

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING SCAFFOLDING STRATEGY
TOWARD STUDENTS' SPEAKING PERFORMANCE
AT THE TENTH GRADE OF SMA NEGERI 1
PUNGGUR CENTRAL LAMPUNG**

By

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Tarbiyah and Teacher Training Faculty

English Education Department

**STATE ISLAMIC INSTITUTE OF METRO
1438 H / 2017 M**

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PUNGGUR CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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1438 H / 2017 M**



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Assalamu'alaikum Wr, Wb

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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APPROVAL PAGE

Title : **THE INFLUENCE OF USING SCAFFOLDING
STRATEGY TOWARD STUDENTS' SPEAKING
PERFORMANCE AT THE TENTH GRADE OF SMA
NEGERI 01 PUNGGUR CENTRAL LAMPUNG**

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Title : THE INFLUENCE OF USING SCAFFOLDING
STRATEGY TOWARD STUDENTS' SPEAKING
PERFORMANCE AT THE TENTH GRADE OF
SMA NEGERI 01 PUNGGUR CENTRAL
LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Department in order to
be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikumWr. Wb.

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RATIFICATION PAGE

No. *11-28/FTIK/D/S/0123/2017*.

An Undergraduate thesis entitled: The Influence of Using Scaffolding Strategy Toward Students' Speaking Performance at The Tenth Grade of SMA NEGERI 1 Punggur Central Lampung. Written by Fadwatul Qoriah, student number 1291877, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Thursday, July 6th, 2017 at 14.30-16.30 p.m.

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**THE INFLUENCE OF USING SCAFFOLDING STRATEGY TOWARD
THE STUDENTS' SPEAKING PERFORMANCE AT THE TENTH
GRADE OF SMA NEGERI 01 PUNGGUR
CENTRAL LAMPUNG**

ABSTRACT

**BY:
FADWATUL QORIAH**

The objective of this research is to investigate whether there is positive and significant influence of using Scaffolding strategy on the students' speaking performance at the tenth grade of SMA Negeri 1 Punggur.

This research was quantitative research and in the form was quasi experimental design, by applying pre-test and post-test as the instrument. This used one class as the control class and experimental class. The data collecting was analyzed by using Chi-Square that enable to investigate the difference score at before and after using Scaffolding Strategy in control and experimental class.

The research result asserted that the value of f_t on degree of freedom in Chi-Square distribution table were 5% = 5,991 and 1% = 9,210. The result, the comparison between f_o and f_t is $9,210 < 12,63 > 5,991$. Therefore, it can be concluded that H_a is accepted and H_o is rejected. Based on the result, scaffolding strategy gave positive and significant influence toward students speaking performance at the tenth grade of SMA Negeri 1 Punggur. The conclusion of this research is scaffolding strategy can be used as an alternative choice learning speaking performance. It can help the students to develop their self confidence.

Key word: Speaking Performance, Scaffolding Strategy.

**PENGARUH PENGGUNAAN STRATEGI *SCAFFOLDING* TERHADAP
PENAMPILAN BERBICARA PADA SISWA KELAS SEPULUH SMA
NEGERI 01 PUNGGUR LAMPUNG TENGAH**

ABSTRAK

**OLEH:
FADWATUL QORIAH**

Tujuan dari penelitian ini adalah untuk menginvestigasi apakah ada pengaruh positif dan signifikan dari penggunaan strategi scaffolding terhadap kemampuan berbicara siswa pada kelas sepuluh di SMA Negeri 1 Punggur.

Penelitian ini merupakan penelitian kuantitatif dan bentuknya adalah *quasi-experimental design* (penelitian semu) dengan menerapkan pre-test dan post-test sebagai instrumen. Penelitian ini menggunakan satu kelas sebagai kelas control dan eksperimen. Data yang didapat kemudian dianalisa menggunakan Chi-Square yang memungkinkan untuk menginvestigasi perbedaan skor pada saat sebelum dan setelah penggunaan strategi scaffolding.

Hasil penelitian menjelaskan bahwa nilai f_t pada Df dalam tabel distribusi Chi-Square adalah $5\% = 5,991$ dan $1\% = 9,210$. Hasil perbandingan antara f_o dan f_t adalah $9,210 < 12,63 > 5,991$. Oleh karena itu dapat disimpulkan bahwa H_a diterima dan H_o ditolak. Berdasarkan hasil tersebut, strategi *scaffolding* memberikan pengaruh positif dan signifikan terhadap penampilan berbicara siswa kelas sepuluh SMA Negeri 1 Punggur. Kesimpulan penelitian ini adalah strategi scaffolding dapat digunakan sebagai salah satu alternatif strategi dalam pembelajaran speaking. Penggunaan scaffolding dapat membantu siswa mengembangkan sikap percaya diri untuk berbicara bahasa Inggris.

Kata kunci: Penampilan Berbicara, Strategi Scaffolding.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Fadwatul Qoriah
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, June 2017

The researcher,



Fadwatul Qoriah
St. ID 1291877

DEDICATION PAGE

This Piece of Work is dedicated to:

My Beloved Parents
(Mr. Muhammad Dalhari and Mrs. Partiana)

My Beloved brothers and sister
(Ahmad Fajar, Rohman Nur Halim and Fitroh Ratna Gani)

My Sponsor and Co-sponsor
(Dr. Widhiya Ninsiana, M.Hum and Ahmad Subhan Roza, M.Pd)

Head of TBI IAIN Metro
(Ahmad Subhan Roza, M.Pd)

My Beloved Lecturers of English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro)

All my beloved friends, especially Ecology Class TBI 2012
(Rana Wijaya, Prabawati Suwita, Rani Swastika, Fresy Fentiarisca, Rahmad Hanafi, Nur Subari, Nyanuar Algiovan, Fitri Puspa Rini, Elly Puspita Sari, Restu Utami, Pristy Yuliani, Qorina Al-Qonita UHE, Nur Jariyah, Ratna Novitasari, Nurul Apriyanti, Rini Muslimah, Nur Indah Wahyuni, Rendi Armanda, Nur Khoiriyah, Nur Kholifatul Mutmainah, Rindi Rismaya, Nurul Lutfiyah, Ranti Susanti, Renita Chairunissa, Reni Sugiyarti, Arti Ine Coolina, Nuryasih Afyanila, Ratnawati, Pradita Rosa Cahya, Nurhidayah, Nurul Hidayati, Puji Rahayu)

“Thanks for your praying, supporting, loving and caring. Thank you all finally we have through such a remarkable moment and I hope we can be best friends forever. You are truly such a great friends I ever had. I will miss you so much.” (*Ecology Class TBI 2012*)

MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ

Meaning: "Allah will raise up those who believe in you and those who are given knowledge"

{Al – Mujadalah : 11}

"Said you politely and honestly Allah will add His forgiveness to you"

{H.R Imam Muslim}

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To start with, the researcher say *alhamdulillah* to Allah, The Almighty, who has given blessing, health and happiness and created all mankind in the best form. *Shalawat* and *salam* just to the best prophet, Muhammad SAW, who has delivered the truth to all human beings, especially to Muslim.

This undergraduate thesis is presented as a partial fulfillment of requirements for the degree of *Sarjana Pendidikan* (S.Pd.) in English Education Department entitled: "The Influence of Using Scaffolding Strategy Toward Students' Speaking Performance at the Tenth Grade of SMA Negeri 1 Punggur Central Lampung".

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Finally, the researcher realizes that this undergraduate thesis is inadequate. Therefore, the best critique and suggestion are needed to make this undergraduate thesis to be better. At last, the researcher hopes that this writing will give a good contribution.

Metro, June 2017

The researcher



Fadwatul Qoriah

St.ID. 1291877

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is the language skills that should be mastered by language learners. To master speaking skill is not an easy business because there are some language components as the tools for mastering it. Such as grammar, vocabulary, comprehension, pronunciation and fluency. Therefore, one will be called skillful in speaking when they are able to use the component needed to share ideas, thoughts and feelings. However, teachers are not so success in teaching this skill.

Learning to talk in the foreign language was often considered being one of the most difficult aspects of language learning for the teacher to help the students with. Many of the learners in a speaking class were unwilling speakers. The disability of the students to speak might influence them to be unable to express their ideas, feelings, thoughts even in a simple form of conversation.

Besides the difficulties that faced by students which were caused by embedded language components, the difficulty of mastering it was also caused by the other factors. One of the factors was teaching strategy. There were several teaching strategies that could be used to increase students speaking performance. The strategy which could be used as mind mapping, communication games, discussion, and scaffolding.

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 gave instructions in English. Teacher needed to choose the most effective or efficient strategy in speaking class, one of the strategy that could be used by teacher in speaking class was scaffolding. Scaffolding was strategy that guided the students or learners directly, teachers helped the students to achieve something, they helped them to do what they could not yet do alone. It was the communication and interaction between a teacher and students in which teachers gave instructions to support the understanding in the language class. It also influenced the success of English speaking atmosphere in the classroom because strategy belonged to one of the determinants of successful language teaching.

The researcher believed that choosing the best strategy would enable teacher to cope with problems in class. The problems were actually faced by language teachers as educational agents including in SMA Negeri 1 Punggur. Teacher asked students to practice speaking spontaneously, the teacher should give a model first because by giving a model, the students would get an impression the best performance they would show or perform. 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.

There were some problems in speaking that faced by students in SMA Negeri 1 Punggur. Those problems were: 1) the students had low speaking ability because they rarely practiced English to communicate with the others; 2) students were used Javanese language than English language; 3) the students had low grammar, vocabulary and pronunciation mastery; and 4) the students had low motivation in learning English.

It was the data about the level of the students “Speaking Performance” based on the pra survey on Thursday, January 28th, 2016 in SMA NEGERI 01 Punggur.

Table 1

The Pre-Survey Data Speaking Performance of X IPS⁴ Class at the Tenth Grade on, Thursday, January 28th, 2016 at SMA NEGERI 01 Punggur Academic Year 2015/2016

No	Range	Explanation	Students	Percentage
1	75 - 100	Good	3 Person	9,7 %
3	51 - 74	Fair	5 Person	16,1 %
2	1 – 50	Bad	23 Person	74,2 %
Total			31 Person	100 %

Source: The result of test conducted upon the pre-survey.

From the data above, a lot of students got low in test speaking performance result. Only 3 or 9,7 % from 31 students that had a complete score. It meant that they were not complete yet in learning English, most of students score were between 48-75 with the minimum mastery criteria (MMC) for English 75. So, the students' score in speaking test were

under of the passing grade. It meant that students had a problem in speaking performance.

Considering the problems faced by the students above, it could be said that the students of SMA Negeri 1 Punggur still met some serious problems in teaching and learning process. Above factor entailed us to master English, especially speaking performance. To solve those problems, from the side of teaching strategy, the researcher thought that scaffolding was a possible way to overcome them because the strategy used influence much of the students' activities in the learning.

Scaffolding was strategy that guided the students or learners directly, teachers helped the students to achieve something, they helped them do what they could not yet do alone. It helped which would enable a learner to accomplish a task which they would not have been quite able to manage on their own, and it helped which was intended to bring the learner closer to a state of competence which would enable them eventually to complete such a task on their own.

From those problems above the researcher interested to conduct a research entitled "***The Influence of Using Scaffolding Strategy Toward Students' Speaking Performance at the Tenth Grade of SMA Negeri 01 Punggur Central Lampung***".

B. Problem Identification

Referring to the background above, the problem could be identified as follows:

1. The students had low grammar, vocabulary and pronunciation mastery.
2. The students felt afraid to speak up in their mind.
3. The students rather used Javanese language than English language.
4. The students felt bored in learning speaking.
5. The students had bad performance in speaking.

C. Problem Limitation

Based on the problems identification above, the researcher took problem that the student's had bad performance in speaking. So, in this research, the researcher limited the problem focus on the students had low performance in speaking by using scaffolding strategy.

D. Problem Formulation

Based on the problems limitation above, the problem of the research was formulated as follows:

Is there any positive and significant influence of using scaffolding strategy toward students' speaking performance at the tenth grade of SMA NEGERI 01 Punggur Central Lampung?

E. Objective of the Study

In relation to the problem formulation above this research was intended to know whether there was positive and significant influence of scaffolding strategy toward the students' speaking performance.

F. Benefits of the Study

1. For the students, as motivation to the students speaking English learning, the researcher hoped that they could easy in learning. And it hoped that the student could increase their speaking performance through learning speaking using scaffolding strategy and developed their study in order to be successful.
2. For the researcher, as reference to other researcher about teach English better in the future, and we could know that advantage the using suitable method and approach in teaching learning.
3. For teacher, the teacher got information to develop teacher ability in teaching learning process, especially in teaching speaking that could use scaffolding strategy too.
4. For the headmaster, as information to improve learning English activity in the future.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Speaking

a. Definition of Speaking

Speaking is the most natural way to converse with others. Without speaking, people must stay in almost total aloneness from any kind of society. Truly, what is the meaning of speaking? The researcher has tried to get out the meaning of speaking as one of important skills in English language. The researcher has finally found some meaning of speaking according to some experts that explain speaking as follows:

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day or more.¹Speaking is the verbal use of language to communicate with others.²Shortly, speaking is the way to communicate directly to others, it aims to make listeners understood about our idea.

Richards states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or

¹Scott Thornbury, *How to Teach Speaking*,(Longman: Pearson Educational Limited, 2005), p. 1.

