

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the research. It also contains background of research, research question, research aim, significances of research, limitation of the problem, rationale, hypothesis, research methodology, and data analysis.

A. Background of research

English as a foreign language is taught in all schools especially in Indonesia. It has been taught in every Educational Institution Level. In learning English, there are four language skills that should be learned by the students, they are: listening, speaking, reading and writing. The students must also learn the language component so that they can learn the skills more easily.

Reading is one of the four language skills, which is important that should be learnt by students. According to Harmer (1998:68) “reading provides good model for English writing, vocabulary, grammar, and punctuation, and demonstrates that way to constructs sentences, paragraph, and texts”. Reading is multifaceted process involving word recognition, comprehension, fluency, and motivation (Harmer 2004:68).

In reading, a teacher should encourage students to improve their reading ability in comprehending the language in the texts. However, there are some problems found by a teacher in MTs Yasti 1 Cisaat Kab Sukabumi, the first problem is the student cannot learn to read because they assume the text is hard to understand the vocabulary of a text. Based on list score that has got from a teacher

of 8th grade in MTs Yasti 1 Cisaat Kab Sukabumi, it shows that the highest score in reading was 75 and the lowest score was 30. The average of the score was 52.50. It means that the average of the resulting score are still below, it does not fulfill the average of standard of minimum completeness of mastery learning (KKM). According to English teacher of 8th grade in MTs Yasti 1 Cisaat Kab Sukabumi the standard of minimum completeness of mastery learning is 70. Moreover, reading process makes students easily bored, and there are no new spirit in teaching and learning activity. As a teacher, they should choose the best technique to teach reading. Based on the reason, it would like to solve students' difficulties in reading a text, the techniques effectively that could be used to enhance language learning is called scaffolding.

According to Wood, Bruner, and Ross (1979:18), the term scaffolding is tutoring or other assistance provided in a learning setting to assist students with attaining levels of understanding impossible for them to achieve without assistance. In scaffolding process, the teacher just helps the mastery of task or concepts that are difficult for the students.

Teaching scaffolding can be used with the visual and it is called visual scaffolding. According to Herrell and Jordan (2004:26), visual scaffolding is a strategy for teaching English Language Learners (ELLs) that utilize drawings, photographs, and other visuals in order to help students to better understand the language used in each lesson.

According to Walqui (2006:174), scaffolding can be used to learn kinds of English text. One of the texts is Narrative Text. In curriculum 2006 narrative text is defined as a text which function is to use, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point to finds a resolution.

A study about the effect of teaching narrative texts by used scaffolding in reading is once has been found by Nemat Tabrizi & Shokripour (2015). The results of the study revealed that using visual scaffolding has a positive effect on reading comprehension of young students in general. The findings of the research seem to have important implications for L2 teachers.

Based on the explanation above, the research is aimed to conduct a research entitled: **THE USE OF VISUAL SCAFFOLDING TECHNIQUE TO IMPROVE STUDENTS' ACHIEVEMENT IN READING NARRATIVE TEXT. (An Experimental Study of the Eight Grade Junior High School Students of MTs Yasti 1 Cisaat Kab Sukabumi Kabupaten Sukabumi).**

B. Research Question

Based on the background of this study, the research question are formulat as follows:

1. What is the students' achievement in reading narrative text by visual using scaffolding technique?
2. What is the students' achievement in reading narrative text by using three phase technique?

3. What significant is the difference between students' achievement in Reading Narrative text using visual scaffolding technique and using three-phase technique?

C. Research Aim

Based on the specific problems formulated above, the purposes of the study are as follows:

1. To identify the students' achievement in reading narrative text by using visual scaffolding technique;
2. To identify the students' achievement in reading narrative text by using three phase technique;
3. To see the significant differences between students' achievement in Reading Narrative text by using visual scaffolding technique and by using three-phase technique.

D. The Significances of the Research

This research provides a number of benefits:

1. Theoretically the study contribute to:
 - a. As one of alternative teaching method to improve students' learning English outcomes by applying Visual scaffolding technique.
 - b. It becomes a reference for the next researcher who wants to conduct a research which same with this study.
2. Practically the study also:
 - a. For researchers, to get direct experience in the application of English language learning with Visual scaffolding technique.
 - b. For Teachers, can be used as one of alternative in learning English to improve students' outcome in learning English.

c. For students“, is expected to get direct experience regarding the existence of freedom in learning English are active, creative and fun through investigation activity according to the development of thinking.

