

CHAPTER I

INTRODUCTION

1.1 Research Background

Reading Comprehension refers to the reader's ability to understand superficial and hidden meanings. Reading comprehension is a complex process that involves a combination of text and reader (Reza Ahmadi et al., 2013). Dalman (2013) as cited by Mentari et al. (2014) reading comprehension refers to the understanding of written text contents explicitly and/or implicitly. Supriyono (2008) as cited in Mentari et al. (2014) adds that good understanding is often related to the reader's schemata, memory, perspective, ability, and other affective aspects like motivation, interest, and self-esteem. Luke and Freebody as cited in Gibbons (2002) explain that understanding specific reading comprehension indicators are often related to good reading comprehension.

Scaffolding is a learning strategy that involves students in problem-solving activities intending to make students more independent (Richards and Schmidt, 2002: 466 as cited in). Scaffolding is a strategy used by teachers to help students learn independently but still under the guidance of the teacher (Cooper, 2000:33-34; Gibbons, 2002 as cited in Reza Ahmadi et al., 2013). Scaffolding is a recommended learning strategy to help build reading comprehension. There are several reasons why this strategy helps build students' reading comprehension, namely 1) students can control their understanding. 2) students can choose learning strategies to overcome

comprehension difficulties when they are reading 3) increase students' interest and participation in learning 4) can be used as a tool to assess students' understanding in class (Harris 5 & Hodges di Blok & Israel, 2004; Vacca & Vacca, 1999: 53 as cited in Hasanah, 2010.)

Through initial observations, it was conducted on the students' reading comprehension at SMP Negeri 4 Busungbiu (Henceforth: SMPN 4 Busungbiu). To collect such data, an interview was conducted with the EFL teacher and students in the seventh grade. They disclosed some difficulties found by the students in understanding elements of descriptive texts of person and procedure.

First, they explained that some students could not find the general theme after they finished reading the descriptive text of person and procedures. The theme of a description is what the author is trying to convey (Hesham Suleiman Alyousef, 2006). In other words, the central idea of the description, usually, the theme is woven through the description (Hesham Suleiman Alyousef, 2006). For example, *"What is the main idea of this descriptive text?"*

Second, some students fail to find specific information contained in the descriptive text of person and procedure. Specific ideas refer to specific information conveyed by the author about the texts. For example, "How does a nocturnal animal live?" or "What can yeast be used for?".

Third, students also cannot provide the appropriate pronoun of the noun represented in the descriptive text of person and procedure. Students' inability

to correspond a pronoun with the noun referred to might be caused by the grammatical complexity of the text (Muzammil & Saifullah, 2021). For example, "What does it refer to in the text?" or "The pronoun themselves refer to....?".

Fourth, some words and expressions were not recognized their literal and/or implicational meanings by the students. The students' inability to recognize meanings of words and/or expressions might be related to poor vocabulary (Patel & Jain,2017). For example, "*What is the synonym of '...to be accounted for...?'*" or "*The word 'benefits' means...*".

Al Eissa & Al-Bargi (2017) examined students' reading comprehension using the scaffolding technique of students at King Abdulaziz University in the city of Jeddah in Saudi Arabia. This study uses a mixed-method in which quantitative uses pretest and posttest and qualitative provides an open questionnaire. This study uses 33 students as participants. The results found are effective scaffolding techniques used in teaching reading and able to have a positive impact on students' learning motivation. Hikmat & Ruf Nurrisal (2017) examined the effectiveness of the scaffolding technique in teaching reading comprehension to the eleventh graders at Baleendah 1 Senior High School. This research applied qualitative design. Data were collected through an observation checklist and interview guide. The scaffolding technique to reading comprehension was implemented in three stages, namely pre-reading, whilst-reading, and post-reading using different scaffolding strategies. The result showed that students comprehended all elements contained in the written texts. It was concluded that the scaffolding technique created supports

for students' learning and improved reading comprehension as well as content knowledge. Scaffolding enabled students to read more texts and engaged with them more deeply than they could without the teacher's assistance.

This research is different from previous research conducted by (Hikmat & Ruf Nurrizal, 2017) and (Al Eissa & Al-Bargi, 2017). (Hikmat & Ruf Nurrizal, 2017) studied the effectiveness of scaffolding techniques in teaching reading comprehension for high school students. In fact, (Al Eissa & Al-Bargi, 2017) studied scaffolding techniques and proved effective in improving students' reading comprehension skills at the university level, whereas This research focused on 1) The process in implementing the scaffolding technique in reading comprehension in *SMPN 4 Busungbiu* 2) The output of student's reading comprehension implemented through the scaffolding technique in *SMPN 4 Busungbiu*. The research design applies Classroom Research. Classroom Research is describing what actually happens in the classroom (Fernández Abarca, 2004). The purpose of classroom research is to help teachers evaluate their effectiveness as teachers and to encourage intellectual stimulation and professional renewal.

1.2 Problem Identification

Problems encountered in reading comprehension were identified in *SMPN 4 Busungbiu*. An English teacher was interviewed on the students' problems in understanding descriptive texts of person and procedure in

SMPN 4 Busungbiu. The problems confronting the students in reading comprehension are as follows.

First, students could not find the general themes after they finished reading the descriptive texts of person and procedure. The theme of a description is what the author is trying to convey. In other words, the central idea of the description, usually the theme is woven through the description.

Second, students also failed to locate specific information contained in such texts. Specific ideas refer to specific information conveyed by the author about the texts.

Third, students also could not provide corresponding pronouns of nouns represented in the texts. Finding corresponding pronouns is termed as a textual reference. Students' inability to correspond a pronoun with the noun referred to might be caused by the grammatical complexity of the text.

Fourth, some words and expressions were not recognized their literal and/or implicational meanings by the students. The students' inability to recognize meanings of words and/or expressions might be related to poor vocabulary.

1.3 Research Limitation

The limitation in this research is that it is only in class 7D academy year 2021/2022. The class was selected based on information from interviews conducted with the EFL teacher and seventh-grade students at SMPN 4 Busungbiu.

1.4 Research Questions

1. What is the process in implementing the scaffolding technique in reading comprehension in *SMPN 4 Busungbiu*?
2. What is the output of students' reading comprehension implemented through the scaffolding technique in *SMPN 4 Busungbiu*?

1.5 Research Objectives

1. General Objective. The general research objective is to describe the process in implementing the scaffolding technique in reading comprehension and the output of students' reading comprehension implemented through the scaffolding technique.
2. Specific Objectives. The specific objectives are 1) to describe the process in implementing scaffolding technique in reading comprehension in *SMPN 4 Busungbiu*, 2) to describe the output of student's reading comprehension implemented through scaffolding technique in *SMPN 4 Busungbiu*

1.6 Research Significance

1. The theoretical significance of this research is to help EFL teacher and students reading comprehension through scaffolding techniques at *SMPN 4 Busungbiu*
2. Practical significance:
 - 1) For students
This research can help reading comprehension through scaffolding techniques

2) For EFL teachers

This research will be able to help their performance in teaching reading comprehension through scaffolding.

3) Other researchers

This research can use the proposed research to refine and replicate the results of the proposed research.

1.7 Research Scope

This research is focused on the seventh-grade students in the academic year of 2021/2022 in *SMPN 4 Busungbiu*. Moreover, this research is limited to reading comprehension of descriptive texts of person and procedure carried out through scaffolding in *SMPN 4 Busungbiu*

