

SKRIPSI



**THE EFFECTIVENESS OF TEACHERS' SCAFFOLDING TALK
IN TEACHING SPEAKING IN THE ELEVENTH GRADE
OF IIS (ILMU-ILMU SOSIAL) AT SMA 1 BAE KUDUS
IN ACADEMIC YEAR 2014/2015**

**BY
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**ENGLISH EDUCATION DEPARTMENT OF TEACHER
TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2015**

MOTTO AND DEDICATION

MOTTO

“Work to become, not to acquire.” (Alan Kulwicki)

“Learn from yesterday, live for today, hope for tomorrow.” (Albert Einstein)



This skripsi is dedicated to:

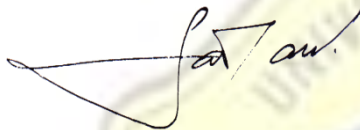
- *Allah SWT the Almighty.*
- *The writer parents who always give her strong believe to be a good person.*
- *Her lovely brother who always motivate her to finish this project.*
- *Her lecturers, her friends, and people surround her always teach about life.*

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Novilia Wahyu Hapsary (2011-32-025) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

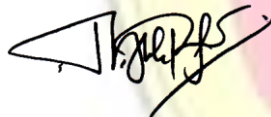
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Advisor I



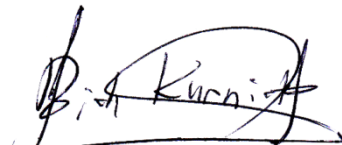
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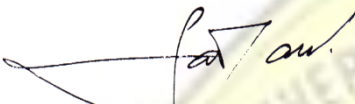


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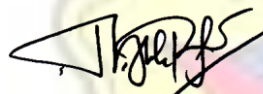
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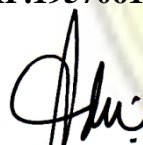
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ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin. There will never be another greatest thank except to Allah SWT, the Almighty for the remarkable blessing and mercy to me, so that this skripsi entitled "The effectiveness of teachers' scaffolding talk in teaching speaking of eleventh grade IIS (ilmu-ilmu sosial) at SMA 1 Bae Kudus in academic year 2014/2015" is able to be accomplished.

This skripsi is not merely the writer's own work because of having been greatly improved by some great people around his who suggested and guided her by giving comments and advises to make it better. One point is this skripsi is arranged to fulfill the one or requirements for completing the sarjana program. Therefore I would like to express her great gratitude to the:

1. Dr. Slamet Utomo, M.Pd. the Dean of Teacher Training and Education Faculty.
2. Diah Kurniati, S.Pd,M.Pd. the Head of English Education Department.
3. Rismiyanto, SS, M.Pd. as the first advisor, for all the time, advice, patience and attention to the writer in completing this skripsi.
4. Atik Rokhayani,S.Pd, M.Pd. as his second advisor who had been wise to give corrections and suggestions.
5. The lecturers of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.
6. Supriyono, S.Pd, M.Pd. as Headmaster of SMA1BaeKudus, who permits her to conduct the research in his school.

7. Dra. Hj. Christina MS as English teacher of eleventh graders in SMA 1Bae Kudus for the collaboration in the process of collecting data in his classroom.
8. The eleventh graders (IIS¹) of SMA 1Bae Kudus.
9. Her beloved parents and her brother who give the writer love, pray, and support.
10. Her beloved partner Dwi Anggara Kusuma S.Pd who gorgeously lights and encourages her to finish the skripsi.
11. Her beloved friends' Faizah, Farida, Mutia and Diah for their willingness to pass the time, to kill the boredom, and to ease the strains of the writer's.
12. All people whom the writer cannot mention; those who has been involved directly or indirectly to the process of writing the skripsi.

The writer always waits critics and suggestion from the readers which will be fully appreciated. The writer do expects that this research will be useful for those, especially who are in the field of education.

Last but not least, thanks for everyone who involved finishing making this skripsi better.

Kudus, August 8th 2015

Novilia Wahyu Hapsary
201132025

ABSTRACT

Hapsary, NoviliaWahyu. 2015. *The Effectiveness of Teachers' Scaffolding Talk in Teaching Speaking of Eleventh Grade Students IIS (Ilmu-Ilmu Sosial) at SMA 1 Bae Kudus in Academic Year 2014/2015*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Rismiyanto, SS, M.Pd. (ii) AtikRokhayani, S.Pd, M.Pd.

Key words: Teachers' scaffolding talk speaking ability, experimental research.

