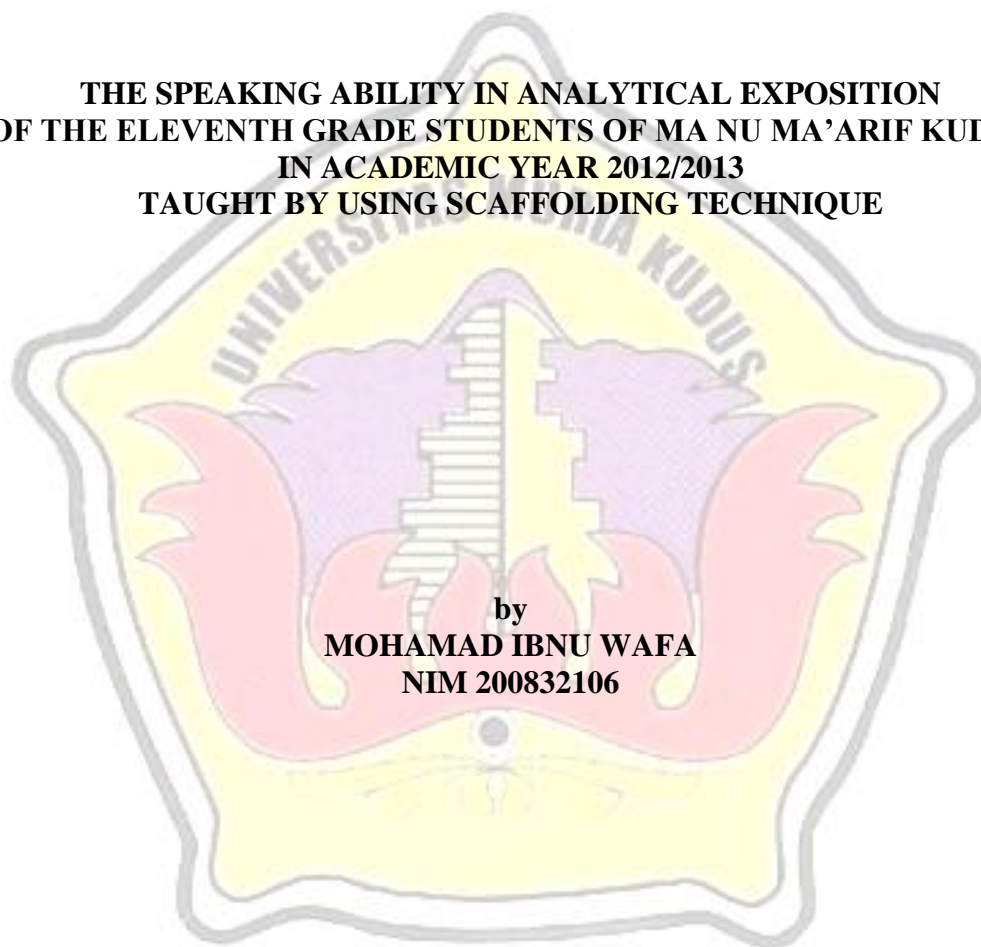




**THE SPEAKING ABILITY IN ANALYTICAL EXPOSITION
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IN ACADEMIC YEAR 2012/2013
TAUGHT BY USING SCAFFOLDING TECHNIQUE**

