

Enhancing The Seventh Grade Students' Speaking Achievement of SMPN 38 Palembang Through Scaffolding Talk Technique

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Abstract

The purposes of the study were to find out whether or not Scaffolding Talk Technique was effective to enhance the speaking achievement and speaking aspects of the seventh grade students of SMPN 38 Palembang and to find out whether or not there was significant difference on speaking achievement between the students who were taught by using Scaffolding Talk Technique and those who were not. In order to achieve the purposes of the study, the writer has conducted an experimental research design. Besides, 60 students were selected by using purposive sampling to be the experimental and control group. The experimental group was taught through Scaffolding Talk technique carried out for 2 months. The results of the achievement test were statistically analyzed by using paired samples t-test and independent samples t-test. The mean score of experimental group in pre-test was (11.67) enhanced to (15.37) in post-test. Furthermore, the speaking aspects enhanced for each aspects. The mean score of comprehension in pre-test was (2.83) enhanced to (3.03), Vocabulary (2.80) enhanced to (3.03), Pronunciation (2.27) enhanced to (2.93), Grammar (1.93) enhanced to (2.90), and fluency (1.83) enhanced to (2.73). Moreover, the significant difference of post-test both of groups was 0.01. In short, Scaffolding Talk Technique was effective to enhance the speaking achievement and speaking aspects. Additionally, there was the significant difference on speaking achievement between the students who were taught by using Scaffolding Talk Technique and those who were not. Furthermore, during teaching and learning process, students were more active in speaking class and more confident to perform or do the task independently without any help from teacher or peer.

Keywords : teaching, scaffolding talk technique, speaking achievement.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah Scaffolding Talk Technique efektif untuk meningkatkan prestasi berbicara dan aspek berbicara siswa kelas tujuh SMPN 38 Palembang dan untuk mengetahui apakah ada perbedaan yang signifikan pada prestasi berbicara antara siswa yang diajar dengan menggunakan Teknik Bicara Scaffolding dan mereka yang tidak. Untuk mencapai tujuan penelitian, penulis telah melakukan desain penelitian eksperimental. Selain itu, 60 siswa dipilih dengan menggunakan purposive sampling menjadi kelompok eksperimen dan kontrol. Kelompok eksperimen diajarkan melalui teknik Scaffolding Talk yang dilakukan selama 2 bulan. Hasil tes prestasi dianalisis secara statistik dengan menggunakan paired samples t-test dan independent samples t-test. Skor rata-rata dari kelompok eksperimen dalam pre-test adalah (11,67) ditingkatkan menjadi (15,37) dalam post-test. Selanjutnya, aspek berbicara ditingkatkan untuk setiap aspek. Skor rata-rata pemahaman dalam pre-test adalah (2,83) ditingkatkan ke (3,03), Vocabulary (2,80) ditingkatkan ke (3,03), Pelafalan (2,27) ditingkatkan menjadi (2,93), Grammar (1,93) ditingkatkan menjadi (2,90), dan kefasihan (1,83) ditingkatkan ke (2,73). Selain itu, perbedaan signifikan dari post-test kedua kelompok adalah 0,01. Singkatnya, Teknik Scaffolding Talk efektif untuk meningkatkan prestasi berbicara dan aspek berbicara. Selain itu, ada perbedaan yang signifikan pada prestasi berbicara antara siswa yang diajar dengan menggunakan Teknik Bicara Scaffolding dan mereka yang tidak. Selanjutnya, selama proses belajar mengajar, siswa lebih aktif di kelas berbicara dan lebih percaya diri untuk melakukan atau melakukan tugas secara mandiri tanpa bantuan dari guru atau rekan.

Kata kunci : mengajar, teknik berbicara perancah, berbicara prestasi.

1. Introduction

Nowadays, no one would doubt the fact that English has become the most important foreign language in the world. At present, English is the language for international communication, science, commerce, advertising, diplomacy, and transmitting advanced technology. In his book *English as a Global Language*, Crystal (2012) asserts that wherever we travel we see English signs and advertisements, and whenever we enter a hotel or restaurant in a foreign city they will understand English (p. 2). English plays very important roles as a global language. Therefore, people should be strongly motivated to learn English.

English consist of four integrated language skills which should be mastered by language learners; they are listening, speaking, reading, and writing. These four language skills cannot be taught separately because they are integrated and related to each other. Among these four language skills, speaking is one of the language skills that should be mastered by language learners and speaking is one of the competencies that must be taught in junior and senior high school. Richards (2008) states that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners (p. 19).

