CHAPTER II

REVIEW OF LITERATURE

This chapter discusses some topics related to reading contents of basic definition and types of reading, reading comprehension contents of definition and purposes, scaffolding contents of definition, method and essential elements, feedback scaffolding toward reading comprehension, previous study and summary.

2.1 Reading

2.1.1 Basic definition of reading

Reading is daily activities done by anyone to look for news or information. We fulfilled life needs through reading. We read to meet the practical demands of everyday living. There are many definitions of reading. One of researcher said that reading is the process to get, to understand, to catch and to extract the meaning from a written or printed text. In other side, reading is a fluent process of readers combining information gotten from a text and their own background knowledge to build meaning. It means that there is a process gets information when the reader is reading a text.

The process is combining information from the text and person background knowledge to get and catch the information. Based explanation of smith & elley (1997) point out that reading is an active cognitive process where the reader interacts

with the text to produce meaning. In addition, Nuttal (1996) also explained reading meant getting out of the message the writer put into it.

Based on researchers, we can get an idea about reading, reading is process to get informations from text that need carefullness, concentration, and patience. As the readers, we shall be able to interact with a text that we read to produce the meaning, so as a reader we can catch the message on the text that writer put into it. The reading process requires continuous practice, development, and refinement.

2.1.2   Types of Reading

1)   Oral Reading

Oral reading is reading with sound, with intonation, sound clarity and fluency. When reading aloud, learners may focus their attention on pronouncing the words correctly. Besides that, students become aware of any word identification problems and look for ways to correct them. By listening to a students' oral reading, a teacher can gain valuable insights into the student's word identification strategies and the degree of that student's fluency.

2)   Silent Reading

Silent reading offers learners' opportunities to read texts at their own ability especially on their speed. Silent reading can also build learners' confidence to work and understand through a text independently. In this sense, silent reading is seen as a strategy that prepares learners for life. The silent reading is divided into two kinds, those are:

a) Intensive Reading

Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an end in itself. Intensive reading does not allow students to find a topic they like. The topic is given by the teacher. The students also do not need to look for supported articles because the topic which is chosen by the teacher and it is usually short and easy to understand.

b) Extensive Reading

Extensive Reading involves students reading long texts or large quantities for general understanding more complex, with the intention of enjoying the texts. It means that students are given freedom to choose their own topic which they think are interested to be discussed. In this case, the students also have to find supported articles related to the topic in order to give them more background knowledge, so that they know about the topic they have chosen.

2.2 Reading comprehension

2.2.1 Definition of Reading Comprehension

Comprehension is process learning that involves all strategies and behaviors. Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. So, by reading comprehension, a reader understands as much as possible the message that the writer

puts into the text. When read a text, a reader is not just saying the words, but moreover able to identify the main idea. Therefore, when he reads, he recognizes the words and attaches meaning to them, from this oral knowledge about the materials. Then, comprehending is a written text means extracting the required information from text as effectively as possible.

Based on some researcher explained that reading comprehension is a construction process because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the readers mind. Comprehension can be improved by deep processing of text material and generally, comprehension increases when readers create images for the information they get while reading.

2.2.2 Purposes of Reading Comprehension

Reading is one of the most important academic must be mastered by students. Strategies designed to improve reading comprehension have any number of purposes. Reading comprehension has many purposes. It is to enhance understanding of the content information presented in the text. Besides that, it is to improve understanding of the organization of information in the text. It also make reading a more active process. Good readers are active in that they get the most out of reading by using their experience and knowledge about the world, their understanding of vocabulary, and language structure, andtheir knowledge of reading technique. When problems with

reading occur, they know how to solve them.In the other hand, it is to increase personal involvement in the reading material.

2.3 Scaffolding

2.3.1 Definition of scaffolding

Scaffolding is a process in which students are given assistances by teacher until they can apply new skills and strategies independently. The term scaffolding was originally introduced by Wood, Bruner, and Ross (1976). Scaffolding was developed as a metaphor to explain the information in a form of assistance offered by teacher to support achievement of learning objectives. Scaffolding is bridges are used to connect what is already known by students with something new that will be controlled / known to students.

