THE USE OF SCAFFOLDING TALK TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL

(at MTs Swasta Al-Washliyah 05 Belawan in the Academic Year of 2018/2019)

THESIS

Submitted to the Tarbiyah Faculty and Teachers Training State University for Islamic Studies (UIN) North Sumatera Medan as a Partial Fulfilment of the Requirement for S-1 Program

By:

SARTIKA PUTRI

NIM: 3414.4.035

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

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THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2018

Nomor   : Istimewa

Lamp   : 6 (Enam) Eks

Perihal   : Skripsi

a.n SARTIKA PUTRI

Medan,   Agustus 2018

Kepada Yth,

Bapak Dekan Fakultas

Ilmu Tarbiyah dan Keguruan

UIN Sumatera Utara

di

Medan

Assalamu'alaikum Wr.Wb

Dengan Hormat,

     Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n **SARTIKA PUTRI** yang berjudul "**THE USE OF SCAFOLDING TALK TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL(at MTs Swasta Al-Washliyah 05 Belawan in Academic Year of 2018/2019)**", maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

     Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

                             Wassalam,

Advisor I   **Advisor II**

Dr. Siti Zubaidah, M.Ag.   **Dr. Farida Repelitawaty Br. Kemberen M.Hum**

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama	**: SARTIKA PUTRI**
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Judul Skripsi :**" THE USE OF SCAFFOLDING TALK TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL. (at MTs SWASTA Al-WASHLIYAH 05 BELAWAN in ACADEMIC YEAR of 2018/2019) " .**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, Agustus 2018

Yang membuat pernyataan

SARTIKA PUTRI

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ABSTRACT

THE USE OF SCAFFOLDING TALK TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL. (at MTs SWASTA Al-WASHLIYAH 05 BELAWAN in ACADEMIC YEAR of 2018/2019)

SARTIKA PUTRI
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Keywords: **Speaking Skill; Scaffolding Talk technique, Improvement Students' Speaking Skill**

This research is aimed to develop the students' Speaking Skill through Scaffolding Talk technique. This research will answer these main questions (1) Whether Scaffolding Talk Technique is able to improve the students' speaking skill?, (2) How far is the implementation of Scaffolding Talk technique improve significantly to speaking skill of students grade VIII in MTs Swasta Al-Washliyah 05 Belawan in the Academic Year of 2018/2019?. fourty students of the eighth grade students of MTsS Al-Washliyah 05 Belawan 2018 were instructed through Scaffolding Talk technique to improve students' speaking skill.

The methodology of this research is Classroom Action Research (CAR). It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. the researcher found several findings on it. The findings show that the students' speaking skill increases from pre to post test. The mean of pre-test 62, the mean of post-test I, 74,25, and the mean of post-test II 79,15.

The result percentage shows that the percentage post test II lowest (10%) than pre-test and post test I (67,5% and 90%). It means that Scaffolding Talk technique is able to improve the students' speaking skill.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this skripsi can be finished. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

The written of this skripsi entitled "The Use Of Scaffolding Talk Technique To Improve Students' Speaking Skill. (At Mts Swasta Al-Washliyah 05 Belawan In Academic Year Of 2018/2019)."

This skripsi is written to fulfill one of requirement to obtain the *Sarjana Degree* at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

Finishing of writing this skripsi is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this skripsi has finally been written. Then, I would like to thank Allah Subhanahu Wa Ta'ala for the blessing given to me so that the writing of this skripsi had been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

1. **Prof. Dr.H. Saidurrahman Harahap, M.A** as the rector State of Islamic University of North Sumatera (UIN SU).
2. **Dr.H. Amiruddin Siahaan, M.Pd** as a Dean of Faculty of Tarbiyah Science and Teachers Training State of Islamic University of North Sumatera and all of the administration staff.

13. And the last All of the people that contributed in conducting this skripsi which can not mention one by one.

Finally, it is obviously that this skripsi is not perfect yet, either in content or grammar, etc. So, the suggestion or critical from the reader is needed to make the skripsi be better. I hope this skripsi can be useful for everyone.

Medan, August 2018

SARTIKA PUTRI

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CHAPTER I

INTRODUCTION

A. Background of the Study

There are four language skills which should be mastered by language learners; they are listening, speaking, reading and writing. Speaking is one of the language skills that should be mastered by language learners. To master this skill is not an easy business because there are some language components as the tools for mastering it. Among others are grammar, vocabularies, spelling, pronunciation, fluency etc. Therefore, one will be called skillful in speaking when they are able to make use the component needed to share ideas, feelings and thoughts. However speaking teachers are not so successful in teaching this skill. Brown and Yule state that "learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students.[1]" Many of the learners in a speaking class are reluctant speakers. The disability of the students to speak may lead them to be unable to express their ideas, feelings, thoughts even in a simple form of conversation.

Besides difficulties which are caused by embedded language components, the difficulty of mastering it is also caused by the other factors. One of the factors is teaching technique. There are several teaching techniques. that can be used to increase students speaking skill. The techniques which can be use as Role-plays, Communication games, Discussion, Scaffolding Talk.

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[1] Brown, Gillian and Yule, George. 1983. *Teaching the Spoken Language.* Cambridge Univerity Press. p.39

An effective and efficient classroom should be organized by an effective efficient teacher as well. To make the classroom effective and efficient, a teacher should deliver and give instructions in English. Teacher needs to choose the most effective or efficient technique in speaking class, one of the technique that can be used by teacher in speaking class is Scaffolding Talk. Scaffolding talks is teacher's talk in the language teaching. It is the communication and interaction between a teacher and students in which teachers give instructions to support the understanding in the language class. It also influences the success of English speaking atmosphere in the classroom because technique belongs to one of the determinants of successful language teaching.

The researcher believes that choosing the best technique will enable teacher to cope with problems in class. The problems are actually faced by language teachers in most educational agents including in MTs Swasta Al-Washliyah 05 Belawan. Because teacher asks students to practice speaking spontaneously, the teacher should give a model first because by giving a model, the students will get an impression what kinds of speaking they will produce. Thus English teachers must try to look for the best solution to overcome the problems in order to reach the target of the teaching of English.

Based on the results of interviews that have been conducted with English teachers at MTs Swasta Al-Washliyah 05 Belawan, the researcher found out some problems related to the instructional activities in there. Those problems are: 1) the students have low speaking ability because they rarely practice English to communicate with the others; 2) students are used to speak Javanese than English language; 3) the students have low grammar, vocabulary and pronunciation

mastery; 4) the students have low motivation in learning English; and 5) the teacher still uses monotonous and inappropriate teaching techniques.

Considering the problems faced by the teachers above, it can be said that the English teacher of MTs Swasta Al-Washliyah 05 Belawan still meets some serious problems in teaching and learning process. Above factor entails us to master English, especially speaking skill. There are so many factors, how to students can master speaking ability successfully. The writer tries to suggest that teacher should apply a technique that emphasizes teaching and learning outpace to solve speaking problems. Thus teachers should have good and interesting techniques in teaching to get better interaction with the learners. To solve those problems, from the side of teaching techniques, the researcher thinks that scaffolding talk is a possible way to overcome them because the technique used influence much of the students' activities in the learning.

Scaffolding Talks are expressions of the teacher to interact or give instruction to his or her students in the classroom.[2] The term 'scaffolding' was developed to describe the type of assistance offered by a teacher or peer to support learning. In the process of scaffolding, the teacher helps the student master a skill that the student is initially unable to acquire it independently.

Based upon the students' problems, the writer and teacher agree apply this technique in speaking class. The writer interested to conduct a research entitled: ***"The Use of Scaffolding Talk Technique to Improve Students' Speaking Skill (at MTs Swasta Al-Washliyah 05 Belawan in the Academic Year of 2018/2019)".***

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[2] http://perpus.iainsalatiga.ac.id/docfiles/fultext/9724543369.pdf accessed Thursday, April 19, 2018 at 02:30 pm

B. **Identification of Study**

Considering the important of the identification problem, the writer is identified the problem as follows:

1. The English teachers do not understand Scaffolding Talk technique well

2. The English teachers do not comprehend that Scaffolding Talk technique can be used to improve students' speaking skill.

3. The English teachers are less interested in using Scaffolding Talk technique.

4. The English teachers a lot of times to prepare this technique

5. The English teachers need a lot of energy to prepare and apply this technique.

6. The English teachers have not yet tried to use this technique.

C. **Research Question**

Based on the phenomena above, this research is aimed at giving answers on the following problems:

1. How is the implementation of students' speaking skill using scaffolding talk technique for the Eighth Grade students of MTs Swasta Al-Washliyah 05 Belawan in the academic years of 2018/2019?

2. How is the result of the study after using Scaffolding Talk technique in the students' speaking skill for the Eighth Grade students of MTs Swasta Al-Washliyah 05 Belawan in the academic years of 2018/2019?

D. **Objectives of Study**

The general purpose of study is to know the degree of Scaffolding Talk technique that is suitable with class condition. The specific objectives of this study are:

1. To find out that the use of Scaffolding Talk technique is able to improve the students' speaking skill for the Eighth Grade students of MTs Swasta Al-Washliyah 05 Belawan in the academic years of 2018/2019.

2. To find out the result of using Scaffolding Talk technique in the students' speaking skill for the Eighth Grade students of MTs Swasta Al-Washliyah 05 Belawan in the academic year of 2018/2019.

E. **Benefits of Study**

The researcher viewed that the following benefits may be derived from the study :

1. For the Teacher

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

2. For the Students

   Motivates the students to study speaking well,foster students'interest in learning. In addition, this model improves students' knowledge in speaking skill.

3. For the Researcher

From this research, the researcher can learn some ways to give motivation for the students to improve speaking skil and study.

4. For the other Researcher

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

F. **Limitation of Study**

The writer limits this research dealing with the improvement of students' speaking skill of the eight grade in MTs Swasta Al-Washliyah 05 Belawan through Scaffolding Talk technique.

CHAPTER II

THEORETICAL REVIEW

A. **Theoritical Framework**

In conducting a research, theories are needed to explain some concepts or terms with are applied in the research. Thus, the following explanation the reseacher aimed toward the clear explanation.

