

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF READING DIFFICULTIES FACED BY  
THE STUDENTS IN SCAFFOLDING STRATEGY**

**By:**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
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**AN ANALYSIS OF READING DIFFICULTIES FACED BY THE  
STUDENTS IN SCAFFOLDING STRATEGY**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
in English Education Department

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

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**AN ANALYSIS OF READING DIFFICULTIES FACED BY THE  
STUDENTS IN SCAFFOLDING STRATEGY**

**ABSTRACT**

**BY**

**ANISAA SINTYA RAMADANI**

The objective of this study was to know, what is reading difficulties faced by the students in scaffolding strategy. Therefore the researcher formulated a problem statement: what is reading difficulties faced by the students in scaffolding strategy, how to teach reading by using scaffolding strategy, and how will the students respond to the implementation of the scaffolding strategy for improving teaching reading?

This research method is a qualitative research. The researcher used a case study method, which use video and explanation to the data of the research. The subject in this research in YouTube video. The data of this research is teaching learning in YouTube video. The data of this research get the result documention and observation in YouTube video.

The result of the research is to find out reading difficulties faced by the students in Scaffolding Strategy can be concluded that in the YouTube video there are five research instruments : reading difficulties faced by the students in Scaffolding Strategy. Applied Scaffolding Strategy to teach reading. The students responses to the implementation of Scaffolding Strategy. Improved reading fluency used Scaffolding Strategy. The teacher's way of explaining the materials of using Scaffolding Strategy. From the conclusion of this study, the authors suggest that teachers can use this strategy for learning in the classroom by reducing reading difficulties faced by students in learning English.

*Keyword: Teaching Scaffolding Strategy, Qualitative Research, YouTube Video.*

# **SEBUAH ANALISIS KESULITAN MEMBACA YANG DIHADAPI SISWA DALAM STRATEGI SCAFFOLDING**

**ABSTRAK**

**OLEH**

**ANISAA SINTYA RAMADANI**

Tujuan penelitian ini adalah untuk mengetahui kesulitan membaca yang dihadapi oleh siswa dalam penerapan Strategi Scaffolding, oleh karena itu peneliti merumuskan pertanyaan masalah: apa saja kesulitan membaca yang dihadapi siswa dalam penerapan Strategi Scaffolding, bagaimana mengajar menggunakan Strategi Scaffolding, dan bagaimana respon siswa terhadap penerapan Strategi Scaffolding untuk meningkatkan pengajaran membaca?

Penelitian ini merupakan penelitian kualitatif. Peneliti menggunakan metode penelitian kajian pustaka yang menggunakan video dan penjelasan terhadap data penelitian. Subjek dari penelitian ini adalah video di YouTube. Data penelitian ini adalah kemampuan pengajaran pembelajaran di YouTube video. Data penelitian ini didapatkan dari hasil dokumentasi dan pengamatan video dari YouTube.

Hasil temuan penelitian ini adalah mengetahui kesulitan-kesulitan membaca yang dihadapi siswa dalam Strategi Scaffolding dapat disimpulkan bahwa dalam video Youtube terdapat lima instrumen penelitian kesulitan yang dihadapi siswa dalam Strategi Scaffolding. Penerapan Strategi Scaffolding untuk mengajar membaca. Respon siswa terhadap penerapan Strategi Scaffolding. Meningkatkan kelancaran membaca menggunakan Strategi Scaffolding. Cara guru menjelaskan materi menggunakan Strategi Scaffolding. Dari kesimpulan penelitian ini penulis menyarankan guru bisa menggunakan strategi ini untuk pembelajaran di dalam kelas dengan mengurangi kesulitan-kesulitan membaca yang dihadapi siswa dalam pembelajaran Bahasa Inggris.

*Keyword: Pengajaran Strategi Scaffolding, Penelitian Kualitatif, Video YouTube.*

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## MOTTO

إِنَّ اللَّهَ لَا يُعَيِّرُ مَا بَقِيَ حَتَّى يُعَيِّرَ وَأَمَّا بِأَنْفُسِهِمْ

“Surely Allah does not alter what is in a people unless they alter what is in their souls”

(Q.S. Ar-Rad:11)

## **DEDICATION PAGE**

*This undergraduate thesis would highly be dedicated to:*

- 1. Allah who always give His full rohmah and blessing.*
- 2. My beloved parents Aswan and Ani Suryatini who always pray and support in their endless loved.*
- 3. My Sponsor and Co-sponsor, Mr. Dr. Mahrus As'ad, M.Ag and Mrs. Syahreni Siregar, M.hum thanks for guiding me.*

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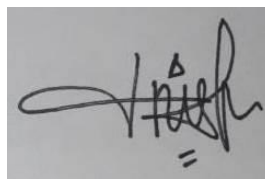
Thanks to Allah SWT for all of His blessings, so the researcher can complete this undergraduate thesis. The undergraduate thesis finished based on His blessing and mercy. Then, sholawat always to the holy world leader, Prophet Muhammad SAW, who has brought us from the darkness to the lightness.

The profound gratitude to my beloved parents who always give their daughter supports with their endless love to finish this undergraduate thesis. Her deepest thanks to Dr. Mahrus As'as, M.Ag and Syahreni Siregar, M.Hum for their spending time to support and guide the researcher to finish this thesis. The researcher would also like to thank the honorable lecturers of the English Education Study Program who assist her, the students of the English Education Study Program who become a good partner in learning English, and all of her friends who love and pray for her wherever they are.

The researcher apologizes for any errors in this thesis. Hopefully, this research would be beneficial to the researchers in particular, as well as our campus and all readers in general.

Metro, 6 May 2021

The researcher



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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language is one of the important aspects in human life. The function of language is to communicate each other. The language learners should be master four skills in language. The four skills that must be mastered by all language learners are Listening, Speaking, Reading, and Writing. Among the four skills, reading is the most important language skill to be developed and give a particular stress in the classroom. Reading is an activity that needs concentration to find out the information in the text. Reading is useful for getting information variety of topics. Reading skill and ability help readers to understand and interpret new words in everyday conversation.

Reading is about looking for information of the text. Reading is not easy to be learned because reading needs maximal reading skill. There are many problems when the reader wants to achieve a reading goal. These problems are strategies and techniques in reading, reading habits, reading interest and motivation to read. Usually readers interpret the text word by word, the result is ineffective because it takes a lot of time to interpret the words in the text. If the reader does not have mastery of reading strategies, the reader cannot achieve maximum reading skills. Then, without reading interest and high motivation, the maximum reading ability will also not be achieved.



There are some kinds of reading strategy. In fact some students interpret word by word is ineffective. One of strategy to teach reading is Scaffolding Strategy. Richards and Schmidt said that Scaffolding is a technique learning strategy in which the teacher and learners engage in a collaborative problem-solving activity with the support and guidance of the teacher to enable learners become increasingly independent.<sup>1</sup> Therefore, what the researcher investigated in this research was regarding with the difficulties faced by the students in scaffolding strategy to teach reading. Related to this research, the investigation of scaffolding strategy reflected in the YouTube video with the title Scaffolding Literacy Instruction for English Language Learners can be used to know reading difficulties of scaffolding strategy to teach reading.

