

**SCAFFOLDING TECHNIQUE IN REALIA MEDIA TO ENHANCE
STUDENTS' VOCABULARIES IN SPEAKING CLASS AT THE
SEVENTH GRADE STUDENTS OF MTs AL-HIDAYAT MAGETAN**

THESIS



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ABSTRACT

SARI, NILAAMBAR. 2018. *Scaffolding Technique in Realia Media to Enhance Students' Vocabularies in Speaking Class at The Seventh Grade Students of MTs Al-Hidayat Magetan.* Thesis, English Education Department, Education and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor Winantu K.S.A,S S, M.Hum..

Keyword: *Speaking, Scaffolding, Realia.*

Speaking is an important aspect and beneficial skill in learning language, it is a part of the goal or skill in learning English in the curriculum besides writing, reading, and listening. Scaffolding is a technique that makes teacher as a model that gives explanation about material or task and then the students response to the instruction. Realia is real life object that enable the students to make connections to their own lives.

The purposes of this research are to know whether Scaffolding technique in realia media improve students' vocabularies in speaking class at the seventh grade students' of MTs Al-Hidayat Magetan or not and also to measure the students' perceptions toward the implementation of Scaffolding and realia media.

This research applied a Classroom Action Research. This research did in 2 cycles. Each cycle had 2 meeting. The subject of this research was the seventh grade students of MTs Al-Hidayat Ginuk Magetan especially in VII C class which consists 20 students. Data collection procedures included tests, observation, and documentation. The researcher's analysis compared pre-test and post-test results in order to measure students' vocabularies in speaking class.

The findings shown that the researcher conducted two cycles in this research. The first cycle indicated that the students' activeness were less active shown by 20% students interested in class. Meanwhile the post test in this cycle that the students' speaking and students' vocabularies result were low shown by 50% and 60% students passed in this cycle. The second cycle represented that the students' activeness were more active shown by 55% students' interested in class. Meantime the post-test in this cycle that the students' speaking result were more increase shown by 75% students passed in this cycle. The students' vocabularies result were greatly increased shown by 90% students passed in this cycle.

So, from that explanation above it can be concluded that students' activeness become more active than before. The students' participation and motivation also increased. Moreover, Scaffolding technique in realia media can improve students' vocabularies in speaking class. It can be shown from the data of students' achievement in each cycle. The students' perception toward Scaffolding technique and realia media in teaching speaking was positive. They felt enjoy with the activities and more active during the teaching learning speaking.

APPROVAL SHEET

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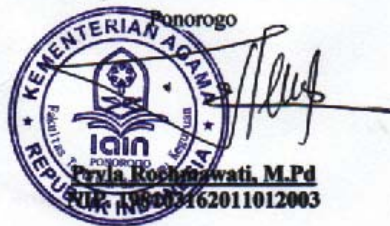
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Advisor



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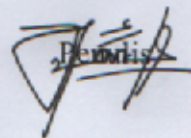
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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of part of skill that has to learn by students in learning English. According to Hadfield speaking is an intermediary for students to communicate between in the classroom and outside the classroom.¹ In order to build fluency in speaking activities, teacher should give students opportunity to practice their speaking skill for purposeful communication in meaningful situation by giving exercise or activities that put them into real communication. It means learning speaking in a second language will be facilitated by teacher when students are actively involved in speaking activities.

By mastering speaking, they can carry out conversation with other, share opinions, give ideas and change information. It seems that speaking is one of ways to introduce each other and something, such knowledge, technology, and making relationship.

To enrich the goal of speaking such above, every student should be able to speak English well, so they need confidence in speaking English. It can be achieved with presentation, they can be set up their words at home

¹ Jill Hadfield & Charles Hadfield, *Simple Speaking Activities* (London: Oxford University Press, 1999), 7

first. When they have lists of words in their brain, certainly they will be able to speak English well.

In fact, many students do not like speaking English activity, because it needs a long process. Furthermore, students have to memorize vocabularies before they start to speak. Vocabulary is very important in learning a second language. That is useful when every one of us want to speak English. If students have a lot of vocabularies, speaking English will become easier.

In pursuance of data obtained by researcher taken from the results of interview with some seventh students in MTs Al-Hidayat Magetan as pre-research, students are still confused in speaking.² The main problem is using vocabulary in speaking. They feel confused in using vocabulary because they rarely reading English and memorize those vocabularies. It makes their vocabularies very low. When they memorized a few of vocabularies, they will difficult in delivering their ideas fluently. So they are not confidence to talk in front of class. They shame with teachers and other students if they cannot speak English well.

Furthermore, the English teacher did not present material using interesting activities. Students fell that speaking activity are too hard, bored and making students practice their speaking ability rarely. Meanwhile,

² Based on interview with two students of VII class at MTs Al-Hidayat Magetan, interviewed at 4 January 2018

English teachers use old method, as the result lots of students do not pay any attentions. They just talk one another.

Based on second interviewing with English teacher, his name is Mr. Muhammad Mustaghfirin. Researcher found some problems in teaching speaking, such as students' vocabularies is still low, and it is caused by the low interest of students in reading and memorizing vocabularies. Furthermore, students are enthusiasm in speaking class because they feel aware they did not have good understanding about grammar.³ In speaking activities students are still silent and talk less. Their score is very low in speaking activity. Whereas speaking activity is so important for students to good communication.

When the problem stay continuously, it can disrupt students' speaking ability. Students' scores on speaking activities may not improve if teacher does not change learning strategies and students' main set to like and enthusiasm in speaking activities in the classroom.

There are several teaching techniques that can be used to enhance students' speaking skill. An effective and efficient classroom should be organized by an effective efficient teacher as well. To make classroom effective and efficient, teacher should deliver and give instructions in English. Teacher needs to choose the most effective or efficient technique in speaking

³ Based on interview with an English teacher at MTs Al-Hidayat Magetan, interviewed at 4 January 2018

class, one of techniques that can be used by teacher in speaking class is Scaffolding Talk.

Scaffolding is technique that originates by Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development that represent about the relationship the learner with the teacher in learning process. In the classroom, Scaffolding is a technique that makes teacher as a model that give explanation about material or task and then gradually the responsibility can move to students.⁴ In this technique teacher can communicate and interaction with students and then teacher gives instruction to support understanding in English language class.

Through this technique, teacher can help students gradually in speaking activities. If students have some problems in the middle of the conversation then teacher helps her, such as some problems in vocabulary used in speaking activities and also grammar. Teacher helps students until they are able to perform their own speaking activities and score better.

In this research, the researcher wants to combine Scaffolding and Realia as a supporting media in learning process. The reason in conducting

⁴ Tajularipin Sulaiman, "The Effect of Scaffolding Technique in Journal Writing among the Second Language Learners". Journal of Language Teaching and Research (<http://webcache.googleusercontent.com/search?q=cache:hD9TRw1VJJMJ:www.academypublication.com/issues/past/jltr/vol02/04/28.pdf+&cd=1&hl=id&ct=clnk&gl=id&client=firefox-b>) accessed 17 December 2018

this research makes learning process in the classroom easier. So, students are excited in following learning activities.

Realia or real items are useful for teaching and learning in the classroom.⁵ An interesting object can initiate various communication activities. Realia also make teaching process becomes enjoyable so students feel comfortable and not bored in learning process, especially speaking activities in the classroom. Realia media can help students to speaking English when they feel confused what will they talk.

From the explanation above, hopefully the result of this research will enrich the reference of teaching English especially the use Scaffolding and Realia for teaching speaking skill. Then, the result of this research can be used by English teachers in teaching, to motivate students in speaking and to suggest the school authority to give the recommendation to the teachers in other to use the appropriate techniques and affective strategies in teaching speaking.

B. Statements of the Problem

There are some problems that have explained previously. One of the problems is the students cannot speaking English easily because their confusion on vocabulary. To solve this problem, the researcher use

⁵ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2002),140

“Scaffolding technique and Realia as a media” in teaching speaking. So, the researcher gets the statements of the problem as follow:

1. How can seventh grade students of MTs Al-Hidayat Magetan be actively used vocabularies in speaking through scaffolding technique using realia as supporting media?
2. How can the students’ vocabulary achievement be improved through scaffolding technique using realia?
3. How are students’ perceptions toward the implementation of scaffolding technique using realia as supporting media?

C. Objectives of the Study

Based on the statements of the problem above, this study has objectives described as follows:

1. To construct scaffolding technique in realia media to enhance students’ vocabularies in speaking class at the seventh grade of MTs Al-Hidayat Magetan.
2. To explore scaffolding technique in realia media to improve students’ vocabulary achievement at the seventh grade of MTs Al-Hidayat Magetan.
3. To know students’ perceptions toward the implementation of scaffolding technique using realia as supporting media at the seventh grade of MTs Al-Hidayat Magetan.

