

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the things that underlie this study consist of research background, research question, research purposes, research significances, limitation of study, rationale, hypothesis and previous research.

A. Research Background

Vocabulary is an important element in English, which must be learned by students before they want to master the English language skills thoroughly. This statement is supported by Vygotsky (1978). He stated that word is a microcosm of human consciousness. It means that it is almost impossible to learn a language without words, even communication between human beings is based on words. The acquisition of words is a central factor in teaching a language (Walters, 2004; cited in Alqahtani, 2015). Allen (1983) added that to master over a language, the learners must learn thousands of words.

Meanwhile, Hornby (1987: 959) defined that vocabulary is the total number of words (with rules for combining them) that make up a language (as cited in Suri, 2012). It means that EFL learners should have many vocabularies to support their English learning. With sufficient vocabularies, the students will be easy to communicate with others, and they understand what the teacher says in the teaching and learning process. If the students only have a little vocabulary, he will be hard to say something or difficult to understand what other people say.

Learning English word is not a simple thing in the EFL context. In Indonesian context, for example; many English students understand limited English words. Rinaldi et al (2013 as cited in Susanto, 2017) stated that 26.67% of Bengkalis Polytechnic Riau Indonesia students vocabulary size were below 1000 words level, 40% at 1000 words level only 33.3 % students were at 2000 word level, and no students reached 4000 words

level. The similar challenge is also found in China. Liu (2016) stated that no participants had reached the mastery level of the 3000, 5000 and academic word category, but 2000. Both of them suggest the language learners to learn more about vocabulary mastery, with learning strategies to become more independent in learning.

To help students' vocabulary mastery, the teacher should apply a suitable technique in the classroom. The teacher must understand the vocabulary teaching technique to support students in multi aspects of learning. To help students learn new English words, an English teacher should scaffold students' learning. Scaffolding means the role of the educator is to stimulate and support the student, and in a collaborative process, to encourage the student to expand or "reach" toward higher levels in the zone through "scaffolding" techniques that can be constructed or gradually diminished based upon student needs in the learning process (Sanders & Welk, 2005).

Scaffolding can be applied in several ways with English language learners. Some of the most salient instructional scaffolding techniques are modeling, bridging, contextualizing, schema building, representing text, and developing metacognition (Walqui, 2006).

The term 'scaffolding' has a long history in the West of being associated with Vygotsky's paradigm (Wood et al., 1976). The primary examples of the scaffolding that allow reconstruction of its possible history since Hegel (1812), Marx (1847), Lenin (1901) and other revolutionaries, Vygotsky (1929), Luria (1929), Bernstein (1947) and approximately (1949). In the historical endeavor, experts investigated that the scaffolding concept can be attributed to Vygotsky and can be incorporated into the theory of Zone of Proximal Development (ZPD). The first myth on the supposedly Vygotski origins of the term is that the concepts of scaffolding and ZPD are closely associated. This strong association was explicitly stated by Cazden (1979) and may explain the tendency of many authors to relate scaffolding to Vygotsky's heritage.

Another persistent myth is that the concept of scaffolding was first introduced by Wood et al. (1976). However, Bakker, Smit, Renshaw (2013), Wegerif (2015) and observed that it can be found earlier in the literature on educational and developmental psychology (as cited in Shvarts & Bakker (2019)).

Based on the previous studies, it has been frequently suggested that scaffolding are recommended as effective tools for students to use to take charge of, organize and manage their vocabulary learning. In this research context, scaffolding is used to improve the English student's vocabulary learning.

This research was conducted in SMPN 1 Paseh from the limited preliminary observation at junior high school level in Bandung; many English students faced the following problems in English word learning. They are; 1) the students were hard to interpret unfamiliar word; 2) the students still confused to determine part of speech in the sentence; 3) the students still confused to choose the words correctly.