Scaffolding or mediated learning 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, namely actual ability level (which is owned children) and ability level of potential (which can be mastered by students). Zone between the level of actual and potential capabilities is called zone of proximal development.

For achieving that level of potential capability, students need a bridge to achieve it. One of the steps is the help of a teacher who form support or assistance step by step in learning process and solving the problem. The use of scaffolding

techniques makes teachers think about the stages or steps that can be used so that students can easily perform complex tasks step by one stage and understand the tasks.

From explanation several researcher and researches have been done. It can be gotten that scaffolding is a help given to students to make easy them understand or more understanding the tasks than before. The help is not directly, but step by step, one step understood then next step.

2.3.2   Method of scaffolding

In assembling scaffolding toward junior high school students . There are several different to apply scaffolding in adult, because of many factors. But, the method will be used is not too different. So, the research tries to use method that has been though in several school or university. One of the methods is lange and Hogan and Pressley (1997).

Lange (2002) mentions the existence of five learning step by applying scaffolding techniques, they are: model given by teacher, students provide explanations related to the model displayed, invite students to participate, clarify and verify student understanding, and invites students find a keyword or the core of learning (summary).

The first step in scaffolding is modeling. Lecture refers to the opinion of Hogan and Pressley (1997) states that modeling is learning process behavior that reflects how a person feel, think, or act in accordance with a given situation. There

are three types of model, the model given by thought processes, models are verbalized in words, and models through actions or performance.

From the model shown, students learned from the model, why can so and how can like that. On early stage, a detailed description and repeat so that awareness of the students in-depth and easy to remember. After the students understand the concepts associated with the model, the students tried to practice activities in accordance with the objectives that have been set of the exercise. Teacher can provide clarification and verification related with students' understanding through the provision of turning response to students' behavior. In the final activity, students are invited to discover for yourself what has been and has not been mastered, and the teacher gives strengthening.

Design of procedures

Using modeling
Explanation about models time after time
Students give explanation related models given
Persuade students participate or exercise
Clarify and verify student' comprehension
Persuade students work out their comprehension
Giving reinforcement

2.3.3   Essential elements of scaffolding

Hogan and Pressley (1997) summarized the literature to identify eight essential elements of scaffolding instruction that teachers can use as general guidelines to the student. Note that these elements do not have to occur in the sequence listed.

- Pre-engagement with the student and the curriculum

It means that the teacher considers curriculum goals and the students' needs to select appropriate tasks and not deviate with material taught. The teacher must be sharp to select that material, because it will have big influence toward the students.

- Establish a shared goal

In any learning, it will be a purpose or goal to know about the text and understanding with the main of text . Within they will be able to answer the question about text. Therefore the teacher must establish a shared goal, beside to make easy learning. The students may become more motivated and invested in the learning process when the teacher works with each student to plan instructional goals.

- Actively diagnose student needs and understandings

Generally, every teacher must have ability to interact with the students. Because in learning, it will be improving on the students if the teacher does not

commune with students and does not know what type of the student. So, the teacher must be knowledgeable of content and sensitive to the students to determine if they are making progress.

- Provide tailored assistance

Scaffolding is a process to make easy students understand learning. So in this case teacher must provide a method or bridges to help them. This may include cueing or prompting, questioning, modeling, telling or discussing. The teacher uses these as needed and adjusts them to meet the students' needs. Within students may get understanding well.

- Maintain pursuit of the goal

Learning is not process comfortable. Sometimes students feel bored and also tired. They will not concentrate and even do not care yet about learning. So, the teacher must be able to arrange this situations. It means that the teacher can ask questions and request clarification as well as offer praise and encouragement to help students remain focused on their goals.