D. Significances of the Study

Since, this research focuses on enhancing students' vocabularies in speaking class by using scaffolding technique and realia media, the results of this research are expected to give worthwhile information and contribution for students, teacher and academicians to know more about scaffolding technique in realia media to teach speaking skill.

1. Theoretically

- a. Giving contribution to enrich the English language teaching media especially knowledge about realia and scaffolding technique which is hoped after reading this research, the readers will have more understanding about realia as media and scaffolding as a technique to teach English especially speaking skill.
- b. It is hoped, it can be reference for further researchers to conduct further researchers with the similar problem of speaking ability improvement.

2. Practically

- a. For the school

To contribute to the MTs Al-Hidayat Magetan with the new innovation in using Scaffolding technique and realia as media.

- b. For the teacher

The study can be used by teacher to provide the better technique to improve students' speaking skill.

c. For the students

Motivates the students to study speaking well, foster students' interest in learning. In addition, this model improves students' knowledge in speaking skill.

d. To the other researcher

It can lead to future researchers because it will be a good basis to know why students have low performance in speaking skill and it's solving. The result of the research can be used as an input in English teaching and learning process.

e. For the writer

From this research, the writer can learn some ways to give motivation for the students to improve speaking skill and study.

E. Organization of the Thesis

As description of the researcher ideas design that is poured in this action research, researcher organizes of it that is divided into five parts and every part consists of sub points that are connected and an entire unity. In order be able to more understand of observations as follows:

CHAPTER I INTRODUCTION

This chapter consists of background of study, statements of the problem, objectives of the study, significances of the study and organization of the thesis.

CHAPTER II PREVIOUS RESEARCH FINDINGS, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK, AND HYPOTHESIS

This chapter consists of previous research findings, theoretical background, theoretical framework and hypothesis. Furthermore, theoretical background consists of The Nature of Speaking, Teaching Speaking, Scaffolding Technique, Realia as a Media.

CHAPTER III RESEARCH METHODOLOGY

This chapter consists of Classroom action Research Design, Research Subject characteristics, and Research Procedure that constructed by Planning, Acting, Observing, Reflecting.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter consists of research setting, Cycles explanation, Data Analysis and Discussion.

CHAPTER V CLOSING

This chapter consists of conclusion and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE, PREVIOUS RESEARCH FINDINGS, THEORETICAL FRAMEWORK, AND HYPOTHESIS

In this chapter, the researcher discusses some theories related to the research. They are review of related literature, previous research findings, theoretical framework, and hypothesis.

A. Review of Related Literature

1. Teaching Speaking

Teaching is helping other people in learning process by providing guidance and guidance in the lessons that will make understand when learn together.¹ It means that when teacher teaches in the classroom, he will help students to learn material or knowledge until students understand. Teacher has facilitated students in learning process.

Based on the definition above, it can be described that teaching is guidance from teaching to the students to create activities and motivation the students and they have response and know new knowledge and teaching learning process can be reached.

Teaching speaking is teaching to train students to be able to speak fluently and often practice. According to Penny Ur's Teaching speaking is an

¹ Douglas Brown, *Principles of Language Learning and Teaching: Fourth Edition*(New York: Longman, 2000),7.

excellent, teacher, friendly introduction to the main technique for dealing speaking tasks, covering fluency practice, topic versus task focused speaking activities, discussion activities, other interaction role play and oral testing.²

2. Speaking

a. Definition of Speaking

In this section, the researcher discusses about the meaning of speaking. Speaking ability is important in language learning because we can communicate through our oral expression to gain much more information. Keith and marrow said “Speaking is an activity to produce utterance to oral communication”.³

It means that this activity is involving two or more people in which the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed or not, so each participants has intention or a set of intention that he wants.

b. The Components of Speaking

There are several components in speaking skills. They are fluency, pronunciation of speech, grammatical and also about domination vocabulary.

²Rebecca Hughes, *Teaching and Research Speaking* (London: Pearson Education, 2002), 48

³Keith Johnson – Morrow, *Communicative in Classroom Application and Method for Communicative Approach* (Hongkong: Longman Group Ltd, 1981),70

1) Fluency

Fluency is the capacity to speak fluidly, confidently and rate consistent with the norm of the relevant native speech community.⁴ Students can speak fluency if they feel confidences, because confidence is the key to speak fluency.

2) Pronunciation

According to Kasihani, “pronunciation is the way to talk some word of language”.⁵ Like a statement above pronunciation is a very important component in the ability to speak. Pronunciation someone in English language depends on knowledge they have and they learn. Incorrect pronunciation will lead to a different meaning and difficult to understand it.

3) Grammar

Grammar is pattern in English language which has to be used when we learn English language correctly.⁶

4) Vocabulary

Vocabulary can understand and participate in any conversation within the range of his experience with a high

⁴ Kethleen M, *Practical English Language Teaching: Speaking* (New York: The McGraw Hill 2005), 5.

⁵ Kasihani K.E Suyanto, *English for Young Learner* (Jakarta: Bumi Aksara, 2008), 43.

⁶ Kathleen M, *Practical English Language teaching: Speaking*, 125.

degree of fluency and precision of vocabulary.⁷ Vocabulary is an important component in the ability to speak. Ability to speak a person cannot be separated from the vocabulary.

From several statements above can be concluded that all four of these components have an important role in the learning process of speaking.

3. Vocabulary

a. Definition of Vocabulary

Learning a new language cannot be separated from vocabulary. This means that in order to learn a new language successfully, people must study its vocabulary. Vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.⁸ According to Anglin, vocabulary knowledge provides the essential building blocks of language, and without vocabulary, neither language production nor language comprehension is possible.⁹

⁷ Peter Lucantoni, *Teaching and Assessing Skills in English as a Second Language* (Cambridge: Cambridge University Press, 2002)

⁸ Richard, et al, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), 255.

⁹ J. M. Angling, *Vocabulary development: a Morphological analysis. Monograph of the Society for Research in Child development* (Cambridge: Cambridge University Press. 1993), 2.

According to Hornby vocabulary is the total number of words which make a language.¹⁰ It means vocabulary is the key to understand foreign language. Enrich oneself use vocabulary, someone can express ideas in communication easier.

From the statement above, the researcher conclude that vocabulary is the important part for any person to learn about language, especially for students. Without vocabulary, students as a learner cannot understand about what are they learn about. In the other words, learners should have a larger vocabulary to help them learn the English language.

b. Aspect of Vocabulary

There are some aspects of vocabulary that should be mastered by students as follows:¹¹

1. Pronunciation and Spelling

The students have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

2. Grammar

The grammatical rules should be understood by student when they learn a set of new words.

¹⁰ Hornby, *Advance Learner's Dictionary* (New York: Oxford University Press, 1995), 959.

¹¹ Ur. Penny, *A Course In Language Teaching: Practice And Theory* (New York: Cambridge University Press, 1996), 60-62.

3. Meaning

The meaning of words is primarily what it refers to in the real world, its denotation. A less obvious component of the meaning of an item is connotation: the association, or positive or negative feeling it evokes, which may not be indicated in a dictionary definition. A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not.

4. Scaffolding Technique

a. Definition of Scaffolding

Scaffolding theory was introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. He used the term to describe children's oral language acquisition that was helped by their parents when they first begin to speak.¹² It means that parents who teach children to talk from the first time children learn to speak step by step.

Scaffolding is a technique that makes the teacher as a model that give explanation about material or task and then gradually the

¹² Tika Rahmawati, *The Use of Scaffolding Talk Technique to Improve Students' Speaking Ability : Classroom Action Research of the Eight grade Students of Mts Negri Andong in the Academic Year of 2013/2014* (STAIN Salatiga, 2015), 21
<http://webcache.googleusercontent.com/search?q=cache:UqNA2CchWbEJ:e-repository.perpus.iainsalatiga.ac.id/657/1/28.pdf+&cd=3&hl=id&ct=clnk&gl=id&client=firefox-b>
 accessed on 17 December 2017

responsibility can move on the students.¹³ In this technique teacher can communicate and interact with students and then teacher gives instruction to support students' understanding in the language class.

Scaffolding is technique that originates by Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development that represent about the relationship the learner with the teacher in learning process. "The zone of proximal development is the distance between what the children can do by themselves and the next learning that they can be helped to achieve with the competence assistance."¹⁴ It means that a gap between a child can do something without help of an adult and a child can do something with the direction of an adult or a friend's help.

