

CHAPTER I

INTRODUCTION

The researcher presents introduction that consist of research context, research focus, research objective, significance of the study, definition of key terms, and previous study.

A. Research Context

Reading is one way to get to know the wider world. The ability to read also helps to understand the message in writing, both implicitly and explicitly. The ability of reading must be taught to children from an early age to prevent them from becoming illiterate and unable to write. Elementary school is the time when children can fluently read a sentence from a story or material in a textbook. Reading English texts for elementary school students is not an easy challenge. The importance of reading from an early age will make children creative and confident, besides that children can also know many things and easily absorb everything that children encounter in their daily lives.

Reading is one of the most important skill that we have a student because with reading we can get any information needed and student can know many information. Let your students experience it for themselves through continuous practice. According to Grabe that reading is an interactive process.¹ It is the process of combining textual information with the information a reader brings to a text. In this view

¹ W. Grabe: Reading in a second language: Moving from theories to practice. New York: Cambridge University Press 2009, p. 56

the reading process is not simply a matter of extracting information from the text.

Difficulties in reading are not the least we encounter in elementary school students, every child must have their own difficulties in reading. In reality, students' reading difficulties can be due to internal and external factors. Internal factors can be in the form of physical health of students, such as the ability to think of students who are different from other students, as for external factors we can see based on the environment. As for other difficulties in children, namely in recognizing words and recognizing letters, mispronouncing, changing places. In addition, also showing the behavior of refusing to read, crying, or trying to fight teachers or parents become obstacles in reading for student.

Based on interview that have occurred between English teacher and researcher, English teacher tell a little about the learning that runs by using scaffolding strategies in reading class that occur in Grade 6th SDI Mambaul Ulum Sampang Scaffolding strategies used are by observation, explanation, making groups, identifying pictures, observations made by the teacher after that presenting the results that have been made from each group with one representative.² By using this strategy many of the students easily understand and feel interested in the learning that is going on, students will get used to solving their

² Pra observation direct Interview with Mrs. Siti Aisyah, *as the Teacher English Language of SDI MAMBAUL ULUMSAMPANG on Wednesday, 20th October 2023 at 10.00 a.m*

problems, besides students will be more broadly aware of the background of new ideas and understanding of their reading.

Scaffolding, as most people know, is placed around the outside of new buildings to allow builders access to the emerging structure as it rises from the ground. Once the building is able to support itself, the builder removes the scaffolding. The metaphor of scaffolding has been widely used in recent years to argue that, just as builders provide essential but temporary support, teachers need to provide temporary supporting structures to assist learners to develop new understandings, new concepts, and new abilities. As the learner acquires these skills, so teachers need to withdraw that support, only to provide further support for extended or new tasks, understandings and concepts.³ Scaffolding is a new strategy implemented at SDI Mambaul Ulum Sampang school which is used to support the enthusiasm for learning and provide refutation to students so that they can build new abilities. So that teacher will not lose guidance to students that teachers will be more socialised and can build effective learning.

Scaffolding stems from Vygotsky's idea that learners will not reach their performance potential through contribution alone but through an interactive process. Its central idea is known as the "zone of proximal development." It is an area between what he called actual development, which is what the learner can do independently, and potential development, which is what the learner can do in the future. , with the

³ Jennifer Hammond and Pauline Gibbons: Teachers' voices 8: Explicitly supporting reading and writing in the classroom, Published by the National Centre for English Language Teaching and Research Macquarie University Sydney NSW 2109

help of others now. Additionally, instructional scaffolding is an instructional strategy that focuses on teaching new skills by engaging students collaboratively on tasks that would be too difficult for them to complete alone. Scaffolding is recommended as temporary support given by teachers to their students to help them complete a task or develop understanding so that students can complete the task on their own.

After the application of scaffolding strategies occurred at school, the reading ability of grade 6th SDI Mambaul Ulum Sampang there is an increase, it really helps teacher in improving students' understanding of what they read as well. The implementation of scaffolding can help teacher more easily and make students active and better understand what they learn in class. With various strategies from the Scaffolding strategy, based on the theory above, this strategy can be adapted to the abilities of students that have been measured by the teacher through previous assessments.

Based on the low ability of 6th-grade students in reading class, the teacher uses new strategy to improve students' ability to read. Therefore 6th Grade of SDI Mambaul Ulum Sampang implementation of Scaffolding Strategies in Teaching Reading Skill. Based on this phenomenon, researcher want to research the implementation of scaffolding strategies in teaching reading skills in 6th grade at SDI Mambaul Ulum Sampang.

B. Research Focus

Problem are one of phenomenon that happened in the world. Especially in education, that make our research to find solution to solve it. The problem investigated is stated as follows:

1. How does the teacher implement scaffolding strategies in reading class of 6thGrade of SDI Mambaul Ulum Sampang?
2. How is the role of teacher in implementing scaffolding strategies in reading class of 6th Grade SDI Mambaul Ulum Sampang?

