CHAPTER II
REVIEW OF LITERATURE

A. Definition of Reading

Reading is important for everybody in order to cope with new knowledge in the changing world of technological era. For both children and adults, the ability to read is opens up new worlds and opportunities. It make us to gain new knowledge, enjoy literature, and do everyday things that are part of modern life, such as, reading newspaper, job listing, instructions manual, maps and so on.

Reading is one of four language skills taught at the school and the crucial subject to be taught. The main purpose of reading are to help students in understanding a text and to get the information from the text that they have been read. To increase student’s knowledge, students need to read more because, it is an effective factor to get knowledge.

Reading helps the students to increase their general language skills in English like speaking, listening, and writing skill, and to help them to find out new ideas, facts, and experiences. “The students can read anything that interesting for them such as, audio book, bulletin, on line clipping service, multimedia referencing work, post sending, and the materials from abroad.” ¹

¹ Henovo, Quantum Reading.4th Edition. (Bandung: MLC,2005)p.43.
Teaching reading for senior high school students must be different from students in junior high school, because of their character and their knowledge. In Indonesia, some English teacher still use traditional or conventional method. Conventional method usually makes students bored because the method is monotonous, and the students are not active so it makes the learners get bored. One of the ways to make the teaching reading effective is making the students active, so they enjoy the learning and they can improve their reading skill.

Learning to read is an important educational goal. For students, the ability to read opens up new worlds and opportunities. It enables us gain new knowledge, enjoy literature, and do everyday things that are part of human life. Many people learn to read in their native language without difficulty, some students need additional help such as picture and story. The first thing that has to know before learning reading is what reading itself.

As a language skill, reading can be considered as crucial aspect of one of language ability because it deals with information and communication. Generally, reading can be considered as an activity to get the meaning of written language. It means by reading, people can understand written language.

In addition, reading is not only the activity of understanding written language because it must be a link between the reader and the text. It means when readers read,
they are aware and have purpose. Readers use knowledge, skills, or strategies to conclude what the meaning is.

So, in reading activities there are two subjects involved. They are the writer and the reader. The writer tries to convey, to present his or her messages through letters, words, phrases, and their relationship, while the reader tries to get the message from the written verbal symbols.

Based on the definition above, it can be concluded that reading can make the reader get information and knowledge from a texts. Reading is not merely as a process of reading words by words of the printed page but it is also a collaboration of thinking process, recollection of the past experience, interaction and it acquired language faculty to interpret the author’s intention.

B. Types of Reading

According to Brown, the type of reading are divided into two times, those are follows :

a. Academic reading : such as article, reports, journals, reference materials, textbooks, theses, essays, paper, and editorials.
b. Job-related reading : such as massage, letters/emails, memos, forms, applications, and questionaires.

“Personal reading : for example newspaper and magazine, letters, emails, greeting cards, invitations, messages, notes, lists, schedule, recipes, menus, calendars, advertisements, novels, fables, short stories, jokes, drama, poetry, comic strips and cartoons.”

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C. Reading skill:

There are four reading skill in English:

1. Skimming

This skill is used in reading to get main ideas of a text. The function of skimming is to read quickly to discover the gist to see whether the text is worth reading or not according to the reader’s purpose. According to Mikulecky (2004: 38) skimming is high speed reading that can save you time and help you get through lost of material quickly.

“Skimming consists of quickly running one’s eyes across a whole text ( such as an essay, article, or chapter ). Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas.” 3

2. Scanning

This skill is used to look rapidly for a particular piece of information.

“According to Mikulecky, scanning is very high speed reading that you do when you are looking for a specific piece of information.” 4

Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The

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4 Ibid, hal. 25
purpose of scanning is to extract specific information without reading through the whole text. The skill of scanning is supposed to ensure that learners do not read word-by-word but instead they will glance at the text quickly and look for the information which they know is in it.

3. Intensive reading

“According to Brown, intensive reading is usually a classroom oriented activity in which students focus on the linguistic or semantic details passage. Intensive reading calls student’s attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, Implications, rhetorical relationship, and the like.”\(^{5}\) Intensive reading also may be a totally content related reading initiated because of subject matter difficulty. In other words the aim of intensive reading is to achieve a detailed understanding of the text.

4. Extensive reading

“According to Brown, extensive reading is carried out to achieved a general understanding of a usually somewhat longer text ( book, long article, or essays, etc). most expensive reading is performed outside of class time. Extensive reading is also

to obtain global or general meaning from longer passage: use extensive reading is to improve general knowledge.” 6

D. The Purposes of Reading

“There are many expert proposing the purpose of reading. Grabe and Stoller point up seven purposes for reading, these are: reading to search for simple information, reading to skim quickly, reading to learn from the text, reading to integrate information, reading to write (or search for information needed for writing), reading to critique texts, and reading to comprehend the text generally.” 7

In addition, “Harmer who proposes six purposes of reading: identifying the topic, reading to predict and guess, reading for general understanding, reading for specific information, reading for detail information, and reading to interpret the text.” 8

There are many purposes in reading texts as stated above. Each person has to own purpose in reading text. A person reads a text to learn, to find out the information, to be entertained. So in the classroom, teachers need to be aware of their student’s learning needs, including their motivation for reading and the purpose that reading has in their lives.

