

## ABSTRACT

**Rustanto, Dinar Budi. 2010.** *Using Scaffolding as a Technique to Improve Studets' Ability in English Spoken Analytical Exposition An Action research of Eleventh Grade Students of SMA Negeri 1 Boja in Academic Year of 2009/2010*. Final Project. English Department, Faculty of Language and Arts, Semarang State University. First Advisor: Novia Trisanti, S. Pd, M. Pd., Second Advisor: Dr. Dwi Anggani Linggar B. M.Pd..

**Keywords:** Scaffolding, technique, speaking.

The objectives of this study are to describe how to use scaffolding as a technique to improve students' ability in English spoken analytical exposition, and to find out the advantages of using scaffolding as a technique to improve students' ability in English spoken analytical exposition to the eleventh grade students of SMA Negeri 1 Boja in the academic year of 2009/2010.

This study was an action research which was done on 2 June, 2010 until 30 June, 2010. There were five meetings in this study including pre-test and post-test. There were two cycles. The population of this study was the Eleventh grade students of SMA Negeri 1 Boja in the academic year of 2009/2010. There were nine classes, by using lottery, I chose one class. And I chose 30 students from 46 students randomly. The instruments used to obtain the data were test, questionnaire, and observations checklist. In doing the analysis, I used criterion of assessment written by Harris (1969) and Walter Bartz, (1983: 150) and I used *Language Assessment Principles and Classroom Practices* written by Douglas Brown 2004 as a support to score the students' speaking performance. The result of this study showed that scaffolding can be used as good technique to help the students to improve their speaking ability dealing with analytical exposition monologue. It can be proved by the mean of students' speaking score in the pre-test was 2.67 and 3.98 in the post-test. The improvement between the two means was 1.31 point.

Based on the result of study, I concluded that the speaking achievement of the Eleventh grade students of SMA Negeri 1 Boja in the academic year of 2009/2010 improved after they had been taught using scaffolding. Using scaffolding as a technique gave a lot of advantages. The benefit of using scaffolding is to make the students remember the monologue easier. It can help the student more fluently in speaking. It also makes the students enjoy and interested in English teaching learning activities. So, they are not bored with the classroom activity. I suggested that English teachers need to upgrade the way of teaching. The teacher must give more attention to the students' need in classroom activities. S/he should be creative and should be able to create enjoyable teaching and learning process to make students more motivated to speak English.