- Give feedback

It means that when process learning run. There will be interaction between students to teacher or students to students. Therefore, the teacher must exploit that

situation in order to make students do not lose their concentrate. It can use to give feedback. Main purpose is to help students and to monitor their own progress. The teacher can summarize current progress and explicitly note behaviors that contributed to each students' success. Then, teacher give advice and comprehension, in order to make students more understand than before.

- Control for frustration and risk

Sometimes in learning, there will be situation that make students confused. They do not understand with the studying. They will ask to teacher to solve their problem and it will be habit. But, we need to know that if they ask immediately, it will not make them improve. So, the teacher can create an environment in which the students feel free to take risks with learning by encouraging them to try alternatives. Because, it will be useful for them, if they meet that problem again while there is not teacher.

But, before students are taken down (are not helped), they have to be given assist internalization, independence and generalization to other contexts. This is methods to help students to be less dependent on the teachers' extrinsic signals to begin or complete a task and also provides the opportunity to practice the task in a variety of contexts, students can be given other material while previous material be understood without teacher help .

2.4 Feedback scaffolding toward reading comprehension

There is a positive relation of scaffolding toward reading comprehension. In this case scaffolding play important role to improve reading comprehension. Scaffolding provides bridges for student, if they are confused and less understand with the material that has been given before. Within, student will be easy to get the point to understand material. But in scaffolding, prime role is the student. That bridge will help them, beside themselves.

2.5 Previous Study

Many researchers had made research about how to improve reading comprehension. Means that it is many methods have been done to improve reading comprehension, but the result sometimes is not effective and unsuited when it were applied. They argued that any methods applied will be useful, if user of method can comprehend how to function that method and who are the objects.

It happened on scaffolding. Scaffolding is one of best method or technique to make comprehend to students. It will be bridge for students to get knowledge. A study from a researcher name Endah Tri Priyatni, Siti Ch. Hamidah, Ana Sri Supeni M., dan Thomas Triantoro, the title is competence increase of writing paragraph by using scaffolding. They explain that scaffolding can improve writing ability and master knowledge drilled. It is proven from the research finding.

In other research, Dr Carlo Magno in De La Salle University, Manila explained that scaffolding improves reading proficiency, increased rate of reading, and reduce reading anxiety. This hypothesis is confirmed by the results in the present study with large effect sizes for each dependent variable. The results show clearly that students benefitted from scaffolding in terms of improving oral reading, faster reading and reduced reading anxiety.

It has been mentioned in several studies that the supervision of an adult, a teacher or a parent, who provides the scaffold by providing feedback and modeling can improve students reading ability. Scaffolding give opportunity to develop and train themselves to their ability to comprehend what they read.

2.6 Summary

Reading is process to get information from text that needs carefulness, concentration and patience. As the readers, we should be able to interact with a text that we read to produce the meaning, so as a reader we can catch the message on the text that writer put into it. The reading process requires continuous practice, development, and refinement.

Reading divided into oral and silent reading. The differences both of them are the sound. In oral reading, we must voice, but in silent reading is voiceless. Nonetheless, both reading have same purpose is to enhance understanding of the content information presented in a text. There are many ways to get the purpose by

learning. But, learning process for that purpose is not easy. It needs methods to make easy learning process. One of them is Scaffolding.

Scaffolding is a process in which students are given assistances by teacher until they can apply new skills and strategies independently. Scaffolding becomes a bridge for students to comprehend the information in the text. Scaffolding has design and step of procedures.

The first step is modeling. From the model shown, students learned from the model, why can so and how can like that. On early stage, a detailed description and repeat so that awareness of the students in-depth and easy to remember. After the students understand the concepts associated with the model, the students tried to practice activities in accordance with the objectives that have been set, of the exercise, lecture can provide clarification and verification related with students' understanding through the provision of turning response to students' behavior. In the final activity, students are invited to discover for yourself what has been and has not been mastered and the lecture gives strengthening.