

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

In this era of globalization and information, English is the international language that has a strong position in the world. This cannot be avoided because in fact, it is the official language of air transport and shipping; the leading language of science, technology, computers, and commerce; and a major medium of education, publishing, international negotiation, and many more. Mastering English is really crucial in this era since it gives an open door to the world and helps in communicating with global citizens (Pahlevi, 2022). Because of English which connects people over the world and the rapid development in the field of technology, Indonesia is one of the countries which is part of the global community that is no longer isolated and separated by distance and time.

The government of Indonesia has issued policies regarding the needs of the mastery of foreign languages such as the decision of the Minister of Education and Culture No. 096/1967. This long-established decree states that English is the first foreign language that must be taught in middle level schools in Indonesia. Mastery of foreign language, especially English, is a demand of the rapid global competition along with the rapid advancement of technology, and the demand so Indonesia's society can be part of the one world society. These aspects are some of the main reasons why English is implemented in the curriculums to be taught to students in schools at any

levels of education, with students being expected, to an extent, to be able to master the four language skills, those are: listening, reading, writing, and speaking (Alfarisy, 2021).

Contrary to the expectations, the preliminary observation conducted with first-year students at SMAN 2 Parepare revealed that students from several classes experienced problems in English, particularly in speaking skill. It could be seen from the students, many students displayed pessimism such as the tendency of trying to avoid being pointed to speak in front of the class in English; not displaying calmness when speaking, not speaking in a clear and audible voice, and complaining. When the students were interviewed regarding their behaviors, there are various answers from the students: not knowing how to do it, they felt shy, they were afraid of making mistakes, anxious, and afraid of being mocked and laughed at by their friends. These phenomena can be concluded into one source of problems, that is the students' lack of self-confidence (Hakim, 2005). This affects students' learning progress, particularly in speaking skill which is the most important skill among the four language skills.

However, there was a class that stood out exceptionally well in their self-confidence in speaking. Through some investigation, the researcher discovered that the teaching method implemented in that classroom was scaffolding method. The researcher then decided to determine if this scaffolding method truly had a significant effect on the students' self-confidence in speaking. 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)

Besides the aforementioned reason, the researcher identified a research gap. Although research has covered the effectiveness of the scaffolding method in improving students' learning outcomes or scores, there is still a lack of evidence of whether it has any significant effect toward students' self-confidence in speaking skills or not, particularly among EFL students. In addition, the method implements student-centered approach which what's used currently in the curriculums in Indonesia. Moreover, it supports the use of technology. This is in alignment with the issue of the government policies, which emphasizes the use of technology to facilitate learning and teaching process.

Based on the explanation above, the researcher attempted to conduct a study to see if there is any significant effect of scaffolding method toward students' self-confidence in speaking that has been implemented at SMAN 2 Parepare.

## **B. Problem Statement**

Based on the background of the study, the researcher formulated two research questions as follows:

1. “Is there any significant effect of scaffolding method toward students’ self-confidence in speaking?”
2. “How strong is the influence of scaffolding method toward students’ self-confidence in speaking?”

## **C. Objective of the Research**

Based on the problem statement above, this study has two aims as follows:

1. “To find out if there is a significant effect of scaffolding method toward students’ self-confidence in speaking?”
2. “To find out how strong the influence of scaffolding method toward students’ self-confidence in speaking is.”

## **D. Significance of The Research**

The result of this study is expected to be useful for:

1. For the students, it will improve their self-confidence and skill in speaking English.
2. For the English teachers, scaffolding can be used as one of strategies in teaching to improve students’ speaking skill and self-confidence in speaking English.
3. For the next researcher, it will give contribution for the next researcher as guidance or a reference in conducting related research.

**E. Scope of The Research**

The scope of the study was limited to discipline, content, and activity:

1. By discipline, this study was limited to the area of applied linguistics, specifically teaching English as a foreign language with scaffolding method.
2. By content, this study covered students' self-confidence, speaking skill, scaffolding method, and its effect toward students' self-confidence in speaking.
3. By activity, the researcher collected and analyzed the data from the students through questionnaires to see if there were any significant effect of scaffolding method toward students' self-confidence in speaking.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Some Related Research Findings**

The following are some related research findings that were used as references or study material for the researcher to conduct a study. The first study was by Naibaho (2019), that was conducted with Classroom Action Method. in The Christian University of Indonesia, the subject was 22 students' 2017 batch. The results of the study showed as follows: first, the scaffolding method was tested effective to improve students' speaking skill. It can be shown in the first cycle, where no more than 51% of the students spoke English well, and during the discussions in group, 49% of the students weren't able to express their ideas in English, where as in the second cycle, 75% of the students were able to express their ideas with their friends during discussion activity. Second, the students showed improvement in behavior to the learning process, most of the students willing to participate in exchanging their ideas in the second cycle.

Another study of the implementation of scaffolding conducted by Kusumaningsih and Azman (2018). The method used was Classroom Action Research, with 37 second year students of MAN 2 Pontianak as subject. The aim of the study was to improve the students' speaking skills which was observed before the study conducted, and it showed that the competence of the student's speaking skill was categorized as less good. The results of the study showed as follows: The implementation of

scaffolding was able to improve students' speaking skill. In addition, the student's participation in learning increased, and the quality of ideas the students produced in the speaking practices in conversations was also improved.