## **B. Focus of The Study**

In this research, the researcher focuses on difficulties faced by the students in Scaffolding Strategy to teach reading video in YouTube.

## **C. Problem Formulation**

The problems that will be studied in this research are formulated as follows:

- a. What is reading difficulties faced by the students in scaffolding strategy?
- b. How to teach reading by using scaffolding strategy?
- c. How will the students respond to the implementation of the scaffolding strategy for improving teaching reading?

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<sup>1</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teachnique Teaching and Applied Linguistics*, Fourth edition. (London: Pearson Education Limited, 2010), 507

## **D. The Objective and Benefit of The Research**

### **1. The Object of the Research**

The research is aimed at :

- a. To know reading difficulties faced by the students in scaffolding strategy?
- b. To explain how to use scaffolding strategy to teach reading.
- c. To find out students' responses of implementation scaffolding strategy for improving teaching reading.

### **2. Benefits of The Research**

The significance of the research can be seen as follows:

#### a. For the Students

For the university students, this research hopefully can be used to study strategies to teach English especially in reading skill.

#### b. For the Teachers:

- 1) To enable given English teachers some ideas of various ways of teaching reading to students in the classroom.
- 2) To enable the teachers to known reading difficulties of Scaffolding Strategy.

## **E. Prior Research**

There are three prior researches that the researchers took related to this study. The first is Mariyah Chedo, under the title "The Influence of Scaffolding Strategy to Develop Students' Reading Comprehension Skill on Descriptive Text at The First Semester of The Tenth Grade at SMK PGRI 4

Bandar Lampung in The Academic Year 2018/2019” the researcher was done on 5 November 2018. Based on the research result, it can be concluded that there was a significant influence of Scaffolding Strategy towards students’ Reading Comprehension Skill on Descriptive Text at The First Semester of The Tenth grade at SMK PGRI 4 Bandar Lampung. It can be shown from the improvement of the student’s achievement mean score of post-test in experimental class was 75.5 and the mean score of post-test in control class was 65.48. it showed that the students’ post-test score in experimental class was higher than students’ post-test score in control class. The choosing easiest topic of reading comprehension can cause positive response and help all of the student’s especially the student’s achievement.<sup>2</sup>

The second is Amin Sugiharti with the title “Implementation of Scaffolding Strategy to Teach Reading in MTsN Paron (Naturalistic Study)”. The researcher was done on March 28 2018. Based on the result of this action research, the researcher could conclude that English teacher of MTsN Paron has positive perception on scaffolding that they applied. Based on the questionnaire, from the prespective of students’ responses on scaffolding got positive responses from the students used by the teachers.<sup>3</sup>

The third is Dwi Ariani with the title “Scaffolding Strategy Used by English Teaching Reading Comprehension to The Eleventh Grades Students

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<sup>2</sup> Mariyah Chedo, *The Influence of Scaffolding Strategy to Develop Students’ Reading Comprehension Skill on Descriptive Text at The First Tenth Grade at SMK PGRI 4 Bandar Lampung* (Lampung: Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung, 2018)

<sup>3</sup> Amin Sugiharti, *Implementation of Scaffolding Strategy to Teach Reading in MTsN Paron (Naturalistic Study)*, (Surakarta: Department of Language Study Graduate School Universitas Muhammadiyah Surakarta, 2018)

at SMK Muhammadiyah 2 Surakarta”. The researcher was done on April 10<sup>th</sup> 2018. Based on the result of this action research, the researcher could conclude that there are five kinds of scaffolding strategy which is used by English teacher at SMK Muhammadiyah 2 Surakarta in teaching reading comprehension namely asking question, using simple language, using visual, using gesture and generating question. The students show good response toward the implementation of scaffolding in teaching reading comprehension.<sup>4</sup>

Based on the three studies above, the researcher focus on analyzing video teaching reading by using scaffolding strategy. It is related to the problem that teacher and students faced in teaching-learning reading. By analyzing scaffolding strategy the researcher hope this useful as means of teachers in understanding scaffolding strategy to teach the students achievement in reading comprehension and make the classroom’s atmosphere alive.

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<sup>4</sup> Dwi Ariani, *Scaffolding Strategy Used by English Teacher in Teaching Reading Comprehension to The Eleventh Grades Students at SMK Muhammadiyah 2 Surakarta* (Surakarta: Department of English Education School of Teacher training and Education Universitas Muhammadiyah Surakarta, 2018)

## CHAPTER II

### REVIEW OF THE LITERATURE

#### A. Concepts of Reading

##### 1. Definition of Reading

Reyko defined reading is an important skill for English language learners in today's world, it supports the development of overall proficiency and provides access to crucial information at work and in school.<sup>5</sup> It can be said that, reading is very important for students, especially for English learners, people get information by reading, not only in education but also in other fields such as work.

According to William Grabe say that reading is a strategic process in that a number of the skills and processes used for reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals.<sup>6</sup> On the other word, reading seems difficult skill for students because they have to transfer their mother language to the foreign language and have to comprehend it.

Moreover, Karen Tankersley reading is a complex process made up of several interlocking skills and processes.<sup>7</sup> It means that reading is one of

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<sup>5</sup> Reyko Kamiyama *CAR a Means for Motivating Students to Read* (United States: English Teaching Forum, 2009), 32

<sup>6</sup> William Grabe *Reading in Second Language Teaching Moving from Theory to Practice* (New York: Cambridge University Press, 2009), 15

<sup>7</sup> Karen Tankersley *Treads of Reading* (United State of America: Association for Supervision and Curriculum Development, 2003), 2

English skill that is complex activity and consists of several skill and processes.

Based on the quotation above, it can be inferred that reading is one of English skill that is complex activity process that consist of several skill and very important for English learners. Reading skill includes skills acquired through reading, such as comprehension fluency and independence. Overall, these skills give students the ability to turn words into a clear meaning.

## **2. The Models of Reading**

There some models of reading:

### 1) The Top-down Model

In Top-down is processing the readers or listeners gets a general view of the reading or listening passage by, in some way, absorbing the overall picture.

### 2) The Bottom-up Model

In Bottom-up is processing, on the other hand, the readers or listeners focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.<sup>8</sup> In other words, Bottom-up is processing of the readers understand the linguistics signals.

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<sup>8</sup> Jeremy Hermer, *The Practice of English Language Teaching* (Longman :2001), 201

## B. The concepts of Scaffolding Strategy

### 1. Definition of Scaffolding Strategy

Mohammad said, Scaffolding is the term introduced by Bruner to refer to the help given to a child by an adult, usually a talk that supports a child in carrying out an activity. Wood, Bruner and Ross define scaffolding as a metaphor for the interaction between an expert and a novice engaged in a problem solving task or the adult controlling those elements of the task are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.<sup>9</sup> In the other word, scaffolding is a strategy for learning, the teacher help and monitoring the students to solve their problem in learning.