E. Limitation of study

Based on the research questions above, the discussion limit of reading narrative text by visual it means the process of study will be approach by utilizing drawings, photographs and other visuals and it is called visual scaffolding as one type in scaffolding. The research took in the eighth grade of MTs Yasti 1 Cisaat Kab Sukabumi. The research itself focus to answer research question.

F. Rationale

According to Bruner, (1983:60) in Walqui, (2006:163) the original idea of scaffolding comes from the work of Jerome Bruner, who defines scaffolding as follows: a 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. Scaffolding is based on the socio-cultural theory popularized by Vygotsky (1978). Vygotsky believes that success in gaining knowledge can only be achieved through scaffolding from a knowledgeable person to a novice.

According to Herrell and Jordan (2004:19), there are two ways for teachers to scaffold instruction with English Language Learners (ELLs). Teachers can use visual scaffolding which is an approach in which the language used in instruction is made more understandable by the display of drawings or photographs that allow students to hear English words and connect them to the

visual images being displayed and second, academic language scaffolding increases students' interest in learning in content areas.

Westwood (2008:31) defines reading comprehension as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. It means, in order to comprehend a text, readers must use information or knowledge they already possess to filter, interpret, organize and reflect upon the incoming information from the text.

In the current curriculum school based curriculum (*Kurikulum Tingkat Satuan Pendidikan*, 2006:16-17) there are several texts which able to learn by students in Indonesia. Narrative is one of the genres of text, narrative text is defined as a text which function is to use, entertain, and to deal with actual or various experience in different ways. It is also a common type of texts. In addition, narratives are stories about person or a group of people over coming problems (Joyce & Feez, 2000:24). They also explain that narratives show how people react to experiences, explore social and cultural values and entertain the audience.

Every student has his own different characteristics, teacher as a facilitator should create more creative teaching process in order to make a variety atmosphere in the classroom activity. By considering the fact above, student achievement in narrative text by scaffolding technique with use the visual to represent improvement and distinction that is a language can be derived from vocabulary expression in order to make using language more variation and familiar. Visual scaffolding technique is important to improve students' achievement in reading narrative text it shows from the founding in other researcher who have been conduct visual scaffolding as a technique to teach

reading text. The most important is to make visual scaffolding technique can be the alternative technique for teaching especially in reading narrative text. Here, students should more active, understand a text, and more motivated with the learning activity in class room.

This research used two kinds of variable, the first is using visual scaffolding technique as the “X” variable, and the second is the students’ achievement in reading narrative text as the “Y” variable.