Viriyapanyanont (2021) conducted a study with Quasi-Experimental research method with 60 first-year students majoring in Bachelor of Arts in English Program, Nakhon Ratchasima Rajabhat University as the subject. The study aimed to develop students' vocabulary skill and enhance their confidence in reading in English by using scaffolding approach. The results showed through the use of scaffolding approach, it helped students develop their reading fluency, word recognition, and comprehension. In addition, the students also showed improvement, more than the control class, in confidence and enthusiasm in reading.

Sorhana (2023) that aimed to improve the learning outcomes in the IPA subject in the fourth-grade class. The method used was Classroom Action Research. The results showed that the use of scaffolding method can be used to improve the learning outcomes of the fourth-grade students of SDN 15 Lembah Melintang in IPA subject. In the first cycle, the average score of students at the first meeting was 65.9, the second meeting increased to 74.5. In the second cycle, the first meeting increased again to 80.9, and finally at the second meeting of cycle II it increased to 86.3.

A study was conducted by Aprilyani and Sriyanto (2021) with descriptive qualitative method. The study was done at Politeknik Negeri

Media Kreatif. The subject of the study was 139 students of the second semester in four classrooms at the State Polytechnic of Creative Media's Multimedia Engineering Technology. The study aimed to examine the efficiency of scaffolding techniques at three reading levels in increasing students' ability to read digital texts. The results showed, by using the scaffolding approach students were able to overcome their challenges and score above the pass mark, that is 85. By using the scaffolding approach, students got better score, 20 points higher than before the lecturer using scaffolding techniques specifically modeling, bridging, contextualizing, schema building, text re-presentation in reading activities. In addition, the majority of students had favorable reactions to their improved reading and comprehension skills as a result of the implementation of the scaffolding method.

A study by Listiana (2020) that was conducted with library research method. Theories from various sources related to scaffolding in teaching writing were used to provide answers for the research question of the study. The aim of the study was to figure out how scaffolding can be used to improve students' writing skills. The study led to conclusions that scaffolding can be used to improve students' writing skills by integrating the writing process in the genre-based approach as one of supports that can give a step-by-step guide for students to be independent writers and it can be applied at all levels of students' proficiency, but it will be more helpful for beginner learners.



Another study with library research method was conducted by Anggadewi (2017). The study aimed to find out or build a theory or treat theories and research findings that lead to a conclusion regarding Scaffolding method in teaching. The study led to conclusions 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. In order for the scaffolding method provided in line with the students' ability, teachers should pay close attention to conducting an assessment first to determine the extent of the ability of students with learning difficulties in the class. Scaffolding allows students to learn skills by making the most of their potential and abilities.

Based on the research findings above, it can be seen that scaffolding is not only used in English discipline or subject, it is also used in other disciplines, like science, math, etc. Scaffolding has been studied in many disciplines and showed that it has a positive impact on the learning such as learning outcomes and psychological aspects. Different from the studies above, the researcher attempted to conduct a study that focuses to see if there's any significant effect of scaffolding method on the self-confidence of first-year students at SMAN 2 Parepare in speaking.

## **B. Some Pertinent Ideas**

This section covers some pertinent ideas or theory to better understand the aim which this study specifically trying to accomplish.

### **1) The Concept of Speaking**

#### **a) The Definition of Speaking**

The following are some definitions of speaking. Speaking is the process of expressing thoughts, ideas, and emotions using the ability to articulate words to group them into phrases or sentences and select words that are related to the subject (Torky, 2006). According to Brown (2004:140), “Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test”. He added, speaking is an interactive process that uses speech of sounds as the primary instrument to receive and produce meaning. The comprehension of both listener and speaker is needed in order to make the communication between people happen (Brown, 2007). Tarigan (1983) defines speaking as the ability to produce articulated sounds or sentences that express an idea or feeling”. Speaking is not only about speaking properly according to the grammar, vocabulary, and pronunciation. It also involves producing language responsibly in accordance with the functional and social conventions in the foreign language. Cameron (2001) stated that

to deliver meanings, the use of language is needed in speaking so other people can understand what we say.

Based on some definitions above, it can be concluded that speaking is a way to communicate information, thoughts or feelings by producing distinct sounds using our articulatory system or organs of speech into words, sentences within a language, which the information can be conveyed to someone who has the capability of listening to receive and process the information through sounds of speech.

#### b) The Purposes of Speaking

There are numerous uses for speaking. When we have a casual conversation, someone might want to interact with other people socially or just have fun chit-chatting with our friends. However, the goal might be to particularly communicate opinions, persuade someone of something, provide clarification, etc. In this study, the idea of a speaking course is to create an environment where students can easily express their ideas and participate in discussions in English.

The following are the purposes of speaking based on the effect of speaking towards the listeners according to Wilson and Arnold (1969), speaking has several purposes as follows:

##### 1.) Speaking to Inform.

Information can be communicated through speaking. It is a way for someone can share their ideas to other people. Introducing one' self is an example of speaking to inform. In learning settings, especially in

classrooms, teachers can convey information about the related subject being taught to the students.

