

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Learning English involves the four kinds of language skills: listening, speaking, reading, writing. Teacher should develop there is four language skill in order that their student could use the skill to communicate or express their through feeling, and opinion in English. In order to master those skills, the students have to master some elements of language, for instance, grammar, pronunciation, vocabulary, etc. However, students get difficulties in reading mastery whereas, reading is a crucial element to master foreign language especially English.

Reading is one of language skills should be mastered well by the students in their learning process, because reading is an essential factor that influences one's activity in communication. People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere. During read a text, students will find information or knowledge and can explore them. Students usually read a book or something; it can make their knowledge more wide and can make the students be clever students. In order to get information well,

they should have reading comprehension skill or must comprehend the content that have been read by them.

Reading comprehension is an activity that has purpose to get information from written text in fully understanding. Reading comprehension involves much more than readers<sup>1</sup> In other words, students should find information that found in the text. In order to, if they have good comprehension skill, they will understand well about what they have been read. To get students are good in reading comprehension skill, it is needed a good teaching reading comprehension from the teacher.

Based on observation and experiences, the researcher found that there were many learners who still had low reading skills. There are many Junior High School teachers who still use traditional method in teaching reading. The teachers just give the material and explain it, give examples and excercises. This method is not effective because the students are bored and need much time to be able to master English for reading. In that case, the teacher are supposed to be creative in teaching learning process to create a good atmosphere, to improve and to make the English lesson more exciting by this method or strategy. Because Teaching reading for Junior High School needs appropriate technique in order that students are active and creative in reading lesson.

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<sup>1</sup> Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Tracing Reading Comprehension to Student with Learning Difficulties* (New York: The Guildford Press, 2007), 8.

Usually the teachers just explain the material without use media of teaching or strategy that able to increase the interest and achievement of the students. So, the researcher needs to implement a strategy that can improve the students' interest in learning English. It was proven when the researcher observed a learning process in a school named MTs AshhabulMaimanahKedaungMekarBaruTangerang. They faced some reading problems which caused the learners had difficulties in comprehending the information presented in the textbooks. The students did not focus in reading text in English, because they was confuse when reading and answering the question from the text. The students' activities in teaching learning process of reading skill seems monotonous because teaching reading was focused on reading aloud, translating the entire words in the passage and finding the difficult words then translating whole passage into Indonesian language. So the researcher tries to apply another method as a problem solving in learning English in MTs AshhabulMaiamanahKedaungMekarBaruTangerang.

The researcher was look for a technique which can help them to read effectively and interestingly. Teaching comprehension strategies explicitly was seen as a possible approach to tackle the problems faced by the students. In this case, the writer tried to find interesting and effective way for the students and the teachers so that they can do their reading activity well. One of techniques which are available is scaffolding technique, Scaffolding is what gets erected outside a tall

building so that works can climb up and hammer away. From the ground below scaffolding sometimes looks like an external skeleton, yet any long gaze will reveal it has nothing to do with supporting the actual weight of the building it surrounds. Instead, what is evident is the short-lived nature of its framework, individual pieces of which are designed to disassemble quickly. Scaffolding in construction is a means to an end, as soon as it is no longer needed, it disappears.

According to Wood, Bruner, and Ross, “The term scaffolding is tutoring or other assistance provided in a learning setting to assist students with attaining levels of understanding impossible for them to achieve without assistance. Scaffolding in an educational context is a process by which a teacher provides students with a temporary framework for learning”<sup>2</sup>. Done correctly, such structuring encourages a student to develop his or her own initiative, motivation and resourcefulness. Once students build knowledge and develop skills on their own, element of the framework are dismantled. Eventually, the initial scaffolding is removed altogether, students no longer need it. In English teaching, scaffolding can be applied in any skills such as Listening, Reading, Speaking or Writing.

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<sup>2</sup>Sri mulatsih, *The use of scaffolding technique to improve the students' competence In writing genre-based texts*, (Semarang:Universitas Dian Nuswantoro, 2011), 102.

