PERPUSTAKAAN STAIN JURAI SIWO METRO

AN UNDERGRADUATE THESIS

INCREASING THE READING COMPREHENSION ABILITY THROUGH SCAFFOLDING STRATEGY AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 1 KIBANG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016

Written By:

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English Education Study Program

STATE ISLAMIC COLLEGE (STAIN)

OF JURAI SIWO METRO

1436 H / 2015 M

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Presented as a Partial Fulfillment of the Requirement

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in English Education Study Program

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ABSTRACT

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Reading comprehension is the important skill to search the meaning of text to understand each new thing we have read by using our knowledge. By reading, students will be able easy to get information, knowledge, and idea from sources they read. But so far, there are some factors that influence the learners still have difficulties to increase their reading comprehension ability. In this study the researcher has the main objective is to know whether the Scaffolding strategy is able to increase students' Reading Comprehension. Subjects in this study were the eighth graders of Junior High School 1 Kibang Academic Year 2015/2016. In addition, the researchers also wanted to know whether the strategy is able to make the students become more active in the process of learning English, especially Reading Comprehension.

This research was classroom action researh. This study was conducted in two cycles, the first cycle was conducted three meetings, and the second cycle was conducted two meetings. Each cycle consists of planning, action, observation and reflection. In this study, students were given the initial test (pre-test) prior to treatment and final test (post-test) after treatment. The methods of data collection in this study are the observation, field notes, testing, and documentation. The purpose of the initial test and final test is to determine about the enriching of students score before and after the given action. This study is success if 80% of students scored above 70 and liveliness in the top 50%. This study was commissioned jointly by the subject teachers eighth graders English Junior High School 1 Kibang.

The results of the study in the first cycle shows that the percentage of active students is 68% and the second cycle is 86% while the average value of the pre-test cycle 1 is 61,5 or 6 students completed. and post-test 1 was 66,4 or 12 students completed and the post test cycle 2 is 74 or 28 students completed. This fact is showing that the teaching of English to use the Scaffolding strategy can increase the students' Reading Comprehension, especially the VIII A graders of Junior High School 1 Kibang.

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PENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA MELALUI STRATEGI *SCAFFOLDING* DI KELAS DELAPAN SMP N 1 KIBANG, LAMPUNG TIMUR TAHUN AJARAN 2015/2016

ABSTRAK

Oleh

DIAN POPI OKTARI

Pemahaman membaca merupakan kemampuan yang penting untuk mencari makna sebuah teks dan untuk memahami setiap hal yang telah kita baca menggunakan pengetahuan kita. Dengan membaca, siswa akan mudah mendapatkan informasi, pengetahuan, dan ide dari sumber yang kita baca. Namun sejauh ini, banyak faktor yang membuat siswa masih mengalami banyak kesulitan untuk meningkatkan kemampuan pemahaman membacanya. Dalam penelitian ini penulis memiliki tujuan utama yaitu ingin mengetahui apakah strategi Scaffolding mampu meningkatkan pemahaman membaca para siswa. Subjek dalam penelitian ini adalah para siswa kelas 8 SMP N 1 Kibang Tahun Ajaran 2015/2016.Selain itu, peneliti juga ingin mengetahui apakah strategi tersebut mampu membuat para siswa menjadi lebih aktif di dalam proses belajar Bahasa Inggris khususnya dalam pemahaman membaca.

Bentuk penelitian ini adalah Penellitian Tindakan Kelas. Penelitian ini telah dilaksanakan dalam dua siklus, pada siklus pertama telah dilaksanakan tiga pertemuan, dan siklus kedua telah dilaksanakan dua pertemuan. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Dalam penelitian ini siswa diberikan tes awal (pre test) sebelum melakukan treatment dan tes akhir (post test) setelah melakukan treatment. Metode pengumpulan data dalam penelitian ini adalah observasi, field note, tes, dan dokumentasi. Tujuan dari tes awal dan tes akhir adalah untuk mengetahui peningkatan para siswa sebelum dan sesudah diberikan tindakan.Penelitian ini dikatakan berhasil jika 80 % siswanya mendapatkan nilai diatas 70 dan keaktifan di atas 50 %. Penelitian ini dilaksanakan secara kolaboratif dengan guru mata pelajaran Bahasa Inggris kelas delapan SMP N 1 Kibang.

Hasil penelitian pada siklus I menunjukan bahwa persentasi keaktifan siswa adalah 68% dan pada siklus II adalah 86%, Sedangkan rata-rata nilai pada pre test siklus 1 adalah 61,5 atau 6 siswa tuntas,dan post- test 1 adalah 66,4 atau 12 siswa tuntas dan pada post test siklus 2 adalah 74 atau 28 siswa tuntas.Fakta ini menunjukkan bahwa pengajaran Bahasa Inggris dengan menggunakan strategi Scaffolding kata dapat meningkatkan pemahaman membaca para siswa dalam teks deskripsi khususnya para siswa kelas 8 SMP N 1 Kibang.

