaking, to describe the types of speech functions in her scaffolding talks, and to know the reasons of the teacher in using scaffolding talks in teaching speaking. Their research was based on the phenomenon of scaffolding talk to facilitate learning. The research design of their study was descriptive qualitative research. Meanwhile, the instrument used was the English teacher’s utterance during the learning process, the researchers analyzed teacher’s interaction twice at different classes and conducted an interview of the reason using scaffolding method. The finding of the research showed that there were 282 utterances identified as teacher’s scaffolding talks in her teaching and learning process. There were ten kinds of teacher’s scaffolding talk, those were modeling, directing, reviewing, explaining,

¹² Suhartatik, Christina Innocenti Tumiar Panggabean, “Scaffolding Talks of an EFL Teacher In Teaching Speaking at a Vocational High School In Tuban” University of PGRI Ronggolawe (UNIROW) Tuban. Vol. 2 No. 1 Mei 2017, 28-29.

inviting students' participant, basic question, advanced, clarifying students' understanding, development students' understanding, and reinforcing. The reason teacher used scaffolding talks were to improve her teaching skill, to help her students to understand the material, and to check their students' understanding by offering a variety of question type that promote higher-order thinking skill.

However, there are similarities and difference of their research and this research. Both of our research used qualitative descriptive research, and used the same method; scaffolding. Moreover, the differences are; their research was conducted offline while this research was conducted online as the outbreak of Covid-19 pandemic of which affected to the steps of the way data collected. Their research employed observation and interview only to collect the data, while this research used both and document review. The object of their research was the teacher and this research objects were the teacher and students.

Secondly, the research was conducted by Seyedeh Zahra Arfaei Zarandi and Behzad Rahbar (2016) entitled "Enhancing Speaking Ability through Intervening Scaffolding Strategies" in Islamic Azad University, Zanjan, Iran¹³

Their research aim was to investigate the effect of intervening scaffolding strategies on Iranian EFL learners' speaking ability. To do so, they used a sample of 60 Iranian EFL learners based on their performance on Oxford Placement Test (OPT). The participants were then randomly assigned

¹³ Seyedeh Zahra Arfaei Zarandi, Behzad Rahbar "Enhancing Speaking Ability through Intervening Scaffolding Strategies" in Islamic Azad University, Zanjan, Iran. Vol. 6, No 11 November 2016, 2191-2195.

to two equal groups of experimental and control. The experimental group was taught speaking through scaffolding by providing flexible opportunities for learners. Control group received routine techniques of speaking instruction. Based on the statistical results of the independent sample t-test, intervening scaffolding strategies had been proved to be successful in enhancing speaking ability of EFL learners.

The differences between their research and this research are their research was quantitative research design while this research is qualitative descriptive research. The purpose of their research was to investigate the effect of intervening scaffolding strategies on Iranian EFL learners' speaking ability and this research aimed to describe the procedure and evaluation of learning speaking by using scaffolding at second-grade students of MA Al-Firdaus Jember. The object of their research was of 60 sample of Iranian students selected based on performance test, while this research object was second grade of senior high school students. However the similarities of both researches were discussing about scaffolding method and the target was speaking skill.

Thirdly, the research was conducted by Dina Nur Aliyah entitled "An Analysis of Scaffolding Talks by the Teacher in EFL Class" (2019). Her research investigated type and implementation of scaffolding talk by the teacher during teaching and learning activity at SMA IT Iqro' Bengkulu¹⁴

¹⁴ Dina Nur Aliyah, *An Analysis of Scaffolding Talks by the Teacher in EFL Class*" (Thesis of English Department : State Institute for Islamic Studies Bengkulu, 2019, 16.

Her research was qualitative descriptive research, and the object of the research was the teacher for three meetings. She used observation to collect the data, and the data was analyzed using four steps: data transcription, data classification, data analysis to find out the scaffolding talks performed, and data interpretation. Result of the research showed that there were five types of scaffolding used; offering explanation, inviting students' participation, verify and clarify students' understanding, explicit modeling desired behavior and inviting students to contribute clues. The purpose of her research was to investigate the type and the implementation of scaffolding talks by the teacher during teaching and learning process at SMA IT Iqro' Bengkulu. The result of her study showed that the type which mostly used by the teacher was inviting students' participation and the least used was offering explanation text.

The similarities between her research and this research is the research design; qualitative descriptive research. The current and the previous method used scaffolding method. However the differences between her research from this research is the object of the research, her research object was the teacher only since she wanted to analyze the type of scaffolding and the implementation scaffolding talks, meanwhile this current research objects were both teacher and the students during teaching and learning activity

The methodology used was descriptive qualitative. To ease the explanation above, it is explained in form of table below;

No.	Research title	The Use of Scaffolding in Learning Speaking at 14 Second Grade Students of MA Al-Firdaus Jember in Academic Year 2020/2021	
		Similarities	Differences
1.	Suhartatik and Christina Innocenti Tumiar Panggabean (2017)/ Scaffolding Talks of an EFL Teacher In Teaching Speaking at a Vocational High School In Tuban	<ul style="list-style-type: none"> • The current and the previous research used qualitative descriptive research design. • The current and the previous research focused on scaffolding method. 	<ul style="list-style-type: none"> • The previous research used face to face learning, while the current research was conducted online learning. • The previous research used observation and interview only to collect the data, while the current research was conducted using both and document review. • The previous object of the research was the teacher, while the current research objects of the research were teacher and students.
2.	Seyedeh Zahra Arfaei Zarandi and Behzad Rahbar (2016)/ Enhancing Speaking Ability through Intervening Scaffolding Strategies in Islamic Azad University, Zanjan, Iran	<ul style="list-style-type: none"> • The current and the previous research focused on scaffolding method. • Both current and previous research had the same skill target. 	<ul style="list-style-type: none"> • The previous research used quantitative research design while this research was qualitative descriptive research. • The previous object of the research was 60 sample of Iranian students selected based on performance test, while the current research object was second grade of senior high school students.
3.	Dina Nur Aliyah (2019)/ an analysis of	<ul style="list-style-type: none"> • The current and the previous method used scaffolding method. 	<ul style="list-style-type: none"> • The previous object of the research was the teacher only

	scaffolding talks by the teacher in EFL class (A descriptive qualitative study at SMA IT Iqro' Bengkulu)	<ul style="list-style-type: none"> The current and the previous used qualitative descriptive research design. 	since she wanted to analyze the type of scaffolding and the implementation scaffolding talks, meanwhile this current research object was both teacher and the students during teaching and learning activity.
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B. Theoretical Framework

1. English Learning

a. Learning

Learning is an act of getting experience, knowledge, skill and values by understanding what to do and how to do any task by synthesizing the different types of information perceived by us. Learning brings about changes in the existing behaviour of an individual. Human beings, animal and plants do learning.

A child starts learning even in the womb of the mother and it involves continuous training or practice to produce a permanent change in the behaviour. Learning not only brings about changes in the existing behaviour of an individual but also enable individuals to acquire new behaviour. The changes brought through experience and training by learning would be stable and enduring. It prepares the individual for adjusting and adapting with the existing environment.¹⁵

¹⁵ William Dharmaraj, "Learning and Teaching", Bharathidasan University, (2015), 5

b. Learning Goals

The real learning goal is to acquire knowledge in a way that can train students' intellectual abilities and stimulate their curiosity and motivate their ability.¹⁶ It should be stated in terms of what students will understand and what they will be able to do as a result of the lesson.

Speaking skill learning needs some goals to make the learning process running well and has satisfying results. Through describing picture strategy, it is hoped can motivate the students to speak English, make students be able to describe things around them orally in English, and give the students more opportunity to speak English.

c. Learning Material

The learning materials could be in the form of printed materials, non-printed materials, and materials that comprise both print and non-printed sources.¹⁷ It could be textbooks, videos, the internet, podcasts, etc.

The object for evaluation seems quite distinct and obvious, at least in the case of learning materials. In fact, the notion of learning materials is a fluid concept used to denote different types of materials and resources in relation to teaching situations: textbooks, on-line learning materials, educational games, mobile phones, blackboards, digital boards, charts and literature among others. For the purposes of

¹⁶ R. W. Dahar, *Teori-Teori Belajar* (Jakarta: Erlangga, 1996), 106

¹⁷ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 65-66.

our research, we define learning materials by dividing them into three types, they are:¹⁸

- a. Functional learning materials (tools) characterized by their *facilitation of learning and teaching*: including black and white boards, computer applications, projectors, and mobile phones.
- b. Semantic learning materials (texts) characterized by their *meaning as constituted by signs and semantic references*: including film, literature, charts, pictures, paintings and other texts and objects with references to specific domains of experience.
- c. “Didacticized” learning materials characterized *by combining tools and texts and facilitating learning and teaching*: including textbooks, online teaching materials, and educational games.

The word *didacticized* is a neologism created from the word “didactic,” which in its Germanic form (*Didaktik*) signifies planning and reflecting on teaching. Thus, something which is *didacticized* is the result of the process of anticipating and prescribing the activities that the teacher and students (should) perform; that is, a didacticized learning material has a more or less implicit design for learning inscribed in it.

d. Learning Procedure

The basic steps of learning were planning and implementation.

¹⁸ Jeppe Bundsgaard And Thomas Illum Hansen, “Evaluation of Learning Materials: A Holistic Framework”, *Journal of Learning Design*, Vol. 4, No. 4 (2011), 33.

a. Planning

The planning of the learning process is namely lesson plan. It is the most operational plan before the teacher carried out the learning process.¹⁹ it can be concluded that the lesson plan described the procedure and learning management in doing learning activities.

