THE EFFECT OF SCAFFOLDING METHOD ON FIRST-YEAR STUDENTS' SELF-CONFIDENCE IN SPEAKING AT SMAN 2 PAREPARE

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Abstrak
Studi ini bertujuan untuk menyelidiki pengaruh metode scaffolding terhadap rasa percaya diri siswa dalam berbicara di UPTD SMAN 2 Parepare. Observasi awal mengungkapkan bahwa salah satu kelas siswa tahun pertama menunjukkan rasa percaya diri yang jauh lebih tinggi dibandingkan dengan yang lainnya, yang dikaitkan dengan penerapan metode scaffolding di kelas tersebut. Untuk mengukur pengaruh metode tersebut, digunakan desain ex-post facto dengan pendekatan kuantitatif, yang berfokus pada kelas tersebut, yaitu X.IPS.II yang terdiri dari 26 siswa. Data dikumpulkan menggunakan dua kuesioner—satu untuk metode scaffolding (variabel X) dan satu lagi untuk rasa percaya diri siswa dalam berbicara (variabel Y)—serta dilengkapi dengan daftar observasi untuk memvalidasi data kuesioner. Analisis dilakukan menggunakan IBM SPSS Versi 25. Koefisien korelasi product-moment Pearson menunjukkan nilai r sebesar 0,888 antara metode scaffolding dan rasa percaya diri siswa, melampaui nilai r-tabel sebesar 0,388, yang berarti terdapat pengaruh yang signifikan dari metode scaffolding terhadap rasa percaya diri siswa dalam berbicara yang dikategorikan sebagai sangat kuat

Kata kunci: Metode Scaffolding, Rasa Percaya Diri, Kemampuan berbicara

Abstract
This study aimed to investigate the effect of the scaffolding method on students' self-confidence in speaking at UPTD SMAN 2 Parepare. Preliminary observations revealed that one class of first-year students displayed notably higher self-confidence compared to others, which was linked to the implementation of the scaffolding method in that class. To assess the method's impact, an ex-post facto design with a quantitative approach was employed, focusing on the class, X.IPS.II, which consisted of 26 students. Data were collected using two questionnaires—one for the scaffolding method (X variable) and another for students' self-confidence in speaking (Y variable)—and supplemented with an observation checklist to validate the questionnaire data. Analysis was performed using IBM SPSS Version 25. Pearson's product-moment correlation coefficient indicated an r-value of 0.888 between the scaffolding method and students' self-confidence, surpassing the r-table value of 0.388, thus confirming a significant effect of the scaffolding method on students' self-confidence in speaking which is classified into very strong

Keywords: Scaffolding Method, Self-Confidence, Speaking Skill

Introduction

In the current era of globalization, English holds a dominant global position as the international language. It serves as the official language of air transport, shipping, and the primary language of science, technology, computers, commerce, education, publishing, and international negotiation. Mastering English is crucial for global communication and access to international opportunities.

As English connects people worldwide and technology rapidly advances, Indonesia has joined the global community, transcending distance and time barriers. To address the need for foreign language proficiency, the Indonesian government issued Minister of Education and Culture Decree No. 096/1967, mandating English as the first foreign language taught in middle schools. This policy aims to equip Indonesian society to compete globally and integrate into the international community, emphasizing the mastery of the four language skills: listening, reading, writing, and speaking (Alfarisy, 2021).

Despite these efforts, preliminary observations and interviews with first-year students at SMAN 2 Parepare revealed issues with English, particularly in speaking. Many students displayed avoidance behaviors, lack of calmness, unclear and inaudible speech, and reluctance due to shyness, fear of mistakes, anxiety, and fear of ridicule, indicating a lack of self-confidence (Hakim, 2005). The issue should be addressed because lack of self-confidence hampers their learning progress in speaking, the most critical language skill.

On the other side, there was one class that exhibited exceptional self-confidence in speaking. Through some investigation, the researcher discovered that the teaching method implemented in that classroom was scaffolding method. Scaffolding in short is a method of teaching by changing the level of support to suit the cognitive potential of the student (Bruner, 1978). Over the course of a teaching session, one can adjust the amount of guidance to fit the student's potential level of performance. Scaffolding is inspired by Lev Vygotsky's concept of an expert assisting a novice, or an apprentice where one can adjust the amount of guidance to fit the student's potential level of performance and more support is offered when a student is having difficulty with a particular task and, over time, less support is provided as the student makes gains on the task (Vygotsky, 1978).

Scaffolding as a teaching method is a way of teaching by putting the students in the zone of proximal development (ZPD) and adjusting the level of supports given to the students through the learning process. It is often described as "Gradual Release of Responsibility Model, Guided Practice or I do. We do. You do." In other words, the teacher shows the students how to do something, then the class practices together with teacher as a mentor and, finally, students work independently without teacher's help.