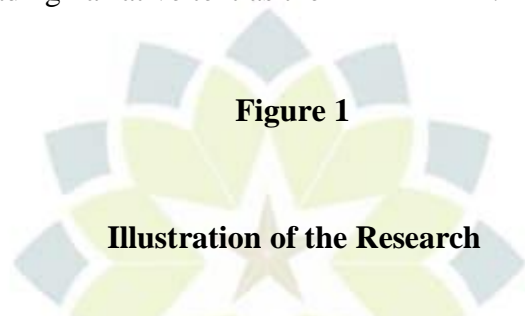
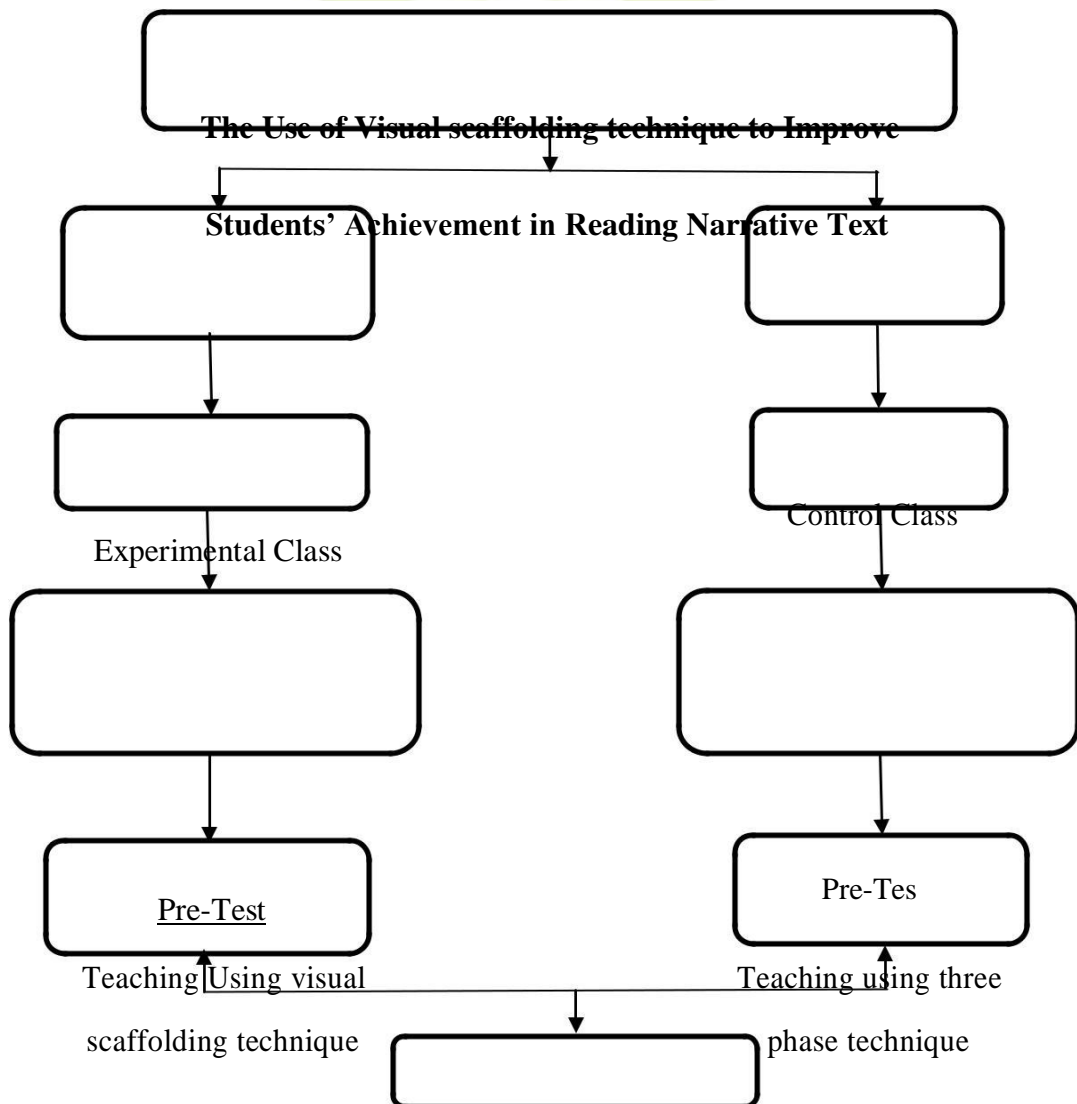


Figure 1

Illustration of the Research





Result of Research

G. Hypothesis

Arikunto (2006:71) states, “The hypothesis is a tentative answer to the problem of research until proven by data collected”. Hypothesis can be making clear of question or the problems posed in the research. This research used two kinds of variable, the first is the use of visual scaffolding technique as the “X” variable, and the second is improving students’ achievement in learning narrative text as the “Y” variable. The formulated hypothesis is described below:

- Null Hypothesis (H_0) it means that there is no significant different of students’ achievement in reading narrative by using visual scaffolding technique.
- Alternative Hypothesis (H_a) it means that there is significant different of students’ achievement in reading narrative by using visual scaffolding technique get better score than those who are not.

H. Research Methodology

Research methodology is defined as the general approach the researcher takes in carrying out the research project (Leedy & Ormrod, 2001:14). This research uses quantitative approach. According to Creswell (2012:13), the major characteristics of quantitative research among other things are investigated a research problem by explaining a relation among variables, collecting numeric data from a large number of people using instruments with fixed questions and responses, and analyzing data, comparing groups, or relating variables using statistical analysis.

1. Research Design

This research uses an Experimental design. According to Cresswell (2012:21) *Experimental designs* (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants in this study, this research took two existing class in 8th Grade of MTs Yasti 1 Cisaat Kab Sukabumi, is chosen to be respondents. Each class consists of experimental class and control class. Every class consists of 40 students.