According to Maysaa Rasheed and Narmeen Mahmood, Scaffolding is a process that supports and improve the performance of students before, during, after reading. Graphic organizers, picture, and charts can all serve as scaffolding tools. All of them can help, guide and shape students' thinking when they apply them, students can discuss, write an essay, or use them with the difficulties reading texts and new challenging information.<sup>10</sup> It means that, scaffolding is very useful strategy to improve students' performance as a tool.

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<sup>9</sup>Mohammad Attarzadeh *The effect of scaffolding on reading comprehension of various text modes on Iranian EFL learners with different proficiency level*, vol.26 No.1(Iran: Islamic Azad University of Khorsgan Isfahan, 2011), 20

<sup>10</sup>Maysaa Rasheed Abdul Majeed dan Narmeen Mahmood Muhammad *The effect of Using Scaffolding Strategies on EFL Students Reading Comprehension Achievement* (University of Baghdad, 2015), 97-98

Moreover, Poorahmadi states scaffolding is considered as an important instructional tool because it supports students' learning, helps them understand that they can both teach to and learn from others, help them reorganize information in a way that makes sense to them, reduces learning ambiguity, and thus increases growth opportunities. However, scaffolding should provide opportunities for students to learn how to solve problems and do the task (to transform the information) and not just to memorize some actions. To achieve this purpose, assistance should be presented reasonably and systematically and be carefully harmonized with the students' offered temporarily and begin at a minimal level and be increased only if indicated by learners' needs.<sup>11</sup> In the other word, scaffolding strategy is one of important strategy to teach reading. The teacher provides support for students to help them improve their knowledge information.

Furthermore, Belland said that instructional scaffolding differs from other instructional support strategies and tools in terms of what students are intended to get out of it, the timing of the support, and the form of the support<sup>12</sup>. It means that, in scaffolding students need some support such as timing of the support and form of the support to solve their problem in the lesson.

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<sup>11</sup>Mahpareh Poorahmadi, "The Effect of Employing Scaffolding Strategies and Classroom Tasks in Teaching Reading Comprehension," *Journal of Teaching English as a Foreign Language and Literature* 1(3) 2009, 89

<sup>12</sup>Brian R. Belland *Instructional Scaffolding in STEM Education Strategies and Efficacy Evidence* (USA: Spring Open), 5



Based on above quotation, writer can conclude that scaffolding strategy is the strategy that required the students to improve their knowledge and make the students become responsible for their learning. The teacher as the facilitator on this learning process to give supports for the students to solve their problem.

## **2. The types of Scaffolding Strategy**

Four types of scaffolding strategy are:

1. Modeling: means “a learning process in which a person observes someone’s behavior”. It is according to Roehler & Cantlon instructional activity which includes think aloud modeling, talk aloud modeling and performance modeling that shows how learners should think and act within a given situation.
2. Bridging: “This calls for activating and building on knowledge that students already have, i.e., going from the known to the unknown. Students can make connections of the new concepts or behavior to previous learning. Then, they can show how the new material is pertinent to their live”
3. Schema building: refers to dusters of meaning that are interconnected, i.e., how knowledge and understanding are organized. It is essential for teachers to building students’ understanding through helping them to see the connection of the new information with their pre-existing structures of meaning through a variety of activities. For example, a

teacher may ask students to preview the text, noting heads and subheads, illustrations and their captions, titles of charts, etc.

4. Developing metacognition: Metacognition is defined as ‘the ability to monitor one’s current level of understanding and decide when it is not adequate. It refers to the ways in which students manage their thinking, and it includes at least the four aspects consciously applying learned strategies while engaging in activity; knowledge and awareness of strategic options a learner has and the ability to choose the most effective one of the particular activity at hand monitoring, evaluating and adjusting performance during activity; and planning for future performance based on evaluation of past performance.’<sup>13</sup>

Based explanation above, so many types of scaffolding strategy. All of the type has a different function and well for reading comprehension.

### **3. The importance of Scaffolding Strategy**

McKenzie summarizes that the importance of scaffolding by saying that scaffolding:

1. Provides clear direction and reduces students’ confusion concerning the anticipated problems that students may encounter. In addition, it develops step by step instruction, i.e., explain what a student must do to meet expectations.

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<sup>13</sup> Maysaa Rasheed Abdul Majeed dan Narmeen Mahmood Muhammad *The effect of Using Scaffolding Strategies on EFL Students Reading Comprehension Achievement*, 97-98

2. Clarifies purpose which means it assists the students to realize the reason and the importance of doing a certain task.
3. Keeps students on task by providing pathways (the designated tasks) for them. It enables the students to decide the path (task) and the things that must be explored along it without wandering off the designated task.
4. Clarifies expectations and incorporates assessment and feedback: example of exemplary work, rubrics, and standards of excellence are shown to the students because expectations are clear from the beginning of the activity.
5. Directs the students to use worthy sources provided by teachers; thereby confusion, frustration, and time are reduced when students become able to choose suitable resources.
6. Reduces uncertainty, surprise, and disappointment. This happens when teachers diagnose the possible problems which appear in their lesson. Then, they improve their lesson to eliminate difficulties which in turn maximize learning.<sup>14</sup>

So many importances of scaffolding strategy. In scaffolding strategy helps the students to reduces confusion concerning in their problem lesson and provide pathways for the students to solve their problem.

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<sup>14</sup> Ibid. p. 96-97

#### **4. Procedure of Scaffolding Strategy**

In order to incorporate scaffolding throughout the lesson, teachers may find the framework outlined as follows:

1. First, the teacher does it.

In other word, the teacher models how to perform a new or difficult task, such as how to use a graphic organizer. For example, the teacher may have a partially completed graphic organizer on an overhead transparency and “think aloud” as he or she describes how the graphic organizer illustrates the relationships among the information contained on it.

2. Second, the class does it.

The teacher and students work together to perform the task. For example, the students may suggest information to be added to the graphic organizer. As the teacher writes the suggestions on the transparency, students fill in their own copies of the organizer.

3. Third, the group does it.

Students work with a partner or a small cooperative group to complete the task.

4. Fourth, the individual does it.

This is the independent practice stage where individual students can demonstrate their task mastery and receive the necessary practice to help them to perform the task automatically and quickly.<sup>15</sup>

There are four procedure of scaffolding strategy to teach reading in the class. The students and the teacher doing study together. The teacher as the instruction helps the students to get knowledge in the text and in the end of the lesson, students have to do their task independently.