Several scaffolding techniques for example modeling, bridging, developing metacognition have been reported to be effective with English learners. However, applying scaffolding techniques can be challenging. Scaffolded support is usually typified by several key characteristics:

¹³ Tajulapirin Sulaiman, *The Effect of Scaffolding Technique in Journal Writing among the Sccond Language Learners*. *Journal of Language Teaching and Research*, vol. 2, 1. (<http://webcache.googleusercontent.com/search?q=cache:hD9TRwIVJMJ:www.academypublication.com/issues/past/jltr/vol02/04/28.pdf+&cd=1&hl=id&ct=clnk&gl=id&client=firefox-b>) accessed on 17 December 2017

¹⁴ Tika Rahmawati, *The Use of Scaffolding Talk Technique to Improve Students' Speaking Ability :Classroom Action Research of the Eight grade Students of Mts Negri Andong in the Academic Year of 2013/2014* (STAIN Salatiga, 2015), 21-22. (<http://webcache.googleusercontent.com/search?q=cache:UqNA2CchWbEJ:e-repository.perpus.iainsalatiga.ac.id/657/1/28.pdf+&cd=3&hl=id&ct=clnk&gl=id&client=firefox-b>) accessed on 17 December 2017

contingency, fading of support over time, and transfer of responsibility for learning to the student.¹⁵

b. Procedure for doing Scaffolding Technique

According to Vygotsky and Bruner, there are several procedures of Scaffolding Technique that can be use in speaking class:¹⁶

- a) Teacher explains the materials.
- b) Giving example of the task to the students related with the materials.
- c) Modeling, showing students examples of work produce by teacher provide assistance, guide, giving clues which provoke the students toward independent learning.
- d) Demonstrating, illustrating the procedures from the teacher through work product, supporting the students as they learn and practice procedures.
- e) Encourage the students to learn complete their task independently.

¹⁵https://www.researchgate.net/publication/322751945_Scaffolding_Technique accessed on 20 December 2018

¹⁶ Ibid., 26

5. Realia as a Media

a. Definition of Realia

The success or failure of teaching learning process is depend on several factors, one of them is media that used by the teacher. A media is a channel of communication. Derived from the Latin word meaning “between”, the term refers to anything that carries information between a source and a receiver¹⁷.

Hubbard states that realia is real life object that enable the students to make connections to their own lives.¹⁸ It means Realia is a term for any real, concrete object used in classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge.

Realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting can provide a good starting point for a variety of language work and communication activities. Realia also make learning process more enjoyable.¹⁹ It means by using realia media can make students comfortable to learn then they will be happy and not bored with the lesson.

¹⁷ Robert Heinich, *Instructional Media and Technologies for Learning* (New Jersey: Merrill Prentice Hall, 2002), 9

¹⁸ Hubbard Petter, *A Training Course for TEFL*.(London: Oxford University Press,1983), 115

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman,2002), 140.

Based on the explanation above, the writer concluded that realia is one of media in teaching learning process, it is a real thing that can see, hear or touch directly. It makes students more interesting and easy to understand the lesson.

b. The Advantages of Realia

There are some advantages of realia:²⁰

- 1) The instruction can be more interesting.
- 2) Learning becomes more interactive.
- 3) The length of time required can be reduced.
- 4) The quality of learning can be improved.

c. Disadvantages of Using Realia

Besides there are many advantages realia also has disadvantages:²¹

- 1) Teacher should prepare the media before teaching learning process is starting more than usual.
- 2) Teacher should buy the media if he or she does not have it and sometime realia is not always available.
- 3) Activities with real object might lose the class path, spending too much time in one activity with real object in the class.

²⁰ Mustain, *Teaching Writing Procedure Text Using Real Things an Action Research at the Sevent Grade of Students Mts N Mranggen Demak in the academic year of 2009-2010*, (Semarang: IAIN Walisongo, 2009),21(<http://eprints.walisongo.ac.id/5093/1/113411108.pdf>) accessed on 15 December 2018

²¹ Ibid., 23

6. General Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive Text is a part of factual genres. Its social function is to describe a particular person, place or thing.²² It means that using descriptive text we can describe people or thing around us based on form until other specific characteristics.

b. Structure of Descriptive Text

Descriptive text has the following structure:²³

1. Identification

Identification in opening paragraph tells the reader what the description is about.

2. Description of feature

Describes feature more specifically to complete description of subject.

c. Language Feature of Descriptive Text

1. Using technical terms to introduce the topic to the new reader, as well as communicative with those already familiar with the topic.

2. Using formal and objective language style.

²² Artono Wardiman, et. al. *English in Focus: for Grade VII Junior High School(SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008),122

²³ Ibid, 122

3. Using terms for comparing and contrasting, defining and classifying e.g belongs to, is classified as, like, unlike.
4. Using action verb
5. Using adjective
6. Using simple present tense to present current facts and information.²⁴

B. Previous Research

To support this study, the researcher appends some previous studies related to the variable of this thesis. The researcher selects the previous research findings as below:

The first research is written by Tika Rahmawati with entitled *The Use of Scaffolding Talk Technique to Improve Students' Speaking Ability: Classroom Action Research of the Eight Grade Students of MTs Andong in the Academic Year of 2013/2014*. The aim of this research was to find out that the use of Scaffolding Talk technique is able to improve the students' speaking skill for the eighth grade students of MTs Negeri Andong in the academic year of 2013/2014. She assumed that Scaffolding Talk technique can improve student speaking skill. She concluded that there was effect of the use of scaffolding talk technique in teaching speaking. It is can be seen on the pre-test and post test score. The pre-test score was 47,08 and the post-test

²⁴ Ibid, 123

score was 74,74.²⁵ The difference between writers' research and previous study is about media. In previous study only use scaffolding as a technique and writer's research use scaffolding technique and also use realia as a media. In previous study only improve students' speaking ability but in this research want to enhance students' vocabularies in speaking class.

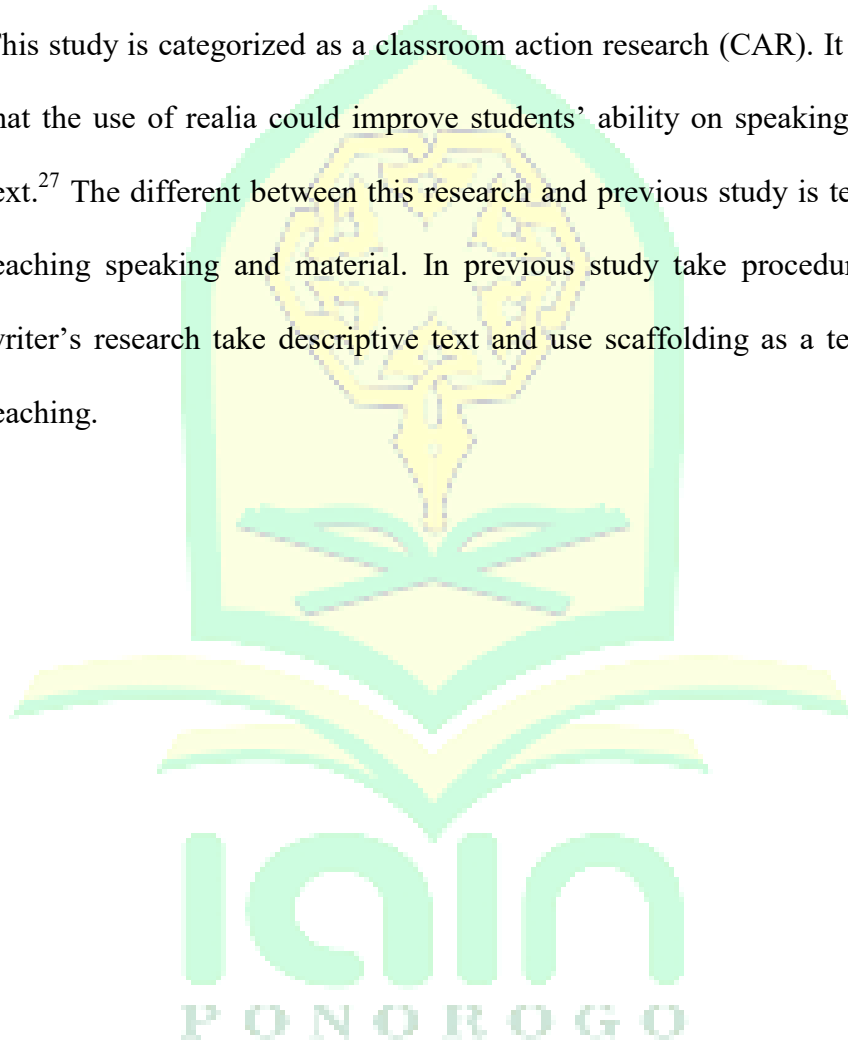
The second Research is *The Use of Realia To Improve Student's Speaking Ability (An Experimental Study of the Second Grade Students of SMP N 3 Salatiga in the Academic Year of 2014/2015)* written by Endang Mulyani. The aim of this research is to find out whether the use of realia is effective toward students' speaking skill in the second grade students of SMP N 3 Salatiga in academic year of 2014/2015. She concluded that teaching speaking using realia can improve the students' speaking ability in the second grade students of SMP N 3 Salatiga in the academic year of 2014/2015.²⁶ The difference between writer's research and previous study is research method, previous study use an experimental method and this research use classroom action research. In previous study only use realia as a media to improve

