

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, reading is one of the important skills for students to master. Reading is a process of understanding words/written language to understand their meaning and obtain information. In reading there are several basic components namely, identifying words and sentences (recording), the process of translating graphic sequences into words (decoding), and the process of understanding meaning (meaning). In addition, students must also have reading strategies that will help students overcome problems in reading and make learning easier, faster, and easier to transfer. According to Trianto (2007: 144), learning strategy is an outline of teacher and student activities, in realizing teaching and learning activities to achieve the goals that have been outlined.

According to Tarigan (2015:7), reading is a process that is carried out and used by readers to get messages, which they want to conveyed by the author through the medium of words/written language. When reading, the eyes will recognize the word while the mind will relate it to its meaning. The meanings of words are linked into the meaning of phrases, clauses, sentences, and in the end become the meaning of the whole reading. With that, the reader will gain an understanding of the reading that he has read thoroughly by connecting the knowledge that has been previously possessed, for example the concepts inreading about word forms, sentence structures, expressions, and others. Therefore, when reading, the mind also processes the information in the reading so that reading can be said to be a complex process.

Patel and Jain (200: 8113) state that reading is an important activity in life that can be used to update knowledge. Students' reading skill must be honed and improved. Through reading, it is hoped that students can explore their talents and potentials, practice increased reasoning power, train concentration, and improve school achievement. Through reading activities students can simultaneously study other subjects, and through reading activities students are able to find out all kinds of information that develops around them and process it as knowledge that can be applied in real life. Thus, reading activities do not only stop at recognizing forms, but must arrive at the stage of recognizing the meaning of the forms read. Therefore Cromley, Hogan, and Dubas (2010: 687) explain that reading comprehension is closely related to all academic achievement. The better the reading comprehension, the better the understanding in all disciplines that require reading comprehension.

In fact, there are still many problems experienced by students in reading correctly, students' lack of reading skill, and students' reading interest is very low. The factors that cause reading difficulties experienced by each student can be caused by internal factors in themselves or external factors outside the student. Internal factors in student include physical, intellectual and psychological factors. The external factors outside the child include the environment family and school (Farida Rahim, 2006: 16). One that reveals the weakness of students' reading skills is the Progress in International Reading Literacy Study (PIRLS), which is an international study in the field of reading in children around the world sponsored by The International Association for the Evaluation Achievement. The results of the study show that on average, Indonesian children are ranked forty-second out of 45 countries in the world.

In addition, there were researcher who conducted research related to students' reading difficulties by Rizkiana (2016), described the reading of grade I students at SD Negeri Bangunrejo 2 Kricak Tegalrejo Yogyakarta against the background of students who do not know some letters well or even have difficulty recognizing letter shapes. Difficulty in recognizing letters will slow students down in reading books and slow down understanding the learning material.

Scaffolding Reading Experience (SRE) can be used to solve problems in students' reading skill. Scaffolding Reading Experience (SRE) refers to an approach that will help learners combine what they know and can do and the desired goals. SRE is a series of pre-reading, during-reading and post-reading activities designed specifically to help a specific group of students successfully read, understand, learn from, and enjoy a particular choice (Graves:1). Here students will be provided with temporary support and students will be guided to participate in pre- reading, during reading, and post reading activities before they can do so independently. This strategy is very effective to build students' reading comprehension. A successful reading experience is one in which students understand choices, learn from them, and enjoy them. Therefore, the researcher decided to conduct a research entitled “The Use of Scaffolding Reading Experiences (SRE) Strategy to Improve Reading Skill of the Tenth Grade Students of SMK PGRI 2 Denpasar in Academic Year 2022/2023”.

1.2 Research Problem

Based on the research background above, the low reading skills of students affect their grades and reduce their understanding of the content of a reading or text. The reading process must be improved by using a Scaffolding Reading Experience

(SRE) Strategy as a solution to overcome students' weaknesses in reading. Then, the problem to be discussed in this study can be formulated as follows: Can the reading skills of tenth grade students of SMK PGRI 2 Denpasar in the academic year 2022/2023 be improved through the Scaffolding Reading Experience (SRE) Strategy?

1.3 Objective of the Study

To be able to answer the formulation of the research problem above, the purpose of the study is to answer and find out whether the reading skills of tenth grade students of SMK PGRI 2 Denpasar in the academic year 2022/2023 can be improved through a Scaffolding Reading Experience (SRE) Strategy.