² Glenn Fulcher, *Testing Second Language Speaking*, (London and New York : Routledge, 2003),p.23.

simply being together³. If the students can speak English fluently it can help them to easily communicate and also explore ideas in their mind. Speaking English well also helps students to stay up-to-date with information in fields including science, technology and health. It can help them to face their futures that need good skills in communication with their friends, teachers, parents and others; it means students should be effective speakers.

Effective speakers need to be able to process language in their own heads and put it into logical order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended. One of the main reasons for including speaking activities in language lessons is to help students develop habits of expressing language processing of English.⁴ The students who have the habit of speaking English effectively are special, because not all students can do or become that.

As a skill that enables us to produce utterances, when genuinely communicative, speaking is desire- and purpose-driven; in other words, we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or

³ Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*, (New York: Cambridge University Press, 2008), p.19.

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, Longman, p.271.

solving a particular problem; or establishing and maintaining social relationships and friendships.⁵

In addition, Sanggam Siahaan supposed that “speaking is productive language skill”.⁶ It means that speaking is personal skills. It produce sounds that deliver the meaning and be understood by other people, so it will create good communication between speaker and audience.

Based on the definition above, it can be concluded speaking is link or connection between speaker and listener. It aims to make good understanding about what they are talking about. It is important thing to make listener understand about what do speaker mean. Our life will be simple with good understanding through speaking, because speaking deliver ideas directly.

b. Definition of Speaking Performance

Performance is the things that show how well or badly something is working.⁷ Richard stated that talk 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 speeches.

⁵Mc. Donough and Cristhoper, *Material and Method in ELT*, (London: Black Well, 2003), p. 157.

⁶SanggamSiahaan, *Issues in Linguistic*, (Yogyakarta: GrahaIlmu, 2008), p. 95.

⁷A S Hornby, *Oxford Advanced Dictionary of Current English*, Eight edition, (New York: Oxford University Press, 2010), P.1089.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are:

- 1) Giving a class report about a school trip
- 2) Conducting a class debate
- 3) Giving a speech of welcome
- 4) Making a sales presentation
- 5) Giving a lecture.

The main features of talk as performance are:

- 1) A focus on both message and audience.
- 2) Predictable organization and sequencing.
- 3) Importance of both form and accuracy.
- 4) Language is more like written language.
- 5) Often monologic.

Some of the skills involved in using talk as performance are:

- 1) Using an appropriate format.
- 2) Presenting information in an appropriate sequence.
- 3) Maintaining audience engagement.
- 4) Using correct pronunciation and grammar.
- 5) Creating an effect on the audience.

- 6) Using appropriate vocabulary.
- 7) Using an appropriate opening and closing.⁸

Involved in planning speaking activities is determining the expected level of performance on a speaking task and the criteria that will be used to assess student performance. For any activity we use in class, whether it be one that seeks to develop proficiency in using talk as interaction, transaction, or performance, we need to consider what successful completion of the activity involves. Is accuracy of pronunciation and grammar important? Is each participant expected to speak for about the same amount of time? Is it acceptable if a speaker uses many long pauses and repetitions? If a speaker's contribution to a discussion is off topic, does it matter? As the above questions illustrate, the types of criteria we use to assess a speaker's oral performance during a classroom activity will depend on which kind of talk we are talking about and the kind of classroom activity we are using. In a report on teaching discussion skills, Green, Christopher, and Lam recommend assigning one student to serve as an observer during a discussion activity, using the following observation form:

A speaking activity that requires talk as performance (e.g., a mini-lecture) would require very different assessment criteria. These might include:

⁸ Jack C Richards, *Teaching Listening*, p. 27.

- 1) Clarity of presentation: i.e., the extent to which the speaker organizes information in an easily comprehensible order.
- 2) Use of discourse markers, repetition, and stress to emphasize important points and to make the lecture structure more salient to the listeners.⁹

Different speaking activities such as conversations, group discussions, and speeches make different types of demands on learners. They require different kinds and levels of preparation and support, and different criteria must be used to assess how well students carry them out.

c. **The Function of Speaking**

Some language experts have attempted to classify the functions of speaking in human interactions. According to Brown and Yule, as quoted by Jack C. Richards, the functions of speaking are classified into three framework: they are talk as interaction, talk as transaction and talk as performance. Each of three speech activities is quite distinct in term of form and function and requires different teaching approaches.¹⁰

1) Talk as Interaction

Talk about what we mean or what we want others do something is interaction process. Talk as interaction refers to a

⁹*Ibid.*, p.39.

¹⁰*Ibid.*, p.21.

friendly conversation that happen when people meet, they exchange greetings, engage in small talk and recount recent experiences. Friendly is needed when we want to make nice talk interaction, we should create a comfortable zone of interaction with others. The focus is more on the speakers how they present theirselves to each other and about the message. Shortly, the function of talk as interaction is to make social relationship be better when interact or communicate each other.

2) Talk as Transaction

In this case, central focus of talk as transaction is message or information that spoken and making others understand clearly and accurately. The most important one in this part is our listeners know about our meaning and talking about their way to make them understood.

3) Talk as Performance

Talk as performance refers to public talk, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a identifiable format (e.g., a speech of welcome), and is closer to written language than conversational language.

Based on the effectiveness or impact on the listener, the researcher concludes that talk as performance is different from talk as interaction or transaction.

d. Component of Speaking

Speaking is one of the most difficult aspects for students to master. The students have to master all components of speaking skill in order to speak clearly and fluently. David states that there are five components of speaking skill that can be defined as follows¹¹:

1) Pronunciation

Pronunciation was a key to gaining full communicative competence.¹²It is the way for students to produce clearer language when they are speaking. It means that the student can speak effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking.

¹¹ David P. Haris, *Testing English as a Second Language*, (New Delhi: Tata McGraw-Hill, 1974), p.81.

¹²Brown H.Douglas, *Teaching by Principles: and Interactive Approach to Language Pedagogy Second Edition*, (San Francisco: State University, 2001), p.283.

2) Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.¹³ Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

3) Vocabulary

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; in addition, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. Turk said that in spoken language, the vocabulary tends to be familiar and every day.¹⁴ It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse.

Large vocabulary should be improved in order that the words might be used appropriately.¹⁵ One cannot communicate effectively or express their ideas both oral and written form if

¹³ Jeremy Harmer, *The Practice of English*, p.12.

¹⁴ Crisstopher Turk, *Effective Speaking*, (France: Taylor & Francis e-Library, 1985), p.88.

¹⁵ Andi TenriAmpa, et.al., "The Students' Needs in Developing Learning Materials for Speaking Skills in Indonesia", *Journal of Education and Practice*, Vol.4/ No.17, p.174.

they do not have sufficient vocabulary, without vocabulary nothing can be conveyed.

Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

4) Fluency

Brown states in his book that it is now very clear fluently and accuracy are both important goals.¹⁶ This state shown us how to important to learn speak fluently (flowing and natural). Each student that speak fluently will looked clever and to be mastered of speaking English.

5) Comprehension

Comprehension is the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information or meaning from the speakers.

e. Types of Classroom Speaking Performance

According to Brown, types of classroom speaking performances are in six categories, it is followed by:

¹⁶Brown H.Douglas, *Teaching by Principles*, p.268.

1) Imitative

This type the speaker or student try speak or practice with vowel sound that same with native speaker or focusing on the elements, especially some of the attern language.

2) Intensive

Intensive speaking focus on some phonological or grammatical aspect of language to perform some of the sounds and grammar of the language.

3) Responsive

It is a good positive deal of students' speech in the classroom. Students do a short reply, comment or question as a respons in learning process.

4) Transactional (Dialogue)

Transactional language points out to the exchanging specific information while students have a conversation in the classroom. They can do more negotiate speech more than only responsive.

5) Interpersonal (Dialogue)

Interpersonal is focus on the purpose of maintaining social relationships than the transmission. Students can speak in a little trickier by using some of the sefactors, such as, slang, a casual register, colloquial language, emotional language, ellipsis, sarcasm, and a cover "agenda."

6) Extensive (Monologue)

Students in intermediate to advanced level can practice the speaking reports, summary, or doing short speech.¹⁷

For these six categories of the classroom speaking performances, the researcher also agrees that teachers have expected that students can perform speaking and succeed in the oral production.

f. The Assessment of Speaking Performance

Assessment is a subset of evaluation. Testing is one form of assessment. It includes the more formal collection of data on learner performance. The researcher will carry a series of test during teaching learning process to assess the students' speaking performance. In this case, the researcher will give students theme about recount text and students will tell their experience, where they can act as their role in presentation. The criteria of giving score are:

Table 2
Rubric Assessment Based On David P. Harris

Components	Assessments	Score
Pronunciation	The pronunciation is clear and quite understandable for elementary students	5
	There are some pronunciation problems, but still quite understandable.	4
	Pronunciation problem necessitate listening and occasionally lead a misunderstanding	3
	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat	2
	Pronunciation problem so severe as to make speech virtually un-intelligible	1

¹⁷Brown H.Douglas, *Teaching By Principles*, p.274.

Grammar	Errors in grammar are quite rare	5
	There are few grammatical errors but still intelligible	4
	Makes frequent errors grammar and word order occasionally obscure meaning	3
	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns	2
	Errors in grammar and word order so severe as to make speech virtually unintelligible	1
Vocabulary	Almost all vocabularies used are in a proper use	5
	Frequently use inappropriate terms or must replace ideas but still intelligible	4
	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary	3
	Misuse up words and very limited vocabulary make comprehension quite difficult	2
	Vocabulary limitation so extreme as to make conversation virtually impossible	1
Fluency	Able to use the language fluently, rare skip, and the speed of speech are at the normal rate	5
	Speed of speech seem to be slightly affected by language problem	4
	Speed and fluency are rather strongly affected by language problem	3
	Usually hesitant often forced into silent by language limitation	2
	Speech is so halting and fragmentary as to make conversation virtually impossible	1
Comprehension	Understand most of what is said at average speed	5
	Understand what is said at average speed, but occasional repetition may be necessary	4
	Understand what is said is at slower than average speed repetition	3
	Has great difficulty following what is said. Can comprehend only, "social conversation" spoken slowly and with	2

	frequent repetition.	
	Cannot be said to understand even simple conversational English	1

*Adapted from: Journal; Using Digital Discussion Through Commenting Blog To Improve Students' Ability In Writing Analytical Exposition Text*¹⁸

2. The Concept of Scaffolding Strategy

a. Definition of Scaffolding Strategy

Scaffolding Theory was introduced by Jerome Bruner, a cognitive psychologist. He defines scaffolding as a process of 'setting up' the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it.¹⁹

Scaffolding as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the *zone of proximal development* 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".²⁰

¹⁸Widya Arum Wicaksani, *Using Digital Discussion Through Commenting Blog To Improve Students' Ability In Writing Analytical Exposition Text*, (Universitas Negeri Semarang, 2013), p. 4.

¹⁹Aida Walqui, *The International Journal of Bilingual Education and Bilingualism*, Vol. 9/ No. 2, p.163.

²⁰Tika Rahmawati, *The Use of Scaffolding Talk Technique to Improve Student's Speaking Skill*, (STAIN Salatiga, 2015), p. 22.

Scaffolding is not just any assistance which helps a learner accomplish a task. It help which will enable a learner to accomplish a task which they would not have been quite able to manage on their own, and it help which is intended to bring the learner closer to a state of competence which will enable them eventually to complete such a task on their own.²¹

Based on the statements above, the researcher conclude that scaffolding is strategy that guide the students or learners directly, teachers help the students to achieve something, they help them do what they cannot yet do alone.

In a scaffold learning environment, students are free to ask questions, provide feedback and support their peers in learning new material. When teachers incorporate scaffolding in the classroom, teachers become more of a mentor and facilitator of knowledge rather than the dominant content expert. This teaching style provides the incentive for students to take a more active role in their own learning. Students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels. Through this interaction, students are able to take ownership of the learning event. So, it is good to apply scaffolding in speaking class that teaches students appropriately.

²¹Jennifer Hammond, *Scaffolding: Teaching and Learning in Language and Literacy Education*, (Australia: Primary English Teaching Association, 2001), p. 19.

In each case, the device or person helps learners do what they cannot yet do independently. Often, scaffolding takes the form of collaborative effort and accomplishment. Success through working together starts learners on their way to being able to do the activity independently. When adults or teachers “scaffold” student’s learning by helping them do what they cannot yet do by him/herself.

b. Characteristics of Scaffolding Strategy

Bransford et al. in Stuyf claim that there are six characteristics of teachers scaffolding talk, namely:

- 1) enlisting the learner’s interest related to the task given;
- 2) simplifying the task in order that the learners reach the target languageeasily;
- 3) supporting the learner to achieve the goal easily;
- 4) pointing out the difference between solution;
- 5) reducing the learner’s frustration and risk;
- 6) modeling and clearly defining the performance of the activity expected.