²⁵ Tika Rahmawati, *The Use of Scaffolding Talk Technique to Improve Students' Speaking Ability : Classroom Action Research of the Eight grade Students of Mts Negri Andong in the Academic Year of 2013/2014* (Salatiga: STAIN Salatiga, 2015) <http://webcache.googleusercontent.com/search?q=cache:UqNA2CchWbEJ:e-repository.perpus.iainsalatiga.ac.id/657/1/28.pdf+&cd=3&hl=id&ct=clnk&gl=id&client=firefox-b> accessed on 17 December 2017

²⁶Endang Mulyani, *The Use of Realia To Improve Student's Speaking Ability: An Experimental Study of the Second Grade Students of SMP N 3 Salatiga in the Academic Year of 2014/2015* (Salatiga: IAIN Salatiga, 2015) http://webcache.googleusercontent.com/search?q=cache:0UNr6-C19wEJ:e-repository.perpus.iainsalatiga.ac.id/93/1/Endang%2520Mulyani_11310149.pdf+&cd=1&hl=id&ct=clnk&gl=id&client=firefox-b accessed on 18 December 2017

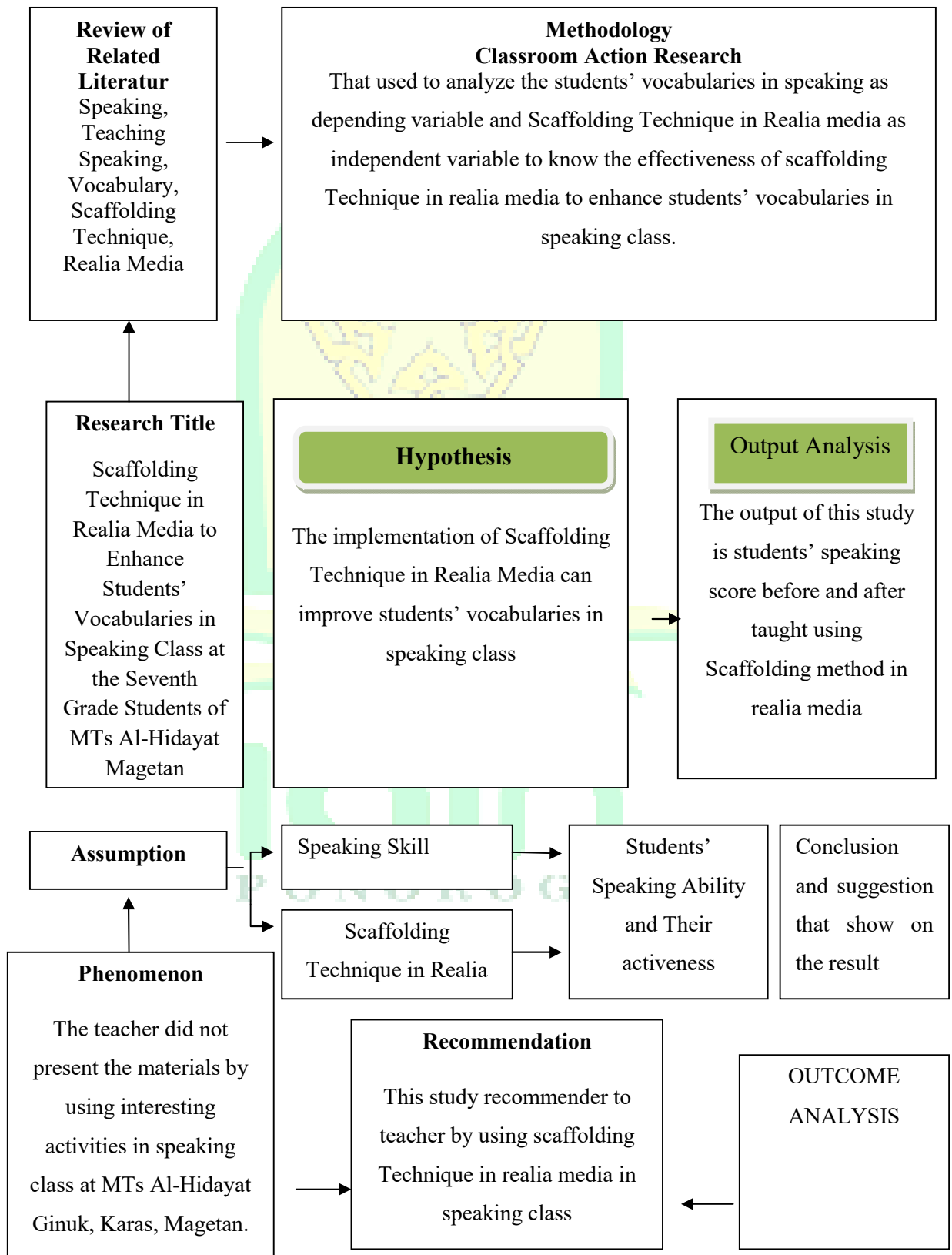
students' speaking ability and writer's research use technique and media to enhance student's vocabularies in speaking class.

The next is the researches done by Erny Rokhmawati with entitled "*The Use of Realia to Improve Students' Speaking Ability in Procedure Text*". This study is categorized as a classroom action research (CAR). It showed us that the use of realia could improve students' ability on speaking procedure text.²⁷ The different between this research and previous study is technique in teaching speaking and material. In previous study take procedure text but writer's research take descriptive text and use scaffolding as a technique in teaching.



²⁷ Erny Rokhmawati, *The Use of Realia to Improve Students' Speaking Ability in Procedure Text: A Classroom Action Research with the Ninth Grade Students of MTs. Mathalibul Huda Mlonggo Jepara in the Academic Year of 2010/2011*(Semarang: IAIN Walisongo, 2010) (<http://webcache.googleusercontent.com/search?q=cache:mUBahPgkXgJ:library.walisongo.ac.id/digilib/files/disk1/122/jtptiaian-gdl-ernyrokhma-6070-1-skripsi-p.pdf+&cd=1&hl=id&ct=clnk&gl=id&client=firefox-b>) accessed on 15 December 2018

C. Theoretical Framework



Based on the chart above, the researcher found the phenomenon. The problem was related with the students' vocabularies in speaking class in MTs Al-Hidayat Magetan. The teacher did not present the materials by using interesting activities in speaking class. By this problem the researcher assumed that the students' problems related their speaking skill is caused by some factors. The problems could be solved by the using appropriate strategy. Here the researcher using Scaffolding Technique in Realia Media to enhance students' speaking ability. Viewing from the problems, the researcher would conduct a study entitled Scaffolding method in Realia Media to Enhance Students' Vocabularies in Speaking Class at the Seventh Grade Students of MTs Al-Hidayat Magetan. The literature that would be discussed in this study is Speaking, Teaching Speaking, Scaffolding Technique, and Realia Media. The research methodology that would be used is classroom action research. It could help the researcher to know the students' speaking ability, activeness, and perception before and after taught by Scaffolding Technique using Realia media. The use of Scaffolding Technique using Realia media hopefully could show the significant difference between students before taught using scaffolding Technique in realia media and after scaffolding technique in realia media at VII Grade students of MTs Al-Hidayat Magetan. It means after this study, students speaking ability would be improved. So the teacher could use Scaffolding technique in Realia media to teaching speaking.

D. Hypothesis of Action

The hypothesis in this research is there is significant difference between students before taught using Scaffolding Technique using realia media and after taught using Scaffolding technique in realia media in speaking class of the seventh grade at MTs Al-Hidayat Ginuk, Karas, Magetan.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology that used in this study. This part has a goal to provide the information about research design, research subject and setting, and research procedure.

A. Research Design

The design of this research was classroom action research. The researcher thought that there were several problems in learning speaking activity and students' speaking ability could not be developed. Action research is systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning.¹ So, the researcher did research in the classroom to find information about the best way to teach and learn.

The research design in this study was collaborative classroom action research. The researcher tried to make collaboration with English teacher. In this research, the researcher as a teacher and the English teacher as an observer who is observe teaching learning activities during speaking learning process.

¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 567.

