

CHAPTER II

IMPROVING STUDENTS SPEAKING SKILL USING SCAFOLDING TALK TECHNIQUE

A. The Nature of Speaking Skill

1. Definition of Speaking

Speaking is one of the four language skills, speaking is used by someone in communication of daily life at school, at home or some other places. Speaking is one of the four skills that significance role in mastering English. While, speaking skills are the skills that give us the ability to communicate effectively. Speaking skill also help to assure that one will not be misunderstood by those who are listening. So, the researcher explain about the nature of speaking itself in order that given that the obvious information about of speaking.

Based on Fulcher (2003: 23) stated that "speaking the verbal use of language to communicate with others". So, speaking is very important because the students will add confidence when they speak in forward of class. Beside that, Harmer (2003:269) defined that "speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' ". Another experts, Thornbury (2005: 1), defined that "speaking is so much a part of daily life that we take it for granted".

Based on the explanation above speaking is a tool to communicate with other people to produce an information orally. In learning speaking skill the

students should be able to make themselves understood and use good communication with other. Moreover, to improve speaking the students have to mastering of vocabulary because vocabulary can help the students speak with their friends in the class. Vocabulary is the first step to learn English. Without, mastering of vocabulary the students will not fluency in speak English. When the students speak, they also process and transfer information on their brain and they must focus on speaking skill.

Based on the explanation above, it can be concluded speaking skill is the way for students to express their ideas, emotion, desire and also to interact with other people. In simply, it can be concluded that speaking is an activity to communicate with other people and also can help someone to tell something for other people.

2. The Process of Speaking Skill

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The process of speaking the students have to go through various steps to fluently speak in English. One of a good step is practice speak in English. Brown (2000:7) stated that teaching means showing or helping someone how to do something, giving instruction, guiding in the study of the something, providing with the knowledge, causing to know or to understand. Teaching as an activity for guiding and facilitating the learners to learn and setting the condition of learning.

3. The Kinds of Speaking Skill

The kinds of speaking in this research is included in responsive because the students has to perform an adjacency pair dialogue or short conversation such as standard greetings and small talk, simple requests and comments. Brown (2004: 141) stated as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

a) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

b) Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading

aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

c) Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

d) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple exchanges and /or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchange, which have the purpose of maintaining social relationship.

e) Extensive (Monologue)

Extensive oral production task include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal response) or ruled out altogether

4. The Components of Speaking Skill

Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. Brown (2004:40) mentioned that, there are at least five components of speaking such as comprehension, grammar, vocabulary, pronunciation and fluency. Meanwhile, Hughes (2003: 131) defined that five components of speaking; accent, grammar, vocabulary, fluency and comprehension. In this research the researcher focused on comprehension, grammar, vocabulary, pronunciation and fluency.

a) Comprehension

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

b) Grammar

The grammar of a language is the description of the ways in which words forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer. Linguists investigating native-speaker speech (and writing) have, over the years, devised various different systems to describe how the language works. Grammar is one important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar.

c) Vocabulary

Vocabulary means list of words with their meaning. One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

d) Pronunciation

Pronunciation is the way for students“ to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign student does not pronounce a word correctly, it can be very difficult him/her. On the other hand, if students make grammatical mistakes . example in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood.

e) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners.

5. The Functions of Speaking

Speaking is a tool to communicate with other people. In speaking the students has to mastered some part of speaking. Moreover, the students has to the functions of speaking until created a good speaking. Brown and

Yule (1983) in Richards (2008: 21) mentioned that functions of speaking such as:

a) Talk as Interactions

Talk as interactions refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.

b) Talk as Transaction

Talk as Transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

c) Talk as Performance.

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speech.

6. Elements of Speaking

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'. There are some elements of speaking from Harmer (2003: 269) , such as language features and mental / social processing.

a) Language Features

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

1. Connected Speech: effective speakers of English need to be able not only to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). It is for reason that we should involve students in activities designed specifically to improve their connected speech.
2. Expressive Devices: native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and how by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interactions).
3. Lexis and Grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.
4. Negotiation Language: effective speaking benefits from the negotiatory 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 be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
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 for how the other participants are feeling.
3. 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.

B. The Nature of Scaffolding Talk Technique

1. Definition of Scaffolding Talk Technique

In English learning process, the students have to master four language skills, in this research design, the researcher focuses students' speaking skill. The researcher denies that the students need to improve speaking skill, because the researcher finds some factors that cause them

difficult to use foreign language. In this research, the researcher offer scaffolding talk technique to help students in learning speaking process.

