

Improving The Eight Grade Students' Speaking Achievement by Using Scaffolding Method

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Abstract

This study investigated the impact of using scaffolding method to enhance students' achievement in speaking recount texts among eight-grade students at SMPN 55 Palembang. Employing a quantitative research approach with a quasi-experimental design, this study involved 58 students divided into an experimental group, which received scaffolding method treatment, and a control group, which was taught using conventional methods. Data were collected through pre-tests and post-tests and analyzed using the Wilcoxon Signed-Rank Test and the Mann-Whitney U Test. The results showed a significant improvement in the experimental group scores from the pre-test to the post-test, as showed a z-value was -4.715 and the p-value sig. (2-tailed) of .000 was below the conventional alpha level of 0.05, showing that the improvement was statistically significant. In addition, the experimental group and the control group in the post-test, in the statistical analysis showed a z-score of -4.580 and p-value sig. (2-tailed) of 0.000. Since the p-value sig.(2-tailed) was below the conventional alpha level of 0.05, the finding was a statistically significant difference. These findings suggested that the scaffolding method was effective for improving students' speaking skills and should be used in English speaking classes to make learning more engaging and interactive.

Keywords: *Experimental, Speaking Achievement, Scaffolding Method*

A. Introduction

Speaking is an useful tool for self-expression, connecting with others, and achieving goals (Tannen, 2017). According to Tannen (2017), excellent communication skills are crucial for fostering relationships, settling disagreements, and attaining success in numerous areas. Speaking is one of the four macrolanguage abilities that EFL and ESL students need to master in order to communicate successfully in a variety of settings, claim Afshar and Asakereh

(2016). Speaking is primarily one of the skills that sparks conversation since it is utilized to convey information, link individuals globally, and interact (Sayuri, 2016).

Although its importance, speaking remains one of the most difficult abilities for English students. In fact, Arifin (2017) noted in his research that speaking in English is a difficult task for students and requires a great deal of work to produce appropriate English phrases and utterances. According to Al Roud's (2016) research, the majority of English language learners believe that speaking is a challenging ability. There are instances where kids struggle with speaking. Furthermore, Hadijah (2014) discovered in her study that the students struggled with three aspects of speaking: correctly pronouncing English words, grammatically arranging the words in phrases, and expressing their thoughts due to their restricted vocabulary.

Among several genres, scaffolding method is highlighted in the eight-grade curriculum at SMPN 55 Palembang as part of the Emancipated Curriculum for the even semester. Khasanah (2012) defined the objective of the research as finding out whether or not the scaffolding strategy could improve the students' speaking skills. Rahmah (2016) emphasized that the purpose of this study was to find out the effect of the scaffolding talk technique. Munawar (2019) suggested that this study aimed to examine how a scaffolding strategy could be implemented to improve speaking skills. Afni (2019) defined the study's goal as understanding and describing the process of teaching and developing speaking skills using scaffolding techniques.

According to Gibbons (2015), scaffolding in language learning provides structured support that helps students gradually become more independent speakers. Similarly, Rahmawati and Pratiwi (2021) found that micro-scaffolding techniques such as modeling and feedback significantly improve students' speaking performance in Indonesian EFL classrooms.

Despite the organized approach, students frequently struggle with speaking skills because of restricted vocabulary and difficulty organizing ideas. This study aims to address

these gaps by examining speaking skills using the scaffolding method used by students at SMPN 55 Palembang and their impact on students' speaking achievement. The study's main contribution is providing empirical evidence of improving students' speaking achievement, particularly in improving the eighth-grade students' speaking achievement. There are the research questions; 1) How can the scaffolding method improve the eighth-grade students' speaking achievement? 2) What types of scaffolding are effective in improving the students' speaking ability? 3) How do the students respond to the implementation of the scaffolding method in speaking activities?

B. Research Methodology

The study employed a quantitative research method to determine whether scaffolding strategies improved students' speaking skills at SMP N 55 Palembang. According to Creswell (2012), quantitative research, which entails the researcher's endeavor to retain control over all variables that may affect the experimental results, frequently uses the experimental design.

The researcher decided to use a pretest-posttest quasi-non-equivalent design. Creswell (2012) characterizes a quasi- experiment as one where volunteers are divided into groups instead of being chosen at random. This experimental design was conducted to determine whether using a scaffolding strategy could improve speaking achievement. The experimental class was taught by using a scaffolding method in speaking, while the control class was not.

