

## **CHAPTER 1**

### **INTRODUCTION**

This chapter shows the background of the study, the purpose of the study, the significance of the study, the hypothesis of the study, the statement of the problem, and the definition of keywords.

#### **1.1 Background of the study**

Nowadays, knowledge about English language is important. It was proven that English language was subject on school ( it means English language has been in senior high school, junior high school, elementary school, even on kindergarten ). Beside that, English is one of international language which is often used by people in the world. Learning English is not easy for Indonesian people, need long time, patience and can not be mastered directly. It also depends on aching wish, and intelligence, because it is not our first language. It can be solved by learning started from young. When we are still young, our ability to remember and understand are better than we are old.

In the process of teaching and learning English, learners' ability in mastering the four basic language skills becomes an important goal. Language skills include listening, speaking, reading and writing. However, reading should be emphasized first because the abilities to read and comprehend assist writing and speaking abilities (Bao, 2004). Ediger (2001) cited in Hu (2009) reading is considered especially

valuable under foreign language context because it is one major source for students to obtain language input. Reading is a process learning whereby the reader interacts with a text to produce meaning.

Most of young learners have difficulty on reading, they cannot understand a text that they read well. Indeed, comprehending a text is not easy for young learners. Teachers must do everything possible to make childrens' reading experience successful. It is important that children understand what they read, enjoy the experience of reading, learn from what they read and realize that they have learned and understand what they read. Reading comprehension is the act of understanding what you are reading. Learning to read means learning to pronounce words, identify words and get their meaning, and bring meaning to a text in order to get meaning from it.

In Indonesia, the reading proficiency of the young learners is standard. They are rarely emphasized to read and they also seldom read. They cannot really know how they comprehend the meaning of a text because of the lack of practice, lack of attention from the teacher, lack of motivation in the classroom and the use of inappropriate strategies in the teaching of reading. I believe that learners will study best when they bring their background knowledge to the text when they are reading. One of strategies that can help students is scaffolding technique.

Scaffolding is bridges used to connect what is already known by students with something new that will controlled/known to students. The term scaffolding was originally introduced by Wood, Bruner, and Ross (1976 ). Scaffolding was developed

as a metaphor to explain the form of assistance is offered by teachers or peers to support achievement of learning objectives. In the process of scaffolding, the teacher just helps the mastery tasks or concepts that are difficult digested students. Teachers only help students to provide direction or the media in doing the difficult tasks, but the ultimate responsibility completion of fixed tasks on students .

Scaffolding is theory put forward by Vigotsky, particularly associated with the idea of the Zone Proximal Development. According Vigotsky, developmental level of children's abilities are in two levels, named actual ability level (which is owned children) and ability level of potential (which can be mastered by students). zone between the the level of actual and potential capabilities that called zone of proximal development.

Zone of proximal development is a limit between what a learner can do by himself (expert stage) and what can be achieved with the support of a knowledgeable peer or instructor. a child could be taught subjects efficiently using scaffolding practices by implementing the scaffolds at the Zone of proximal development. Students are escorted and monitored through learning activities that function as interactive conduits to make them master to the next stage. Thus the learner obtains new understandings by presenting on their prior knowledge through the support delivered by more capable individuals. result of an increase named ability level of potential. it can be mastered by students and before had increase is named actual ability level.

In order to achieve that level of potential capability, students need a bridge to achieve it. One of the steps that is the help of a teacher who form of the use of support or assistance step by step in learning and solving problems.

Scaffolding learning experiences can support and improve the performance of students before, during and after reading. Such experiences help students develop essential skills for understanding and extracting meaning from the text and boost their performance on reading comprehension assessments. In addition, students who benefit from scaffolding learning are better able to function as independent readers and to express ideas in a variety of ways. This study was conducted through questionnaires by pre-test that tested before using scaffolding and post-test after using scaffolding . So, in the last study, there will be evidence that scaffolding can help students to learn quickly and can be used in school.

## **1.2 Problem Statement**

Based on the background of the study, the problem that will be analyzed by the researcher is that:

What is the effect of scaffolding on improving students' reading comprehension?

### **1.3 Purpose of the study**

According to the problem statement above, the objectives of the study is to find out the effect of scaffolding on reading comprehension towards young learners at 8 grade at muhammadiyah 4 junior high school.

### **1.4 Significance of the research**

The significances of this study for the 8 grade junior high school at muhammadiyah 4 gresik. This study is determined to be able to influence scaffolding technique and reading comprehension in learning process. With this study, there will be many of teaher use this research to improve their students' ability. They can make school develop, quickly and easy. The students can gain a lot of benefits because scaffolding technique can give students the chance to develop their reading comprehension. It gives students opportunities to learn more active and be own master.

### **1.5 Scope and Limitation**

This study is only conducted with 8 grade students at muhammadiyah 4 junior high school. This study only focuses on scaffolding activities to assist young learner ability in reading. Scaffolding activities have three phases to develop reading comprehension that will be used by researcher to assist her study. Those are pre-activity, while-activity and post-activity. Where, in pre-activity consists of explore

the topic, while-activity consists of task, planning and report and post-activity consists of analysis and report the task. For the text, the researcher focuses on topic functional text.

## **1.6 Hypothesis**

Scaffolding as independent variable and reading ability as dependent variable. The hypothesis is “ There is a significant positive influence between scaffolding toward student’ reading comprehension of 8 grade at muhammadiyah 4 gresik junior high school” .

## **1.7 Definition of Key Terms**

Reading : Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning from the text.

Scaffolding : A learning technique in which students are given assistances by teacher, then those assistances will be reduced until they can apply new skills and strategies independently.

Step of scaffolding :

- Modeling : Learning process behavior that reflects how a person feels, thinks, or acts in accordance with a given situation.

- Explanation : Learning process done by teacher to explain the model shown.
- Feedback : Responses shown by students after teacher explain the model.
- Work together : Practice activities in accordance with the objectives that have been set of the exercise.
- Clarification : Teacher can provide clarification related with students' understanding through the provision of turning response to students' behavior.
- Verification : Students are invited to discover what has been and has not been mastered.
- Reinforcement: Learning process done by teacher to give students strengthening on their comprehension about the course by giving assignment and summary.