## 2.) Speaking to Induce Inquiry.

A person can speak to bring out or trigger inquiry from other people. This kind of speaking. In classroom, teachers may introduce a topic that covers a problem that demanding investigation Together, the students then can develop their reasoning, suggestions, and solutions to resolve the problem, or teachers may relate a topic that is interesting to the subject being taught to students, which leading to students being more curious about the topic, and asking for more information.

## 3.) Speaking to Entertain.

The purpose of this kind of speaking is to entertain the listeners. A person can deliver a planned speech or spontaneous speech to entertain the listeners. Stand-up comedy is a comedic performance which in the audience as the one who listens seek for someone to entertain themselves through speaking or speech. An idea that is conveyed from the speaker to the listener to make people laugh is called a joke. “A joke is a short humorous piece of oral literature in which the funniness culminates in the final sentence, called the punchline” (Hetzron, 1991:65). In the classroom, some teaching-styles of teachers use speaking to entertain, telling some funny story or jokes to reduce the tension in the class and have the students more engaged to the learning.

## 4.) Speaking to Reinforce Beliefs and Feelings.

This kind of speaking is used when the speaker wants to give the listener a deeper sense of belief, making the listener believe something more, or speaker can make the listener, believe something they do not believe with more convincing information and some evidence. Listeners are encouraged to release their doubts about an idea by the speaker.

#### 5.) Speaking to Persuade.

The purpose of this speaking is to persuade people. It has similarities with speaking to reinforce beliefs and feelings. To reach the purpose of these two kinds of speaking on the listener, the speaker needs to provide some convincing information and evidence. Whether the speaker wants to affect the listener's behavior, action, or attitude is where the difference lies. It is also called persuasive speaking. One of the situations where persuasive speaking usually used is when one promoting a product, encouraging the customers as the listeners to buy the product.

Based on the explanation above, it can be concluded that speaking can be used for various means, and most of these speaking, based on their effects on the listeners can also be applied not only outside, but also inside a classroom.

#### c) Aspects of Speaking in Curriculum 2013

There are four aspects of speaking applied as guidance for teachers in assessing students' speaking skill in Curriculum 2013, those are:

##### 1) Pronunciation

Pronunciation refers to the articulation of each sound in a word. There are vowel sounds, and consonant sounds. In speaking assessment, the way to assess students' pronunciation often dealing with how often the students pronounce words correctly and incorrectly.

## 2) Intonation

Intonation refers to how pitch and tone varies when speak (rising or falling). When mad or excited, our voice tends to go up, and when sad or depressed, it tends to go down. This way, intonation can give meaning to words spoken. In speaking assessment, it deals with how well the speaker use the correct pitch and sound when speaking based on the situation.

## 3) Fluency

Fluency, according to Mary et al (2005), is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. In other words, fluency refers to the flow of the speech.

## 4) Accuracy

Accuracy refers to how the speaker use words and grammar correctly. In assessing. In speaking assessment, it deals with how often the speakers use grammar and words correctly or in simple explanation, it is speaking correctly.

## d) Speaking Tasks and Activities in The Classroom

The following are some of the definitions of task. According to Lee (2000) In language learning context, A task is a classroom activity or exercise that requires interaction of participants in order to achieve an

objective, has mechanisms for structuring and sequencing interactions, and a focus on exchanging meaning. Lee (2000) also describes a task as a process that requires learners to manipulate, comprehend, and produce the target language. Nunan (1993) as cited in Louma (2004) defines communicative task as “....a piece of classroom which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form...” Speaking tasks are exercises that force speakers to utilize the language in a predetermined speaking context for a particular reason (Louma, 2004). Based on some definitions given, it can be concluded that speaking task in the classroom, is a goal-oriented exercises or activities that need a set of cognitive skills given by the teachers to the students.

In scaffolding instruction, any kind of activities can be scaffolded. Students may be encouraged to create words, sentences, grammatical structures, or other varieties through speaking activities and the teacher gives varieties of support like providing feedback on students' work, modeling the task, giving an example, or else depending on the speaking activities and the students need. Also, teachers have control over the class directions. because the teacher can speak, they have influence over the students. Typically, teachers oversee activities and facilitate students' interaction.

## **2) The Concept of Self-Confidence**

### **a. The Definition of Self-Confidence.**

The following are some definitions of self-confidence. According to Brown (1994), self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. He proposed 'self-confidence' as one of the affective principles in language teaching. The simple way of phrasing self-confidence is the 'I can do it!' principle (Brown, 2001). Shrauger and Schohn (1995:256), defines self-confidence as "people's sense of competence and skill, their perceived capability to deal effectively with various situations". Lenney (1997) Describes as self-confidence as an individual's expectations of performance and self-evaluations of skills or capabilities and prior performance. According to the Oxford English Dictionary, confidence is a belief in your ability to accomplish things successfully. Additionally, Bandura (1986) defines self-confidence as firmness or strength of belief but does not specify its direction. Psychology Dictionary Online presents two definitions of self-confidence: (1) Our self-assurance in trusting our abilities, capacities and judgements. (2) The belief that we can meet the demands of a task.

