

CHAPTER I

INTRODUCTION

A. Background of the Study

The English language is recognized as the most widely used language of communication and technology. Hence teaching English for both children and adults has become crucial in order help them cope with the dynamic changes and challenges of the global situation. It is also suggested that the earlier a learner is exposed to language, the easier he or she learns it (Abiy: 2008). One of the mechanisms for enhancing quality of children's learning is improving reading skill, so that it will pivotal roles in increasing their English language skill (Abiy: 2008). It means that in order for the English language to serve these roles in education students early grade comprehension development in the language has become a national concern.

There are different approach to teach reading emanating from different school of thought or theories bahaviourism to cognitivism and to social constructivism. In bahaviourism learning to read was left to be dominantly carried one more by the classroom teacher.,not by the students (Philip : 1995, William: (1984). The behaviourist position was criticized for being mechanistic which focus on recitation.. For instance Vygotsky (1962) criticized behaviorism as being isolated specialized ,too narrow and intrapersonal in stand point.

On the other hand cognitivism pay more attention to memory, information processing approaches attention and noticing. Both of the theories were vehemently criticized for overlooking the social context of learning, Social constructivism focuses on the social factors in process of learning, stating that learning is not individualistic process. It need to be learned in a social context with help of capable peers parents or expert teacher (Vigotsky : 1978)

Teaching reading to students of junior high school level is not the same with one of elementary school level. The former has less capacity in learning a foriegn language rather than the latter. Because of the child memory is better

than adult. So language acquisition will be best applied to young learners. Pacchioli (2005: 15) said that:

“Children’s brains develop most rapidly in infancy, but continue to mature throughout childhood, with a notable burst in adolescence. This is one reason why children's memories differ from adults. Their brains are still changing rapidly. Adult brains change too, but not as quickly or dramatically.”

It can be implied that the younger the better to learn a foreign language, particularly learning how to reading comprehension. Students of MTsN Paron are learners that are not easy to absorb teaching material. Unless the teacher provides scaffolding in teaching reading, students of MTsN Paron will not be able to read English better.

Language is a mean of communication used by the person constructive meaning. They communicate with other for some purpose to satisfy necessary in their social life. What person communicate are actually the meanings and intensely they have in mind in relation to their feeling and experiences. Person will not be able to understand other person’s meaning and intensely until they manifested or realized in the system of wordings and soundings in language (Matthiessen, 1995:1). Person use language a language as a means of communication with other person as a tool to express their ideas and wishes. It means that person to express their idea by using a language teacher who teaches in class, want to make students understand what teacher explains, so conversation must be distinctly. Learning activities created by the teachers in classroom should give opportunities for the learner to actively participate in sicoal interaction in the classroom process as it is through interaction with language as the primary medium that both learner’s learning and development processes occur. Language accompanying teachers’ actions in interaction with the class during the teaching learning process play an important role for the learners language and cognitive development. Vygotsy (in Wilhem, 2001: 4)

In Indonesia, English is as a foreign language which obligate subject in Junior high school. Based on English competent standar, There is four English skill (Listening, Speaking, Reading, and Writing competence).

English is taught as the foreign language in Indonesia. It will be one of the obligate subject at schools. English is an international language. It is utilized all over the world. So that it is significant language learning English will be need for the students. Finally, many parents send their children to a course. Parents think have studying English at a course is better than studying at school. To learn English at school, the students must master four skills, the skills are reading , writing, speaking and listening. In curriculum 2013 Reading comes first. Then, it is followed by, writing, speaking, listening, It does not mean that reading and speaking are more significant than listening. They are significant.