Lesson Planning is a blue print that every effective teacher should use. Sometimes, teachers don't prepare the same in black and white, yet some of them have a mental lesson plan ready for an effective teaching-learning activity. Every one of us does planning even if the task is simple enough in order to anticipate difficulties and a possible evolution and application of compatible strategies.²⁰

b. Implementation

There are three steps in this section, such as pre-activity, main activity, and closing activity.²¹

1. Pre-Activity

Pre-activity is an activity carried out by the teacher at the beginning to make students' mentality and attention are focused on what they learn. The teacher gives the motivation to students, so the students are interested in learning activity. The teacher will motivate students regularly, repeat the previous material and explain the material provided.

¹⁹ Sugeng Listyo Prabowo and Faridah Nurmaliyah, *Perencanaan Pembelajaran* (Malang: UIN Maliki Press, 2010), 133

²⁰ Intakhab Alam Khan, *Lesson planning for reading: an effective teaching strategy in EFL classrooms*, (Jeddah-Saudi Arabia: Elixir International Journal, 2011), 3958

²¹ Abdul Majid, *Perencanaan Pembelajaran* (Bandung; PT Remaja Rosdakarya), 104

This pre-activity could be conducted in several ways, such as:

- 1) Open the class by praying together
- 2) Checking the students' attendance list
- 3) Giving some illustration of the material that would be learned
- 4) Apperception or assessing the basic skill/knowledge
- 5) Creating the initial conditions of learning through efforts to create enthusiasm and readiness for learning through teacher's guidance to the students.

2. Main Activity

In this section, the teachers implement teaching learning strategies and methods that should be under the approach in the 2013 Curriculum that is scientific. The scientific approach is a science process-based approach that is done through the process of observing, questioning, exploring/experimenting, associating, and communicating.

- 1) Observing is a fundamental way of finding out about the world around us. It means that the students observe the material that was given by the teacher.
- 2) Questioning is one of the ways to develop knowledge in the form of concept, principle, procedure, theory and law, and meta-cognitive thinking. In this term, the students could ask

something they didn't know to their teacher and friends about the material.

- 3) Exploring is a kind of activity that aims to internalize or explore the knowledge and skill that just learned.
- 4) Associating is the process of thinking logically and systematically over the empirical facts that can be observed to obtain a conclusion.
- 5) Communicating means point out the result of the research or present all knowledge and skill that understood by the students. the students usually present their work or show their result of the research.

3. Closing Activity

The closing activity is an activity that provides confirmation or conclusion and an assessment of the mastery of learning material given in the main activity. Activities that must be carried out in the closing activity, such as:

- 1) Carry out the final assessment and review the results of the assessment
- 2) Carry out follow up activities with alternative activities. It includes providing assignments related to the learning material and giving motivation.
- 3) Ending the learning activity by explaining or telling the subject matter that will be discussed in the next lesson.

2. Speaking Learning

a. Definition of speaking

Speaking is an activity when people use their voice to deliver their opinion, suggestion, information even critic, but speaking is not just making sounds. Speaking is the competence to express, explain, and convey thinking, feeling, and idea. Birds, babies make sound and thought it may be communication of sorts, it is not speaking.²² Speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom (Hornby 1995: 37).²³ Without speaking properly and correctly, people would not be able to understand what we were talking about.

b. Process of speaking

Speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 2004)²⁴. Speaking is

²² Sandra Combleet and Ronald Carti. *The Language of Speech and Writing* (London: Routledge Published, 2001), 17.

²³ Hornby, AS. *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 1995), 233.

²⁴ H.D.Brown, *Language Assessment: Principles and Classroom Practices* (NY: Pearson Education, 2004), 141-142.

process of building and sharing meaning through the use of verbal and non-verbal system, in a variety of context.

c. Types of speaking

Brown (2004:141) describes five types of speaking. Those five types are imitative, intensive, responsive, interactive, and extensive.

1) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. The important thing here is focusing on pronunciation.

2) Intensive

The second type of speaking is intensive, in this speaking performance the students is practicing some phonological and grammatical aspects of language. For example: reading aloud that includes reading paragraph, reading dialogue with partner in turn, etc.

3) Responsive

The third type of speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like.

4) Interactive

The fourth type is interactive; complex interaction which sometimes includes multiple exchanges and/or multiple participant.

5) Extensive

The last type is oral production, include speeches, oral presentation, and storytelling.

d. The purpose of speaking

Based on Saddhono, Kundharu, and Slamet (2012), the main goal of speaking is to communicate in order to convey thoughts, ideas, feelings, and expectation effectively. The speakers should understand the meaning of what they want to communicate. They should be able to evaluate the effect of their communication to the listener.²⁵ In addition, Suparwoto Sapto Wahono said that speaking can be utilized to control themselves whether they already have the ability to pronounce sounds precisely, to reveal the facts spontaneously, and apply norms of the correct language automatically.²⁶

e. Aspect of speaking

Brown (2004:40) mentioned that, there are at least five components of speaking such as comprehension, grammar, vocabulary, pronunciation and fluency. In this research the researcher focused on comprehension, grammar, vocabulary, pronunciation and fluency.

a. Comprehension

For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it.

²⁵ Saddhono, Kundharu & St. Y. Slamet, Meningkatkan Keterampilan Berbahasa Indonesia (Bandung: Teori dan Aplikasi, 2012), 29

²⁶ Suparwoto Sapto W., "Turats; Kajian Ilmu Pendidikan dan Peradaban", The Role of English Lectures In Developing Students' Attitude And English Speaking Skills of English Department Students at IAIN Jember. Vol. 10 September 2018, 104.

Comprehension becomes an important factor in speaking. This measures the understanding of conversation. Comprehension is the study how well students understand a language. Comprehension contributes to a language learning and without comprehension there is no learning.²⁷

b. Grammar

The grammar of a language is the description of the ways in which words forms and can be combined into sentences in that language. The grammar lessons are studied through formulas ns sample sentences. Sometimes, grammar also defined as the way or word are put together to make correct sentences.²⁸ Michel and Catherine stated that grammar is not the most important thing to be learned in the world but if you make mistakes in grammar, your words may be more difficult to be understood and some people may look down on you.²⁹ Grammar is one important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar. Linda and Peter defined grammar as the theory of how language puts together and how it works. More particularly, it is the study of wording.³⁰ It is used not only in writing but also in

²⁷ Scott, Thornburry, an A-Z of ELT: *A Dictionary of Term and Concepts Used In English Language Teaching* (Oxford:McMillan, 2006), 43.

²⁸ Penny Ur, *A Course in Language Teaching: Practice and Theory* (London: Cambridge university press, 1996), 75.

²⁹ Michel Swan and Catherine Walter, *How English Works A Grammar: Practice Book with Answer* (China: Oxford University Press, 2002), 2.

³⁰ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Antipodeaan Educational Enterprises, 1995). 2.

oral communication. To make the listeners understand what the speakers say easily, they must use correct grammar.

c. Vocabulary

Vocabulary is one of the English sub-skill that should be mastered also by the students. It is used to make a sentence, paragraph, or even a text. Vocabulary is a list of words that are known and collected by someone.³¹ It can be concluded that when people want to say or write something, they have to have a vocabulary in their minds.

Vocabulary has an important role in communication in the form of spoken or written. People will do nothing in communication if they don't master the vocabulary. It's supported by Thornbury's statement that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.³² Nunan also said that vocabulary is essential for successful second language use.³³ It can be concluded that vocabulary has an important function in making up communication.

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign student does not pronounce a word

³¹ David Nunan, *Practical English Language Teaching Young Learners* (New York: Mc-Graw-Hill ESL/ELT, 2006), 121.

³² Scott Thornbury, *How To Teach Vocabulary* (London: Pearson Education Limited, 2002), 13.

³³ David Nunan, *Languauge Teaching Methodology: A Text Book for Teacher* (London: Phoenix, 1995), 117.

correctly, it can be difficult for her or him. Pronunciation is required not merely for talking, but for communicating and making sense to another person. That is, for making meaning in both an audible and understandable.³⁴ Pronunciation is the crucial starting point for all spoken language since words must be articulated correctly. It is to avoid misunderstanding in communication.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. According to Longman Dictionary fluency is speaking, writing, or playing a musical instrument in an easy or smooth manner.³⁵ Signs of fluency include reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time researching for the language items needed to express the message.³⁶ In speaking, fluency is the aim of many language learners. There are some aspect of fluency, they are:

1) Smoothly

If the students can speak fluently means they can speak smoothly. In this term, they learn how to effectively use ‘fillers’ when they speak and how to use synonyms, opposites, and

³⁴ Martha C. Pennington and Pamela Rogerson Revell, *English Pronunciation Teaching Contemporary Perspectives* (United Kingdom: Palgrave Macmillan, 2019), 1.

³⁵ Paul Pocter, *Longman Dictionary of Contemporary English* (England: Longman Group Ltd, 1981), 242.

³⁶ Douglas Brown, *Teaching by Principles an Interactive Approach To Language Pedagogy* (Addison Wesley Longman:New York, 2001), 279.

related vocabulary that gives continuity to the speech. Fillers are used to telling the listeners that we haven't finished, but we are thinking of what to say next. If the students can't manage their fillers, it won't make their speaking fluent.

2) Confidently

In oral performance, self-confidence can be showed by using eye contact or looking at someone when the speakers are talking to them, having a good posture, using gestures and body language, keeping conversation go on without too much hesitation like using 'eeemmm....', and keeping a smile.