## **5. Advantage and Disadvantage of Scaffolding Strategy**

### 1) Advantage of Scaffolding Strategy

One of the primary benefits of scaffolding instruction is that it engages the learner. The learner does not passively listen to information presented instead through teacher prompting the learner builds on prior knowledge and forms new knowledge. In working with students who have low self-esteem and learning disabilities, it provides an opportunity to give positive feedback to the students. This lead into another advantage of scaffolding in that if done properly, scaffolding instruction motivates the students so that they want to learn. Another benefit of this type of instruction is that it can minimize the level of instruction of the learner. This is extremely important with many special needs students, who can become frustrated very easily then shut

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<sup>15</sup> Larkin Martha *Using Scaffolding Instruction to Optimize Learning*, (Eric Development Team, 2002), 4

down and refuse to participate in further learning during that particular setting.<sup>16</sup>

Angela Lui try show advantage of scaffolding strategy in her paper entitle *teaching in the zone*.<sup>17</sup> Here the table :

Students are provided with...	Teacher could...
1. Challenging but reasonable tasks that stimulate thinking and motivate efforts to learn	1. Identify and use areas of strength and weakness to tailor learning experiences at the individual and group level
2. Meaningful instruction and feedback that helps drive further development at an appropriate pace	2. Engage students in social interactions to enable learning
3. A learning environment where they are valued as individuals, a collaborate group, and a class	3. Better understand students as individual learners, learners in a small group setting and learners in a larger social setting
4. A learning environment where their creativity and thought processes are acknowledge and accepted	4. Discover unique thought processes that different students may use to solve problems

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<sup>16</sup>Rechel R. Van Der Stuyf *Scaffolding as a Teaching Strategy*(Adolescent Learning and Development Section, 2002), 11-12

<sup>17</sup>Angela Lui *Teaching in The Zone* (Children's progress, 2012), 5

From the explanation above, the writer can conclude that so many advantage of scaffolding strategy. In scaffolding strategy, there are feedback between teacher and students. It is benefits for students and teacher in the lesson.

## 2) Disadvantage of Scaffolding Strategy

This is the biggest disadvantage for the teacher since developing the supports and scaffold lesson to meet the needs of each individual would be extremely time-consuming. Implementation of individualize scaffolds in a classroom with a large number of students would be challenging. Another disadvantage is that unless properly trained, a teacher may not properly implement scaffolding instruction and therefore not see the full effect. Scaffolding also requires that the teacher give up some of control and allow the students to make errors. This may be difficult for teachers to do. Finally the teachers' manuals and curriculum guides that I have been exposed to do not include examples of scaffolds or outlines of scaffolding methods that would be appropriate for the specific lesson content. Although there are some drawbacks to the use of scaffolding as a teaching strategy the positive impact it can have on students' learning and development is far more important.<sup>18</sup>

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<sup>18</sup>Rechel R. Van Der Stuyf, *Scaffolding Strategy.*, 12

Based on quotation above, in scaffolding strategy need extremely time-consuming for teachers. The teacher need to trained well to creative activities and give task for all students.

## **6. The Difficulties of Using Scaffolding Strategy**

The difficulties of using scaffolding strategy such as the language instruction during the teaching learning process, and time constraint. These difficulties shows that the teacher has to improve appropriate scaffolding and this is relevant to the suggestion that teacher must be expert pedagogues or communicator to scaffold effectively.<sup>19</sup> Planning to implementing scaffolding strategy is time consuming and demanding. Teacher should prepare well before applying scaffolding strategy to teach reading. Teacher must be considered the individual student's needs, predilections, interests, and abilities.

## **7. The Implication of Teacher Using Scaffolding Strategy**

Scaffolding strategy can be describe in many ways, but it is possible to see at least three common threads in all of them. First, there is a clear purpose in regard to an area of study, namely, to integrate practice and theory so as to produce sound understanding and action. Second, there is an educational process carefully considered and designed to achieve this purpose. Third, the process is itself content specific and reflects the process which led to the generation of knowledge in the area of study in the first place. This third thread can be explained more fully along the

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<sup>19</sup> Rohmat Kamil *Exploring Teacher's Scaffolding To The Students in Teaching Writing* (Indonesia: Department of English Education, Indonesia University of Education, 2017), 191-192



following lines. A scaffolding strategy is not general problem solving, but focuses specifically on content (or subject-matter) central to the area of study by requiring students to acquire important knowledge in the process of tackling problem situations.

In relation to the difficulties of scaffolding strategy to teach reading, the researcher would like to assert several suggestions. Firstly, the English teacher should know clearly about scaffolding strategy that will be used in teaching reading. Secondly, English teacher should develop the effective way in using scaffolding strategy to teaching reading. Next, the researcher suggest the English teacher give some ice breaking in order to attract students attention.

### **C. The Concepts of YouTube**

According to Ronald J. Chenail, YouTube is a video hosting service that features user generated content or in other words, it is a site where registered users can upload files containing video and unregistered users can view the videos.<sup>20</sup> Meanwhile, Margaret Holland said YouTube has grown as a content-sharing platform around the world. Founded by Chad Hurley, Steven Chen, and Jawed Karim, YouTube launched with little fanfare in June 2005.<sup>21</sup> Joane Morreale said since 2008 it has consistently been in the top 10 visited

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<sup>20</sup> Ronald J. Chenail *YouTube as a Qualitative Research Asset: Reviewing User Generated Videos as Learning Resources* (Florida: Nova Shouteastern University, 2008), 18

<sup>21</sup> Margaret Holland *How YouTube Develop into a Successful Platform for User-Generated Content* (Cinema and Television Arts elon University, 2016), 54

sites globally. Jessica Zanatta said YouTube has played a significant role in the growth and knowledge of social media as a whole.<sup>22</sup>

YouTube is a video sharing site that can be accessed via internet using smartphone, laptop, tab and computer. Many videos can be seen through YouTube. Nowadays, YouTube is the biggest video platform on the internet. Many people create channels and post videos. People who make and share videos on YouTube are called You Tubers, while people who view videos on YouTube are called viewer. You Tubers make videos with different backstories and reasons for why they decided to make this a hobby, and eventually got paid for what they love to create. Viewers are free to choose the video content they will watch and entertaining, depending on their interests. YouTube videos are endless, because there are many section of YouTube: music, cooking, make up, vlog, trip, review, movies, live, comedy, teaching video and etc.

YouTube can be one of the tools which can active students' schema. YouTube is a popular web video sharing site and one of the most common website founded in 2005. Many EFL learners use YouTube as a means to develop their reading comprehension skil.<sup>23</sup> YouTube can enhance the process of learning in a number of important ways. The enjoyable and entertaining atmosphere created by use of YouTube motivated the students to

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<sup>22</sup> Jessica A. Zanatta *Understanding YouTube Culture and How It Affects Today's Media* (California: Dominican University of California, 2017), 8

<sup>23</sup> Nuramah Hayikaleng et al., *Using YouTube To Improveefl Reading Comprehension Among Vacational Students* (Malaysia: School of Education and Modern Language, 2016), 394

learn.<sup>24</sup> YouTube is a video platform that can use in teaching learning process. Teachers can get inspiration from YouTube Video.

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<sup>24</sup> Huda Omar Alwehaibi *The Impact Of Using YouTube In EFL Classroom On Enhancing EFL Students' Content Learning* (Saudi Arabia: Princess Noura Bint Abdulrahman University, 2015), 126

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses the methodology of the research. It presents the design of the research, data resource, data collection technique and data analysis technique.