A.1.**The Definition of Speaking Skill**

Speaking is an activity when people use their voice to deliver their opinion, suggestion, information even critic, but speaking is not just making sounds. Birds, animals, babies make sound and thought it may be communication of sorts, it is not speaking .[3] Without speaking, people can not interact with the others, and they must remain in almost total isolation from any kind of society.

Allah SWT said in Al-Quran, surah Ar-Rahman 1-4 :

$$\text{ٱلرَّحْمَٰنُ ۱ عَلَّمَ ٱلْقُرْءَانَ ۲ خَلَقَ ٱلْإِنسَٰنَ ۳ عَلَّمَهُ ٱلْبَيَانَ ۴}$$

Meaning:

The most Merciful, Taught the Quran, Created man, and taught him eloquence.

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[3]Sandra Cornbleet and Ronald CartI. 2001. *The Language of Speech and Writing,* (London : Routledge Publisher), P.17

In education, the verse four guides us as the teachers to deliver the materials as clear as possible. Of course, the teachers need to speek clearly in order to make the students understand well about the materials.

In the other surah, Allah said in An-Naml verse 16:

وَوَرِثَ سُلَيْمٰنُ دَاوٗدَ وَقَالَ يٰٓأَيُّهَا النَّاسُ عُلِّمْنَا مَنْطِقَ الطَّيْرِ وَأُوْتِيْنَا مِنْ كُلِّ شَيْءٍۗ إِنَّ هٰذَا لَهُوَ الْفَضْلُ الْمُبِيْنُ(١٦)

Meaning:

And Solomon inherited David. He said, "O people, we have been taught the language of birds, and we have been given from all things. Indeed, this is evident bounty."

In fact, there is a human that can talk to birds with the permission of Allah. In this verse, we can see the power of Allah. He taught Sulaiman a.s the language of birds. So, muslim and muslimah who believe in Quran, they must believe that the ability of human to communicate with the other people and animals were came from Allah SWT.

The following hadits about speaking :

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللهُ عَنْهُ أَنَّ رَسُوْلَ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ قَالَ : مَنْ كَانَ يُؤْمِنُ بِاللهِ وَالْيَوْمِ الآخِرِ فَلْيَقُلْ خَيْراً أَوْ لِيَصْمُتْ، وَمَنْ كَانَ يُؤْمِنُ بِاللهِ وَالْيَوْمِ الآخِرِ فَلْيُكْرِمْ جَارَهُ، وَمَنْ كَانَ يُؤْمِنُ بِاللهِ وَالْيَوْمِ الآخِرِ فَلْيُكْرِمْ ضَيْفَهُ .   [رواه البخاري ومسلم]

Meaning:

From Abu Hurairah radhiallahuanhu, Rasulullah (peace and blessings of Allah be upon him) said: Who believes in Allah and the Last Day should he say good or silent, whoever believes in Allah and the Last Day should honor his neighbor and

anyone who believes in Allah and the Last Day so he should glorify his guest (Bukhari No. 6018, Muslim No. 47)

In this Hadis, we can learn that we have to speak in good way or if we can not do that, silent is the best way. It is appropriate with Dobson's explanation that speaking is interchange information which has meaning for the others. So, as the muslim and muslimah, we have to realize that the best speaking is speak full of meaning or be silent.

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, we 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. Speaking is the competence to express explain and convey thinking, feeling, and idea. Speaking ability means the ability to think. So it is very important because language is primarily speech. Oral communication is seen as a basic skill so it is needed. Not only serious treatment is needed in teaching but also a great effort in order to be able to master the skill.

To most people, mastering the art of speaking is the single most important aspect of learning a second or a foreign language, and success is measured in term of the ability to carry out conversation in the language [4]. In addition, she asserts that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

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

A.2. **Types of Performance**

Brown describes five categories of speaking skill area.Those Five categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn etc.

c. Responsive

Interaction and test comprehension but at the somewhat limited level very short conversation, standard greetings and small talk, simple requests and comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Interactive

The length and complexity of the interaction which sometimes includes multiple exchange and/or multiple participants.

e. Extensive

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

A.3. Elements of Speaking

According to Harmer the ability to speak fluently presuppose not only knowledge of language eatures, but also the ability to process information and language on the spot .[5]

a. Language features

Among the elements necessary for spoken production, are the following:

1) Connected speech: effective speakers of English need to able not only to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted, (elision), added (linking), or weakned (through constractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2) Expressive devices: native speaker of English change the pith and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling(especially in face-to-face interactions).

3) Lexis and grammar: spontaneous speech id marked by the use of a number of commons lexical phrases, especially in the performance of certain language functions.

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[5] Harmer.2001. *The Practice of English Language Teaching. Cambridge : Longman,* p. 271-274

4). Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental/social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

1. Language processing : effective speakers need to able to process language in their own heads and put it into coherent order so that comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

2. Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling. And a knowledge of how linguistically to take turns allow other to do.

3. (on the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

A.4. **The Principle for Teaching Speaking**

Speaking is closely related to listening. The interaction between these two skills is shown in the conversation. There are five principles for teaching speaking as are:[6]

a. Be aware of the differences between second language and foreign language learning contexts: speaking is learned in two board contexts, foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context. Learning speaking skill is very is very challenging for students in FL context, because they have very few opportunities to use the target language outside the classroom.

b. Give students practice with both fluency and accuracy: Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk: pair work and group work activities can be use to increase the amount of time that learners get to speak in the target language during lessons.

d. Plan speaking task that involve negotiation for meaning: it involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning/by asking for clarification, repetition, or explanations during conversations, learners get the

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[6] Nunan, D. 2005. *Practical English Language Teaching.* Singapore: Mc. Graw Hill.p.60

people they are speaking with to address them with language at a level they can learn from and understand.

4. Design classroom activities that involve guidance and practice in both transactional and interactional speaking: interactional speech is communicating with someone for social purpose. Transactional speech involves communicating.

A.5. Teaching Speaking

Speaking is complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates. There five components are generally recognized in analyses of the speech process.

a. Pronunciation

Pronunciation is manisfestation of speech in sound. the speaker must first decide be able to articulate the words, and create the physical sounds of meaning. As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

b. Grammar

Grammar is the sounds and the sounds patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.[7] Grammar is the most important thing to determine the students' competence to communicate the language. Therefore, speaker needs to master grammar, so he can speak well.

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[7] Victoria Fromkin and Robert Rodman, 1998. *An Introduction to Language,* (New York: Harcourt Brace College Publisher). p. 14

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, and idioms.[8] Vocabulary plays an important role in developing the speaking skill. The more vocabulary learners have, easier for them to develop their speaking skill.

d. Fluency

in simple terms, fluency is the ability to talk freely without too much stopping or hesitating.[9] Meanwhile, according to Gower et-al, fluency can be taught of as the ability to keep going when speaking spontaneously.[10] When speaking fluently, students will not say " um…"or "er…"anymore.

e. Comprehension

Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like. When we do a conversation, the speaker and the listener must compreherend what they talking about to make a good conversation.

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[8] Keith S. Folse. 2004 *Vocabulary Myths: Applying Second Language Research to Classroom Teaching.* (Michigan: University of Michigan). p.2

[9] David Riddel.2001. *Teach English as a Second Language.* (Chicago: McGraw-Hill Companies), p.118.

[10] Roger Gower, et-al. 1995. *Teaching Practice Handbook,* (Oxford: Heinemann English Language Teaching), p.100

A.6. **Technique in Teaching Speaking**

There are many technique in teaching speaking according Nunan as the following :

a. Information Gap

Information gap is a useful activity in which one person has information that the other lack. They must use the target language to share the information. For instance, one student has the direction to a party and must give the information to a classmate.

b. Role Plays

Role plays are also excellent activities for speaking in the relatively safe environment of the classroom. In role play, students are given particular roles in the target language. For example, one student plays the role of a police officer trying to help the tourist file a report. Role plays give learners practice speaking the target language before they must do so in a real environment.

c. Simulations

Simulations are more elaborate than role plays. In a simulation, properties and documents provide a somewhat realistic environment for language practice.

A.7**. Characteristic of Successful Speaking**

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. There are the characteristics of successful speaking.

a. Learners talk a lot

As much as possible of the period of time allocated to the activity is a fact occupied by learners talk.

b. Participation is even.

Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and participate in class.

c. Motivation is high

All students have enthusiasm to speak in class. as Nunan states that the successful in speaking is measured through someone ability to carry out a conversation in the language.

A.8. **Classroom Speaking Activities**

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities.[11] Harmer states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

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[11] Harmer.2001. *The Practice of English Language Teaching. Cambridge: Longman.* p.39

a) Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b). Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c). Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favour or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d). Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e). Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f). Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

A. 9. **Definition of Scaffolding Talk**

Scaffolding Theory was introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. He used the term to describe children's oral language acquisition that was helped by their parents when they first begins to speak.

Scaffolding as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the *zone of proximal development* (1978) represents the relationship of the learner with the teacher support in learning with assistance or support until the learning is mastered and becomes independent of support. "The zone of proximal development is the distance between what children

can do by themselves and the next learning that they can be helped to achieve with competent assistance".

Inherent in scaffolding from Lev Vygotsky's (1978) idea of Zone of proximal development vygotsky suggests that there are two part of learner's developmental level. 1. The actual developmental level; the zone of proximal development is "the distance between the actual developmental level as determined by independent problem solving. It is the differences between the students actual development level determined by their capability to master the task independently 2. The potential developmental level; as determined through problem solving under the help of teacher, adult guidance or in collaboration with more capable peers .[12] The ability to learn through instruction and help adults make students can understand and do a lot of things than if the students just learning independently.

Scaffolding in the form of guidance given by the teacher to the students in the learning to the process with the problem of focused problems and positive interaction, such as creating a relationship of students interaction with students and make the atmosphere more varied so that students can show their ability and courage to speak.