The zone of proximal development (ZPD), also known as the zone of potential development, is a concept that frequently used within classrooms to help students developing a skill. The main idea that the ZPD offers is that a more knowledgeable person can improve a student's learning by guiding them through a task slightly above their ability level.

The concept is also often called the Goldilocks Principle: the words that can represents this simply is "just the right amount" or "sweet spot". The Goldilocks Principle is named after the analogy from the children's story "The Three Bears", where a young girl named Goldilocks tastes three different bowls of porridge and finds that she prefers porridge that is neither too hot nor too cold, but just the right temperature. In learning, a lesson that is too easy won't lead to much learning, and a lesson that is too hard will simply confuse and frustrate the students. Therefore, the teacher needs to adjust the lesson where it is challenging but not impossible to do with the help of the teacher.

To determine whether this scaffolding method truly had any significant effect on the students' self-confidence in speaking, and how strong the relationship between those two variables (scaffolding method and students' self-confidence in speaking), the researcher decided to conduct this study.

Research Method

This study applied an ex-post facto design with a quantitative approach. This method was used to determine if there were any significant effect of scaffolding method on the students' self-confidence in speaking. The population in this study was the first-year students of UPTD SMAN 2 Parepare consisted of 342 students from 12 classes, and one class, X. IPS. II consisted of 26 students who had been taught English speaking using scaffolding method, was picked as the subject of the study. Pearson's product moment correlation coefficient was used to analyse the relationship between scaffolding method (X) and students' self-confidence in speaking (Y) with the help of SPSS 25 Version for Windows platform.

The following are the instruments used in this study:

1. Questionnaire. Two questionnaires were used to collect the data. One for collecting the data of students' self-confidence, and one for collecting the data of students' interest toward scaffolding method. Both questionnaires were adapted from previous studies accordingly. The questionnaire used for students' self-confidence in speaking had been validated and used in a previous study (Wulandari, 2020). The questionnaire used for scaffolding method was adapted from Alwahibee (2019).
2. Observational Checklist. An observational checklist was also used to observe the students' indicators of self-confidence in speaking, to supplement and validate or to affirm the data that was obtained from the questionnaire about self-confidence.

The following is the procedure of collecting the data:

1. Preliminary observation was conducted to see the initial picture related to the condition of the students in learning English subject, such as low self-confidence in speaking.
2. Questionnaires. The questionnaires were used in this study to collect the data about the influence of scaffolding method toward students' self-confidence in speaking who had been taught using scaffolding method.
3. Additionally, with an observation checklist, the researcher observed how the scaffolding method was being applied, and to observe the students during their speaking practice session to supplement and to validate or to affirm the data that obtained from self-confidence questionnaire.

Findings and Discussion

a. The Effect of Scaffolding Method Towards Students' Self-Confidence in Speaking

      The hypothesis put forward in this study is H1: There is a significant effect of scaffolding method towards students' self-confidence in speaking, and H0: There is no significant effect of scaffolding method towards students' self-confidence in speaking. To test the hypothesis, the researcher analyzed the data collected both from variable X and Y using Pearson's product moment correlation coefficient.

Table 1. Pearson Product Moment of X and Y

		Scaffolding Method (X)	Self-Confidence (Y)
Scaffolding Method	Pearson Correlation	1	.888**
	Sig. (2-tailed)		.000
	N	26	26
Self-Confidence	Pearson Correlation	.888**	1
	Sig. (2-tailed)	.000	
	N	26	26

**. Correlation is significant at the 0.01 level (2-tailed).

      The SPSS output above shows that the r-value (0.888) is greater than the r table (0.388), and the sig. (0.00) is lower than the level of significance (0.05). Therefore, the H1 is accepted while the H0 is rejected. In other words, there is a significant effect of scaffolding method toward the students' self-confidence in speaking.

      The r-value can also be used to show the level of the relationship between the X and Y variable as in the following table:

Table 2. The Level of Relationship of X and Y

Intervals of Coefficient (r)	Levels of Relationship
0,00 to 0,20	Very Weak
0,20 to 0,40	Weak
0,40 to 0,60	Moderate
0,60 to 0,80	Strong
→0,80 to 1,00 (r=0.888)	**Very Strong**

      Based the table above, the level of the relationship of r-value (0.888) is classified into **very strong.**

b. The State of Students' Self-Confidence and The Implementation of Scaffolding Method in Speaking

      The following are the statement points used in the observational checklist to observe the students' state of self-confidence:

1. Speaking clearly and audibly.
2. Not afraid to make mistakes (not complained that they can't do it, keep on speaking regardless of the errors in speaking).
3. The student doesn't try to avoid when pointed or asked by the teacher to speak.
4. Maintaining eye contact.
5. Calm and not fidgeting (not trembling, bouncing leg repeatedly, un/folding arms occasionally, etc.)
6. The student is able to make decision quickly, not showing hesitation.
7. The student doesn't give up or break up.