To respond the problem, the writer conducted an experimental study of teaching vocabulary with scaffolding technique. The research title is **“THE USE OF SCAFFOLDING TECHNIQUES THROUGH SHORT-STORIES READING IN ENHANCING STUDENTS’ VOCABULARY”** (Pre-Experimental Research at the Nine Grade Students of SMPN 1 Paseh, Kab. Bandung)

B. Research Questions

This research has the following three research questions:

1. How is the students' vocabulary mastery before being taught by using Scaffolding Technique?
2. How is the students' vocabulary mastery after being taught by using Scaffolding Technique?

3. How significant is the difference between students' vocabulary mastery before and after being taught by using Scaffolding Technique?

C. Research Purposes

Related to the research questions, the purpose of this research were:

1. To find out the students' vocabulary mastery before being taught by using Scaffolding Technique.
2. To find out the students' vocabulary mastery after being taught by using Scaffolding Technique.
3. To reveal the significant difference between students' vocabulary mastery before and after being taught by using Scaffolding Technique.

D. Research Significances

The significances of the study are divided into:

1. Theoretical Significance

The results of this research are expected to be used for either source of material reference for anyone who wants to develop new method about using scaffolding technique in exchanging student's vocabulary mastery.

2. Practical Significance

The results of the study can be beneficial for the researcher and the teachers in extending point of view about English teaching learning process. On the other hand, the results of the study can be useful for others as reference in carrying out research in the process of English teaching learning. Practically, this study is useful for:

a. Students

- 1) The Student will get more motivation to learn English vocabulary by using scaffolding technique because the technique is more fun and enjoyable.

- 2) It would be an effort for them to improve their vocabulary mastery using scaffolding technique.

b. English teachers

- 1) The research findings could be used to improve the success of the teaching learning process.
- 2) The English teacher will be more creative and get more idea to use scaffolding technique.

c. The readers

- 1) This research can give more information about how to improve the students' vocabulary mastery by using scaffolding technique.

E. Limitation of Study

There are so many problems that the researcher find in the preliminary observation. Therefore, the researcher would like to limit on teaching technique to improve the students' vocabulary mastery. There are many teaching learning technique but this study focus on scaffolding technique in improving students' vocabulary mastery. The study focuses on the students' vocabulary, especially in content word classes; nouns, verbs and adjective. A technique contains the actions in presenting the meaning of new vocabulary the researcher using definition, translation, synonym, and antonym as suitable technique for the learning material.

F. Rationale

This research focuses on the area vocabulary mastery, the important of sort-stories reading and the use of scaffolding technique in teaching reading text.

Vocabulary is an important part in language learning. As stated by Red John (2000) as followed "Vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, dictionary tape definition, or an equivalent word in their own language".

Vocabulary refers to knowledge of words, word meaning, and how to use words effectively to communicate Nunan (1999; cited in Lin, Pandian, & Jaganathan, 2017). While Hornby (1995; cited in Alqohtani, 2015) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete the knowledge or students should master some elements of vocabulary such as pronunciation, spelling and grammatical pattern that makes someone a master in a certain subject.

Fromkin (2011) States that “in English”, nouns, verbs, adjectives and adverb makes the largest part of vocabulary. The students can add new words to these classes in the process of teaching and learning.

Reading is one of the four language skill, which is important that should be learnt by students, especially for junior high school 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”. In reading, the teacher should encourage students to improve their vocabulary mastery in the texts.

Vocabulary and reading comprehension are closely connected skills. The correlation between knowing words and comprehending text is an important avenue of vocabulary growth and it deserves attention and practice in the teaching and learning process. The study by Jitendra, Edwards, Sacks, & Jacobson (2004) also concluded that vocabulary and word knowledge can contribute to improved comprehension, and it provides a sound rationale for increased emphasis on vocabulary instruction”(as cited in Al-Dersi, 2013).

