

**ENHANCING STUDENTS' READING COMPREHENSION AT SENIOR
HIGH SCHOOL BY USING SCAFFOLDED SILENT READING (ScSR)
STRATEGY**

PAPER

*Submitted as a Partial Fulfillment of the Requirements
for Strata One (S1) Degree*



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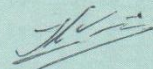
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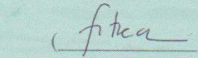
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ABSTRAK

Amelia, Nova. 2017. "Enhancing Students' Reading Comprehension at Senior High School by Using Scaffolded Silent Reading (ScSR) Strategy". Makalah. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Pemahaman sangat penting dalam membaca. Untuk mendapatkan informasi dan pengetahuan, siswa harus memahami isi dari teks yang mereka baca. Oleh sebab itu, guru harus memiliki strategi yang sesuai, menarik, dan dapat memotivasi siswa untuk memiliki pengetahuan dan keterampilan membaca. Banyak strategi yang dapat digunakan dalam pengajaran membaca untuk memahami suatu teks. Salah satu strategi yang efektif dan efisien yang akan dibahas dalam makalah ini adalah "Scaffolded Silent Reading (ScSR)". Pada strategi ini, guru memandu siswa memilih teks atau buku yang mereka sukai dan sesuai dengan kemampuan membaca mereka. Strategi ini mendorong siswa untuk membaca dengan senang hati dan membantu siswa untuk lebih fokus dan konsentrasi dalam membaca. Tujuan penulisan makalah ini adalah untuk mengetahui bagaimana penggunaan strategi "Scaffolded Silent Reading (ScSR)" dalam meningkatkan pemahaman membaca siswa. Penulisan makalah ini berdasarkan studi pustaka. Hasil penganalisaan menunjukkan bahwa penggunaan strategi "Scaffolded Silent Reading (ScSR)" dalam pengajaran membaca dapat membantu siswa dalam meningkatkan kemampuan mereka dalam memahami isi teks.

Kata kunci : *Enhancing, Reading Comprehension, Scaffolded Silent Reading.*

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is the process of getting certain information, meaning, and knowledge from any printed or written materials. Reading is very important not only for getting information, but also for expanding the intelligence and thought. However, getting the information, meaning, and knowledge from the printed materials is not easy. Hence, the readers must have knowledge and skills to read. Besides, they have to comprehend what they read. If the readers cannot comprehend the materials, it would be difficult for them to get the information, meaning, and knowledge.

Based on the 2013 curriculum in Indonesia for English subject, reading is a very important skill that should be learned and mastered by the students beside other skills such as listening, speaking, and writing. Furthermore, in the basic competence of this current curriculum for English subject, reading is one of the skills that is more widely applied at senior high school compared to the other language skills in learning and comprehending the English text. Nunan (2003) states that reading is the most important skill to assure the successful not only in learning English but also in learning of any content class where reading in English is required. In reading, the students have to comprehend the text that hopefully makes greater progress and development in all other areas of learning.

In the process of teaching learning English in senior high school, there are still obstacles in reading comprehension. In the students' side, the reading text is not appropriate with the students' level and the interest to read is low, especially in reading a text in foreign language. In fact, in the level of comprehension, reading in native language and reading in a foreign language are different. The students still difficult to comprehend the text in their native language. It means that reading the text in a foreign language is more difficult for them to comprehend. Torgesen (2006) says that there are factors which affect reading comprehension such as the accurate and fluent word reading skills, knowledge of text structure and genre, motivation to understand, and interest in tasks and materials. Those are going to be obstacles for the students in their reading comprehension.

While, there is no guarantee that the strategies that teacher applied in the process of teaching reading are interesting and motivating for the students. Strategy or technique has important roles in teaching reading. According to Snow and Chair (2002), the successful technique of instruction can improve students' outcomes on reading comprehension. Since the strategy is a very important thing in teaching, if the students are not interested and motivated in the reading strategy that teacher used, their reading might become boring and it would be difficult for them to comprehend the material. Hence, in order to make the teaching learning process effective, the teacher has to find the appropriate strategy in teaching reading to improve the reading comprehension of the students.

Many strategies that can be implemented by the teachers in the class to improve students' reading comprehension, however, this paper is going to discuss about "Scaffolded Silent Reading (ScSR)" as an alternative for teaching reading strategy in senior high school. Naturally, reading is a silent activity. In term of improving students' reading comprehension, reading silently is better than reading orally. According to Brown (2000), oral reading is not a very authentic language activity, while one student is reading, others can easily lose attention, it may have the outward appearance of student participation when in reality it is mere recitation. Therefore, in senior high school, reading silently had better to be arranged in teaching reading in order to enhance students' reading comprehension. As stated by Rosseau (2012), silent reading has a good effect in improving students' reading comprehension. In brief, by applying silent reading in teaching reading, the teachers can gain the interest and motivation of the students in reading and comprehending the text.

Scaffolded Silent Reading (ScSR) is silent reading using independent-level text selected from varied genres, periodic teacher monitoring of and interaction with individual students, and accountability through completed book response assignments (Rosseau, 2012). In this strategy, the teacher guides all students to choose and read their own materials that they are interested in so that there is no time for them to disturb the others. Thus, every students can focus and concentrate to read and help them to comprehend the material. Moreover, a number of activities that follow the Scaffolded Silent Reading (ScSR) practice will increase the probability that the students are actually read the materials.

Scaffolded Silent Reading (ScSR) can be used by the teachers to vary their strategy in teaching reading in order to enhance students' reading comprehension.

B. Focus of the Problem

There are many strategies to improve students' reading comprehension that can be applied by teacher in the classroom. However, this paper is focused on the use of Scaffolded Silent Reading (ScSR) strategy in improving students' reading comprehension at senior high school.

C. Formulation of the Problem

Based on the background of the problem above, the problem of this paper is formulated as follows: "How does teacher use the Scaffolded Silent Reading (ScSR) strategy to improve students' reading comprehension at senior high school?"

D. Purpose of the Paper

The purpose of this paper is to explain about the use of Scaffolded Silent Reading (ScSR) strategy in improving students' reading comprehension at senior high school.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Scaffolded Silent Reading (ScSR) is a good strategy to apply in teaching reading skill in the classroom. This strategy can help the students in improving their reading comprehension. The teacher prepares suitable reading materials and a number of activities that can be combined with scaffolded silent reading strategy so that it might encourage the interest and motivation of the students. Hence, they can read and learn with pleasure.

In addition, scaffolded silent reading brings some advantages to the teacher and students. Besides, this technique enhance the students read for pleasure because they choose their own books that appropriate with their level. All students are required to read so that they get the same opportunity in getting meaning, information, and knowledge from the text they read. The teacher-student conferences help the students to improve their reading comprehension and makes the students active in learning. In short, scaffolded silent reading strategy gives a good contribution for English teacher to achieve the goals of the language teaching especially to improve the reading comprehension of the students.

B. Suggestion

Comprehension is important in reading. In order to improve students reading comprehension, it is suggested that the teachers pay attention to the strategy used in teaching reading which is appropriate to the students' needs.

Moreover, the teachers and the students are expected to have a good cooperation to create a great atmosphere in the classroom so that the process of teaching learning is successful. It is better for the teachers to use “Scaffolded Silent Reading (ScSR)” strategy in order to improve students reading comprehension and guide the students to read for pleasure.

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