

CHAPTER I

INTRODUCTION

1.1 Background of Study

Rely on the aims of mastering English in the world wide and its impact in people' life all over the world , including Indonesian. English is taught and learn by mostly Indonesian people as a second or (foreign) language. It is no doubt that learning the first language namely their mother tongue, it will be much easier than learning the second language or even foreign language like english. Thus, the sooner ones learn languages the better since it will make them easier to acquire and master those languages including english as foreign language well besides it can be placed in line with young learners' first language.

In order to be able to comprehend foreign language especially English that is considered to be difficult by most people, it needs process to learn. Learning is a complex process that happen to everyone during their life. The learning process happen because of interaction between the person with their environment. Therefore, learning can happen anytime and anywhere. One of the sign that someone has learned that is there is a behaviour change in the person it self, it my caused by a change in the level of knowledge, skill or attitude (Arsyad,2009:01).

From the explanation above, teaching and learning process can run smoothly if there is an interaction between teacher and student. In this case, language is used for communicative purpose.

According to Rivers, teaching and learning language activity can be attracting and refreshing for student and teachers (Gebhard, 1996:49). There are many factors that influence the effectiveness learning process in the classroom. It can be seen from interactive classroom.

“At least there are three factors that closely related to contribute interactive classroom. They are reduction in the teacher center, give chances for students to express themselves in meaningful ways and give opportunities for students to negotiate meaning with each other and the teacher” (Gebhard, 1996:52-53).

Reading is an interactive process which goes on between the text and the reader, so it will result in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning. The reader uses their knowledge, skills, and strategies to determine what the meaning of the text. The process of learning to read can be particularly challenging for english language learners especially if they have little or no formal schooling and they have not learned to read in their native language. The purpose of learning to reading a language has been to have access to the literature written in that language.

There are so many and different kind of the texts, each of the text bring different reader interested and the level difficulties in comprehend it. The difficult in comprehend the text are not just from the vocabulary or idiom used but also the content of information given. Here should be better to implement the appropriate strategy use in each type of the text.

An observation and interview were conducted in preliminary research with the English teacher and students in SMP Islam Duduksampeyan. In interviewing the teacher, the researcher asked the teacher about her teaching problem and he told that the problems of the students was in reading, especially in reading a long text such as descriptive, recount and narrative text. The students were usually difficult to comprehend the content of the text in reading. Actually in the narrative text, sometimes some students feel confuse when they read that text. It's caused that the features language that used in the narrative text. Students feel confused when they read the text with use past tense. Some of them do not know about the form of the past of the vocabulary.

Moreover, From the observation, the researcher could know how the teacher taught the students. The researcher saw that the teacher method in teaching English had been good enough and communicative, but there are still some problems that can be found on his teaching. First, the students had low understanding in vocabulary. They were difficult to translate meaning in phrase instead of word by word. Second, the motivation of most students in this class is quite low. It can be seen from the class atmosphere when the teacher is teaching. There are many students who did not pay attention on their teacher and were busy with themselves. The third, the students were difficult to comprehend the text. Although the teacher had helped them to gave litle translation and give some vocabulary helper, but only some students could answer the teacher's question on the text and conclude the content of the text in some sentences. As the result, most of the student's score in reading is not satisfy.

Based on the problem above the researcher assumes that the problems here are little understanding of vocabulary and the technique of teaching reading is not appropriate. Those problems should be given a solution. In teaching and learning English the appropriate technique has important role. It is one of the external factors of the successful in teaching and learning. If the teacher uses an appropriate strategy in teaching, the students will understand the lesson easily. To make the students comprehend reading text well, many alternatives of reading teaching method could be developed. The good choice of technique in teaching reading will highly influence student's success in learning reading comprehension.

Scaffolding is one of appropriate strategy in teaching reading. Scaffolding is a strategy that helps teachers provides students with individual supports. It means that teachers give a lot of helps to the students in the first step of learning activity. Then teachers allow the students to do their learning with them self. Helps here can in form of instruction, warnings, support, describing problem to the learning steps, giving some examples and etc.