Scaffolding talks are expressions of the teacher to interact or give instruction to his or her students in the classroom. 'scaffolding' was developed to describe the type of assistance offered by a teacher or peer to support learning. In this process of scaffolding, the teacher helps the student master a skill that the student is initially unable to acquire it independently. The teacher offers assistance that is beyond the student's ability. The teacher only helps the student with tasks that are just beyond his or her current ability. As Wood in Michael and Raymond

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[12] Jauhar, M.2011. *Implementasi Paikem dari Behavioristik sampai Konstruktivistik: sebuah Pengembangan Pembelajaran Berbasis CTL (Contextual Teaching Learning)* Jakarta: Prestasi Pustaka. p.90

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

The researcher conclude that scaffolding talk is teachers' utterances that accompany his or her action in language classroom to provide guide, support in order to help the students understanding in assigning the students do some task by their instruction. Teacher usually try to use clear and concise words to make students understand what they have to do. Teacher support or assist students in the beginning of the learning and then give opportunity for students to take responsibility independently.

Concerning the definition of scaffolding talk above I want to unfold the characteristic of scaffolding talk according to Bruner there are six characteristics of scaffolding talk :

a) Provides clear direction and reduces students' confusion – Educators anticipate problems that students might encounter and then develop step by step instructions, which explain what a student must do to meet expectations.

b). Keeps students on task – By providing structure, scaffolding lesson or research project, provides pathways for the learners. The student can make decisions about which path to choose or what things to explore along the path but they cannot wander off of the path, which is the designated task.

c). Giving hints: providing clues or suggestions but deliberately does not include the full solution,

d). Controlling the students frustrating during the task.

e) Pointing out what was important to do or showing other way to solve.

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

Based on the characteristics scaffolding talk given by the expert above I can say that scaffolding talk in English teaching as a support, an assistance, a bridge or a guide provided by the teacher in order that the students are able to accomplish the target language in the ZPD area without any difficulties. According to Wood There are six types of Scaffolding Talk :

a. Modeling means that the teachers provide clear samples or models before the teachers ask the students to do the tasks and offering behavior for imitation including demonstrations of particular skill.

b. Explaining is necessary for the teachers to help the students to see the connection between things, make links between familiar and unfamiliar knowledge, and bridge gap between students' previous knowledge and the new knowledge or experience. Describing, telling and bridging the students to promote students' understanding.

c. inviting students participation : providing the student to able to participate in the learning process. Teachers provide opportunities to the students to be able to join in the teaching learning process through eliciting, for example: "how do you know and inviting to expand in meaningful ways, such as: "tell us more about that, "give more details" etc.

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

e. Questioning

Kind of questioning according Debra, Susan, and Hopper are:

1). Speculative : questions inviting a response with no predetermined answer, often opinions, imaginings, ideas. For example what do you think about Rahmadsyah's Gallery?

2). Process : questions inviting students to articulate their understanding of learning processes/explain their thinking, like 'can you explain why?

3). Procedural : questions relating to the organization and management of the lesson.

In accordance with scaffolding talk theories mentioned above, it is also important to unfold The procedure of scaffolding talk according Vygotsky and Bruner in Corder are :

a. Teacher explain the materials,

b. Giving example of the task to the students related with the materials,

c. Modeling, showing students examples of work produce by teacher, provide assistance, guide, giving clues which provoke the students toward independent learning,

d. Demonstrating, illustrating the procedures from the teacher through work product, supporting the students as they learn and practice procedures,

e. Encourage the students to learn complete their task independently.

A.10. **Approach, Method, and Technique**

1. Approach

   Approach is the level of theories. [13] According to Edward Anthony as cited by Richard and Rogers states approach is a set of correlative assumptions dealing with the nature of language teaching and learning, an approach is axiomatic, it describes the nature of the subject matter to be thought.[14] Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.[15] Approach is very important in teaching learning process because it has a relationship between the natures of language it self.

2. Method

   Method is an overall plan for the orderly presentation of language material, based on the theoretical approach selected. An approach is axiomatic, a method is procedural.[16] Method is the plan of language teaching that is consistent with the theories. Method should come after approach because the plan of language teaching should be developed from theories on the nature of language and language learning.[17]

3. Technique

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[13] Bambang Setiyadi,2006 *Teaching English as a Foreign Language,* (Yogyakarta: Graha Ilmu,), p. 12.

[14] Jack C. Richard and Rogers Theodores, 1986, *Approaches and Methods in Language Teaching: A Description and Analysis,* (London: Cambridge University Press,), p. 15.

[15] *Ibid.,* p.16.

[16] *Ibid.*, p.15.

[17] Bambang Setiyadi, 2006,*Teaching English...*, p.12.

A tehnique is implementational – that which actually take place in a classroom.[18] Setiyadi explains that all activities that take place in a language class are techniques. According to Richard and Rogers as cited by Setiyadi, the position of a technique is at the implementation phase and it is often called *procedure* while approach and method are at the level of *design.[19]* There are many techniques that can be used in speaking, namely role play, information gap, problem solving, game communication, simulation, etc. So, the researcher concluded that Party Jokes is a technique as alternative way to improve students' speaking skill.

B. **Related Study**

In this research, the writer takes review of related researcher from other thesis as comparative in this research. The previous research is about *' The Effect Of Scaffolding On Children's Reading Speed Reading Anxiety And Reading Proficiency '* was written by Carlo Magno De La Salle University, Manila.

In the experiment assessed the effect of scaffolding as a reading intervention. Scaffolding was done by a teacher providing feedback while the child is orally reading. Feedback was given in terms of the decoding (meaning of words), fluency (which involves correct pronunciation, and speed), and modelling (pre practice procedure) while the child is orally reading an unfamiliar story.

Thesis by Vera Ritonga (2009, Unimed), Improving students' achievement in writing descriptive paragraph through the application problem based learning can improve the students' achievement in writing descriptive paragraph. The object of this study was the Grate VIII of SMP Negri 1 Lubuk Pakam which consisted of 40 students. The subject was taught by using problem base learning.

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[18] Jack C. Richard and Rogers Theodores, *Approaches and Methods*..., p. 15.
[19] Bambang Setiyadi, 2006, *Teaching English*..., p.15.

The qualitative data were collected by using interview, diary notes and observstion sheet. The quantitative data were taken from the mean of the students in writing test. Based on the result of quantitative data, it was found that there was improvement on students' achievement in writing descriptive paragraph.

Thesis by Umi Kalsum (2013, UIN SU), this study was attemped to increase the students' ability in building narrative text by implementating of scaffolding strategy. This study was conducted by using classroom action research. The object of research was the grade IX-2 students of MTsN Tanjung Balai 2012-2013 academic years which consist of 31 students. The research was conducted in two cycle and every cycle consisted of two meetings. The instruments of collecting data of this study was applied by using quantitative and qualitative data. The qualitative data were taken from interview, observation sheet, and diary notes. The quantitative data were taken from the test.

C. **Conceptual Framework**

Speaking is one of the language skills that people used in their effort to communicate with others. Speaking skills is one skill that is considered difficult as compared to writing. To be able to speak well, students are required to master the grammar, vocabulary, pronunciation and the background of internal and external factors. Because of this, the learners still face some troubles in learning speaking.

Scaffolding talks is the teacher's talk in the language teaching. It is the communication and interaction between a teacher and students in which teachers give instructions to support the understanding in the language class. It also influences the success of English speaking atmosphere in the classroom. Speaking skill is the ability

to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot'.

D. **Hyphotesis**

From the above statement can be made the hyphotesis that:

H_O = No significant effect on students' speaking skill using Scaffolding Talk Technique at MTsS Al-Washliyah 05 Belawan.

H_a = There is a significant imrove on students' speaking skill using Scaffolding Talk Technique at MTsS Al-Washliyah 05 Belawan.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents The Research Design,, The Subject of the study, The Setting of the study, The Procedures of the Study, The Criteria of Successful Action, The Technique of Collecting Data, The Technique of Analysis Data.

A. **The Research Design**

The researcher use Classroom Action Research (CAR) in this research. Classroom Action Research (CAR) is a process in which teacher investigate teaching and learning to improve students' learning problem. According to Eileen Ferrence stated that " Action research is a process in which participants examine their own educational practice systematically and carefully, using the technique of research.[20]

Fisher and Phelps stated that action research is and applied scholary paradigm resulting in action for a specific context offering faculty immediate payback by improving his or her own teaching and providing explicit documentation for meeting their educational responsibilities as required by AACSB standarts. It seeks to document the context, change process, resultant learning and theorizing of faculty in developing their pedagogies.[21]

Action research is quite often, the method of enquiry employed by undergraduate and postgraduate students in higher education who are studying for accredited courses. In recent years, students studying for taught doctorate (edD) degrees with their focus on practical aspects of education are also adopting action

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[20] Eileen, Ferrence, 2000, *Action Research,* (New York: Brown University,),p.1

[21] Mark R. Young, *Action Research: Enhancing Classroom Practice and Fulfilling Educational Responsibilities,* (Winona State Univerity: Journal of Insrtructional Pedagogies), p.2

research as a method of study.[22] It means that to begin the Classroom Action Research (CAR), the research or the teacher needs to find an alternative way for improving students' understanding. Action research as an enquiry, undertaken with rigour and understanding so as to constantly refine practices; the emerging evidence-based outcomes will then contribute to the researching practioner's continuing professional development.[23] Action research tries to take an action and effect positive educational change in the specific school environment that was studied.

B. **The Subject of the Study**

   The subject of this study students at grade VIII MTsS Al-Washliyah 05 Belawan in academic year 2018/2019. This school consist five classes namely; VIII A, VIII B, VIII C VIII D, VIII E, but researcher chose only class that is Grade VIII A which consists of fourty (40), they are 19 girls and 21 boys. It chose based on the pre-research that research do before and based on the student at grade VIII their English skill is lowest, especially on Speaking Skills. This research carried out for two weeks. They have English lesson at least two meetings in a week which are each meeting along with two hours lesson, one hours lesson is 45 minutes.

