

**AN ANALYSIS OF TEACHERS' STRATEGIES IN  
SCAFFOLDING THE STUDENTS IN READING TEXTS  
OF SMAN 1 PARIAMAN**

**THESIS**

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



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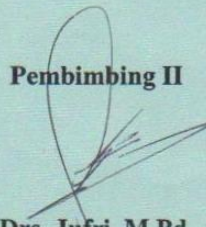
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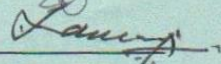
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## ABSTRAK

**Febriani, Sri. 2012. "An Analysis of Teachers' Strategies in Scaffolding the Students in Reading Texts of SMAN 1 Pariaman". *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Penelitian ini merupakan penelitian deskriptif mengenai strategi guru dalam memberikan bantuan atau *scaffolding* kepada siswa dalam *reading*. Sampel dari penelitian ini adalah dua orang guru Bahasa Inggris di SMAN 1 Pariaman. Masalah dalam penelitian ini adalah bahwa tidak semua guru memberikan bantuan kepada siswa dalam *reading*. Penelitian ini bertujuan untuk mengetahui apakah guru di SMAN 1 Pariaman memberikan *scaffolding* kepada siswa dalam *reading*. Aspek yang menjadi analisis pada penelitian ini adalah jenis-jenis strategi yang digunakan oleh guru dalam memberikan *scaffolding* kepada siswa, serta kendala guru dalam memberikan *scaffolding* kepada siswa.

Desain penelitian ini yaitu penelitian deskriptif (*descriptive research*). Instrumen yang digunakan adalah observasi dan interview. Hasil penelitian menunjukkan bahwa *activating background knowledge, predicting, questioning, explaining, dan discussion* adalah jenis-jenis strategi yang cenderung digunakan oleh guru dalam mengajar *reading*. Kemudian rendahnya penguasaan kosa kata siswa serta keberagam tingkat kemampuan siswa dalam membaca menjadi kendala guru dalam mengajar.

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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Problem**

In the daily life, people read many things every day. They read magazines and books in order to get the information and knowledge. They read some notices when go to the public area. When buying the new electronic tools, people also read some instructions of how to use it. At the restaurant, they also read a list of menu given by the waiter or waitress. In short, people do reading in every single activity in their life.

At school, students also do reading. Reading is one of the skills among the three skills such as writing, listening and speaking that have to be mastered in learning English. Reading is also one of the language skills that required the students to communicate actively with the ideas within the text. Fail to comprehend the ideas of the text means fail in reading because the main point of reading is comprehension.

Comprehending the text is the thing that must be possessed by the students in reading. This idea is in line with the idea given by Gutteridge (2000). He said that when a reader has finished reading a whole text, he or she should be left with a sense of closure; of having had all questions (self-raised) answered; of having pursued the flow of meaning through whatever cumulative phases it has taken; and, in general,

ought to feel that some whole thought has been grasped through a progressive comprehension of parts.

However, the students still find difficulties in comprehending the text founded in the textbook and article that written in English. Therefore, teachers' assistance or help play as an important part in helping the students to comprehend the text. The help or the assistance that cannot be left out by the teachers in teaching and learning process called as scaffolding. Scaffolding is temporary help or assistance that can be removed when it is no longer needed.

In addition, the good teaching and learning process is when there is scaffolding given by the teachers to the students in the appropriate time or in times when the students need it. Teaching and learning process cannot run well if there is no scaffolding given by the teachers to the students. This means that scaffolding play as the most crucial part in reading.

The analogy for scaffolding is when the parent helps the child riding a bike. This analogy is given by Rodgers & Rodgers (2004). They mention that at the first time, the parent is holding the bike and running alongside of the child to help balance. Then, the help removed as the child is able to ride the bike by their own selves. Therefore, in the context of teaching and learning process, the help is needed at the first time when the students know nothing about the lesson, but it can be removed as the students able to work independently.

In scaffolding, the teachers' assistance or help can be any kinds of strategies that could help the students in reading. Nevertheless, not all of teachers use appropriate strategies in scaffolding the students. This is also proved by the example given by Rodgers & Rodgers (2004). The example was about the teacher who taught reading to low-average level students. The teacher was aware that finger pointing can help a student where to look when reading, so she asked the students to read with finger. As it happens, her students were no longer need to finger-point while reading. They can track the print and match one-to-one without the prop of the finger. In conclusion, it can be said that, she not gave the appropriate strategy in helping her students in reading.

In reading, the teachers should help or assist the students through any kinds of strategies that could help them. Nonetheless, not all of teachers could give the right strategies in scaffolding the students. In order to know the good teaching and learning process, it is crucial to know the kinds of strategies used by the teachers in scaffolding their students. Therefore, this study is going to analyze the teachers' strategies in scaffolding the students in the reading texts of SMAN 1 Pariaman as the best school in Pariaman.

## **B. Identification of the Problem**

In reading, the teachers' assistance or help to the students is important. The help can be any kinds of strategies that could help the students. Ideally, the good

teaching and learning process is when there is help or scaffolding given by the teachers to the students during the lesson. This help is aimed to help the students to become independent learners. However, based on the background of the problem above, it is identified that not all of English language teachers used appropriate strategies in scaffolding their students.

### **C. Limitation of the Problem**

From the identification above, this research is limited to the teachers' strategies in scaffolding the students in reading text of SMAN 1 Pariaman.

### **D. Formulation of the Problem**

The problem of this research is formulated in this following question: "what strategies were used and what difficulties were found by the English language teachers of SMAN 1 Pariaman in scaffolding the students in reading texts?"

### **E. Research Questions**

The research questions of this research are:

1. What are the strategies used by the teachers of SMAN 1 Pariaman in scaffolding the students in reading text?
2. What are the difficulties faced by English teachers of SMAN 1 Pariaman in scaffolding the students in reading text?

## **F. Purposes of the Research**

The purposes of this research are:

1. Identifying what strategies used by the teachers of SMAN 1 Pariaman in scaffolding the students in reading text.
2. Identifying the difficulties faced by English language teachers of SMAN 1 Pariaman in scaffolding the students in reading text.

## **G. Significance of the Research**

Through the finding of this study, it is expected that it can give the insight to the researcher about the kinds of strategy that can be used and what are difficulties will be faced in scaffolding the students in reading text. This research also provides insight to the readers who will get the information about the strategies that could help or assist the students in reading texts. Then, it will give the insight of what are the possible difficulties faced in scaffolding the students in reading texts. In addition, the results of this study are also expected to give the information to the English teachers of SMAN 1 pariaman in particular, and English teachers of Indonesia in general of the kinds of strategy that can be used and what are difficulties will be faced in scaffolding the students in reading text. Furthermore, this it also can be the useful sources for other researchers for conducting further research.



## **H. Definitions of Key Terms**

To avoid confusion of the readers in understanding the topic that is discussed, the following are some of the key terms:

1. Scaffolding : the temporally assistance or help given by the teachers to the students in reading the text.
2. Text : written passage that is read by the students founded in the textbook or article.
3. Teachers' problems : the difficulties faced by the teachers, in this case difficulties in scaffolding the students in reading text.
4. Analysis : a process of studying the nature of something or of determining its essential features rather relations.