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It has been agreed so it can be continued to the Tarbiyah Department in order to to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikumWr.Wb

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RATIFICATION PAGE

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The Undergraduate Thesis entitled: INCREASING THE READING COMPREHENSION ABILITY THROUGH SCAFFOLDING STRATEGY AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 1 KIBANG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016, written by Dian Popi Oktari, Student Number 1175877, English Education Study Program, has been examined (Munaqosyah) in Tarbiyah Department on Tuesday, September 08th, 2015 at 08.00-10.00 am.

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STATEMENT OF RESEARCH ORIGINALITY

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MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱصۡبِرُواْ وَصَابِرُواْ وَرَابِطُواْ وَٱتَّقُواْ ٱللَّهَ لَعَلَّكُمۡ تُفۡلِحُونَ ٢٠٠

"oh you who believe, be patient and strengthen your patience and remain on standby (your land border) and keep your duty to Allah that you prosper"
(Q.S. Ali Imran ; 200)

"A pessimist sees the difficulty in every opportunity, an optimist sees the opportunity in every difficulty"

- Sir Winston Churchill -

DEDICATION PAGE

This undergraduated thesis is dedicated to:

- My beloved father Suyono and mybeloved mother Sagiyem who always guide and give the best things for me, thanks for the deeper prayer, the endless loving and the great support and hope to finish this undergraduated thesis, your loving presence in my life gives me a reassuring feeling of security and peace.

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- The big family of SMPN 1 Kibang, thanks for your help and support.

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Realizing that this thesis would not be able accomplished without any helps and support. So, in this lovely chance, the researcher would like to sincerely acknowledgement her gratitude. In this occasion the researcher sincerely addresses her deepest thank to Mrs. Dra. Umi Yawisah, M.Hum and Mrs. Syahreni Siregar, M.Hum, within their activities still willing to read the research proposal, they give her briefing and helpful ideas during the research thesis reading process. My beloved family who always accompany me, and my beloved friends who always support me. And all of the people who enthusiastically attended for finishing this under graduated thesis soon.

With limitation of ability of the researcher, she still many mistake in this writing and presentation items. Therefore, the researcher apologizes hopefully this research thesis can be benefit to all of us properly.

Metro,August , 2015

The researcher,

Dian Popi Oktari

St.N 1175877

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CHAPTER I
INTRODUCTION

A. Background of The Study

Language is the most important communication tool for human being. By using language, the people can communicate to each other, understand what they mean, expressing feeling and learning everything. Language is called arbitrary, It means that the people can use the language as our pleasure. We can use the language without thinkig about the rules of language. Therefore, a language is the culture product of the people who live in area.

English as one of international languages in the world is very important. It has many interrelationships with various aspects of life owned by human being.In Indonesia, English measured as the first foreign language and has become a compulsory subject which is taught from elementary school up to university level. The purpose of English subject is to instructing those abilities in order the students can communicate and use the English in certain literacy level.

Mastering English language means acquiring such four basic skills of language as listening, speaking, reading, and writing skills. Each skills are intercorrelated one to another. In other words, the primary aim on learning and teaching English is the student can communicate each other either in spoken or written language.

Reading is one of the skills in the language. Reading is one of important way to increasing your language skill in English, reading plays an important role for the success of language learning. Activities in reading is not only read the text, but also trying to understand what we are reading.

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text. Reading is the ability that the students have master to build their knowledge .

Reading comprehension ability is skill to search the meaning, actively using our knowledge of the world and of text to understand each new thing we have read. By reading, students will be able easy to get information, knowledge, and idea from sources they read. But so far, the learners still difficulties and to improve their reading comprehension ability because they seldom do reading activity at school and material for reading is not interesting for them.

The goal of reading at school is to give the students' ability to read the material in English with comprehension, ease, and enjoyment. Therefore, the background knowledge has an important role in determining the students' reading comprehension ability.

In doing learning process, the teacher should master and understand about the suitable strategy that to be used in English teaching and learning process. Learning English with suitable strategies can help the students to understand the material well.

Scaffolding is widely considered to be an essential element of effective teaching, and all teachers to a greater or lesser extent almost certainly use various forms of instructional scaffolding in their teaching. Scaffolding essentially means doing some of the works for the student who is not quite ready to accomplish a task independently or individually. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve their learning goals. This strategy consists of some stages namely planning, acting, observing, and reflecting action.

From the explanation above, we know that approach, strategy and technique play a prominent role in teaching learning process, especially in teaching reading. Therefore, the researcher would like to increase reading comprehension ability with the Scaffolding strategy.