C. **The Setting of the Study**

   The researcher conducted at Madrasah Tsanawiyah Swasta (MTsS) Al-Washliyah 05 Belawan. MTsS Al-washliyah 05 Belawan is located at Belawan street Selebes No. 40, Medan Belawan, Kota Medan, North Sumatera 20243.

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[22] Valsa, Koshy, *Action Research for Improving Practice: A Practical Guide,* (London: Paul: Chapman Publishing), p.xiii

[23] *Ibid, p.1-2*

D. **The Procedures of the Study**

The Classroom Action Research (CAR) procedure used in this research Kemmis and Mc Taggrat design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.[24]
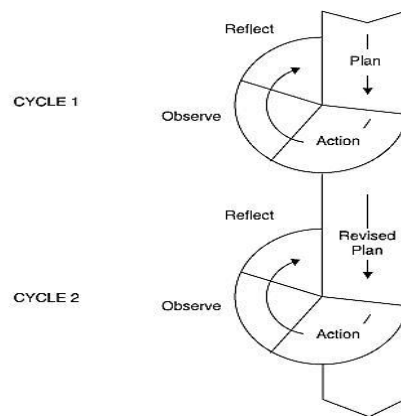
Figure 3.1. Kemmis and Mc Taggart Action Research Design

a. Planning

The activities in the planning are:

1. Preparing material; making lesson plan, and design the steps in doing the action.

2. Preparing list of the students' name and scoring.

3. Preparing sheet for classroom observation (to know the situation of teaching learning process when the technique applied).

4. Preparing a test (to know wheteher students' speaking skill improve or not).

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[24] Burns, Anne.2009. *Doing Action Research in English Language Teaching.* New York: Routledge

b. Acting

    1. Giving the pre-test

    2. Teaching speaking using Scaffolding Talk Technique

    3. Giving the opportunity to the students to ask about difficulties or problem.

c. Observing

    Observing is an observation activity to know how far the action effect reach target. Observation conducted by observing and scoring through oral test to students' ability in speaking English.

d. Reflecting

    The evaluation this actions which will apply. It can overcome the problem that appears in previous cycle.

E. **The Criteria of Successful Action**

    Classroom Action Research (CAR) is successful if it can exceed the criteria which has been determined. In this study the research will succeed when there is 75% of students could pass the assessment score ≥ 70 based on *Kriteria Ketuntasan Minimal* (KKM) which is adapted from the school agreement (MTsS Al-Washliyah 05 Belawan). It means that during CAR students have to achieve the target score of KKM 70 of speaking test started from the pre-test until the second post-test in cycle two. Moreover, if the criterion of successful action achieved, the next action of the Classroom Action Research (CAR) will be stopped.

    CAR is able to be called fail if it is cannot exceed the criteria that have been determained. Then, the alternative action would be done in the next cycle.

F. **Data Collection**

       The researcher presented the act of Qualitative data as follows:

1. Interview

       Interview used to get information about the students' speaking skill, before giving treatment and after giving treatment. The researcher have interview the teacher and some of students. The result of interview used to identify the problem in speaking and tried to find out the solution.

2. Observation.

       In the observation method is the most effective way to complete the format or list of observations as instruments.[25] In this research, the researcher observes the learning process, notices all the activities related with learning process use check list.

3. Diary Note

       Diary note will do to write and report the moments or events and daily activities, to express the feeling participated in classroom action research that come out before the probably it is planned on observation guidance.

4. Documentation.

       Method of documentation that is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines,etc.[26]

       The researcher presented the act of Quantitative data

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[25] Arikunto, Suharsimi.2010. *Prosedur Penelitian: Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta. p.272.

[26] *Ibid, P.274*

In collecting the data, the researcher tested the students by asking them to tell the stories orally (retelling story) in individual test based on the topic given. According to Brown, in retelling story, the test takers hear or read a story or news event that they are asked to retell.[27] The time given was ninety minutes. In scoring the data of speaking test, the researcher used the category that evaluates the criterion. There are some criterias that must be consider to assess the students' speaking skill. The researcher used David Harris speaking skill assessment with some modifications which related with the test administrator need.

Table 3.1 English Language Speaking Skills Assessment[28]

Rated Qualities	Points	Behavioral Statements
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
Rated Qualities	**Points**	**Behavioral Statements**
Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (any) noticeable errors of grammar or word order.
	4	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension. Must often rephrase sentences and/or restricts himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.

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[27] Brown, H. Douglas, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 182.

[28] Harris, David P., *Testing English as Second Language*, (New York: Georgetown University, 1997), p. 84.

Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

G. **Research Instrument**

The instrument used to collect the data is observation sheets and test. The writer use pre-test and post-test.

Table 3.2. Questions Sheet

Pre-test	Retell about your holiday in the past!
Post-test I	Please retell " The Story of Toba Lake and The Legend of Hanging Stone"

Post-test II	Make a dialogue, and practice with your partner in front of class.

Table 3.3 Students' Observation Sheet

NO	NAMES OF STUDENTS	A	B	C	D	NOTE
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
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21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						

36						
37						
38						
39						
40						
	$\sum$					

Explanation :

    A: Pay attention

    B: Activeness in asking questions

    C: Activeness in responding questions

    D: Enthusiasm in doing test

H. **Data Analysis**

After collecting the data, the researcher will calculate the mean of the students' score. This method is use to know the students' score of speaking in each cycle. the researcher apply following formulas:

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

Where :

X   = The mean of the students score

$\sum X$ = The total score

N   = The member of the students[29]

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[29] Anas Sudijono, 2014, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada,), p. 86.

In order to agglomerate the member of master students, the researcher used the following formula:

$$P = \frac{R}{T} \text{ x } 100 \text{ \%}$$

Where:

P   = The percentage of students who get the point 75

R   = The number of students who get point up to 75

T   = The total of students who do the test

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This chapter explain the research result and findings which explore about result from data which have been analyzed. The data of this study are qualitative and quantitative data. The qualitative data were taken from interviews with teacher and students at MTsS Al-Washliyah 05 Belawan, observation sheet, and documentation. The quantitative data were taken from students score in some tests. This research was conducted in VIII A class with 40 students. This research held in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). Before beginning the first cycle, the researcher held pre-test and the researcher gave test as post test I for cycle I and post test II for cycle II in the last meeting of each cycle.

A.1. The Result of Pre-Test

The pre-test was conducted at the beginning of the research, on 26 July 2018. The purpose of pre-test was to check the students' ability in speaking. The pre-test was conducted by asking the students to retell their experience. There were 40 students who followed this test.

Table 4.1 Students Test Score

No.	Names of Students	Score	Category
1.	Aditya Rachman	75	Succeed
2.	Arafath Aziz Ar-Rahman	80	Succeed
3.	Arya Revaldi	55	Failed
4.	Asri Afriza	60	Failed

No.	Names of Students	Score	Category
5.	Aulia Kaisar Damanik	50	Failed
6.	Aulia Mufidah	40	Succeed
7.	Bayu Al Vixri	60	Failed
8.	Daeng Naderah	70	Failed
9.	Fajar Iqwan	75	Succeed
10.	Farhan Ashadi	75	Succeed
11.	Fauzi	85	Succeed
12.	Ferdi Ansyah	50	Failed
13.	Habi Natullah	65	Failed
14.	Ilham Ramadhan	90	Succeed
15.	Iswaldi Anjri	85	Succeed
16.	Khoirunnisa	40	Failed
17.	M.Aidil	50	Failed
18.	M. Nazar	40	Failed
19.	M.Amrizal	40	Failed
20.	M.Subhi Sinaga	40	Succeed
21.	M.Fauzi Syahputra	60	Failed
22.	M.Fikram	40	Failed
23.	M.Haikal Sutanto	75	Succeed
24.	M.Husaini	40	Failed
25.	Nadia Alisa	70	Failed
26.	Nayla Al Fiqah	50	Failed
27.	Nazhira	40	Failed
28.	Nazwa Syahira	40	Failed
29.	Nazwa Zuhaira	45	Failed
30.	Nismayani	70	Failed
31.	Nova Herlina	75	Succeed
32.	Novi Herlina	70	Failed
33.	Novita Fitriani	80	Succeed
34.	Nur Asyah	55	Failed
35.	Nurul Kumiah	65	Failed
36.	Nurul Ulfa	70	Succeed
37.	Ryan Ar-Rasyid	95	Succeed
38.	Reza Pratama	85	Succeed
39.	Salwa Salsabila Hrp	70	Failed
40.	Ummul Khairul	90	Succeed
Total		2480	
Mean		62	

In pre-test, the total score of students was 2480, and the number of students who took the test was 40, the mean of the students' score was:

$$X = \frac{2480}{40} = 62$$

The percentage of students speaking skill formulated as below:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{13}{40} \times 100\% = 32,5\%$$

$$P_2 = \frac{27}{40} \times 100\% = 67,5\%$$

Table 4.2

Percentage of Students' Speaking skill in English Lesson for Pre Test

	Category	Number of Students	Percentage
P_1	Succeed	13	32,5 %
P_2	Failed	27	67,5 %

Based on the result of pre-test, the data showed that the mean score of pre test was 62 and there were only thirteen or 32,5% students who succeed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). Unfortunately, there were twenty seven students who still got the score under the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). The highest score was 95, and the lowest score was 40. The researcher concluded that the students' speaking skill are still low.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and interview. The interview was done before conducting the first cycle. It was found that the teacher problems in teaching English were the interest of students and the students' participations in learning

English. The result of interview with the students also found that the students still had few problems in vocabulary, pronunciation and grammar.

A.2. **The Result of Cycle I**

a. Planning

In this phase, the researcher and the teacher made a planning based on the problems faced by students in speaking skill. In this case, the researcher arranged a lesson plan based on the teaching material. Beside of making the lesson plan, the researcher also prepared observation sheet to observe the students and teacher's performances during the teaching learning process. The researcher also prepared the post-test I to collect the data in order to know the students' improvement after the application of the technique.

b. Action

The action of the cycle I was done on 28 July 2018. In action phase, the teacher implemented a lesson plan that had been made before. In this phase, the researcher explaine implemented Scaffolding Talk as the technique to teach there are four namely: First, the researcher introduced the material by giving example of recount text. Second, the researcher explained to the students about the structure of recount text. Third, the researcher demonstrated how to deliver recount text in front of the class. Fourth, the researcher divided students into pairs and asked them to make the dialogue about experience. Next, the students practiced and memorized the experience, and performed in the front of the class to deliver the story.