When the speaker can speak confidently means they have good self-confidence. Self-confidence is a crucial part of speaking skills because that can give enthusiasm, brave, and stimulation to the speakers.³⁷ Therefore, if the speakers have high self-confidence, they will achieve the best performance in speaking skill and they will speak fluently.

f. Learning Evaluation

Evaluation is fixing the process of decision about some object that will be evaluated. A teacher certainly had hope that what had been taught can be successfully understood by the students. So, it was to determine whether learning activities that had been carried out are successful or not. The Evaluation could be categorized into two, namely

³⁷ Roysmanto, "A Correlation Between Self-Confidence and The Students' Speaking Skill", *Research and Innovation in Language Learning*, (January, 2018), 2.

formative and summative. Yet, the researcher tended to focus on formative evaluation.

Formative evaluation is an evaluation conducted at the end of each discussion of the subject or topic and intended to determine the extent to which the learning process has proceeded as planned. The use of tests during the learning process takes place or in the form of giving students comment or a suggestion, or call attention to an error, that feedback was offered to improve the learner's language ability. The formative evaluation aimed to repair the teaching/learning process.

One of the tests which could be used in the formative evaluation and suitable for evaluating the students' speaking skill was the picture-cued task. It required description from the test taker/students. Pictures may be very simple and the test taker should tell or describe the picture.

3. Scaffolding

a. Definition of scaffolding

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, 2000, p.176).³⁸ Scaffolding in the building profession refers to the temporary structures used to help workers construct or renovate buildings. Scaffolding is a learning activity that is associated with the real world to achieve goals through the use of simple language, pictures shown by

³⁸ Raymond, E. *Cognitive Characteristics. Learners with Mild Disabilities*. Needham Heights, (MA: Allyn & Bacon, A Pearson Education Company, 2000), 169-201.

the teacher, cooperative learning, and preparing previous learning tools by the teacher. Scaffolding is a process to support the students who has low ZPD to improve their abilities in speaking English.

b. Procedures of Scaffolding

Scaffolding procedure comes from Lev Vygotsky's sociocultural theory and Zone of Proximal Development (ZPD) concept. Scaffolding is defined as the role of teacher and knowledgeable persons support the students's development and provide the scaffolds until the next step. There are some procedures of scaffolding, they are:

1) Explaining the learning material

In this study before the teacher starts the lesson, she or he explains the material by asking the students about that material that will discussed in the class. For examples when the teacher wants to discuss about one of tenses; present continuous tense in positive form, at first the teacher asks the students what positive is. After the students answer the question, the teacher continues explaining the material and gives them some example before she or he asked them to practice.

The teacher does not directly explain the material to the students but the teacher gives some questions related to the material to check the students' readiness to receive new material and understanding of the material to be discussed. The purpose the

teacher wants to know the students' understanding about the material. The teacher uses question to attract the students' attentions so that they can stay focus on the new material. Besides that through question, the teacher also wants to make the students become active. Moreover, the students also can improve their communication skills through question and self-confidence because the teacher can attract them to answer the teacher's question.

- 2) Determining the ZPD or level of students development based on cognitive level by looking at previous learning outcomes.

Zone of Proximal Development (ZPD) is the center of scaffolding in Vygotskian socio-cultural psychology (Verenikina 2003:3)³⁹. It is used on scaffolding as a teaching strategy because through ZPD the teacher can know his or her students' abilities. In the application of ZPD, the teacher's role is as a mediator in teaching learning process that helps students share information and knowledge through social interaction in the class. There are two levels in ZPD; upper and lower levels. The upper level appears from the student's ability to complete the assignment independently. The lower level appears from the student's ability to complete the assignment with teacher's help.

To determine the ZPD, the teacher needs to put the students in whole class interaction. The teacher gives them some

³⁹ Verenikina, *Understanding Scaffolding and ZPD in Educational*. (Australia: PETA, 2003), 22.

assignments to improve their ability such as practice speaking English with their friends. From this practice the teacher will know which students belong to upper and lower levels. After the teacher determine the ZPD level, he or she can put them in the group to help other students improve their abilities.

3) Grouping the students according to ZPD

Vygotsky put forward his concept of developmental zone proximal (zone of proximal development). According to Vygotsky quoted by Tedjasaputra, the development of a person's abilities can be divided into two levels, include: Actual Development Level (independent performance), and potential development level (assisted performance) with Zone of Proximal Development⁴⁰

Actual level of development can be seen from one's ability to complete tasks or solve various problems independently. While the level of potential development can be seen from a person's ability to complete tasks and solve problems when under adult guidance or when collaborating with more competent peers. The distance between the two, i.e. the actual level of development and the level of this potential developmental zone is called the zone of proximal development or known as the Zone of Proximal Development (ZPD).

⁴⁰ Tedjasaputra, Mayke S, *Bermain, Mainan, dan Permainan untuk Pendidikan Usia Dini* (Jakarta: Grasindo, 2001), 9

After the teacher determines the ZPD, he or she begins to group the students according to the ZPD. The students who can do or finish the assignment independently can help the other students who still need help to finish the assignment.

4) Providing assignment related to the learning material

Assignments that are given to the students are making some questions and practice them with other students. Those questions are made based on the material that is discussed on that day. After the students practice well, the teacher will ask them to make other questions. The purpose is to encourage the students improving their abilities.

5) Encouraging students to complete the assignments independently in groups

In this step, the teacher encourages students until they can complete the assignments by themselves.

6) Providing assistance such as guidance, initiation, question or other things that can provoke students towards learning independence

In this study, the teacher gives a lot of helps and those helps are initiations and question. The teacher gives some questions because she or he wants to make her or his students are easier in answering the questions. Through those questions the students also try to get the correct answer.

Besides questions, the teacher also gives initiations to help the students make the correct sentence. When the teacher gives initiation, the students repeat the initiation so that they can remember how to make a good sentence. After they understand how to make a good sentence, the teacher gives feedback that indicates the sentence is correct or incorrect.

7) Directing students with high ZPD to help students with low ZPD

The students who has high ZPD expected that they can helps students with low ZPD and the teacher is only as a mediator who guide them.

8) Concluding the lesson and give other assignments

After the students practice conversation, the teacher always asks their understanding about the material. The teacher also gives them homework in order to more understand the lesson.

c. Evaluation of Scaffolding

According to Ellington, Percival and Race (1988).

Evaluation is the collection of, analysis and interpretation of information about any aspect of a program of education or training as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have.⁴¹ Based on the previous research, students got the same difficulties at learning speaking English. The difficulties faced by students was started by the unknown of

⁴¹ Ellington, Herry, Fred Percival, dan Philip Race. *Handbook of Educational Technology*. (London: Kogan Page, 1993), 42.

vocabularies spoken by the teacher. The problem faced by the students caused the difficulties at understanding the message given by teacher. Meanwhile the purpose of communication is to communicate and to understand the message. The advantages of using scaffolding method are to improve speaking skills, provide alternative learning techniques for educators to improve students' English skills, especially in speaking English. However, the disadvantage of using this method is needs a long time.

d. Types of scaffolding

The principles of types of scaffolding are synthesized from literature. There are some studies which found and explained some types of scaffolding either in general used. These types of scaffolding include bridging, contextualizing, inviting students' participation, offering explanation, modeling and verifying and clarifying (Roehler & Cantlon, 1997; Hammond, 2001; Gibbons, 2002; Walqui, 2006).⁴²

1. Bridging means activity where the teacher activates students' prior knowledge before the new concept which is delivered (Walqui 2006). The aim of this type is creating a personal link through collecting information and sharing experience between the students and the lesson to relate to students' life a individual (Gibbons, 2002; Walqui, 2006).⁴³

⁴² Hammond, J. *Scaffolding. A Focus on Teaching & Learning in Literacy Education* (Australia: PETA, 2001), 57.

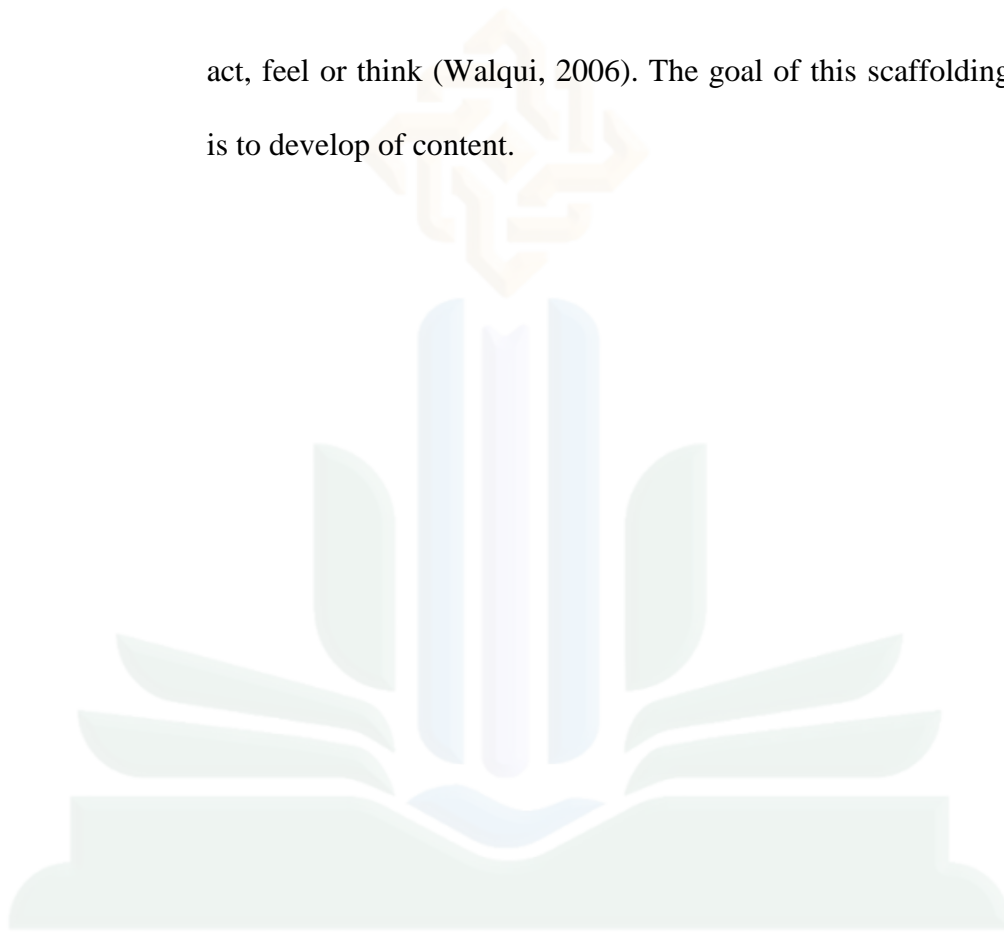
⁴³ Gibbons, P. *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom* (Portsmouth: Heinemann, 2002), 85.