On the other hand, to master speaking skill is not an easy business. Speaking is often considered as the most difficult skill to be learned by the students because there are some language components as the tools for mastering it, such as grammar, vocabulary, spelling, pronunciation, fluency etc. In Indonesia, English is still problematic. Since English still becomes foreign for Indonesian learners, most of them have got problems when learning on it (Hartati, 2013, p. 86). In line with this statement, English Proficiency Index (2016) reported Indonesian English ability ranks 32nd out of 72 countries in the world. The results of the study also showed that English ability of Indonesia was in middle proficiency level with 52.94% points. In Asia, Indonesia was ranks 8th. The neighboring country Singapore ranks 6th (63.52%) in the world and the 1st ranks in Asia. It means Singapore was in high proficiency level. Meanwhile, Indonesia was in low proficiency level.

After the writer observed the students in SMPN 38 Palembang about problems of speaking, the writer found that the students of SMPN 38 Palembang also faced the similar problems in speaking. Some problems faced by the students are the students lack learning interest to practice the foreign language in daily life. Also, many students are afraid of making mistakes, and they felt nervous to speak English.

To overcome these problems, there are several teaching techniques that can be used to enhance the students' speaking achievement such as Role-Plays, Communication Games, Discussion, and Scaffolding Talk. In solving the problems above, the writer used the Scaffolding Talk technique in teaching-learning process. Scaffolding was introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. Scaffolding talk

technique is an instructional technique whereby the teacher models the desired learning strategy or task and then gradually shifts responsibility to the students (Suan and Sulaiman, 2011, p. 934).

Based on the phenomena above, the problems were as follows:

1. Was Scaffolding talk technique effective to enhance the speaking achievement of the seventh grade students of SMPN 38 Palembang?
2. Was Scaffolding talk technique effective to enhance the speaking aspects of the seventh grade students of SMPN 38 Palembang?
3. Was there any significant difference on speaking achievement between the students who were taught by using Scaffolding talk technique and those who were not?

A. Literature Review

1) The Concept of Speaking

Speaking is one of the four basic skills in learning foreign language besides Listening, Reading, and Writing. As Boonkit (2010) states that speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning contexts (p. 1305). With speaking the students will built their confident to speak English with the other person. In shorts, students can get more advantages such as can speak with native speaker and get better job in abroad. Beside, on speaking we can avoid misunderstanding between persons because, when we make communication the speakers will use intonation and it will avoid misunderstanding among them. Additionally, Brown (2007) states that speaking has five components namely: grammar, vocabulary, comprehension, fluency, and pronunciation (p. 170). If all these things are done well, the students surely will be able to speak well and the listeners will get the message easily.

2) Teaching Speaking

Teaching students to speak English as a foreign language is very challenging for most Teacher of English. Teaching speaking does not only teach students to produce spoken words to express their feeling, idea and mind, therefore to make students active in negotiating meaning both in the classroom or outside the classroom. Nunan (2007) mentions there are some principles for teaching speaking. They are: (1) be aware of the differences between ESL and EFL contexts, (2) give students practice with both fluency and accuracy, (3) provide opportunities for students to talk by using group work or pair work, and limiting teacher talk, (4) plan speaking tasks that involve negotiation for meaning, (5) design classroom activities that involve guidance and practice in both transactional and interactional speaking (p. 54). In addition there are three stages in teaching speaking such as, introducing the new language, practice, and communicative activities (Harmer, 2007, p. 267). As a teacher it is important to give motivation to

the students before start the class. Therefore, the students will feel comfortable and enjoyable in teaching-learning process, and they will love to learn speaking.

3) The Concept of Scaffolding Talk Technique

Scaffolding theory was introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. As Rizal (2011) states that Scaffolding term was used first time by Wood, Bruner and Ross in the 1970s. According to Kim (2010), scaffolding is important for understanding successful learning for both English-speaking students and English language learners (p. 111). In short, Malik (2017) describes scaffolding is seen as temporary, assisted learning which tries to create independency in the student (p. 3). These researchers claim that scaffolding needed to make the students more motivated and help the students solve their problem in learning. In addition, scaffolding is effective to make the teaching-learning process run well. With scaffolding students become more responsible for their learning, more motivated, and more successful, when guided, supported and provided with the necessary attributes (Vacca, 2008, p. 150).