Then, researcher gave feedback to students after finishing their performance. At last, the researcher gave general conclusion which is about material.

In the second meeting, the researcher gave the post-test I in the end of cycle I. The test was about retelling story. The post-test I was held to measure the improvement of students' speaking ability.

c. Observation

The observer tried to notice all activities in the physical classroom activity. It might be about the teachers' performance, students' responses and students' participations during teaching and learning process using Scaffolding Talk as technique.

In this phase, there were two kinds of the observations' result. They were collecting by quantitative and qualitative. The first one is, related to the observation sheet for the teacher. The teacher delivered the material by combine the native and target language. Moreover, the teacher responded the students' participation in a form reaction. Second, related to the students' response, some students still did not pay attention to the teacher's explanation. Some of them also did not practice with their group. Moreover, they made some noise while the other students performed in the front of the class. However, the teaching and learning activity happened enthusiastically even some students seen did not pay attention. Third, related to the students' participation, it showed some progress than before implementing Scaffolding Talk as technique. Some students participated in class conversations, discussions, and giving oral presentations (perform).

Quantitatively, the result of the post test of the first cycle, the mean score was 74,25 and there were twenty three students or there were 57,5% of students who passed the KKM. The result of the students' score in post-test I could be seen on the following table:

Table 4.3. Students Test Score

No.	Names of The Students	Score	Category
1.	Aditya Rachman	80	Succeed
2.	Arafath Aziz Ar-Rahman	75	Succeed
3.	Arya Revaldi	70	Failed
4.	Asri Afriza	70	Failed
5.	Aulia Kaisar Damanik	45	Failed
6.	Aulia Mufidah	85	Succeed
7.	Bayu Al Vixri	70	Failed
8.	Daeng Nadera	75	Succeed
9.	Fajar Iqwan	75	Succeed
10.	Farhan Ashadi	80	Succeed
11.	Fauzi	90	Succeed
12.	Ferdi Ansyah	75	Succeed
13.	Habi Natullah	75	Succeed
14.	Ilham Ramadhan	98	Succeed
15.	Iswaldi Anjri	90	Succeed
16.	Khoirunnisa	65	Failed
17.	M.Aidil	85	Succeed
18.	M.Nazar	80	Succeed
19.	M.Subhi Sinaga	55	Failed
20.	M.Amrizal	55	Failed
21.	M.Fauzi Syahputra	70	Failed

No.	Names of The Students	Score	Category
22.	M.Fikram	65	Failed
23.	M.Haikal Sutanto	75	Succeed
24.	M.Husaini	50	Failed
25.	Nadia Alisa	90	Succeed
26.	Nayla Al Fiqah	50	Failed
27.	Nazhira	65	Failed
28.	Nazwa Syahira	50	Failed
29.	Nazwa Zuhaira	65	Failed
30.	Nismayani	85	Succeed
31.	Nova Herlina	85	Succeed
32.	Novi Herlina	70	Failed
33.	Novita Fitriani	80	Succeed
34.	Nur Asyah	70	Failed
35.	Nurul Kumiah	65	Failed
36.	Nurul Ulfa	75	Succeed
37.	Ryan Ar-Rasyid	98	Succeed
38.	Reza Pratama	75	Succeed
39.	Salwa Salsabila Hrp	80	Succeed
40.	Ummul Khairul	95	Succeed
Total		2961	
Mean		74,25	

In post-test, the total score of students was 2961 and the number of students who took the test was 40, the mean of the students' score was:

$$X = \frac{2961}{40} = 74,25$$

From the table above, it can be seen that students' speaking skill in English lesson was good, but the success criteria still could not reach. The mean of students was 74,25. To know the student' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \text{ x } 100 \text{ %}$$

$$P_1 = \frac{23}{40} \text{ x } 100 \text{ %} = 57.5 \text{ %}$$

$$P_2 = \frac{17}{40} \text{ x } 100 \text{ %} = 42.5\%$$

Table 4.4.

Percentage of Students' Speaking skill in English Lesson for Post Test I

	Category	Number of Students	Percentage
P_1	Succeed	23	57,5%
P_2	Failed	17	42,5 %

d. Reflection

The researcher and the teacher evaluated the conclusion of implementing the action based on the result of post-test I. Then, the researcher and the teacher tried to modify the action in order 75% of students in the class could pass the KKM. Instead, the researcher and the teacher felt satisfied enough because their efforts to improve students' speaking skill had been improved and it was proven by the scores they get, although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easily by implementing Scaffolding Talk as technique. From the reflecting phase above, there were some improvement that would be implement in the cycle II.

A.3**. The Result of Cycle II**

  a. Planning

       After finding the fact that the students' speaking mastery was good, but could not reach the success criteria which was proven by their post-test 1 scores. Then, the researcher and the teacher rearranged the lesson plan which was used in the previous cycle with some modifications. To stimulate the students, the researcher gave a recount text that related with the material. The teacher and the researcher hoped that it can stimulate students to be more creative. Beside of that, the researcher also prepared the observation sheet to note the classroom activities and the post-test 2 to collect the data.

  b. Action

       The action of cycle two was done on 02 August 2018. In this meeting, the teacher asked the students about their difficulties in implementing Scaffolding Talk as technique in learning speaking and try to emphasize some aspects that have not been done yet in first cycle. In this research, the researcher made some modifications in conducted speaking skill. The researcher asked students to make dialogue with patner. Finally, they performed in front of the class to deliver their dialogue. After finishing the performance, each students has been given feedback. In the second meeting, the researcher gave the post-test 2. It was oral test, retelling story. The students read the stories and retell the stories in front of the class.

c. Observation

The observer tried to notice all activities in the physical classroom activity. It might be about the teachers' performance, students' response and students' participations during teaching and learning process using Scaffolding Talk as technique.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative. First, related to the observation sheet for the teacher. The teacher delivered the material by combine the native and target language. Moreover, the teacher responded the students' participation in a form reaction. Second, related to the students' response during teaching and learning activity, most of students paid attenttion to the teacher explanation and practice with their pairs enthusiastically. Third, related to the students' participation, it showed some progress than in the cycle I. Most students participated in class conversations, discussions, and performances. Their pronunciation, grammar, vocabulary, and fluency were better than before.

Quantitatively, the result of the post test of the second cycle, the mean score was 79,15 and there were thirty six students or there were 90 % of students who succeed the KKM. The result of the students' score in post-test II could be seen on the following table below:

Table 4.5. Students Test Score

No.	Names of Students	Score	Category
1.	Aditya Rachman	85	Succeed
2.	Arafath Aziz Ar-Rahman	85	Succeed
3.	Arya Revaldi	85	Succeed
4.	Asri Afriza	80	Succeed
5.	Aulia Kaisar Damanik	75	Succeed
6.	Aulia Mufidah	85	Succeed
7.	Bayu Al Vixri	75	Succeed
8.	Daeng Nadera	75	Succeed
9.	Fajar Iqwan	75	Succeed
10.	Farhan Ashadi	80	Succeed
11.	Fauzi	90	Succeed
12.	Ferdi Ansyah	75	Succeed
13.	Habi Natullah	75	Succeed
14.	Ilham Ramadhan	98	Succeed
15.	Iswaldi Anjri	90	Succeed
16.	Khoirunnisa	75	Succeed
17.	M.Aidil	85	Succeed
18.	M.Nazar	80	Succeed
19.	M.Subhi Sinaga	70	Failed
20.	M.Amrizal	65	Failed
21.	M.Fauzi Syahputra	75	Passed
22.	M.Fikram	75	Passed
23.	M.Haikal Sutanto	75	Passed
24.	M.Husaini	70	Failed
25.	Nadia Alisa	90	Passed
26.	Nayla Al Fiqah	65	Failed
27.	Nazhira	65	Failed
28.	Nazwa Syahira	65	Failed
29.	Nazwa Zuhaira	75	Passed
30.	Nismayani	85	Passed
31.	Nova Herlina	85	Passed
32.	Novi Herlina	75	Passed
33.	Novita Fitriani	80	Passed
34.	Nur Asyah	75	Passed
35.	Nurul Kumiah	75	Passed
36.	Nurul Ulfa	75	Succeed

37.	Ryan Ar-Rasyid	98	Succeed
38.	Reza Pratama	75	Succeed
39.	Salwa Salsabila Hrp	80	Succeed
40.	Ummul Khairul	95	Succeed
Total		3166	
Mean		79,15	

In post-test II, the total score of students was 3166 and the number of students who took the test was 40, the mean of the students' score was:

$$X = \frac{3166}{40} = 79.15$$

From the table above, students' speaking skill in English lesson was good. The mean of students was 79.15. To know the student' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \text{ x } 100 \text{ \%}$$

$$P_1 = \frac{36}{40} \text{ x } 100 \text{ \%} = 90\%$$

$$P_2 = \frac{4}{40} \text{ x } 100 \text{ \%} = 10 \text{ \%}$$

Table 4.6.

Percentage of Students' Speaking skill in English Lesson for Post Test II

	Category	Number of Students	Percentage
P_1	Succeed	36	90%
P_2	Failed	4	10%

d. Reflection

The teacher and the researcher analyzed the result of cycle II. Most of the students responded the teacher actively. Furthermore, the teaching learning process was done very well. The researcher and the teacher were satisfied because the students had significant improvement from the score get from pre-test, post-test I and post-test II. After achieving the target research, 75% students passed the KKM, the researcher and the teacher decided to stop the Classroom Action Research.

B. **Discussion**

This research was conducted to find out the improving of the students' speaking skill by applying Scaffolding Talk. The Scaffolding Talk is one of the technique that could be used by the teacher in teaching English to improve the students' ability in speaking.