As stated by Bruner and Ross (1976) in Bell and Aldrige (2014:65) devised the term “scaffolding” to describe the types of support that teachers provide to students in their of proximal development to move them along, in terms of their learning. Moreover, Pauline (2015: 16) stated that Scaffolding is” thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone”.Therefore, Tan (2004: 30) belived that “the purpose of scaffolding is to help develop the snense of competence in problem solving”.

Based on explanation above, scaffolding talks is the teacher talk in the language teaching. It is communication and interaction between a teacher and students in which teachers give intrucations to support the understanding in the language class.

2. The Procedures of Scaffolding Talk

Based on Vygotsky and Bruner in Corden(2000:10) there are some procedures in using this technique :

In this research the researcher provide some procedures in using this technique.The first, before explaining the material the teacher gives a descriptive text for all students. The students take descriptive text and the teacher explain descriptive text.

The second procedure is the teacher given example of the task to the students related with the materials. Which, the teacher choose one of the students after that the students explain and give one example for other students.

The third is modeling showing students example of work produce by teacher. It means the students can show of speaking their in front of class afterthat, the teacher will give a suggestion how should be good speak. Without, fear of making mistakes such as wrong in pronunciation.

The fourth are demonstrating, illustrating the proscedures from the teacher through work product. It means the students will describe material related to text and example provided by the teacher.

The fifth is supporting, the students as they learn and practice procedures. It is mean the teacher will give support for the students when the students finish speaking practice in front of the class. It will give positif effective for the students.

The last one is encourgare the students to learn complete their task independently. It mean the teacher will encourage the students to speak in English. Without, fear of being laugh by their friends, until this technique can improve speaking.

3. The Advantages of Scaffolding Talk

The good technique will give some advantages for the students. The advantages will help the students to know what they should be learn speaking in English. In this research Al-Yami (2008: 95) mentioned that;

the first one Scaffolding is highly flexible and adaptable model of instruction that can be used to support learners at all levels. Which, the students will quickly receive the material taught because scaffolding can use of all level.

The second is scaffolding engages the learner. In learning process the students will improve skill their. So, scaffolding talk can help students to improve speaking skill because scaffolding engages the learner.

The third, in working with students who have low self-esteem and learning disabilities, scaffolding provides an opportunity to give positive feedback. It can help the students to ask about the material and the teacher explain the material. Until, learning can run smoothly.

The fourth, it can minimize the level of frustration of the learner. The students can minimize of the learner because the students realizing the extent of their ability to speak in English.

4. The Disadvantages of Scaffolding Talk

There are some the disadvantages of scaffolding talk from Rachel and Der (2000) in Al- Yami (2008: 95) ;The first one is the teacher are present scaffolded lessons to meet the needs of each individual. This mean that the teacher just give a technique of each individual while in this class the students very crowded so in teaching learning process can not control.

The second, implementation of individualized scaffolds in a classroom with a large number of students would be challenging. It is means the

teacher difficult to organize students with many students so less effective learning.

The third, unless properly trained, a teacher may not properly implement scaffolding instruction and therefore will not see the full effect. The students will not effectively receive the lesson because the teacher is not speaking properly.

The fourth, the teacher gives up some control and allows the students to make errors. In the teaching learning process, often misunderstandings occur between teacher and students. This makes learning less effective.

The fifth, the teachers' manuals and curriculum guides do not include examples of scaffolds or outline of scaffolding methods that would be appropriate for the specific lesson content. It means this technique cannot be used on all learning because scaffolding is for specific lesson content. Scaffolding is a limited technique in learning.

C. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing specifically. Priyana *et al* (2008: 123) stated that a descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. A descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. Descriptive texts often use neutral and objective language. The present tense is mostly used in descriptive texts.

The past tense is also used to describe an object that does not exist anymore.

2. Generic Structure of Descriptive Text

Descriptive text has structure as below :

- a) Identification; identifying the phenomenon to be described.
- b) Description; describing the phenomenon in parts, qualities , or/ and characteristic.

Example of Descriptive Text

Generic Structure	
Identification	Vanessa Mae Vanakom Nicholson is a musician
Description	<p>She is only nineteen years old, but she is a world-famous violinist. When she plays classical violin concertos on her electric violin, the world listens.</p> <p>Vanessa Mae is Thai-Chinese and her father is Thai. She is from Singapore, but she now lives in London with her mother and her English step father. She's got cousins, aunts, uncles, and grandparents in Thailand, Singapore, China and England.</p>