Concerning the theory above Vygotsky and Bruner in Corder state that they highlight the importance of effective teacher intervention and scaffolding strategies, such as: (1) modeling, showing children examples of work produced by experts, (2) demonstrating: illustrating the procedures experts go through work

product, and (3) supporting the learners as they learn and practise procedures.²²

Based on the characteristics of scaffolding strategy given by the experts above the researcher can say that scaffolding strategy in English teaching as a support, an assistance, abridge or a guide provided by the teacher in order that the learners are able to accomplish the target of learning process without any difficulties. In building new concepts with the help and support of their teacher, the communication events run well. It means that the goal of the desired expression can be mastered well. If the target language is able to be accomplished so the goal of teaching learning is accomplished well too.

c. Types of Scaffolding Strategy

In accordance with scaffolding theories mentioned above, it is also important to unfold types of scaffolding strategy. Types of scaffolding strategy are as follows:

- 1) Modeling means that the teachers provide clear samples or models before the teachers ask the students to do the tasks;
- 2) 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

²²Surtiati, *Teacher's Scaffolding Talk in English Class at Senior High School*, (Universitas Negeri Semarang, 2008), p. 50.

students' previous knowledge and the new knowledge or experience. Describing, telling and bridging the students to promote students' understanding;

- 3) Inviting the students' participation. Here the teachers provide opportunities to the students to be able to join in the teaching learning process through eliciting, for example: "how do you know?; from where do you know?; and etc, and inviting to expand in meaningful ways, such as: "tell us more about that, "give more details" ,etc;
- 4) Questioning. It consists of
 - a) Speculative : questions inviting a response with no predetermined answer, often opinions, imaginings, ideas. For example what do you think about Gembira Loka Zoo?
 - b) Process : questions inviting students to articulate their understanding of learning processes/explain their thinking, like 'can you explain why?'
 - c) Procedural : questions relating to the organization and management of the lesson.
- 5) Reinforcing. There are two kinds of reinforcing that is:
 - a) Verbal reinforcing is a teacher's comments offering praise and encouragements. Providing information regarding the student's performance, giving feedback

such as yes good, well done, excellent, I'm pleased with that, etc.

- b) Gestural reinforcing refers to the teacher's "smiling, raising eyebrow, clapping hands, signaling O.K, shaking head, nodding, thumbs up, etc".²³

Relating to the theories given by the authors above, it is easy for the researcher to describe type of scaffolding talk found in the study. Those theories are manageable and accountable to back up conducting this study on the topic scaffolding talks.

d. Advantages and Disadvantages of Scaffolding

Based on this review of the literature, it has been clearly noticed that:

- 1) Scaffolding is a highly flexible and adaptable model of instruction that can be used to support learners at all levels.
- 2) Scaffolding engages the learner. The learner does not passively listen to the information presented. Instead, through teacher prompting the learner builds on prior knowledge and forms new knowledge.
- 3) In working with students who have low self-esteem and learning disabilities, scaffolding provides an opportunity to give positive feedback. This makes them feel that they are capable of performing the task. This leads to another

²³Tika Rahmawati, *The Use of Scaffolding*, p. 25.

advantage of scaffolding in that, if done properly, scaffolding instruction motivates students so that they want to learn.

- 4) It can minimize the level of frustration of the learner.

However, scaffolding instruction has some disadvantages. Rachel & Van Der mention that the biggest disadvantage of scaffolding is that if the teacher were to present scaffolded lessons to meet the needs of each individual, this would be extremely time-consuming. Implementation of individualized scaffolds in a classroom with a large number of students would be challenging. Another disadvantage is that, unless properly trained, a teacher may not properly implement scaffolding instruction and therefore will not see the full effect. Scaffolding also requires that the teacher give up some control and allow the students to make errors. This may be difficult for teachers to do. Finally, the teachers' manuals and curriculum guides do not include examples of scaffolds or outlines of scaffolding methods that would be appropriate for the specific lesson content. Although there are some drawbacks to the use of scaffolding as a teaching strategy, the positive impact it can have on students' learning and development is far more important.²⁴

²⁴Sahwa Ahmed Al-Yami, *The Effectiveness of Scaffolding Interactive Activities in Developing the English Listening Comprehension Skills of the Sixth Grade Elementary Schoolgirls in Jeddah*, King Abdul Aziz University, 2008, p. 78.

Teachers should be aware that what suits some learners does not necessarily suit others. Each teacher should understand the nature of his/her students, what skills they have and what they do not have, so that appropriate scaffolding activities can be well-designed and presented at a suitable time.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Scaffolding Strategy and the dependent variable (Y) is Speaking Performance.

The researcher will make the theoretical framework of as follows:

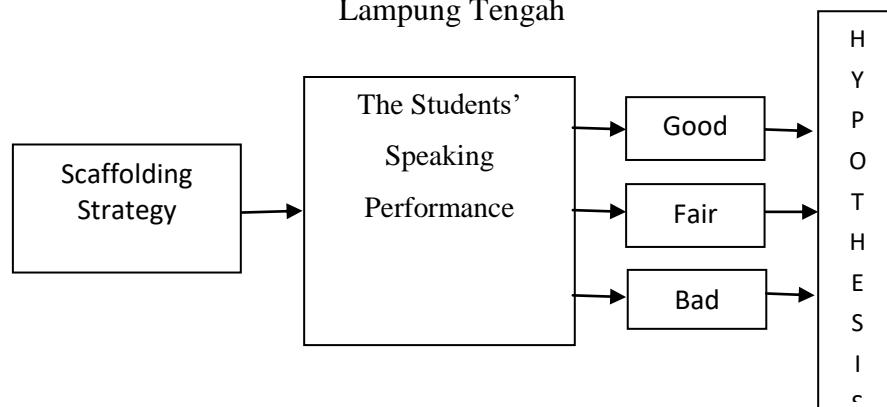
- a. If the using of Scaffolding Strategy is effective, so the students' test score of speaking performance is good.
- b. If the using of Scaffolding Strategy has not any influence, so the students' test score of speaking performance is not change significantly.
- c. If the using of Scaffolding Strategy is not effective, so the students' test score of speaking performance is bad.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows:

Figure 1

The Paradigm of Scaffolding Strategy and Students' Speaking Performance at the Tenth Grade of SMA NEGERI 1 Punggur Lampung Tengah



From the paradigm above it can be describe that the use of scaffolding strategy will influence the students' speaking performance. The influence of scaffolding strategy toward students' speaking performance will be high, fair or low depends on the way of this strategy applied. So, the result of using this strategy will come to the hypothesis. From explanation above, it can be described that applying Scaffolding is possible to influence the students' speaking performance at the tenth grade of SMA NEGERI 01 Punggur academic year 2016/2017.

C. Hypothesis

1. Hypothesis Formulation

Based on the theoretical framework and paradigm above the researcher formulates the hypothesis as follows:

a. Alternative Hypothesis (Ha)

There is a positive and significant influence of scaffolding strategy towards students' speaking performance at the tenth grade of SMA NEGERI 01 Punggur.

b. Null Hypothesis (Ho)

There is no positive and significant influence of scaffolding strategy towards students' speaking performance at the tenth grade of SMA NEGERI 01 Punggur.

2. Statistical Hypothesis

$$\text{If } = F_0 > F_t$$

Ha is accepted and Ho is rejected.

$$\text{If } = F_0 < F_t$$

Ha is rejected and Ho is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was an experimental research in the form of quantitative research. It focused on influence between independent variable and dependent variable. This research consisted of two variables, the independent variable that using Scaffolding Strategy (X) and the dependent variable that was Speaking Performance (Y).

The researcher would use the quantitative research. Quantitative research tended to analyze data in terms of pre-existing categories and the researcher then sought to investigate the nature of these items in the data²⁵.

Daniel explained that in experimental design he typically compared two or more groups, one of which (the experimental group) received the experimental treatment, while the other (the control group) did not.²⁶

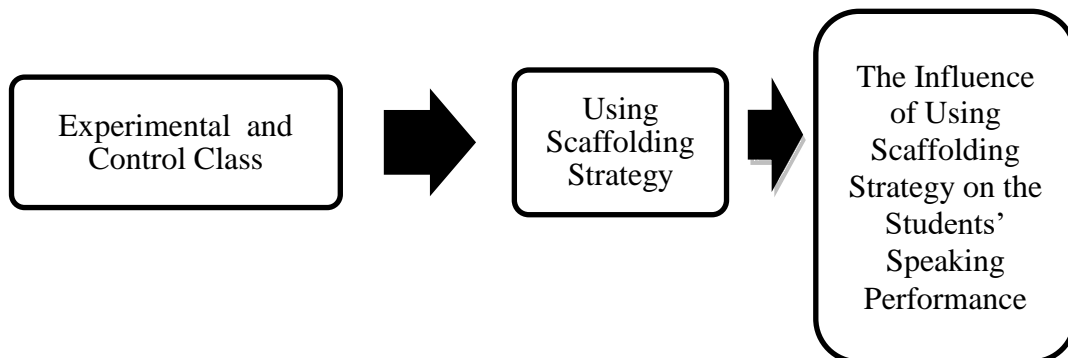
Based on the statement above the researcher would use one classes the experimental and the control class. The design is follows:

²⁵ Rebecca Hughes, *Teaching and Researching Speaking*, (New York :Pearson Education Limited, 2011),p. 117.

²⁶Daniel Muijs, *Doing Quantitative Research In Education*,(London: Sage Publications, 2004), p. 13.

Figure 2

Influence of using scaffolding strategy
In Experimental and Control Group



Since it was a quasi experimental research which applying pre-test, post-test control groups design, the researcher managed pre-test to assess the effect of the experiment before the treatment was given, and a post-test, the same instrument, after the treatment had been given.

Following the post-test, statistical analysis were carried out to see whether the treatment had had an effect.²⁷

B. Population, sample and Sampling Technique

1. Population

Daniel stated that the population was the group of people we wanted to *generalize* to.²⁸ It meant that the population was all subject which would be presumed in this research.

The population of this research was students of the tenth grade SMA NEGERI 01 Punggur in the academic year 2016/2017.

²⁷*Ibid.*,p. 18.

²⁸*Ibid.*, p.15.

The total population in this research was 297 students which were divided into eight classes.

2. Sample

John W. Creswell stated the sample was a subgroup of target population that would observe²⁹. Thus, in this research the researcher would take X IPS⁴ that consisted of 34 students as sample.

3. Sampling Technique

The sampling technique would be used in this research was purposive cluster sampling. The researcher took one class of the tenth grade to be become respondent. The class chosen was X IPS⁴, consisted of 34 students.

C. Operational Definitions of Variables

Variable could be defined as an attribute of a person or object which varied from person to person or from object to object.³⁰ There were two variables in this research, while the operational definitions of variables were follows:

²⁹John W. Creswell, *Educational Research Design*, (New Delhi: Fourth Edition, 2012), p. 142.

³⁰ Evelyn and Anne Lazaraton, *The Research Manual*, (US of America: Heinle&Heinle Publishers, 1991), p. 58.

1. Independent Variable (Scaffolding Strategy)

An independent variable was a variable that the researcher suspects might relate to or influence the dependent variable.³¹ Independent variable also called treatment. Independent variable of this research was Scaffolding. Scaffolding Strategy could be defined as speaking strategy to give way and knowledge for students in recount text. There were some indicators that indicated the students be able to achieve the objectives of this strategy as follows:

- a. The students were active to find information.
- b. Students wanted to receive support, guide, clue, suggestion that given by the teacher (scaffolding).
- c. Students were able to work independently at the end of learning.

2. Dependent Variable (Speaking Performance)

The dependent variable was the major variable that would be measured in the research.³² Dependent variables are variables that depended on the independent variable: they were the outcomes or results of the influence of the independent variable. Dependent variable of this research was speaking performance

The researcher also established the measurement of speaking performance mastery. The good speaker almost always

³¹*Ibid.*, p.64.

³²*Ibid.*, p.63.

had accurate pronunciation, grammar, fluency, vocabulary and good comprehension. Obviously, the researcher decided some specifications as follows:

Table 3
Rubric Assessment

Components	Assessments	Score
Pronunciation	The pronunciation is clear and quite understandable for elementary students	5
	There are some pronunciation problems, but still quite understandable.	4
	Pronunciation problem necessitate listening and occasionally lead a misunderstanding	3
	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat	2
	Pronunciation problem so severe as to make speech virtually un-intelligible	1
Grammar	Errors in grammar are quite rare	5
	There are few grammatical errors but still intelligible	4
	Makes frequent errors grammar and word order occasionally obscure meaning	3
	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns	2
	Errors in grammar and word order so severe as to make speech virtually unintelligible	1
Vocabulary	Almost all vocabularies used are in a proper use	5
	Frequently use inappropriate terms or must replace ideas but still intelligible	4
	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary	3
	Misuse up words and very limited vocabulary make comprehension quite difficult	2
	Vocabulary limitation so extreme as to	1

	make conversation virtually impossible	
Fluency	Able to use the language fluently, rare skip, and the speed of speech are at the normal rate	5
	Speed of speech seem to be slightly affected by language problem	4
	Speed and fluency are rather strongly affected by language problem	3
	Usually hesitant often forced into silent by language limitation	2
	Speech is so halting and fragmentary as to make conversation virtually impossible	1
Comprehension	Understand most of what is said at average speed	5
	Understand what is said at average speed, but occasional repetition may be necessary	4
	Understand what is said is at slower than average speed repetition	3
	Has great difficulty following what is said. Can comprehend only, "social conversation" spoken slowly and with frequent repetition.	2
	Cannot be said to understand even simple conversational English	1

Adapted from: Journal; Using Digital Discussion Through Commenting Blog To Improve Students' Ability In Writing Analytical Exposition Text³³

D. Data Collection Method

1. Test

Anderson with Arsenault said that instrument included test and questionnaire, observation schedules and any other tool used to

³³Widya Arum Wicaksani, *Using Digital Discussion Through Commenting Blog To Improve Students' Ability In Writing Analytical Exposition Text*, (Universitas Negeri Semarang, 2013), p. 4.

collect data.³⁴ It meant that the valid data could be collected through several techniques of data collection method, one of which test. It meant that the test should be done to get the real data before accomplishing the research.

