CHAPTER I
INTRODUCTION

This part presents the general outline of this study. It consists of the description of research background, the formulation of the research question and purpose of the research, scope of the research, significant of research, clarification of the main terms and the organizations of the paper.

1.1 Background of the Study

Reading is one of several skills in language learning that students should be skilled at. Reading becomes a main concern in the development of education in Indonesia. The Indonesia government demands the whole schools in Indonesia to support the school literacy movement or GLS by requiring the students and the teachers to read before they begin the learning process in the class. This movement is conducted due to the mission of the Indonesia government which has the objective to make Indonesian students more aware of the importance of reading. This movement is the specific form from the national literacy movement (GLN) which is initiated by the government to improve the interest in reading among Indonesian people.

Reading comprehension is completely important since it enables students to obtain a number of information from more sophisticated text. In line with this, The RAND Reading Study Group (2002) states that comprehension is the process of instantaneously extracting and creating meaning which is contained in written language. Moreover, Ur (1997) argues that reading comprehension is one of skill in language which should be trained to the students in order to facilitate them dealing with more complex text efficiently, quickly, and appropriately.

Teaching reading usually requires students to find the meaning of new vocabularies contained in the text or complete the questions on what is stated in the text. Moreover, teaching reading sometimes does not facilitate students to link their prior knowledge they have before reading the text and the knowledge they

1

obtain from the text. However, students need sufficient reading comprehension to understand the whole text in detail. Reading comprehension can be influenced by reader's background knowledge for example reader's knowledge about how the text are organized, so the incorrect or inappropriate of reader's background knowledge might delay the comprehension (Nunan, 2003). On the other hand, some students might also find reading as difficult task since their skills in reading are still low. The lack of this necessary skill decreases students' motivation to perform beyond expectation in the classroom (Huggins & Edwards, 2011).

Related to those problems, many researchers suggest the educators to find the appropriate strategies to improve students' reading comprehension in order to obtain detail information from the text. There are many teaching strategies that can be employed by teachers during the reading teaching and learning. One of the strategies is scaffolding strategy. Scaffolding strategy is a strategy to facilitate students transform from assisted learners into more independent learners (Cooper, 2000). Scaffolding strategy is learning strategy in which both teacher and students collaboratively solve problem where the teacher guides students to become independent for their learning (Richards and Schmidt, 2002).

Scaffolding strategy has a number of instructions to be implemented in the classroom. Among a number of strategies in scaffolding students' reading comprehension, this study employed three instructions to scaffold learners in reading the text. The instructions are modelling, bridging and schema building. Modelling refers to the process of learning in which one person learns from other person and that person tries to copy the behaviour of the other person consciously or unconsciously (Majeed & Muhammad, 2015). Meanwhile, bridging is used to stimulate readers' prior knowledge and connect it into new knowledge they get from reading. In addition, schema building is a strategy functions to group interconnected meaning in the text (Aila, 2015).

Many research regarding the use of scaffolding strategy have been conducted. Those research were conducted using various kinds of scaffolding instructions. Majeed and Muhammad (2015) had conducted the typical research on this field. They set this test to 22 students of college of education for women in Baghdad.

The result showed that there is a statistically significant difference in favour of the experimental group. This indicated that teaching by scaffolding strategies is effective. Enyew and Yigzaw (2015) also conducted the same research. They implemented this strategy to 42 grade 4 students in Ethiopia. The result of this research found this strategy is effective in improving students' passage reading comprehension and teacher's and students' utilization of scaffolding reading strategies. In addition, Huggins and Edwards (2011) also did the typical study. This research was conducted for investigating the effectiveness of this strategy for improving college level students' reading comprehension. The result found that scaffolding tools in the classroom, can help to improve reading comprehension. Overall, the previous studies regarding this topic showed that this strategy worked effectively in helping students improve their reading comprehension.

The similar studies regarding the use of scaffolding in helping students' reading comprehension had also been conducted in Indonesia. Sukyadi and Hasanah (2013) had conducted a study entitled Scaffolding Students' Reading Comprehension with Think-Aloud Strategy. This study was conducted in one Senior High School in Pandeglang, Banten. The result of the study showed that there is a statistically significant difference in favour of the experimental group. This indicated that teaching by scaffolding strategies is quite effective. In addition, Sri Wachyunni (2015) had conducted the similar research entitled The Effectiveness of Scaffolding Strategy in an EFL reading comprehension. The participants of this study were 60 English Education students in Jambi University. The result of this research revealed that scaffolding provides differential effect on reading comprehension gain for the lower and higher ability students in experimental group. This indicated that lower students of scaffolding group benefited more in terms of reading comprehension.

Based on the explanation above, the researcher is aiming to fill the gap among those previous research. Most research in this field are conducted in higher education level or college level. However, reading comprehension is also important for junior high school students. Based on this reason, the researcher is interested to conduct this research in junior high school to enrich the findings in

this field. The researcher carried out the typical research entitled Scaffolding Strategy in Improving Students' Reading Comprehension.

1.2 Research Question

This study aims to answer the research question as follows:

1. How effective is the scaffolding strategy in improving student's reading comprehension?

1.3 Purpose of the Research

This study is carried out to find out:

1. The effectiveness of scaffolding strategy in improving students' reading comprehension.

1.4 Limitation of the Research

This study is limited to investigate the effectiveness of scaffolding strategy to improve students' reading comprehension of a junior high school grade eight in one junior high school in Bandung. There are two groups chosen from two different classes, one for control group and one for experimental group. The control group was taught in conventional teaching while experiment group was taught using scaffolding strategy. This study employed pre-test and post-test for both experimental and control group.

1.5 Significance of the Study

This study was conducted to give theoretical and practical implications. Theoretically, this study can enrich the research findings regarding the effectiveness of scaffolding strategy to increase students' reading comprehension. Practically, this study benefits English teachers to improve their knowledge regarding the appropriate strategy for helping students with their reading comprehension. By using this strategy, teacher can also help students to transform from assisted learners into independent learners. Furthermore, this study also

provides description of the students' responses toward the implementation of this strategy.

1.6 Clarification of the Main Terms

1) Scaffolding Strategy

Scaffolding strategy is a strategy to facilitate students transform from assisted learners into more independent learners (Cooper, 2000). Scaffolding strategy is learning strategy in which both teacher and students collaboratively solve problem where the teacher guides students to become independent for their learning (Richards and Schmidt, 2002).

2) Reading Comprehension

Reading comprehension is the process of making meaning from text in which the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Wooley, 2011).

1.7 Organization of the Paper

This paper is divided into five chapters. The chapters are subdivided into subtopics which then discuss the topic given.

1) Chapter I is introduction. It consists of the description of research background, the formulation of the research question and purpose of the research, scope of the research, significant of research, clarification of the main terms and the organizations of the paper.

2) Chapter II is theoretical framework which presents the theoretical foundation of the topic that relates to the present study.

3) Chapter III is the research methodology. This chapter presents the method of the research, the data collection, and the data analysis.

4) Chapter IV is findings and discussion. This chapter consists of the result of data collection, data presentation, and explanation of the result of data analysis.

5) Chapter V is conclusions and suggestions.

6) The paper ends with references and appendices.