<center>**CHAPTER I**</center>

<center>**INTRODUCTION**</center>

This chapter discusses background of the study, question of the study, objective of the study, hypothesis of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

A. Background of the Study

Reading is the ability to comprehend the meaning of written form. For students, reading is essential and important because the result of their academic achievement depends on their reading ability (Esti & Yumelking, 2023). In addition to the fact that the national exam uses written text, the ability to read and comprehend has to be mastered by students to get new knowledge. Almost all information related to their academic is written form. It means that that the ability to read is important.

Not only are students required to be able to read, but the ability to comprehend what they read is also very important to master. The goals of reading is the process of comprehend the reading passage or get factual information from the reading passage (Narina, 2022). By mastering reading comprehension skills, students will understand the meaning of what they are reading so that they get new knowledge from what they read.

There are various types of texts in English; one of them is narrative text. Narrative text is includes fictional text. The aims of narrative text is tells about sequence events in the past. In general, narrative texts use past tense. We can see from the aims of narrative text is tell events that happened in the past.

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General structure of narrative text are 1) Orientation, that introduces the participants and the settings of the story (3) Complication which tell the problem arises then the problem gets bigger and finds the point of solving the problem (4) Resolution, the resolution of the problem in the story is told so that the story can be closed with a happy ending or sad ending (5) Reorientation, which explain about the conclusion and moral message contained in the story

The purpose of teaching reading is to improve students' abilities to read texts, get information, and comprehend them (Maximilian, 2016). Teachers have to use their knowledge, teaching skill and their creativity to practice students' focus and attract students' attention so that students are able to comprehend their reading passage. Teachers' teaching strategy has important role in students' reading comprehension. Teacher can use variety strategies to create classroom atmosphere is enjoyable.

One of students' struggle in reading class is students has difficulty on comprehend reading passage or text. One of the causes is the teacher's teaching strategy. The teacher just instructs students to read and answer questions without any clear instruction, direction, and comprehension practice. The intelligence of the students is different. There are students that have high intelligence, intermediate intelligence, and low intelligence. The students are only asked to read without any assistance and step structure in the comprehension process, as the result the middle and lower level students have difficulty in comprehend the reading passage. Besides that the class atmosphere also being boring.

The Students' struggle in comprehend reading passage must be solved. The alternative solution of this struggle is the teacher strategy must be changed. Maximilan (2016) states teacher needs to have a variety of methods because the way they teach reading becomes one of the most important factors.

Teaching reading comprehension strategy that has variety method and has clear stages is scaffolding model. Scaffolding model is a learning model that emphasizes step-by-step support or assistance in learning. There is guidance for students, reading comprehension checking also communicative learning process in scaffolding model. On the implementation of scaffolding model, teachers maximize provide assistance and guidance to students to motivate them so as they develop their abilities about the problems they face and how they solve the problems in understanding texts (Narina, 2022).

This study focuses on this research is to find out whether scaffolding model is effective or not in teaching reading comprehension skill. Many studies have been conducted by several researchers. The first research is Elda et al., (2022) conducted a research entitled "Improving Students' Reading Comprehension of Descriptive Text By Using Teacher's Scaffolding". In their research, they discovered that in the reading comprehension lesson, students grew more interested, enthused, motivated, and self-assured.. The other research is Luh Rita Narina (2022) conducted a research entitled "Scaffolding Technique in Reading Comprehension in The Junior High School". The result of the research is technique of Students' reading comprehension can be effectively increased by scaffolding instruction, particularly when it applies to

procedure and descriptive texts.. The last research is conducted by Puspitasari et al., (2023) with the title "The Effectiveness of Scaffolding Strategies on Students' Reading Comprehension". They found that Students' reading comprehension is improved by the scaffolding technique, particularly while reading recount texts.

Based on the explanation above, the researcher interested to investigate the scaffolding model. While some of the previous research applied scaffolding model to descriptive text, procedure text, and recount text, this recent research examines narrative as the subject which has not been examined yet. That is why the researcher will conduct a research entitled "**The Effectiveness of Scaffolding Model in Teaching Reading Comprehension on Narrative Text**".

B. Research Question

To make the problems clear and easy to understand, it is very important to formulate the problems into question. So, here the researcher formulates the problems into research question as follows: "Is scaffolding model effective to teach reading comprehension on narrative text?"

C. Objective of the Study

The objective of this study is to find out whether scaffolding model is effectives or not to teach reading comprehension on narrative text

D. Hypothesis of the Study

1. Null Hypothesis (Ho)

    There is no significant difference on reading comprehension between students who are taught by using scaffolding model and students who are not taught by using scaffolding model.

2. Alternative Hypothesis (Ha)

    There is significant difference on reading comprehension between students who are taught by using scaffolding model and students who are not taught by using scaffolding model.

E. Significance of the Study

1. *For Students*

    By using a scaffolding model, students' reading comprehension will improve. Students will learn narrative text more easily and will be more directed and interested.

2. *For Teachers*

    The result of this study give opinion to teacher that teaching reading comprehension on narrative text using a scaffolding model can make the learning is effective and enjoy.

3. *For Researcher*

    Increase researcher's knowledge about the Effectiveness scaffolding model on students' reading comprehension on narrative text.

F. Scope and Limitation

The scope of this research is to know the effectiveness of using scaffolding model on reading comprehension on narrative text, whether there is significant improvement on the students' reading comprehension on narrative text or not. This research is limited to the 8th grade students of MTsN 3 Kota Kediri.

G. Definition of Key Terms

1. Reading Comprehension

   Reading comprehension is process of building meaning through a combination of several complex steps, such as word and world knowledge, fluency, and word on the text. (Snow, 2002).

2. Narrative Text

   According to Purba (2018) A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The kinds of narrative text are myth, legend, fable, tale, novella, epic, history, tragedy etc.

3. Scaffolding Model

   Scaffolding model is teachers or more experienced peers can model desired learning strategies or tasks and/or provide the necessary assistance in order to help students perform a skill or master a concept that they could not do on their own, and then gradually shift responsibility to the students (Poorahmadi, 2009).