Therefore, in this research the researcher would use test to collect the data that consist of pre-test and post-test as data collection method to measure of the students' recount text by using monolog as a spoken form.

a. Pre-test

The pre-test would give to the students in first meeting in order to find out students' speaking performance before doing treatments in order to know ability of the students' recount text by using monolog as a spoken form before doing the action research.

b. Post-test

The post-test would give in the last meeting after treatment to know the result at the end the research.

2. Documentation

According to John W. Creswell, documentation included newspaper, personal journal, letters, etc.³⁵ Shortly, that documentation was note of information in the form of documentation. Moreover, the researcher would use this method to get the detail information about the condition in the school, such as;

³⁴ Gary Anderson with Nancy Arsenault, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), p.94.

³⁵ John W. Creswell, *Educational Research*, p.223.

the history of the school, the teacher structure, the employees, the organization structure and the number of students at SMA NEGERI 1 Punggur.

3. Observation

Observing was the activity of recording the event and action.³⁶The observation was done in teaching learning process. Based on the observation, the researcher could determine whether there was anything that the research had to be influenced speaking performance. In this step, the researcher observed the process of teaching learning by using format observation.

E. Research Instrument

1. Instrument Blueprint

Research instruments used in this research were:

- a. Test form by telling student's experience. The researcher would use the instrument by using pre-test and post-test. The pre-test was used to get the score before the treatment conducted and post-test was used to get the score after the treatment.

³⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.139.

Table 4
The Test Instrument Grilles for Both Variables

No	Variabel	Indicator	Form of test	Item
1.	Independent Variabel (scaffolding strategy)	1. The students were active to find information. 2. Students wanted to receive support, guide, clue, suggestion that given by the teacher. 3. Students were able to work independently at the end of learning.	Questionnaire.	1
2.	Dependent Variabel (Speaking performance)	1. The student must be able to understand about recount text. 2. The student must be able to speak a short monologue about recount text. 3. The student must be able to use simple present tense in spoken recount text.	Oral test (monolog)	1

b. Documentation in this research would have guidance, as follow:

- 1) Documentation about the teachers and officials in SMA Negeri 1 Punggur.
- 2) Documentation about the students' test result and photos of learning activity in the class of SMA Negeri 1 Punggur.
- 3) Documentation about the organization structure of SMA Negeri 1 Punggur.

- c. In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in research process.

F. Data Analysis Technique

To investigate whether there was any influence of using Scaffolding Strategy on the students' speaking performance at the tenth grade of SMA Negeri 1 Punggur, the researcher would use Chi-Square.

Since then, many modifications, extensions, and generalizations of this methodology had been discussed in the statistical literature. Test given by the formula of chi-square:

$$\chi^2_p = \sum_{ij} \frac{(f_{ij} - E_{ij})^2}{E_{ij}}$$

Where:

χ^2_p	=	Chi-Square
\sum	=	Population
fE	=	High Score
$tjtj$	=	Low Score
E_{ij}	=	Respondent

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Research

1. Description of the Research Location

The general description about research location was as the complementary data. It was subjectively concerned on the condition of school, such as the brief of school history, vision and mission, the number of the students, teachers, buildings and structure of organization.

a. The Brief History of SMA Negeri 1 Punggur

SMA Negeri 1 Punggur begun to accept new students based on the head of Education Department and the head of tourism, Art and Culture department's decision of Lampung Tengah Regency, number: 420/003/05/D.8/2003 in March 17, 2003. Thus, the learning-teaching activity of SMA Negeri 1 Punggur was begun in academic year 2003/2004.

In first of existence, the management and development of SMA Negeri 1 Punggur was implemented by the Head of SMA Negeri 1 Kotagajah (Drs. Syatbi Tahmid, M.M) because SMA Negeri 1 Punggur had not teachers and staffs yet. So the Head of SMA Negeri 1 Kotagajah assigned the Vice Head of SMA Negeri 1

Kotagajah (Drs. Sontang Simanjuntak) to manage SMA Negeri 1 Punggur.

b. Visions and Missions of SMA Negeri 1 Punggur

1) Visions

God-fearing, educated, and virtuous.

Indicators:

- a) Excellent in belief and God-fearing.
- b) Excellent in knowledge and technology mastery.
- c) Excellent in attainment of final examination score.
- d) Being able to compete in the selection of new student in college.
- e) Active in teen science work activity.
- f) Perceptive.
- g) Excellent in sport performance.

2) Missions

- a) Molding the students who have fearing against God.
- b) Creating the innovative, fun and creative learning activity.
- c) Molding the students who have knowledge and skill.
- d) Preparing for the students to go on to the next education level.
- e) Developing attitude and personality which have the well-mannered, good ethics and high aesthetics.

c. The number of the students of SMA Negeri 1 Punggur

Tabel 5

Total of Students of SMA Negeri 1 Punggur in Academic Year
2016/2017

No	Study Program	Class X		Class XI		Class XII		Total
		M	F	M	F	M	F	
1	General	-	-	-	-	-	-	-
2	Language	-	-	-	-	-	-	-
3	Science	46	103	40	119	36	108	452
4	Social	73	75	52	50	52	70	372
Total		119	178	92	169	88	178	824
		297		261		266		

Source: Documentation of SMA Negeri 1 Punggur.

d. The Teachers of SMA Negeri 1 Punggur

Table 6

The Teacher List of SMA Negeri 1 Punggur

NO	NAME	POSITION
1	Drs. SUNTORO	Headmaster
2	Drs.SUMALI, M.Pd.	Counseling XII
3	Drs. HARYANTO	Sociology
4	Drs.TAUFIK ISMAIL, M.Pd.	History
5	IMAM NAZAR NURI, S.Ag	Islam
6	Drs. TRI HARTOTO, M.Pd.	History
7	Dra. HALIMAH	Counseling XI
8	Drs. SUPARNO	history

9	Dra. ADE NANI SURYANI	B. Indonesia
10	Dra. MAIZARNI	Counseling X
11	HASAN MAHFUD, S.Pd	Mathematics
12	Drs. HERY SUBAGIYO	Geography
13	HARNANTO, S.Pd.	Mathematics
14	MERIDAWATI, S.Pd	B. Indonesia
15	Drs. BEJAN SANTOSO	B. Indonesia
16	Drs. SB. PURWANTO	Sport/Vise Headmaster
17	Dra. TUTI SUPRIYATI	Biology
18	PURWATI, S.Pd.	Economy/ Accountancy
19	KARMIDI, S.Pd.	Biology
20	Dra. TRIAS SAMINAR	Biology
21	Drs. INDRA JAYA	PPKN
22	TITIN SUMIARTI, S.Pd	Art
23	ELVA YULI SUSANTI, S.Sos.	Sociology
24	NOTO MARGIANTO, S.Pd.	Mathematics
25	SURADI, SE. MM.	Economy/ Accountancy
26	PENI ASIH, S.Pd	English
27	NURUL EKAWATI, S.Pdi.	Islam

28	HENDRO BUDOYO, S.Pd.	Physics
29	APRILIANI DWI KURNIASIH, S.Pd.	English
30	MEGAWATI CIPTANING, S.Si.	Chemistry
31	PATIMAH, S.Pd.	Economy/ Accountancy
32	ZULHANA, S.Pd.	Biology
33	ENIK WINDAYATI, S.Pd.	Chemistry
34	TITIN SURIATI, S.Sos	Sociology
35	TRI WAHYUNINGSIH, S.Si	Mathematics
36	MUSTIKA HERLINA, S.Pd.	PPKN
37	SRI LESTARI, S.Pd.	B. Indonesia
38	RINI SULISTYOWATI, S.E.	Geography
39	SUPRAPTI, S.Pd.	B. Indonesia
40	IMAN ABIWORO, S.Si.	Chemistry
41	Dra. LILYI FIRNIS	History
42	BUDI SANTOSO, S.Pd.	Economy/ Accountancy
43	RANTINITA SAPUTRA, S.Pd.	Library
44	DELIANA WARDANI, S.Pd.	English
45	SRI SUSILOWATI, SPd	History
46	BUDI HARDIANTORO, S.Si.	Physics
47	ARIE ALFIA ARISTHA, S.Pd.	English

48	Drs. TUGIMIN	B. Indonesia
49	PENDI HARTANTO, S.Pd.	Geography
50	PRASTIWI, S.Pd.	Arabic
51	NANANG SETIAWAN, S.Pd.	Sport
52	MUSLIMATUN NISA, S.Si	Mathematics
53	ENI HANDAYANI, ST.	Physics
54	BAYU SEDYOKO WIDIARTO. S.Pd.	Sport
55	YUNI EKAWATI, S.Si.	Chemistry
56	NOVITA NUGRAHANING WIDI, SE.	Economy
57	LILIS SURYANI, S.Sos.	Sociology
58	SRI INDAH M. S.Pd.	Economy
59	SANI ARIS DUATI, S.Pd	Physics
60	RETNO DWI HASTUTI, S.Si	Mathematics
61	HERLINI VERONIKA, S.Sos	Sociology
62	LUSY MARLINA, S.Si	Chemistry
63	ANI RAHMAWATI, S.Kom	TIK
64	HEROYOGI SULENDRA, S.Kom	TIK
65	RISSA FITRIA SARI, S.Pd.	Biology
66	LISKA OKTAVIANA, S.IP.	Lampung Culture
67	INTAN PERMATA KESUMA, S.Pd.	Library
68	NI PUTU YULI WIRANINGSIH,	Hinduism

	S.Ag.	
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Source: Documentation of SMA Negeri 1 Punggur.

e. The building of SMA Negeri 1 Punggur

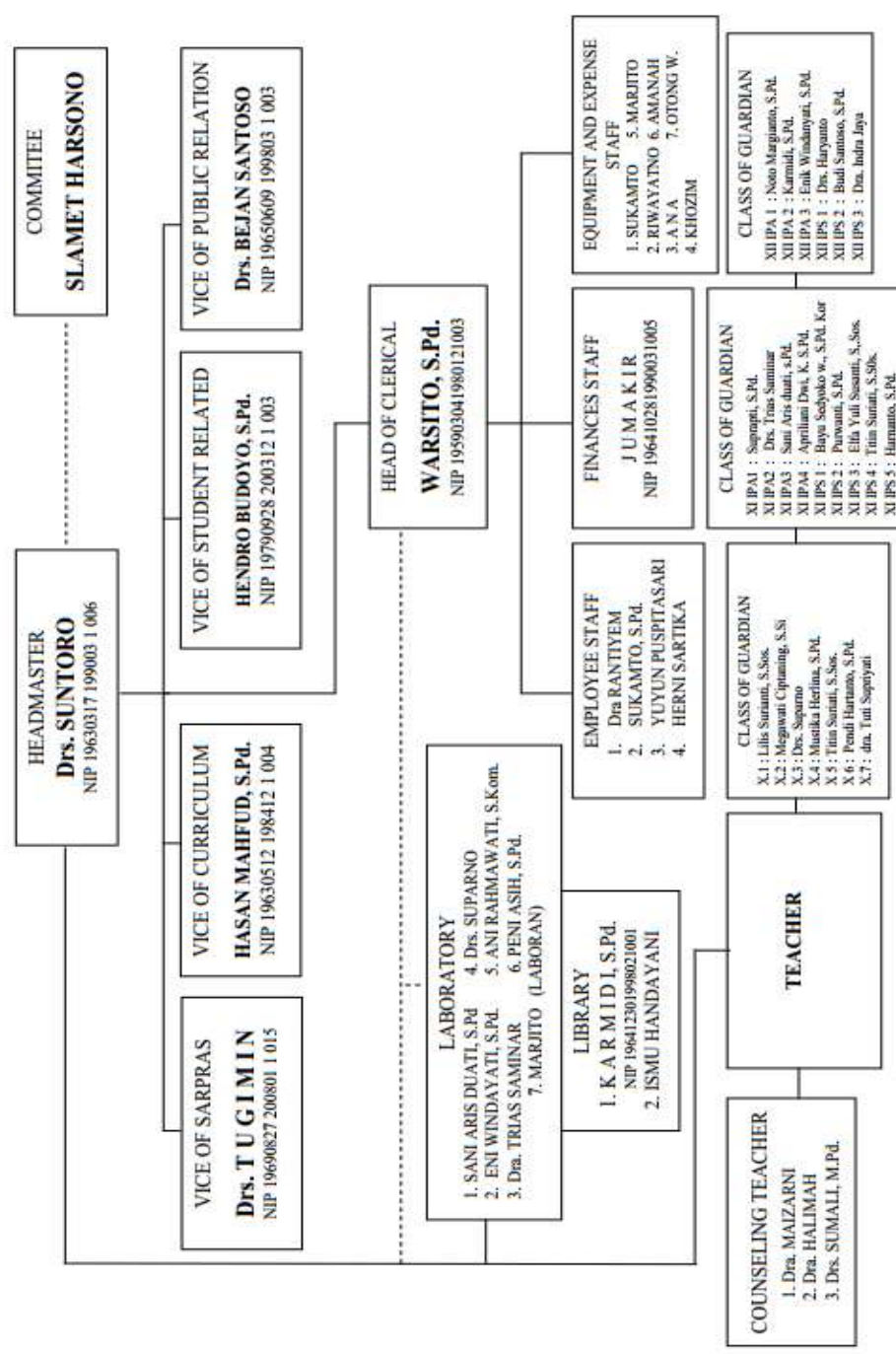
Table 7
The Buildings of SMA Negeri 1 Punggur in academic year
2016/2017

NO	BUILDINGS	TOTAL	CONDITION
1	Class	26	good
2	Physics Lab	1	good
3	Biology Lab	1	good
4	Chemistry Lab	1	good
5	Language Lab	1	good
6	Social Lab	1	good
7	Library	1	good
8	Infirmary room	1	good
9	Computer room	1	good
10	Cooperative store	1	good
11	Counseling room	1	good
12	Headmaster room	1	good
13	Teacher room	1	good
14	Clerical room	1	good
15	OSIS room	1	good
16	Teacher rest room	4	good
17	Student rest room	5	good
18	Green house	1	good

Source: Documentation of SMA Negeri 1 Punggur.