The research that had been done by the researcher indicated that Scaffolding Talk was effective or could be used in teaching speaking. It could be seen from the tables that showed the increasing of students' score from pre-test, post test I, and post test II. The improvement of the students ability was the teacher could control the class and created the active class. The technique also helped the students be more active to practice their speaking and indirectly, increase the students ability.

Table 4.7.

Percentage of Students' Speaking Skill in English Lesson for Pre Test,

Post Test I, and Post Test II

Name of Test	Number of the Students who Got the Score ≥75	Percentage
Pre test	13	32,5%
Post test I	23	57.5%
Post test II	36	90%

Based on the data above, the result showed the improvement of the students' scores from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were thirteen of fourty students (32,5%). In the post-test I, students who got the score 75 or more were twenty three of fourty students students (57.5%). In the post-test II, students who got the score 75 or more were thirty six of fourty students (90%).

The quantitative data above was also strengthened by the qualitative data taken through interview. Interview was also done when the researcher implementing the technique to the students. The students interested in the way of learning speaking. They felt more enthusiastic and enjoy because they could interact with their friends in the learning process. On the other hand, Scaffolding Talk made the students enjoy. So, it can be concluded that the result of the research showed that the implementation of Scaffolding Talk improved the students' ability in speaking. It can be seen from the quantitative data proven by the students' score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Based on qualitative data, it was found that the class ran effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter discuss about Conclusion and Sugeestion on the basis of the researcher Findings and Discussion presented in the revious chapter. After conducting the research of speaking skill to improve the students' speaking skill through Scaffolding Talk technique, the researcher can conclude based on the findings discussed in the previous chapter that:

Based on the result from the chapter IV of the researcher that had been done in the two cycle in the research in the entitled "The Use of Scaffolding Talk Technique to Improve Students' speaking Skill at MTsS Al-Washliyah 05 Belawan in the Academic Year 2018-2019". The students' speaking skill can increase through Scaffolding Talk technique. The findings show that the improvement of the students' speaking skill is significant after the students got Scaffolding Talk technique. It can be seen from the comparison between all the score of cycle I, cycle II. The findings display that the students' speaking skill increases from pre to post test. The result showed that the mean of pre-test 62, the mean of post-test 1, 74,25, and the mean of post-test II 79,15. It means that Scaffolding Talk technique is able to improve the students' speaking skill.

B. **Suggestion**

Having known the findings of the research, the researcher gives suggestions as follows:

1. For the Headmaster

The headmaster can suggest to their English teacher to use this technique in teaching speaking because the result of this research show that Scaffolding Talk technique can improve students' ability in speaking.

2. To the teacher

Teacher should use Scaffolding Talk technique to teach speaking. This technique can make the students keep in mind what they listen enrich their vocabularies. The teacher should motivate the students to speak more in order the students can express their ideas orally. In addition, the teacher should know the need of the students related with the competencies they need.

2. To the students

The students should extend their skill in many ways, e.g. speaking especially recount text; using new words along in the classroom activities or their daily life, or even by drilling some words. So finally, students are able to speak in English language.

3. For the Researchers

For the futher researcher can consider Scaffolding Talk technique to conduct the research.

4. For The Readers

For the reader, this research can be a reference for the new research or it can be an idea to apply Scaffolding Talk in teaching learning process.

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http://aguswuryanto.wordpress.com

APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan **: MTsS Al-Washliyah 05 Belawan**
Mata Pelajaran   **: Bahasa Inggris**
Kelas/ Semester   **: VIII/GANJIL**
Tahun Pelajaran   **: 2018/2019**
Alokasi Waktu   **:2 x 45**

A. Kompetensi Inti
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi 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. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	2.1.Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2.Menunjukkan perilaku jujur, disiplin,percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi	

	transaksional dengan guru dan teman.	
	2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3.	3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.10.1 Mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan dalam teks naratif sederhana berbentuk legenda. 3.10.2. Mengidentifikasi gambaran umum dalam teks naratif berbentuk legenda.
4.	4.15. Menangkap makna teks naratif lisan dan tulis sederhana berbentuk legenda rakyat .	4.15.1. Mencermati teks naratif terkait legenda rakyat, sederhana. 4.15.2. Menemukan informasi tersurat dari teks naratif lisan dan tulis sederhana berbentuk cerita legenda rakyat. 4.15.3. Menemukan informasi tersirat dari teks naratif lisan dan tulis sederhana berbentuk cerita legenda rakyat.

C. Tujuan pembelajaran

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks naratif sederhana berbentuk cerita rakyat.
2. Menunjukkan perilaku peduli, percaya diri dan tunggungjawab dalam melaksanakan komunikasi terkait teks naratif sederhana berbentuk cerita rakyat.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana berbentuk cerita rakyat.
4. Menemukan informasi tersurat dari teks naratif lisan dan tulis sederhana berbentuk cerita legenda rakyat.
5. Menemukan informasi tersirat dari teks naratif lisan dan tulis sederhana berbentuk cerita legenda rakyat.
6. Menyampaikan teks naratif sederhana berbentuk cerita legenda rakyat.

D. Materi Pembelajaran
1. Materi pembelajaran regular
   Teks naratif lisan dan tulis sederhana sederhana berbentuk legenda rakyat.
   - Fungsi Sosial
     - Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, dan mengambil teladan.
   - Struktur Teks
     Dapat mencakup:
     - Orientasi
     - Komplikasi
     - Resolusi
     - Reorientasi
   - Unsur Kebahasaan
     - Kalimat-kalimat dalam s*imple past tense, past continuous*, dan lainnya yang relevan.
     - Kosa kata: terkait karakter, watak, dan setting dalam legenda.
     - Adverbia penghubung dan penujuk waktu.
     - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
     -

The Story of Toba Lake

Once upon a time, there was a man who was living in North Sumatera. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Supresingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; " Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster'. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunc. unfortunately, he found out and got furious, and shouted. " You

damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise. Then, she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by no-stop pouring rain.

The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

2. Materi pembelajaran pengayaan
   Memahami unsur kebahasaan adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb.
3. Materi pembelajaran remedial
   Fungsi sosial teks tentang teks *naration*

E. Metode Pembelajaran/Teknik
  ➢ Scaffolding Talk Technique

F. Media Alat dan Bahan Pembelajaran
  ➢ **Media** :

  ❖ Teks *naration*
  ❖ PPT

  ➢ **Alat/Bahan**
   ⬥ Spidol, papan tulis
   ⬥ Laptop & proyektor

G. Sumber Belajar:
   ➢ Buku teks pelajaran yang relevan
   ➢ LKS

E. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Guru memberi salam (greeting). • Guru memeriksa kehadiran siswa. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. • Memberi motivasi belajar. • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	10 menit

	Mengamati • Siswa menyimak contoh teks recount tentang pengalaman/ kegiatan/ kejadian/ peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaannya. • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount. **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan teks *recount* tentang pengalaman/ kejadian/ peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan mengenai gagasan pokok, informasi rinci, dan informasi tertentu dalam recount. **Mengeksplorasi**	
Inti	• Siswa mencari beberapa teks *recount* dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci, dan informasi tertentu dari teks *recount.* • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat. • Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi teks *recount*. • Siswa secara berkelompok menuliskan/ menyalin teks *recount* lisan dan tulis, sederhana, tentang pengalaman/ kegiatan/ kejadian/ peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut **Mengasosiasi** • Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci, dan informasi tertentu dari teks. • Siswa memperoleh balikan (*feedback*) dari guru	70 menit

	dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat teks recount sederhana tentang pengalaman/ kejadian/ peristiwa dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa berlatih menyampaikan teks recount dengan teman kelompok. • Siswa mempresentasikannya di depan kelas.	
Penutup	• Memberikan umpan balik terhadap proses dan hasil pembelajaran; Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class? • Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual. • Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	10 menit

F. Penilaian
1. Teknik Penilaian : Tes Lisan
2. Instrumen Penilaian : *Retelling story*
3. Rubrik Peniaian :

Rated Qualities	Points	Behavioral Statements
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (any) noticeable errors of grammar or word order.
	4	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.

Rated	Points	Behavioral Statements

Qualities		
Grammar	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension. Must often rephrase sentences and/or restricts himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

Total skor: **4 x 5= 20**
  Nilai: **Total skor x 5 = 10**

Medan, April 2018

  Mengetahui
  Kepala Madrasah   Guru Mata Pelajaran   Mahasis

  _____   _____   SARTIKA PUTRI
NIP.   NIP.   NIM. 34.14.4.035

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : MTsS Al-Washliyah 05 Belawan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/GANJIL
Tahun Pelajaran : 2018/2019
Alokasi Waktu : 2 x 45

A. Kompetensi Inti
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi 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. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	

2.	2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	

2.	2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3.	3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunaannya.	3.9.1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks *recount* sederhana tentang kegiatan/ kejadian/ peristiwa dengan penuh percaya diri dan bertanggung jawab. 3.9.2. Mengurai gambaran umum dan informasi tertentu dari teks *recount* sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab. 3.9.3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* sederhana.
4.	4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa. 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/ kejadian/ peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.13.1. Mencermati teks *recount* terkait peristiwa bersejarah. 4.14.1. Membuat teks *recount* tentang kegiatan/ kejadian/ peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan pembelajaran

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks recount sederhana tentang pengalaman/ kejadian/ peristiwa
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.
3. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.
4. Merespon makna teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.
5. Menyusun teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.
6. Menyampaikan teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.

D. Materi Pembelajaran

1. Materi pembelajaran regular

   Teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/ kejadian/ peristiwa.

   - Fungsi Sosial
     - Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.
   - Struktur Teks
     - Dapat mencakup:
     - orientasi
     - urutan kejadian/kegiatan
     - orientasi ulang
   - Unsur Kebahasaan
     - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan.
     - Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb.
     - Adverbia dan frasa preposisional penujuk waktu
     - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

HOLIDAY

Orientation

That day was July 03,2018. A week before that day I had been preparing everything. Then, at that day I was ready for my holiday.

At 9 in the morning, I went to the station. The train would arrive at 10 a.m. It look 30 minutes walking from my home to the station. At that station., I bought the ticket to go to Yogyakarta.

