

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapters, the writer presents the theories and earlier study related to the problem. Those theories and study are important for the writer as guide in analyzing the data leter.

2.1 Reading

2.1.1 Nature of Reading

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning.

According to the Nunan (2003:68), reading is a fluent process of readers in combining information from a text and their own background knowledge to build meaning.

The students must read especially about foreign language. Because the advantages of knowing a foreign language are clear to the students better job, access to literature or whatever. Reading is usually recognized as a necessary part of these activities (Nutall, 1996:3).

The good readers, besides able to identify words must also able to identify a genre and to know the diferrent of purpose in reading genres of writing language whitin the text. Reading is a powerfull means of putting language to use purposefully whether it is to learn, imagine or to enjoy.

In more detail the various skills and strategies are needed for the reader to developing their reading skills. Most people accept that at least identify certain strategies which readers can use it when they read difficult texts. (Nutall, 1996:40).

The models to understanding the process of reading can be divided into three categories:

1. Bottom-up models: Typically consist of lower-level reading process. Students start with the fundamental basics of letter, letter clusters, words, phrases, sentences, longer text and finally meaning is the order in achieving comprehension.
2. Top-Down models: Readers use their background knowledge, makes predictions and searches the text to confirm or reject the predictions that are made.
3. Interactive models: The models that are accepted as the most comprehensive description of the reading process (Nunan, 2003:70-72).

2.1.2 Reading Comprehension

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading is to guide the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. Person reads poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details.

2.1.3 Teaching Reading

Effective language instructors show students how they can arrange their reading behavior in order to be appropriate with a variety of situations, types of input, and reading purposes. They help students to develop reading strategies and match appropriate strategies to each reading situation for the students.

Strategies that can help students read more quickly and effectively include:

1. **Previewing:** reviewing from the titles, section headings, and photo captions of the text to get a sense of the structure and content of a reading selection
2. **Predicting:** using knowledge of the subject to make predictions about content and vocabulary in the text
3. **Skimming and scanning:** using a quick survey of the text to get the main idea from the text, identify text structure and question predictions
4. **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meaning of unknown words, instead of stopping to look them up
5. **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text

Teacher can help students learn when and how to use reading strategies in several ways.

1. By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
2. By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
3. By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
4. By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies. (Cahyono:2009)

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

2.2 Narrative Text

Narrative text is a text that focuses on pattern of events with problematic or unpredicted outcome. The purpose of the narrative text is to amuse entertain the readers with actual or imaginary experiences in difference ways. It also can entertain the readers with a story that deals with complications or problematic

event which lead to a crisis and it turn find a resolution. It deals with actual / imaginative experiences I a different ways. Narratives always deal with problems which lead to the climax and the turn into a solution to the problem. Like myth and legend, short stories are narratives because they are concerned with talking about the events. Narrative can be fiction or non fiction stories such as tales, folktales, fables, myths and epic.

Text Organization

- Orientations (beginning): introduces the participants of the story : who were involved in the story , sets in the scene : when and where did the story take place .it consist of :
 - A setting
 - Characters
 - A plot
- Complications (middle) ; tells the beginning of the problem which lead to the crisis (climax the main participant. a problem arises followed by other problems.
- Resolutions (ending): solutions to the problem .The problem (the crisis) is resolved, either in happy ending or in sad (tragic)ending.
- Re-orientations: this is a closing remark to the story and it is optimality consist of a moral lesson, advice or teaching from the writer.

2.3 Scaffolding Strategy

2.3.1 Scaffolding Learning Method

The method is based on the theory of Vygotsky's scaffolding. According to Vygotsky, that learning happen when children learn to done their tasks that never studied before by the students, but those tasks are still in the range of their abilities or still located on their Zone of Proximal Development (ZPD). Vygotsky believes that the higher mental functions that usually coming from the conversation or cooperation between individuals, before the higher mental functions were absorbed into the individual.

There are two important concepts in the theory of Vygotsky is Zone of Proximal Development (ZPD) and scaffolding. According to Vygotsky's theory, Proximal Development Zone is a gap between the actual development and potential development, between what a child can do anything without the help of adults and whether a child can do something with adult guidance or collaboration with their peers. In summary, according to Vygotsky, students need to learn and work in groups, so that students can interact with each other and needed the help of teachers to students in learning activities (Adinegara: 2010)

From the definition of those described above can be concluded that the scaffolding is help, support (support) to students from the older adults or more competent teachers especially enable the use of higher cognitive functions and enable the development of learning skills. So that there is a higher level of mastery of the material as indicated by the completion of the questions are more complicated.