B. Research Subject and Setting

In this part, the researcher described the subject of the research and setting of the research. Each of them derived below:

1. The Subject of the Research

The subjects of this research were the students at VII Grade of MTs AL-HIDAYAT MAGETAN, in the academic year of 2017/2018. There were four classes in VII grade included VII A, VII B, VII C, VII D. The students in class VII C were selected to be the source of data collection based on the following reasons:

- a. The researcher found that the students' mastery in speaking skill need improvement.
- b. The students still have problem is English speaking skill.²
- c. The teacher less applied method in teaching speaking.
- d. Students' enthusiasm in speaking class was low and less of vocabulary.³

2. The Setting of Research

This research conducted in MTs AL-HIDAYAT Magetan, especially in class VII C with 20 students in the classroom. MTs AL-HIDAYAT Ginuk is located in Ginuk, Karas, Magetan. The school has a

² Based on interview with two students of VII class at MTs Al-Hidayat Magetan, interviewed at 4 January 2018

³ Based on interview with an English teacher at MTs Al-Hidayat Magetan, interviewed at 4 January 2018

number of facilities including the principle room, teacher room, an administration room, classrooms, a library room, laboratories of science, a guidance and counseling room, a school health unit, a mosque, a sport field for playing volley ball and football, a parking place, toilet, and school canteens.

Something special in MTs Al-Hidayat Magetan that made the researcher interested conducting research in this school because this school was located in a village that far from the city but many students came to school from different cities. The researcher wanted to know students' achievement and students' interest in learning English lesson.

C. Research Procedure

In this action research the researcher would conduct two cycles to improve students' speaking ability. The first cycle was conducted base on the problem faced by the students in speaking skill. Teaching speaking through Scaffolding method in Realia media as a teaching based on lesson plan and after that the researcher administered the test of speaking and vocabularies. Then, researcher analyzed the result of speaking and vocabularies test. Furthermore, if the result had required the indicator of the research, the researcher stopped at the first cycle, but if the result of the test has not reached the indicator of the researcher yet, the researcher would conduct next cycle. Each cycle consists of:

1) Planning

After the researcher found some problems that happen, the researcher tried to make a planning to found some solutions from problems that faced by students and also made standard of successful in each cycle. The activities in planning were:

a. Making a lesson plan

Making lesson plan was important because lesson plan showed the step and activities that would conduct in the class. In making lesson plan, researcher prepared the material, method and media before conduct classroom action research to know step by step in learning process. The researcher chose a title of Descriptive text. It must be related with the based competence and standard competence. Then use Scaffolding as a technique and realia as a media in teaching speaking.

b. Preparing the list of the students' name and score.

The researcher made list of the students' name and score to know the progress of the students during the process of teaching speaking skill. The researcher observed students during the learning process takes place in the classroom.

c. Preparing a test/evaluation.

In this research the researcher prepared test for students to known students' competence and chose oral test to measure students' achievement in speaking and written test to measure students' vocabularies. There were two types of test in this study. The first test was conducted for pre-test and the second was conducted in post test.

d. Prepare standard of successful criteria

In this study the reseracher took the standart or KKM based on the formulated of MTs Al-Hidayat Magetan, the KKM of english object is 65. If 70% of students reached score based on the KKM it could be concluded that the research was successful.

2) Acting

The next section after planning was acting. This section was implementation of plan to solve some problems in the class. The researcher implemented the technique, the activities, the material, and other that had planned in the classroom. The researcher was conducted two cycles and its cycle was conducted in two meetings.

The action of the research would be explained below

The first activity, the researcher explained the material about descriptive text. In this process the researcher needed 15 minutes for explained to the students.

The second activity, the teacher guided students to ask the function of descriptive text and the generic structure. In this process the researcher needed 10 minutes.

The next activity, the teacher gave examples of descriptive text by showing the media realia to students and gave some keywords in the text. In this activity needed 10 minutes.

After that the teacher showed some objects (realia) to students and asked students to mention some vocabularies related to the object and then students described objects with the helping of the vocabularies that mentioned before. This process needed 20 minutes.

The next activity was the teacher asked students who were randomly to be participants in front of the class to describe the object (realia) that had been showed before and other friends may gave addition or opinions. This activity needed 15 minutes.

And the last activity was the students and the researcher concluded the material that discussed and closed learning process in the class. In this process the researcher needed 10 minutes.

3) Observing

Observing was an observation activity to know how far the action effect had reached target. The researcher observed the events in the classroom during teaching and learning process using realia media and

scaffolding technique. The researcher intended to observed the students' participation, students' activeness, and ability in doing exercises.

Table 3.1
Students' activeness checklist⁴

No	Name	Aspect			Explanation
		Students' participation	Students' attention	Ability in doing exercise	
1					
2					

Explanation of criteria:

Student's participation

Active : The students could ask a question to the teacher and answer the teacher's question.

Less active : The students could not ask a question to the teacher and answer teachers' question.

Student's attention

Active : The students pay attention to the teacher while teaching and learning process with enthusiasm.

Less active : The students did not pay attention while the teacher give explanation and the students almost play with themselves.

⁴ Tika Rahmawati, *The Use of Scaffolding Talk Technique to Improve Students' Speaking Ability : Classroom Action Research of the Eight grade Students of Mts Negri Andong in the Academic Year of 2013/2014* (STAIN Salatiga, 2015), 36-37
(<http://webcache.googleusercontent.com/search?q=cache:UqNA2CchWbEJ:e-repository.perpus.iainsalatiga.ac.id/657/1/28.pdf+&cd=3&hl=id&ct=clnk&gl=id&client=firefox-b>)
accessed on 17 December 2017

Ability in doing exercise

Active : The students enthusiasm in doing exercise.

Less active : The student did not enthusiasm and lazy in doing exercise.

In assessing students' speaking ability, the researcher adopted Harris' theory as the following table:

Table 3.2:
Students' speaking rubric ⁵

No	Name	Aspects				
		Pronunciation	Grammar	Vocabulary	Fluently	Comprehension
1						
2						

Speaking context

NO	ASPEK	SCORE	PENJELASAN
1	PRONUNCIATION	5	Has few traces of foreign language
		4	Always intelligible, though one conscious of a definite accent
		3	Pronunciation problem necessities concentrated listening and occasionally lead to understanding
		2	Very hard to understand because of

⁵ Harris D.P, *Testing English as a Second Language*, (New York: Mc Graw Hill Company, 1969), 84

			pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	GRAMMAR	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	Grammar and word errors make comprehension difficult, must often rephrases sentence
		1	Errors in grammar and word order, so severe as to make speech virtually unintelligible
3	VOCABULARY	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary

		2	Misuse of word and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	FLUENCY	5	Speech as fluent and efforts less as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	1 speech is so halting and fragmentary as to make conversation virtually impossible
5	COMPREHENSION	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficult following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions

		1	Cannot be said to understand even simple conversation
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The guidance to assessment:

$$\frac{\text{The student's score}}{\text{maximum score in rubric (25)}} \times 100$$

The researcher gave questionnaire related to the students' feeling while teaching and learning process.

Table 3.3
Students' perception questionnaire

No	Indicator	SS	S	TS	STS
1	Saya menyukai pembelajaran bahasa inggris terutama speaking menggunakan teknik scaffolding dan realia sebagai media				
2	Pembelajaran speaking dengan teknik scaffolding dan realia sebagai media membuat saya mudah memahami materi				
3	Saya berfikir bahwa teknik scaffolding dan realia sebagai media dapat membantu saya berbicara dengan percaya diri kepada teman saya				
4	Saya dapat membedakan teks descriptive dengan teks lain				
5	Saya mau mencoba untuk berbicara setelah pembelajarn speaking menggunakan teknik scaffolding dan realia				

	sebagai media				
6	Dst				

The point of each criteria:

SS : 4 (The students strongly agree with the statement)

S : 3 (The students agree with the statement)

TS : 2 (The students disagree with the statement)

STS : 1 (The students strongly disagree with the statement)

4) Reflecting

The researcher analyzed about what she had done and gotten in teaching learning process. And then, the researcher found the strengthen and weakness of teaching learning process and also from the students.

After doing teaching and learning process in the class, then the researcher found the result of it. If the result has reached the standard of successful criteria, she can stop the cycle.

The research was successful if 70% of the students can reach the score above KKM (65). This score could be showed from pre-test and post-test. If the 70% of students can reach the score between KKM (65) or more than 65, it can be showed that this technique appropriate in improving students' speaking skill. And students' assumption can be shown from questioner. If mostly of them disagree it can be shown that

the researcher got a negative responds, but if most of them agree with it can be concluded that the researcher got a positive responses.