2. **Contextualizing** means the activity where the teacher provides relevant **illustration** to connect student's daily language and their academic language (Walqui, 2006)⁴⁴. The point of this scaffolding type is bringing complex ideas of the topic that will be given to be closer to students' experience (Hammond, 2001; Walqui, 2006).
3. **Inviting students' participation** means activity where the students **were** given chance to join the occurring process in completing task after illustration was given (Bikmaz, 2010; Walqui, 2006). This type of scaffolding sometimes almost similar with bridging type, the different is on the purpose of each type. Where bridging tend to focus on establishing students' prior knowledge to the subject matters, whereas inviting students' participation tend to focus only on students' participation only (Walqui, 2006).
4. **Offering explanations** where the teacher giving explanations to fit the **learner's** emerging understanding of the new concept of knowledge (Bikmaz, 2010; Walqui, 2013). The goal of this scaffolding is to anticipate any uncertainties problems (McKenzi, 1999).⁴⁵
5. **Modeling** is where teacher models the learning behavior by giving students a situation or clear example to show what students should

⁴⁴ Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9(2), 159–80.

⁴⁵ McKenzie, J. *Scaffolding for success. Vol. 9, no. 4, 1999.* Online at <http://www.fno.org/dec99/scaffold.html>. [accessed on 06/01/08]

act, feel or think (Walqui, 2006). The goal of this scaffolding type is to develop of content.



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

CHAPTER III

RESEARCH METHODS

A. Research Methodology

This chapter discussed the research methodology. It consisted of the research design, research location, research participants, data collection, data analysis, validity of data, and research stage.

1. Research Design

Research design is used in research in order to know how to precede the data. It means that it is a plan for collecting and analyzing the data in order to answer the research question.

This research used a qualitative approach. According to Lodico, Dean, and Katherine (2010) “qualitative research reports data in a narrative (using words rather than numbers) form”.⁴⁶ Furthermore, Donal Ary stated that “qualitative research is research that seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data”.⁴⁷ It means that the data in this research was analyzed in the form of description and identification or analysis of the text. The researcher used descriptive as a kind of research. Cresswell stated that qualitative research is descriptive in that the researcher is interested in the process, meaning, and understanding

⁴⁶ Marguerite. G Lodico, Dean T Spaulding and Katherine N. Voegt, *Methods in Educational Research, 2nd Edition: From Theory to Practice* (San Fransisco: Jossey-Bass, 2010), 143.

⁴⁷ Donal Ary, et. al, *Introduction to Research in Education, 8th Edition* (Belmont USA: Wadsworth, 2010), 29.

gained through words or pictures.⁴⁸ It means that the researcher should be interested in the process, meaning, and understanding then described it in the form of words or pictures.

Considered the purpose of the research and the nature of the problems, this research was a descriptive qualitative one. It was a descriptive because the objectives of this research were observing and finding the information as many as possible of the phenomenon. It was kind of method which conducted by collecting and analyzing data, and drawing representative conclusion. In this method, the data used a random sampling which explored by description.

Descriptive qualitative was to gain an understanding of some groups or some phenomena in those natural setting. It included of descriptive qualitative because the data gathered from the understanding and meaning through verbal narrative and observations rather than through numbers.⁴⁹ This design used to obtain the information about existing/factual condition without giving any special treatments to the subject of the research.⁵⁰

The ideas of descriptive qualitative which strength the approach were.⁵¹

⁴⁸ John W. Cresswell, *Research Design: Qualitative and Quantitative Approaches* (California: SAGE Publications, Inc, 1994), 162.

⁴⁹ Donal Ary, *Introduction to Research in Education*, (USA: Wadsworth Group a Division of Thompson Learning Inc, 2002), 426.

⁵⁰ Arief Furchan, *Pengantar Penelitian Dalam Pendidikan*, (Yogyakarta: Pustaka Pelajar Offset, 2007), 447.

⁵¹ Graham Hitchcock and David Hughes, *Research and the Teacher, a Qualitative Introduction to schoolBased Research*, (New York, Routledge, 1995), 296.

- a. Qualitative research concerned with the description and explanation of phenomena as they occur in routine, ordinary natural environment.
- b. The researcher could approach the data in different frame and mind.
- c. It emphasized in rich descriptive and subjective character of data which produced by used qualitative techniques.

According to the characteristics, descriptive design should follow some steps. They are:⁵²

- a. State the problems. The researcher in the first chapter has already done stating some questions as the research problem.
- b. Determining what kinds of information needed.
- c. Setting the data collection techniques.
- d. Establishing the data analyzing technique.
- e. Taking conclusion of the research.

The researcher was not getting involved in teaching learning process but must kept the existence not influencing the natural attitude or behavior of the subject. The researcher observed all the activities in the classroom and monitored the observation as evidence.

By using this method, the researcher showed the result of the research; the procedure of scaffolding in learning speaking and the evaluation of implementing in form of descriptive explanation.

⁵² Direktorat Tenaga Kependidikan, Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan. Pendekatan, *Jenis dan Metode Penelitian* (Jakarta: Departemen Kependidikan Nasional. 2008), 41.

B. Research Location

The researcher conducted the research in MA Al Firdaus which is located in Panti and where the problem had occurred. This research was conducted at second-grade students of MA Al Firdaus. The uniqueness of this research is that no previous research had examined scaffolding in this school. The reason why the researcher chose this school was because this method had been implemented there and the reason of choosing the class was because the students in the class were good in speaking.

C. Subject of the research

In qualitative research, the researcher did observations and interview with the people who knew well about the situation related to the title of the research. The researcher determined the informants by using a purposive way. Arikunto defined purposive sampling as the process of selecting a sample based on a specific purpose.⁵³ It means that the researcher chose the informants of the research based on the exact considerations. It is believed to be appropriate to provide a maximum understanding of what the researcher is researching.⁵⁴ The researcher used her experience and knowledge to select a sample of participants that were believed could provide relevant information about the topic.

The informants of the research were:

1. The English teacher is Mr. Taufiq who taught scaffolding method in speaking skill learning and knew well about the technique.

⁵³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta), 183.

⁵⁴ Donal, *Introduction to Research*, 428.

2. The students of second graders; Usman and Dwika as the representative of all students using, those selected students were recommendation from the teacher.

D. Data Collection Techniques

To obtain the data of the research, the data collection technique used in this research were:

1. Observation

Observation is the activity of giving total concern to the research object of the sense. In observation, the researcher took field notes on and the activities of individuals at the research spot. It can also produce data for verifying or nullifying information provided in face to face meetings.⁵⁵

The researcher took a note about how the teacher implemented the scaffolding method in speaking skill learning, the location of the research, and the situation in the classroom. The purpose of the observation was to explain the situation in classroom activities, figure out how the teacher implemented speaking skill learning through scaffolding method, and the relation between situation, activity, and individual. In conducting the observation, the researcher would use the observer as participant

The observation research was divided into three types. There were nonparticipant observation, participant observation, and ethnography. The first is non-participant observation; the observer did not direct interact with the object of observation. In other words, the observer was not involved in

⁵⁵ Beverly Hancock and friends, *An Introduction to Qualitative Research* (Nottingham: The NIHR RDS, 2009), 18.

the situation that to be observed. The second is participant observation, the observer follows a participant in the situation that to be observed. The last is ethnography; it involved data collection of data on many variables over an extended period, in a naturalistic setting.⁵⁶ This observation belongs to the first type, namely non-participant observation. In other words, the observer did not interact with the object of the researcher, it means although the observer was in the same room with the students but the existence of the observer did not matter or disturb the teaching and learning activity. Meanwhile, in this research, the researcher stayed and sit at the corner of the class to observe, analyzed and comprehend the situation and condition during the application of scaffolding method.

In the observer as participant stance, researchers may interact with subjects enough to establish rapport but do not really involved in the behaviors and activities of the group.⁵⁷ It means that the researcher was present at the scene of action but did not interact or participate.

2. Interview

Interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide.⁵⁸ The interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and join the construction of meaning about a particular topic⁵⁹ It is also one of the data

⁵⁶ L.R. Gay, *Educational Research*, (New York: Merrill Publishing, 1990), 206.

⁵⁷ Donal, *Introduction to Research*, 433.

⁵⁸ Moh Nazir, *Metode Penelitian*, (Jakarta: Ghalia Indonesia, 1999), 193.

⁵⁹ Kristin G Esterberg, *Qualitative Methods in Social Research* (New York: Mc Graw Hill, 2002),

collection methods which required direct communication between the researcher and the subject or informant. The advantage of an interview is the researcher could find some depth information about activity done by teacher and students.