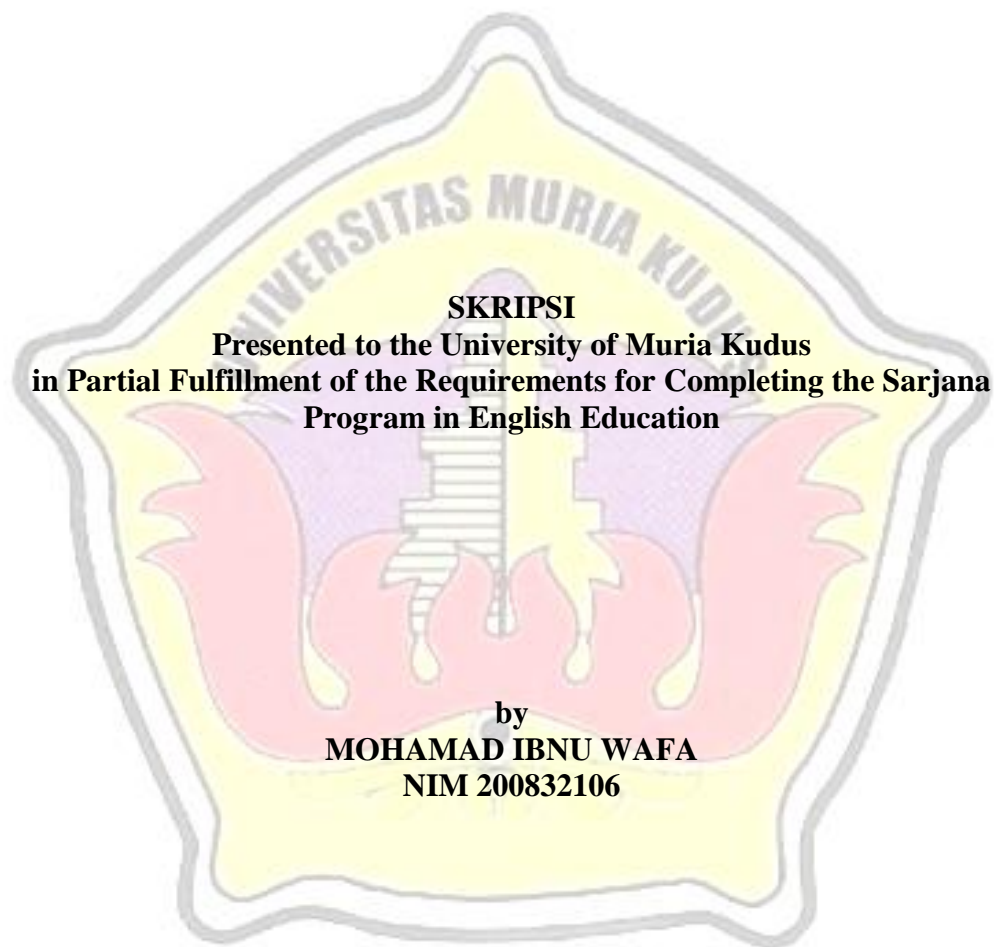


by
MOHAMAD IBNU WAFA
NIM 200832106

**THE DEPARTMENT OF ENGLISH EDUCATION
THE FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF MURIA KUDUS
2012**



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THE UNIVERSITY OF MURIA KUDUS
2012**

ADVISORS' APPROVAL


This is that to certify that the Sarjana Skripsi of Mohamad Ibnu Wafa has been approved by the advisors for further approval by the Examining Committee.

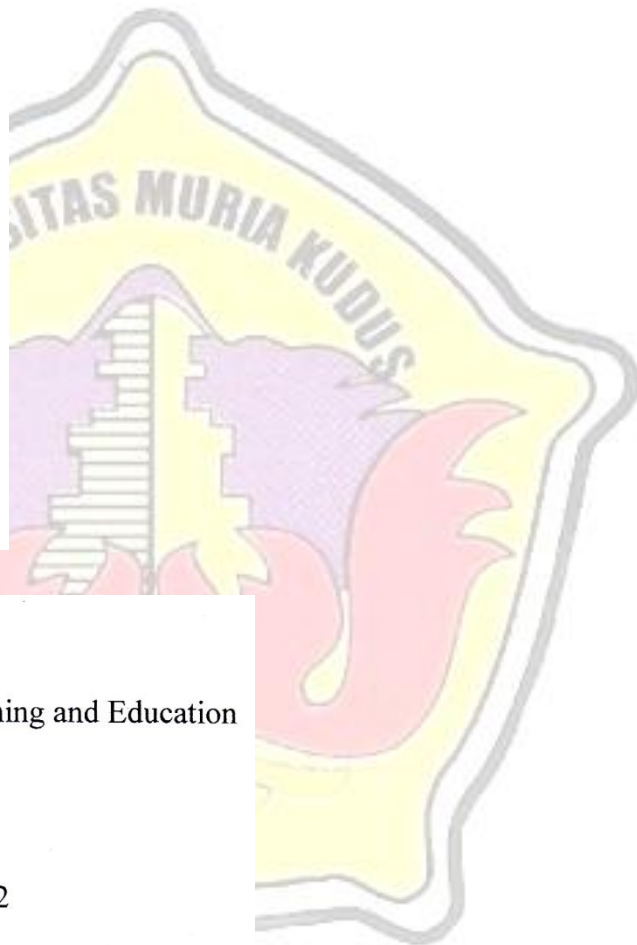
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Advisor I