(*Hari itu tanggal 03 Juli 2018. Seminggu sebelumnya, saya telah mempersiapkan segalanya. Dan pada hari itu, saya telah siap untuk berangkat liburan.*

pada pukul 9 pagi saya berangkat ke stasiun. Dari rumah menuju stasiun kurang lebih butuh waktu 30 menit berjalan kaki. Sesampainya di Stasiun, aku membeli sebuah tiket untuk pergi ke Yogyakarta.)

Events

It took around 5 hour to go Yogyakarta from Tulungagung by train. I arrived in Tugu Station Yogyakarta at 3.15 pm. I had no fix idea about the places at which I would visit. So, I was free to do anything in this city.

At first, I went walking around at Malioboro Street. I saw so many people in this street. Perhaps, they did the same thing as I did, just walking and sometimes stopped at some street merchandise sellers a long that road.

At 6 pm, I was tired and hungry. I was at Alun-Alun Kidul, the south side of Yogyakarta road. I looked around and find Angkringan, at the place I ordered for a glass of ice tea and ate some Sego kucing and also Gorengan.

After eating, I began to think of where I would getbthe cheap hotel to stay for several days in Yogyakarta.

(*Perjalanan kereta dari Tulungagung ke Yogyakarta menemouh waktu sekitar 5 jam. kereta berhenti di stasiun Tugu Yogyakarta pukul 3.15 sore hari. Saya tidak punya tujuan pasti untuk tempat-tempat yang akan saya kunjungi. Oleh karna itu, saya bisa merasa bebas untuk berpergian kemanapun di kota ini.*

pertama-pertama yang saya lakukan adalah berjalan-jalan sepanjang Jalan Malioboro. Saya melihat banyak orang disana. Mungkin mereka juga melakukan hal yang sama seperti yang aku lakukan, yaitu jalan-jalan dan sesekali berhenti di penjual barang kerajinan di sepanjang jalan tersebut.

	Deskripsi	Alokasi Waktu
Pendahuluan	• Guru memberi salam (greeting). • Guru memeriksa kehadiran siswa. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. • Memberi motivasi belajar. • Mengajukan pertanyaan- pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	10 menit
Inti	**Mengamati** • Siswa menyimak contoh teks recount tentang pengalaman/ kegiatan/ kejadian/ peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaannya. • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount.	70 menit

Mempertanyakan (questioning) • Dengan bimbingan dan arahan guru, siswa mempertanyakan teks *recount* tentang pengalaman/ kejadian/ peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan mengenai gagasan pokok, informasi rinci, dan informasi tertentu dalam recount. **Mengeksplorasi** • Siswa mencari beberapa teks *recount* dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci, dan informasi tertentu dari teks *recount.* • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat. • Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi teks *recount*. • Siswa secara berkelompok menuliskan/ menyalin teks *recount* lisan dan tulis, sederhana, tentang pengalaman/ kegiatan/ kejadian/ peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut **Mengasosiasi** • Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci, dan informasi tertentu dari teks. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat teks recount sederhana tentang pengalaman/ kejadian/ peristiwa dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.	

	• Siswa berlatih menyampaikan teks recount dengan teman kelompok. • Siswa mempresentasikannya di depan kelas.	
Penutup	• Memberikan umpan balik terhadap proses dan hasil pembelajaran; Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class? • Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual. • Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	10 menit

E. **Penilaian**

1. Teknik Penilaian   : Tes Lisan
2. Instrumen Penilaian   : *Retelling story*
3. Rubrik Peniaian   :

Rated Qualities	Points	Behavioral Statements
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (any) noticeable errors of grammar or word order.
	4	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.

Rated Qualities	Points	Behavioral Statements
Grammar	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension. Must often rephrase sentences and/or restricts himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

Total skor: **4 x 5= 20**
Nilai: **Total skor x 5 = 100**

Medan, Augustus 2018

Mengetahui
Kepala Madrasah   Guru Mata Pelajaran   Mahasiswa

Sartika Putri

NIP.   NIP.   NIM. 34.14.4.035

Appendix III

INSTRUMENT OF PRE-TEST AND POST TEST I

The test is oral test. Read a story that in recount text form and retell the story directly to the test administrator!

APPENDIX IV

STUDENTS' TRANSCIPTS OF PRE-TEST AND POST-TEST I

Pre-Test

1. Ummul Khairul

My name is Ummul Khairul last holiday I and my parents go to Danau Toba. My father and my mother take a photo with me. Because Danau Toba is very good, and us very enjoy with our holiday. Thank you.

2. Nayla Al Fiqah

My name is Nayla Al Fiqah. I want to tell my Holiday yesterday. When holiday I go the beach with my family. and in the beach I am swimming and I take a photo with family and then after I am tired I am hungry and I eat sea food. Thank you.

3. Ryan Arrasyid

Hi friends! my name is Ryan Arrasyid the last holiday I just at home. In home I start activities like jogging in the morning, play games after that I take a bath and I do my hobby like watch tv. Thank you.

Post-Test I

1. Salwa Salsabila Hrp

   Lake Toba is a farmer who fished and got a magic fish because the fish can be a beautiful girl by the peasant girl that fish be his wife on the condition that the farmer should not recount the origin of the girl, but after having a child because the child was made farmers upset then farmers say that the boy is the son of fish instantaneous water from the ground rising profusely because farmers have reneged on his promise and long into the water named Lake Toba.

2. Aditya Rachman

   In Lake Toba there is a girl who Seruni. She desperate and sad because her father set her up with a young man who her own cousin. She did not know what to do. she want to end her life by jumping into Lake Toba with a pet dog, and she ran to the cliff and fell into hole, Finally she hung on a cliff with her a pet dog Toki.

3. Nadia Alisa

   There is a beautiful girl who lives with her parents in the area Lake Toba. His name is Seruni she also has a dog named Toki. She is desparate because she want to be married to her parents, she is confuse because she is afraid to reject his parents. Then she ran to the cliff and fell into a hole, then earthquake, suddenly rocks dock and squeeze his body finally she hung on a cliff.

4. Farhan Ashadi

Once upon a time, there was a man who was living in North Sumatera. He lived in a simple hut in farming field. The did some gardening and fishing for his daily life. Then the man married with girl of the fish he caught, after married they have children. suddenly, the man was angry with his son, because his son ate the man's food and said " A fish Boy" then his son meet his mother, after hearing the word then there was an earthquake and rain continuously. All flooded areas into Lakes. Then the woman turned into fish and he drowned in the Samosir Island.

APPENDIX V

INSTRUMENT OF POST TEST II

The test is oral test. Make dialogue with your partnet and practice in front of class…

APPENDIX VI

STUDENTS' TRANSCIPTS OF POST-TEST II

1. Nadia Alisa and Novita Fitriani

   Introduction

Nadia : What is your name?

Novita : My name is Novita and you?

Nadia : I am Nadia.

Novita : Where do you live?

Nadia : I live in Belawan, and you?

Novita : I live in Marelan

Nadia : Nice to meet you.

Novita : Nice to meet you too.

2. Ilham Ramadhan and Habi Natullah

   Hobby

Ilham : Hi Habi, how are you today?

Habi : I am fine. how about you?

Ilham : I am fine too. what is your hobby?

Habi : My hobby is camping

Ilham : Good. where is your favorite location to camp?

Habi : In the mountain. The air is very fresh.

Ilham : When you will camp again?

Habi : may be next holiday.

Ilham : That's great idea.

Habi: I am sorry, I have to go. see you.

Ilham : See you too.

3. Nova Herlina and Novi Herlina

   Homework

Nova: What are you doing?
Novi : I am doing my homework.
Nova : What is the subject?
Novi : It is math
Nova : It is hard?
Novi : No too.
Nova : Do you have a plan after this?
Novi : No, I don't.
Nova : Can you play with me?
Novi : Sorry, I can not
Nova : Ok, no problem.

4. Salwa Salsabila and Uci
   In a Library
Salwa : Hi Uci, what are you doing here?
Uci   : I am looking for Math book.
Salwa : May I help you?
Uci   : Sure, Thank you.
Salwa : Ur welcome.

TEACHER INTERVIEW SCRIPT

Interview Script before the Implementation Scaffolding Talk

Researcher : Masalah yang Sir hadapi saat mengajar Bahasa Inggris khsusnya Speaking?

Teacher : Ya… biasanya kan kalau anak-anak kita, kalau khususnya memang agak repot, sulit ketika kita mengajar di dalam, memang kita menyuruh mereka untuk mengetahui tentang apa ya… kosa kata, ketika kita mengajar dengan Bahasa Inggris, kita harus mengkombine dengan Bahasa Indonesia, itu wajib disini karna kalau kita menggunakan Bahasa Inggris saja, itu gak akan mereka ngerti, paham ya…? ngaaa itu dia kendalanya satu aja sih. Haaa mereka tidak terlalu paham Bahasa Inggris dan tidak mengerti pelajaran-pelajaran yang dasar gitu, ya seperti vocabnya kita perbanyak, Grammar, Speaking juga ya kita kombinasi aja dengan Bahasa Indonesia, seperti "Excusme, Sir I go to toilet". haaa itu yang kita ajari, itu aja sih.

Researcher : Hmmm, disini kan saya menggunakan yang namanya Teknik Scaffolding Talk, apa sebelumnya Sir pernah menggunakan teknik tersebut?

Teacher : Teknik apa?

Researcher : Teknik Scaffolding Talk

Teacher : Scaff…

Researcher : Scaffolding Talk

Teacher : Itu yang teknik itu ya, biasanya teknik kita ada banyak, kalau sir awal ya teknik kita kana da beberapa teknik, ada ceramah, ada yang teknik, haaa kalau K13 sekarang itu kita tidak bisa ceramah aja.

Researcher : Iya…

Teacher : Haaa… supaya anak itu aktif, aktif dia belajar

Researcher   : seperti aktif learning ate learning active.

Teacher   : Active, kita kasih umpan mereka tangkap

Researcher   : Merespon

Teacher   : Iya gitu, mereka mengerjkan kita kasih bimbingan, mereka kerjakan.