D. Research Schedule

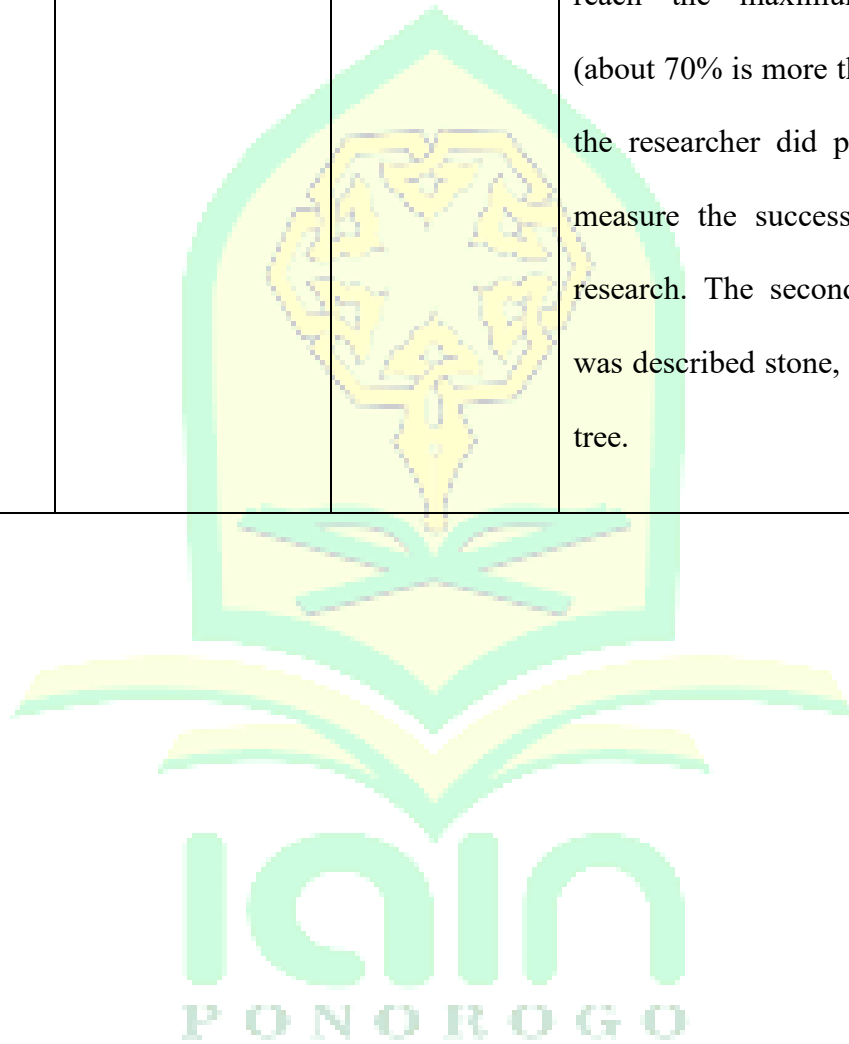
The researcher follow some steps in collecting data, such as giving pre-test, giving treatment and giving a post-test. In order to make easy for arranging this study, the researcher needs a schedule. The following is schedules of data collecting used in this study:

Table 3.4
The Schedule of CAR:

No	Activity	Time	Descriptive
1	Planning and Observation	7-18 january	In this section the researcher interviewed students and english teacher. The researcher interviewed the english teacher in the school and interviewed the students in MTs Al-Hidayat Magetan.
2	Pre-test	27 March 2018	In this activity the researcher give pre-test to the students in VII Grade of MTs Al-Hidayat

			with descriptive text.
3	Cycle I	2 and 9 April 2018	<p>In this cycles, the first teaching and learning process in 2 April 2018 with descriptive text and the theme was “My Cute Cat” as a material.</p> <p>In 9 April the researcher did the second teaching and learning process. The material in the second meeting is simple present tense.</p>
4	Post-test	10 April 2018	In this post-test the researcher did oral test with realia media .
5	Cycle II	23 and 24 July 2018	<p>In the third meeting in 23 July, the researcher did descriptive text and the theme was “My Favourite Class” also in teaching and learning process.</p> <p>In 24 July 2018 the researcher</p>

			did simple present tense again.
6	Post-test	28 July 2018	Because the result of the post test in the first cycle cannot reach the maximum criteria (about 70% is more than 65) so, the researcher did post test to measure the successful of the research. The second post test was described stone, flower and tree.



CHAPTER IV

RESEARCH RESULT

This chapter is described the result of the research, it included the result of preliminary study and research result. The more detail discussion was presented in the following detail:

A. Result of Preliminary Study

1. General Description About Research Setting

The study was conducted at MTs AL-HIDAYAT Ginuk Magetan which is located in Sidowayah Street, Ginuk village, Karas, Magetan. The condition of this class was clean and tidy. There were some facilities in the classroom: chair, white board, table, a clock, administration board, board marker, and some pictures.

Something special in MTs Al-Hidayat Magetan that made the researcher interested to doing research in this school because this school was located in a village that far from the city but many students came here from different cities. The researcher wanted to know students' achievement and students' interest in learning English lesson.

2. Research Subject and Demographic Information

The subject of the research in MTs Al-Hidayat Ginuk Magetan was VII class. There were four class in VII grade included VII A, VII B, VII C, VII D.

Here, the result of students' before the researcher took a treatment this result from the English Teacher:

Table 4.1
Students' result in English Quiz

	Class VII			
	VII A	VII B	VII C	VII D
$\sum f.x$	1254	1233	1205	1250
N	20	19	20	20
M	62,7	64,36	60,25	62,5

Based on the students' score in speaking skill, the students of VII C class was the lowest score than other classes. By this reason, the teacher also recommended that the research should conduct in this class. Hopefully after the implementation of the approach, the students' achievement in speaking especially on that class will improve.

The percentage of the result by teacher for VII C class were below:

Table 4.2
Percentage of the result quiz for VII C class

Score Range	Total	Percentage
40-45	3	15%
46-50		
51-55	6	30%
56-60	2	10%
61-65	3	15%
66-70	4	20%
71-75	2	10%
75-80		
Total	20	100%

Based on the data above, the researcher concluded that this class must be treated to improve their speaking skill.

B. Result of Action Research 1

In this study the researcher explained the result of the cycles that used Scaffolding and Realia as media in teaching speaking. This research was done in two cycles. Each cycle described four components of classroom action research. They were planning, acting, observing, and reflecting. The scheme of classroom action research was explained as follows:

1. Result of Implementation in Cycle 1

The first cycle was conducted on April 2nd, 2018. In this cycle the researcher done first meeting in 2x40 minutes. The classroom action research process would be explained as follows:

a. **Planning**

In this stage, the researcher planned what was needed for the research. Based on observations and the information that the researcher got from the English teacher at MTs Al-Hidayat Magetan before, the researcher prepared the treatment to improve students' vocabularies in speaking class. In the first meeting that done in 2x40 minutes the researcher chose title " My Cute Cat". Some steps in the first cycle were below:

1) Identifying the problem

In this part, the researcher identified the students' problem in learning speaking. In learning process the students were passive and bored with the situation in the classroom. The students felt shy when speak and make some mistakes. Besides that, the students feel afraid with their grammar and also less of vocabulary. So the researcher begun to use Scaffolding technique and Realia as a media in teaching and learning process.

2) Designing lesson plan

The researcher made lesson plan based on the syllabus and decide the title. In the first cycle the researcher chose title " My Cute Cat".

3) Preparing the material

The researcher got material about Descriptive text. They were Descriptive text and Simple Present Tense. The title in this cycle was “My Cute Cat”

4) Making the research instruments

a) Students’ Observation

In here the researcher make observation sheet which used to measure students’ participation, students’ attention, and ability in doing exercise.

b) Test

In conducting the research, the researcher used pretest and post-test. The researcher used oral and written test. Oral test used to measure students’ speaking skill, knowledge, and cooperativeness. The test was described realia in speaking test. The realia was door, floor, and lamp. Furthermore, the researcher used written test to measure students’ vocabularies. The test was chose the correct answer by crossing. There were twenty questions. The researcher did one time test in each cycle.

b. Acting

The researcher had done the first cycle in twice meeting. The meeting was conducted on 2nd April, 2018 and 9th April, 2018. The activities in every meeting would be explained below :

a. First meeting on 2nd April, 2018

The first starting activities in the classroom, the researcher was greeting and praying also some opening activities. The researcher needed 80 minutes for this meeting. It were 10 minutes in the pre activity, 60 minutes in main activity, and 10 minutes in post activity. The next was applying the lesson plan based on technique and realia media. Here, the activities were based on the steps in Scaffolding technique and realia media in speaking skill. The steps were explained as follows:

(1) Building the knowledge about the context and content

This activity was including introducing Scaffolding technique and realia media and Discussing the text of Descriptive text. The title of this text was “My Cute Cat”. In this occasion the researcher distributed the materials to students and giving explanation about the material to the students.

