CHAPTER 1
INTRODUCTION

A. Background of Study

English is one of the most popular languages in this world. English deserves to be regarded as a world language. There are four aspects in English. Reading is one of the aspects that is the most important skill in English. Reading can make the student get more new knowledge. By reading, the students can get much information and up to date about news around the world.

Burnes and page defines that “Reading is an interactive process.”¹ The process means that the reader engages in exchange of idea with the author by via text. Related to the problem of reading, most of teachers are not aware about the importance of reading. When the teacher came to class and said please open your book on page 20 and read the text. They did not care whether the students understand or not, so the students feel lazy and boring to study. As the result, the students tend to have poor reading skill and habits. “The matter arises because of some factors: (1) Students do not have good motivation to read because the text is not interesting. (2) The teaching method is boring and the text is too hard. (3) They believe that when comprehending the text, they must comprehend every word in the text, so they keep

on looking up the words in a dictionary to find out the meaning of the words.”\(^2\) So, to overcome this problem, English teachers have to adopt new method in their classroom in order to improve their student ability in reading.

There are many method in English to make reading more fun and attractive. One of the method is scaffolding. According to Bruner’s scaffolding theory, “children are somewhat depends on those who have more knowledge or competency than they do in certain areas,” \(^3\) Such as reading and calculating square roots, when they begin learning.

Scaffolding is a method which used by teachers to facilitate learner transition from assisted to independence performance. In addition scaffolding is a process that a teacher give full support student to enhance learning and to task reading. Especially in improving students interest of Aceh Islamic stories. Aceh Islamic stories is one of the story become old in modern society. So researcher will use this method to make the Aceh Islamic stories become more popular with new method in learning. Scaffolding focus on building basic knowledge so students can develop the lesson with their own understanding. This method also can build curiousity about any Islamic stories that are being written in Aceh.

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There are a lot of international schools in USA use this method in learning reading because the teacher provided student with new ways to make reading more attractive, like introduce the text’s actor, introduce the text’s characters, provide picture, read aloud, and so on. So, researcher uses this method to improve the student’s reading interest of Aceh Islamic stories.

Based on the explanation above, the researcher conducted a research at SMK Muhammadiyah 1 Banda Aceh to see the effectiveness of using scaffolding method in improving student’s Reading interest of Aceh Islamic stories.

B. Terminologies

In order to avoid misunderstanding, it is necessary to define some important definitions mentioned in the title;

1. Scaffolding method

Scaffolding is a teaching method originates from vygotsk’s sociocultural theory. “In vygotsk’s view, the learner does not learn in isolation.”⁴ “A child develops his or her intellect through internalizing concepts based on his or her own interpretation of an activity that occurs in a social setting.”⁵ In this research, scaffolding is a method that the children need guiding from the teacher while they work independently.

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⁵ Stuffy,2002. Z.Al Aila Mahmoud,effectiveness of using scaffolding method on developing seventh grader’s reading comprehension skill. (The Islamic university of gaza : 2015.)
2. Reading

“Reading is the ability to draw meaning from the printed page and interpret this information appropriately.”\(^6\) Reading ability will be developed best in association writing, listening and speaking activities. The ability of students in reading is very important because by having the ability to read, they will be able to improve their knowledge. In this research, reading is one of skill that student to develop. Because reading is one of skill in English.

3. Aceh Islamic stories

Aceh Islamic stories is stories from Aceh and contains Islamic meaning. And its contain lessons from the ancestors of Aceh. In this research, Aceh Islamic stories is a media that uses by researcher in teaching reading to make students interest.

C. Research Questions

Based on the background of study mentioned above, the problem of this study can be formulated into research questions as follow:

1. What is the effectiveness of using scaffolding method in improving student’s Reading interest of Aceh Islamic stories?

2. What are the student’s perception by using scaffolding method in improving their Reading interest of Aceh Islamic stories?

D. The Purpose of the Study

In accordance with the problem of the study, the purpose of this study are:

1. To find out the ability of the students after they have learn with scaffolding method in improving student’s interest of Aceh Islamic stories.
2. To find out the student’s perception by using scaffolding method in improving their students’ Reading interest of Aceh Islamic stories.

E. Hypothesis

Ha : Scaffolding method is very effective in improving student’s interest of Aceh Islamic stories.

Ho : Scaffolding method does not improve student’s reading interest of Aceh Islamic stories.

F. Methodology of the Research

a. Research Design

This research is a quantitative research. The method used in this research was experimental study. There are some types of experimental research, this research focus on quasi experimental design. “A quasi–experiment is an empirical interventional study used to estimate the causal impact of an intervention on target
population without random assignment.”  

