CHAPTER I

INTRODUCTION

1.1. Background of the Research

One of the foundational abilities that students need to achieve in order to grasp a language in all facets of communication is reading competence. Reading competence is one of the main issues to be researched in the field of learning a foreign language. It is, therefore, a basic and essential competence, not only to function in an academic context but also to develop any personal, working or social activity (Zayas, 2012). It is then reasonable to think that the reading proficiency will affect the way we develop students' learning process in reading. Similarly, knowing their level of competence as readers and how they perceive their reading difficulties can become useful for teacher training purposes.

The success of students to develop the proficiency in their studies, in addition to their abilities in listening, speaking, and writing, rests in significant part is their ability to read and comprehend the material. Reading skills to comprehend or to summarize book chapters, report, journals, and various genres of texts which are written in English need to be grasped by all of the students to complete their tasks. In this sense, as argued by Grabe and Stoller (2002), students' ability in comprehending texts is the key success for academic achievement, reading is useful for more than just communicating; it also helps with memory retention and critical thinking to increase their skills.

The relation between reading and critical thinking can also be seen from the perspective that reading sometimes involves reasoning skills to establish meaningful meaning of the information or coherent mental representation

(Sahiruddin, 2021). Furthermore, according to Komiyama (2009), reading is considered as an important skill in learning a language especially English because it can support the development of the other language skills, as well as access provision for some important information in academic purposes.

When students have to read and comprehend something and learn the information, this scenario turns into an activity. Reading courses in English as a foreign language context are important for students at a university level because almost all of academic activities in this environment require reading skills. Reading courses are required of all students at the first, second and third semester at Jambi State University. For students of English program study or English education, the importance of those skills becomes more obvious.

However, there are some individuals or some students believe that reading is difficult, especially when they try to comprehend the text, it may be because of faulty word identification and recognition, limited special comprehension abilities, or poor oral reading. The students struggled greatly to understand English materials because it has different form, sound, vocabulary and structure from their first language. The problem occurred might be caused by some issues, such as students' participation in the learning process, their willingness to practice English, learner guidance, learning facilities, and their motivation, all help students succeed in completing their coursework.

Therefore, particular consideration must be given to the teaching and learning of English. Additionally, the educator must use a innovative learning source in order to get around the issue with teaching reading. To attract students' interest in language learning, it is important to investigate their challenges. They

have had a variety of historical reading experiences that can be examined from many angles. As a foundation for reading the subsequent books, they will gain language proficiency and an understanding of the texts' substance.

The use of cutting-edge learning resources at the moment is in the form of worksheets in learning interests that relate to many students' thinking abilities, making it multi-intelligence because students use various intelligences in carrying out projects as learning resources that contain learning activities that lead to doing observing or investigating activities, to seek information in order to solve problems or instructions in learning by the several condition that make learning process will perform with use of technological learning sources. Nowadays, English Program study students can use electronic media to search for information and reading materials needed for academic instructions, and mostly the information given is in English. It can be really helpful for the students to obtain the information effectively if they have good English reading ability.

Examining students' learning challenges in using an e-worksheet is the main goal of this study. Understanding the context and describing the action's intention. This research specifically aims to discuss students' challenges with how their learning experiences in using the electronic-worksheets. Particularly, this research aims to formulating detailed information of the students' challenges of how their learning experience in using e-worksheet, which scaffolding as a supportive learning framework will affect to their participation and fulfil their needs once they adapt to the different environments.

The writer decided scaffolding in learning strategy based on the aforementioned support. The scaffolding method may be a good alternative to help

students in understanding the primary idea of the materials they are reading. There is virtually universal agreement that scaffolding plays an essential and vital role in fostering comprehension. (Duffy, 2002; Due & Pearson, 2002; Palinesar, 2003; Pressley, 2002). According to Pressley (2002), scaffolding is a complex instructional concept and explanations of various sorts of scaffolding will help to foster its more widespread use. Teachers' scaffolding can take many different forms in worksheet, such as questions, recommended assignments, materials offered, obstacles to overcome, and in-class activities. Every instructions in the worksheets will make students build knowledge, develop thinking, and practice skills (Asrizal, Amran, Ananda, & Festiyed, 2019).

This research is motivated by students' in the English Department at One University at Jambi State University on the use of e-worksheets as scaffolding in Reading Course. By investigating students' challenges and outcomes in learning activity in implementing the use of e-worksheet as a supporting tools, the writer have descriptive knowledge of how students' can perceive their learning process and fulfill their needs in reading course. This research is motivated by the desire to investigate students' reading experiences among students in English Department at Jambi University who are using e-worksheets as in their reading class.

1.2. Research Questions

What are the challenges experienced by students' in using E-worksheet as a Scaffolding in their reading course?

1.3. Objective of the Research

To explore the challenges experienced by students regarding the use of e-worksheet in reading course at Jambi University.

1.4. Scope of the Research

This research is focuses on students' internal and external challenges faced by students in using E-worksheets from the first and second semester of undergraduate degree of English Study Program academic year 2021/2022.

1.5. Significance of the research

This research will be beneficial for lecturers to help illustrate about the use of e-worksheet and the choices that go into making decision to it. It can help create a picture of students' experiences, challenges in the learning process and that would affect their academic performance in reading course.

1.6. Definition of Key Terms

1. E-worksheet

   Electronic worksheet is part of resource development and serve as multimedia learning tools in the learning process. Typically contain sheets or assignments that are available in electronic format and are freely accessible online.

2. Scaffolding

According to Larkin (1998), scaffolding is the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning. Scaffolding is a process in which students are given support until they can apply new skills and strategies independently. In this study, the scaffolding is in E-worksheets.

3. Reading

According to Sandra Silberstein (1994), reading is a complex information processing skill in which the reader interacts with the text in order to (re) create meaningful discourse.

4. Challenges in Using E-worksheet as a Scaffolding

Challenges in using e-worksheets as scaffolding include student obstacles in the application of effective e-worksheet use, as it required an understanding of technology and instructional design, where students may over-rely on e-worksheets and under-develop independent learning skills, besides referring to the significant effort, time, and cost required to develop and cease e-worksheets.