CHAPTER I

INTRODUCTION

This chapter discusses some issues related to the topics of the research. They are background of the research, problem of the research, objective of the research, operational definition of the terms, significance of the research and scope of the research.

1.1 Background of the Research

Reading receives a special focus in English skill and there are a number of reasons for this. Learning English text means the study of meaning of word and sentences. Reading is the act of interpreting printed or written words. Reading requires understanding or comprehension of the meaning of the reading text. Through reading we can get the messages that the writer has expressed.

Reading is an essential skill for students at all levels starting from elementary school to university. Reading is one skill which has many contributions in enhancing and enriching students' knowledge. Grellet in Kartika (2012:1) stated that reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. Based on the statement above, by reading we get information from the text. According to Smith (1980:6) reading is an active attempt on the part of a reader to understand a writer's message. The reader interacts with, and tries to reconstruct, what a writer wishes to communicate.

Reading comprehension is the core of the reading activity. By having comprehension, the students are able to make sense of what the texts tell about and the purpose is for the students to understand the written language. Comprehending the texts refers to understanding their context, not only comprehending words, but also paragraphs and text. Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning (Pang et al., in Yanti, 2014:2). Readers read the text to get opinions or ideas that are related to the text. They try to understand what it tells about. It means reading is a process to understand the content of and to get information from the reading text.

Reading is really important for human's life especially for educational world. By reading students can understand the content of a text and it can help them to understand their lesson's material easily. Reading can also bring students to write anything that they got from what they have read. Those all show how important reading is for students and for those reasons teacher should try to make reading interesting, enjoyable, and meaningful. In fact, there are often some phenomena in many schools, in which many students find difficulties in comprehending the text. It could be seen when the researcher conducted her teaching practice (PPL) in SMPN 1 Jelbuk. The students had many difficulties to make sense English text, one of the difficulties here such as comprehending the content or the main idea of the text. So, they just listened and repeated what the teacher was reading but they did not understand what was conveyed in the reading text that was read by the teacher. In this condition the teacher did not build students' background knowledge, what actually the purpose of reading text

initially, and it makes the students often missed the information of the texts. In addition based on the informal interview with the English teacher of SMPN 1 Jelbuk, the eighth grade students of VIII D reading comprehension was still low. They still had difficulties in understanding the text.

Based on the curriculum of KTSP (2006) for junior high school there are some kind of texts that were taught in the eighth grade of junior high school, one of them is recount text. Here the researcher is very interested in conducting the research by using recount text because recount is a kind of simple text which could be studied by the eighth grade of junior high school.

The eighth grade students' difficulty in comprehending a text occurred might be caused by inappropriate techniques and activities conducted in the teaching of reading comprehension. The teachers just gave the texts and asked the students to repeat the teacher's reading without some preparation before. In addition, the students normally started reading without thinking what topic they were reading and whether they had background knowledge about the topic or not.

Based on the condition above, the researcher wants to try a teaching reading strategy to help the English teachers increase their students' reading comprehension in recount text namely Scaffolding Reading Experience (SRE) Strategy. According to Fournier and Graves (2002:31) the key concept underlying the SRE is that of scaffolding, providing support to help learners bridge the gap between what they know and can do and the intended goal. The SRE takes the concept of scaffolding and incorporates it in a framework for guiding students' reading.

Related to the research problems above, the researcher tries to conduct classroom action research (CAR) entitled : "The Use of Scaffolding Reading Experience (SRE) Strategy to Improve the Eighth Grade Students' Reading Comprehension of Recount Text at SMPN 1 Jelbuk in the 2014/2015 Academic Year". This strategy is expected to be able to solve the problems concerned with the students' reading comprehension especially in recount text.

1.2 Problem of the Research

Based on the background of the research, the problem could be formulated as follows : "How can the use of Scaffolding Reading Experience (SRE) Strategy improve the eighth grade students' reading comprehension of recount text at SMPN 1 Jelbuk in the 2014/2015 academic year" ?

1.3 Objective of the Research

The objective of the research is to find out how the use of Scaffolding Reading Experience (SRE) Strategy can improve the eighth grade students' reading comprehension of recount text at SMPN 1 Jelbuk in the 2014/2015 academic year.

1.4 Operational Definition of the Term

The operational definition of the terms is to avoid misunderstanding of the concept used in this research. They are as follows :

1.4.1 Scaffolding Reading Experience (SRE) Strategy

Scaffolding Reading Experience (SRE) strategy is a strategy that takes the concept of scaffolding and incorporates it in a framework for guiding students'

reading (Fournier & Graves, 2002:31). It is an appropriate strategy in teaching learning process especially in reading comprehension in which the teacher is required to take an active role in making the students easy to understand the reading text.

1.4.2 Reading Comprehension

Reading comprehension means extracting the required information from it as efficiently as possible (Grellet, 1999:3). Reading comprehension in this study refers to the ability of the eighth year students of SMPN 1 Jelbuk in identifying general information, finding specific information, recognizing textual meaning, and recognizing textual reference of the reading texts.

1.4.3 Recount Text Type

A recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred (Anderson, 1998:24).

1.5 Significance of the Research

The result of this research is expected to give contribution to the English teacher, the eighth grade students of SMPN 1 Jelbuk, and the future researchers.

For the English teacher, the result of the research may be useful as input or consideration to apply the Scaffolding Reading Experience (SRE) Strategy in teaching reading to improve the students' reading comprehension of recount text.

For the students, the actions given to the students are useful to provide reading exercise by using Scaffolding Reading Experience (SRE) Strategy to increase their reading comprehension of recount text.

For future researchers, the result of the research is expected to be useful as a reference to conduct the same research design to improve the students' reading comprehension of recount text or another kind of texts by using Scaffolding Reading Experience (SRE) Strategy.

1.6 Scope of the Research

The research is conducted to the eighth grade students at SMPN 1 Jelbuk in the 2014/2015 Academic Year. This research design is Classroom Action Research with Scaffolding Reading Experience (SRE) Strategy to improve the students' reading comprehension of recount text.