Beside, this method can build the students' ability to understand the text. It focused on reading strategy by scaffolding technique. In this strategy, the researcher focused to build up student comprehension skill, By using this technique the students will be more interested and enjoy the teaching reading English. Besides, The writer hopes that this method can be relevant method to give solution for the problem of reading lesson. Based on the explanation above, the researcher is interested in improving students reading and in this research the researcher will apply scaffolding technique in teaching reading comprehension. So, that the researcher will do a research entitle "**The effectiveness of using scaffolding technique to teaching reading comprehension.** (An experimental Research at eighth grade of MTs AshhabulMaimanahKedaungMekarBaruTangerang).

## **B. Identification of Problem**

The writer identified several problems in teaching learning reading process in the class, as follow:

1. The students felt difficult to learn English especially in comprehend text in reading comprehension at eighth grade of MTs Ashhabul Maimanah Kedaung Mekar Baru Tangerang.
2. Unattractive teaching made students bored in learning reading in English.

3. The method used by teacher did not make the students understand and student not interest to teaching learning process.
4. Students are lack of vocabularies.

### **C. Limitation of Problem**

Although there are many problems on the students, the writer limits the problem, this study focus on scaffolding technique in teaching reading comprehension. Moreover, in teaching reading comprehension, we need method which is more effective in order to learn English easily. So, the writer using scaffolding technique to developing student's reading comprehension at eighth grade of MTs Ashhabul Maimanah Kedaung Mekar Baru Tangerang

### **D. Statements of the Problem**

Based on the identification of problem study above, the researcher formulates the problem, as follow:

1. How is student's ability in learning reading comprehension ?
2. How is the application of scaffolding technique in teaching reading comprehension at eighth grade of MTs Ashhabul Maimanah Kedaung Mekar Baru Tangerang?

3. How the effectiveness of scaffolding technique in teaching reading comprehension at eighth grade of MTs Ashhabul Maimanah Kedaung Mekar Baru Tangerang?

#### **E. Objectives of the Research**

Based on the statement of the problem, the writer has the objectives of this research as follow:

1. To know student's ability in learning reading comprehension.
2. To know the application of scaffolding technique in teaching reading comprehension at eighth grade of MTs Ashhabul Maimanah Kedaung Mekar Baru Tangerang.
3. To know the effectiveness of scaffolding technique on student's reading comprehension at eighth grade of MTs Ashhabul Maimanah Kedaung Mekar Baru Tangerang.

#### **F. Significance of Study**

Based on content of this paper, it is expected to get the result of the research can be used as :

1. Theoretical

This research can be used the answer from developing student's reading comprehension through scaffolding technique at

eighth grade of MTs Ashhabul Maimanah Kedaung Mekar Baru Tangerang.

2. Practically the result of this research is expected to be useful for:

a. The students

Scaffolding technique is hopefully able to develop student's reading comprehension.

b. The Teacher

It is expected that scaffolding technique can be an interesting method and stimulate the students. It can support and motivate other teachers to make new ways in teaching learning process so that learning activity will not be monotonous.

c. The Researcher

It can be used to improve her experience in teaching English by using scaffolding technique in teaching reading comprehension and it is expected the result of this study can be a reference for other researchers who want to conduct research with the same problem.



## **G. Organization of the Writing**

This paper divided into five chapters. Each chapter explains different matters in line with the topic that is discussed:

The first chapter explains about introduction. This chapter the writer describes background of study, identification of problem, limitation of problem, statement of the problem, objectives of the research, significance of study, and organization of the writing.

The second chapter explains about theoretical foundation. It contains the parts of theory about scaffolding technique, and reading comprehension, scaffolding technique in teaching reading comprehension, previous study and conceptual framework.

The third chapter explains research methodology. It covers research method, place and time, population and sample, technique of data collecting, technique of data analysis and research hypothesis.

The fourth Chapter explains the result of research that is the data analysis.

The fifth chapter discussed about conclusion and suggestions.