Based on the result of pre-survey that was conducted in Junior High School 1 Kibang on April,16th 2015, the researcher found many problems of reading comprehension ability. For examples, the students have low motivation in English learning and the students difficult to comprehend the text. Based on the result from the pre-test, the table below is the data :

Table I

Students' Reading Comprehension ability Score of the Class VIII^A of Junior High School 1 Kibang

No.	Score	Explanation	Frequency	Percentage
1	70-100	Good	3	9,1%
2	31-64	Fair	11	33,3%
3	0-30	Poor	18	57,6%
Total			32	100%

Source: result of students reading comprehension ability pre-test at April 16th, 2015

The standard minimum score of Junior High School 1 Kibang for English lesson is 70. It means that the students who get the score under 70 do not pass the examination. In fact, there are only 3 students who get score 70 - 100 or 9,1%, 11 students get score 31 – 64 or 33,3%, and 18 students get score 0 – 30 or 57,6%. It can be concluded that students' reading comprehension ability at the eighth graders of Junior High School 1 Kibang is still low.

In this research, the researcher wants to do the classroom action research and it is hoped that overcome of teaching and learning English will be better and students' reading comprehension ability of the reading text will increase.

B. Problem Identification

Based on the background above, the researcher would like to identify the problems as follow:

1. The students have low vocabulary.
2. The students have low ability in comprehending the meaning of the text.

3. The students do not know how to learn reading well.
4. The students are lack finding the main idea.
5. Students do not have much motivation to read the English text.

C. Problem Limitation

Based on the problem above, the researcher limits the problem that the students has difficulties to comprehend the meaning of the reading text. So, the researcher will use Scaffolding strategy to increase students' ability in reading comprehension at the eighth graders of Junior High School 1 Kibang in the Academic Year of 2015/2016 in the first semester.

D. Problem Formulation

Based on the problem above, the researcher would like to identify the problems as follows:

"Can the Scaffolding Strategy increase the students' reading comprehension ability?"

E. Objectives of The Study

Generally, the objective of this research is to increase the students' reading comprehension at the second year in Junior High School 1 Kibang specifically, it is to find out whether Scaffolding Strategy can increase students' reading comprehension ability.

F. Benefit of The Study

The results of this classroom action research are expected:

1. For the teachers:

   To give information to English teacher if Scaffolding Strategy can be effectiveness to increase students' reading comprehension ability.

2. For the students:

   a. To give motivation for the students in learning reading.

   b. To increase the result of the students' learning.

3. For the school

   This research can be used as information to increasing learning reading in the future.

4. For other researcher

   This research is expected as a contribution for other researcher to conduct further studies.

TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Description

1. Reading Comprehension

a. The Concept of Reading

"Reading is a complex cogniiive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas."[1] By reading, the people can easily to find out information from many sources such as from newspaper, magazines, advertisements, brochures and so on. Reading is one of language skills that we have to master if we want to learn english. That is why Reading is an important activity in every language.

Reading is taken from the word 'read'. In Oxford Advanced Learner's Dictionary the word "read' is explained that:

a) To look and understand the meaning of written or printed word or symbols.
b) To go through written or printed word, in silence or speaking them to other people.
c) To discover or find out about somebody or something by reading.[2]

It means that reading is an activity that used to understand something by written or printed word.

---

[1] http://en.wikipedia.org/wiki/Reading_%28process%29 on January 27th,2015.

[2] A.s. Hornby, *Oxford Advance Learner's Dictionary*, (New York : Oxford University Press, 2010), P. 1219.

Sanggam Siahaan states that Reading is one of the four language skills. It is categorized into the area of a reciepted skill. This category is a skill to comprehend a piece of information in the written language.[3] The aim of reading to get information by understanding the messages of text in written language.

According to Jacobs, Schall, and Scheibel Reading is not a natural part of human development. Unlike spoken language reading does not follow from observation and imitation of other people.[4] Antony, *et.al* state that reading is the process of constracting meaning throught the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.[5]

Based on the definitons of the experts above, it can be get conclusion that reading is a cognitive activity that comprise process of constracting meaning by the interaction of previous knowledge and experience to get meaningful message from the writer to reader to get information or ideas, fact, and experiences from the text, book, newspaper, magazine, and other.

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[3] Sanggam Siahaan, *Issues in Linguistic*. (Yogyakarta : Graha Ilmu.2008), p. 106.
[4] Judi Willis, *Teaching the Brain to Read*, (Virginia USA : Alexandria, 2008), p. 2.
[5] Thomas S.C Farrel, *Planning Lesson for a Reading Class*. (Singapore : SEAMEO Regional Language Centre, 2012), p. 1.

b. Kinds of Reading

In teaching reading activity, it can be differentiated into Reading aloud, silent Reading, Reading comprehension, and independent Reading.[6]

1) Reading Aloud

An applying the technique of reading aloud is purpose in order to students can read with pronunciation / speech right. Reading aloud is aim to speech out words, phrases, and sentences English correctly. Therefore, teacher must have the skills and good English language skills, so that students learned about how to conduct a good hard read.

2) Silent Reading

Reading a discourse or text without sound is also an activity reading skill that need implemented in a higher class. Silent reading practice to really focus care or mind in order to understand the content of the discouse or text.