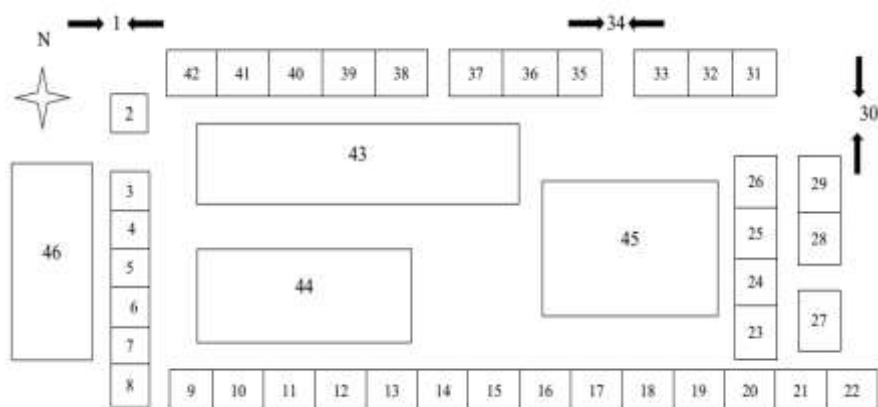
f. Organization Structure of SMA Negeri 1 Punggur

Figure 3
Organization Structure of SMA Negeri 1 Punggur
in Academic Year 2016/2017



g. The sketch location of SMA Negeri 1 Punggur

Figure 4
The Sketch Location of SMA Negeri 1 Punggur
in Academic Year 2016/2017



Note:

- | | | | |
|----|--------------------------|----|---------------------|
| 1 | : Gate | 24 | : XI IPA 3 |
| 2 | : Computer room | 25 | : XI IPA 4 |
| 3 | : Clerical room | 26 | : XI IPA 5 |
| 4 | : Guest room | 27 | : OSIS room |
| 5 | : Headmaster room | 28 | : Language lab |
| 6 | : WAKA room | 29 | : Biology lab |
| 7 | : Counseling room | 30 | : Gate |
| 8 | : Chemistry lab/XI IPS 1 | 31 | : Physics lab |
| 9 | : Library | 32 | : X IPA 5 |
| 10 | : XI IPS 2 | 33 | : X IPA 4 |
| 11 | : XI IPS 3 | 34 | : Gate |
| 12 | : XI IPS 4 | 35 | : X IPA 3 |
| 13 | : XII IPS 1 | 36 | : X IPA 2 |
| 14 | : XII IPS 2 | 37 | : X IPA 1 |
| 15 | : XII IPS 3 | 38 | : Student rest room |
| 16 | : XII IPS 4 | 39 | : X IPS 4 |
| 17 | : XII IPA 1 | 40 | : X IPS 3 |

18	:	XII IPA 2	41	:	X IPS 2
19	:	XII IPA 3	42	:	X IPS 1
20	:	XII IPA 4	43	:	Parking area
21	:	XII IPA 5	44	:	Teacher room
22	:	XI IPA 1	45	:	Pool
23	:	XI IPA 2	46	:	Infield

2. Description of Research Data

a. The Result of Students' Pre-Test

The researcher conducted pre-test in the first meeting. The purpose of giving pre-test in this research is to know the student's speaking performance before treatment. The results of the pre-test can be identified as follows:

Table 8
The Result of the Students' Speaking Performance Pre-Test at the Tenth Grade of SMA Negeri 1 Punggur

No.	Students' Initial	Aspect					Total Per Aspect	Score	Criteria
		Pronunciation	Vocabulary	Grammar	Fluency	Comprehension			
1	AN	4	4	3	4	4	19	76	GOOD
2	AD	3	4	3	3	4	17	68	FAIR
3	AG	4	4	4	3	4	19	76	GOOD
4	AP	4	3	4	4	3	18	72	FAIR
5	AS	2	4	3	3	3	15	60	FAIR
6	AI	3	4	3	3	3	16	64	FAIR

7	ANW	2	3	3	3	2	13	52	BAD
8	ASK	3	3	3	3	3	15	60	FAIR
9	BS	2	3	2	3	3	13	52	BAD
10	BSA	2	3	2	2	3	12	48	BAD
11	CF	3	3	3	3	3	15	60	FAIR
12	EW	3	4	3	3	3	16	64	FAIR
13	EN	2	3	3	2	2	12	48	BAD
14	HA	3	4	4	2	3	16	64	FAIR
15	KADP	4	4	3	4	4	19	76	GOOD
16	KR	4	4	3	3	4	18	72	FAIR
17	MA	3	3	4	4	3	17	68	FAIR
18	MBA	3	4	3	3	3	16	64	FAIR
19	MS	4	3	4	3	4	18	72	FAIR
20	MAL	3	2	3	3	2	13	52	BAD
21	NP	2	3	3	2	2	12	48	BAD
22	OAK	4	4	3	4	3	18	72	FAIR
23	PAKA	2	2	3	3	2	12	48	BAD
24	ROS	2	3	2	2	3	12	48	BAD
25	RDF	3	3	4	4	3	17	68	FAIR
26	RR	2	3	3	2	2	12	48	BAD
27	RAA	3	4	4	3	3	17	68	FAIR
28	SW	2	3	3	3	3	14	56	BAD
29	SA	2	3	3	4	3	15	60	FAIR
30	TS	4	3	3	3	3	16	64	FAIR
31	TA	3	3	3	3	3	15	60	FAIR
32	TD	2	3	2	3	3	13	52	BAD
33	WW	2	2	3	3	2	12	48	BAD
34	YS	4	4	3	3	4	18	72	FAIR
Total								2072	
The Highest Score								76	

The Lowest Score	48	
Average	61	

Source: The result of students' speaking performance pre-test at the tenth grade students of SMA N 1 Punggur on March 1, 2017.

From the table above can be inferred that the highest score is 76 and the lowest score is 48. Based on the data, the researcher measures the class interval by using the formula:

The Highest Score is 76

The lowest Score is 48

$$\begin{aligned}
 \text{Range (R)} &= X_{\max} - X_{\min} \\
 &= 76 - 48 \\
 &= 28
 \end{aligned}$$

$$\begin{aligned}
 \text{Number of Classes (b)} &= 1 + 3,3 \text{ Log } n \\
 &= 1 + 3.3 \log 34 \\
 &= 1 + 3,3 \cdot 1,53 \\
 &= 1 + 5,04 \\
 &= 6.04 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 \text{The Class Interval (P)} &= \frac{X_{\max} - X_{\min}}{b} \\
 &= \frac{28}{6} \\
 &= 4,7 \\
 &= 5
 \end{aligned}$$

After knowing the class interval, the data was put on the table of frequency distribution as follow:

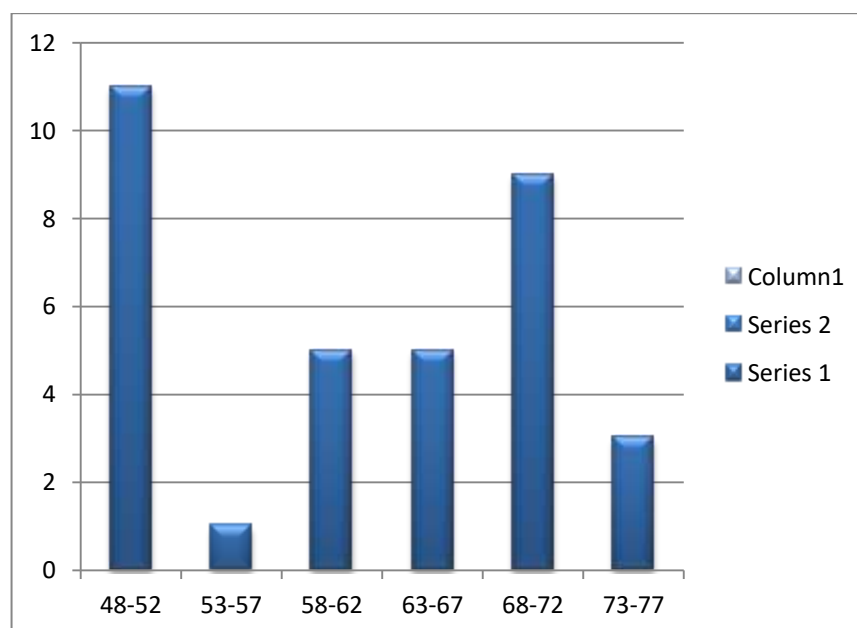
Table 9
Frequency Distribution of Students' Speaking Performance
Pre-Test Score

Class Interval	Frequency	Percentage %
73-77	3	8,8%
68-72	9	26,5%
63-67	5	14,7%
58-62	5	14,7%
53-57	1	2,9%
48-52	11	32,4%
Total	34	100%

Source: The result of Pre-Test was taken on March 1, 2017.

The table above shows that 91,2% of 34 students get score under Minimum Mastery Criteria (MMC) and only 8,8% of 34 students get score 75 which reached the Minimum Mastery Criteria.

Figure 5
Frequency Distribution Diagram of Students' Pre-Test Score



Based on the table and diagram of frequency distribution above, it can be inferred that from 34 students as the sample of the research there were 3 students who achieved the Minimum Mastery Criteria (MMC), that is 75. In the other hand, there were 9 students who got the score of 68-72 or 26,5% of 34 students, 5 students got the score of 63-67 or 14,7% of 34 students, 5 students got the score of 58-62 or 14,7% of 34 students, 1 student got score 53-57 or 2,9% of 34 students and 11 students got score 48-52 or 32,4%.

From the explanation above, it can be concluded that most students do not achieve the Minimum Mastery Criteria (MMC). It means that the students' speaking performance in pre-test is unsatisfied.

b. The Result Of The Students' Post-Test

After knowing the pre-test result which is unsatisfied, the researcher gives post-test after giving treatment. The researcher has conducted the post-test to know if there any effect of Scaffolding Strategy on the students' speaking performance. The result of post-test can be identified as follow:

Table 10
The Result of the Students' Speaking Performance Post-Test at the
Tenth Grade of SMA Negeri 1 Punggur

No.	Students' Initial	Aspect					Total Per Aspect	Score	Criteria
		Pronunciation	Vocabulary	Grammar	Fluency	Comprehension			
1	AN	5	4	4	5	5	23	92	GOOD
2	AD	4	5	4	3	4	20	80	GOOD
3	AG	5	4	5	3	4	21	84	GOOD
4	AP	4	3	4	4	3	18	72	FAIR
5	AS	3	4	4	3	4	18	72	FAIR
6	AI	4	4	4	3	4	19	76	GOOD
7	ANW	2	4	3	3	3	15	60	FAIR
8	ASK	3	4	4	4	3	18	72	FAIR
9	BS	3	4	3	4	3	17	68	FAIR
10	BSA	3	4	3	3	3	16	64	FAIR
11	CF	3	4	4	4	3	18	72	FAIR
12	EW	3	4	4	4	3	18	72	FAIR
13	EN	2	3	3	4	3	15	60	FAIR
14	HA	3	4	4	4	4	19	76	GOOD
15	KADP	5	5	4	5	4	23	92	GOOD
16	KR	5	5	4	4	4	22	88	GOOD
17	MA	4	4	4	4	3	19	76	GOOD
18	MBA	4	4	3	3	3	17	68	FAIR
19	MS	4	4	4	3	4	19	76	GOOD
20	MAL	3	2	3	3	2	13	52	BAD
21	NP	3	3	3	3	3	15	60	FAIR
22	OAK	4	5	5	4	5	23	92	GOOD
23	PAKA	3	4	3	3	3	16	64	FAIR
24	ROS	2	3	3	3	3	14	56	BAD
25	RDF	4	5	4	4	3	20	80	GOOD
26	RR	3	3	3	2	3	14	56	BAD
27	RAA	4	4	4	4	3	19	76	GOOD

28	SW	3	4	3	4	4	18	72	FAIR
29	SA	3	3	3	4	4	17	68	FAIR
30	TS	3	4	4	4	4	19	76	GOOD
31	TA	3	4	4	3	3	17	68	FAIR
32	TD	2	4	3	4	3	16	64	FAIR
33	WW	3	4	3	3	3	16	64	FAIR
34	YS	5	5	4	5	4	23	92	GOOD
Total								2460	
The Highest Score								92	
The Lowest Score								52	
Average								72	

Source: Post-test of the tenth grade students of SMA N 1 Punggur on March 22nd 2017.

From the table above, it could be inferred that the highest score was 92 and the lowest score is 52. Based on the data, the researcher measures the class interval.