4) Characteristics of Scaffolding Talk Technique

McKenzie (2011) mentions there are eight characteristics of educational scaffolding. Such as: (1) scaffolding provides clear directions, (2) scaffolding clarifies purpose, (3) scaffolding keeps students on task, (4) scaffolding offers assessment to clarify expectations, (5) scaffolding points students to worthy sources, (6) scaffolding reduces uncertainties, surprise and disappointment.

5) The Hypotheses of the Study

In this study, there were several hypotheses proposed, namely the null hypotheses (Ho) and the alternative hypotheses (Ha), as stated below:

Ho1 : There was no significant enhancement on speaking achievement of the seventh grade students of SMPN 38 Palembang after being taught by using Scaffolding talk technique?

Ha1 : There was significant enhancement on speaking achievement of the seventh grade students of SMPN 38 Palembang after being taught by using Scaffolding talk technique?

Ho2 : There was no significant enhancement on the speaking aspects of the seventh grade students of SMPN 38 Palembang after being taught by using Scaffolding talk technique?

Ha2 : There was significant enhancement on the speaking aspects of the seventh grade students of SMPN 38 Palembang after being taught by using Scaffolding talk technique?

Ho3 : There was no significant difference on speaking achievement between the students who were taught by using Scaffolding talk technique and those who were not?

Ha3 : There was significant difference on speaking achievement between the students who were

taught by using Scaffolding talk technique and those who were not?

B. Methods and Procedures

1) Methods of the Study

In this study, the writer applied a pure quantitative research design. Creswell (2014) asserts that quantitative research as a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (p. 13). The method of carrying out this research was experimental design. By conducting the experimental design, the writer used a quasi-experimental design. Fraenkel and Wallen (2008) state that quasi-experimental design is a type of experimental design in which the researcher does not use random assignment of subjects to groups (p. 271). The writer administered the pre-test and post-test to both of experimental and control groups. This pre-test and post-test used the non-equivalent control group design.

2) Variables of the Study

This current study has two kinds of variables, namely: independent and dependent variables. In this study, variables: (1) dependent variable was the students' score of speaking test, and (2) independent variable was the treatment of teaching speaking skill by using Scaffolding Talk Technique.

3) Population of the Study

The population in this study was taken from all the seventh grade students of SMPN 38 Palembang in academic year 2017/2018. There were eight classes as shown in table 1 below:

Table 1. The population of the study

No	Class	The total number of students
1.	VII. 1	30
2.	VII. 2	30
3.	VII. 3	30
4.	VII. 4	30
5.	VII. 5	30
6.	VII. 6	29
7.	VII. 7	30
8.	VII. 8	28
Total		237

4) Sample of the Study

In this study, the writer selected the sample by using purposive sampling. Fraenkel and Wallen (2008) point out that a purposive sample consists of individuals who have special qualifications of some sort or are deemed representative on the basis of prior evidence (p. 106). Therefore, the writer selected the sample based on some criteria. Firstly, the sample should come from the same grade and taught by the same teacher. Then, the students did not join a private English course or English community. Afterward, they were the passive learner in Speaking English. To get the sample as criteria above,

the writer asked the Teacher of English about which class was suitable for the writer's criteria. For the result, from eight classes of seventh-grade students, VII2 and VII7 were selected. The sample consisted of 60 students of seventh-grade students' from VII2 and VII7 of SMPN 38 Palembang consisting of 27 boys and 33 girls. After that, flipping a coin was used to enroll those classes into experimental and control groups. The experimental group and the control group are shown in this following table:

Table 2. The samples of the study

No	Class	Number of students	Group
1.	VII. 2	30	Exp
2.	VII. 7	30	Cont
Total		60	

5) Technique of Data Collection

There are four types of quantitative data collection procedures which are observation, interview, documentation, and test (Creswell, 2014, p. 157). In this study, a test was used as instrument to collect the data. According to Creswell (2014), test is used to gather, analyze, and interpret the data (p. 159). The writer gave a speaking test to get the data. Speaking test was given to allow the students assess the effects of experimentation and to know how far the students could understand what they have learned. In other words, speaking test used to know the difference of the students' ability before and after the intervention.

Before the writer gave the speaking test for the students, the questions made by the writer was checked and revised by experts' judgment. In this study, there were two experts' judgments. The pre-test was given to the students at the very beginning of teaching and learning process then the post-test was given after the students received the treatment from the writer.