3) Reading Comprehension

This activity aims to get information from the text or material that they read. Therefore, students should be actually trained to read order to get information about the content of reading. This technique is used to determine

[6] Kasihani K.E. Suyanto, *English For Young Learners*. (Jakarta: PT Bumi Aksara, 2008). p.64-66.

whether students are having understood about content of the text reading that they read. For the example is in descriptive text. Descriptive text is a text which says what a person or a thing is like. It purpose is to describe and reveal a particular person, place or thing. The generic structure of descriptive text are:

1. Identification,(identifies something that will describe).
2. Description,(it contains subtopic. It describe parts, qualities and characteristic).

4) Independent Reading

This technique independent reading can help students become independent readers is an attempt to develop students' language skills. For example, after reading the students asked to retell about the text that they read or the students tell to their friends about the text that they read.

Based on the explanation about teaching reading above, the researcher can take conclusion that all the technique above have the same purpose to understanding text and to get information about the text that they read.

c. The Factors that Influences in Reading

Aebersold and Field have compiled a list of factors that may influences reading in a second or foreign language as follows:

1) Cognitive development and learning style orientation at the time of beginning second/foreign language study.
2) Language proficiency in the first language and the foreign language.
3) Metacognitive knowledge of the first language structure, grammar, and syntax.
4) Degree of difference between the first language and a second/foreign languge.
5) Cultural orientations, attitudes toward text and purpose for reading.[7]

d. The Concept of Reading Comprehension Ability

Based on Oxford Advance Learner's Dictionary the word of "comprehension" is explained that:

1) The ability to understand.
2) An exercise that trains students to understand a language.[8]

It means that comprehension is an exercise which train students to improve their ability in understanding language.

"Comprehension involves prior knowledge, knowledge of text structure, and an active search for information".[9] "Comprehension is

[7] Thomas S.C. Farrell. *Planning Lesson*., p. 5.
[8] As Hornby. *Oxford Advance*, p. 296.
[9] Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem: assesment and Instruction*, (USA : Harper Collin College Publisher, 1994), p. 34.

understanding new information in light of what we already know".[10] So, the more knowledge the reader can bring, the more likely it is that the material will be understood.

Based on these explanation above the researcher can get a conclusion that comprehension is a reading process which requires delicate information, understanding and interpretation from reading material and students can understand it with their background knowledge and experience.

Etymologically, the word "ability" in Oxford Advance Learner's dictionary, ability is skill or power.[11] It mean that the ability to comprehend the passage require the power of understanding the total meaning of the passage.

There are many experts that have different definition of reading comprehension. Douglas Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.[12] It means that reading comprehension purpose is to efficiency of reading. Furthermore, in reading activities, students should have good reading comprehension to get information from the reading text.

Janette States that a reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi

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[10] *Ibid*., p. 35.

[11] As Hornby, *Oxford Advance*, p. 1

[12] H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy*, (San Francisco : State University, 2001), p. 306.

component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[13]

Gillet and Temple explains that concerning of reader's prior knowledge, structure of the text, and reader's active can be used to clarify comprehension to look for information. [14]It means that the readers should active their prior knowledge and are familiar with the variety of text structures that were found in the text to comprehend new information.

Jean Wallace Gillet and Charles Temple state that reading ability in foreign language is a measure of one's general knowledge. In other word reading ability should aim to increasing vocabulary mastery. That reading ability is the search for meaning; actively using our knowledge of the world and of text to understand each new thing we read.[15] By reading, we can get many knowledge which are contained science and technology, social life, economic, history, and etc. of course, all information that is gained by reading is represented in written forms. So, the purpose of reading activity is to recognize the meaning of words and phrases of the reading passages.

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[13] Janette K.Klingner. Sharon Vaughn. and Alison Boardman.*Teaching Reading Comprehension to Students with Learning Difficulties.*(USA:The Guilford Press,2007). p. 8.

[14] Jean Wallace Gillet and Charles Temple. *Understanding Reading*.. p. 34.

[15] *Ibid*.. p. 4

Based on the quotations above, the researcher can assume that reading comprehension ability is skill should active reader's prior knowledge to search the meaning of the text to understand and get all new thing we have read.

e. Reading Comprehension Strategy

Thomas explain that there are some strategies to get a good comprehension, such as: activating prior knowledge, predicting, Skimming, scanning, identifying topic and main ideas, and use of question. Furthermore, the explanation of the strategies for reading comprehension are as follow:[16]

1) Activating prior knowledge

   In these cases teachers can play a vital role in seeing that the reader's knowledge about the new topic is built up so they can succesfully comprehend a new text.

2) Predicting

   Prediction creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it.

3) Skimming

   Skimming is a reading strategy that involves students looking through the text rapidly for the general meaning

[16] Thomas S.C. Farrell, *Planning Lesson*., p. 24.

of an article. It means getting the main point or gist before one reads for detail.

4) Scanning

Scanning is a reading strategy that involves students reading a text in order to find specific information. it is a slower process than skimming. Students can learn that they do not have to read every word in the text in order to obtain specific information.