Based on the definitions presented above, it can be concluded that there are several different definitions of self-confidence. Therefore, the researcher highlighted that, self-confidence, as the term is used here, is the belief of someone can successfully do a specific activity or task. As in what



the title of this study proposes, it is the belief of the students that they can do well in speaking activities or tasks in classroom.

b. Characteristics of People with Self-Confidence

People with self-confidence are projecting good image with good body language, good posture and gesture; staying calm, concentrated, displaying high self-control, enjoying the performance without worried making mistakes and accept themselves for who they are while understanding their strengths and weaknesses (Barber, 2023 as cited in Kurniawati, 2013). Those who have self-confidence feel assured of their ability, and are setting goals for themselves; and work without worrying about the outcomes (Kanza, 2016 as cited in Akbari and Sahibzada, 2020). Students with high self-confidence are ambitious, goal-oriented, they always want to have best results; visionary, have positive attitudes toward their ability; they behave cleverly, they want to be effective, tend to form good relationships (Wright, 2009:26). According to Hakim (2005:26), people with high self-confidence have the calm mind, avoid feeling of worry, insecurity and fear; not easily affected by surroundings or problems, have a relax body, regular breathing, and normal heartbeat. Students may experience psychological barriers during class that have the potential to negatively impact their ability to perform independently due to low self-confidence, such as feelings of security, fear, anxiety, and isolation from society. (Rubio, 2007).

Based on the explanation above, there are self-confidence indicators that can and cannot be observed directly. Indicators that can be observed directly are any motions, physical activity or within psychomotor domain such as body language, gesture, facial expression, etc. While, indicators that cannot be observed directly involved affective or mental aspect, like what belief, feeling of anxious, not confident, afraid, etc.

c. Self-Confidence and Language Learning

Many studies have showed that the kind of correlation between self-confidence and speaking achievement is positive correlation. Kelly and Watson (1986) as cited in Pasaribu (2010) stated that confidence is one of the factors that improves learning. Similarly, a study on the relationship between self-confidence and learning Turkey as a foreign language was conducted by Tuncel (2015). According to his study, there is a connection between self-confidence and learning, and it has been demonstrated that having high confidence improves learning a foreign language quality while having low confidence affects the learning negatively. Therefore, if self-confident goes up, then the speaking achievement would likely to go up too. It's same with the other way around. Based on the idea, it is quite safe to assume, if the use of scaffolding method went well, improved students' speaking skill in classroom, it will affect the students' self-confidence positively as well.

### **3) The Concept of Scaffolding Method**

#### **a. The Definition of Scaffolding Method**

In construction, scaffolding is a temporary structure which is used to support or to aid workers and materials in the construction. In teaching, the term "scaffolding" is used as a metaphor to describe the kinds of support that teachers provide for learning. Scaffolding is a way of teaching where teachers offer a particular kind of support to students as they learn and develop a new concept or skill (Bruner, 1978). Additionally, Dickson et al (1993) describes scaffolding as, "the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning". Scaffolding is a process where students are given support until they can apply new skills and strategies independently (Rosenshine & Meister, 1992). 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.

#### **b. The Concept of Zone of Proximal Development**

The concept of the zone of proximal development (ZPD) was introduced by psychologist and social cognitive specialist Lev Vygotsky

(1896–1934) during the last three years of his life (Yanitsky, 2018).

Vygotsky (1978) defined the zone of proximal development as:

“The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978:86).

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.

This 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.

## Zone of Proximal Development

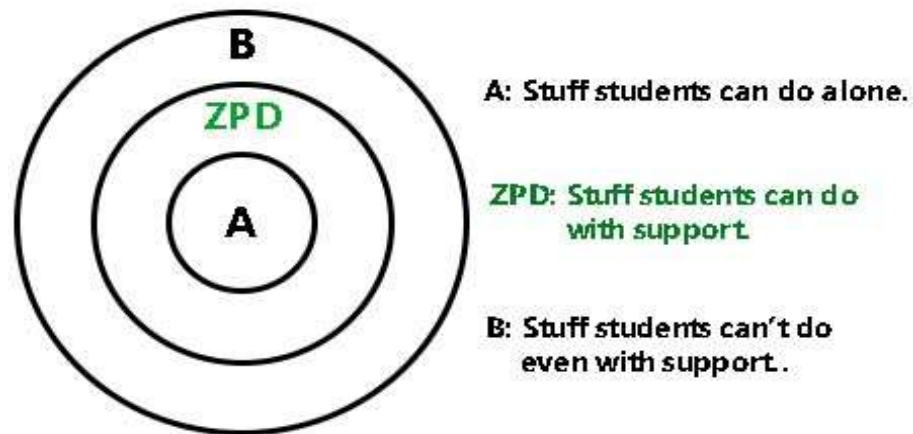


Figure 2.1 Zone of Proximal Development of Lev Vygotsky

### c. The Characteristics of Scaffolding Method

Scaffolding is based on the Vygotsky's Zone of Proximal Development concept (Vygotsky, 1978). It is described that the learning process can be optimal if the students are in the process of learning skills or concepts that are to a certain extent beyond their current level of knowledge while assisted or guided by a more knowledgeable one. Scaffolding is one of the learning methods that using constructivism approach. In other words, A teacher has a role as a mediator and facilitator who helps the students' learning process go well. Thus, the emphasis is placed on the student learning and not on the discipline or the teacher teaching. Additionally, scaffolding in teaching focuses on students learning and mastering concepts or skills, while the teacher merely acts as a mentor or facilitator for students. When they face difficulties in the learning process, the teacher provides

support and guidance then gradually releasing it as the students progressing or gaining knowledge or understanding.