Commonly person think that reading is activity of looking at and understand written form. On the other side an expert gives more definition of reading. Richards and Schmidt (2002: 454) state that reading is perceiving a written text in order to understand its content. While Harris and Sipey (1980: 447) states that reading is the meaningful interpretation of printed or written verbal symbols. Different scholars may use the term reading in different ways since many terms are proposed with different emphasis, such as what is said by Urquhart and Weir (in Grabe, 2009: 25), they state that reading is the process of receiving and interpreting information encoded in language form via the medium printed. Another opinion is also stated by Burn, et al. (1984: 10), who state that reading is a thinking process. The process of recognizing words require interpretation of graphic symbols. In order to comprehend reading, a person must be able to use the information to make inference and read critically and creatively; to understand the figurative language, determine the author's purpose, to evaluate the ideas presented, and apply the ideas to actual situation. All of these skills involve thinking process. Teachers can guide students' thinking by asking the questions. Students will be more likely to evaluate the material they are reading if they have been to do so.

Clay (1990: 4) gives a comprehensive definition of reading. His remark is as follows:

“I define reading a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced. My definition states that within the directional constraints of the printer’s code, language and visual perception are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author’s message”.

Grabe (2009: 56) views that reading is an interactive process. It is the process of combining textual information with the information a reader brings to a text. In this view the reading process is not simply a matter of extracting information from the text. Rather, it is one in which the reading activities a range of knowledge in the reader’s mind that he/she uses. Thus, reading is viewed as a kind of dialogue between the reader and the text. According to Petty and Jensen (1980: 16) reading is a process of deriving meaning from the written language. It is not a process of deriving the exact meaning that an author intended since the meaning any reader obtains depends on language ability and the experiences that he/she brings to the reading act. Reading is not just a mechanical process of word calling or ‘decoding’ simply saying words or recognizing them in silent reading does not constitute reading. Rather, reading requires the use of all of an individual’s capabilities in deriving meaning from print. It is the point of reading from the beginning.

In this atmosphere, Loughheed (2008: 49) defines reading as the process of understanding the context of a text to have a clue about the topic, the main idea, and predicting the meaning. And according to Rubin (1993: 5) reading is defined as a complex, dynamic process that involves the bringing of meaning to and the getting of meaning from the printed page. Thus, reading as a total integrative process that includes three domains: (1) the affective, (2) the perceptual, and (3) the cognitive. There are two reasons why reading is important. First, by reading students can get information needed. In this case students want to know about various things. Secondly, by reading they get

support in their academic achievement. In the final exam, total test number is fifty, it means that reading comprehension is the largest target to achieve the final exam. The function of teacher should be creative in the teaching learning process. Teacher should be able to creative use technique in teaching.

Students of MTsN Paron face problem in comprehending the text, reading skill is regarded as the most important skill for students in the classroom and extracurricular environment, so teacher can help their students master the habit of rise up their knowledge on a subject which enhances their reading comprehension.

Reading is consider as the core of skill. Brown (2001 : 298) mentions that reading ability will be develop best in the association with writing ,listening and speaking activities. Teacher try to find ways to improve learner's language learning. One of ways is to scaffold students in their language achievement.

Teachers make lesson plans to prepare the teaching, communicate instructional activities concerning specific subject material, and based on curriculum that consist of goals, purposes , and topics to be taught, what actually happens in the classrooms as individual teachers adjust.

Students of MTsN Paron face problem in comprehending the text, reading skill is regarded as the most important skill for students in the classroom and extracurricular environment, so teacher can help their students master the habit of rise up their knowledge on a subject which enhances their reading comprehension. The role of teacher as facilitator in English teaching learning process, especially on conducting the scaffolding strategies, must be developed in teaching reading . By being a good facilitator, the teacher can stimulated the students be active on teaching learning process in reading comprehension. t is interesting to investigated how the scaffoding is implemented in MTsN Paron. Therefore, the writer is interested in doing research entitled “ **IMPLEMENTATION OF SCAFFOLDING STRATEGY TO TEACH READING IN MTsN PARON**”

B. Limitation of the Study

This study is limited on kind scaffolding strategy used by the teacher on applying teaching reading .