5) Identifying topics and main ideas

Learning to identify the topic of a paragraph or passage involve linking previously formed schemata to a text. teacher must therefore prepare second language students to think in terms of generalization and topics when it comes to comprehending a reading passage. Mikukecky suggest students practicethese skills in a developmental sequence from simple to more complex cognitive tasks. For example, the sequence of exercises include the following:

a) Finding the topic from a list of words
b) Recognizing the topic of a paragraph
c) Identifying the main idea of passage

6) Use of question

Another important strategy good readers use is questioning. Asking before reading and posing question while reading are strategies that have been identified as being effective by fluent readers of English.

f. The Importance of Reading Comprehension

Reading comprehension is what allows the reader to interact with the text in a meaningful way. It's the bridge from passive reading to active reading from letters and words to characters and contexts. Reading comprehension is the crucial link to effective reading a strong factor in our educational and professional lives. For many, reading comprehension also unlocks the door to a lifetime of reading recreation and enjoyment.[17]

2. Concept of Scaffolding Strategy

The term of Scaffolding is an educational context in a process by which a teacher provides students with a temporary framework for learning. In Scaffolding strategy, the teacher structuring encourages the student to develop their own initiative, motivation and ingenuity. After the students can achieve competence and develop skills on their own, element of the framework are removed. In English teaching, scaffolding

[17] http://www.learningrx.com/reading-comprehension.htm on April 2nd,2015.

can be applied in any skills such as listening, speaking, reading, or writing.There are some definitions about Scaffolding strategy by experts.

According to Bransford, Brown and Cocking (2000), some educators favor an apprenticeship model whereby an expert models an activity, provides the learner with advice and examples, guides the student in practice and then tapers off support until the student can do the task alone, others prefer methods that encourage ongoing use of tools and consultation with other people, arguing that in real life few people ever work exclusively on their own. [18]

It is mean that the important thing of learning process actively is teacher has to entail the students can find the knowledge by their own comprehension. So, the true learning comes through children personal discovery.

According to Vygotsky, scaffolding strategy in learning process is similar to mediated learning, especially in contact with Zona Proximal Development. Children level ability is divided into two levels namely actual development (owned by children) and potential capabililty (possible to be mastered). Zona between both the actual ability and potential capability is *Zona Proximal Development*. One of the bridges to assistence the children achieve in their potentential capability is from the teacher that recognized as the *Scaffolding* for the students.[19]

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[18] Linda Lawson. *Scaffolding as A Teaching Strategy* in http://condor.admin.ccny.cuny.edu/~group4/Lawson/Lawson%20Paper.doc on June 21th, 2015., p.3.

[19] Endah Tri Priyatni, et.al., *Peningkatan Kompetensi Menulis paragraf dengan Teknik Scaffolding*. (Malang: Universitas Negeri Malang. 2004). No. 2/Agustus 2008. p. 2.

Moreover, Klausmeier state that scaffolding is one of important thing in constructivism modern. The characteristic of consructivistic is activity and involvement of the students in learning process to exploited their own prior knowledge while the teacher as the facilitator to help them.[20]

Based on explanations above, it can be infered that scaffolding strategy is the strategy that necessitate the students to develop their prior knowledge by themselves. In this learning process the teacher as a facilitator that provide assistance to solve their dificulty, and stimulate the students in order that they can explore their skills.

In the process of scaffolding, the teachers has important roles in the success of communication through their talks to perform effective teaching and facilitate the students' learning and development. The teacher helps students to interpret new information and undertanding their task that out of their capability. The most important is allowing students accomplished as much of the task as possible.

a. Advantages and Disadvantages of Scaffolding Strategy

According to Bransford. Brown, the advantages of Scaffolding strategy, are:[21]

1. Motivation and link the interest of students with learning task.

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[20] *Ibid.*

[21] Ratnawati Mamin, "Penerapan Metode Pembelajaran Scaffolding Pada Pokok Bahasan Sistem Periodik Unsur" in Jurnal Chemica (Malang: Universitas Negeri Malang), Vol. 10 No.2/Desember 2008, p. 55-60.

2. Simplify the task of learning to manageable and can be achieve by the students.
3. Provide guidance to help students focus on the achievement of goals.
4. Shown the difference between child's work and standard solution or expected clearly.
5. Reduce frustration or risk.
6. Provide models and clearly define expectations regarding the activities to be carried out.(Nur Asia, 2006;7)

Aithough scaffolding can be modified to meet the learning needs of all students, this is also disadvantageous because this technique, when used correctly, is incredibly time-consuming for teachers. Teachers who engage in scaffolding as a teaching strategy must be well-trained in order to create effective activities and tasks for all students.[22]

b. Steps of Scaffolding Strategy

According to Gasong (2007), there are learning steps of Scaffolding can be seen as follow :[23]

1. Explain the learning materials.

[22] Heather coffey, "Scaffolding", at http://www.learnnc.org/lp/pages/5074 on February 2nd,2015.

[23] Riry Mardiyan, "Metode Pembelajaran Scaffolding", at https://rirymardiyan04.wordpress.com /2013/04/27/86/ on February 2nd,2015.