In scaffolding instruction, the teacher has the advantage to give students individualized instruction. Unfortunately, when a classroom consists of have large number of students and students have different needs, it can be challenging to apply scaffolding consistently and correctly (Van, 1996). This can be overcome by pairing or grouping the students so the who progress and understands better can help the one who having difficulties.

In scaffolding instruction, there are three essential features that facilitate the learning process. The first feature is the interaction between the students and the teacher should be collaborative for the learning to be effective. Meaning, students must be willing to participate in the learning. In Vygotsky's words, "what the child is able to do in collaboration today he will be able to do independently tomorrow" (Vygotsky, 1987). Second, the students should be in the zone of proximal development. the teacher should be aware of the learner's current level of knowledge in order to do this, and must therefore go beyond that level to some extent. The third feature of scaffolding instruction is the support or guidance provided by the teacher is gradually released as the student's learning progression.

#### d. The Process of Scaffolding Method

In applying scaffolding method in a classroom, teachers must assess what students already know to get the students to the zone of the proximal development, the zone where students don't feel that the learning is not too easy and also not too hard. This can be done by asking questions of what they know and what do not know or teachers can give a test to students. After that, teachers consider the learning objectives and what the students should be learning. Finally, they can draw up a plan to advance the students from the current knowledge to mastering the learning goals.

The next steps in the scaffolding method process include explaining the concept or the skill that will be learned to the students' based on their current level, it may be done orally, visually, or through demonstration/modeling or presenting material using media, etc. The teacher then presents a task for students to accomplish or activity to engage in learning the skill or concept. After this, the teacher then can provide supports or guidance students as the students face meet problems while they learning. The amount and type of support the teacher need to provide is dependent on the needs of the students during the learning process (Van Lier, 1996). Some of the forms of support given can be: feedback, talking through the task as students making progress on it, making students support each other by grouping the, breaking a task into smaller parts, giving more references and examples so students can gather more information, and while the students working, tips and tricks can be given to students.

Teacher can use any form of supports based on the learning situation, in which the students face difficulties. In the final step, as the students gains more knowledge or have better understanding on the concept or skill being taught, the teacher gradually releases the supports given to the students until they finally able to do the task independently. “[Scaffolding] refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring” (Bruner, 1978:19).

e. Six Specific Instructional Scaffolding Strategies

The following are some specific strategies from McLeod (2019) based on Bruner’s ideas, and also from McIsaac (2019) and Beck et al (2002) that can be applied during the instructional scaffolding.

1) Use What the Students Know and Do Not Know.

Students come in classroom with prior knowledge and might have experiences in a wide range of subjects, so they might start from scratch or not. Students can do better in incorporating information when teachers make the connection between new learning and previous life experiences. When students might relate new information to something they already know, they are able to comprehend and retain it better. Through this way, the teacher can also adjust the learning.

2) Giving Models or Demonstration that Can Be Imitated.

One of the most effective ways to do instructional scaffolding is to teach individuals how to do something by giving a model or demonstrating



it to them. Attempting to problem-solve by presenting students models through the processes. Additionally, the teacher can assign some students to serve as role models is another option.

### 3) Talk Through the Task.

Discussing the students' work together and giving students the chance to process what they have even seen before applying it to their individual work can be helpful because students need time to reflect on their learning. Students can from time to time be placed in pairs or small groups to share ideas with one another, which helps the reflection.

### 4) Sharing Important Vocabulary or Phrases

Sharing important vocabulary and phrases related to the topic can help students build up their work better especially in learning a language. The common practice in teaching vocabulary is categorizing the words and phrases based on their function or class. The other common practice is dividing the words in tiers, tier-one are words that use in everyday life, tier-two are words that aren't often used, Teachers may not need to include these words. Tier-three are words that can only be found in a particular subject area.

### 5) Using Technology.

Technology can be a wonderful tool to help simplify the scaffolding process for educators. Teachers can make playlists of lecture videos for students to watch before the class lesson, allowing students to preview the material and be ready to engage with the content in class. They can also

provide links to websites that have different ways to engage with the content, such as videos, games, articles or demonstrations. Moreover, in this digitalization era, there are so many technologies that can be utilized to teachers to facilitate students in learning, and one of the learning methods that supports the use of technology is scaffolding.

f. The Role of Scaffolding Method in Fostering Students' Self-Confidence in Speaking.

