

# CHAPTER I

## INTRODUCTION

This research addresses six themes pertinent to the subject. The subjects encompassed the study's background, the articulation of the research problem, the research purpose, the study's importance, its scope and limitations, and the definition of key words. The researcher will address the aforementioned issue as follows.

### A. Background of The Study

Reading is a fundamental skill in language learning that enables individuals to gain information, knowledge, and entertainment. In an academic context, reading comprehension is particularly crucial as it underpins success across various subjects. However, many students, particularly in English as a Foreign Language (EFL) setting, often struggle with reading comprehension. These difficulties can stem from various factors, including limited vocabulary, lack of background knowledge, complex sentence structures, and an inability to identify main ideas or make inferences (Grabe & Stoller, 2013).<sup>1</sup> As a result, students may feel overwhelmed and disengaged during reading tasks, leading to poor learning outcomes.

To address these hurdles, educators constantly seek effective pedagogical approaches. One approach that has garnered considerable attention recently is scaffolding. Rooted in Vygotsky's sociocultural theory, scaffolding refers to the temporary support provided by a more knowledgeable individual (e.g., teacher, peer) to a less knowledgeable learner, enabling them to accomplish a task that would otherwise be beyond their independent

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<sup>1</sup> Tias, B.O.S., Humaira & Hudri, M. (2024). Increase Students Reading Comprehension Through Retelling Technique: Using Storybird. *International Social Sciences and Humanities. UMJember Proceeding Series* (2024) Vol. 3 No 2: 327-336.

capabilities (Vygotsky, 1978).<sup>2</sup> This support is gradually withdrawn as the learner develops proficiency, fostering independent learning.

In the realm of reading comprehension, scaffolding involves a range of strategies that assist students in navigating complex texts, understanding unfamiliar concepts, and enhancing their reading skills. These strategies can encompass pre-reading activities (e.g., activating prior knowledge, predicting content), during-reading activities (e.g., questioning, summarizing, graphic organizers), and post-reading activities (e.g., discussion, retelling). The strategic application of these techniques aims to bridge the gap between a learner's current reading ability and the target comprehension level. Recent studies continue to highlight the efficacy of scaffolding in various educational settings (e.g., Tran, C.N, & Nguyen, H.B, 2021).<sup>3</sup>

Despite the theoretical benefits of scaffolding, its practical implementation in EFL reading comprehension classrooms warrants further investigation, particularly in specific local contexts like Blitar, East Java. Understanding how teachers integrate scaffolding techniques, the specific strategies they employ, and their perceived impact on students' reading comprehension is crucial for optimizing teaching practices. Therefore, this study aims to explore the implementation of scaffolding in teaching reading comprehension, offering insights into its practical application and effectiveness.

## **B. Identification of The Problem**

Based on the foundation of the inquire about over, the issue can be defined as takes after:

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<sup>2</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

<sup>3</sup> Tran, C.N, & Nguyen, H.B. (2021). Teachers' Perceptions of Scaffolding Efl Students' Reading Comprehension at High Schools in The Mekong Delta, Vietnam *European Journal of English Language Teaching*, DOI: 10.46827/ejel.v6i5.3854.

The implementation of scaffolding in teaching reading comprehension of second grade student's at smp muallimin blitar

1. How do teachers implement scaffolding in teaching reading comprehension to second-grade students at SMP Muallimin Blitar?
2. Why do teachers choose to implement scaffolding in teaching reading comprehension to second-grade students at SMP Muallimin Blitar?

### **C. The purpose of The Research**

According to the formulation of the problem above, the objectives of this research are:

1. To describe the ways teacher's implement scaffolding in teaching reading comprehension to second-grade students at SMP Muallimin Blitar.
2. To find out the reasons why teachers choose to implement scaffolding in teaching reading comprehension for second-grade students at SMP Muallimin Blitar.

### **D. Scope and Limitation of The Research**

This research aims to investigate the implementation of scaffolding in teaching reading comprehension to second-grade students at SMP Muallimin Blitar. Specifically, this study will focus on how teachers implement scaffolding and the reasons behind their choice to use this strategy in reading comprehension instruction.

### **E. Significance of The Research**

This research on the implementation of scaffolding in teaching reading comprehension at SMP Muallimin Blitar holds significant value for several key stakeholders:

For students, while students may not directly read this thesis, the findings are intended to positively impact their learning experience. By providing teachers with a deeper understanding of effective scaffolding strategies, this

research aims to enhance the quality of reading comprehension instruction. This improved instruction can, in turn, help students better engage with reading tasks, leading to improved comprehension skills and a more effective learning process in English. Ultimately, this research seeks to contribute to a learning environment where students are better supported in developing essential reading abilities.

For English teachers This research is expected to provide valuable and practical insights for English teachers at SMP Muallimin Blitar. By observing the specific application and potential benefits of scaffolding in reading comprehension, teachers can gain a deeper understanding of how to effectively employ this strategy. This knowledge can empower them to refine their teaching methods, adapt to their students' diverse learning needs, and ultimately enhance the effectiveness of their reading comprehension instruction. A strong grasp of scaffolding is crucial for preparing students to confidently engage in active and accurate communication, as effective reading comprehension forms a robust foundation for overall language proficiency.

For Future Researchers, this study will offer valuable insights into the specific application of scaffolding in teaching reading comprehension by teachers at SMP Muallimin Blitar. The results will serve as a practical foundation and a rich source of empirical data for future researchers interested in exploring similar topics. It provides a concrete example of scaffolding's implementation within a specific educational context, which can inform and guide subsequent studies.

## **F. Definition of Key Term**

To ensure clarity and prevent confusion, the researcher defines the key terms in this thesis as follows:

### **1. Scaffolding in Teaching Reading Comprehension**

Scaffolding refers to the structured support teachers provide to help students gradually improve their reading

comprehension. It's a planned approach with clear objectives and specific tactics to guide students in understanding texts, with support gradually lessened as they become more proficient.

## 2. Reading Comprehension

Reading comprehension is the ability to understand a text's meaning, not just the words. This involves connecting written information with prior knowledge. As noted by an English teacher at SMP Muallimin Blitar, it's a vital language skill that builds vocabulary and can boost students' overall confidence, including in speaking.

## **G. Organization of The Research**

The first chapter is an introduction: the introduction consists of Background Research, Identification of Research Problems, Research Objectives, Scope and Limitations of Research, Significance of Research, and Definition of Key Terms.

The second chapter provides a review of relevant literature and is divided into three sections. Part, one covers reading comprehension, teaching strategies for reading comprehension, and the significance of student responses in the learning process.

The third chapter, focused on Research Methods, includes sections on Research Design, Data and Data Sources, Data Collection Techniques, Data Verification Techniques, and Data Analysis.

This fourth chapter presents research findings based on observations and interviews.

The fifth chapter presents toward the result of the research. The discussion is given based on the presented finding covering the tech's strategies in teaching reading comprehension.

The six chapter presents conclusion and suggestion based on research findings.