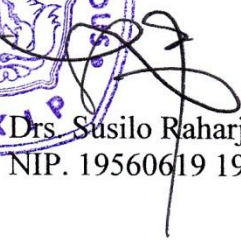

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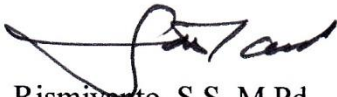
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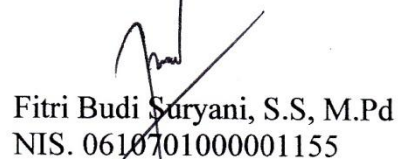
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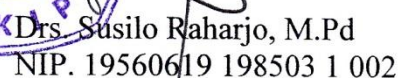
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MOTTO AND DEDICATION

Motto:

Being a teacher is usual. Being a good teacher is super.



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Firstly, the writer would like to express his deepest gratitude to Allah SWT for having given his health and ability so that the writer could accomplish this final project. However, this success would not also be achieved without the help of many individuals and institutions. Thus, on this occasion, the writer would like to thank to

1. Drs. Susilo Raharjo, M.Pd. as the Dean of Teacher Training and Education Faculty of Muria Kudus University
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6. his beloved parents who always give support, motivation, and moral encouragement to finish his study
7. his lovely friends who always support and helps.

The writer realizes that this paper is far from being perfect. To make it better, the researcher expects any constructive criticism. At last, the writer hopes that this research paper will be useful for all.

Kudus, September 2012

Mohamad Ibnu Wafa

ABSTRACT

Wafa, Mohamad Ibnu. 2012. *The Speaking Ability in Analytical Exposition of the Eleventh Grade Students of MA NU Ma'arif Kudus in Academic Year 2012/2013 Taught by Using Scaffolding Technique*. Advisors: (i) Ahdi Riyono, S.S., M.Hum., (ii) Rismiyanto, S.S., M.Pd.

Keywords: Speaking, Analytical Exposition, Scaffolding

Speaking is a crucial part of foreign language learning and teaching in Indonesia. However today every school requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language. Many students feel difficult in expressing their ideas when they are asked to express their thoughts. They are not confident to practice the analytical exposition text monologue. The eleventh grade students of MA NU Ma'arif Kudus are on of the case.

The objective of the research is to find out whether there is a significant difference between the speaking ability in spoken analytical exposition of the eleventh grade students of MA NU Ma'arif Kudus in academic year 2012/2013 before and after being taught by using scaffolding technique.

The research is quasi-experimental research conducted in one group sampling. The object of this research was the XI.1 students of MA NU Ma'arif Kudus. They were 30 students. The instrument used in this research an oral test of performing spoken analytical exposition for about 3 to 5 minutes.

The result of the study shows that (1) the mean score of the students before being taught by using scaffolding is 51.33 and the standard deviation is 7.3 (2) the mean score of the students after being taught by using scaffolding is 68.5 and the standard deviation is 7.95. From this result, it can be seen that the score of post-test is higher than the pre-test score. The result of t-observation is higher than t-table that uses level of significance 5% ($13.48 > 2.045$).

Based on the findings, some recommendations are proposed to the English teacher in order to use scaffolding as the technique in teaching speaking. Therefore, the students are confident to speak their ideas in front of the class.

ABSTRAK

Wafa, Mohamad Ibnu. 2012. *Kemampuan Berbicara dalam Analytical Exposition Siswa Kelas XI MA NU Ma'arif Kudus pada Tahun Ajaran 2012/2013 yang Diajarkan dengan Teknik Scaffolding*. Dosen Pembimbing: (i) Ahdi Riyono, S.S., M.Hum., (ii) Rismiyanto, S.S., M.Pd.