There are kinds of interview; structured interview, unstructured interview, and semi-structured interview. In this research, the researcher used a semi-structured interview. It is the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process⁶⁰ the researcher arranged questions list before doing an interview and it could be changed or added with other questions during the interview process. Applying this kind of interview was to create a relaxed and flexible situation so the subjects or informants would feel comfortable sharing the information they have. The data that the researcher obtained from the interview are:

- a. The procedures of the use scaffolding in learning speaking
- b. The evaluation of the use of scaffolding in learning speaking

3. Document review

Document review method is a technique of data collection by gathering and analyzing documents, whether written documents, drawings and electronic.⁶¹ Document review means the effort to collect data by

212.

⁶⁰ Donal, *Introduction to Research*, 438.

⁶¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), 223.

investigating written objects.⁶² Documents were mainly written texts which relate to some aspect of the social world. Such written texts or documents range from official documents to private and personal records, such as diaries, letters and photographs, which may have been intended for the public gaze.⁶³

It is also taken from the transcript, books, inscriptions, agendas, and so on. Besides, the document review helped the researcher to attach evidence supporting the research. With the method of document review, data obtained were:

- a. History of MA Al-Firdaus Jember
- b. Profile of MA Al-Firdaus Jember
- c. Lesson plan of English teacher at second grade of MA Al-Firdaus Jember

E. Data Analysis Technique

After doing the observation and interview, the researcher analyzed the data based on observation's note and interview guide. All of the data that had been collected were analyzed in several steps. The purpose of data analysis was to summarize and to simplify the data in order to interpret and draw a conclusion. As mentioned by Miles, Huberman, and Saldana, there are three steps in conducting the data analysis process in qualitative research. Those steps

⁶² Mudir, *Metode Penelitian Kualitatif dan Kuantitatif* (Jember: STAIN Jember Press, 2013), 186.

⁶³ Graham Hitchcock and David Hughes, *Research and the Teacher, a Qualitative Introduction to schoolBased Research*, (New York: Routledge, 1995), 212.

were data condensation, display data, and conclusion drawing explained as follow⁶⁴:

1. Data Condensation

Data condensation is an activity that leads the researcher to summarize, choose, and focus on the data that had been taken from participants. Based on the concept of data condensation, sifting the data in this research was chosen by identifying index card match strategy used, the difficulties in reading learning, and the solutions that were used to solve the difficulties in reading learning. Moreover, the researcher used data condensation by sifting through, categorizing, and making abstractions from field notes, interviews, and document review to identify the similar phrases in this research.

2. Display Data

Data display was an organized, compressed assembly of information that permits conclusion drawing and action. In qualitative research, the data display was done in form of description. Description of the data directed to data condensation results are organized and arranged in relationship patterns, so that more easily understood and planned further research. In this step, the researcher tried to arrange the relevant data so the information can be concluded and have a certain meaning. The process can be done by displaying the data, making the relationship between

⁶⁴ Mathew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis*, (United States of America: SAGE Publications inc., 2004), 23.

phenomenon to interpret what happened and what needed to be followed up to catch the research purposes.

3. Conclusion Drawing

The final step in qualitative data analysis is drawn and verified conclusion. In this step, the researcher identified the results of the interview that had been obtained and identified. Making conclusion was the process of drawing the content of data collected in the form of good statements. The conclusion would be still temporary and it would be changed if there was no strong evidence to support the next data collection. Therefore, the conclusion obtained was a credible conclusion.

F. Data Validity

In qualitative research, some techniques could be used to increase researcher data validity. The validity of the research was very important in research. The researcher could use triangulation as one of the data validity techniques.⁶⁵ Moleong explained that “triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data”.⁶⁶

In this research, the researcher used source triangulation and technique triangulation. The researcher used source triangulation to validate the data from interviews with the English teacher and students, the researcher also used triangulation technique to complete the data by using observation, interview,

⁶⁵ Nusa Putra, *Metode Penelitian Kualitatif Pendidikan* (Jakarta: Raja Grafindo Persada, 2012), 103.

⁶⁶ Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2008), 303.

and document review. Source triangulation used different sources to get the same data. It used to check the information which was taken from different times. The emphasis was on the source of data not in the data collecting method or others.

Technique triangulation was done by collecting the same data by using different techniques or methods of collecting data. The emphasis was on the use of different data collecting methods to indicate the same source to test data validity.

The steps were four, namely:

1. Comparing observational data with the results of interviews
2. Comparing observational data with the contents of related document
3. Comparing what the English teacher says about the classroom activity with what students say
4. Comparing the results of interviews with the contents of the related document

G. Research Procedures

In this section, the research implementation plan carried out by researchers, starting from preliminary research, design development, actual research, and report writing. The research stages consisted of pre-field research, fieldwork stages, and data analysis stages.

1. Pre-field stage

There were several stages of activities that the researcher must do. There was research ethics that should be understood. It would be mentioned as follow:

- a. Arrange a research design
- b. Select research location
- c. Take care of licensing
- d. Explore and assess the research location
- e. Select and use informants
- f. Prepare the research instrument

2. Field-work stage

- a. Apprehend background and objective of the research
- b. Enter to the research location
- c. Look for the data source
- d. Participate while collecting the data
- e. Complete the data

3. Data analysis phase

The data analysis phase was the last stage of the research process that was discussed in the previous chapter. The activities as follow:

- a. Analyze data
- b. Take care of licensing complete research
- c. Arrange or serve the data which formed in report
- d. Conclusion with drawal

e. Revise the refined report

H. Research Outline

The result of this research will be divided into five chapters. Here will be explained what every chapter consists of:

Chapter I is introductory. This chapter consists of the background of the research, research question, objective of the research, the significance of the research, definition of key-term.

Chapter II is a review of related literature. This chapter consists of previous research and theoretical framework.

Chapter III is a research methodology. This chapter consists of a research design, place of the research, source of data, data collection technique, data analysis, instrument validity, research procedure, and research outline.

Chapter IV is a research finding. This chapter consists of the research objective description, data display, data analysis, finding, and discussion.

Chapter V is the conclusion and suggestion. It consists of a conclusion and suggestions.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented overview of the research object, research findings and discussions. It was intended to answer the research problems that contained in the first chapter.

In findings, the researcher described the process of collecting data and presented result of the data. Whereas, in the discussion section, the researcher would analyze the finding.

A. The Research Object Descriptions

1. History of MA Al-Firdaus Jember

MA Al-Firdaus is a madrasah under the auspices of the "Al-Firdaus Islamic Education Foundation" which was founded and cared for by the late. Drs. KH. Abdul Aziz Rangkuti on July 1, 1997, and since 2012 the Al-Firdaus Islamic Education Foundation has been managed by Hj. Humaidah who is his wife until now. The scope of this research is MA Al-Firdaus which is located on Kepiring Street Number 01 Suci Village, Panti District, Jember Regency with a distance of approximately 250 meters from the Suci Village protocol road, which is surrounded by community housing, most of which are farmers. MA Al-Firdaus has a land area of 2000 square meters with waqaf land ownership which later changed ownership of buying and selling land.

MA Al-Firdaus was the first educational institution established before the educational institutions of MTs Al-Firdaus, MI Al-Firdaus,

Raudhatul Athhfal Al-Firdaus and Madrasa Diniyah Al-Firdaus. MA Al-Firdaus in its goal is to produce students who are knowledgeable and have character to Allah SWT and their environment. With this goal, MA Al-Firdaus optimized the potential of students so that they can become provisioned for themselves and benefit the community. So that the outcome of MA Al-Firdaus can be accepted by the community according to their respective competencies based on noble character, faith and piety to Allah SWT. MA Al-Firdaus was first headed by the late. Drs. KH. Abdul Aziz Rangkuti then the second head of the madrasa headed by Mr. Abdul Muiz, S.Pd.I the third head of the madrasa Mr. Ainul Yakin, S.Pd.I, the fourth head of the madrasa Mr. Ahmad Bashari, S.Pd.I, the fifth head of the madrasa Mr. Ainur Rofiq Aziz, S.Pd.I until now.

2. School Identity

School name	: MA Al-Firdaus
School Statistic Number (NSM)	: 131235090034
National School Principal Number (NPSN)	: 20580294
Latitude	: -8.141027202442158
Longitude	: 113.6293684237171
Telephone Number	: 0331-413074
Website	: https://maalfirdaus.sch.id/
Email	: aliyahalfirdaus@gmail.com
Address	: Kepiring Street No.01 Suci
Sub-district	: Panti

District : Jember

Province : East Java

3. Vision and Missions of MA Al-Firdaus Jember

a. Vision

The Realization of a Civilian Madrasa (Progress, Peace, Islamic Values),

Indicator:

- 1) MA (Progressive): Excellent in achievement and has high quality in IPTEK and IMTAQ
- 2) DA (Peace): Longing for and creating a conducive learning environment in developing a moral and akhlaqul karimah
- 3) NI (Islamic Values): Creative, Innovative and Rational Thinking based on IPTEK and IMTAQ

b. Missions

- 1) Organizing education that is oriented to the quality of graduates who are qualified both scientifically and morally and socially.
- 2) Develop superior human resources in the fields of science and technology and IMTAQ through an effective and efficient learning process.
- 3) Fostering the spirit of excellence in science, technology, religion, culture, and skills for the entire civitas academica
- 4) Applying Innovative, Creative, Effective and Fun Active learning

- 5) Increasing the success and piety and knowledge of students, especially in the field of science and technology so that students are able to continue their education at the quality higher education level.
- 6) Improve the ability of students as members of the community in conducting socio-cultural relations and the natural surroundings imbued with Islamic values
- 7) Produce graduates who have science and technology and IMTAQ with noble character
- 8) Increasing the quality and welfare of human resources (HR) gradually.

B. Findings

The researcher collected the data using observation, interview, and document review techniques. Based on the results of observation, interviews, and document review, the researcher found the data about the implementation of speaking skill learning through scaffolding method at the second grade students of MA Al-Firdaus Jember.