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6 Ibid,p.312
7 Grabe, William and Stoller, Fedricka L., Teaching and Researching Reading. (Great Britain Pearson Education, 2002)p. 201-202
“Mikulecky states that each people read for a reason, so reading is important when you are learning a new language. He also added that there are some reasons why reading is important: reading help students learn to think in new language, reading can help students to improve their writing, reading may be a good way to practice English students if they live in non-English country, reading can help students prepare for study in an English speaking country, reading is a good way to find out about new ideas, facts, and experiences.”

E. Definition of Scaffolding

“Wood, Bruner and Ross together pointed the term scaffolding is a metaphor to describe the effective process by which an adult, a peer, or a competent person assists a child to perform a task beyond his or her current capability. And scaffolding as a process that enables a child to solve a problem, carry out the task, or achieve a goal which would be beyond his unassisted efforts.”

“So, scaffolding as process of ‘setting up’ the situation to make the child’s entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it.”

So, increasing number of educational specialist and experts have used the concept to describe and explain the role of adult or more knowledgeable peers in guiding children’s learning and development.

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10 Stuffy, 2002. Z.AL Aila Mahmoud, effectiveness of using scaffolding method on developing seventh grader’s reading comprehension skill. (The Islamic University of Gaza).

“Scaffolding enables learners to do more advanced activities and to engage in more advanced thinking and problem solving than they could without help.”  

Instructional scaffolding is an old concept with a new name. Most teachers have used scaffolding activities in the classroom in one or more ways. Because scaffolding is one of the methods of effective instruction to facilitate students more competent independently.

In the classroom, “scaffolding is a process by which a teacher provides students with a temporary framework for learning. When scaffolding is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. As students gather knowledge and increase their skills on their own, fundamentals of the framework are dismantled.”

So scaffolding is learning process designed to give deeper level of comprehension in learning, and the teacher give full support to the students during the learning process and the intention of helping the students to achieve their goals.

13 Stuffy, 2002. Z.AI Aila Mahmoud, effectiveness of using scaffolding method on developing seventh grader’s reading comprehension skill. (The Islamic University of Gaza).
F. Types of Scaffolding

There are 10 types of scaffolding:

1. Macro / micro types

"The macro levels involves the overall design of the unit of work to achieve specific outcomes including the sequence of tasks within each lessons and types of resources to be utilized. It takes account of the teacher’s goals: understanding of the language demands of the planned tasks." 14 The function of this design to set up the unit of work so that students will be able to achieve specific outcomes. The teacher needs to consider the starting point for the unit, informed by knowledge of students.

"The micro level refers to moment to moment interactions within the lesson between the teacher and students and students with each other. This type of scaffolding at the point of need. Its means consist of the opportunities afforded by the teacher to support the students, understanding of the task or topic through a variety of discourse strategies such as questioning, recasting, or relating to the student previous experiences and multimodal strategies. This type focus on responsive contingency.” 15

14 Stuffy, 2002. Z.AI Aila Mahmoud, effectiveness of using scaffolding method on developing seventh grader’s reading comprehension skill. (The Islamic University of Gaza).

15 Stuffy, 2002. Z.AI Aila Mahmoud, effectiveness of using scaffolding method on developing seventh grader’s reading comprehension skill. (The Islamic University of Gaza).
2. Collective / peer scaffolding

Peer interaction have also been considered important in scaffolding. In contrast to the adult being the expert, its mean in peer interactions students support one another through their interactions. A child's (novice) cognitive development arises in social interactions with a more able member of society. The more able member by providing the novice with the appropriate level and the novice will go beyond their current level towards their potential level of development.

3. Software scaffolding

Software environments that provide support have been developed with the goal of supporting students in the process that they might find difficult in a complex task, when it is not possible for a teacher to attend to each student in the class. Several software tools have been developed to prompt students to reflect, articulate, and complete the steps for complex steps.

Software tools and frameworks are based on the difficulties that students have and help students with complex tasks and several strategies that they need. They provide an important first step in the design of scaffolding.
4. Distributed scaffolding

This is how the multiple forms of support in the environment of a classroom is works, its mean distributed across available tools, activities, and agents in the classroom and integrated in ways that admit redundancy, enhance the learning and performance of a wide variety of students in the classroom.

The basic concept behind distributed scaffolding is that offering more support and more types of it result in a greater chance of effectively of scaffolding the learning process for each students in meaningful ways.

5. Teacher – provided scaffolding

Discourse- based scaffolding is one of form of coaching that teachers tend to implicitly rely on in classroom settings as they respond to learning needs.