To help students understand the whole content of the text easily, scaffolding as a teaching strategy originates from Vygotsky’s sociocultural theory and his concept of the zone of proximal development represents the relationship of the learner with the teacher support in learning with assistance or support until the learning is mastered and becomes independent of support. (Raymond as cited in Rahmah, 2016), “The zone

of proximal development (ZPD) is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance". A contemporary application of Vygotsky's theories is "reciprocal teaching," used to improve students' ability to learn from text. In this method, a teacher and students collaborate in learning and practicing four key skills: summarizing, questioning, clarifying, and predicting. The teacher's role in the process is reduced over time (as cited in Mcleod, 2018).

To teach vocabulary with scaffolding technique the teachers may give students an excerpt of a short text to read, engage them in a discussion of the excerpt to improve their understanding of its purpose, and teach them the vocabulary they need to comprehend the text before assigning them the full reading. Alternatively, when teachers differentiate instruction, they might give some students an entirely different reading (to better match their reading level and ability).

Therefore, this research used scaffolding technique in teaching English class to improve students' vocabulary mastery. In this research, the researcher decided to use short stories among various kinds of literary genre because of length of the story and readability for foreign language learners especially for low intermediate level of students.

G. Hypothesis

According to (Creswell, 2012), "Hypothesis are statement in quantitative research in which the investigator makes a prediction or conjecture about the outcome of a relationship among attributes or characteristics." This research has two variables; the first variable is scaffolding technique as "X" variable and the second variable is the student's vocabulary mastery as "Y" variable.

It means in hypothesis, the statement predictions the research influences the outcome or not. The hypotheses of this study are as follow:

1. H_0 accepted if $t_{\text{account}} < t_{\text{table}}$: it means that there is not significant improvement of students' vocabulary mastery after using scaffolding technique.
2. H_a accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is significant improvement of students' vocabulary mastery after using scaffolding technique.

H. Previous Research

In this research, there are some previous studies that relevant to this present research topic:

The first relevant study, by Buli et al.(2017), is entitled "*Effects of Teacher's Scaffolding on Students' Reading Comprehension: Sire Secondary School Grade Nine Students in Focus*". The main objective of this study was to examine the effects of teacher's scaffolding on the students' reading comprehension with special attention to grade nine students at Sire Secondary School. To investigate the participants' reading comprehension performance after the intervention, another independent sample t-test was run. The posttest scores were used to see whether the difference in the mean scores of the control (15.88, SD=2.56512) and treatment (18.76, SD=2.89010) groups is meaningful or not. Therefore, it can be concluded teaching reading comprehension passage through scaffolding strategies can enhance the students reading performance. Thus, it is recommended that teachers have to look into how better to help their students by implementing these strategies as frequently as possible.

The second relevant study, by (Al Eissa & Al-Bargi, 2017), is entitled "*The Impact of Scaffolding Strategies in Enhancing Reading Comprehension Skills of University Students in a Saudi Context*". The results of the study indicated that there was a statistically significant difference between the pretest and posttest of the experimental group in

favor of the posttest. Furthermore, students showed a positive attitude to the scaffolding technique as a motivation factor to their learning.

The third relevant study, by (Maysaa Al-Rubai & Narmeen Mahmood, 2015) is entitled “*The Effect of Using Scaffolding Strategies on EFL Students’ Reading Comprehension Achievement*”. The study conclude that scaffolding strategies are proved to be more effective in developing and enhancing students' reading comprehension skill since students became more aware about how to use the most suitable reading comprehension strategies in all phases and throughout using scaffolding strategies, students can support one another through their interactions. Besides that applying scaffolding strategies facilitated students’ comprehension and work cooperatively in peers or groups.

Based on the title that the researcher has found in the journal, researcher found a lot of title using scaffolding technique to improve student in English learning. In previous study scaffolding has been effective in the level reading. Therefore in this research, researcher use scaffolding technique through short-stories reading focused to enhance vocabulary mastery as a differentiator from previous research to help students learn much more information about vocabulary, until the students can learn independently based on the problems when the researcher found.