A sample was a small group collected from the population. A sample is a part of the whole population (Sugiyono, 2014). Once the population and sample had been determined, the researcher needed a sampling strategy. Although there were many other sample strategies, the researcher decided to use convenience sampling for that investigation. According to Creswell (2012), convenience sampling is a technique where volunteers are chosen by the researcher depending on their availability and desire to take part in the study. The researcher chose the

convenience technique because the sampling in the experimental and control classes was available and accessible, and the readiness of the students had been recommended by the English teacher at SMPN 55 Palembang. As a result, the experimental group was in VIII.1, while the control group was in VIII.2, consisting of 58 students.

After collecting the data, the researcher investigated the data from the pre-test and post-test in the control group and the experimental group. To find out how well they spoke, the researcher gave them a test. The students' scores from these tests obtained through a quasi-experimental design were calculated using the t-test formula in SPSS version 26. This analysis was used to determine if the experimental group performed better than the control group. The data analysis involved three stages: descriptive statistics, prerequisite analysis (normality and homogeneity tests), and hypothesis testing.

In scoring the students' speaking ability, the researcher used the formula, which was adapted from depdikbud in Sukirman (2010).

The following formula is used to score the students' answer:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of item}} \times 100$$

The scores of students' abilities in the test were classified to determine their level of ability. Therefore, the classification is as follows:

Table 4. Classification of Speaking

NO	Score Range	Level of Ability
1	96 - 100	Excellent
2	86 - 95	Very Good
3	56 - 85	Good

4	46 - 55	Poor
5	0 - 45	Very Poor

Adapted from Depdikbud (2006).

C. Results and Discussion

1. Results

Table 13

Pre-Test & Post-Test Experimental	Paired Samples T-Test			Ho	Ha
	Z	N	Sig.(2-tailed)		
	-4.715	29	.000		
				Rejected	Accepted

Based on the table above, the Wilcoxon Signed-Rank Test showed a significant improvement in the experimental group's scores from the pre-test to the post-test. All 29 students had higher scores in the post-test, the z-value was -4.715, and the p-value sig. (2-tailed) was less than the conventional alpha criteria of 0.05, showing that the improvement was statistically significant. This means that the scaffolding strategy helped improve the students speaking recount text. Therefore, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

Table 14

Pre-Test Experimental & Control	Independent Samples T-Test			Ho	Ha
	Z	N	Sig.(2-tailed)		
	-1.150	58	.250		
				Accepted	Rejected

The experimental group (N=29) had a higher mean rank of 32.03, with a total sum of ranks 929.00, while the control group (N=29) had a lower mean rank of 26.97, with a total sum of ranks 782.00. This indicates that the experimental group performed better than the control group in the pre-test. The test data revealed a Mann-Whitney U value of 347.000 and a Wilcoxon W value of 782.000, with a z-score of -1.150 and an asymptotic significance (2-tailed) of 0.250. Since the p-value sig. (2-tailed) was higher than the conventional alpha level of 0.05, the finding was statistically no significant difference, leading to the rejection of the alternative hypothesis (Ha) and acceptance of the null hypothesis (Ho), indicating that the two groups were not significantly different before the intervention.

Table 15

Post-Test Experimental & Control	Independent Samples T-Test			Ho	Ha
	Z	N	Sig.(2-tailed)		
	-4.580	58	.000		
				Rejected	Accepted

The experimental group (N=29) had a higher mean rank of 39.60, with a total sum of rank 1148.50, while the control group (N=29) had a lower mean rank of 19.40, with a total sum of rank 562.500. This indicates that the the experimental group performed better than the control group in the post-test. The test data revealed a Mann-Whitney U value of 127.500 and a Wilcoxon W value of 562.500, with a z-score of -4.580 and an asymptotic significance (2-tailed) of 0.000. Since the p-value sig. (2-tailed) was less than the conventional alpha criteria of 0.05, the finding was statistically significant difference, leading to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha), indicating that the two groups were significantly different before the intervention.

2. Discussion

For further support of the findings of this research, several interpretations were formed depending on the data obtained. This study compared two groups; the experimental group, which used the scaffolding strategy, and the control group which applied the conventional teaching method. The scaffolding strategy encouraged students learning chances that was initially implemented to help students achieve learning processes. Teachers employ the scaffolding strategy in which students are given the flexibility to analyze and solve problems on their own with help such as direction and support in order to lead learning and achieve learning objectives (Apriyanti, 2011).