6. Soft and hard scaffolding

There are two levels of scaffolding: soft (dynamic) and hard (static). In contrast hard scaffolding serve to provide learner support at various stages.

7. Reciprocal scaffolding

It is method that involves a group of two or more collaborative working together. In this situation, the group can learn from each others experience and knowledge.
8. Technical scaffolding

“Technical scaffolding is newer approach in which computers replace the teachers as the experts or guides. And students can be guide with web link, online tutorials, or help pages. Educational software can help students follow a clear structure and allows students to plan properly.”

9. Directive and supportive scaffolding

In assumption ‘directive scaffolding’ that their job is to transmit knowledge and assess its appropriation by the learners. And ‘supportive scaffolding’ that characterizes the pattern IRF (initiation-response-follow up).

10. Recent forms:

There are some recent form that always uses in scaffolding method:

a. Conceptual scaffolding: help students decide what to consider in learning and guide them to key concept.

b. Procedural scaffolding: help students use appropriate tools and resources effectively.

c. Strategic scaffolding: helps students find alternative strategies and methods to solve complex problem.

d. Metacognitive scaffolding: prompts students to think about what they are learning throughout the process and assists students reflect on what they have learnt (self-assessment). This is the most common research area and is thought to not only promote higher order thinking but also student’s ability to plan ahead.

From several type above, researcher use recent forms type. Because this type very help students in complete their task in reading.

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G. Technique of Scaffolding

The skill that teacher provides that guide the students, explain more about the topic, step back and observes what students do. “According wood, Certain processes that aid effective scaffolding:

1. Gaining and maintaining the learner’s interest in the task.
2. Making the task simple.
3. Emphasizing certain aspects that will help with the solution.
4. Control the child’s level frustration.
5. Demonstrate the task.”

Moreover, “scaffolding is a key feature of effective teaching and can include modeling skill.” In the education of scaffold may include various technique, support the students, give cues to the students, think-aloud, and direct instruction.

“Silver mentions four steps for scaffolding instruction which can be performed with any task:

1. Assess the learner’s current knowledge and experience.
2. Relate content to what students already understand or can do.
3. Break a task into small, more manageable tasks with feedback.
4. Use verbal cues and prompts to assists students.”

“Fisher and Frey support four techniques for effective scaffolding:

1. Questioning to check for understanding.
2. Prompting to facilitate students cognitive and metacognitive processes.
3. Cueing to shift students attention to focus on specific information, errors, or partial understandings.
4. Explaining and modeling when students do not have sufficient knowledge to complete task.”

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18 Stuffy, 2002. Z. AL Aila Mahmoud, effectiveness of using scaffolding method on developing seventh grader’s reading comprehension skill. (The Islamic University of Gaza).
19 Stuffy, 2002. Z. AL Aila Mahmoud, effectiveness of using scaffolding method on developing seventh grader’s reading comprehension skill. (The Islamic University of Gaza).
20 Stuffy, 2002. Z. AL Aila Mahmoud, effectiveness of using scaffolding method on developing seventh grader’s reading comprehension skill. (The Islamic University of Gaza).
From some technique above, researcher use technique from wood. Because the technique very help students and make students feel easy to complete the task. So, to implementing scaffolding in reading for teaching reading researcher will do three aspect:

1. Before reading: researcher will teach difficult words. And teach them the meaning of the words.

2. During reading: researcher will make the students aware with the task. Ask appropriate question during the task. Teach strategies that can make the task easy to answer. Use picture or tell them the meaning of the words to enhance comprehension.

3. After reading: engage students in a discussion. Have students answer written question. Provide explicit instruction, and engaging vocabulary practice. Have students write summaries of what they have learned.
H. Aceh Islamic stories as a media.

Aceh Islamic stories in general meaning is stories from Aceh and contains Islamic meaning. It teaches us the lessons from the ancestors of Aceh. Aceh Islamic stories also known the real story from the ancestors of aceh, so the Aceh people believe that the story have values and the characteristic of Aceh’s story. The story of aceh is also taken as a role model in daily life.

Aceh Islamic stories in social function is to entertain and tells about the lives of Acehnese in the past, and also the legend of aceh which is the same legend found in other areas. “learning media is one of the most important elements in teaching learning process besides learning methods.”

Aceh Islamic stories become old story and ancient story nowadays. Especially in students era. Researcher use scaffolding method in improving students’s interest of Aceh Islamic stories because this method very effective in improving student’s interest of Aceh Islamic stories.

Story that researcher uses in improving student’s interest of Aceh Islamic stories are “Banta Seudang” and “Putra Mahkota Amat Mude”. That stories from Aceh and teach the students moral values. Scaffolding method will help students to complete the task.

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Researcher uses that story in teaching reading with scaffolding. Researcher it make the students feel curious with another story from Aceh.