6) Technique of Data analysis

After collected the data, the writer calculated and analyzed the data of the students' speaking test by using SPSS (Statistical Package for Social Science) for windows. In this case, there were two t-tests such as paired-samples and independent-samples t-tests. The paired-samples t-test was used to compare scores of speaking achievement both of pretest and posttest of experimental and control groups. Therefore, the result of the paired samples t-test applied to answer the questions number 1 and 2. Besides, independent-samples t-test was used to compare the post-test scores between two comparison groups. The result of independence t-test used to see the significant mean difference of post-test of both groups. Therefore, the result of independence t-test used to answer the question number 3. The results of this study analyzed after calculating the entire variable.

2. Findings and Interpretations

A. The findings of the study

Based on the summary of score pretest in experimental group of the seventh grade students of SMPN 38 Palembang, there were 14 (46%) students in poor categories with mean score was 4.07, then 10 (34%) students were in moderate categories with mean score was 4.23, and 6 (20%) students were in excellent categories with mean score was 3.37. Meanwhile, the results of posttest of experimental group, 17 (56%) students were in moderate categories with mean score was 7.23, then 10 (34%) students were in excellent categories with mean score was 5.77, and 3 (10%) students were in very excellent categories with mean score was 2.23.

It was found out that the mean score in the pretest of the experimental group before the treatment was 11.67. It means that most of the students' speaking achievement in the pre-test was in poor level. The highest score reached was 19, and the lowest one was 6. Meanwhile, the mean score in the posttest of the experimental group was 15.37. It means that the speaking achievement of the students was "Moderate". The highest score was 24 and the lowest one was 11. The mean score of the post-test showed that the experimental group students' score significantly enhance from the pre-test (11.67) to the post-test (15.67).

Meanwhile, Based on the summary of score pretest in control group of the seventh grade students of SMPN 38 Palembang, there were 20 (66%) students in poor categories with mean score was 5.57, then 9 (30%) students were in Moderate categories with mean score was 3.76, and 1 (4%) student was in Excellent categories with mean score was 0.54. Meanwhile, the results of posttest of control group, 6 (20%) students still were in poor categories with mean score was 1.97, then 20 (66%) students in moderate categories with mean score was 8.43, and 4 (14%) students were in excellent categories with mean score was 2.27.

In the interim, the mean score in the pretest of control group was 9.87. It means that most of the students' speaking achievement in the pre-test was in poor level. The highest score was 16 and the lowest one was 6. Meanwhile, the mean score in the post-test of the control was 12.67. Based on the results of the post-test, the writer found that most of the students were "moderate" in speaking achievement. The highest score was 18 and the lowest one was 9. There is no students were in very poor level and very excellent level. It could be concluded that there was enhancement in control group but not too significant.

In this study, there were 5 aspects of speaking achievement used they are, grammar, pronunciation, vocabulary, comprehension, and fluency. The highest score for each aspect in experimental group was in Comprehension (3.77), Vocabulary (3.03), Pronunciation (2.93), Grammar (2.90), and the lowest one was Fluency (2.73). In contrast with the experimental group, the aspects in control group were as follows, Comprehension

(3.00), Vocabulary (2.77), Fluency (2.57), Pronunciation (2.50), and the lowest one was Grammar (1.77). Based on the results of paired and independent t-test table, it could be stated there was significant enhancement on the speaking aspects of the experimental group students after receiving the treatment.

Additionally, the significance level of the post-test score of experimental and control groups by using independent t-test were 0.01 which means there was significant difference on speaking achievement between the students who were taught by using scaffolding talk technique and those who were not.

B. The interpretations of the study

In this study, the pre-test was given to the students at the very beginning of teaching and learning process then the post-test was given after the students received the treatment from the writer to collect the data. The experimental group was taught through scaffolding talk technique, while the control group did not get the intervention. There were 16 meetings and 2 other meetings for pre-test and post-test. In each meeting of the treatment, the writer established the material based on their course book. In order to control the teaching and learning process, the writer prepared and used the fourteen lesson plans as guidance for the writer's activities in the class.

At the first meeting, the teacher asked the students to do a pre-test that was described about one thing in the school environment orally in front of the class. At that time, some students were shy to perform, however the writer encouraged them. Most of the students could not do their task well because they lack of vocabularies. Before the students of experimental group get the treatment, the students often got difficulties to produce grammatically correct sentence with the low comprehension such as they used "have" /həv;/ for singular subject and "is" /ɪz/ for plural subject. The other difficulties, the students still had problems in choosing appropriate vocabulary for example, "skin white" for "bright skin" and "write tool" for "stationary". Besides, the students couldn't pronounce the words correct such as "Shape" /ʃeɪp/ they pronounced /ʃep/, "read" /ri:d/ the students pronounced /red/, and "cover" /'kʌvə(r)/ they pronounced /'kʌper/. In addition, they also had difficulties in fluency.