2.3.2 The Purpose of the Scaffolding

According to the McKenzie , the purpose of the scaffolding is as follow:

- a. It is to motivates students and provides clear direction and reduces students' confusion. Teacher is as a facilitator, he anticipate problems that students might faced and then develop step by step instructions.
- b. Clarifies purpose of the study to the students and simplify the task.
Scaffolding helps students to understand why they are doing the work and why it is important for them.
- c. Keeps students on task. Teacher providing structure of the task and guiding students in doing the task.
- d. Give model to the students and clarifies hopes activities that will be done.
- e. Help students to use some sources. Teacher provides sources to reduce student's confusion, frustration, and time consuming. The students may then decide which of these sources to use for them.
- f. Reduces uncertainty, surprise, and disappointment – teacher test their lessons to determine possible problem areas and then refine the lesson to eliminate difficulties so that learning is maximized (McKenzie, 2000).

2.3.3 The Steps Of Scaffolding Strategy

Gasong explains steps of scaffolding strategy. During using scaffolding strategy, in the begining activity. Teacher explain the learning materials to the students. Then teacher determines the Zone of Proximal Development (ZPD) or level by level of cognitive development of students to see their score from the previous study. After that, teacher groups students according to their ZPD.

Teacher gives task that related to the learning materials to the students. After that teacher describes the learning material to the students. Then teacher encourages students to work and learn to solve problems on their own in groups. Teacher provides assistance in the form of guidance, motivation, give examples, keyword or other things that can lure students towards learning independence. Then teacher directs students who have a high ZPD to help students who have the ZPD are low. The last are summing up the lessons and give assignments to the students.

(Gasong;2007)

2.3.4 Scaffolding Strategy in Reading

There are some practical scaffolding strategies in reading:

1. Graphic organizers

Teacher 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.

2. Reading Aloud

After giving the text, teacher asks students read aloud the text. Usually it can be used to develop story structure, and increase students' vocabulary.

3. Comprehension monitoring

Teacher monitoring the students comprehension while they read the text. Teachers can guide students' interaction with the text by asking some questions to the students about literary elements, having students present oral summaries of the plot, or asking them to collect details or write observations about content of the text.

4. Question answering

After read the text and generate some questions, students also should answer the question that already provide in the next of the text.

Among four strategies of scaffolding strategy above, 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 graphic organizer will be implement in that school.

2.4 Steps of Carrying out the strategy

The Scaffolding strategy classroom is very simple to use. These are the steps to be followed:

During using scaffolding strategy, in the begining activity. Teacher explain the learning materials to the students. Then teacher determines the Zone of Proximal Development (ZPD) or level by level of cognitive development of students to see their score from the previous study. After that, teacher groups

students according to their ZPD. Teacher gives task that related to the learning materials to the students that is about narrative text. After that teacher describes the learning material to the students. Then teacher encourages students to work and learn to solve problems on their own in groups. Teacher provides assistance in the form of guidance, motivation, give examples, keyword or other things that can lure students towards learning independence. Then teacher directs students who have a high ZPD to help students who have the ZPD are low. The last are summing up and teacher asks students to answer the question and fill the narrative map.

2.5 Previous Study

Didi Sukyadi and Eneng Uswatun Hasanah. The language Center, Indonesia University of Education. conducting the research about scaffolding students' reading Comprehension with Think-Aloud Strategy. Think-aloud is a strategy in which teachers formerly make their thinking explicit by verbalizing their thoughts while reading orally to model the process of comprehension This research is experimental research. The objective of this study is to find out whether or not it is effective teaching reading comprehension through top-down strategy. The result of the study showed that it was effective teaching reading comprehension through top-down strategy.

From the research above, it can be seen that those research use similar strategy or technique with the strategy which the researcher will use in conducting this research that is scaffolding strategy. However, there is also differentiation of the research. The previous research use think-aloud strategy of scaffolding strategy and in this research, the researcher uses graphic organizers,

reading aloud, comprehension monitoring and question answering as component in scaffolding strategy. Considering the success of those research, the researcher is interested in conducting the similar research in terms of application of scaffolding strategy in reading comprehension. Based on the teacher's problem in teaching reading comprehension, so the researcher uses scaffolding strategy to improve student's reading comprehension of Eight Grade Student's in SMP Islam Dukuksampeyan.