The data were displayed and analyzed based on research questions, such as; 1) How is the procedure of scaffolding in learning speaking at Second Grade students of MA Al-Firdaus Jember in Academic year 2020/2021 and 2) How is the evaluation of scaffolding in learning speaking at Second Grade students of MA Al-Firdaus Jember in Academic year 2020/2021, were obtained the data as follow:

1. The Procedure of Scaffolding in Learning Speaking at Second Grade students of MA Al-Firdaus Jember in Academic year 2020/2021

Based on observation in the class during the learning process, the researcher found these steps; Firstly, the teacher gave examples of asking and giving opinion in the text. Secondly, he divided students into 2 groups consisted of students whose score under the minimum mastering criterion (KKM) and students with whose under the KKM to made it easier for teacher to pay the attention to students with low ZPD. Thirdly, after giving the example of asking and giving opinion conversation, the teacher asked each student to give one opinion about a job that was determined by the teacher, such as farmer and fisherman. Fourthly, with these activities, students who previously ignored the teacher became more focus on preparing answers when the teacher asked. Fifthly, then all of the students answered the questions given by the teacher, the teacher asked the students to come in front of the class in pairs according to the groups had divided previously and practiced the conversation of asking and giving opinion in turn. Sixthly, when students practiced the conversation, the teacher corrected pronunciation and grammar if students made mistakes in their conversation. Finally, after all students had practiced the conversation, the teacher explained the purpose of the activity and gave an assignment as a follow-up to the learning that has done.

Based on the research of Scaffolding method on 19th November 2021, the procedure of Scaffolding in Learning Speaking at Second Grade

students of MA Al-Firdaus Jember at second grade students was found.

The researcher did an interview with Mr. Taufiq as the English teacher, he said:

“Firstly, I opened the lesson with greetings, then it was continued by praying together and involving students. To stimulate students' enthusiasm, I gave a warm-up which was followed by reminding last week's material and explaining the material we were going to study at that time. I gave an example of a text asking and giving opinions to students and asking students' opinions about the text. To make it easier for me to carry out the scaffolding method, I divided students into 2 groups which were divided based on the results of the previous material scores. I placed students with low ZPD on the right to make it easier for me to pay attention. At this stage I explained the material by emphasizing the group of students with low ZPD. So that students paid more attention to me when I explained the material, I test students' understanding by asking students' opinions about a job. After students felt they are able to understand the material, I asked students in pairs to come forward in turns to discuss questions and gave opinions that have been explained previously by me. So that students with low ZPD were more provoked to try to understand the material, I paired low ZPD students with high ZPD students to carry out conversations in front of the class. After all the students had a conversation in front of the class, I gave an evaluation of the activities that had been carried out. As usual I ended the lesson by giving homework to students and praying together.”⁶⁷

From the interview above, there were several steps taken by the teacher. The first, the teacher greeted the students, prayed together and then checked students' attendance. The second, teacher warmed up and continued by asking about last week's material. The third, teacher asked the material about asking and giving opinion and asking students' opinions. The fourth, teacher divided the students into 2 groups consisting of students with low ZPD and students with high ZPD. The fifth, teacher

⁶⁷ Mr. Taufiq, *Interview*, Jember, 19th of November 2021.

asked students in pairs to come to the front of the class in turn to practice conversations about asking and giving opinion. The sixth, teacher gave feedback after the students practiced the asking and giving opinion material conversation. Finally, the teacher ended the lesson by praying together.

This was also supported by Dwika as one of second graders. She said:

“Before the lesson began, the teacher usually opened the lesson by greeting, praying together and then calling our name to check our presence. The teacher usually asked us about last week's material, then continued to discuss the material that we wanted to learn in that day, which is asking and giving opinion material. Before starting the lesson, the teacher divided us into 2 groups based on the results of last week's lesson. The higher scored is on the left and the lower scored is on the right. After that, we were asked to come forward in pairs and then taken turns to practice asking and giving opinion in front of the class”⁶⁸.

The next student, Usman also said:

“The teacher chose 1 student with high scored and 1 student with low scored for conversational practice. Usually the teacher corrected the wrong pronunciation and then justified it so that the next time they did no wrong, but if it's true, the teacher usually says "good job". After practicing the conversation in front of the class, the teacher provided feedback or suggestions. I felt enjoy now when I learned English, because the method used by the teacher makes it easier for me to understand the material”⁶⁹.

The observation and interview above were also supported by the lesson plan. Based on the interview, the document review, and the observation about the procedure of scaffolding in learning speaking at the second grade students of MA Al-Firdaus Jember, the researcher

⁶⁸ Dwika, *Interview*, Jember, 22th of November 2021

⁶⁹ Usman, *Interview*, Jember, 22th of November 2021

summarized it into seven points. The first, the teacher greeted, prayed together and then checked students' attendance. The second, the teacher warmed up and continued by asking about last week's material. The third, teacher asked the material about asking and giving opinion and asking students' opinions. The fourth, the teacher divided the students into 2 groups which consisted of students with low ZPD and students with high ZPD. The fifth, the teacher asked students in pairs to come to the front of the class in turn to practiced conversation about asking and giving opinion. The sixth, the teacher gave feedback after the students practiced the asking and giving opinion material conversation. Finally, the teacher ended the lesson by praying together.

2. The Evaluation of Scaffolding in Learning Speaking at Second Grade students of MA Al-Firdaus Jember in Academic year 2020/2021

Based on the observation in the classroom, when students prepared the conversation, the teacher walked around the class to control the students, knew their difficulties, and helped them to face it. There were some students who did not know the English of the words due to lack of vocabulary, the teacher helped them by asking the students to write the difficult words on the whiteboard, then the teacher translated them into English. Then, the teacher gave the example how to pronounce them and asked the students to repeat after him. There were some words that often mispronounced by the students like "opinion". The teacher would say "very good!", "good job", etc. to boost students' motivation to speak in

English every time the students answered the teacher's questions or did a great job. When the students came forward and presented their conversation, the teacher gave feedback and correction.

The teacher also gave the example of asking and giving opinion in front of the class. Though, there were some mistakes done by the students as in pronouncing the words. However, the teaching learning process ran well and smoothly. Learning speaking of asking and giving opinion by using scaffolding method was easy to be applied. There was no serious obstacle faced by students and teacher.⁷⁰

The evaluation of scaffolding in learning speaking at second grade students according to the interview with the teacher as follow:

“When students prepared the conversation, I found the students' difficulties in asking and giving opinion about a job, such as grammar, vocabulary, pronunciation, etc. and When I found the difficulties in students, I gave them a stimulus so that all students would be survived the asking and giving opinion material. By the way, I also gave example how to pronounce some vocabulary, as some students still doing mispronounced and asked them to repeat after me. In fact, actually, this method was very easy to be implemented. The rules were very easy to follow. The students were very cooperative with my instructions. They caught my explanation well. Some problems mostly faced by the students were new vocabularies and the way how to pronounce certain words. Yeah, sometime they stuck with grammatical error. However, with good understanding they could practice the conversation very well”.⁷¹

From the interview above, when the students prepared their conversation, the teacher gave stimulus to students so that they could handle the difficulties in asking and giving opinion material, such as

⁷⁰ Observation Data, Jember, 17th of November 2021.

⁷¹ Mr. Taufiq, *Interview*, Jember, 19th of November 2021.

grammar, vocabulary, pronunciation, etc. In addition, there were no serious problems faced by students and teacher. The students just had difficulties in having certain new vocabularies and pronouncing them, and also little bit problems with grammatical error.

It was also supported by the statement of student, Dwika, she stated:

“The steps to do conversation about asking and giving opinion were so simple. We could follow the procedure as the teacher told in order. Starting with dividing us into 2 groups, then gave us three different themes about a job and asked us to give the opinion about it. While we were giving the opinion, the teacher gave additional explanation related to the vocabularies, grammar and pronunciation. When we didn’t know the English/vocabulary and using incorrect grammar, the teacher would regularly help us. If we were correct, he would praise us by saying “good job”. Then when we finished the preparation of conversation about asking and giving opinion, the teacher asked us to present what we had prepared in front of the class. As I felt, it was very joyful when I had to practice the conversation about job. The process of teaching learning was conducive. My partner focused on me when I asking the opinion about job and almost my question related her opinion could be answered by my partner.”⁷²

The student said that during the class, when the students used incorrect grammar, the teacher would help them to correct it. If they were correct, the teacher would give compliments to the students such as “good job”. Then, if they finished the preparation of conversation, the teacher asked them to present what they had prepared.

Based on the observation and interview above, the evaluation of scaffolding in learning speaking at the second grade students of MA Al-Firdaus, the researcher concluded that when the students prepared the conversation, the teacher gave stimulus to students so that the students

⁷²Dwika, *Interview*, Jember, 22th of November 2021.

were able to face the difficulties about asking and giving opinion about job, such as grammar, vocabulary, pronunciation, etc. The students were very easy to follow the instructions given by the teacher. The students found some difficulties in finding new vocabularies and in pronouncing them. They also faced some grammatical problems there. But those problems could be overcome by asking and discussing with their friends and the teacher. Just like the students, the teacher ran the class using describing text smoothly, no serious obstacles found there. The class was so cooperative in listening the teacher's explanation.

The using of scaffolding method make teaching and learning run well and smoothly, because in this method the teacher had provided what students should talk about the material. When the students come forward and presented their conversation about the material, the teacher gave feedback and correction.