Table 1.1 Design of the experimental group

| Group | Pre-test | Independent variable | Post-test |
|--------------|----------------|----------------------|----------------|
| Experimental | Y ₁ | X | Y ₂ |
| Control | Y ₁ | - | Y ₂ |

Notes:

Y_1 = pre-test

X = treatment in the experimental group

Y_2 = post-test

2. Research Site

The study is conducted in junior high school MTs Yasti 1 Cisaat Kab Sukabumi. It takes two classes. This school chosen because they have problem in reading narrative text based on Curriculum 2006 narrative text is property in learning teaching media on that school.

3. Participants of The Research

a. Population

According to Creswell (2012:142), a population is a group of individuals who have the same characteristic. A target population (or the *sampling frame*) is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study. There are 80 from 8th Grade students of MTs Yasti 1 Cisaat Kab Sukabumi. This research involved the 8th grade of junior high school students because the material which is used in this research is learned in this grade.

b. Sample

According to Creswell (2012:142), a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population.

Arikunto (2010:131) says that if population is less than 100 researchers can take all, but if population is more than 100 the sample in between 10%-15% or 20%-25%. The participant will be taken 25% as a sample because the population is more than 100 in eight grade students of MTs Yasti 1 Cisaat Kab Sukabumi.

4. Data Collection Techniques

The instrument of the study is narrative text test in the form of objective test. The totals of test are 20 items, where the item of the test is



the representative from the topic of the material in each meeting. The material of the test is taken from junior high school textbook. The experimental design is divided into three steps, they are pre-test, treatment, and post-test are given in process teaching narrative text using by visual scaffolding technique. The treatment will teach to experimental group with the visual scaffolding technique in reading narrative text after administering pre-test. After giving treatments, the same post-test gave to both experimental group and control group to find out whether the students' achievement on reading narrative text with the visual scaffolding technique is enhanced or not.

a. Pre-test

Pre-test was used to know the homogeneity on learning narrative text between two variables before they were given a treatment. According to Creswell (2012:297), "a pre-test provides a measure on some attribute or characteristic that you assess for participant in an experiment before they receive a treatment". The test used reading test and gaining data is multiple choice items.

Multiple choice items consist of three parts, which contain the narrative text, question, and several possible answers. The test consist of 20 items whit some alternative answer, which was arranging into four option (a) (b) (c) (d). Each items score is 5 for the right answer and

0 for the wrong answer, so the possible highest score is 100 and the lowest score is 0.



b. Applying The Teaching Learning Process

The process of teaching learning will be conducted in the classroom especially in experimental class using by visual scaffolding technique in teaching narrative text while in control class using three phase technique. It will be three meetings in each class in other to know the students' difficulties, the problem during teaching learning process, and to know significance improvement of students' reading comprehension.

According to Applebee and Langer in (Priyanti, 2008:14) there are 5 steps in process learning narrative text by using visual scaffolding technique that need to be followed include: 1) Intentionally, 2) Appropriateness, 3) Structure, 4) Collaboration, 5) Internalization as follows:

- 1) Intentionally: Categorize some of the material that the student has mastered the complex in order to get results.
- 2) Appropriateness: Focus on the provision of assistance to those aspects that have not been controlled by the student to the fullest.
- 3) Structure: Provide a model for students to learn from the model shown

- 4) Collaboration: Collaborate and respond to the tasks that the student do.
- 5) Internalization: Strengthen the knowledge that students have to be controlled properl



c. Post-test

The implementation of post-test is conducted in the class. The material of the test in post-test will be given to the students after they have obtained a treatment, and the post-test will be given is multiple choices about narrative text.

An experiment occurs when the environment is systematically manipulated in order to observe the effect of this manipulation on behavior. The part of the environment that is manipulated is the independent variable. Whereas, dependent variable is the particular behavior effect of the manipulation (Burns, 2000:125), they are two variables in this research as follows:

- a. The experimental group which reading narrative text using visual scaffolding.
- b. The control group which reading narrative text using three-phase technique.
- c. The result of post-test (as dependent variable)

Table 1.2 Process Experimental Study

| No | Time | Activity | Objective |
|----|-------------------------|-------------|---|
| 1 | 1 st Meeting | Observation | Headmaster, Teacher, Student, and All Staff |
| 2 | 2 nd Meeting | Pre-Test | Student |

| | | | |
|---|-------------------------|-----------|--|
| 3 | 3 rd Meeting | Treatment | Student of class VIII-A and VIII B Experimental class Control class |
| 4 | 4 th Meeting | | |
| 5 | 5 th Meeting | | |
| 6 | 6 th Meeting | Post-Test | Student of class VIII-A and VIII B |

5. Data Analysis

This research uses the pre-test and post-test to know the improvement students' achievement in reading narrative text by using visual



scaffolding technique before and after taught used visual as drawing, photograph, and another visual in learning.