Besides the researcher as a teacher also tried to know the knowledge of the students in explanation text based on the theme

that researcher was given before. The students tried to understand the content of the text and the teacher gave occasion to the student for getting question and answer session if the students still did not understand about the material.

(2) Constructing students knowledge

In this part, the teacher tried to expose the students' knowledge with showed the Descriptive text. The students tried to find the purpose of the text. In this part the teacher explained the structure and the information that include in the Descriptive text. To made sure that the students understood with the text, the teacher made question and answer session.

In the end of the teaching and learning process. The researcher took conclusion about the material. Also the researcher asked to the students about their question or their difficulties in the teaching and learning process.

b. Second meeting, on 9th April 2018

In the second meeting, the researcher reviewed the material that had been learned before. For the first process the researcher started the meeting with praying. After that the researcher reviewed the students' memories. The researcher gave some questions to check

the students memories about the material before. In this meeting the researcher also applied Scaffolding method and realia media in speaking activity. The steps in implementing Scaffolding method and realia media were below:

(3) Joint Construction of the Oral Descriptive Text

The next activity in the second meeting was constructed students ideas in oral or speaking session. In this session the researcher showed the realia media for the students. And then the researcher mention some vocabulary based on realia and described it. After that, the researcher showed other realia to the students and then the students tried to construct their ideas in oral text about Descriptive text. The researcher asked to the students to mention some vocabularies based on realia and some guides from the researcher one by one.

(4) Independent Construction of the Text

In this phase the students tried to create their own description. They tried to describe realia with the same theme as previous without some clues from the researcher. In here, the student described realia by themselves.

(5) Linking to Related Text

In this last step, the researcher gave few times for explaining their activity before. In this process the students explained what media that they had received before. By this activity the teacher could clarify and check the students understanding during learning process use Scaffolding and realia media.

2. Result of Observation in cycle 1

In this part, the researcher observed the students. The observation in cycle 1 was done to know the students' activeness during the teaching learning process. The following was the result of observation in the first cycle in speaking activity:

Table 4.3
Result of students' activeness observation in cycle 1

Aspect	Criteria		
	Less Active	Active	Very active
Activeness	14	4	2
Percentage	70%	20%	10%

The table above showed the students' activeness in cycle 1. Mostly students were less active. The students who had active criteria only 4 students from 20 students.

3. Result of speaking test on cycle 1

Besides students' activeness, the researcher also tested students' speaking result. The result of students' achievement in speaking was presented below in cycle 1:

Table 4.4
Result of students' speaking achievement in cycle 1 (pre-test)

Indicator	Total Students	Percentage
Passed	8	40%
Unpassed	12	60%

The students' speaking score before the treatment was presented above. The students who passed the test only were 40 % of 20 students. It mean that their ability in speaking really need to be improved.

Table 4.5
Result of students' speaking achievement in cycle 1 (post-test)

Indicator	Total Students	Percentage
Passed	10	50%
Unpassed	10	50%

Based on the table above it could be seen that there were only 10 students who passed the test and 10 students were unpassed. Thus, the researcher needed to continue to the next cycle to improve the weakness in the cycle 1.

4. Result of Vocabulay test on cycle 1

Besides students' activeness, the researcher also tested students' vocabulary result. The result of students' vocabularies in cycle 1 was presented below:

Table 4.6
Result of students' vocabularies achievement in cycle 1 (pre-test)

Indicator	Total Students	Percentage
Passed	9	45%
Unpassed	11	55%

The students' vocabularies score before the treatment was presented above. The students who passed the test only 45 % of 20 students. It mean that their ability really need to be improved.

Table 4.7
Result of students' vocabularies achievement in cycle 1 (post-test)

Indicator	Total Students	Percentage
Passed	12	60%
Unpassed	8	40%

Based on the table above it could be seen that there were only 12 students who passed the test and 8 students were unpassed. Thus, the researcher needed to continue to the next cycle to improve the weakness in the cycle 1.

5. Result of Reflection on cycle 1

In this process the researcher observed and analyzed all activity and data in teaching and learning process to overcome and analyzed the first cycle weakness. The research was successful if 70% of the students could reach the score between KKM (65) or more than it. This activity was important its because the researcher could knew and designed the better treatment for the next cycle. Many weaknesses in the first cycle form the teacher or for the students. Only few students could develop their ideas in speaking activity. Besides the students activeness in classroom still less also. So, in the next activity or cycle the researcher should take some different activities in order to make the students' activeness and interest in speaking activities could improved.

C. Result of Action Research Cycle 2

Based on the previous cycle the students' achievement was not clearly change. The students' who passed the test not more than 50% students. That was why the researcher need to continue the research in the next cycle.

This Action was also conducted in two meeting. Here the detailed explanation of result in action cycle 2:

1. Result of Implementation Cycle 2

The second cycle was conducted on 23rd July, 2018 and 24th July, 2018 . The action research steps in this cycle were presented below:

a. Planning

The second cycle also began with planing process. But the second cycle was created based on the result of evaluation and reflection on the first cycle. In this step, the researcher prepared the materials which were needed for second cycle. The activities can be seen as follows:

1) Making lesson plan

The lesson plan in second cycle almost same with the first cycle. The different in here was the title. Besides, the researcher applied Scaffolding and Realia as media. The title in this cycle was “My Favourite Class”.

2) Preparing the material

The material in here also Descriptive text, but the researcher take simple present tense material. The title in this cycle was “My Favourite Class”. In this case, the researcher gave Realia to the students. By this way, hopefully the students could increase their ideas while speaking activities.

3) Preparing research instrument

a) Students' Observation

In here the researcher made observation sheet which used to measure students' participation, students' attention, and ability in doing exercise.

b) Test

In here, the researcher used oral test and written test. Oral test used to measure students' speaking skill, knowledge, and cooperativeness. The test was described realia media that showed by teacher. The realia was stone, flower, and tree. Furthermore, the researcher used written test to measure students' vocabularies. The test was chose correct answer by crossing. There were twenty questions. The researcher did one time test in each cycle.

b. Acting

As cycle I, there were two meeting in Cycle II. The class consisted 80 minutes in every meeting. The activities in every meeting using Scaffolding and realia media in teaching learning speaking were presented below:

a. First meeting, 23rd July, 2018

For the first, the researcher gave greeting and checking students' attendance list. After that the researcher started the

teaching and learning process by making a small fun ice breaking. It was because hopefully the researcher could build up the mood of the students to doing teaching and learning process. Especially in speaking activities. As before, the researcher also use Scaffolding and realia media. The steps in this meeting could be explained as below:

(1) Building the knowledge about the context and content

The researcher distributed handout of materials and continued the class with conducting discussion. The theme in this meeting was “My Favourite Class”. In here the teacher divided the students into 4 groups. They discussed the content of the text. It involved the vocabularies, structure, and the aim of the text.

The next activity, the researcher asked the students to present their result discussion. Each group presented their opinion about the text. On the other hand the other group response by giving question to the presenter.

(2) Modelling and Deconstructing of the Text

In this part. The researcher checked students’ knowledge about descriptive material that had been learn

before. In this part the researcher called students name and making sure that the students understand with gave question to the students.

The researcher gave some question randomly. The researcher wrote down some question and point some students to write down the answer. Also, the researcher clarified the answer together with the students.

(3) Joint Construction of the Text

Same with before, in this session the researcher showed the realia media for the students. And then the researcher mentioned some vocabularies related to the media was given.

After that, the researcher devided students into some groups and showed other realia to the student and discussed some vocabularies related media that they had got. In here the researcher had a role for manage and then observed the students.

In the end of activity, the students collected their result group discussion. The researcher and students began to discuss it and gave some feedback.

b. Second meeting on 24th July, 2018

As the before meeting, after greeting and praying with the students, the researcher checked their attendance. After that the researcher reviewed the materials that had been learned in the previous meeting. Next, the researcher continued the activity by use Scaffolding and realia media. The activity in the last meeting was described as follows:

(4) Independent Construction of the Text

In this phase, the researcher asked to the students for described the descriptive text in front of the class by using realia media. And then the researcher observed the students speaking skill. The time allotments which needed in this activities was about 45 minutes.

(5) Linking to Related Text

The researcher distributed a descriptive text and asked students to analyze language feature. The researcher devided the students into some groups, so the students could discuss. The discussion was finished until the time was up.

2. Result of Observation in Cycle 2

In cycle 2, the researcher was still observing. The aspects being observed were still same. It used to measure the progress of students' activeness whether it was better than cycle 1 or no.