2. Determine the Zone of Proximal Development (ZPD) or student development based on their cognitive level development by looking at their result value of previous learning.
3. Grouping students based on their ZPD (Zone of Proximal Development).
4. Provide learning tasks such as tiered matters that related to learning materials.
5. Prompt students to active and learn to solve problems independently in groups.
6. Provide assistance in the form of guidance, motivation, giving examples, keywords or other things that can provoke students towards independent learning.
7. Directing students who has a high ZPD (Zone of Proximal Development) to help students who have a low ZPD.
8. Conclude the lesson and giving assignments.

B. Action Hypothesis

Based on the frame of the theories, the writer submits the action hypothesis as follows:

Increasing The Students' Reading Comprehension Ability Through Scaffolding Strategy at The Eight Graders of Junior High School 1 Kibang.

TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of The Research

The action object of this research is reading, especially the students' reading comprehension ability. There are two variables in this research. That are independent variable (X) and dependent variable (Y). The independent variable (X) is scaffolding strategy. Then the dependent variable (Y) is the reading comprehension ability.

This research will be conduct in the VIIIA grader of SMP N 1 Kibang, East Lampung in the academic year of 2015/2016, this class is consist of 32 students. The researcher has chosen the class because most of the students has lowest English ability especially in comprehend English text and the students has low score.

The researcher determine to select Scaffolding Strategy. In this research, the researcher needs a collaborator to help her in doing this action research and the researcher asked the teacher's English namely Mrs. Sri Mujiati, S.Pd as a collaborator.

This research had been done in Junior High School 1 Kibang which is located on Harapan street Margototo subdistrict Metro Kibang regency East Lampung.

PERPUSTAKAAN STAIN JURAI SIWO METRO METRO

B. Subject of the Research

The subject of this action research is students class VIIIA grader of SMP N 1 Kibang. There were 32 students in the VIIIA class that consist of 17 male and 15 female.

C. Action Plan

In this research, the researcher use the CAR (Classroom Action Research) principles to collect the data.

According to Yogesh Kumar, action research is a method for improving and modifying the working system of a classroom in school.[1] Jean Mcniff state that "classroom action research a name given to a particular way of researching, our own learning."[2]

The researcher uses two cycles and each cycle consists of four elements in every cycle, they are planning, acting, observing and reflecting. If the first cycle is success, the researcher continue to the second cycle to get good score or to solve the students' problems in learning reading.

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[1] Yonges Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi : Publishing for One World, 2006), p. 261.

[2] Jean McNiff with Jack Whitehead, *Action research: Principles and Practice*, (London and New York :Routledge Falmer Taylor and Francis Group, 2002), p. 15.

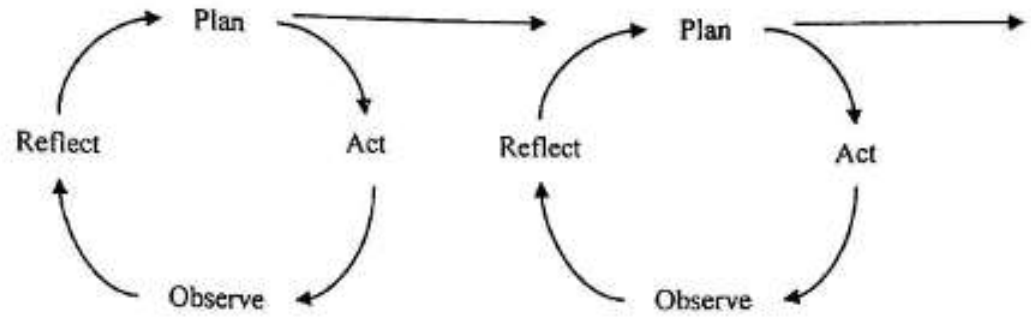


Figure.1 Sequences of action-reflection cycles[3]

The procedure of Classroom Action Research (CAR) cycles are :

1. Cycle 1

a. Planning

Planning is the first step of this classroom action research that prepare before do the action. In this step, the researcher prepare the material that relate to the teaching and learning process. Here is the step that the researcher makes in planning:

1) The researcher makes lesson plan.
2) The researcher prepare the material and the teaching media that needed in teaching learning process, such us text book, laptop, etc.
3) The researcher prepare format to observe.
4) The researcher prepare format to evaluate the students activity after teaching learning process.

[3] *Ibid.*, p. 41.

b. Acting

After finishing the planning, the learning process conduct in the VIIIA class of SMP N 1 Kibang, the researcher act as follows:

1) The researcher apply the lesson plan.
2) The researcher explain the advantages of scaffolding strategy to increasing students' reading comprehension ability.
3) The researcher teaching by using Scaffolding Strategy.
4) The researcher guide the student to learn english base on the lesson plan.

Before the treatment were done, the researcher take the pre-test to the student. It have to done for one meeting.

c. Observing

In this step, the researcher observe the process of teaching learning by using format observation. The researcher observe the students' activity by using observation sheet. It was to write some indications, not only good indication but the bad one also be written. Such as: students good participants, students' error and the students ability to answer the question. The important things in teaching learning process were noted by researcher.

d. Reflecting

Reflection is the last step in this process. The researcher analyze and discusse the observation result during teaching process, like the weakness and strength from the action in this step, the researcher uses

the data from evaluation to make improvement for the second cycle. The researcher decide that the next cycle focus on the weakness in preview cycle.

