CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is a key to unlock the unknown and admit to various knowledge of many fields. Brown (2019:195) states that reading is a skill that teachers simply expect students to master when learning a foreign language. He argues this skill is most important for success in all educational situations and nevertheless of essential significance when assessing general language proficiency. Hence, it can be inferred that the main goal of reading is to build comprehension. Kocisky et al. (2018) defines reading comprehension as Integrating knowledge and reasoning about events, entities, and their relationships over the entirety of a document is necessary for information retrieval. In order to comprehend a text, readers had better know the text types firstly.

There are so many kinds of text can be found in English language. Compared with other texts, students put highest intention on narrative text as it is an interesting text to learn, yet its purpose is to entertain and contain moral value. Anderson and Anderson (2010: 8) argues that narrative text is a piece of text that tells a story and its generic structure consists of orientation, complication or problem, the chronology of events, resolution, and coda at the end of the story with the aim of amusing and entertaining the reader.

Nowadays, almost all schools have been implementing Merdeka Curriculum. The Merdeka Curriculum is a program that includes a variety of extracurricular activities.

The content is better organized so that students have adequate time to explore ideas and build competence. In this curriculum, teachers are free to design lessons that are matched to the needs, interests, and skills of their students (Juliani, 2022). According to Ministry of Education and Culture, for senior high school, phase E is adapted for tenth grade students. In the content of the *Alur Tujuan Pembelajaran/ATP* (English subject syllabus) is planned some topics and genres that will be learnt, one of the text types is narrative text. In the English textbook, students learn about narrative text in the form of fractured stories which the story served mainly has been modified from the traditional version to the modern one. This form is in accordance with the characteristics of folklore text as one kind of narrative text.

Table 1.1 The Reading Competences of Tenth Grade of Senior High School in the Second Semester

LEARNING ACHIEVEMENT (CAPAIAN PEMBELAJARAN)	LEARNING OBJECTIVES (TUJUAN PEMBELAJARAN)	INSTRUCTIONAL OBJECTIVES
Read and respond to various kinds of texts such as narratives, descriptions, procedures, expositions, recounts, and reports. Reading to learn something or to get information. Search for and evaluate the specific details and essence of various types of text. This text can be printed or digital, including visual, multimodal or interactive text.	**M1.** Students are able of identifying the social function of **Narrative text** **M2.** Students are expected to be able to analyze the generic structure and language features of **Narrative text** correctly. **M3**. Interpret the main idea of **Narrative text** correctly **M4.** Analyze the moral value of **Narrative text** correctly.	1. identify context, main ideas and detailed information from an oral and verbal narrative text presented in multimodal form about fractured stories. 2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about fractured stories

Based on the preliminary data gathered through classroom observation and discussion with the English teacher, the students faced some obstacles in learning English especially when it comes to long text such as narrative text. Some of the problems are (20 %) of the students face lacking of prior knowledge about genres of the text in English, (40 %) of the students are unfamiliar with various English vocabularies and how to pronounce those words. Actually, the teacher acknowledged that around (20%) of the students were passive learners, since there are some students who have never studied English at all as it was not taught even in their elementary and junior high school. On the other hand, (20%) of the students don't give any intention in learning English as it is a complicated subject in their perspectives.

From the classroom management, the class was teacher-centered where the teacher dominating, teaches every single part conventionally then the students' role was just receiving the explanation from the teacher. Moreover, in teaching reading of narrative text, the teacher tended to translate every single sentence and words to help the students understand the story. In order to solve those various problems with divergent learning needs of the students, the teacher should take the extra mile to find the most effective strategy that will assist the problems without ignoring other basic needs of the students. The teacher used scaffolding strategy.

Scaffolding strategy refers to a strategy how teachers support students until they are capable of using the strategies and abilities they have learnt on their own (Rosenshine & Meister, 1992). It means that scaffolding helps students to go beyond their current capabilities and once the students have performed successfully, teachers withdraw the assistance as they have become independent. At this situation, teacher

should come up with appropriate scaffolding because the students will depend on the substantial aids to succeed in learning (Singh, et al., 2020).

According to Walqui (2006), there are six types of scaffolding strategy which are modelling, bridging, contextualisation, building schema, re-presenting text and developing metacognition. First of all, in modelling, teachers first simulate assignments from the classroom. In bridging, teachers assist students in making connections between new material and their everyday lives, teachers can help students activate their content knowledge. Next is contextualizing, to make the academic language more approachable and interesting for learners, they will then contextualize the tasks that are being focused on. Fourth is schema building, teachers foster an environment where students may link meanings to information and comprehension. Next is re-presenting text, teachers include students in instructive interactions and meaningful language learning activities. And the last is developing metacognition, teachers can help students grasp concepts better by developing analogies based on their own experiences.