Table 4.8
Result of students' activeness observation on cycle 2

Aspect	Criteria		
	Less Active	Active	Very active
Activeness	4	11	5
Percentage	20%	55%	25%

The table above showed the final result of students' activeness. Their activeness was improved well. More than 50 % students were active and 25 % students were very active.

3. Result of Speaking test in cycle 2

Besides students' activeness, the researcher also tested students' study result. Here was the last test for students. The result of students' achievement in speaking was presented below in cycle II:

Table 4.9
Result of students' speaking achievement in cycle II (pre-test)

Indicator	Total Students	Percentage
Passed	12	60%
Unpassed	8	40%

The students' result on their pre-test shows that there was different than before. The students who passed the test only 60% of 20 students. It mean that their ability need to be improved.

Table 4.10
Result of students' speaking achievement in cycle II (post-test)

Indicator	Total Students	Percentage
Passed	15	75%
Unpassed	5	25%

According to the table above, the students' achievement in speaking skill has been improved. It could be seen by the amount of passed students. Only 5 students who failed the test.

4. Result of Vocabulary test in cycle 2

Besides students' activeness, the researcher also tested students' vocabulary result. The result of students' vocabularies in cycle 2 was presented below:

Table 4.11
Result of students' vocabularies achievement in cycle 2 (pre-test)

Indicator	Total Students	Percentage
Passed	13	65%
Unpassed	7	35%

The students' result on their pre-test shows that there was different than before. The students who passed the test only 65% of 20 students. It mean that their ability need to be improved.

Table 4.12
Result of students' vocabularies achievement in cycle 2 (post-test)

Indicator	Total Students	Percentage
Passed	18	90%
Unpassed	2	10%

According to the table above, the students' vocabularies has been improved. It could be seen by the amount of passed students. Only 2 students who failed the test.

5. Result of Questionnaire in Cycle 2

In this study, the students were given questionnaire. The result of their answer is positive. It can be seen from the percentage below:

Table 4.13
Students' feeling while teaching and learning process

Items	Students' Perception				Percentage			
	SS	S	TS	STS	SS	S	TS	STS
Saya merasa tegang pada pembelajaran menggunakan metode Scaffolding dan realia media	10	5	2	3	50%	25%	10%	15%

The second table was about the students' perception toward the teacher's transferring material:

Table 4.14

Items	Students' Perception				Percentage			
	SS	S	TS	STS	SS	S	TS	STS
Saya dapat membedakan teks deskriptif dengan teks lain	11	6	2	1	55%	30%	10%	5%

The third table is students' perception toward Teaching strategy and material mastery also task for progress the students.

Table 4.15

Items	Students' Perception				Percentage			
	SS	S	TS	STS	SS	S	TS	STS
Pembelajaran speaking dengan metode scaffolding dan realia media membuat saya mudah memahami materi deskriptif	9	7	2	2	45%	35%	10%	10%
Saya akan belajar berbicara dengan percaya diri setelah mengetahui pentingnya speaking	8	7	3	2	40%	35%	15%	10%
Saya dapat mengetahui fungsi teks deskriptif dalam kehidupan sehari-hari	7	8	3	2	35%	40%	15%	10%

The last questionare about students' perception towards the application Of Scaffolding and relia media

Table 4.16

Items	Students' Perception				Percentage			
	SS	S	TS	STS	SS	S	TS	STS
Saya menyukai pembelajaran bahasa Inggris terutama speaking menggunakan metode scaffolding dan realia media	13	7	0	0	65%	35%	0%	0%

Saya berfikir bahwa metode Scaffolding dan media realia dapat membantu saya berbicara dengan percaya diri kepada teman saya	8	7	3	2	40%	35%	15%	10%
Saya mau mencoba berbicara setelah pembelajaran speaking menggunakan realia media	8	10	1	1	40%	50%	5%	5%

The result above clearly showed that the students' perception about the used Scaffolding and realia in speaking class was very helpful for their understood in Descriptive text.

6. The Result of Reflection on Cycle 2

In the second cycle, the students were serious in doing their assignment. The students were more enjoy in learning process than before meeting. It mean the second cycle was successful than before cycle. Their participation was improved and the class was lively.

Besides, their knowledge with descriptive text and their vocabularies were improved. Also, their confidence was increased. In the second cycle some of the students could develop their own sentence when they speak. Its mean that the students could improved their ideas and their critical thinking.

D. Research Discussion

1. Improving Students' Speaking Through Scaffolding Technique in Realia Media

a. Students' Activeness through Scaffolding Technique in Realia Media

The research of Scaffolding technique in realia media had been conducted in two cycle. Each cycle consist two meeting. The first aim of this research was to explain the use of Scaffolding technique in realia media in improving students' speaking skill in descriptive text at the seventh grade of MTs Al-Hidayat Magetan. It aim to know the students' improvement of speaking skill. From all cycle, the researcher could take conclusion that Scaffolding technique in realia media was appropriate to be applied for students who had passive characteristic. It could be shown for the result of students observation sheet and result of the students speaking skill test.

Its like in MTs Al-Hidayat Magetan, especially in VII C class. Based on the data in the cycle 1 and cycle 2 it could be conclude that the research was succeeded because there was a improvement in speaking skill. The research result shown that the research got good enough improvement. It could be show such as follows:

Table 4.17
The Students' Activeness

Cycle	Less Active	Active	Very Active
I	70%	20%	10%
II	20%	55%	25%

As shown on data above, it could be seen that the students' activeness increase in the second cycle. It mean that Scaffolding and realia media could build up students activeness in teaching speaking activity.

b. Students Speaking Result

The research result was shown the result of the teaching speaking skill. It could be seen in the table below :

Table 4.18
Students' speaking result

Cycle	Passed	Unpassed
I	50%	50%
II	75%	25%

The table shown that the result of the students in teaching speaking skill was improved by using Scaffolding and realia media in the second cycle. It could be concluded that the Scaffolding and realia media could be improved student achievement in speaking skill.

So, it could be concluded that the research could answer the aim of the research, its because more than 70% students' of the classroom could reach more than standart minimum critteria (KKM).

So, the using of Scaffolding technique in Realia Media in improving students' speaking skill in Descriptive text at the seventh grade of MTs Al-Hidayat Magetan.

c. Students' Vocabulary Result

The research result was shown the result of vocabulary test. It could be seen in the table below :

Table 4.19
Students' Vocabulary Result

Cycle	Passed	Unpassed
I	60%	40%
II	90%	10%

The table shown that the result of the students in vocabulary test was improved by using Scaffolding and realia media in the second cycle. It could be concluded that the Scaffolding and realia media could be improved students' vocabularies in speaking class.

So, it could be concluded that the research could answer the aim of the research, it is because more than 70% students' of the classroom could reach more than standart minimum critteria (KKM). So, the using of Scaffolding technique in Realia Media in improving students' speaking skill in Descriptive text at the seventh grade of MTs Al-Hidayat Magetan.

CHAPTER V

CLOSING

A. Conclusion

Based on the research finding and discussion in previous chapter, the researcher concluded that :

1. The students' activeness become more active than before. The students' participation and motivation also increased. It was proved by the percentage of their activeness in observation sheet. In cycle 1 the active students were 20 % and the very active students were 10%. In the cycle 2 the active students were 55 % and the very active students were 25%.
2. Scaffolding technique in realia media can improve students' vocabularies in speaking class. It can be shown from the data of students' achievement in each cycle. In the first cycle, from 20 students, 12 students with percentage 60% passed the test, and 8 students with percentage 40% unpassed the test. But, in the second cycle, 18 students with percentage 90% passed the test and 2 students with percentage 10% unpassed the test. It can be summed up that the usage of Scaffolding Technique in Relia Media can improve the students' vocabularies in speaking class at VII C class.

3. The students' perception toward Scaffolding technique and realia media in teaching speaking was positive. They felt enjoy with the activities and more active during the teaching learning speaking.

B. Suggestions

Based on the conclusion above, there were some suggestions dealing with teaching speaking by using Scaffolding technique and realia media:

1. For English Teacher

English teacher has many important roles in teaching and leaning process. English teacher should be creative in developing teaching-learning activities to improve students' speaking skill, because this activity make students bored and didnt interest. Teacher could use Scaffolding technique and realia media in speaking class to improve learning process in speaking become actively and interesting.

2. For Students

Students should pay attention more in learning process and keep spirit in studying English exactly in speaking. By using Scaffolding technique and realia media made the students enjoy, relax and fun in teaching learning process.

3. For the Other Researcher

Scaffolding technique and realia media was an effort to improve students speaking skill. It could be a reference to other researchers to develop new technique of teaching English especially in teaching speaking.



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