Quasi-experiment focus on population who have causal impact to target. So researcher will use quasi experiment to see the effectiveness of scaffolding method in improving student’s reading interest of Aceh Islamic stories.

b. Population and Sample

“Population is all of subject who is going to be observed in a research.”  
The population of this research are all the students at SMK Muhammadiyah 1 Banda Aceh. The total number of population was 40 students.

As defined by Arikunto that, “ sample is small part of total population to be observed and analyzed.”  In this study researcher uses total sample. “Total sample is a type of purposive sampling technique where it choose to examine the entire population (the total population).”  There is 1 class of the first grade. So, researcher takes 10 students for the sample.

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7 Prof. Dr. sugiyono, metode penelitian kuantitatif kualitatif dan R&D. (Bandung: ALFABETA,2011),73.
8 Arikunto, S. Prosedur penelitian: suatu pendekatan praktik. (Jakarta : Rineka cipta,1993)p.102
9 Ibid.p.104
10 Prof.Dr. Sugiyono. Metode penelitian kuantitatif kualitatif dan R&D. (Bandung: ALFABETA,2011),73.
C. Data colletion

1. Experimental teaching

Kubiszyn and Bourich said that teaching experiment is the use of controlled observations and measurements to test hypothesis.”\(^{11}\) Therefore, teaching experimental means here is a method observation that give control and measurements to test hypothesis. In this research, the researcher teaches three meeting with scaffolding method to the first grade of Smk Muhhammadiyah 1 Banda Aceh.

2. Test

“Test is the instrument that is used to measure basic ability and achievement.”\(^{12}\). Test is very important activity in learning process, because test is the process in evaluating students. In this research test is used for evaluating the students to see the effectiveness of scaffolding method. Researcher conducts two tests:

a. Pre-test

“Pre-test is a preliminary test given in advance of instruction or evaluation.”\(^{13}\)

The pre-test is use to see the students’s ability before they learn about the story with scaffolding method. Especially, in improving student’s reading interest of Aceh Islamic stories. Researcher gives pre-test in the first meeting before researcher

\(^{12}\) Ibid.p.198
\(^{13}\) Ibid
teaches them scaffolding method and give them 7 questions. And the questions are essay, so the students have to understand the text before they answer the questions.

b. Post-test

To get the result of teaching with scaffolding researcher gives a post-test in the last meeting to the students after they are learning reading with scaffolding. “According to Kubiszynand Garry puts that post-test is a test given after a lesson or period of instruction to determine what students have learnt.” The post-test uses to find the ability of the students after they have learned with scaffolding. The number of questions of post-test are 7. And the questions are essay.

3. Questionnaires

Questionnaires uses to investigate the student’s reading interest of Aceh Islamic story. “Questionnaires are research instrument that consist of a series of question and other prompts for the purpose of gathering information and respondents”.

Researcher gives the student 10 questions. Questionnaires use in the last meeting and students answer the questionnaires individually. It would be held for 15 minutes. The kind of questionnaires are close question to make the students easy to answer the questionnaires.

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14 Ibid
15 Prof. Dr. Suharsimi Arikunto, Procedure Penelitian: Suatu Pendekatan Praktik. (Jakarta, Bhineka Cipta, 2006), p.151
c. Technique of data analysis.

In this research, the researcher analyzed the data by using statistical method. To find out the student’s individual score, the researcher used a formula as follows:

$$\text{Students score} = \frac{\text{correct answer}}{\text{total number of question}} \times 100$$

Then, to interpret the score, the writer used the criteria of measuring the test score to find the effect of using scaffolding method in improving student’s interest of Aceh Islamic stories. “The criteria can be seen as follows”\(^{16}\):

<table>
<thead>
<tr>
<th>The score of comprehension</th>
<th>categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>80 - 89</td>
<td>Very good</td>
</tr>
<tr>
<td>65 - 79</td>
<td>Good</td>
</tr>
<tr>
<td>55 - 64</td>
<td>Enough</td>
</tr>
</tbody>
</table>

The researcher used t-test to know whether or not the results of research had statistically significant. “According to hartono, t-test is one of the statistic tests used to know whether or not there is significant difference of the two samples of mean in

two variables." Its mean to see the effect of the method to the sample of the research. So, researcher will use this formula to see the effectiveness of using scaffolding method in Reading. This formula very effective to see the method have causal impact or not to the student.

\[ t\text{-test} = \frac{x_1-x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

\[ p = A = \frac{F}{N} \times 100\% \]

- **p = percentage**
- **f = frequency of sample**
- **n = number of sample**
- **100\% = constant value**

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