This study focused on recount texts to examine whether the scaffolding strategy could enhance students' speaking skills. The Wilcoxon Signed-Rank Test revealed a significant improvement in students' scores from the pre-test to the post-test in the experimental groups. In the statistical analysis the results showed a z-value was -4.715, The p-value sig. (2-tailed) was less than the conventional alpha criteria of 0.05, indicating that the improvement was statistically significant. This suggests that the scaffolding method improved the ability of students to speak and recount text. As a result, the null hypothesis (H_0) was rejected, whereas the alternative hypothesis (H_a) was accepted. Which shows how effective this strategy was.

Based on the results, students in the experimental group showed significant improvements in their speaking skills after getting the TPS strategy in the scaffolding method. This teaching strategy helped students better understand how to make recount texts and how to speak recount texts. The findings demonstrated that the scaffolding strategy was an effective tool to improve students' speaking abilities, as it created opportunities for reflection, discussion, and critical thinking. This was consistent with some research (Rahmah, 2016 ; Hogan &

Pressley, 1997) that emphasized the benefits of scaffolding in encouraging collaboration and improving the quality of speaking.

Furthermore, the Mann-Whitney U test showed a clear difference in post-test results between the experimental and control groups. In the statistical analysis showed a z-score of -4.580 and an asymptotic significance (2-tailed) of 0.000. Since the p-value sig. (2-tailed) was less than the conventional alpha level of 0.05, and the finding was significantly different, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a).

The teaching process consisted of 10 treatment sessions, including pre-test and post-test assessments. During the initial sessions, students in the experimental group faced challenges, such as a lack of confidence when English learning began. However, as time went on, they became more comfortable with the process. By the middle of the session, the students were actively engaged in English learning. According to Kumaravadivelu (2012) and Harmer (2007), active classes allow students to fully participate in the process of learning, thereby improving their speaking skills.

In addition, the use of scaffolding method not only helped students improve their speaking but also encouraged them to think critically, organize their thoughts, and express ideas more clearly. The significant improvement in the experimental group scores showed that the scaffolding method was effective. and practical strategy for teaching speaking, especially recount texts. This was consistent with research that suggested the advantages of scaffolding in motivating interaction and improving the ability to speak (Rahmah, 2016 ; Hogan & Pressley, 1997).

In conclusion, scaffolding method was a powerful teaching strategy that improved students speaking skills, fostered collaboration, and encouraged student participate in the learning process. This study demonstrated the efficacy of the scaffolding method in explaining recount texts to junior high school students. Texhon were encouraged to use this approach to create a more interactive and dynamic learning environment. Future studies could explore the impact of scaffolding method on other speaking genres or investigate its long-term effects on students' speaking performance.

D. Conclusion and Suggestion

Conclusion

Firstly, there was a significant improvement on the eighth-grade students' speaking achievement before and after being taught by using the scaffolding method at SMP N 55 Palembang. The experimental group scores from the pre-test to the post-test, the results showed a z-value was -4.715, and the p-value sig. (2-tailed) was less than the conventional alpha criteria of 0.05, indicating that the improvement was statistically significant. This means that the scaffolding method helped improve the students speaking recount text. As a result, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted which shows how effective this method was. The method helped to enhance their speaking performance by encouraging them to become more active, collaborative, and reflective in their learning process.

Secondly, there was a significant difference on the eighth-grade speaking achievement between the students who were taught by using the scaffolding method and those who was not at SMP N 55 Palembang. The experimental group and the control group in the post-test, in the statistical analysis showed a z-score of -4.580 and an asymptotic significance (2-tailed) of 0.000. Since the p-value sig. (2-tailed) was below the conventional alpha level of 0.05, the

finding was statistically significant difference, leading to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha).

In conclusion, implementing the scaffolding method proved to be an effective method. Using the scaffolding method was an effective way to improve speaking skills, especially when it came to recount texts. It helped students and made the classroom more interactive and interesting.

Suggestions

Based on the findings of this study, it is supported particularly for English teachers. The result implies that teachers, in addition to teaching or transferring knowledge, should encourage their students more. Teachers should be more creative in their class presentation and use a variety of teaching methods or strategies, particularly when teaching speaking. As a result, students will become more competent and inspired to study English and enhance their speaking skills.

Furthermore, some suggestions will be provided to students. Students should practice speaking English and make it a habit. The most important criteria is that they have a strong desire to learn speaking English in order to better understand the texts and improve their knowledge.

Finally, further research is recommended. They planned to do comparable studies with more participants with the aim to achieve a more generalized result.

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