For these reasons, the writer taught the experimental group followed the scaffolding talk technique procedure. For the first one, the writer told the students about the topic that related in material and the writer modelled how to describe about something. Modelling means the writer provide clear samples or models before the students to do the tasks. Modelling stage is an evolving for students when they learn new material (Jackson, Dukerich, and Hestenes, 2008, p. 10). At that time, the situation in the class was little noisy. Some students look confused and few students were busy with their own activities. Therefore, the writer explained slowly and added a relaxed activity to make students more focus and would help the students to enhance their speaking

achievement. Besides, to enrich the students' vocabulary, the writer asking the students to mention some vocabulary that related to the material and the writer wrote in the white board. Before the students read it together, the writer asked the students to listen carefully in how to pronounce the vocabulary correctly. Then, the students imitated the writer. During the activity, the writer corrected the students' pronunciation. If there were some words that made students confused, the writer asked the students looked up in the dictionary to find the meaning and get the good comprehension about it. At the end of the lesson, the writer asked the students to memorize the vocabulary.

Besides, to make the students to be master in grammar and fluency aspects are always difficult for the secondary level students. Therefore, to overcome the grammatically error, the writer taught how to use the grammar correctly when describing something. In each meeting, the teacher recalled the students' memory about the tense they have learnt at previous meeting. Sometimes, there were some students forgot the tense. Therefore, the writer invited a student who still remembered the tense to write it on the whiteboard. After the students understood, the students worked into pairs and groups to do the tense task. Then, the writer asked the students who more capable of the material to help the students who has low ability. As Fields and Marsh (2017) suggest that the helping hand of scaffolding can be offered to students by teachers, by other more experienced students, or through learning material (p. 11). Additionally, Birjandi and Jazebi (2014) explain that scaffolding refers to various kinds of support learners receive from the teachers or peers to acquire and expand their knowledge and abilities (p. 154). It means that the teacher could divide the students into pairs and groups to help the student solve their problem especially in some aspects of speaking. During the process, the students worked together with their partners. When they have finished the task, the writer and students discussed it together.

To enhance the students' fluency, the writer gave them lots of practice to encourage the students to speak English as much as possible by asking their opinion or ask them to describe about something individually, pairs and groups. The writer also provided help and guidance for the students when they still speaking inarticulately. As a result of scaffolding procedures and activities, the students actively consulted their difficulties to the writer and solved their problem independently.

After the students solved their problem and mastered the material without any help from the writer, the writer started to remove and did not use her scaffolding talk technique. At this phase, the writer gradually shifted scaffolding talk technique to let the students have more independent space to enhance their speaking achievement. In the closure time, the writer did not forget to give comments and suggestion to each student's task or performance and motivated the students to be more active in speaking such as gave them the positive feedback "Well done, it is a good performance", "that's

great", and "it's okay! But, you need to improve your pronunciation".

After getting the treatment in 14 meetings, the students of experimental group looked more enjoyed and enthusiastic to follow teaching and learning process. The class was more conducive than pre-test. Moreover, scaffolding talk technique also gave a positive effect to the classroom atmosphere and made the students participated actively in teaching and learning process. It means that scaffolding talk technique was successful in enhancing the students' speaking achievement. As the result, when the writer gave the post-test most of the students were able to pronounce some words and used grammar correctly. Moreover, they were more confident to speak English fluently and their comprehension are better than pre-test. Mirahmadi and Alavi (2016) prove that scaffolding significantly improve the sub skills of speaking refer to as fluency, lexicon, grammar accuracy, and pronunciation (p. 53). Additionally, Sardegna and McGregor (2013) find that scaffolding talk technique playing a role in students' degree of pronunciation improvement (p. 191). Moreover, scaffolding is an effective aid to improve vocabulary (Wachyunni, 2015, p. 27).