Based on preliminary observation conducted at SMA Teladan, between two teachers who were responsible to teach in tenth grade, only one teacher using the scaffolding strategy to teach narrative text, meanwhile another teacher only focused on explaining the lesson conventionally. The teacher admitted that by using this strategy in the teaching-learning process, the students were more engaged in learning English; they could comprehend the true meaning of the story, they could solve the problems in learning, they could do the assignment independently, and got better

scores in reading examination. It was proved as all students can pass the standard of minimum completeness (KKM) score of English which is 70 points.

Table 1.2 The Students Score in Reading Examination

No.	Students Initial	Score
1.	Student 1	80
2.	Student 2	80
3.	Student 3	80
4.	Student 4	80
5.	Student 5	80
6.	Student 6	83
7.	Student 7	82
8.	Student 8	80
9.	Student 9	82
10.	Student 10	82
11.	Student 11	84
12.	Student 12	82
13.	Student 13	80
14.	Student 14	85
15.	Student 15	83
16.	Student 16	82
17.	Student 17	75
18.	Student 18	84
19.	Student 19	84
20.	Student 20	80
21.	Student 21	81
22.	Student 22	82
23.	Student 23	80
24.	Student 24	82
25.	Student 25	81

26.	Student 26	82
27.	Student 27	81
28.	Student 28	80
29.	Student 29	82
30.	Student 30	83
31.	Student 31	82
32.	Student 32	84
33.	Student 33	85
34.	Student 34	84
35.	Student 35	82
36.	Student 36	85
37.	Student 37	79
38.	Student 38	74
39.	Student 39	80
40.	Student 40	82
Total Score		**3259**
Average		**81,4**

Based on the data above, it can be seen that this strategy is really helpful for both teacher and students. It is shown by some previous studies about the scaffolding strategy. The first study is by Firramadhani (2022). The phenomena in this study are the student's comprehension of English text is low, and they feel bored learning English. Therefore, this research concentrated on analyzing the way teacher implements scaffolding strategy in a reading lesson. The results are the teacher admitted that this strategy is very appropriate to help the students optimize their reading ability and the students also gave positive responses because they feel comfortable when the teacher teaches using the scaffolding strategy. Another research

is Muna (2018). This study primarily focused on the effectiveness of scaffolding strategy on students' reading of narrative text. The findings showed that there was a significant effect on the student's reading comprehension and this strategy is effective to improve the student's reading skills. In addition, the study carried out by Munawaroh (2021). This study mainly intended to find empirical evidence of scaffolding strategy on students' performance. Thus, this study concluded that the students who learned short stories through the use of the scaffolding strategy got better scores than those who did not.

Since this strategy is adaptable to various situations of the students, it would be challenging to use this strategy for students who have divergent learning needs. Therefore, in order to apply each type of this strategy properly, a teacher needs to recognize the difficulties in implementing this strategy so the teacher will be more well-prepared to anticipate in the next meeting.

As the phenomena explained above, this study is primarily intended to investigate the types of scaffolding strategy used by the teacher and the implementation of them in teaching reading narrative text with additional learning media is folklore text to raise up the students' interest of local culture.

B. Problems of the Study

In line with the background of the study, the problems of the study are formulated as follow.

1. How does the teacher implement the types of scaffolding strategy in teaching reading narrative text?

2. What are the teacher's difficulties in teaching reading narrative text using the scaffolding strategy?

C. Objectives of the Study

In relation to the problems of the study, the objectives of this research are:

1. To describe the implementation of the types of scaffolding strategy by the teacher in teaching reading narrative text.

2. To investigate the difficulties faced by the teacher in teaching reading narrative text using the scaffolding strategy

D. Scope of the Study

This study focuses on explaining the types of scaffolding strategy used by English teacher at SMA Teladan Pematangsiantar based on Walqui's theory (2006) and the implementation of them in teaching reading narrative text. In addition, the difficulties encountered by the teacher in the teaching process using scaffolding strategy are investigated. The kind of narrative text that will be learnt is folklore text of Indonesian story as learning media to add cultural value to the students.

E. Significance of the Study

The findings of this study are contributed to the development of both theoretical and practical knowledge that are useful for students and teachers.

1. Theoretical Perspectives

   This study provides informative preview about scaffolding strategy used by teacher in teaching reading narrative text and can be utilized by other parties for the educational upgrade.

2. Practical Perspectives

   a. For teachers, this study can be considered as an applicable reference for some effective ways to scaffold the students learning of reading narrative text and to encourage the students to be independent learners.

   b. For students, the researcher hopes that this study can help the students to overcome their obstacles in comprehending reading of narrative text and maximize their potency with the assistance of teacher through scaffolding strategy.

   c. For other researchers, hopefully the findings of this study can be used as reference for other researchers who wants to discover about scaffolding strategy further.