The Highest Score is 92

The lowest Score is 52

$$\begin{aligned}
 \text{Range (R)} &= X_{\max} - X_{\min} \\
 &= 92 - 52 \\
 &= 40
 \end{aligned}$$

$$\begin{aligned}
 \text{Number of Classes (b)} &= 1 + 3,3 \log n \\
 &= 1 + 3.3 \log 34 \\
 &= 1 + 3,3 \cdot 1,53 \\
 &= 1 + 5,04 \\
 &= 6,04 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 \text{The Class Interval (P)} &= \frac{X_{max} - X_{min}}{b} \\
 &= \frac{40}{6} \\
 &= 6,6 \\
 &= 7
 \end{aligned}$$

After knowing the class interval, the data was put on the table of frequency distribution as follow:

Table 11
Frequency Distribution of Students' Speaking Performance
Post-Test Score

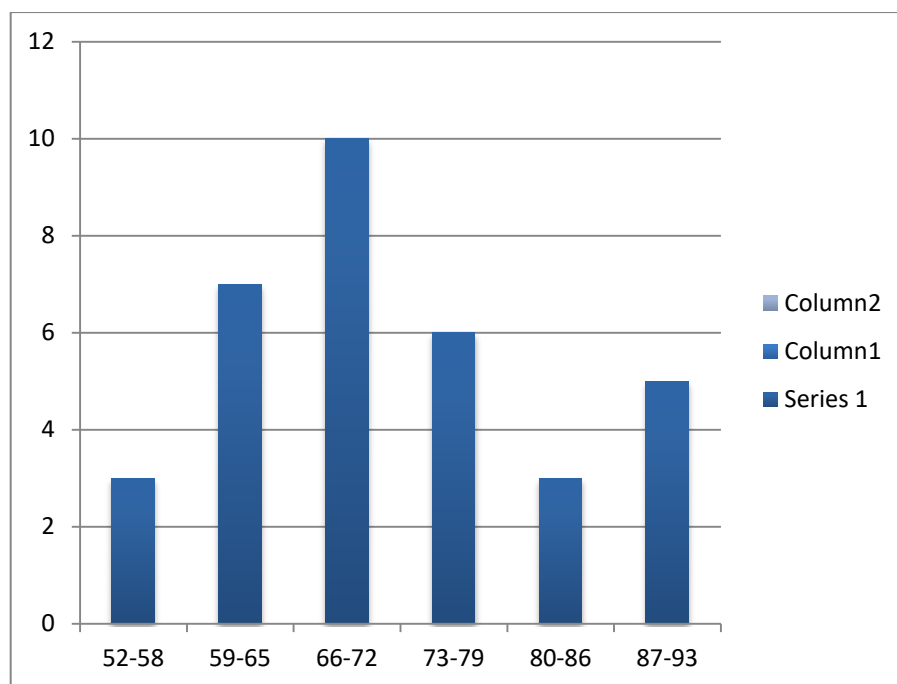
Class Interval	Frequency	Percentage %
87-93	5	14,7%
80-86	3	8,8%
73-79	6	17,7%
66-72	10	29,4%
59-65	7	20,6%
52-58	3	8,8%
Total	34	100%

Source: The result of Pre-Test was taken on March 22, 2017.

From the table above, it could be seen that there was an increase of the students' speaking performance.

Figure 6

Frequency Distribution Diagram of Students' Post-Test Score



Based on the result above, it could be inferred that the post-test was categorized into good category even though some of students were still poor in speaking performance, but it was good because they had good effort in speaking

B. Hypothesis Testing

After applying the method, the researcher analyzed the data by using analysis of chi-square in order to prove if there is a positive and significant effect of Scaffolding Strategy on the students' speaking performance at the tenth grade of SMA Negeri 1 Punggur. (H_a) is accepted, if there is a positive and significant effect of using Scaffolding Strategy on the students' speaking

performance. While (Ho) is rejected, if there is no positive and significant effect of using Scaffolding Strategy on the students' speaking performance.

1. Putting the data into the formula Chi-Square (χ^2)

After giving test, the researcher analyzes the data by using Chi-Square (χ^2) with two variables in order to prove whether there is a positive and significant of using Scaffolding Strategy on the students' speaking performance at the tenth grade of SMA Negeri 1 Punggur as follows:

The formula of Chi-Square is:

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

where:

χ^2 = Value of chi-square

f_o = Observed frequency

f_e = Expected frequency

Table 12

The Contingency Table of the Expected Frequency at the Result of Students' Speaking Performance in Pre-Test and Post-Test

TEST	CATEGORY			TOTAL
	BAD	FAIR	GOOD	
Pre-Test	12	19	3	$r_n=34$
Post-Test	3	17	14	$r_n=34$
TOTAL	$C_n=15$	$C_n=36$	$C_n=17$	$N=68$

Hypothesis testing by using chi-square analyzed as follows:

Table 13

The Testing of Data

No	f_o	$f_e = \frac{C_n \times r_n}{N}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	12	$\frac{15 \times 34}{68} = 7,5$	4,5	20,25	2,7
2	19	$\frac{36 \times 34}{68} = 18$	1	1	0,056
3	3	$\frac{17 \times 34}{68} = 8,5$	-5,5	30,25	3,559
4	3	$\frac{15 \times 34}{68} = 7,5$	-4,5	20,25	2,7
5	17	$\frac{36 \times 34}{68} = 18$	-1	1	0,056
6	14	$\frac{17 \times 34}{68} = 8,5$	5,5	30,25	3,559
Sum	N=68	68	0	103	$X^2=12,63$

The data in the table above is based on contingency table of the Expected Frequency in order to calculate X^2 . Next, put the data into the formula of chi-square.

Based on the result of data analysis above, the value of chi-square is 12,63. Then, to know the critical value of chi-square, the researcher counts df (degree of freedom). The formulation as follow:

$$Df = (c-1)(r-1)$$

where:

Df = Degree of freedom

c = Column

r = Row

$$Df = (3-1)(2-1) = 2$$

From the calculation above, the degree of freedom is 2. So, the value of f_t on degree of freedom are 5% = 5,991 and 1% = 9,210. The result, the comparison between f_o and f_t is: $9,210 < 12,63 > 5,991$ in 5% and 1%. It means that alternative hypothesis (H_a) which explained that there was positive and significant influence of using scaffolding strategy on the students' speaking performance is accepted, while null hypothesis (H_o) which explained that there was no positive and significant influence of using scaffolding strategy on the students' speaking performance is rejected. So it can be concluded that the using of scaffolding strategy has positive and significant effect on students' speaking performance at the tenth grade of SMA Negeri 1 Punggur.

C. Interpretations

The researcher formulated f_o to f_t as follows:

1. If $f_o > f_t$, H_a is accepted and H_o is rejected.
2. If $f_o < f_t$, H_a is rejected and H_o is accepted.

Based on the calculation, the value of chi-square is 12,63. Then, the data confirmed that f_o is higher than f_t ($5,991 < 12,63 > 9,210$). Therefore, it can be said that H_a was accepted and H_o was rejected. It means that there is a positive and significant influence of using Scaffolding Strategy on the Students' Speaking Performance at the Tenth Grade of SMA Negeri 1 Punggur.

D. Discussion

In this research there are two variables. They are Scaffolding Strategy and the students' speaking performance. The variable was tested by using calculation of chi-square to investigate if there is positive and significant influence of using scaffolding strategy on students' speaking performance. the result showed that there was positive influence of using scaffolding strategy on students' speaking performance.

Furthermore, based on the result of hypothesis testing, it demonstrated that the value of chi-square was 12,63. Then, the data confirmed that f_o was higher than f_t ($5,991 < 12,63 > 9,210$). In addition, the mean score of clauses mastery in post-test is higher than pre-test. Therefore it could be inferred that

the strategy which was applied gave the positive and significant influence on the students' speaking performance.

E. Limitation

However after conducting the research and gaining the data from test and documentation, the researcher found some problems faced by the student, as follows:

1. The researcher found that some students did not active in learning process and had no idea or comments when the researcher ask them about the material which had been explained.
2. The students found it difficult to understand the explanation directly from the researcher, so that the researcher had to teach them one by one by walking around to come close to their and explained the material on the spot.
3. The students did not have enough vocabulary to understand what the meaning of every single sentence is. So, the researcher had to guide them mostly to construct their sentences.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, the researcher can generally summarize the conclusion of this research. Scaffolding strategy can be used as an alternative choice learning speaking performance. It can help the students to develop their self confidence. By scaffolding strategy that always guide and support the student, they are braver to speak. The achievement of speaking performance of the student who are taught by scaffolding strategy has higher score then those without scaffolding strategy. The data confirm that f_o was higher than f_t ($5,991 < 12,63 > 9,210$). Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that, there is positive influence of using scaffolding strategy toward students' speaking performance at the tenth grade of SMA Negeri 1 Punggur.

B. Suggestion

Through this research, the researcher would like to constructively give suggestions that are recommended:

1. For students

The students are suggested to more confident and competitive to explore their speaking performance. So, they can enrich their vocabulary,

pronunciation, grammar, fluency and comprehension because they have to speak in English.

2. For English teacher

The teachers are suggested using scaffolding strategy in teaching English, especially in teaching speaking performance with topic and more modification to be more interesting.

3. For headmaster

The headmaster is suggested to prepare the facilitation of the school to support the English learning processes.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA NEGERI 1 PUNGGUR
Kelas / Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Genre : Recount
Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi : Speaking (Berbicara)

Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk *recount*, *narrative* dan *procedure* sederhana dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*, *narrative* dan *procedure*.

C. Indikator

1. Menggunakan simple past tense dalam *recount*
2. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk *recount*.
3. Melakukan monolog pendek dalam bentuk *recount*.

D. Tujuan Pembelajaran

1. Siswa mampu menggunakan simple past tense dalam *recount*.
2. Siswa mampu bertanya dan menjawab pertanyaan tentang berbagai informasi secara lisan dalam teks berbentuk *recount*.
3. Siswa mampu melakukan monolog pendek dalam bentuk *recount*.

E. Materi Pembelajaran

➤ Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Below are examples and generic structures of recount text:

Borobudur Temple	
Orientation: tells who was involved, what happened, where the events took place, and when it happened.	Last holiday my friends and I visited Borobudur Temple. It is the biggest temple in the world. We went there by car
Events: tell what happened and in what sequence.	There, we saw the wonderful Borobudur Temple. Then we had a chat with a foreign tourist to practice our English. (Even 1) After taking a picture with the foreign tourists, we walked around the Borobudur Temple's yard to buy some souvenirs. (Even 2)
Reorientation: contain the writer's comments about the story.	Although we were very tired we felt very happy. It was the most unforgettable experience.

➤ Language Feature :

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using simple past tense.
Pattern: (S + verb2) / (S + Didn't + verb1)

F. Metode / Teknik / Strategi Pembelajaran

➤ Scaffolding Strategy

G. Langkah-langkah kegiatan pembelajaran

1. Kegiatan Awal:

- a. Mengucapkan salam dengan ramah.
- b. Mengecek kehadiran siswa (attendance list).
- c. Warming up. Dengan menanyakan mengenai pengalaman liburan mereka.
- d. Melakukan Pre-test. Yaitu dengan meminta siswa untuk menceritakan pengalaman liburan mereka didepan kelas.

2. Kegiatan inti

Eksplorasi

- a. Guru menjelaskan materi tentang recount text.
- b. Guru mengarahkan kepada siswa tujuan pembelajaran dengan menanyakan beberapa pertanyaan sebelum memperlihatkan contoh text

recount. "after this, i will give you example of recount text about "Borobudur temple" and try to find where is orientation, event, and re-orientation and try to answer the question orally.

- 1) When did the writer and his friends visit Borobudur Temple?
- 2) How did they go there ?
- 3) What did they do at Borobudur Temple ?
- 4) Where did they buy souvenir ?

Elaborasi

- a. Siswa secara aktif bergantian menjawab pertanyaan.
- b. Guru mendiskusikan materi dan ciri kebahasaan dari text recount.
- c. Siswa diminta mengidentifikasi ciri kebahasaan dalam text recount.
- d. Guru memberi contoh pronunciation.

Konfirmasi

- a. Menanyakan tingkat pemahaman siswa terhadap materi yang disampaikan.
- b. Guru menanyakan kesulitan siswa.

3. Kegiatan Akhir

- a. Guru dan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- b. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. SUMBER / BAHAN/ ALAT

1. LKS Intensif (penunjang cita-cita siswa kreatif)
2. Kamus

I. Penilaian

1. Indikator, teknik, bentuk dan contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Mampu berbicara tentang recount text.	Tes Lisan	Monolog	Retell your experience in the past about your holiday!

2. Instrumen:

Retell your experience in the past about your holiday!

3. Rubrik Penilaian:

No.	Aspek yang dinilai	Skor
1	Pronunciation	5
2	Grammar	5
3	Vocabulary	5
4	Fluency	5
5	Comprehension	5
	Skor Maksimum	25

Kriteria Penilaian:

Components	Assessments	Score
Pronunciation	The pronunciation is clear and quite understandable for elementary students	5
	There are some pronunciation problems, but still quite understandable.	4
	Pronunciation problem necessitate listening and occasionally lead a misunderstanding	3
	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat	2
	Pronunciation problem so severe as to make speech virtually un-intelligible	1
Grammar	Errors in grammar are quite rare	5
	There are few grammatical errors but still intelligible	4
	Makes frequent errors grammar and word order occasionally obscure meaning	3
	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns	2
	Errors in grammar and word order so severe as to make speech virtually unintelligible	1
Vocabulary	Almost all vocabularies used are in a proper use	5
	Frequently use inappropriate terms or must replace ideas but still intelligible	4
	Frequently uses the wrong word, conversation somewhat limited because of inadequate	3


	vocabulary	
	Misuse up words and very limited vocabulary make comprehension quite difficult	2
	Vocabulary limitation so extreme as to make conversation virtually impossible	1
Fluency	Able to use the language fluently, rare skip, and the speed of speech are at the normal rate	5
	Speed of speech seem to be slightly affected by language problem	4
	Speed and fluency are rather strongly affected by language problem	3
	Usually hesitant often forced into silent by language limitation	2
	Speech is so halting and fragmentary as to make conversation virtually impossible	1
Comprehension	Understand most of what is said at average speed	5
	Understand what is said at average speed, but occasional repetition may be necessary	4
	Understand what is said is at slower than average speed repetition	3
	Has great difficulty following what is said. Can comprehend only, “social conversation” spoken slowly and with frequent repetition.	2
	Cannot be said to understand even simple conversational English	1

Keterangan:

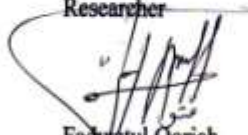
Nilai Maksimal 100

Nilai Siswa = Skor perolehan x 4

Mengetahui,
English Teacher


Deliana Wardhani, S. Pd.
NIP. 197805052008012038

Punggur, Februari 2017
Researcher


Fachrudul Qoriah
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Kepala SMA N 1 Punggur

Drs. SUNTORO
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA NEGERI 1 PUNGGUR
Kelas / Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Genre : Recount
Alokasi Waktu : 2 x 40 menit

D. Standar Kompetensi : Speaking (Berbicara)

Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk *recount*, *narrative* dan *procedure* sederhana dalam konteks kehidupan sehari-hari.