Kata Kunci: Berbicara, Analytical Exposition, Scaffolding

Speaking (berbicara) adalah salah satu bagian penting dalam proses pembelajaran bahasa asing di Indonesia. Bahkan kini setiap sekolah mengharuskan bahwa tujuan pengajaran speaking (berbicara) hendaknya meningkatkan kemampuan berkomunikasi siswa karena siswa dapat berekspresi dan belajar bagaimana menggunakan sebuah bahasa. Banyak siswa merasa sulit mengungkapkan idenya ketika mereka dimintai pendapat mereka. Mereka tidak percaya diri berlatih menampilkan teks monolog analytical exposition. Diantaranya siswa kelas XI MA NU Ma'arif Kudus.

Tujuan penelitian ini adalah untuk mengetahui adanya perbedaan yang signifikan dari kemampuan berbicara siswa kelas XI MA NU Ma'arif Kudus tahun ajaran 2012/2013 dalam konteks genre analytical exposition sebelum dan setelah diajar dengan menggunakan scaffolding.

Penelitian ini adalah penelitian eksperimental semu yang dilakukan dalam satu kelompok sampel. Objek penelitian ini adalah siswa kelas XI.1 MA NU Ma'arif Kudus yang berjumlah 30 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes lisan menampilkan monolog analytical exposition sekitar 3 sampai 5 menit.

Hasil penelitian menunjukkan bahwa (1) nilai rata-rata siswa sebelum diajar menggunakan scaffolding adalah 51,33 dengan deviasi standar 7,3 (2) nilai rata-rata siswa setelah diajar menggunakan scaffolding adalah 68,5 dengan deviasi standar sebesar 7,95. Dari hasil tersebut dapat dilihat bahwa nilai post-test lebih tinggi daripada nilai pre-test. Hasil dari t-observasi lebih tinggi dari t-tabel yang menggunakan level signifikansi 5% ($13,48 > 2,045$).

Berdasarkan hasil penelitian, guru tersebut dihibau untuk menggunakan scaffolding sebagai teknik untuk mengajar speaking (berbicara) sehingga siswa merasa percaya diri untuk berbicara didepan kelas.

TABLE OF CONTENTS

	Page
COVER	i
LOGO	ii
TITLE	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi

CHAPTER I INTRODUCTION

1.1	Background of the Research	1
1.2	Statement of the Problem	4
1.3	Objective of the Research	5
1.4	Significance of the Research	5
1.5	Scope of the Research	5
1.6	Operational Definition	6

CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS

2.1	Teaching Speaking in MA NU Ma'arif Kudus	7
2.1.1	Purpose of Teaching in MA NU Ma'arif Kudus	8
2.1.2	Curriculum of Teaching English in MA NU Ma'arif Kudus	8
2.1.3	Material of Teaching in MA NU Ma'arif Kudus	9

2.2	Speaking Ability	9
2.2.1	Definition of Speaking	11
2.2.2	General Concept of Speaking	12
2.2.3	Teaching Speaking	13
2.3	Analytical Exposition	15
2.4	Scaffolding	18
2.4.1	Definition of Scaffolding	18
2.4.2	Characteristic of Scaffolding	20
2.4.3	Advantages of Scaffolding	21
2.4.4	Steps of Teaching Speaking by Using Scaffolding Technique	22
2.5	Review to Previous Research	23
2.6	Theoretical Framework	24
2.7	Hypothesis of the Research	25
 CHAPTER III RESEARCH METHOD		
3.1	Research Design	26
3.2	Population and Sample	27
3.2.1	Population	27
3.2.2	Sample	28
3.3	Instrument of the Research	28
3.4	Data Collecting	31
3.5	Data Analysis	32

CHAPTER IV FINDING OF THE RESEARCH

4.1	The Speaking Ability in Analytical Exposition of the Eleventh Grade Students of MA NU Ma'arif Kudus in Academic Year 2012/2013 before being Taught by Using Scaffolding Technique	36
4.2	The Speaking Ability in Analytical Exposition of the Eleventh Grade Students of MA NU Ma'arif Kudus in Academic Year 2012/2013 after being Taught by Using Scaffolding Technique	38
4.3	Hypothesis Testing	39