Based on discussions above, it could be deduced that Scaffolding talk technique is effective technique to enhance the students' speaking achievement, the students' speaking aspects, and help the students more motivated to speak English. As Suan and Sulaiman (2011) assert that when scaffolding is done correctly, students are encouraged to develop their motivation (p. 935). Moreover, the scaffolding talk technique has many advantages. Scaffolding talk technique could be implemented in many topics and skills. Scaffolding talk technique aims at promoting not only the capacity but also the willingness to perform complex task independently (Belland, 2013, p. 94). In a simpler sense, Malik (2017) defines scaffolding is seen as temporary, assisted learning which tries to create independency in the students (p. 13). From these statements, the writer believed that scaffolding is able to help the students to achieve intended learning outcomes and build the students' confidence to deal with new material.

In addition, the successful of scaffolding done in several phase. For the first one, the writer and the students work together to solve a problem and do a task, then the writer divided the students in pairs and groups to work together to solve similar problem and finish the task, the last the students work and solve their task independently. Fisher and Frey (2010) illustrate a structure for successful scaffolding follows: I (teacher) do it, we (teacher and students) do it, you (students) work it together, and you (student) do it alone. When all the procedure and stages of scaffolding are applied in teaching and learning process and integrated with the suitable techniques or media scaffolding technique will be able to enhance the students' speaking achievement. In this sense, teaching speaking should provide the scaffolding talk technique to the students when they are going to deal with new lesson. As Goh (2017) suggests

that teachers can include scaffolding activities in speaking lessons to help learners become aware of the processes involved in speaking, thereby making these processes 'visible' to them (p. 4). Besides, scaffolding is considered an important instructional tool because it supports students' learning, helps them reorganize information in a way that makes sense to them, reduces learning ambiguity, and thus increases growth opportunities (Poorahmadi, 2009, p. 89). Therefore, it implied that scaffolding talk technique can be used as one of effective way in teaching and learning English especially in speaking. The students will be more confident to perform or do the task independently without any help from teacher or peer. Bayuningsih et al (2017) assert when students are given scaffolding talk technique in teaching and learning process, it makes students become easier in understanding and confidence to solve the problem (p. 4). Over andabove, the teacher should be able to give the interesting materials and suitable with the students' level to reduce students' confusion and make the students have deep understanding about new materials or skills.

3. Conclusions

After conducting the study of speaking skill to enhance the students' speaking achievement through scaffolding talk technique, the results of data have been collected and analyzed. Based on the findings of this study, the writer could conclude that:

1. Scaffolding talk technique was effective to enhance the students' speaking achievement. The students in experimental group showed enhancement in their speaking achievement. The enhancement of speaking achievement of experimental group could be viewed from the result of the post-test. It was higher than the students' score of pre-test. The mean score of pre-test was only 11.67 while the mean score of post-test was 15.37, mean difference pretest and posttest of experimental group within -3.700.
2. Scaffolding talk technique enhanced the students' speaking aspects such as, the students were able to speak grammatically correct sentences with good comprehension, thereafter the students producing new vocabulary, than pronouncing words correctly, and speaking English fluently. Before the writer gave the treatment, the students got difficulties to produce grammatically correct sentence with the low comprehension such as they used "have" /həv;/ for singular subject and "is" /ɪz/ for plural subject. Additionally, their vocabulary was limited. Besides, the students couldn't pronounce the words correct, they also got difficulties in fluency.
3. There was significant difference between the students who were taught through scaffolding talk technique those who were not. It can be showed by the result of score both of group which was calculated by using paired and independent samples t-test. The experimental group's mean score of post-test was 15.37 while the control group's mean score of post-

test was 12.67. It can be said that the mean of experimental group was higher than control group. T-value post-test experimental group between post-test of control group was 3.659.

Suggestions

Based on the conclusions of the study, some suggestions to English teacher could be drawn. Scaffolding talk technique should be used in the teaching of any skills and materials. This technique is useful when the teacher is going to teach a new material or skill that may be difficult to the students. Furthermore, the teacher should motivate the students to speak more in order the students can express their ideas orally. In addition, the teacher should know the needs of the students related to the competencies they need.

Besides, the students need to have a high motivation and more practice in speaking. Moreover, the students should be obligated to bring dictionary in every English class. The students should use new words in the classroom activities or their daily life, or even by drilling some words. So finally, students are able to speak in English.

Additionally, to other researchers, scaffolding talk technique is effective to enhance the students' speaking achievement. This technique can be a reference to other researchers to develop new methods of teaching English particularly in teaching speaking. Thereafter, the results of this study can be used as additional references for other researchers to enhance other skills such as, listening, reading, and writing through scaffolding talk technique.

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