E. Kompetensi Dasar

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*, *narrative* dan *procedure*.

F. Indikator

1. Menggunakan simple past tense dalam *recount*
2. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk *recount*.
3. Melakukan monolog pendek dalam bentuk *recount*.

D. Tujuan Pembelajaran

1. Siswa mampu menggunakan simple past tense dalam *recount*.
2. Siswa mampu bertanya dan menjawab pertanyaan tentang berbagai informasi secara lisan dalam teks berbentuk *recount*.
3. Siswa mampu melakukan monolog pendek dalam bentuk *recount*.

E. Materi Pembelajaran

1. Penjelasan singkat mengenai *recount* text.
2. Memutar video *recount* berjudul “ My Birthday Party” kepada siswa.
3. Menceritakan kembali cerita yang telah dilihat dengan tenses dan generic structure yang sesuai secara individu dan kelompok.

F. Metode / Teknik / Strategi Pembelajaran

- Scaffolding Strategy

G. Langkah-langkah kegiatan pembelajaran

1. Kegiatan Awal:
 - a. Mengucapkan salam dengan ramah.
 - b. Mengecek kehadiran siswa (attendance list).
 - c. Warming up. Dengan menanyakan mengenai cerita berjudul “My Birthday Party” kepada siswa.

2. Kegiatan inti
 - Eksplorasi**
 - a. Siswa mendengarkan penjelasan mengenai *recount* dan tenses yang digunakan.
 - b. Guru memberi intruksi mengenai metode yang digunakan serta memberi tugas kepada mereka.

 - Elaborasi**
 - a. Guru memutar video berjudul “My Birthday Party”
 - b. Melakukan Post test. Yaitu siswa secara individu diminta untuk menceritakan kembali didepan kelas tetapi sebelumnya guru memberi contoh dengan menceritakan kembali video tentang “My Birthday Party” kepada siswa.

 - Konfirmasi**
 - a. Menanyakan tingkat pemahaman siswa terhadap materi yang disampaikan.
 - b. Guru menanyakan kesulitan siswa.

3. **Kegiatan Akhir**
 - a. Guru memberikan umpan balik kepada siswa.

H. SUMBER / BAHAN/ ALAT

1. Video
2. LCD Proyektor
3. Laptop
4. Intensif Bahasa Inggris, Lembar Materi
5. Kamus

I. Penilaian

I. Indikator, teknik, bentuk dan contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Mampu menceritakan kembali tentang recount text.	Tes Lisan	Monolog	Please retell the video about “My Beautiful Holiday at Balekambang” with your own language!

II. Instrumen:

Please retell the video about “My Beautiful Holiday at Balekambang” with your own language!

III. Rubrik Penilaian:

No.	Aspek yang dinilai	Skor
1	Pronunciation	5
2	Grammar	5
3	Vocabulary	5
4	Fluency	5
5	Comprehension	5
	Skor Maksimum	25

Kriteria Penilaian:

Components	Assessments	Score
Pronunciation	The pronunciation is clear and quite understandable for elementary students	5
	There are some pronunciation problems, but still quite understandable.	4
	Pronunciation problem necessitate listening and occasionally lead a misunderstanding	3
	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat	2
	Pronunciation problem so severe as to make speech virtually un-intelligible	1

Grammar	Errors in grammar are quite rare	5
	There are few grammatical errors but still intelligible	4
	Makes frequent errors grammar and word order occasionally obscure meaning	3
	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns	2
	Errors in grammar and word order so severe as to make speech virtually unintelligible	1
Vocabulary	Almost all vocabularies used are in a proper use	5
	Frequently use inappropriate terms or must replace ideas but still intelligible	4
	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary	3
	Misuse up words and very limited vocabulary make comprehension quite difficult	2
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Fluency	Able to use the language fluently, rare skip, and the speed of speech are at the normal rate	5
	Speed of speech seem to be slightly affected by language problem	4
	Speed and fluency are rather strongly affected by language problem	3
	Usually hesitant often forced into silent by language limitation	2
	Speech is so halting and fragmentary as to make conversation virtually impossible	1
Comprehension	Understand most of what is said at average speed	5
	Understand what is said at average speed, but occasional repetition may be necessary	4
	Understand what is said is at slower than average speed repetition	3
	Has great difficulty following what is said. Can comprehend only, "social conversation" spoken slowly and with frequent repetition.	2

	Cannot be said to understand even simple conversational English	2
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Keterangan:


Nilai Maksimal 100

Nilai Siswa = $\frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$

Mengetahui,
English Teacher


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Researcher


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SILABUS PEMBELAJARAN


Nama Sekolah : SMA N 1 PUNGGUR
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Berbicara 4 Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks kehidupan sehari-hari	4.1 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> .	Recount text component 1. Orientation Last holiday my friends and I visited Borobudur Temple. It is the biggest temple in the world. We went there by car. 2. Event There, we saw the wonderful Borobudur Temple. <i>(Even 1)</i> After taking a picture with the foreign tourists, we walked around the Borobudur Temple's yard to buy some souvenirs. <i>(Event 2)</i>	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Membuat pengumuman lisan secara berpasangan dan menyampaikannya di depan kelas. 	<ul style="list-style-type: none"> Menjawab pertanyaan teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll. Melakukan teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll. Mempresentasikan teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll. Melakukan teks 	Performans	2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Buku PR/LKS Bahasa Inggris SMA Kelas X Intan Pariwara Kamus Power Point Gambar Majalah Internet

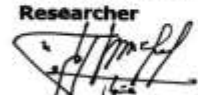
Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>3. Reorientation Although we were very tired we felt very happy. It was the most unforgettable experience.</p>				lisan fungsional pendek berupa Pengumuman Kematian dengan tindak tutur:mengingat kejadian tertentu			
	4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount, narrative, dan</i>	<p><i>Teks monolog berbentuk recount, contohnya:</i></p> <p>1. Orientation Last holiday my friends and I visited Borobudur Temple. It is the biggest temple in the world. We went there by car.</p> <p>2. Event There, we saw the wonderful Borobudur Temple. Then we had a chat with a foreign tourist to practice our English. <i>(Even 1)</i> After taking a picture with the foreign tourists, we walked around the</p>	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Mendengarkan cerita/petunjuk melakukan sesuatu untuk menemukan berbagai informasi secara individu Mendiskusikan perbedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok. Berdiskusi secara berkelompok untuk membuat sebuah teks tertulis tentang membuat sesuatu 	<ul style="list-style-type: none"> Menggunakan simple present dalam recount Menjawab pertanyaan teks monolog sederhana berbentuk recount Mempresentasikan teks monolog lisan berbentuk recount 	Tugas Performans	1 x 45 2 x 45 5 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Buku PR/LKS Bahasa Inggris SMA Kelas X Intan Pariwara Tape Kamus OHP/LCD Power Point Gambar

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan /Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	<i>procedure</i>	Borobudur Temple's yard to buy some souvenirs. <i>(Event 2)</i> 3. Reorientation Although we were very tired we felt very happy. It was the most unforgettable experience.	jawab		<ul style="list-style-type: none"> • Mempresentasikan teks yang telah didiskusikan bersama di depan kelas secara berkelompok. 				Majalah Internet

**Mengetahui,
Guru Bahasa Inggris**


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Punggur, *Senin 13 March* 2017

Researcher

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SMA N 1 Punggur
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**Instrument of Post-Test
(Speaking Performance)**

Name : 1. _____

2. _____

Class : _____

Directions:

1. Write your name in your answer sheet!
2. Choose one of the following themes below:
 - a. Visiting Zoo
 - b. The Unforgettable Camping
 - c. My First Time in the Beach
3. Write some dialogue about recount text with your partner then practice it in front of the class with your partner!

STUDENTS' SPEAKING SCORE ON PRE – TEST

No.	Students' Initial	Aspect					Total Per Aspect	Score	Criteria
		Pronunciation	Vocabulary	Grammar	Fluency	Comprehension			
1	AN	4	4	3	4	4	19	76	GOOD
2	AD	3	4	3	3	4	17	68	BAD
3	AG	4	4	4	3	4	19	76	GOOD
4	AP	4	3	4	4	3	18	72	FAIR
5	AS	2	4	3	3	3	15	60	BAD
6	AI	3	4	3	3	3	16	64	BAD
7	ANW	2	3	3	3	2	13	52	BAD
8	ASK	3	3	3	3	3	15	60	BAD
9	BS	2	3	2	3	3	13	52	BAD
10	BSA	2	3	2	2	3	12	48	BAD
11	CF	3	3	3	3	3	15	60	BAD
12	EW	3	4	3	3	3	16	64	BAD
13	EN	2	3	3	2	2	12	48	BAD
14	HA	3	4	4	2	3	16	64	BAD
15	KADP	4	4	3	4	4	19	76	GOOD
16	KR	4	4	3	3	4	18	72	FAIR
17	MA	3	3	4	4	3	17	68	BAD
18	MBA	3	4	3	3	3	16	64	BAD
19	MS	4	3	4	3	4	18	72	FAIR
20	MAL	3	2	3	3	2	13	52	BAD
21	NP	2	3	3	2	2	12	48	BAD
22	OAK	4	4	3	4	3	18	72	FAIR
23	PAKA	2	2	3	3	2	12	48	BAD
24	ROS	2	3	2	2	3	12	48	BAD
25	RDF	3	3	4	4	3	17	68	BAD
26	RR	2	3	3	2	2	12	48	BAD
27	RAA	3	4	4	3	3	17	68	BAD
28	SW	2	3	3	3	3	14	56	BAD

29	SA	2	3	3	4	3	15	60	BAD
30	TS	4	3	3	3	3	16	64	BAD
31	TA	3	3	3	3	3	15	60	BAD
32	TD	2	3	2	3	3	13	52	BAD
33	WW	2	2	3	3	2	12	48	BAD
34	YS	4	4	3	3	4	18	72	FAIR
Total								2072	
The Highest Score								76	
The Lowest Score								48	
Average								61	

Note: The total of students' speaking score is multiplied by four (score x 4), so the final score of students is 100.

Scoring Categories:

1. 75 – 100 = Good
2. 51 – 74 = Fair
3. 1 – 50 = Bad

STUDENTS' SPEAKING POST – TEST

No.	Students' Initial	Aspect					Total Per Aspect	Score	Criteria
		Pronunciation	Vocabulary	Grammar	Fluency	Comprehension			
1	AN	5	4	4	5	5	23	92	GOOD
2	AD	4	5	4	3	4	20	80	FAIR
3	AG	5	4	5	3	4	21	84	GOOD
4	AP	4	3	4	4	3	18	72	FAIR
5	AS	3	4	4	3	4	18	72	FAIR
6	AI	4	4	4	3	4	19	76	FAIR
7	ANW	2	4	3	3	3	15	60	BAD
8	ASK	3	4	4	4	3	18	72	FAIR
9	BS	3	4	3	4	3	17	68	BAD
10	BSA	3	4	3	3	3	16	64	BAD
11	CF	3	4	4	4	3	18	72	FAIR
12	EW	3	4	4	4	3	18	72	FAIR
13	EN	2	3	3	4	3	15	60	BAD
14	HA	3	4	4	4	4	19	76	FAIR
15	KADP	5	5	4	5	4	23	92	GOOD
16	KR	5	5	4	4	4	22	88	GOOD
17	MA	4	4	4	4	3	19	76	FAIR
18	MBA	4	4	3	3	3	17	68	BAD
19	MS	4	4	4	3	4	19	76	FAIR
20	MAL	3	2	3	3	2	13	52	BAD
21	NP	3	3	3	3	3	15	60	BAD
22	OAK	4	5	5	4	5	23	92	GOOD
23	PAKA	3	4	3	3	3	16	64	BAD
24	ROS	2	3	3	3	3	14	56	BAD
25	RDF	4	5	4	4	3	20	80	FAIR
26	RR	3	3	3	2	3	14	56	BAD
27	RAA	4	4	4	4	3	19	76	FAIR
28	SW	3	4	3	4	4	18	72	FAIR
29	SA	3	3	3	4	4	17	68	BAD

30	TS	3	4	4	4	4	19	76	FAIR
31	TA	3	4	4	3	3	17	68	BAD
32	TD	2	4	3	4	3	16	64	BAD
33	WW	3	4	3	3	3	16	64	BAD
34	YS	5	5	4	5	4	23	92	GOOD
Total								2460	
The Highest Score								92	
The Lowest Score								52	
Average								72	

Note: The total of students' speaking score is multiplied by four (score x 4), so the final score of students is 100.