The conclusion of the results or research findings would be explained in the following table:

Table 4.1
Results or Research Findings

No.	Research Focus	Research Findings
1.	1. How is the procedure of Scaffolding in learning speaking at second grade students of MA Al-Firdaus Jember in the academic year 2020/2021?	Firstly, the teacher greeted, prayed together and then checked students' attendance. Secondly, the teacher warmed up and continued by asking about last week's material. Thirdly, teachers asked the material about asking and giving opinion and asking students' opinions. Fourthly, the teacher divided the students into 2 groups consisting of students with

		low ZPD and students with high ZPD. Fifthly, the teachers asked the students in pairs to come forward in turn to practice conversations about asking and giving opinion. Sixthly, the teacher gave feedback after the students practiced the asking and giving opinion material conversation. Finally, the teacher ended the lesson by praying together.
	2. How is the evaluation of scaffolding in learning speaking at second grade students of MA Al-Firdaus Jember in the academic year 2020/2021?	The using of scaffolding method make teaching and learning run well and smoothly, because in this method the teacher had provided what students should talk about through conversation of asking and giving opinion. When the students come forward and presented their conversation, the teacher gave feedback and correction.

C. Discussion

In this discussion, the researcher described the data obtained by the researcher from the field and previously presented in the form of data presentation. The following data were:

1. The Procedure of Scaffolding in Learning Speaking at Second Grade students of MA Al-Firdaus Jember in Academic year 2020/2021

The procedure of Scaffolding in Learning Speaking at Second Grade students of MA Al-Firdaus Jember consisted of seven steps. Firstly, the teacher greeted, prayed together and then checked students' attendance. Secondly, the teacher warmed up and continued by asking about last week's material. Thirdly, the teacher asked the material about

asking and giving opinion and asking students' opinions. Fourthly, the teacher divided the students into 2 groups consisting of students with low ZPD and students with high ZPD. Fifth, the teacher asked students in pairs to come to the front of the class in turn to practice conversations about asking and giving opinion. Sixth, the teacher gave feedback after the students practiced the asking and giving opinion material conversation. Finally, the teacher ended the lesson by praying together.

The procedure of scaffolding in this research is in accordance with what was stated by Verenikina⁷³, that were; 1) Explaining the learning material. 2) Determining the ZPD or level of students' development based on cognitive level by looking at previous learning. 3) Grouping the students according to ZPD. 4) Providing assignment related to the learning material. 5) Encouraging students to complete the assignments independently in groups. 6) Providing assistance such as guidance, initiation, question or other things that can provoke students towards learning independence. 7) Directing students with high ZPD to help students with low ZPD. 8) Concluding the lesson and giving other assignments

The procedure of Scaffolding in Learning Speaking at Second Grade students of MA Al-Firdaus Jember from the finding and theory can be concluded into 10 points, there were; 1. Praying together and checking student attendance, 2. The students remembered the last material, 3. The

⁷³ Verenikina, *Understanding Scaffolding and ZPD in Educational*. (Australia: PETA, 2003), 22.

teacher explaining the learning material, 4. The teacher divided the students into 2 groups consisting of students with low ZPD and students with high ZPD, 5. The teachers asked to each student about opinion of the material, 6. Providing assistance such as guidance, initiation, question or other things that can provoke students towards learning independence, 7. The teachers asked students in pairs to come to the front of the class in turn to practice conversations about the material, 8. Directing students with high ZPD to help students with low ZPD, 9. Teachers gave feedback, 10. The teacher ended the lesson by praying together

2. The Evaluation of Scaffolding in Learning Speaking at Second Grade students of MA Al-Firdaus Jember in Academic year 2020/2021

The Evaluation of scaffolding in learning speaking at the second grade students of MA Al-Firdaus according to the data stated above was when the students prepared the conversation, the teacher gave stimulus to students so that they would be able to face the difficulties about asking and giving opinion material; job, such as grammar, vocabulary, pronunciation, etc. The students were very easy to follow the instructions given by the teacher. The students found some difficulties in finding new vocabularies and in pronouncing them. They also faced some grammatical problems there. But those could be overcome by asking and discussing with their friends and the teacher. Just like the students, the teacher ran the class using Scaffolding smoothly, no serious obstacles found there. The class was so cooperative in listening the teacher's explanation.

Evaluation, as the last component in learning, is to assess how far the goal had been achieved and the next action after it.⁷⁴ It was to know whether the material had been taught successfully understood by the students or not.

The Evaluation of speaking learning through scaffolding in this research is in accordance with was stated by Brown, he stated that formative evaluation is an evaluation conducted at the end of each discussion of the subject or topic and intended to determine the extent to which the learning process has proceeded as planned. The use of tests during the learning process takes place or in the form of giving students comment or a suggestion, or call attention to an error, that feedback was offered to improve the learner's language ability.⁷⁵ The teacher gave feedback, correction, help, etc. to the students to improve their speaking skills.

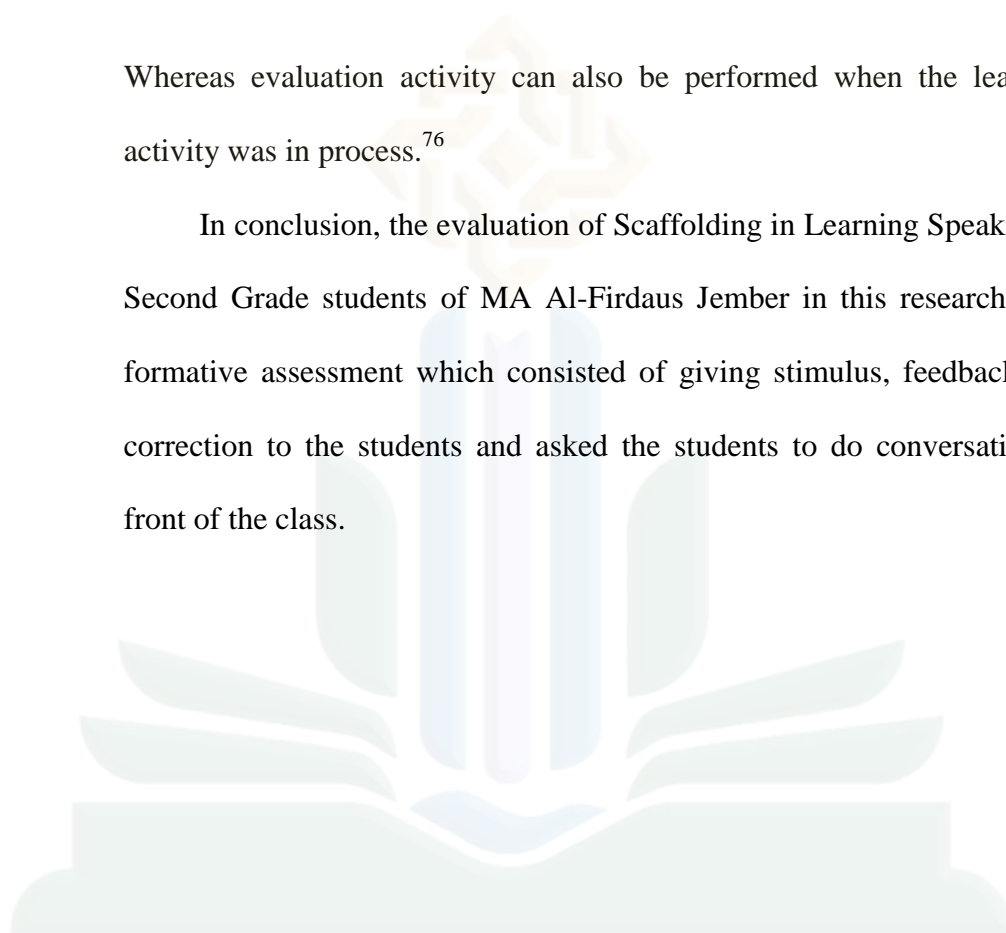
The use of scaffolding method made teaching and learning run well and smoothly, because in this method the teacher had provided what students should talk about the material. When the students came forward and presented their conversation about the material, the teacher gave stimulus, feedback and correction. This is in accordance with was stated by Abdul Majid that many points of view regarded the evaluation activity was performed after the teachers do the teaching and learning process.

⁷⁴ Imas Kurniasih and Berlin Sani, *Sukses Mengajar Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 126.

⁷⁵ Douglas Brown, *Language Assessment*, 6

Whereas evaluation activity can also be performed when the learning activity was in process.⁷⁶

In conclusion, the evaluation of Scaffolding in Learning Speaking at Second Grade students of MA Al-Firdaus Jember in this research used formative assessment which consisted of giving stimulus, feedback and correction to the students and asked the students to do conversation in front of the class.



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⁷⁶ Abdul Majid, *Perencanaan Pembelajaran* (Bandung; PT Remaja Rosdakarya), 104

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher elaborated the result of the study. Therefore, this chapter explained about conclusions and suggestions of the research.

A. Conclusions

1. The procedure of Scaffolding in Learning Speaking at Second Grade students of MA Al-Firdaus Jember from the finding and theory can be concluded into 10 points, there were; 1. The teacher leads praying together and checks students' attendance. 2. The students tried to remember last week's material. 3. The teacher explained the learning material. 4. The teacher divided the students into 2 groups consisting of students with low ZPD and students with high ZPD. 5. The teacher asked to each student about opinion of the material. 6. The teacher provided assistance such as guidance, initiation, question or other things that can provoke students towards learning independence. 7. The teacher asked students in pairs to come to the front of the class in turn to practice conversations about the material. 8. The teacher directed students with high ZPD to help students with low ZPD. 9. The teacher gave feedback. 10. The teacher ended the lesson by praying together.
2. The Evaluation of Scaffolding in Learning Speaking at Second Grade students of MA Al-Firdaus Jember in this research used formative

assessment which consisted of giving stimulus, feedback and correction to the students and asked the students to do conversation in front of the class.