2. Cycle 2

a. Planning

1) The researcher makes lesson plan.
2) The researcher prepare the material and the teaching media that need in teaching learning process, such us text book, laptop, etc.
3) The researcher prepare format to observe.
4) The researcher prepare format to evaluate the students activity after teaching learning process.
5) The researcher guide the student to learn english base on the lesson plan

b. Acting

The researcher apply the action plan II, doing the treatment and giving the post-test 2.

c. Observing

In this step, researcher observe the process of teaching learning by using observation and field notes to collect the data action plan II.

d. Reflecting

In this step, the researcher compare the score of pre-test and post-test. The researcher review and reflect on students' activity and teacher

performance whether it is positive or negative, the second cycle enough or need for the next step.

D. Data Collection Technique

To collect the data, the researcher uses the data collection method as follows:

1. Observation

   Observation is the election notification, recognition, and coding combination in behavior and organism situation that suitable with empires goals.[4]

   The researcher applies this method to get the students' comprehend ability of English text, student's vocabulary mastery, student's participant and proclivity of students learning in reading class.

2. Test

   Test is the squence of questions or statements that is used to measure skill, knowledge, intellegence, ability had by individual or group.[5] The test consists of pre-test and post-test.

   a) Pre-test

      The researcher will give the pre-test to the students. This step will be conduct before presenting the special treatment to know how far the students' reading comprehension ability.

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[4] *Ibid*, p. 115

[5] Edi Kusnadi, *Metodologi Penelitian*. (Metro: STAIN Metro, 2008). p. 90.

b) Post test

This step will done after the treatment to know the influence of the strategy whether it is able to increase the students' reading comprehension ability. The increasment can be seen if the average score of the post-test is higher than pre-test.

3. Documentation

Documentation is method that will use to get information from the written source or documents like book, magazines, regulation, notes of meeting and daily report.[6]

The researcher uses this method to get the data about students' reading score, history of the school, the sum of teacher, official employed and students at Junior High School 1 Kibang.

4. Field Note

To collect the data to be more accurately, the researcher will use field note to make easy when analyze the data. This is to know students activities during teaching process. It is done after finishing of teaching learning process[7].

E. Data Analysis Method

Data analysis will be conduct by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average of pre-test and post-test as follow:

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[6] *Ibid.*, p. 102.
[7] *Ibid.*, p.44.

$$\bar{x} = \frac{\sum x}{N}$$

Note:

$\bar{x}$ = Average score (mean)

$\sum X$ = the total number of student's score (pre-test or post test)

N = Total of Students[8]

Furthermore to know the gain, the researcher will compare between pre-test and post-test. Then the result is matched by minimum standard in this school at least the score 70. If from the cycle 1, there are some students are not succesful, so we must conduct cycle 2. If the Cycle 2 has finished and the observer has not satisfied, he may continue to the next cycle, but if he want to stop, it is also legal because it was two cycle. So, if in cycle 2 all of the students were sucessful, it is not cuntinued to other cycle.

F. Indicator of Success

The research can be state successful in learning process if the result of the cycle 2 more successful than cycle 1. Aspects that are inspect of the research are students activity and students performance of learning activity in the class.

This research take the indicator of success to know increasing students' reading comprehension ability through Scaffolding Strategy in Reading learning. The parameters are the students can response the teacher's questions and the students can answer the question (oral and written).

[8] Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta : Gajah Mada University Press, 2004), p. 64.

Indicator of the success research is if ≥ 80% of the students get score minimum 70 in the post test. It means that through Scaffolding as strategy in Reading learning is success to increase the students' reading comprehension ability.

G. Validity and Reliability

1. Validity

Validity is the extent to which the precision and accuracy of an instrument in performing the function of measuring.[9] An instrument can be said valid if it can show the data that is research accurately.

2. Reliability

Reliability is index that show the extent to which a measurement can be reliable and consistent.[10] A measurement is said to be reliable and consistent if the measurement can produce similar results if used again in similar circumstances. The researcher serve the real data to keep the reliability of the result.

[9] Wina Sanjaya, *Penelitian Tindakan*.. p. 41.
[10] Edi Kusnadi, *Metodologi Penelitian*.. p. 111.

TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. The description of Junior High School 1 Kibang

This research is coducted at Junior High School 1 Kibang, which is located Jl. Harapan, Margototo village, district of Kibang, East Lampung, that has wide about 13250m^2. At the date June 20th, 1990, the certificate building school was 091.2.1038.2301.012.5 and at June 20th, 1991, The certificate operational license was 0306/C/1991. The location is near from the main street and the environment surronding is peaceful. The leader headmaster of the school were Drs. Hi. M. Ngadenan, M.Pd.