#### A. Design of the Research

There are many researches method that can be applied in researching. Actually, all of the variety of methods is descriptive, either quantitative or qualitative. It depends on the purpose of the research.

In this research, the researches want to analyze the difficulties of scaffolding strategy to teach reading in the YouTube video with the title Scaffolding Literacy Instruction for English Language Learners.<sup>25</sup> It is surely more suitable using qualitative.

This research is designed as descriptive qualitative. According to Creswell, qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

Characteristic of qualitative research according to Creswell, as follows:<sup>26</sup>

1. Exploring a problem and developing a detailed understanding a central phenomenon.
2. Having the literature review play a minor role but justifies the problem.
3. Stating the purpose and research questions in a general and Broadway as

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<sup>25</sup> EL Education “Scaffolding Literacy Instruction for English Language Learner”<https://YouTube.be/lvmbm8fA2pQ>

<sup>26</sup> Jhon w. Creswell *Research Design : Qualitative, and Mixed Methods Approach* (New Delhi: Sage Publications, 2003), 185

to the participants' experiences.

4. Collecting data based on words from a small number of individuals so that the participants' views are obtained.
5. Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings.
6. Writing the report using flexible, emerging structures and evaluate criteria, and including the researchers' subjective reflexivity and bias.

Based on the explanation above, the researcher investigation used a descriptive qualitative research in order to describe and interpret the data or the result.

## **B. Data Resource**

In this research the source of the data would be based on two kinds of data. They are primary and secondary data. For gathering information, it is must to discover important and accurate data from qualified source.

### **1. Primary Source**

The primary source of the study is a YouTube video Scaffolding Literacy Instruction for English Language has been uploaded by EL Education which has 9:20 minutes .

### **2. Secondary's source**

Then, the secondary sources are from books, articles, English dictionary, encyclopedia and documentation that was related to the research was gained.

### **C. Data Collection Technique**

Technique In collecting data, the researcher needs to use some techniques. The technique that will be used by the researcher will use documentation technique for collecting data research :

#### 1. Observation

Creswell said that observation is one of method to collect of data. The way of the method is researcher takes field notes on the behavior and activities of individuals at the research site<sup>27</sup>. An important component in any scientific investigation is observation. In the context of science, observation means more than just observing the world around us to get ideas for research. This strategy is hoped that to get information about the learning process, the facilities of there and the other.

#### 2. Documentation

Documentation is a way that used a written source such as public documentation (such as: magazines, official report, newspaper) or private documentation (such as: journal, diaries, letters, email and blog). In this research, the researcher will use documentation as the technique of data collection by documenting the videos about the use of scaffolding strategy in teaching reading in YouTube.

### **D. Data Analysis Technique**

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analyzing data refers to

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<sup>27</sup> Ibid.

processing the data that have been collected by the researcher. It can help the reader to understand the important parts and essential meaning of the data.

According to Miles and Huberman in analyzing the data, the researcher needs three concurrent flows of activity: Data condensation, data display, and conclusion drawing/verification.<sup>28</sup> The researcher would apply Miles and Huberman model to analyze the data.

Data analysis by Miles and Huberman model conducts the following steps.<sup>29</sup>

1. Data collection

Data collection means that the process of the researcher collects the data. In collecting the data the researcher collects the data based on the aims or the objectives of the research. The process of data collection depends on the deep of the aims that are determined by the researcher. The way to collect the data is variety that is conducted by using data collection instrument.

2. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. In this case, the researcher will specify the data related to the use of genitive case in students' writing document by referring to the research questions.

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<sup>28</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana *Qualitative Data Analysis*, third edition (USA: Sage, 2014), 31

<sup>29</sup> Ibid.

### 3. Data Display

The display of the data is defined as an organized, compressed assembly of information that gives conclusion drawing or action taking. In this research, the researcher will display the research data by using the table.

### 4. Drawing and Verifying Conclusions

The final step is conclusion drawing and verification. Final conclusions may not appear until data collection is over, depending on the size of the corpus of field notes, the coding, storage, and retrieval methods used the sophistication of the researcher, and any necessary deadlines to be met. after collecting data to be examined, the researcher interprets the data and then make a clear conclusion by answering the research question.

## **E. Research Approach**

According to Kuwalich data are analyzed on an ongoing basis.<sup>30</sup> Methods for organizing condensed qualitative data, from highly systematic to artistically rendered ways, for purpose of descriptive documentation.<sup>31</sup> Because of that, the researcher applied the fifth steps to analyze the gained data. The steps could be explained as follows:

- 1) Firstly, the researcher prepares the data for analysis. For this step, the researcher conduct to the Video Scaffolding Literacy Instruction for English Language Learners from YouTube.

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<sup>30</sup> Kuwalich B *Qualitative Data Analysis Technique* (Research Gate,2004)

<sup>31</sup> Matthew, Huberman & Johnny Saldana, *Qualitative Data Analysis.*, 149



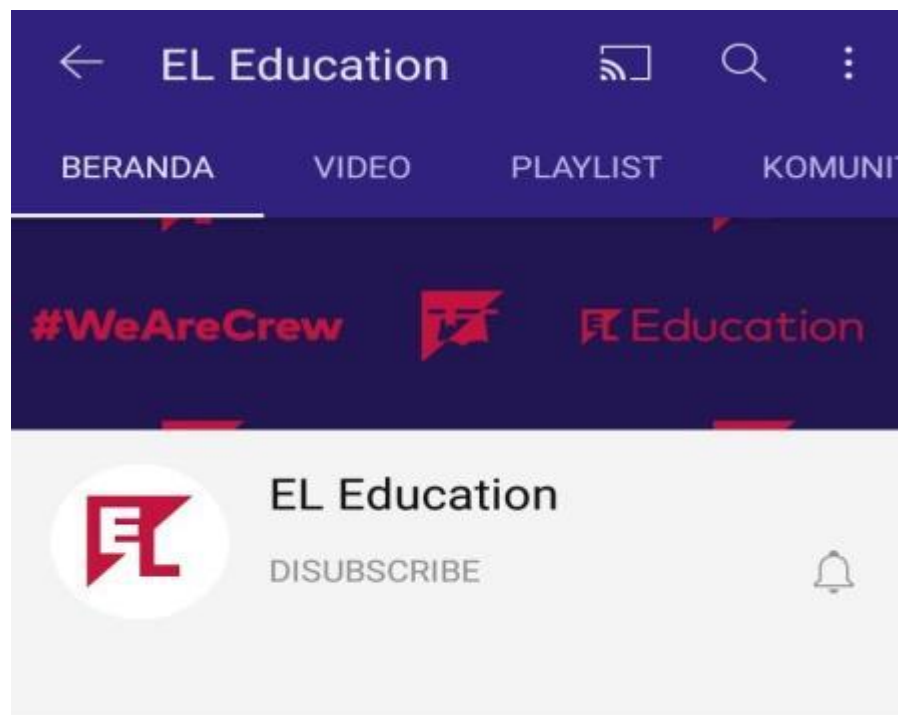
- 2) The second step, watching the video. The researcher watch Scaffolding Literacy Instruction for English Language Learners. The researcher tries to understand the information.
- 3) The third steps is coding process. After watching the video, the researcher can make the some categories of the finding result. The categories involve the difficulties of using scaffolding strategy.
- 4) The next step is analysis the result of scaffolding strategy after implementing to teaching reading .
- 5) The fifth step, the researcher analysis responds the students of scaffolding strategy for improving teaching reading on YouTube.