1.4 Limitation of the Study

This study focused on the use of the Scaffolding Reading Experience (SRE) Strategy to improve the reading skills of tenth grade students of SMK PGRI 2 Denpasar in the 2022/2023 academic year. In this study, SMK PGRI 2 Denpasar applied the Merdeka curriculum so that the lesson plans and learning materials were based on the curriculum syllabus for class X students of SMK PGRI 2 Denpasar. Based on the class X syllabus of SMK PGRI 2 Denpasar, in this study the researcher will use a narrative text about folk legends as material that will be used to improve students' reading skills.

1.5 Significance of the Study

The goal of this study is to determine whether using The Scaffolding Reading Experience (SRE) Strategy improves students' reading skill. The significance of this study will be discussed in the following manner:

Theoretically, the results of this study are anticipated to be helpful and encouraging, particularly for those with an interest in the field of teaching and learning English as a second or foreign language.

Practically, the researcher expects that by conducting research, she would be able to learn more about how to use the Scaffolding Reading Experience (SRE) Strategy to increase students' reading comprehension. The researcher will also pick up new skills and knowledge that will help him in the future for students, Students' reading comprehension can be enhanced by this research, and they learn certain techniques for comprehending texts that they can apply in the future. For the Teacher, the results of this research are expected to aid teachers in their struggles to teach reading skills and inform them about the Scaffolding Reading Experience (SRE) Strategy, which increases students' reading skill. English teachers can utilize the study's findings as guidance on how to teach reading activities so that program objectives, particularly.

1.6 Definition of Key Terms

To avoid reader misunderstanding, it is important to describe some of the terms used in this research. The key terms are:

1. Reading Skill

Reading skills in this study are defined as the skills of tenth grade students of SMK PGRI 2 Denpasar in the 2022/2023 academic year, especially for reading, understanding, perceiving, analyzing, and interpreting a reading or text to get a message that conveys a message.

2. Scaffolding Reading Experience (SRE)

Scaffolding reading experience is a set of pre reading, during-reading, and post reading activities specifically designed to assist a particular group of students in successfully reading, understanding, learning from, and enjoying a particular selection. In this process the teacher gently guides and supports the students learning, responding to the student's level of participant by asking questions, making observations, and issuing new challenges according to the student's responses.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a set of concepts with statements that are neatly organized and systematic. In research it is necessary to have concepts and terms from experts as a result, it is envisaged that the theoretical application of scientific investigations will contribute to their practical value and must be done so in light of various theoretical constructs and pertinent empirical data. A theoretical study is the foundation for thought that results from the theories required as a requirement to address difficulties in research. Theoretical review is used to focus on particular factors and narrow the scope of relevant data. The researcher explores the theories pertinent to this research as a result. The following theoretical background, which is detailed below, serves as the foundation for this research: 1) Reading skills, 2) Narrative Text, 3) Scaffolding Reading Experiences (SRE) and 4) Assessment Reading.

2.1.1 Reading Skill

One of the four language skills one must acquire in order to learn English is reading. According to Cline et.al (2006: 2) reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Reading is the reader's interaction with a printed message using a variety of cognitive processes under the direction of a reading goal.

Therefore, reading is also one of the most important skills for students' success in school and in life.

Based on the Curriculum 2007 competence cited in Ria (2012:1-2), it is stated that the objective of reading is to understand reading text in the form recount, description, narration, and news item. Reading is a way of getting information from something written. The more reading, the more information we get. Reading is an important activity in everyday life, because reading is not only to get information, but serves as a tool to expand one's language knowledge.

Tri (2014: 11) defined reading skill as the ability and skill and readiness of a person to understand ideas and symbols or language sounds in a reading text that is adapted to the intent and purpose of the reader to get the desired message or information. Reading skills can be defined as a series of processes that what readers do to find information and understand the information contained in a reading text. Linse (2005: 71) states that "reading" comprehension refers to reading for meaning, understanding, and entertainment. Reading requires good understanding, because reading requires good skills in order to understand the reading text and interpret the contents of the reading well. Reading is essentially a process that involves obtaining the concepts the author intended, interpreting them, evaluating them, and reflecting on or acting in accordance with those concepts. Reading skill uses a range of skills to comprehend words and phrases as well as the capacity to interpret and evaluate in order to achieve a thorough knowledge.

2.1.2 Narrative Text

Narrative is simply telling a story or relay a sequence of events. These events are typically recounted in chronological order, or the order in which they

occurred. But a narrative paragraph most frequently uses a story to explain or prove a point. Because of this, it's critical to create a compelling topic sentence. According to Abbott (2010: 1) narrative is a story or in general means telling a story. Stories generally have events or events that run according to chronological time and those events are conveyed through several media. It is a feat that incorporates time and place while fusing commonplace truths and fantastical imaginations. Both the causes of events and the actors' motivations for their actions can be included in the narrative.