CHAPTER V DISCUSSION

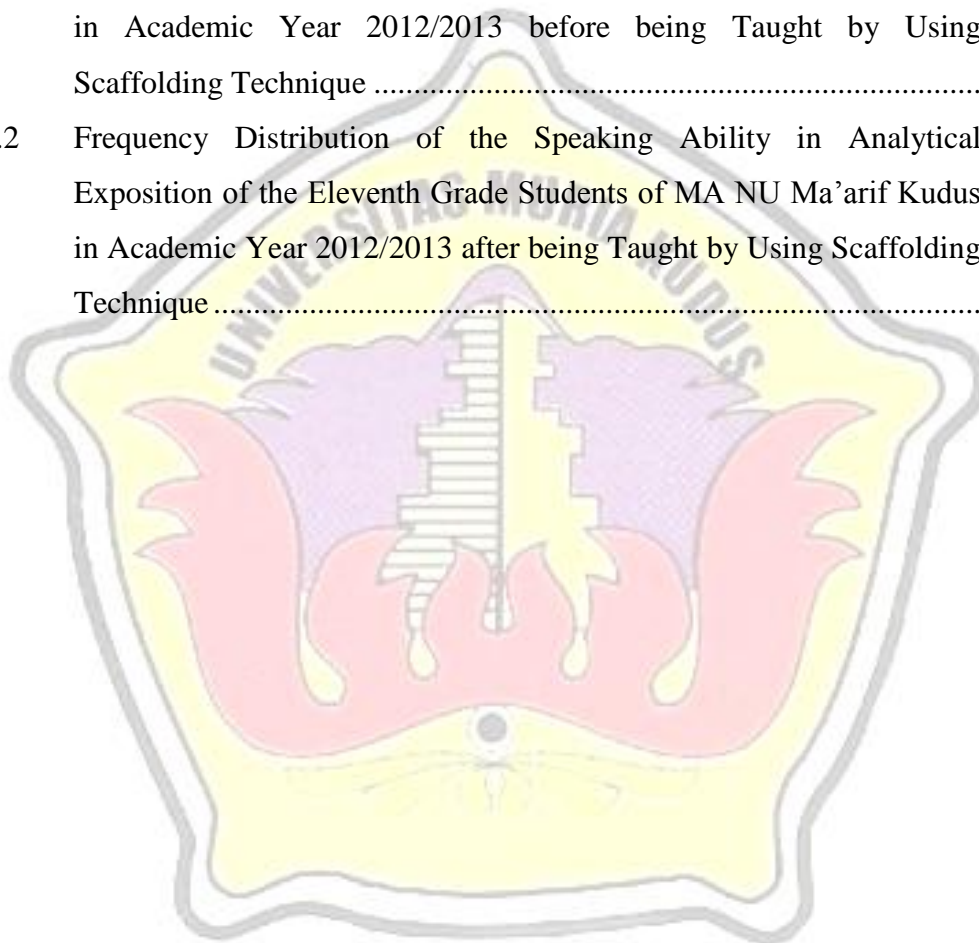
5.1	The Significant Difference of the Speaking Ability in Analytical Exposition of the Eleventh Grade Students of MA NU Ma'arif Kudus in Academic Year 2012/2013 before and after being Taught by Using Scaffolding Technique	40
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CHAPTER VI CONCLUSION AND SUGGESTION

6.1	Conclusion	45
6.2	Suggestion	45
BIBLIOGRAPHY		46
APPENDICES		49
CURRICULUM VITAE		

LIST OF TABLES

Table		Page
3.1	The Rating Scale of Scoring Speaking Ability	29
3.2	The Criteria for Scoring the Speaking Ability	31
4.1	Frequency Distribution of the Speaking Ability in Analytical Exposition of the Eleventh Grade Students of MA NU Ma'arif Kudus in Academic Year 2012/2013 before being Taught by Using Scaffolding Technique	37
4.2	Frequency Distribution of the Speaking Ability in Analytical Exposition of the Eleventh Grade Students of MA NU Ma'arif Kudus in Academic Year 2012/2013 after being Taught by Using Scaffolding Technique	38



LIST OF FIGURES

Figure		Page
4.1	The Speaking Ability in Analytical Exposition of the Eleventh Grade Students of MA NU Ma'arif Kudus in Academic Year 2012/2013 before being Taught by Using Scaffolding Technique	37
4.2	The Speaking Ability in Analytical Exposition of the Eleventh Grade Students of MA NU Ma'arif Kudus in Academic Year 2012/2013 after being Taught by Using Scaffolding Technique	39