## CHAPTER IV RESEARCH RESULT AND DISCUSSION

In this chapter, the researcher discusses the findings for answering the research problems. The problems are answered based on the findings and related theories. There are two parts in this chapter.

### A. FINDING

#### 1. Profile Channel Video In YouTube



The title : Scaffolding Literacy Instruction for English Language Learners

Channel YouTube: EL Education

Publication Date : January, 29<sup>th</sup> 2018

Duration : 9:20 minutes

EL Education is a channel video in YouTube that provides some videos to teach English. EL Education's offerings transform teaching and learning to promote habits of scholarship and character that lead to high student achievement, regardless of student background. This channel has been joined in YouTube on October 10<sup>th</sup> 2013. This channel already has more than 500 teaching videos for seven years.

The YouTube video use scaffolding strategy to teach reading at King Middle School in Portland, Maine in seventh-grade. As the instructor, Le Clair supports her diverse community of learners by selecting persuasive subjects, working through an increasingly complex text progression, and offering scaffolding and encouragement to develop their skills as close readers.

## **2. Description of Research Data**

In describing the research data, the Researcher has found the result based on the objectives of the research. To ensure that the result is correlated to the objectives of the research, the researcher described about teaching learning of scaffolding strategy. In the other side, an analyzed of difficulties faced by the students of scaffolding strategy in video, the researcher classified of data based on the types in scaffolding strategy.

The data were gotten from an observation and documentation, from the observation, the researcher has found three types used scaffolding strategy to teach reading there are modeling, bridging, schema building and developing metacognition in teaching learning in YouTube video.

Interview used to know the students difficulties in scaffolding strategy. The speaker in video interviewed the teacher and choose 3 students for interviewed.

**interview with teacher :**

Speaker : What things did you prepare before starting the lesson?

Teacher : When I'm thinking about preparing students to be able to read complex text I think of a few things. First, I'm thinking about the compelling topic. How my students to be compelled to work with equip this content. The second thing that I think about the progression which I'm going to give them those two example from our research, the text will get increasingly difficult as students father more knowledge that they can bring to the text. The third thing is the ways in which I'm going to scaffold make it so that all students can be successful with that text.

Speaker : What challenges did you face in teaching reading?

Teacher : Typically my classroom would include a wide range of ability in reading and many of my students are learning English. One of the biggest challenges is that they're grappling with reading to begin with and so providing them with enough scaffolding and strategies ways to break the text

down, they can apply to other learning tasks. When they are compelled and interested in the topic, they are willing to work really hard and work with challenging text. When they see that they already have some knowledge to bring to it they're going to feel like they can walk through the door. I'm also conscious about my pacing, thinking about the kinds of questions that I ask and the wait time that I give students because i know that it supports all students and giving them to opportunity to think about what you're asking then or pace at which you're moving the lesson.

Speaker : what did you focus on using this strategy?

Teacher : We always start by looking at the things that close readers do because those strategies that they bring to text they can bring to any complex text. One of the ways that we focus on is key vocabulary they have way if they have support to identify those words or those concepts that they're going to struggle and also latch on to some academic or content vocabulary that they know, that sort of the key that's the entry point into understanding the content of the text. One of the ways to help them to Dig into the text is to have them identify what gist is so it's that idea of pausing thinking about what the text is saying and it helps then to track their thinking as they're reading.

- Speaker : Why did you divide students into groups in the class?
- Teacher : I'm very purposeful about grouping within my classroom and thinking about the best way to give all students the opportunity to talk with their peers and to learn from each other and also to teach one another.
- Speaker : What is your goal by using this strategy in the teaching and learning process?
- Teacher : My goal is to help all students access the text and be able to think about it talk about it with their peers to write about it, strategies that they can apply and they can also use those when they tackle other texts.
- Speaker : In applying this scaffolding strategy, what is students difficulties in reading?
- Teacher : Same as other reading strategies, there are several difficulties faced by students in reading. Just like reading a novel, students will be interest with the novel if the topic being discussed attracts their attention. In this learning process, I used the novel "a long walk to water" which tells the story of Sudan. There are some of my students who come from Africa, this attracts their attention to read the novel. Another difficulty, if they do not have a lot of vocabularies they will not understand the meaning of the novel.

**Interview with student A**

Speaker : What do you think about the novel given by the teacher?

Student A : I love this novel because it talks about country in Africa and I from Africa and I don't know a lot about Africa.

Speaker : What do you think about the strategies applied by the teacher in the teaching and learning process?

Student A : This strategy helped me in reading the novel, even though I had difficulty understanding the novel because there were some unfamiliar vocabulary

**Interview with student B :**

Speaker : What do you think about the novel given by the teacher?

Student B : I like hearing about Sudan's resources and kind of how difficult can be living there.

Speaker : What do you think about the strategies applied by the teacher in the teaching and learning process?

Student B : This summary if I come across articles that I can't understand, I think I would use these strategies and this strategies really help although it takes time to use these strategy.

**Interview with student C**

Speaker : What do you think about the novel given by the teacher?

Student C : I grew up in Rwanda that I was born in Kongo then in June last year we came here in America and in September I just started school here at King Middle School. When I came I couldn't talk to somebody like I could just talk to somebody who could speak French. When we started reading this book, I heard a lot of kids from Africa no not just me, they're like finally we're learning something like about the war the whole world of Africa.

Speaker : What do you think about the strategies applied by the teacher in the teaching and learning process?

Student C : So we are reading in the article and there were like a lot of vocabularies and one of them was reading and how to share like to talk with my partner. Know I get the word when I'm reading, it's really important for us to get the same text, we get to share like the same ideas and it helps us like us people who are learning English it also like to be comfortable in talking in class.

There are some students at King Middle School who come from Africa. This is very interesting to them, because the teacher gives a topic of reading about Africa. The students can see the condition in Africa through these texts. As the result of interview to the teacher and the students, the



researcher concluded that most of students difficulties in scaffolding strategy when the students read English text and they do not have a lot of vocabularies and topic choices that attracted students' attention.

Vocabulary become one of the difficulties that the students face. Less of the vocabulary then the students difficult to translate the text.