Researcher   : Trus sir kalau untuk participant student nya gimana kalau di kelas VIII-A, apa mereka…??

Teacher   : VIII-A ya…?

Resarcher   : ho'oh,,,

Teacher   : Karna ini juga baru, juga baru-baru awal ini kan kelas baru, kita belum tau tingkat mana anak yang lumayan mana yang gak, kan gitu. Biasanya kalau di kelas VIII-A biasanya banyak yang aktif.

Researcher   : Hmmmm, menurut sir apa yang membuat mereka tidak berani berbicara di depan kelas menggunakan Bahasa Inggris?

Teacher   : Karna….. ketidaktahuan dan ketidakberanian mereka, dan juga lazy malas. itu sih penyakit anak kita, karna sebagian mereka juga tidak aktif diluar, tidak les diluar, biasanya anak-anak yang les diluar biasanya aktif di kelas. Kita tau juga demokrasi sekolah kita daerah pesisir, yang anak-anak nya juga sekolah aja agak susah, kadang mau kadang gak. kadang mereka milih jadi nelayan ikut orang tua jadi nelayan, kadang mereka itu malas dan tidak aktif juga belajar.

Researcher   : Hmmm, ok lah sir. Just it. Thank you sir.

Teacher   : OK, ur welcome.

Interview Script after the Implementation Scaffolding Talk

R   : Bagaimana sir menurut sir tentang teknik yang saya terapkan ini?

I   : Menurut sir sih bagus, jadikan orang itu semua bisa aktif untuk berlatih ya. Selama ini cuma beberapa yang mau tampil kedepan, tapi karna teknik ini mereka jadi banyak yang lebih berani untuk tampil speaking.

R   : Thank you so much sir.

I   : You are welcome.

APPENDIX VIII

STUDENTS' INTERVIEW SCRIPT

1. Farhan Ashadi

   R : Please introduce your name and class!

   (kenalkan nama mu dan kelas!)

   I : Nama saya Farhan Ashadi, kelas VIII-A

   R : OK, Do you like Speak English?

   (Apakah kamu suka bicara Bahasa Inggris?)

   I : Hmmm, hahahaha

   R : Lho kok ketawa?, gak suka?

   I : Gak

   R : Kenapa?

   I : Karna susah mis.

   R : Susah?, Yang membuat susah itu apa?

   I : Hurufnya terbalik balik mis, hahahaha

   R : Hurufnya terbalik balik. OK. Hurufnya terbalik balik contoh nya apa?

   I : One dibaca one.

   R : Caaa… oh berarti cara bacanya. Oke. lalu what problem do you face when learning English?

   (apa masalah yang kamu hadapi ketika belajar Bahasa Inggris?)

   I : Susah mis

   R : Apa masalahnya?

   I : mengartikan

   R : susahnya dimengartikan, kana da kamus

   I : Kamus nya gak ada mis, gak dibeliin.

   R : Ok, haaaaa your English teacher ever ask you to speak using English?

(Guru Bahasa Inggris mu pernah meminta mu untuk berbicara menggunakan Bahasa Inggris?)

I : Pernah

R : Pernah? So, Do you can?

(apakah kamu bisa?)

I : Tidak

R : Tidak, kenapa?

I : Bingung saya mis

R: Bingung, yang membuat bingung nya dibagian mana? bingung cara jawabnya, atau bingung gak tau artinya?

I : Gak tau artinya, gak tau cara jawabnya juga gak tau

R : Ok, thank you please sit down.

2. Salwa Salsabila Harahap

R : Please introduce your name and class!

(kenalkan nama mu dan kelas!)

I : My name is Salwa Salsabila Harahap. I come from eight class.

R : OK, Do you like Speak English?

(Apakah kamu suka bicara Bahasa Inggris?)

I : No.

R : No, why?

I : Becauce it is difficult

R : Because it is difficult, hmmmm apa yang membuat kamu susah belajar Bahasa Inggris?

I : Bahasanya mis

R : Bahasanya? so, what problem do you face when learning English?

(apa masalah yang kamu hadapi ketika belajar Bahasa Inggris?)

I : Translate.

R : Translate? Do you can translate Indonesia to English or English to Indonesia? maksudnya, kamu gak ngeri mengartikan bahasa Indonesia ke Inggris, atau bahsa Inggris ke Indonesia, All right?

I : Indonesia to English

R : Indonesia to English. hmmm kenapa kamu merasa bingung mengartikan dari bahasa Indonesia ke bahasa Inggris?

I : Because grammar nya

R : Grammar. haaaa so, your English teacher ever ask you to speak using English?
(apakah Guru Bahasa Inggris mu pernah meminta mu untuk berbicara menggunakan Bahasa Inggris?)

I : No

R : No, are you sure?

I : Yes

R : Ok thank you.

3. Nadia Alisa

R : Ok. Please introduce your name and class!
(kenalkan nama mu dan kelas!)

I : My name is Nadia Alisa

R: Kelas. kelas, kelas berapa?

I : My class delapan A

R : OK, Do you like Speak English?
(Apakah kamu suka bicara Bahasa Inggris?)

I : Yes

R : Why, haaaaa apa yang buat kamu suka bahasa Inggris?

I : Yaaa biar bisa pande bahasa Inggris lah mis.

R : Biar bisa pande bahasa Inggris. trus haaaa ada gak masalah yang kamu hadapi ketika belajar bahasa Inggris?

I : Ada

R : Apa itu?

I : Kadang kurang paham mis.

R : kurang paham. apa yang buat kurang paham, bagian mana?

I : Grammar

R: grammar. trus Guru Bahasa Inggrisnya pernah nyuruh untuk berbicara menggunakan Bahasa Inggris gak?)

I : Pernah sih.

R : Pernah? bisa?

I : Gak

R : Gak bisanya?

I : Sikit-sikit.

R : Sikit-sikit. itu gak bisa karna grammar, gak bisa karna takut, atau gak bisa karna gak berani?

I : Kurang tau mis

R : Apanya yang kurang tau?

I : Bahasa Inggrisnya.

R : Bahasa Inggris nya. Ok. Thank you

APPENDIX IX

OBSERVATION SHEET

Date : 26 Juli s/d 11 Agustus 2018

Students : VIII-A

School : MTsS Al-Washliyah 05 Belawan

Subject : English

NO	NAMES OF STUDENTS	A	B	C	D	NOTE
1	Aditya Rachman		✓			
2	Arafath Aziz Ar-Rahman	✓				
3	Arya Revaldi	✓		✓		
4	Asri Afriza				✓	
5	Aulia Kaisar Damanik		✓			
6	Aulia Mufidah				✓	
7	Bayu Al-Vixri	✓				
8	Daeng Naderah			✓		
9	Fajar Iqwan				✓	
10	Farhan Ashadi		✓		✓	
11	Fauzi	✓			✓	
12	Ferdi Ansyah	✓				
13	Habi Natullah				✓	
14	Ilham Ramadhan				✓	
15	Iswaldi Anjri			✓		
16	Khoirunnisa				✓	
17	M. Aidil		✓			
18	M. Nazar				✓	
19	M. Subhi Sinaga	✓				
20	M. Amrizal				✓	
21	M. Fauzi Syahputra				✓	
22	M. Fikram	✓				
23	M. Haikal Sutanto	✓				
24	M. Husaini				✓	
25	Nadia Alisa	✓				
26	Naya Al-Fiqah	✓				
27	Nazhira	✓				
28	Nazwa Syahira		✓			
29	Nazwa Zuhaira	✓				
30	Nismayani	✓				
31	Nova Herlina				✓	
32	Novi Herlina			✓		

33	Novita Fitriani	✓				
34	Nur Asyah	✓				
35	Nurul Kumiah				✓	
36	Nurul Ulfa				✓	
37	Ryan Ar-Rasyid				✓	
38	Reza Pratama	✓				
39	Salwa Salsabila Harahap			✓		
40	Ummul Khairul				✓	
	∑	16	5	5	17	

Explanation :

 E: Pay attention = 16

 F: Activeness in asking questions = 5

 G: Activeness in responding questions = 5

 H: Enthusiasm in doing test = 17

English Teacher

Rifqi Fadhil, S.T

APPENDIX X

DIARY NOTES

First Meeting (Thursday, July 26th 2018)

The first meeting of the research was the pre-test. The researcher gave pre-test to the students in order to know how far their capabilities in English especially speaking. The researcher asked them to tell their experience about holiday, but the students seemed very difficult to deliver their experience. Some of them were good, but most of them could not deliver their experience, eventhough they already learned about how to do it. Many problems have been found during pre-test. The condition of classroom was not condusive. So, it could be concluded that the students still had difficulties in speaking.

Second Meeting (Saturday, July 28th 2018)

In second meeting, the researcher explained the material and wrote it on the whiteboard. The students were taught about public speaking by applying Scaffolding Talk technique with recount text as the main subject. The students tried to performed in front of class. In teaching learning process, some of the students were active, and some students made noisy in the classroom.

Third Meeting (Thursday, August 02nd 2018)

In the third meeting, the researcher did post-test I. This test was done to see and knew the students' progress on their speaking skill after being taught by Scaffolding Talk In post-test I, the researcher asked the students to retell the story in recount text form. Unfortunately, the score of pre-test I was not satisfied.

Fourth Meeting (Saturday, August 04th 2018)

After students did post-test I, the researcher started cycle II. The researcher gave some modifications in the learning process. The researcher asked the students to make dialogue and practice in front of class with their patner. The researcher also gave more explanation about the grammar and added the vocabulary to the students. The students were more active and serious then before.

Fifth Meeting (Thursday, August 09th 2018)

In this meeting, the post-test II was given to the students. The test was given to know the students improvement after being taught by Scaffolding Talk in two cycles. The result of the test was satisfied. Based on the reflection of the cycle II, this research could be stopped because students' ability had been increased.

APPENDIX XI

DOCUMENTATION

The Teacher gave explanation about Scaffolding Talk technique and

Explained the material

The Students are preparing before speaking in front of class

The Students is doing post-test

The Students is doing post-test