

**USING SCAFFOLDING STRATEGIES TO HELP SENIOR HIGH
SCHOOL STUDENTS' IN READING COMPREHENSION HORTATORY
TEXT
PAPER**

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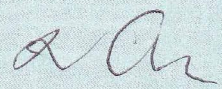
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ABSTRAK

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Artikel ini membahas tentang strategi pembelajaran *Scaffolding*. Dalam strategi ini, guru terlebih dahulu membimbing siswa sampai siswa bisa mandiri dalam pembelajaran. Bimbingan yang pada awalnya dominan berasal dari guru, lama-kelamaan akan semakin berkurang seiring dengan perkembangan kemampuan siswa. Setelah siswa mulai mampu dalam pembelajaran, siswa diberikan ruang untuk mengembangkan kemampuannya tanpa lepas dari pengawasan guru. Pada akhirnya tujuan pembelajaran reading dapat dicapai dengan maksimal, yaitu siswa memiliki pemahaman terhadap text dan bisa mengaplikasikannya dalam kehidupan sehari-hari. Melalui penerapan strategi *Scaffolding* penulis berharap dapat memotivasi siswa untuk lebih aktif dan bisa memahami teks secara cepat. Penulis juga berharap guru biasa menggunakan model pembelajaran ini dalam pengajaran membaca berdasarkan prosedur yang telah disediakan.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading comprehension is key to school success. The lack of reading comprehension skills obviously affects a student's success in school. Academic progress depends on understanding, analyzing, and applying the information gathered through reading. Comprehension, therefore, is an essential factor in the definition of reading. If readers can read the words but do not understand what they are reading, they are not really reading.

Nevertheless, some readers or students still have difficulties in reading comprehension. Hence, reading comprehension is still problem for them. Base on Fitri (2009), conducted a research about difficulties in reading comprehension and she found that students were not interested to read some texts because teacher, media, and teaching strategy that did not motivate students to increase reading.

Based on writer's experience during Teaching Practice, senior high school students often faced difficulties in reading comprehension. The difficulties come from students, material and teacher's teaching strategies. From students, many of them lack of vocabularies. Thus, they read the text word by word so that they did not catch the meaning of the sentence. When the students read the text, they found unfamiliar words in the reading materials and they were lazy to look for the meaning in the dictionary. It made them spend a long time comprehended the text. If the students do not understand about the words, it is hard for them to comprehend the sentence. In short, they are not able to catch the main point of the materials that they have read.

Furthermore, some students cannot apply prior knowledge. They do not explore their knowledge before reading text. Hence, they bring up irrelevant information when trying to

relate a text to their own life. If students cannot relate information of the text with knowledge they already possess, they will not be able to decode content of the text. To decode written word students must be able to integrate what they are reading with their prior knowledge. In fact, decoding the written word is a key for comprehension.

From material, reading material or reading text can cause difficulty in reading comprehension. For example, the reading materials consist of words that they are not familiar with. In addition, the topics may not interest them. Teachers do not provide an appropriate reading text based on students level. Some of the texts are not familiar to the students and so many difficult words that need to be reviewed for example ; the topic is nuclear power. This condition make students think that reading skill is too difficult.

The last factor is the teachers' teaching strategies in classroom. Before reading, teachers should activate students' prior knowledge to make them relate it to the topic of the study. Then in questioning, the questions must help students clarify knowledge, analyse different techniques to other problems synthesize and evaluate result (James and Carter: 2006).

Based on the problem above, teachers should develop good strategies that can guide students comprehend what they read. Students are not just reading for product and answering questions without helping in vocabulary and structure but they must be guided from prior knowledge to the new knowledge. It will be hard for the students to comprehend the text without any guidance. That is the role of scaffolding. Scaffolding will help students in comprehension. Scaffolding is a process that requires direct teaching and monitoring by an adult. The scaffolds facilitate students' ability to build on prior knowledge and internalize new information. Finally, the learner is able to complete the task or master the concepts independently. Therefore, the goal of the educator when using the scaffolding teaching

strategy is for the student to become an independent and self-regulating learner and problem solver (Hartman: 2002).

B. Identification of the Problem

There are many problems that need to be identified related to understanding reading text. Based on problems above, reading comprehension difficulties can be caused by some factors; students, material and teachers. From the students, they lack of vocabularies. Then, some students cannot apply prior knowledge. From the material, the difficulty of the text. The last factor is from teacher teaching strategies in classroom.

C. Limitation of the Problem

This paper is limited to the strategies of teaching reading that is using scaffolding to help senior high school students in reading comprehension hortatory text.

D. Formulation of the Problem

The problem of this paper is formulated in the following question: “How do teachers use scaffolding strategies to help senior high school students in reading comprehension hortatory text?”

E. Purpose of the Study

The purpose of the study is to explain how English teacher use scaffolding to help senior high school students in reading comprehension hortatory text.