Self-confidence often comes from the result of having satisfactory experiences from completing particular activities (Synder & Jane, 2009). They added, Bandura (1998) states some ways to build self-confidence in particular activities are enactive mastery (training and practice) and role modeling or observing others. In line with that, Kelly and Watson (1989:79) state that "success builds confidence. And confidence leads to taking advantage of more communication opportunities, which leads to greater skill.". Therefore, having an appropriate strategy is required in improving students' self-confidence in speaking English as a foreign language.

Scaffolding method focuses on student-centered activities which help the students to learn a concept or a skill with various supports provided by the teacher. 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 some reasons like 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. This way, students not only get more chances to practice speaking, but students

are also building confidence little by little through small success or accomplishments from the practices. The point is to get the students to experience the satisfaction of completing small tasks which leads to improvement in self-confidence.

### C. Conceptual Framework

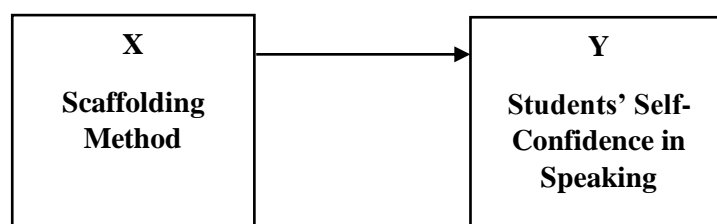


Figure 2.2 Conceptual Framework

In figure 2.2 above, X refers to scaffolding method, and Y refers to the students' self-confidence in speaking. In this study, the researcher wanted to find out if there's any effect of scaffolding method that had been implemented at SMAN 2 Parepare toward the students' self-confidence in speaking

### D. Research Hypothesis

Based on the problem statement and the related research findings presented, the researcher made hypothesis as follows:

1. H1 (Alternative Hypothesis): There is a significant effect of scaffolding method toward the students' self-confidence in speaking.
2. Ho (Null Hypothesis): There is no significant effect of scaffolding method toward the students' self-confidence in speaking.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Research Design**

The study applied an ex-post facto design with a quantitative approach. This method was used to find out if there were any significant effect of scaffolding method on the students' self-confidence in speaking.

##### **B. Research Variables**

There were two kinds of variables were used in this study, namely an independent variable and a dependent variable. An Independent variable is the variable that influences, affects or causes the change of a dependent variable, while dependent variable is the variable that is influenced by the independent variable.

1. Independent Variable (X) : Scaffolding Method.
2. Dependent Variable (Y) : Students' Self-Confidence in Speaking.

##### **C. Operational Definition of Variables**

###### **1. Scaffolding Method**

Scaffolding method refers to the teaching method that was used by the teacher in teaching speaking. Scaffolding method is a teaching method by putting the students in the zone of proximal development (the zone where the lesson is a slightly above their ability) and providing students support (breaking the task into smaller parts, modeling, giving feedback, etc.) which later will be released gradually as the students make progression.

## 2. Students' Self-Confidence

Student's self-confidence refers to the belief of the students on their ability in speaking English or that they can do well at speaking English activities or tasks in classroom.

## **D. Population and Sample**

The population of the study was the first-year students of UPTD SMAN 2 PAREPARE that consisted 342 students from 12 classes, and one class X.IPS.II, where scaffolding method had been implemented was picked as the subject of the study.

## **E. Instrument of the Research**

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, mainly to validate or to affirm the data that is obtained from the questionnaires.

## F. The Procedure of Collecting Data

1. Preliminary observation, this 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 the students during their speaking practice session to validate or to affirm the data that is obtained from the questionnaires.

## G. The Technique of Data Analysis

1. The Classification of Data from The Questionnaires
  - a. The data that was collected through questionnaires was represented with Likert rating scale as follows:

Strongly Agree	Agree	Undecided	Disagreed	Strongly Disagreed
1	2	3	4	5

Table 3.1 Likert Scale

- b. The total score from the Likert scale was converted into 1-100 scale using the following formula:

$$Score = \frac{Student's\ score}{Maximum\ score} \times 100$$

## 2. Data Analysis

In calculating the data collected, the researcher used IBM SPSS Statistic Version 25 For Windows. SPSS (Statistical Package for the Social Sciences) is a software or program that is used for processing statistical data, the software has a high statistical ability and the data management system use a simple descriptive menus which makes it easy to use (Priyatno, 2008).

### 1. Test of Assumptions and Simple Linear Regression Test

Before doing a simple linear regression test, the data must be tested to see if it is distributed normally and linear. If the requirements are met, the test of simple linear regression can be conducted (Anggara & Anwar, 2017).

#### a. Normality Test

Normality test is a way to determine if the distribution of data in a particular data group is distributed normally. This test was used as a requirement in performing simple linear regression test. The normality of the data that was collected from the questionnaires was tested using One-Sample Kolmogorov-Smirnov test. The guidelines for decision making are as follows:

1. If the significance value  $> 0.05$ , then the data is normally distributed.
2. If the significance value  $< 0.05$ , then data is not normally distributed.

b. Linearity Test

Linearity Test is a way to determine if the relation between variables is linear or not. This test was used as a requirement in performing simple linear regression test. The guidelines for the decision making are as follows:

1. If the Sig. deviation from linearity value  $> 0.05$ , there is a linear relation between variable X and Y.
2. If the Sig. deviation from linearity  $< 0.05$ , there is no linear relation between variable X and Y.

c. Simple Linear Regression Test

Simple Linear regression was conducted to see if there were any influence of the implementation of scaffolding method toward the students' self-confidence in speaking through predictor X on Y. Simple linear regression is based on a functional or causal relationship of one independent variable with one dependent variable (Sugiyono, 2017). The linear regression test was conducted using SPSS 25.