The scores will become more meaningful numerical data if they are converted to numerical data, which will be processed to the scale of 0 to 100. Then the processed scores will be used arranged from the highest to the lowest, it will be easier to know the position of students in they group. The measurement of the students' achievement that is stated by Harris (1969:134) will be interpreted as follows:

Table 1.3 The Indicator of Scoring Criteria of narrative text

| Criteria of Mastery | Grade |
|---------------------|-----------|
| 91-100 | Excellent |
| 81-90 | Very good |
| 71-80 | Good |
| 61-70 | Fair |
| 51-60 | Poor |
| Less than 50 | Very poor |

To know the reliability of the test, this research uses KR 21 formula:

$$r_{11} = \left(\frac{\sum X^2}{N} \right) \left(\frac{\sum X^2}{N} \right)$$

Where:

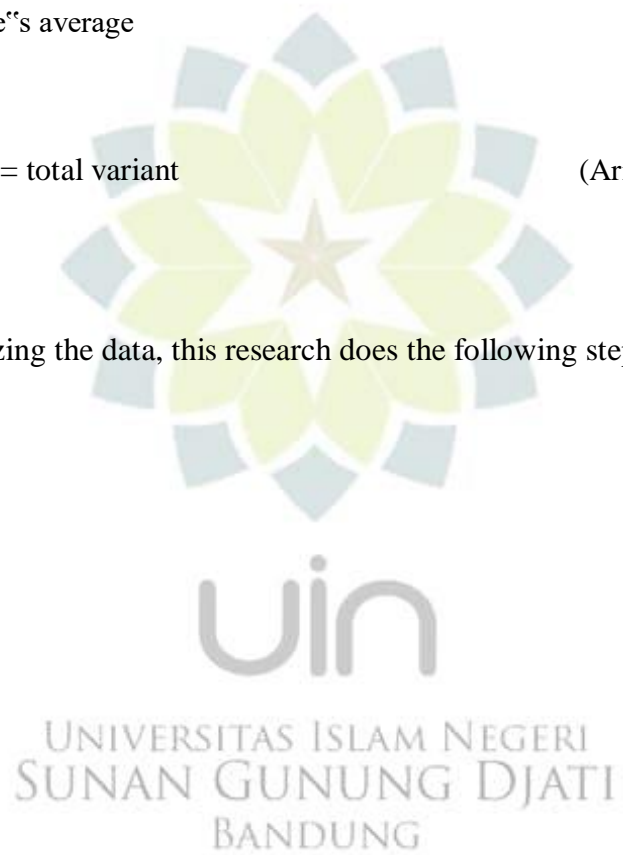
r_{11} = reliability of instrument

k = number of item test

M = score's average

V_1 = total variant (Arikunto, 1991)

In analyzing the data, this research does the following steps:



a. Determining the normality of data by conducting the steps as follows:

1) Making the distribution table of frequency, with procedures:

a) Determining the range of data (R)

$$R = (\text{High score} - \text{Low score}) \quad (\text{Sudjana, 2005:47})$$

$$R = \text{Range}$$

b) Determining the grade of interval (K)

$$K = 1 + 3.3 \times \log n \quad (\text{Sudjana, 2005:47})$$

c) Determining the length of Grade Interval (P)

$$P = \frac{R}{K} \quad (\text{Sudjana, 2005:47})$$

d) Determining mean, by using the formula :

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i} \quad (\text{Sudjana, 2005:67})$$

e) Making the table of distribution of frequency

| Score | f_i | x_i | $f_i \cdot x_i$ | | | |
|-------|-------|-------|-----------------|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

2) Determining Standard of Deviation (Sd) using the formula:

$$s = \sqrt{\frac{\sum f_i \cdot x_i^2}{\sum f_i} - (\bar{x})^2}$$

$$\sqrt{\frac{\sum}{n}}$$

(Sudjana, 2005:92)