Speaking is an important thing in the process of language learning. Teaching speaking in Indonesia is not as easy as to imagine. Problems always occur. Some of them are the errors made by the students in pronunciation, grammatical accuracy, vocabulary, fluency, and comprehension. This condition also happened in SMA 1Bae Kudus. The students were lacking of vocabulary, understanding of grammatical patterns and practicing of English speaking. After analyzing the problems, the writer assumes to use "teachers' scaffolding talk" strategy in teaching speaking related to the students' condition.

The objective of this research is to find whether there was any significant difference between the speaking ability of eleventh graders in SMA 1Bae Kudus in academic year 2014/2015 before and after being taught by using teachers' scaffolding talk through Experimental Research.

The population of the study was eleventh graders of SMA 1Bae Kudus in academic year of 2014/2015. The number of the population was 128 students divided into 4 classes, each class was around 30 students. The writer used IIS¹ class consisted of 30 students as the sample of this research. The writer used cluster random sampling which is gotten by taking lottery. The research design used was an experimental research design with Pre-test and Post-test by using teachers' scaffolding talk as a treatment. The research instruments used oral test. At last, the result of the test was analyzed using t-test formula.

The t (obtained) value is 48,7 in level of significance 5% and degree of freedom "N-1, 30-1=29, the t (table) is 2.05. So, the t (obtained) value is 48,7 falls in critical region". Because t (obtained) falls in the critical region, the research hypothesis H₁, which states that there is a significant difference between the speaking ability of eleventh graders in SMA 1Bae Kudus in academic year 2014/2015 before and after being taught by using teachers' scaffolding talk, was confirmed.

Based on the result above, the writer concluded that "Teachers' Scaffolding Talk" strategy is effective in teaching speaking. Then writer gives suggestions to the teacher and student. The students are suggested to practice their speaking, explore their knowledge and the school should create interesting teaching strategy to solve students' boredom like a teachers' scaffolding talk.

ABSTRAKSI

Hapsary, Novilia Wahyu. 2015. *Keaktifan Menggunakan Teachers' Scaffolding Talk pada pengajaran Berbicara Dalam Bahasa Inggris untuk Siswa IIS (Ilmu-Ilmu Sosial) SMA 1 Bae Kudus Tahun Akademik 2014/2015*. Skripsi. Program Studi Bahasa Inggris, Fakultas Keguruan Ilmu Keguruan, Universitas Muria Kudus. Dosen Pembimbing: Dosen Pembimbing: (i) Rismiyanto, SS, M.Pd. (ii) Atik Rokhayani, S.Pd, M.Pd.

Key words: Teachers' Scaffolding Talk dalam keterampilan berbicara, penelitian eksperimental.

Keterampilan berbicara merupakan hal penting dalam proses pengajaran bahasa. Pengajaran keterampilan berbicara di Indonesia tidak semudah yang dibayangkan. Masalah selalu muncul, diantaranya adalah kesalahan yang dibuat oleh siswa dalam pelafalan, ketepatan struktur kebahasaan, kosa-kata, kefasihan, dan pemahaman. Kondisi tersebut juga terjadi pada siswa di SMA 1 Bae Kudus. Siswa mengalami kesulitan dalam kosa-kata, struktur kebahasaan, dan praktik berbicara dalam bahasa Inggris. Setelah melakukan menganalisa masalah, penulis berasumsi untuk menggunakan "Teachers' Scaffolding Talk" sebagai strategi dalam pengajaran berbicara dalam bahasa Inggris.

Tujuan dari penelitian kali ini adalah untuk mengetahui kemungkinan adanya perbedaan atas kemampuan keterampilan berbicara siswa kelas XI SMA 1 Bae Kudus tahun akademik 2014/2015 sebelum dan sesudah diajar menggunakan Teachers' Scaffolding Talk melalui penelitian eksperimen.

Populasi pada penelitian kali ini adalah siswa kelas XI SMA 1 Bae Kudus tahun akademik 2014/2015 yang berjumlah 128 siswa yang mana terbagi menjadi 4 kelas, setiap kelasnya terdiri dari kurang lebih 30 siswa. Penulis menggunakan kelas IIS¹ yang terdiri dari 30 siswa. Penulis menggunakan teknik pengambilan secara acak dengan mengambil undian. Bentuk penelitian eksperimental dengan model Pre-tes dan Paska-tes serta penggunaan teachers' scaffolding talk sebagai strategi pengajaran. Sedangkan, instrument yang digunakan adalah tes lisan yang pada akhir penelitian akan dianalisa menggunakan rumus t-tes.