C. Research Objective

Research aims to solve problems. Therefore, this section contains a description of what objectives to be achieved in the research. Its content is closely related to the research problems that have been formulated.⁴ The function of the giving research objective is to know problem solving in research. That would be the answer to the question of research focus. Based on the research focuss above, the researcher can determine the research objective of the study namely :

1. To describe how the teacher implements scaffolding strategies in reading class of 6th Grade at SDI Mambaul Ulum Sampang.
2. To know how the role of teacher in implementing scaffolding strategies reading class of 6th Grade at SDI Mambaul Ulum Sampang

⁴Tim Penyusun Pedoman Penulisan Karya Tulis Ilmiah, Pedoman Penulisan Karya Tulis Ilmiah, Edisi Revisi, (Pamekasan: IAIN MADURA, 2020), page., 38.

D. Significance of Study

The result of this research are expected to be useful both theoretically and practically.

1. Theoretical Significance

This study was designed to provide information on problem experienced by student in reading skill, so the teacher and school can be solve the problem correctly.

2. Practical

a. For Educator

This will provide motivation for teachers in implementing many strategies and media in learning process.

b. For student

To further improve student learning competencies by improving learning and improving the quality of the learning process and as consideration for those who want to take an interest in the filed of reading. Also research can give know the students about the benefits of implementing Scaffolding Strategies.

c. For research

As the application of knowledge received in lecturer in the form of theory, especially those related of reading. As a prospective teacher, learn to apply appropriate learning deliver teaching materials in accordance with the condition that student want in the learning processes to be carried out and researcher

can develop knowledge about strategies learning and increase many experience in the future

d. For IAIN Madura

This research expected to be useful as additional literature and as insight into IAIN Madura library's.

E. Definition of Key term.

1. Reading Comprehension is an individual student's ability to read, where students can understand the information obtained, students can process their data from the understanding they get from what students read.
2. Strategy in teaching Reading is a method used by teachers in learning so that students are more enthusiastic and increase their interest in learning to read, understanding what we have read is not easy, especially for elementary school children, so that students can quickly understand the teacher's learning if they use many variety of strategies in teaching reading to improve students' reading skills.
3. Scaffolding Strategies teachers as well a learning strategies that can adapt to students' level of proficiency in that field. This strategy, which is taken from Vygotsky's theory, is usually known as ZPD (Zone of Proximal Development) which aims to enable students to learn to think independently critically.

F. Previous Study

The existence of previous study is to provide some guidelines and a benchmark which is will be used as comparison material to get an update from research that will be carried out with the same theme. The researcher put some previous study related to this issue.

Based on the previous research, from Child Education Journal the title is “Scaffolding strategies to support English language learning in Reading Comprehension: A case study” written by Irma Suryani, Utami Dewi, Mohamed Muhibu Chuma, from their research result showed that Scaffolding Strategy can help students solve difficults in reading text, student can understand the learning and complete assignments with step by step. The use of scaffolding techniques help students develops her mental functions within the ZPD as she constructs knowledge with a more capable peer or an adult. By three stages used teacher, namely: the pre-reading stage, the reading stage, and the post-reading stage, can effect the students motivation. The similarity in this study with the researcher is examining scaffolding strategies in Reading instruction. The research method using descriptive research of Qualitative Research. The differences between the research by Irma Suryani, Utami Dewi, Mohamed Muhibu Chuma and researcher is their have differences in collecting data their use Interview and questionner but researcher use observation, interview and documentation. Also their object Irma Suryani, Utami Dewi, Mohamed Muhibu Chuma conduct their research in 6th grade

Madrasah Ibtidaiyah Negeri Medan but researcher conduct at 6th grade SDI Mambaul Ulum Sampang⁵

Another previous study was conducted by Luh Rita Narina on the from JoEs (Journal of Educational Study) entitled “Scaffolding Technique in Reading Comprehension in The Junior High School” the result from her research is student have low abilities in reading comprehension descriptive and procedure. The student does not understand reading indicators namely main idea, specific idea textual references, and word meaning. Meanwhile when teacher use scaffolding that can improve student reading comprehension descriptive and procedure text, student can understand reading indicators namely main idea, specific idea textual references, and word meaning. In her research she also discusses the application of scaffolding in teaching reading comprehension in descriptive text and how a teacher implement this technique in the classroom. The differences between Luh Rita Narina and the researcher their have differences method which is Luh Rita Narina use classroom action research she plays a role in the class as a participant (direct) meanwhile researcher use qualitative method with observation, interview and documentation. The object of their research also different Luh Rita Nurani conduct her research in SMP Negeri 4 Busungbiu in the 2021/ 2022 academic year but researcher conduct her

⁵ Irma Suryani, Utami Dewi, Mohamed Muhibu Chuma: Scaffolding strategies to support English language learning in Reading Comprehension: A case study. Child Education Journal (2023), 5.1, 24-35 <https://doi.org/10.33086/cej.v5i1.3790>.

research in SDI Mambaul Ulum Sampang⁶.

⁶ Luh Rita Narina Scaffolding Technique in Reading Comprehension in The Junior High School. Journal of educational Study. Volume 2 Issue 2 (2022).