## **B. DISCUSSION**

An analysis to interview of difficulties faced in the students of scaffolding strategy by YouTube it could be belongs to :

### **1. Reading Difficulties Faced by The Students in Scaffolding Strategy**

Reading is a process to get an information in a text. Reading is an activity to understand and explore information delivered by the author. In reading, we needed to know the meaning containing in a book written by the author, so we as the readers can understand and get the information from that book. The reader needs a strategy in reading a text, there are some strategies that can be used for teaching reading, one of strategies is scaffolding strategy. Scaffolding strategy helps students to understand the meaning of the text, but there are some difficulties that students face using scaffolding strategy, these the students are difficulties have low vocabulary, the students lacked motivation and the students need time consuming.

The lack of vocabulary becomes an obstacle for students to read the text. The text consists of several vocabulary words that are arranged to

convey a meaning from the author. The vocabulary in the text sometimes has a different meaning from the original word, so that students have a lot of difficulty to read and know the meaning of the sentences in the text.

The students with high reading motivation will get a lot of concepts, knowledge, and information so that students will be skilled in speaking in accordance with the context, coherently, and clearly and can be understood by others. High motivation of read to encourage and make reading activities more meaningful and quality. In addition, it becomes a trigger so that students have the confidence to speak when the teacher gives assignments. Reading activities can be meaningful and of quality if they are motivated by high reading motivation. Unfortunately, not all students have high motivation to read. Low reading motivation is thought to be the trigger for low vocabulary ownership and mastery. Thus, students who have low reading motivation will also have low vocabulary mastery.

The use of scaffolding strategy in teaching reading requires time for consumers to achieve reading goals. The level of motivation in reading affects the consumer's time usage. The students who have a high motivation can shorten their reading time because these students are always excited to read, while students who have low motivation need longer time in the reading process because they are not enthusiastic about reading the text. In addition, the student's vocabulary mastery is also considered to have an effect on reading skills, so that reading interest, vocabulary mastery and consumption time are related and influence each other.

## 2. Applied Scaffolding Strategy to Teach Reading

The scaffolding strategy based on theory almost has same applications with the application of scaffolding strategy based on video in YouTube:

- 1) The teacher explained the materials and gave instructions to students to work in pairs
- 2) The teacher asked the students to analyze a complex article from the Washington Post with the title Sudanese Tribes Confront Modern War about the impact of modernization conflict in South Sudan
- 3) After that, the teacher gave novel “A Long Walk to Water” by Linda Sue Park to the students, and the students have to read the text 3 minutes and underlining any words that stand out of important or help describe the meaning of the sentence
- 4) The teacher monitors the progress of students in reading, provides directions and guides students in reading
- 5) The teacher makes learning target, such as : The students can make connections from the text “Sudanese Tribes Confront Modern War” to the novel A Long Walk to Water, The students can annotate text to help me track important ideas in Exercise 1 of the “Sudanese Tribes Confront Modern War” , and The students can use context clues to determine word meaning
- 6) The teacher asked the students about important point that they found in the text, and the students mentioned the important point by pairs

7) After that, the students were asked about the achievement of learning targets and about what they read in newspapers and in novels. The students answered the question one by one.

8) After that, the teacher and students conclude the subject matter that has been discussing and the teacher closes the lesson by saying greetings.

### **3. The Students Responses to The Implementation of Scaffolding Strategy**

Response is a student's feeling after participating in learning. Response means a reaction or response, namely acceptance or rejection, as well as indifferent attitude towards what is conveyed by the teacher in the message.

In applying the scaffolding strategy, there are several responses given by students. Based on the observations, many students responded enthusiastically, this means that they liked the way of teaching reading using the scaffolding strategy taught by the teacher. This can make students interesting in this strategy because the teacher provides clear directions and facilitates reading teaching activities in the classroom. The teacher also gives an example before giving assignments, therefore students feel more understanding and easier in the learning process. Interesting learning makes students more happy and easier to absorb knowledge as seen from student responses during the learning process. The teacher involves all students so that in the learning process in the classroom so that students can communicate with others.

#### **4. The Meaning of Scaffolding Strategy and How does it Improve Reading Fluency**

Scaffolding refers to a set of instructional strategies in education that are used to gradually transfer students towards greater comprehension and, eventually, greater freedom in the learning process. The word itself provides a relevant descriptive : teachers provide support at successive stages to help students achieve higher levels of comprehension and skill acquisition. Scaffolding is also used to bridge the learning gap, which is the contrast between what students have learned and what they are supposed to know and be able to do in their education at some stage.

he research result is scaffolding strategy helps the student to read fluently that indicate the teacher use scaffolding strategy in teaching learning in YouTube video. Based on the description of the research, the researcher has found three things of scaffolding strategy can help the student to read fluently, that the researcher found based on YouTube videos from the observation:

The students get feedback when they are reading pairs correcting each other's reading when there is something wrong the student will confirm it, students who are not in his turn to read he will be quiet listening to his opponent reading and he will prepare of questions to finding out how focused his partner in reading, this strategy is more focused in order to increase concentration in reading students and teachers help when their students in need of their help

## **5. The Teacher's Way of Explaining The Materials of Using Scaffolding Strategy**

Teaching reading can often be a problem when students cannot follow and understand the teaching carried out by the teacher in the classroom. This can happen if the teacher cannot understand the students, the students in the class have different levels of understanding. Not all students can grasp learning well, there are some students who take longer to understand. This is why teachers need materials that will allow them to immediately see whether their teaching is working or not.

The way of teacher explaining the materials using scaffolding has the same way like usual, the teachers explained the materials in a way that students found simple and understandable, and the teachers explained the differences between written and spoken English.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research that had been conducted by the researcher, the researcher concluded that:

1. On the result of the observation, The YouTube video use scaffolding strategy to teach reading. The teacher diverse community of learners by selecting persuasive subjects, working through an increasingly complex text progression, and offering scaffolding and encouragement to develop their skills as near readers.
2. On the result of observation, difficulties faced by the students are the students have low vocabulary, the students lacked motivation and the students need time consuming. The student's vocabulary mastery is also considered to have an effect on reading skills, so that reading interest, vocabulary mastery and consumption time are related and influence each other.

#### B. Suggestion

From the conclusion above, the researcher recommends some suggestions. The following suggestions are:

1. For the students

The researcher suggests that the students should always practice in reading because it can help the students to reading fluency.

2. For the teacher

The research suggests that the teacher can to applied this scaffolding strategy in the classroom because scaffolding strategy make the student active in the class and give positive feedback.

3. For further researcher

The researcher suggests the other researcher to develop a similar research with different data source and a better research technique.