B. Suggestion

Based on the result of the research, the researcher put forward some suggestions. The suggestions were as follows;

1. For school

It is recommended to facilitate the teachers in making the learning media. So that the learning objectives that have been designed by the teacher can be achieved optimally.

2. For teacher

The researcher recommended the teacher to design teaching and learning properly and to fulfill what the students' need in the teaching and learning process to make teaching and learning successful. The teacher must be able to reconsider the media that will be used in the learning process by considering in of the shape, size, and resilience of a media. So that learning objectives can be achieved optimally.

3. For others researcher.

Other researchers need to conduct further research on how to develop the students' speaking skills through scaffolding method or experimental research on the effectiveness of the use of scaffolding in learning speaking, weather combine it with other media or other technique. It is hoped to increase the attention of the students and the teacher while conducting teaching and learning activity.

APPENDIX 1

DECLARATION OF AUTHENTICITY

I, the undersigned below:

Name : Eka Anisa Aprina
Student's Number : T20176019
Study program : English Department
Institution : UIN KHAS of Jember

Declare that this thesis entitled "The Use of Scaffolding in Learning Speaking at Second Grade Students of MA Al-Firdaus Jember in Academic Year 2020/2021." is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this work have been personally consulted

Jember, 11th of January 2022
I declared



Eka Anisa Aprina
T20176019

RESEARCH INSTRUMENT

The interview's guide to English teacher

1. How is the procedure in implementing scaffolding method?
2. How is the evaluation in implementing scaffolding method?
3. How is the students' response in teaching learning process when you use scaffolding method?
4. Is there any improvement in students' performance when you implement in scaffolding method speaking learning?
5. What are the advantages in implementing scaffolding method?
6. What difficulties are faced in implementing scaffolding method?
7. Do you think scaffolding method is suitable for speaking learning? why?
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JEMBER

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




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JEMBER**

Jurnal Penelitian

The Use of Scaffolding in Learning Speaking at Second Students Grade of MA Al-Firdaus Panti Jember in Academic Year 2020/2021

No.	Hari/tanggal	Jenis Kegiatan	Tanda Tangan
1.	16 November 2021	Menyerahkan Surat Penelitian ke MA Al-Firdaus Panti Jember	
2.	17 November 2021	Melakukan observasi dikelas	
3.	19 November 2021	Melakukan wawancara dengan guru	
4.	22 November 2021	Melakukan wawancara dengan siswa	
5.	24 November 2021	Mengambil data tentang Sejarah MA Al-Firdaus Panti Jember, Profil, visi dan misi, dll.	
6.	27 November 2021	Pengambilan surat selesai penelitian	





KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ JEMBER

FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B-1956/In.20/3.a/PP.009/11/2021

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA Al-Firdaus

Panti-Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176019
Nama : EKA ANISA APRINA
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Use of Scaffolding in Learjing Speaking at Second Grade Students of MA Al-Firdaus Jember in Academic Year 2020/2021" selama 14 (empat belas) hari di lingkungan lembaga wewenang Bapak/Ibu Ainur Rofiq Aziz, S.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 15 November 2021

an Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

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JEMBER



**YAYASAN AL-FIRDAUS SUCI
MADRASAH ALIYAH AL-FIRDAUS
(MA. AF)**

STATUS TERAKREDITASI

NSM : 131235090034 NPSN : 20580294

Jl. Kepiring No.01 Desa Suci-Panti-Jember 68153 Email : aliyahalfirdaus@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 02/ /Ma.AF.13.32.516.01/ 11/2021

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Al-Firdaus:

Nama : AINUR ROFIQ AZIZ, S.Pd.I
NIP : -
Jabatan : Kepala Madrasah
Unit Kerja : Madrasah Aliyah Al-Firdaus
Alamat Unit Kerja : Jl. Kepiring No.01 Desa Suci-Panti-Jember 68153
NPSN : 20580294
NSM : 131235090034

Dengan ini menerangkan bahwa :

Nama : Eka Anisa Aprina
NIM : T20176019
Fakultas : Tarbiyah Dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris
Institusi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Nama yang tersebut adalah benar-benar telah melaksanakan penelitian dengan judul "The Use Of Scaffolding In Learning Speaking At Second Students Grade Of MA Al-Firdaus Panti Jember In Academic Year 2020/2021."

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jember, 27 November 2021

Kepala Madrasah



RESEARCH INSTRUMENT

The interview's guide to English teacher

1. How is the procedure in implementing scaffolding method?
2. How is the evaluation in implementing scaffolding method?
3. How is the students' response in teaching learning process when you use scaffolding method?
4. Is there any improvement in students' performance when you implement in scaffolding method speaking learning?
5. What are the advantages in implementing scaffolding method?
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Al-Firdaus
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganjil
Materi Pokok : Asking and Giving Opinion
Alokasi Waktu : 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

3.1 Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4.1 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian
3.14 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion).	<ul style="list-style-type: none">• Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan Asking and Giving Opinion dengan benar. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.• Menuliskan dialog Asking and Giving Opinion dengan benar.

C. Tujuan Pembelajaran

Dengan mendengarkan contoh ungkapan dari guru, dialog, dan diskusi, siswa dapat:

1. merespon ungkapan meminta dan memberi pendapat (asking and giving opinion)

2. mengemukakan ungkapan meminta dan memberi pendapat (asking and giving opinion)
3. melakukan dialog berpasangan dengan menggunakan ungkapan setuju dan tidak setuju tentang suatu hal yang telah ditentukan

D. MATERI AJAR

- Beragam teks percakapan transaksional dan interpersonal berkaitan dengan tindak tutur menyampaikan pendapat, meminta pendapat (Berbagai dialog yang sesuai dgn materi dan situasi siswa SMA 2 Karanganyar)
- Mendiskusikan gambar.
- Dialog pendek

ASKING FOR OPINION:

- What do you think of/about/if ...?
- What is your opinion of/about ...?
- What is your idea about the case ...?
- What do you assume ...?
- etc

GIVING OPINION:

- In my opinion ... (formal)
- I think that
- From my point of view...
- According to me....
- etc.

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Scaffolding Method

F. Media Pembelajaran

1. Media

- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas VIII, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

G. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
<ul style="list-style-type: none">• Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.• Guru mengingatkan kembali pelajaran minggu lalu• Guru memberi gambaran tentang pelajaran yang akan berlangsung• Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)• Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.• Guru mengingatkan kembali pelajaran minggu lalu	
Kegiatan Inti (70 Menit)	
	Kegiatan Pembelajaran
	<ul style="list-style-type: none">• Guru menunjukkan teks yang ada di dalam buku paket dan LKS tentang asking and giving opinion.• Guru menanyakan pendapat siswa tentang teks tersebut.• Guru membagi siswa menjadi dua kelompok berdasarkan nilai hasil belajar sebelumnya (siswa yang mendapat nilai dibawah KKM berada di bagian sebelah kanan dan siswa yang mendapat nilai diatas KKM berada di sebelah kiri)• Guru menjelaskan tentang materi asking and giving opinion dengan lebih memperhatikan kepada kelompok siswa yang mendapat nilai dibawah KKM.• Guru memberikan contoh tentang materi asking and giving opinion yang berkaitan dengan jenis pekerjaan, seperti nelayan, petani, guru, dll.• Untuk mengetahui pemahaman siswa, guru menanyakan opini setiap siswa terkait beberapa pekerjaan yang disebutkan oleh guru dengan memfokuskan kepada siswa yang mendapat nilai dibawah KKM.• Siswa maju ke depan kelas secara berpasangan yang terdiri dari siswa sebelah kanan dan siswa sebelah kiri untuk mempraktikkan dialog asking and giving opinion terkait dengan pekerjaan secara bergantian.• Guru menunjukkan teks yang ada di dalam buku paket dan LKS tentang asking and giving opinion.
Kegiatan Penutup (10 Menit)	
<ul style="list-style-type: none">• Guru memberikan ulasan dan penjelasan tentang apa yang telah dilakukan• Siswa diberi tugas rumah sebagai salah satu tindak lanjut pembelajaran yang telah berlangsung.	

- Guru mengakhiri pelajaran dengan membaca doa bersama

H. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2	

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

- Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
- Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria
 $= 100 \times 4 = 400$
- Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai
 $= 275 : 4 = 68,75$
- Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat

objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- Penilaian Teman Sebaya

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
 Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5
1	Tujuan Komunikatif	Sangat memahami	5
		Memahami	4
		Cukup memahami	3
		Tidak memahami	2
		Hampir tidak memahami	1
2	Keruntutan	Struktur teks yang digunakan sangat	5

	Teks	runtut	
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan hampir tidak runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan Kosakata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		

	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum			10

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan menggnngu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
3	Kelancaran (<i>fluency</i>)	Terlalu banyak kesalahan dan mengganggu makna	1
		Sangat lancar	5
		Lancar	4
		Kurang lancar	3
		Tidak lancar	2
		Sangat tidak lancar	1
4	Ketepatan Makna	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Sangat tidak tepat	1

DOCUMENTATION



Interview with the English teacher, Mr. Taufiq about scaffolding method.



Interview with Usman



Interview with Dwika.



The classroom's condition and situation at XI-B

BIODATA



Name : Eka Anisa Aprina
Date of birth : 13rd of July 1999
Gender : Female
Age : 22
Address : Legenda Malaka Blok E2 No.2, Batam-Kepulauan Riau
Religion : Islam
Nationality : Indonesian
Phone : 0895399481617
Email : ekaanisaaprina13@gmail.com

EDUCATION DETAILS

2006-2011 : SDS Al-Kaffah Batam
2011-2014 : SMPM 44 Berbasis Pesantren Batam
2014-2017 : SMA Nuris Jember
2017-Nowaday : English Education Department, UIN KHAS Jember