Hasil perhitungan t, t(hasil) adalah 48.7 pada tingkat signifikan 5% dan derajat bebas N-1, 30-1=29, dan t (tabel) pada 2.05. Angka 48.7, menunjukkan bahwa t (hasil) berada pada daerah kritis. Itu berarti hipotesis penelitian kali ini adalah H₁, yang menyatakan bahwa ada perbedaan yang signifikan antara kemampuan keterampilan berbicara siswa kelas XI SMA 1 Bae Kudus tahun akademik 2014/2015 sebelum dan sesudah diajar menggunakan Teachers' Scaffolding Talk, telah dilakukan.

Berdasarkan hasil diatas, strategi Teachers' Scaffolding Talk efektif untuk dalam proses mengajar bahasa Inggris. Penulis menyarankan pada guru dan siswa. Siswa disarankan untuk melatih dalam berbicara bahasa Inggris, mengembangkan pengetahuan mereka, dan guru seharusnya membuat strategi yang menarik untuk mengatasi masalah siswa yang bosan dengan menggunakan Teachers' Scaffolding Talk.

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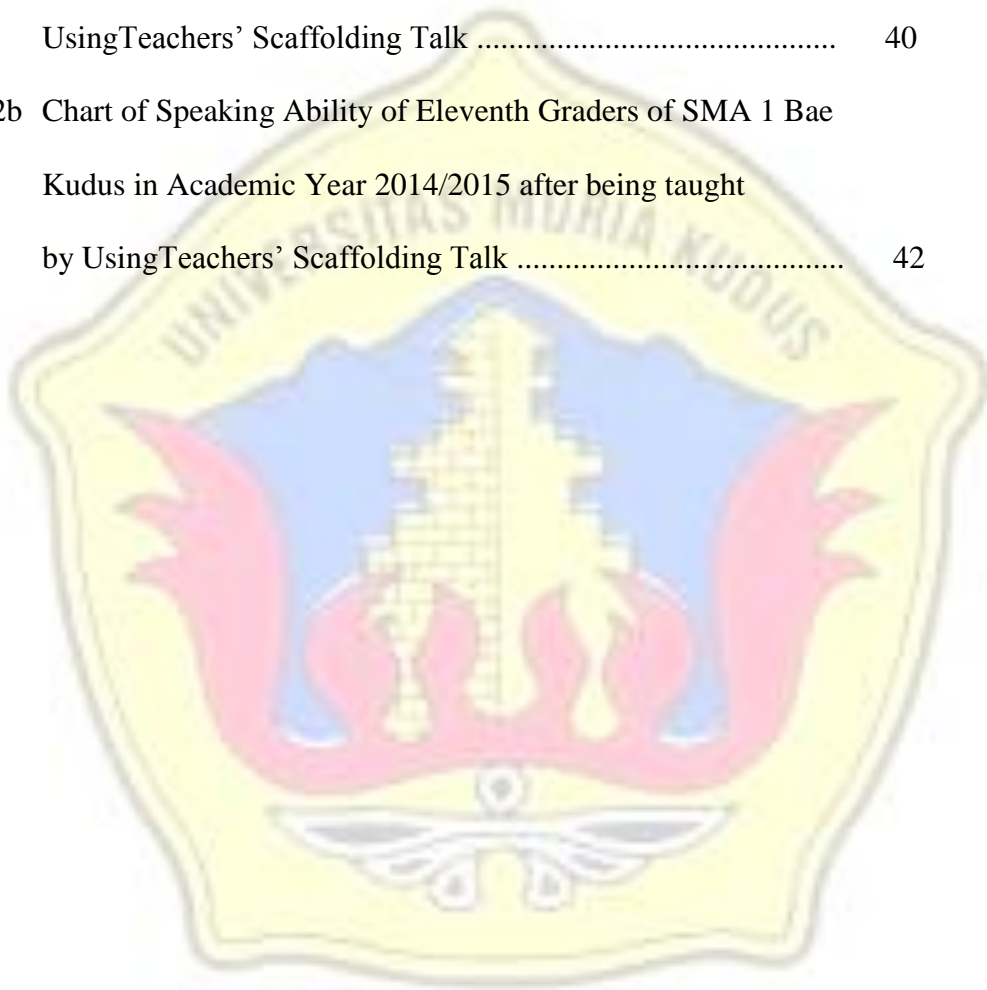
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