Another kind of texts is narrative text, which can take the shape of made-up tales, real-life fiction, or fairy tales. The researcher can explore and record thoughts, ideas, imagination, vision, creativity, aptitude, and comprehension in all writing elements through narrative text (what, when, where, who, why, how). A narrative text tells a story that is made up of a number of related chronological events. Typically, narrative stories are told in order from beginning to end, either orally, in writing, or through the use of visuals. Animation movies can be used to offer (movies) that are also shown in chronological order. Therefore, narrative writing describes previous even.

According to Savage and Mayer (2005:58), narrative is a story. Have an enticing introduction that will grab the reader's attention. The objectives of narrative writing are to convey feelings and experiences, to enlighten and persuade the reader. It may be claimed that the reader seems invested in the narrative for their own enjoyment. In order to entertain and inform people by reliving the past, narrative is a medium for reconstructing past experiences regarding past events or events in the order in which they occurred in the past. It is sequential in the sense that the events

aren't merely happening at random but in a set order. Timing is always a part of a sequence (and usually other arrangements as well).

2.1.3 Scaffolding Reading Experience (SRE)

Scaffolding is an interactive means of learning that occurs between teacher and student. In this process the teacher gently guides and supports the student's learning, responding to the students level of participant by asking questions, making observations, and issuing new challenges according to the child's responses. According to Graves, (2003:1) A Scaffolding Reading Experience (SRE) Strategy is a set of pre-reading, during-reading, and post-reading activities. The was created expressly to help a certain group of students read, comprehend, learn from, and enjoy a particular selection. The Scaffolded Reading Experience (SRE) Strategy does not consist of a predetermined or largely predetermined method of handling a text.

Graves (2005: 387-400), states the framework has two parts. The planning phase considers the students that are participating in the reading, the book they're reading, and their reading goals. Due to differences activities are required when students, texts, and purposes are combined. There are many different ways to implement the Scaffolded Reading Experience (SRE) strategy, and no two are identical.

Boling, (2008: 59-66), states the SRE is an organizational framework that secondary teachers may use to integrate the reading process into their content. A narrative text's organization centers on a set of instructions offered to Scaffolding Reading Experience (SRE) Techniques and strategies are the two teaching components that strategy focuses on. The teacher uses techniques to make sure that

the pre-reading, reading, and post-reading. teaching is appropriate. Students employ strategies as instruments to understand knowledge.

2.1.4 Assessing Reading

Assessing students is the most important part that must be done by the teacher during the teaching and learning process, especially reading narrative texts. According to Burhan Nurgiyantoro (2010: 371) assessment reading ability aims to measure the competence of participants students in understanding the content of the information contained in the reading. Election Discourse Considered in terms of level difficulty, length and short content, and type or form of discourse.

The purpose of the assessment, according to Sudjana (2006: 4) is to describe the learning skills of students so that students can know the advantages and disadvantages in various fields of study or subjects taken, knowing the success of the education and teaching process in school, determine the follow-up to the research results, and provide accountability from the school to those who interested.

2.2 Empirical Review

Empirical review is review of relevant research that has been conducted in which it reviews the previous researchers that are relevant with present study. The main point of the empirical review is to elaborate a deep understanding of the theories and the information. In this research the researcher used two previous studies that had been done using Scaffolding Reading Experience (SRE) Strategy as reference.

The first there was a study conducted by Nainul Muna (2018) entitled The Effectiveness of Scaffolding to Students' Reading Comprehension on Narrative

Text. The objective of the study was to find out and identify whether the effectiveness of scaffolding to “students” reading comprehension on narrative text at the second grade of SMPN 4 Pandeglang. In this study, researchers have found that there is an effectiveness of scaffolding on reading comprehension in narrative texts for grade 2 SMPN 4 Pandeglang.

Other research related to this present study is conducted by Edy Waloyo (2017) on The Effectiveness of Scaffolding Reading Experience (SRE) in Teaching Receptive Skill. In the study the researcher used two kind of test such as Pre-test, Treatment and Post-test. The objective of the study was to know the effectiveness Scaffolding Reading Experience (SRE) in teaching Receptive skill of the ninth students of MTs N 1 Cirebon in academic year 2017/2018.

Based on the research findings and discussion, it was concluded that the use of the Scaffolding Reading Experience (SRE) strategy can improve reading skills significantly. In this study, two types of tests were used, namely the pre test and post test. However, in both studies it was not explained whether the research procedure and data collection were carried out in only one cycle or more. With the existence of these two studies, researchers will use them as reference material for the success or failure result of this research in the future.