Based on that explanation above, researcher is going to using scaffolding strategy to improve reading comprehension of the eight grade of SMP Islam Dudusampeyan Gresik. Researcher hopes that scaffolding strategy is going to be an alternative strategy to improve reading comprehension. In this strategy, the teacher will divide students into two groups based on the students' ZPD by looking their daily scores. The students who have high ZPD help the students who have low ZPD in understanding text. So, all students or each student in group have responsibility for result of the discussion (Vygotsky, L. S. 1987). Among

four strategies of scaffolding strategy, the researcher choose graphic organizer as strategy that will use to do in observation. The reason of choosing this strategy is the teacher have already implemented the third strategy of strategy, they are reading aloud, comprehension monitoring and question answering. So, the researcher decided that still implement reading aloud, comprehension monitoring, question answering and graphic organizer in that school. However the researcher more focuses In graphic organizer strategy because this strategy did not implemented by the teacher. In graphic organizer, teacher will gives lattice to the students about the material that will be learned before they read their text. it is provide a visual map for the students. It can be placed in the front or the next to the text as students read in groups or individually. It is useful to help students in understanding the structure of a narrative text.

1.2 Problem Statement

Based on the above problems then the issue will be examined in this study is formulated as follows:

1. How does implementation of Scaffolding strategy improve reading comprehension for eighth grade at SMP Islam Duduksampeyan?
2. How is student's reading motivation by the use of Scaffolding strategy to improve reading comprehension for eighth grade at SMP Islam Duduksampeyan?

1.3 Purpose of the Study

Based on the study the purpose of the research as follow:

1. To know how the implementation of Scaffolding strategy improves reading comprehension for eighth grade at SMP Islam Duduksampeyan
2. To know student's reading motivation by the use Scaffolding strategy to improve reading comprehension for eighth grade at SMP Islam Duduksampeyan

1.4 Significance of the Study

The researcher hopes that the result of this research will give significance contribution both theoretically or practically.

1. The theoretical significance are:
 - The theoretical benefit, the result of the study of applying Scaffolding strategy to increase student's reading comprehension.
2. For Practical significance are to give benefit for students teacher and the next researcher :
 - For school

For the school, this study will give a benefit to provide better way for teaching reading narative text and it also hope that Scaffolding strategy can be an alternative method in teaching reading.

- For teacher

For teacher, It is expected that the study will give good contribution for english teacher in improving student's comprehension in reading narative text and it is expected to enhance teaching reading for teacher in SMP Islam Duduksampeyan.

1.5 Scope and Limitation

The scope of this study focus on improving student's reading comprehension by using scaffolding strategy. The material that used by researcher based on the syllabus in Junior High School. During using scaffolding strategy, teacher uses graphic organizers, reading aloud, comprehension monitoring and question answering as component in scaffolding strategy. in the begining activity, teacher gives some lattices to the studets about the topic that will be learn that is about fairy tale, legend and fable of narative text. Then teacher gives text and asks students to read it. Teacher monitoring the students' comprehension in reading and provides assistance in the form of guidance, motivation, give examples, keyword or other things that can lure students towards learning independence. The last are researcher ask students to answer the question about text that have already they read independently.

In this study researcher give limitation only in teaching reading focus on narative text for second semester of eight grade in SMP Islam Dududksampeyan Gresik. The topic of narative text which teacher uses is fairy tale, legend and fable. The researcher conducts an action research in a cycle. If the first cycle is successful, the researcher does not need to conduct second cycle.

1.6 Definition of Key Terms

The definition of key terms are given by the writer in order to help the readers understand the ideas presented in this thesis easily and to avoid misinterpretation. The key terms which are necessary to be defined are:

1. Reading is an activity which is involved sight, thinking, intelligence and comprehension to obtain the meaning or information expressed by the writer in the narrative text.
2. Reading Comprehension is the reading process in which the readers have to know, understand, identify and translate information which is contained in the narrative text by connecting to the previous knowledge, looking for relation of the things in the text, summarize the text and reflecting what they have read from the text.
3. Strategy is steps that used to improve students' reading comprehension by using scaffolding strategy.
4. Scaffolding is a teaching strategy that helps teachers provides students with individual supports. It means that teachers give a lot of helps to the students in the first step of learning activity. Then teachers allow the students to do their learning with them self. Helps here can in form of instruction, warnings, support, describing problem to the learning steps, giving some examples and etc.
5. Narrative text is a text that focuses on pattern of events with problematic or unpredicted outcome.