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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading has very important role in our life. By reading various printed materials such as newspapers, magazines, novels, academic books and so on, we are able to get a lot of information, knowledge and enjoyment. Therefore, the ability to read the text in any form will bring great advantages to readers.

Nunan (2005:69) stated reading is a set of skills that involves making sense and deriving meaning from the printed out media. A good reading comprehension will show readers reading ability. In reading, students are expected to observe, understand and think. In other words, reading can develop our skill as well as comprehension and communication skill through interpreting written words.

Reading is one of the skills that is learned by students.

Reading is used to understand the text, which is called reading comprehension. Klingner (2007:2) defined that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and world knowledge, and fluency. Furthermore, Snow (2002:xiii) stated that reading to read well is a long-term developmental process. At the end point, the proficient adult reader can read a variety of materials with ease and interest, can read varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting. On the other hand, reading comprehension



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facilitates students in reading passage to get the point of the text in order to make them interested in reading.

Reading is the important skill which is required to be mastered by students. Based on the syllabus of the tenth grade students, there are two basic competencies that must be achieved by the students: first, students can analyze social function, structure of the text, and language feature of narrative text. Second is students can grasp the meaning of narrative text (BSNP: 2012). In syllabus, the student's learning achievement or passing grade score (KKM) for reading is 75. Period reading is taught twice in a week with time duration 45 minutes.

Based on the researcher's preliminary observation and interview done with Mrs.Fera Afrilya S.pd as one of the teachers of English in Vocational High School Muhammadiyah 3 Terpadu Pekanbaru, there were a lot of efforts done such as teaching the students by using multimedia to make them interested in learning reading to increase students' English competence, but the students seemed not to perform their English proficiency based on the indicators. The researcher found students' score in English subject especially reading. The student getting B was 15 students. And the student getting c was 6 students. In short the researcher concluded that they found some problems to comprehend their reading materials. It could be seen in the following phenomena:

1. Some of the students were not able to identify the main idea of narrative text.

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2. Some of the students were not able to know the meaning word of the narrative text.
3. Some of the students were not able to identify generic structure of narrative text.
4. Some of the students were not able to identify moral value of narrative text.
5. Some of the students were not able to identify factual information of narrative text.

The researcher assumes that some of their difficulties in understanding the text because of many factors. They can derive from the teaching and learning process, the students' intellectual competence or the student's low interest of studying and low scores of English.

Therefore, in solving these problems need appropriate strategy so that students' ability in reading comprehension could be improved. In this case, the researcher would like to offer a strategy called Scaffolding, Reading, and Experience.

Scaffolding Reading Experience (SRE) is an appropriate strategy to improve reading comprehension in the class. SRE is a set of pre-reading, during reading, and post-reading activities designed to assist a particular group of students in successful reading, understanding, learning from, and enjoying the particular selection Graves & Graves (2003: 9).

Scaffolding Reading Experience can help the students comprehend the texts. They can understand and find the detail information of the texts.



Therefore, through SRE the teacher can make reading more interesting, enjoyable, and meaningful for the students. Considering those reasons, the researcher uses this strategy to improve reading comprehension, namely Scaffolding Reading Experience (SRE) strategy of the tenth grade students at Vocational High School Muhammadiyah 3 Terapdu Pekanbaru.

The teacher develops the set of pre-reading, during-reading, and post reading activities that support the students in achieving the goals of teaching and learning process. Pre-reading activities prepare students to read the upcoming selection. In during reading, reading a text to students and then students read aloud the text given. Post reading activities encourage students to do something with the material that they have just read to think critically, logically, and they sometimes transform their thinking into action. And the last teacher divides students into several group discussions, then each group report group's finding based on the text.

There are some advantages and benefit of scaffolding reading experience (SRE). One of the primary benefits of scaffolding instruction is that it engages the learner. Besides that, scaffolding reading experience can increase student's motivation in reading the text and make the students learning independently in comprehending the passage.

Referring to the background of the problems described in previous section, there are indications that the students still have weaknesses in reading comprehension that have to be improved in order to achieve the goal of learning based on the curriculum. Therefore, in order to solve the problems

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faced by students above, the researcher views that it is important to conduct a research entitled: “The Effect of using Scaffolding Reading Experience (SRE) Strategy in Students’ Reading Comprehension In Narrative Text at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru”

B. Problem

1. Identification of the Problem

Based on the background of the phenomena that researcher shows above, it is clear that some of the tenth grade students of vocational High School Muhammadiyah 3 Terpadu Pekanbaru still have problems in learning English especially in reading comprehension. Thus, the problem in this research are identified as follows:

- a. What factors made students unable to identify main idea of the narrative text?
- b. What factors made students unable to know the meaning word of the narrative text?
- c. What factors made students unable to identify the generic structure of narrative text?
- d. What factors made students unable to identify the moral value in narrative text?
- e. What factors made students unable to identify factual information of the narrative text?



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2. Limitation of the Problem

Based on the identification of the problems above, the researcher needs to limit and focus the problem of this research on the effect of using Scaffolding, Reading Experience Strategy on students' reading comprehension in Narrative Text at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.

3. Formulation of the Problem

Based on the limitation of the problems above, thus the problems of this research could be formulated in the following questions:

- a. How is students' reading comprehension in narrative text taught by using Scaffolding Reading experience strategy of the tenth grade at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru?
- b. How is students' reading comprehension in narrative text taught without using Scaffolding Reading experience strategy of the tenth grade at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru?
- c. Is there any significant effect of using SRE strategy on students' reading comprehension in narrative text of the tenth grade at Vocational High School Muhammadiyah Terpadu 3 Pekanbaru?

C. Objective and Significance of the Research

1. Objective of the Research

The researcher carried out this research for several objectives as follows:



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- a. To know the tenth grade students' reading comprehension of Vocational High School Muhammadiyah 3 Terpadu Pekanbaru taught by using SRE strategy in narrative text.
- b. To know the tenth grade students' reading comprehension of Vocational High School Muhammadiyah 3 Terpadu Pekanbaru taught without using SRE strategy in narrative text.
- c. To find out whether there is significant effect of using SRE strategy on students' reading comprehension in narrative text of the tenth grade at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.

2. Significance of the Research

- a. To give some information to the teacher about effect of using Scaffolding Reading Experience strategy to students' reading comprehension.
- b. To enhance the researcher's knowledge about teaching reading by using Scaffolding Reading Experience strategy in Narrative text.
- c. To fulfill one of the requirements to finish the researcher's study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

D. Definition of the Key Terms

To avoid misunderstanding and misinterpretation about some terms used in this research, the researcher defines them as follows:

1. Effect

Richards and Schmidt (2002:190) stated that effect is used to measure the strength of one variables' effect on another or the relationship between two



or more variables. In this research, effect is defined as the result of teaching reading treated by Scaffolding Reading Experience Strategy at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.

2. Scaffolding Reading Experience (SRE)

SRE is a set of pre-reading, during reading, and post-reading activities designed to assist a particular group of students in successful reading, understanding, learning from, and enjoying the particular selection Graves & Graves (2003: 14). SRE can help the students comprehend the texts. They can understand and find the detail information of the texts. Therefore, through SRE the teacher can make reading more interesting, enjoyable, and meaningful for the students. Considering those reasons, the researcher uses this strategy to improve reading comprehension.

3. Reading Comprehension

According to Snow (2002: xiii) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. To comprehend, a reader must have a wide range of capacities and abilities. Comprehension refers to the ability to go beyond the words, to understand the idea and the relationship between ideas conveyed in a text. To sum up, reading comprehension is defined as the level of understanding of a written language. In this research, understanding of a written language in Narrative text.