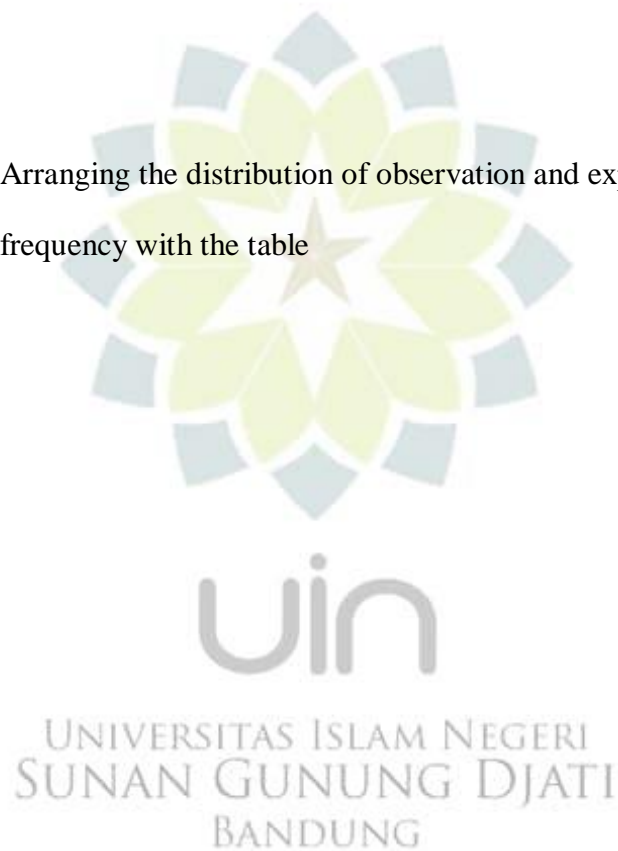
S = Standard Deviation

= Median

= Mean

n = the number of frequencies

- 3) Arranging the distribution of observation and expectation frequency with the table



4) Determining Chi square (χ^2), by using formula:

$$\chi^2 = \sum \frac{(O - E)^2}{E} \quad (\text{Sudjana, 2005:273})$$

5) Determining the degree freedom, by using formula :

$$D = (R - 1)(C - 1) \quad (\text{Sudjana, 2005:273})$$

6) Determining Chi square table on significance 5% or (α)

$$\chi^2_{table} = (1 - \alpha)_{df}$$

7) Interpreting the normality distribution by the criteria as follows:

$$H_0 : \chi^2_{count} < \chi^2_{table} \text{ (Normal)}$$

$$H_1 : \chi^2_{count} > \chi^2_{table} \text{ (Abnormal)}$$

8) Testing the homogeneity of two variances by conducting the following steps:

a. Determining score F by using the formula:

$$F = \frac{s_1^2}{s_2^2}$$

(Sudjana, 2005:250)

b. Determining the degree of freedom:

$$DF_1 = n_1 - 1$$

$$DF_2 = n_2 - 1$$

(Sudjana, 2005:146)

c. Determining score of F from the table with the value of significance of 5 % or (

d. Determining homogeneity of data with criteria:

If $F_{\text{count}} < F_{\text{table}}$, it means the two variances are homogeneity

If $F_{\text{count}} > F_{\text{table}}$, it means the two variances are not homogeneity



9) Testing the differences between two interrelated averages score, by using t-test formula :

a. Testing the differences between two interrelated averages of pre-test score by using formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\frac{S^2}{\sqrt{n}}}$$

where,

$$S^2 = \frac{V_1 + V_2}{n_1 + n_2} \quad (\text{Sudjana, 2005:147})$$

b. Looking for grouping standard deviation (dsg)

$$Dsg = \sqrt{\frac{V_1 + V_2}{n_1 + n_2}}$$

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NOTE:

n_1 = totally data of group one

n_2 = totally data of group two

V_1 = data variant of group one $(sd_1)^2$

V_2 = data variant of group two $(sd_2)^2$

c. Determining degree of validity (db)

$$db = n_1 + n_2 - 2$$

d. Looking t_{table} with the level of significant 5% using interpolation

$$T_{table} = t ($$

e. Determining the Hypothesis

If $F_{count} < F_{table}$, it means there is no significance



If Fcount



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F_{table} , it means there is significance



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