#### d. Hypothesis Test

In testing the proposed hypothesis, the researcher used Pearson product-moment correlation coefficient, by comparing  $r$  value and the  $r$  table. The formula is as follows:

$$r = \frac{n\sum xy - \sum x \sum y}{[(n\sum x^2) - (\sum x)^2][(n\sum y^2) - (\sum y)^2]}$$

Explanation:

$r$  : Correlation coefficients  $x$  and  $y$

$n$  : Number of respondents as a sample

$x$  : Scaffolding method

$y$  : Students' self-confidence in Speaking

$\sum x$  : The sum of influences of scaffolding Method

$\sum y$  : The sum of students' self-confidence in speaking

$\sum xy$  : The sum of all products of variables  $x$  and  $y$  ( $x.y$ )

The criteria of accepting the hypothesis in this study is as follows:

1. If the  $r$  value  $>$   $r$  table, at a significant level of 5, then  $H_1$  is accepted and  $H_0$  is rejected.
2. If the  $r$  value  $<$   $r$  table, at a significant level of 5%, then  $H_1$  is rejected and  $H_0$  is accept

e. Determining The Level of The Relationship of X and Y Variables

The  $r$  value then was used to determine the level of relationship. The level of relationship between variables is determined based on the  $r$  value which is converted qualitatively to the following table (Anggara & Anwar, 2017):

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	Very Strong

Table 3.2 Levels of Relationship

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. Data Presentation

Based on the data obtained from the results of the questionnaire distribution on 26 students, the answers on the questionnaire were scored into namely, SS (strongly agree) answers were scored 5, S (agree) were scored 4, Undecided were score 3, TS (disagrees) were scored 2, and STS (strongly disagrees) were scored 1 for positive statements and the opposite (negative points) for negative statements.

Table 3.3 Self-Confidence Questionnaire Results

NO.	SS (5)	S (4)	UN (3)	TS (2)	STS (1)
1	2	15	8	1	-
2	13	9	4	-	-
3	2	7	17	-	-
4	12	14	-	-	-
5	-	10	16	-	-
6	6	20	-	-	-
7	3	19	4	-	-
8	11	15	-	-	-
9 (-)	8	18	-	-	-
10	4	15	7	-	-

The table 3.3 reflects that the majority of the students agreed that their self-confidence was at a positive level.

Table 3.4 Scaffolding Method Questionnaire Results

NO.	SS (5)	S (4)	UN (3)	TS (2)	STS (1)
1	1	19	6	-	-
2	6	16	4	-	-
3	9	17	-	-	-
4	12	14	-	-	-
5	12	13	1	-	-
6	6	20	-	-	-
7	2	23	1	-	-
8	9	16	1	-	-
9	3	20	3	-	-
10	7	10	9	-	-

The table 3.4 reflects the interests of the students' who had been taught using scaffolding method, toward the scaffolding method.

Table 3.5 Observational Checklist Results

NO.	Always (5)	Often (3)	Rarely (2)	Never (1)
1	1	19	6	-
2	20	5	1	-
3	9	17	-	-
4	2	13	9	2
5	16	9	1	-
6	25	1	-	-
7	22	4	-	-

The table 3.5 also reflects the students' self-confidence through the means of observation, what it reflects is consistent with the self-confidence questionnaire. Thus, making the data accurately represented. More details of the data from each instrument can be seen on page 53-56 in Appendix B.

## 2. Data Analysis

### 1. Test of Assumptions and Simple Linear Regression Test

#### a. Normality Test

Before conducting regression analysis, a test of classical assumptions is carried out first. The following is the output of SPSS on the normality test of the variable X and Y:

#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		26
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.20447897
Most Extreme Differences	Absolute	.116
	Positive	.116
	Negative	-.110
Test Statistic		.116
Asymp. Sig. (2-tailed)		.200

a. Test distribution is Normal.

b. Calculated from data.

Based on the result of the normality test using SPSS above, it shows that the sig. (0.200) is greater than the alpha (0.05). Based on the guidelines, it can be concluded that the data is normally distributed and the regression model has met the assumption of normality.

#### b. Linearity Test

The following is the output of SPSS on the linearity test of the variable X and Y:

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Self-Confidence * Scaffolding Method	Between Groups	(Combined)	1113.800	11	101.255	13.604	0.000
		Linearity	961.283	1	961.283	129.155	0.000
		Deviation from Linearity	152.517	10	15.252	2.049	0.107
	Within Groups		104.200	14	7.443		
	Total		1218.000	25			

Based on the output of the linearity test using SPSS above, it shows that the Sig. deviation from linearity value (0.107) is greater than the alpha (0.05). Based on the guidelines, it can be concluded that the data is normally distributed and the regression model has met the assumption of linearity.