Scoring Categories:

1. 75 – 100 = Good
2. 51 – 74 = Fair
3. 1 – 50 = Bad

DOCUMENTATION

The researcher starts the research.



The researcher give an example as a model and guide students



The students are discussing in group to help each other in english communicating orally.



Note: If df=1 and HA is directional, the column heading should be multiplied by 1/2 when bracketing the P-value

Critical Values for Chi-Square Distribution.

df	Upper Tail Probability									
	0.2	0.1	0.05	0.04	0.03	0.025	0.02	0.01	0.005	0.0005
1	1.642	2.706	3.841	4.218	4.709	5.024	5.412	6.635	7.879	12.116
2	3.219	4.605	5.991	6.438	7.013	7.378	7.824	9.210	10.597	15.202
3	4.642	6.251	7.815	8.311	8.947	9.348	9.837	11.345	12.838	17.730
4	5.989	7.779	9.488	10.026	10.712	11.143	11.668	13.277	14.860	19.997
5	7.289	9.236	11.070	11.644	12.375	12.833	13.388	15.086	16.750	22.105
6	8.558	10.645	12.592	13.198	13.968	14.449	15.033	16.812	18.548	24.153
7	9.803	12.017	14.167	14.703	15.509	16.013	16.622	18.475	20.278	26.018
8	11.030	13.362	15.507	16.171	17.010	17.535	18.168	20.090	21.955	27.868
9	12.242	14.684	16.919	17.608	18.480	19.023	19.679	21.666	23.589	29.666
10	13.442	15.987	18.307	19.021	19.922	20.483	21.161	23.209	25.188	31.420
11	14.631	17.275	19.675	20.412	21.342	21.920	22.618	24.725	26.757	33.137
12	15.812	18.549	21.026	21.785	22.742	23.337	24.054	26.217	28.300	34.821
13	16.985	19.812	22.362	23.142	24.125	24.736	25.472	27.688	29.819	36.478
14	18.151	21.064	23.685	24.485	25.493	26.119	26.873	29.141	31.319	38.109
15	19.311	22.307	24.996	25.816	26.848	27.488	28.259	30.578	32.801	39.719
16	20.465	23.542	26.296	27.136	28.191	28.845	29.633	32.000	34.267	41.308
17	21.615	24.769	27.587	28.445	29.523	30.191	30.995	33.409	35.718	42.879
18	22.760	25.989	28.869	29.745	30.845	31.526	32.346	34.805	37.156	44.434
19	23.900	27.204	30.144	31.037	32.158	32.852	33.687	36.191	38.582	45.973
20	25.038	28.412	31.410	32.321	33.462	34.170	35.020	37.566	39.997	47.498
21	26.171	29.615	32.671	33.597	34.759	35.479	36.343	38.932	41.401	49.011
22	27.301	30.813	33.924	34.867	36.049	36.781	37.659	40.289	42.796	50.511
23	28.429	32.007	35.172	36.131	37.332	38.076	38.968	41.638	44.181	52.000
24	29.553	33.196	36.415	37.389	38.609	39.364	40.270	42.980	45.559	53.479
25	30.675	34.382	37.652	38.642	39.880	40.646	41.565	44.314	46.928	54.947
26	31.795	35.563	38.885	39.889	41.146	41.923	42.856	45.642	48.290	56.407
27	32.912	36.741	40.113	41.132	42.407	43.195	44.140	46.963	49.645	57.858
28	34.027	37.916	41.337	42.370	43.662	44.461	45.419	48.278	50.993	59.300
29	35.139	39.087	42.557	43.604	44.913	45.722	46.693	49.588	52.336	60.735
30	36.250	40.256	43.773	44.834	46.160	46.979	47.962	50.892	53.672	62.162
31	37.359	41.422	44.985	46.059	47.402	48.232	49.226	52.191	55.003	63.582
32	38.466	42.585	46.194	47.282	48.641	49.480	50.487	53.486	56.328	64.995
33	39.572	43.745	47.400	48.500	49.876	50.725	51.743	54.776	57.648	66.403
34	40.676	44.903	48.602	49.716	51.107	51.966	52.995	56.061	58.964	67.803
35	41.778	46.059	49.802	50.928	52.335	53.203	54.244	57.342	60.275	69.199
36	42.879	47.212	50.998	52.137	53.560	54.437	55.489	58.619	61.581	70.588
37	43.978	48.363	52.192	53.344	54.781	55.668	56.730	59.893	62.883	71.972
38	45.076	49.513	53.384	54.547	56.000	56.896	57.969	61.162	64.181	73.351
39	46.173	50.660	54.572	55.748	57.215	58.120	59.204	62.428	65.476	74.725
40	47.269	51.805	55.758	56.946	58.428	59.342	60.436	63.691	66.766	76.095
41	48.363	52.949	56.942	58.142	59.638	60.561	61.665	64.950	68.053	77.459
42	49.456	54.090	58.124	59.335	60.845	61.777	62.892	66.206	69.336	78.820
43	50.548	55.230	59.304	60.526	62.050	62.990	64.116	67.459	70.616	80.176
44	51.639	56.369	60.481	61.714	63.253	64.203	65.337	68.710	71.893	81.528
45	52.729	57.505	61.656	62.901	64.453	65.410	66.555	69.957	73.166	82.876
46	53.818	58.641	62.830	64.085	65.652	66.617	67.771	71.201	74.437	84.220
47	54.906	59.774	64.001	65.268	66.847	67.821	68.985	72.443	75.704	85.560
48	55.993	60.907	65.171	66.448	68.041	68.923	70.197	73.683	76.969	86.897
49	57.079	62.038	66.339	67.627	69.233	70.222	71.406	74.919	78.231	88.231
50	58.164	63.167	67.505	68.804	70.423	71.420	72.613	76.154	79.490	89.561



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIIYAH

Jl. KH. Dewantara 15 A Kota Metro Telp. (0725) 41507

Nomor : Sti.06/JST/PP.00.9/0320/2017
Lamp :-
Hal : BIMBINGAN SKRIPSI

Metro, 06 Februari 2017

Kepada Yth:

1. Sdr. Dr. Widhiya Ninsiana, M.Hum
 2. Sdr. Alimad Subhan Roza, M.Pd
- Dosen Pembimbing Skripsi

Di -
Tempat

Assalamu 'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan saudara untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Fadwatul Qoriah
NPM : 1291877
Jurusan : Tarbiyah/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.s
 - a. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAH II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh STAIN Jurai Siwo Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Indonesia dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.



Ketua Jurusan Tarbiyah

Dr. Akla, M.Pd

NIP. 19691008 200003 2 005



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBİYAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : St.13/JST/PP.00.9/0343/2016 Metro, 25 Januari 2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.
Kepala Sekolah SMA Negeri 1 Punggur
Di -
Tempat.

Assalamu 'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Fadwatul Qoriah
NPM : 1291877
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Influence Of Using Scaffolding Strategy Toward Students' Speaking Performance At The Tenth Graders Of SMA Negeri 1 Punggur in Academic Year 2015/2016

Untuk melakuan *PRA SURVEY* di SMA Negeri 1 Punggur.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu 'alaikum Wr. Wb.



Ani, Ketua Jurusan Tarbiyah
Sekretaris

Ani
Sti Annisah, M.Pd
NIP. 19800607 200312 2003



PEMERINTAH KABUPATEN LAMPUNG TENGAH

DINAS PENDIDIKAN

SMA NEGERI 1 PUNGGUR

NPSN : 10801962 NSS : 301120208048

Alamat : Jl. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.com



SURAT KETERANGAN

No : 422 / 049/ 04 / C.10 / D.1 /2016

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : FADWATUL QORIAH
NPM : 1291877
Jurusan : Turbiyah
Program Studi : Pendidikan Bahasa Inggris (PBI)

Akan mengadakan Pra Survey / Observasi pada tahun pelajaran 2015 – 2016 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **THE INFLUENCE OF USING SCAFFOLDING STRATEGY TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SMA NEGERI 1 PUNGGUR IN ACADEMIC YEAR 2015/2016** ".

Berdasarkan surat dari Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro Nomor : Sti.13/JST/PP.00.9/0343/2016, Tertanggal : 25 Januari 2016.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 28 Januari 2016

Kepala SMA Negeri 1 Punggur,



.....ONTORO

NIP. 19640217 199512 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296.
Website: www.metrouniv.ac.id, e-mail: iainmetro@metrouniv.ac.id

Nomor : B-1066/In.28/R/TL.00/02/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA NEGERI 01
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1065/In.28/R/TL.01/02/2017,
tanggal 23 Februari 2017 atas nama saudara:

Nama : FADWATUL QORI'AH
NPM : 1291877
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris (S1)

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 01 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING SCAFFOLDING STRATEGY TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE OF SMA NEGERI 01 PUNGGUR CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Februari 2017
an Rektor
Wakil Rektor Bidang Akademik,

Husein Fatarib, Ph.D
NIP. 197401041999031004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id, e-mail: iainmetro@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1065/In.28/R/TL.01/02/2017

Rektor Institut Agama Islam Negeri (IAIN) Metro, Menugaskan Kepada Saudara:

Nama : FADWATUL QORI'AH
NPM : 1291877
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris (S1)

- Untuk:
1. Mengadakan observasi/survey di SMA NEGERI 01 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING SCAFFOLDING STRATEGY TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE OF SMA NEGERI 01 PUNGGUR CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 23 Februari 2017





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR

NPSN : 10801962 NSS : 301120208048

Alamat : Jl. Raya Nonggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id



SURAT KETERANGAN

No : 422 / 222 / IIL.01 / SMA / 2017

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : FADWATUL QORI'AH
NPM : 1291877
Semester : 10 (sepuluh)
Jurusan : Tadris Bahasa Inggris (S1)

Akan mengadakan Penelitian / Observasi pada tahun pelajaran 2016 – 2017 untuk tugas akhir yaitu pembuatan skripsi dengan judul : **"THE INFLUENCE OF USING SCAFFOLDING STRATEGY TOWARD STUDENTS SPEAKING PERFORMANCE AT THE TENTH GRADE OF SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG"**.

Berdasarkan surat dari Institut Agama Islam Negeri Metro, Nomor : B – 1065 / In.28 / R / TL.01 / 02 / 2017, tertanggal : 23 Februari 2017.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 06 April 2017
Kepala SMA Negeri 1 Punggur,



Drs. SUNTORO
NIP. 19640217 199512 1 002



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR

NPSN : 10801962 NSS : 301120208048

Alamat : Jl. Rayn Nunggrajo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id



SURAT KETERANGAN

No : 422 / 330 / III.01 / SMA / 2017

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : FADWATUL QORI'AH
NPM : 1291877
Semester : 10 (sepuluh)
Jurusan : Tadris Bahasa Inggris (S1)

Bahwa yang namanya tersebut di atas telah selesai mengadakan penelitian pada tahun pelajaran 2016 – 2017 untuk tugas akhir yaitu pembuatan skripsi dengan judul : **"THE INFLUENCE OF USING SCAFFOLDING STRATEGY TOWARD STUDENTS SPEAKING PERFORMANCE AT THE TENTH GRADE OF SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG"**.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Punggur, 04 Mei 2017
Kepala SMA Negeri 1 Punggur,

Drs. SUNTORO
NIP 19640217 199512 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metroain.ac.id; e-mail: tarbiyah.ain@metroain.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fadwatul Qoriah
NPM : 1291877

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 6/ Juni 2017	✓		<ul style="list-style-type: none">• Revisi Cover• Revisi Abstrak• Revisi taping Department & Faculty.• Revisi Dedication page• Revisi Acknowledgement• Revisi grammar BAB I	
2.	Jum'at, 9/ Juni 2017	✓		<ul style="list-style-type: none">• Revisi Abstrak• Materi of statement of Research Originality• Revisi grammar Chapter I	
3.	Senin, 12/ Juni 2017	✓		Acc to Manuskrip	

Mengetahui

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fadwatul Qoriah
NPM : 1291877

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat, 12/2017 <i>JM</i>			✓ • Revisi Motto • Revisi Abstrak • Revisi BAB I.	
2.	Senin, 15/2017 <i>JM</i>			✓ • Revisi Abstrak • Spasi tiap paragraf • Footnote • Revisi Materi BAB II	
3.	Jumat, 19/2017 <i>JM</i>			✓ • Revisi Data pre-test • Diagram Pretest & Post test. • Revisi Bab V (conclusion).	
4.	Rabu, 7/2017 <i>JM</i>			<i>M. Muryadi</i>	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

CURRICULUM VITAE



The researcher was born in Sidomulyo, Punggur, Central Lampung, on August 22th, 1994. She is the second daughter of family of Mr. Muhammad Dalhari and Mrs. Partiana. She lives in Sidomulyo, Punggur, Central Lampung.

She began her study at TK Pertiwi Sidomulyo on 1999. She took her Elementary School in SDN 3 Sidomulyo, Punggur and was graduated on 2006. She continued her study in MTs Ma'arif 1 Punggur and was graduated on 2009. And then, in period of 2010-2012 she continued her study at MA Ma'arif 1 Punggur.

After she was graduated from Islamic Senior High School MA Ma'arif 1 Punggur, she continued her study on IAIN Metro and took English Education as her study. She started her study on 2012 till now.