C. Problem Statements.

There are some problems that concern with this research. Therefore, the writer would like to limit the problem statements as follows:

1. What is the teacher's perception on scaffolding in teaching reading ?
2. What kind of scaffolding that is used by the teacher in teaching reading ?
3. How does the teacher implement scaffolding in teaching reading ?
4. What are student's responses on scaffolding used by the teacher in teaching reading ?

D. Objective of the Study

Based on the problem statement, the research is conducted to:

1. To explores teacher's perception on scaffolding concept in teaching reading.
2. To explain kind of scaffolding that is used by the teacher in teaching reading.
3. To elaborate scaffolding in implementation teaching reading .
4. To identify the student responses on scaffolding in teaching reading .

E. Benefit of the Study

In this reaearch , the writer experts that the reseach paper has benefits for the teacher, the student and for theoretical :

1. Theoretical Benefit

Theoretically, this research challenges to conduct research more on the important issues of implementation of scaffolding implemented by the teacher in reading class. Furthermore, this research can further researchers either from the prespective of scaffolding or from teaching reading. Because in English pedagogy, scaffolding and teaching reading are included into important highlights due to the fact that they are related to

learning outcome. Further researchers can find some related theories, information, and inspiration from this research. This research also can be considered as relevant previous study where further researchers can add some variables that haven't been discussed earlier. There is important ethical consideration to be done in conducting the research for further researchers.

2. Practical Benefit

a. For the teacher

This research is significant for the teacher, particularly for English teachers can acquire the information from questionnaire about student's responses of scaffolding used by her or his teacher in teach reading at MTsN Paron. The questionnaire content can be critics and compliment. She / he can prepare how to face those predictions. Due to the fact that teacher has important role to make students of MTsN Paron achieve their learning goal, so this study also can make teacher take the evaluation for what she / he has done so far in teaching reading. Off course, the evaluation is around scaffolding applied in teaching reading. Besides, teacher can consider improving better scaffolding in teach reading. In general, this study is significant for other English teachers who particularly teach reading. They can obtain the grasp of scaffolding comprehensively from what teacher's way in implementing scaffolding. They can also take an evaluation of what they have conducted in teach reading after they read this study. They can be aware that scaffolding is not only a matter of providing the material for the students but also there are many aspects from scaffolding that they can dig up from this study.

b. For the students

This study is significant for the students of seventh, eighth and ninth grade in having the reflection. That reflection is about whether their participation in reading class has optimal or not. The success of

scaffolding conducted by teacher in teach reading depends also on Student's participation in reading class. Besides, the success of scaffolding can lead to the student's good performance in reading. It means that, Student can take the significance of this study to measure whether their participation in reading class has been adequate or not to support scaffolding conducted by teacher in teach reading and to support their efforts to have good reading performance.

c. For further researcher

Further researchers that have challenges to conduct research more on the important issues of implementation of scaffolding implemented by the English teacher in reading class. Furthermore, this research can be relevant previous study for further researchers either from the prespective of scaffolding or from teaching reading. Because in English pedagogy, scaffolding and teaching reading are included into important highlights due to the fact that they are related to learning outcome. Further researchers can find some related theories, information, and inspiration from this research.

F. Research Paper Organization

This research will be divided into 5 chapters, and the organization will be as follows:

Chapter I : Introduction is Background of the Study; Limitation of the Study; Problem Statement; Objective of the Study; Benefit of the Study; and Research Paper Organization.

Chapter II : Underlying Theory consists of Previous Study; Theoretical Review:Scaffolding, Reading, Scaffolding in Teaching Reading; Theoretical Framework.

Chapter III : Research Method consists of Research Type; Researc Object ; Research Subject ; Data and Data Source; Technique for Collection Data Credibility of Data;; and Technique for Analyzing Data..

Chapter IV : Research Finding and Discussion is Research Result; and Discussion.

Chapter V : Conclusion, Implication and Suggestion.

References.

Appendix.