### c. Simple Linear Regression

Simple linear regression is based on a functional or causal relationship of one independent variable with one dependent variable (Sugiyono, 2017). The linear regression test was conducted using SPSS with a result as follows:

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	961.283	1	961.283	89.869	.000
	Residual	256.717	24	10.697		
	Total	1218.000	25			

a. Dependent Variable: Self-Confidence

b. Predictors: (Constant), Scaffolding Method

The SPSS output above shows that the f-value = 89.869 with level of significance  $0.000 < 0.05$ . It means that the regression model can be

used to predict Self-Confidence. In other words, there is influence of the X variable (Scaffolding Method) towards the Y variable (Self-Confidence).

## 2. Hypothesis Test

Pearson product-moment correlation coefficient was used to test the hypothesis, by comparing r value and the r table. The test was done in SPSS with a result as follows:

<b>Correlations</b>			
		Scaffolding Method	Self-Confidence
Scaffolding Method	Pearson Correlation	1	<b>.888**</b>
	Sig. (2-tailed)		<b>.000</b>
	N	26	26
Self-Confidence	Pearson Correlation	<b>.888**</b>	1
	Sig. (2-tailed)	<b>.000</b>	
	N	26	26

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

r-table = 0.388

r value = 0.888

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). 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.

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

Table 3.6 The Level of Relationship of X and Y Variables

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)	<b>Very Strong</b>

Based the table 3.6, the level of the relationship of r value (0.888) is classified into **very strong**. In other words, there is a very strong influence of scaffolding method on the students' self-confidence in speaking.

## B. Discussions

This study was conducted to see there was any significant effect of scaffolding method toward students' self-confidence in speaking English. There were 26 students who became the subjects of the study at SMA Negeri 2 Parepare. The instruments used in this study were in the form of a questionnaire consisting of 10 statement items that were distributed to the students who had already been taught using the scaffolding method.

The instruments were distributed to the students who had been already taught using scaffolding method. A questionnaire to measure the Y variable (Self-Confidence), an observational checklist to see indicators of the students regarding their self-confidence in speaking, and another questionnaire to measure the X variable (Scaffolding Method). The data collected from the questionnaires of scaffolding method and self-confidence



were used to find out if there is any influence of scaffolding method towards students' self-confidence in speaking, and to see the level of relationship between X and Y.

Based on the data analysis through simple linear regression analysis, it shows that X variable, scaffolding method has influence toward students' self-confidence in speaking English, and through the hypothesis testing using calculation of Pearson product-moment correlation coefficient, with that the  $r$  value is greater than the  $r$  table, and the sig. (0.00) is lower than the level of significance (0.05), it can be concluded that statistically there is positive effect, which can be classified as very strong according to the guidelines of the level of relationship (Anggara & Anwar, 2017).

The following is how the scaffolding method was implemented in the class:

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.

These findings support or in line 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 modeling 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. This is in line with Bandura (1998) he stated that some ways to build self-confidence in particular activities are enactive mastery (training and practice) and role modeling or observing others. Kelly and Watson (1989:79) 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 improved 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 some reasons like 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.

Additionally, this study is in line with the previous studies on scaffolding method. One example that this study supports or proves is Anggadewi's statement (2017). She concluded a 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. Additionally, In the 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 modeling, 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.

Some other studies that this study is in line with can be found in the chapter III, some related research findings. Their studies aimed to better improve students on some aspects using scaffolding method in other disciplines, their results showed that scaffolding method is an effective method.

To further support the findings on the positive influence of scaffolding method (x variable) towards students' self-confidence in speaking English (y variable) In this study, the researcher used another instrument, namely observational checklist. The results of the observational checklist suggest that, based on the indicators shown by the students during their speaking performances in the classroom, the class that implemented the scaffolding method, namely X.IPS.2 was overall better compared to other classes. They showed good indicators of self-confidence, such as being able to speak clearly and audibly, not afraid of making mistakes, calm and not fidgeting, the student doesn't try to avoid when pointed to speak in front the class, and so on.

Based on some of explanations above, it can be concluded that the scaffolding method provides a very strong positive influence or effect toward students' self-confidence in speaking; it can also be applied in language skills besides speaking skill, and as well in other subjects besides English.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. 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 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  $H_1$  is accepted while the  $H_0$  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, the students who had been taught using scaffolding method showed good indicators of self-confidence. The findings imply that the method used, scaffolding method, was a variable that highly contributed to the high self-confidence in speaking of the X.IPS.II students.

The result of this study is in line with previous studies and theories. 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 modeling 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. This is in line with Bandura (1998) he stated that some ways to build self-confidence in particular activities are enactive mastery (training and practice) and role modeling or observing others. Kelly and Watson (1989:79) also stated that "success builds confidence. And confidence leads to taking advantage of more communication opportunities, which leads to greater skill". This also supports Anggadewi (2017) study. She states in her study 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.

## **B. Suggestions**

The researcher expected this study to be useful for the future research, as reference in conducting related studies, and also be useful for the teachers who wants their students to be more confident in speaking English. 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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