CHAPTER I
INTRODUCTION

This chapter covers background of study, limitation of study, problem statement, objective of study, significance of study and research paper organization.

A. Background of the Study

Teaching learning process will not be successful if there are not any cooperation between the elements which influence it. Teacher and students are the elements of class which must always be related each other. If there is only competent teacher but it has no learning motivation in the students, the class will run meaningless. On the other hand, when there are many clever students but it has no creative teacher, the talent, interest or event the capability of the students will never be developed. Scaffolding strategy is a teaching strategy which can encourage both teacher’s and students’ creativity in teaching learning process. Teacher will be more creative in improving the teaching technique since the appearance of student’s learning problem in the different situation may need different treatment or certain technique in solving it. The certain treatment of aids that teacher gives to the students will also motivate the students to develop their own ideas about their learning problem. In other words, students can decide what they will do in the current and the next learning process to overcome the problem. Thus, scaffolding is considered as a teaching strategy which will be useful for teacher and students in improving their creativity in especially in teaching learning English skill such as reading comprehension.

Reading skill is one of English macroskills which is considered to be the most difficult to be comprehended. Appropriate strategy is needed in teaching it. Scaffolding is considered by modern researchers as “teaching strategy which has facilitative role when it is connected and practiced with reading comprehension” (Enyew and Yigzaw, 2015, p. 264). Reading comprehension is a kind of skill which is impossible to be taught by lecturing technique. It is such an activity that students should experience it by themselves by continuous exercises. During this
exercise, the teacher may use scaffolding to help the students in comprehending the text. The teacher gives aids to the students continuously and begin to decrease the aids when the students have been able to comprehend the text by themselves. Here, the role of scaffolding strategy is very important to help teacher in teaching reading comprehension and to help the students in comprehending the text without any significant confusion.

Confusion among students toward their learning activity is often caused by the lack of interaction between the teacher and students. Scaffolding strategy try to increase the frequency of interaction between them through the activity of teacher in giving helps to the students during learning reading comprehension. It will be more useful for them in conducting effective teaching learning process. In other words, the objective of the teaching learning process will be achieved. The teacher will manage to transfer the knowledge to the students and the students will be successful to receive the knowledge or develop their own background knowledge. Thus, Kargar and Tayebipour (2015) argue that providing interactive condition is one of aspects that causes learners high achievement in scaffolding classroom. Accordingly, the present researcher is intended to conduct a research related to the topic about scaffolding strategy.

The present researcher determines to conduct this type of research which is about scaffolding strategy based on some reasons. First, the present researcher is interested in the field of education especially about method of teaching English as a foreign language. In this case, the present researcher emphasize in studying the use of scaffolding in teaching reading comprehension. Second, there are still few of local researchers from Indonesia who conduct this type of research. It can be seen from the previous studies that most of the researchers are from overseas. The present researcher is aimed to be one of researchers who can give contribution in studying this type of research. Third, The present researcher is challenged with the topic about scaffolding strategy because studying this topic will motivate the present researcher as educator to be more creative in developing the teaching technique particularly in teaching reading
comprehension. Thus, this type of research is chosen due to the interest of the present researcher in the educational field especially about teaching strategy.

The research is conducted using qualitative method. This method is chosen because it is a research method which is aimed to discover the meaning and then to explain what has been gained. Using this method, the researcher is stimulated to be active since the researcher will be related with comprehending the complexity of reality or constructing certain phenomenon. The present researcher also prefers to use this method because most of the previous studies about the implementation of scaffolding strategy use quantitative method. It is a research method which is aimed to find the cause-effect relation toward variables that are studied. It is different from qualitative method in which the result of data analysis are presented in the form of descriptive elaboration. Therefore, the present researcher chooses to use qualitative method in order to make it different from the previous research.

Therefore, the present researcher is interested in investigating the implementation of scaffolding strategy in real life situation at the school by conducting a research entitled “Scaffolding Strategy Used by English Teacher in Teaching Reading Comprehension to the Eleventh Grades Students at SMK Muhammadiyah 2 Surakarta”.

B. Limitation of the Study

The present research is focused on the English teaching learning process to the eleventh grades students at SMK Muhammadiyah 2 Surakarta. It is a concern in implementing the scaffolding strategy in teaching reading comprehension.

C. Problem of the Study

The main problem of this research is “the implementation of scaffolding strategy used by English teacher in teaching reading comprehension”. In order to solve this problem the present researcher formulates the detail questions as follows:
1. What are the scaffolding used by English teacher in teaching reading comprehension to the eleventh grades students at SMK Muhammadiyah Surakarta?

2. How is the implementation of scaffolding in teaching reading comprehension?

3. What are the responses of the students toward the implementation of scaffolding used by English teacher in teaching reading comprehension?

D. Objectives of the Study

The present researcher is steady to conduct this research because the researcher wants to explain and give information that:

1. The research is aimed to describe the scaffolding used by English teacher in teaching reading comprehension to the eleventh grades students at SMK Muhammadiyah 2 Surakarta.

2. It describes the implementation of scaffolding used by English teacher in teaching reading comprehension.

3. It describes the response of the students toward the implementation of scaffolding by English teacher in teaching reading comprehension.

E. Significances of the Study

The findings of the research are expected to indicate significant information about the implementation of scaffolding in teaching reading comprehension. There are two kinds of significances for the reader—the practical significance and theoretical significance. They are as follows:

1. Practical Significance
   a. This research is expected to give positive income for English teacher about the implementation of scaffolding strategy in teaching reading comprehension.
   b. It is expected to give positive income for the students about how to develop and manage their potential and learning quality especially in learning reading comprehension using scaffolding strategy.
2. Theoretical Significance
   a. The research could provide information of the suitable strategy in teaching reading comprehension.
   b. Hopefully, the research interests the reader to study deeply about the case related to this research.

F. Research Paper Organization
   This research paper is divided into five chapters as follows:
   Chapter 1 is introduction. It covers background of study, limitation of study, problem statement, objective of study, significance of study and research paper organization.
   Chapter 2 is literature review which consists of theoretical review, previous study and theoretical framework.
   Chapter 3 is research method. This chapter deals with the method in doing the research such as research type and design, research setting, data and data source, technique for collecting data, technique for analyzing data and credibility of data.
   Chapter 4 is research finding and discussion. It presents the finding of the research and discussion.
   Chapter 5 is conclusion, implication and suggestion.