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# **APPENDICES**

# Kartu Bimbingan I



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Anisaa Sintya Ramadani  
NPM : 1601070003

Jurusan : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Pabu 10-Juni 2020	✓		Revisi Judul Revisi Bab 2	
2.	Juni'at/ 12 Juni 2020			Revisi Haurie : Ade Diseminkan	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Anisaa Sintya Ramadani  
NPM : 1601070003

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	25-11-2020			Penambahan point kesulatan	
2.	8-12-2020			Acc Apd	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [lainmetro@metrouniv.ac.id](mailto:lainmetro@metrouniv.ac.id)

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Anisaa Sintya Ramadani  
NPM : 1601070003

Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at / 12 Maret 2021	✓		- Perambahan / Revisi Judul - Penulisan-penulisan dalam skripsi	
2.	Jum'at / 23 April 2021	✓ ✓		- Melengkapi skripsi sampai dengan appendix - ACC Munagrasah	

Mengetahui,  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag  
NIP. 19611221 199603 1 001

## Kartu Bimbingan II



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Pk. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah-iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Anisaa Sintya Ramadani  
NPM : 1601070003

Jurusan : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 26/12/2019		✓	<ul style="list-style-type: none"> <li>- Make something different with the others</li> <li>- Use your background of study</li> <li>- Reference</li> </ul>	
2	Thursday 19/5/2020			<ul style="list-style-type: none"> <li>- Sesuaikan problem formulation dengan judul</li> <li>- Back-ground of study harus jelas dan tidak bertele-tele, jelaskan secara gamblang apa yg melatar belakangi untuk melakukan penelitian ini</li> <li>- Tambahkan prior researchnya dan perbaiki kalimat pada paragraf terakhir, sesuai dengan judulmu</li> <li>- Bab 2 dijelaskan juga variabel Youtube</li> <li>- Perbaiki bibliografinya kasih jarak antara kutipan yang satu dengan yang lainnya.</li> </ul>	
3	Thursday 09/06/2020			Acc and continue to the first speaker	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Syahreni Siregar, M.Hum**  
NIP. 197608142009122004





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Anisaa Sintya Ramadani  
NPM : 1601070003

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday 25/10/11		✓	Acc for research instrument	

Mengetahui  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Svahreni Siregar, M.Hum  
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Anisaa Sintya Ramadani  
NPM : 1601070003

Jurusan : TBI  
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin / 18-Januari-2021		✓	- Penyesuaian problem Formulation dengan hasil Seminar proposal	
2.	Senin / 26-Januari-2021		✓	- Bab IV penambahan Data analisis & hasil interview	
3.	Senin / 1-Februari-2021		✓	- Melengkapi skripsi sampai dengan appendix	
			✓	- ACC Munaqosah	

Mengetahui,  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Svahreni Siragar, M.Hum  
NIP. 19760814 200912 2 004

## Surat Bimbingan Skripsi



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www. metrouniv.ac.id; e-mail: iain@metrouniv.ac.id

Nomor : B-2890/In.28.1/J/TL.00/11/2020  
Lampiran : -  
Perihal : **BIMBINGAN SKRIPSI**

Metro, 09 November 2020

Kepada Yth.,

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Syahreni Siregar, M.Hum. (Pembimbing II)

Di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama : ANISAA SINTYA RAMADANI  
NPM : 1601070003  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : TBI  
Judul : AN ANALYSIS OF DIFFICULTIES FACED BY THE STUDENTS IN SCAFFOLDING STRATEGY

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

*Wassalamu'alaikum Wr. Wb*



## Surat Izin Tugas

12/15/2020 Untitled Document

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

---

**SURAT TUGAS**  
Nomor: B-3276/In.28/D.1/TL.01/12/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

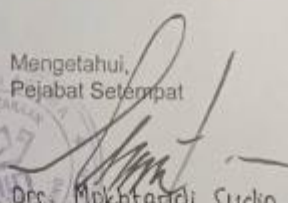
Nama : **ANISAA SINTYA RAMADANI**  
NPM : 1601070003  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF DIFFICULTIES FACED BY THE STUDENTS IN SCAFFOLDING STRATEGY".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 15 Desember 2020

Mengetahui,  
Pejabat Setempat  
  
Drs. M. Khantandi Sudin, M.Pd.  
NIP. 195808311981031001

Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 198705311993032003



## Surat Izin Research

12/17/2020 Untitled Document

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3277/In.28/D.1/TL.00/12/2020  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
Kepala Perpustakaan IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3276/In.28/D.1/TL.01/12/2020, tanggal 15 Desember 2020 atas nama saudara:

Nama : **ANISAA SINTYA RAMADANI**  
NPM : 1601070003  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF DIFFICULTIES FACED BY THE STUDENTS IN SCAFFOLDING STRATEGY".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Desember 2020  
Wakil Dekan I,  
  
**Dra. Isti Fatonah MA**  
NIP. 19670531 199303 2 003



## Surat Balasan Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN IZIN RISET  
Nomor : P.52/In.28/U.1/OT. 1/12/2020**

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Nomor : B-3276/In.28/D.1/TL.01/12/2020 tanggal 15 Desember 2020 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : ANISAA SINTYA RAMADANI  
NPM : 1601070003  
Semester : 9 (Sembilan )  
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan Pra-Survey penelitian yang berjudul : "AN ANALYSIS OF DIFFICULTIES FACED BY THE STUDENT IN SCAFFOLDING STRATEGY" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 21 Desember 2020  
Kepala Perpustakaan,

Drs. Mokhtarid Sudin, M.Pd.  
NIP. 195808311981031001

## Surat Bebas Perpustakaan



**IAIN**  
M E T R O

Jalan Ki Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faks (0725) 47296, Website- digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

### KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI METRO UNIT PERPUSTAKAAN

#### SURAT KETERANGAN BEBAS PUSTAKA Nomor : P-1004/In.28/S/U.1/OT.01/12/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Anisaa Sintya Ramadani  
NPM : 1601070003  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070003.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metrol, 14 Desember 2020  
Kepala Perpustakaan  
  
Drs. Mokhammad Sudin, M.Pd  
NIP. 195808311981031001 7

## Surat Bebas Jurusan

### SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Anisaa Sintya Pamadani

NPM : 1601070003

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2016

Telah menyerahkan buku berjudul : Schools Under Surveillance

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

### SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Anisaa Sintya Pamadani

NPM : 1601070003

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2016

Telah menyerahkan buku berjudul : School Under Surveillance

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014



## DOCUMENTATION



Students activity in the class



Students read the novel



The student answer question from the teacher



Interview with the teacher



Interview with student



Interview with student



Interview with student

## INTERVIEW GUIDE

Interview with teacher :

- a. What things did you prepare before starting the lesson?
- b. What challenges did you face in teaching reading ?
- c. What did you focus on using this strategy?
- d. Why did you divide students into groups in the class?
- e. What is your goal by using this strategy in teaching and learning process?
- f. In applying this scaffolding strategy, what is students difficulties in reading ?

Interview with students :

- a. What do you think about the novel given by the teacher?
- b. What do you think about the strategies applied by the teacher in teaching and learning process?

## **CURRICULUM VITAE**



The name of writer is Anisaa Ramadani she was born in Metro, on December 31<sup>th</sup> 1998. She is the first child of Mr. Aswan and Mrs. Ani. She lives in Metro. In 2004, she graduated from TK Dwipayana. In 2010 she graduated from SDN 01 East Metro. At the time 2013, she graduated from SMPN 7 Metro. Then, she continued.