In contrast to the other classes, where negative indicators like unclear speech, hesitation, and difficulty making decisions were more prevalent, the class taught using the scaffolding method displayed positive behaviours. Students in this class spoke clearly and audibly, showed confidence in making decisions, remained calm without fidgeting, and were unafraid of making mistakes. These observations suggest that the scaffolding method positively influenced the students' self-confidence in speaking. This confirms that the method used, scaffolding method, was indeed the cause of the high self-confidence in speaking of the X.IPS.II students.

From the observation, the implementation of the scaffolding method in the speaking class was as follows:

1. The teacher explained briefly about the related material/ topic.
2. The teacher modelled the speaking practice before the students doing it themselves. The model of the speaking was a form of communication: giving and asking information about some past experience.
3. The students then were instructed to practice the given speaking model in turn in front the class with pairs. Pairing the students was needed for time efficiency, and a partner for speaking was needed in speaking for communication.
4. The teacher at the same time informed the students that using the first language was allowed. Allowing students to speak their first language can help them avoid situations such as freezing, blanking, not knowing what to say because of limited vocabulary, which can decrease confidence and increase anxiety.
5. The students then were given feedbacks based on what lacked from their speaking practice and instructed to expand and develop their work. Translating the utterances they use during practice in their first language into English, and adding more utterances to complete their work. At this step, the teacher acts as a facilitator, the teacher may provide important vocabulary, phrases, examples, tips and tricks like how to find related learning material, how to translate on internet through a smartphone.
6. Each pair of students were given three chances in total to practice speaking. In each practice, the students were asked to develop and extend their work, and the teacher instructs the students to reduce the use of the first language.
7. At the end, the students were expected to be able to practice the speaking independently without using the first language as little as possible, or without using it at all, and without the teacher's support.

The findings in this study are aligned with previous studies on scaffolding method. One example that this study supports or proves is Anggadewi's study (2017) with a library research method aimed to find out or build a theory or treat theories and research findings that lead to a conclusion regarding Scaffolding method in teaching. She concluded that students can develop motivation and self-confidence through the scaffolding method in addition to being gradually helped to learn and master the material. This is possible because each student completes the task effectively and with good material, which results in a sense of accomplishment that increases students' enthusiasm and interest in learning the materials and resolving more challenging problems.

Another study by Aprilyani and Sriyanto (2021), the scaffolding method was employed to improve English reading digital text skills. The researchers implemented various techniques used specifically for improving reading skills such as modelling, bridging, contextualizing, schema building, and text re-presentation. These techniques provided structured support to the students, helping them overcome challenges and improve their reading abilities. By gradually removing the scaffolds as students gained proficiency, the method allowed them to develop independent reading skills. Just like how scaffolding method was implemented in a speaking class, the use of L1were gradually released, allowing the students to build profiency little by little with the support from the teacher.

Additionally, this is aligned with what Synder & Jane (2009) stated, that self-confidence often comes from the result of having satisfactory experiences from completing particular activities. From the learning activity in the classroom, with the modelling from the teacher, the students can learn from or get the image on how to do the speaking task, and with small tasks given that are manageable for the students to finish successfully, they gained little by little of self-confidence over time. Furthermore, Bandura (1998) stated that some ways to build self-confidence in particular activities are enactive mastery (training and practice) and role modelling or observing others, which applied in scaffolding method. Kelly and Watson (1989) also stated that "success builds confidence. And confidence leads to taking advantage of more communication opportunities, which leads to greater skill.". Therefore, having an appropriate strategy like scaffolding method can improve students' self-confidence in speaking English as a foreign language. In speaking, instead of expecting the students to be able to acquire a form of communication in one-time/ go practice which might be too hard for the students due to reasons such as limited vocabulary, the teacher can break one big practice that needs a lot of understanding into smaller and shorter practices that easier for the students to accomplish, allowing the students to gain self-confidence every time they have completed a task or practice.

Conclusion

The results of this study conducted showed that there is positive influence of scaffolding method towards students' self-confidence in speaking English. This can be seen from the findings. Based on the statistical analysis and calculations, Pearson's product-moment correlation coefficient to test the hypothesis, the r-value (0.888) is greater than the r table (0.388), and the sig. (0.00) is lower than the level of significance (0.05). Hence, the H1 is accepted while the H0 is rejected. In other words, there is a significant effect of scaffolding method toward the students' self-confidence in speaking, where the r-value is classified into a very strong, positive influence category. Besides, based on the observation conducted, the students who had been taught using scaffolding method displayed good indicators of self-confidence in speaking compared to the other classes that weren't taught

using scaffolding method. The findings confirms that the method used, scaffolding method, was indeed the cause of the high self-confidence in speaking of the X.IPS.II students.

Scaffolding method can be a valuable tool for language educators seeking to enhance students' self-confidence in speaking English as a foreign language. When combined with other approaches such as positive reinforcement, creating a safe and comfortable environment, and maintaining a friendly and encouraging demeanour as a teacher, the results can be even more effective.

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