2. School Identity

School Name	: Junior High School 1 Kibang
No. School Statistic / NPSN	: 201120401035/ 10805971
Type	: B
Address	: Harapan Street, Margototo, Kibang,
	: Lampung Timur
Telephone/HP/Fax	: 0725 7853123

Distance between School to Regency official :40 Km

Status	: Negeri
School Accreditation	: B

3. The Vision and Mission of Junior High School 1 Kibang

a. Vision of Junior High School 1 Kibang

The vision of Junior High School 1 Kibang are more qualified and religiously in some aspects such as technology, sports, and art.

Indicated by:

1) Foremost in academic achievement (Average of UN, US)
2) Foremost in non academic achievement:
    a) Sports Aspect
    b) Art and culture Aspect
    c) Religion Aspect
    d) Scout Aspect
    e) Health School Aspect

b. Mission of Junior High School 1 Kibang

1) Guiding the students in arranging scientific writing based on technology, conducting the learning program regularly and contextually.
2) Improving the capability of students in sports aspect.
3) Improving the aptitude of the students in art and culture aspect.
4) Motivating the students' self confidence to accomplish tuition in religion.
5) Improving the aptitude of the students in Scout aspect.

Improving an awareness of the students about health.

4. The Teachers and Staffs

Junior High School 1 Kibang has 51 teachers and official employees. The data of the teacher's educational background and the staff of Junior High School 1 Kibang academic year 2015/2016 can be seen through this table as follows :

Table 1. The Data of the Teachers and Official Employees in Junior High School 1 Kibang in Academic Year 2015/2016

No	Name	Sex	Subject
1.	Drs. Hi. M. Ngadenan, M.Pd	Male	Headmaster
2.	Elisabet Asih Dwiantari, S.Pd	Female	BK
3.	Drs. Imam SF	Male	PAI
4.	Drs. Imam Sh	Male	Indonesian
5.	Sulistiorini, S.Pd	Female	Math
6.	Solecha, S.Pd	Female	History
7.	Hasan Basri, S.Pd	Male	PAI
8.	Agus Priono, S.Pd	Male	Math
9.	A. Suwardi, S.Pd.Ing	Male	English
10.	Jamaluddin, S.Pd	Male	PKN
11.	Ambar Astati, S.Pd	Female	Economy
12.	Srihartati, S.Pd	Female	Biology
13.	Titik Sumiyati, S.Pd	Female	Physics
14.	Hendra Buana, A.Md.Pd	Male	TIK
15.	Rumiyati, A.Ma.Pd	Female	Indonesian
16.	Musirahwati, S.Pd	Female	Math
17.	Erwanda, S.Pd	Male	Sport
18.	Siswaniatun, S.Pd	Female	Indonesian
19.	T. Mulatsih, H, S.Pd	Female	Biology
20.	Boyatno, S.Pd	Male	Indonesian
21.	Wiji Utami, S.Pd	Female	Math
22.	Sumanto, A. Ma. Pd	Male	Art
23.	Sri Mujiati, S.Pd	Female	English
24.	Neti Susilawati, S.Pd	Female	English
25.	Defi Yulia, S.Pd	Female	Social
26.	Solmawati, S.Pd	Female	Indonesian
27.	Ngadiono	Male	PKN
28.	Aloycius Hc	Male	Mulok
29.	Megaria Susanti, S.Pd	Female	English
30.	Sugiyanti, S.Pd	Female	History
31.	Ngatino, A.Md. Pd	Male	Scient

No	Name	Sex	Subject
32.	Nanung Sugandi	Male	Sport
33.	Srimurni, S.Pd	Female	PKN
34.	Sumarti, S.Pd	Female	Geography
35.	Suryadi, S.Pd	Male	English
36.	Ayunda Gaetama	Female	Mulok
37.	Samsul Hadi R, S.Pd	Male	Mulok
38.	Rosyati, A.Ma.Pd	Female	Mulok
39.	Riana	Female	Mulok
40.	Yudi Prasetyo, S.Pd	Male	Biology
41.	Sudarmin, A.Ma.Pd	Female	Sport
42.	Sumarni	Female	Library
43.	Agus Sugiyatman	Male	Library
44.	Amelia	Female	Staff
45.	Sumirah	Female	Staff
46.	Supami	Female	Staff
47.	Manurung	Male	Staff
48.	Mulyata	Male	Staff
49.	Sumarni	Female	Staff
50.	Agus Sugiyatman	Male	Staff
51.	Krisdianto	Male	Staff

5. The Condition of Students

Junior High School 1 Kibang, in academic year 2015/2016 consist of 752 person, class VII consist of 268 students, class VIII consist of 257 students, and class IX consist of 227 students. And it can be seen on the table bellow:

Tabel 2. The condition of the students in Junior High School 1 Kibang Academic Year 2015/2016

No.	Class	Sex		Amount
		Male	Female	
1.	VII (Seven)	137	131	268
2.	VIII (Eight)	115	142	257
3.	IX (Nine)	95	132	227
Amount				752

Source: Documentation of data in Junior High School 1 Kibang 2015

6. The Building of Junior High School 1 Kibang

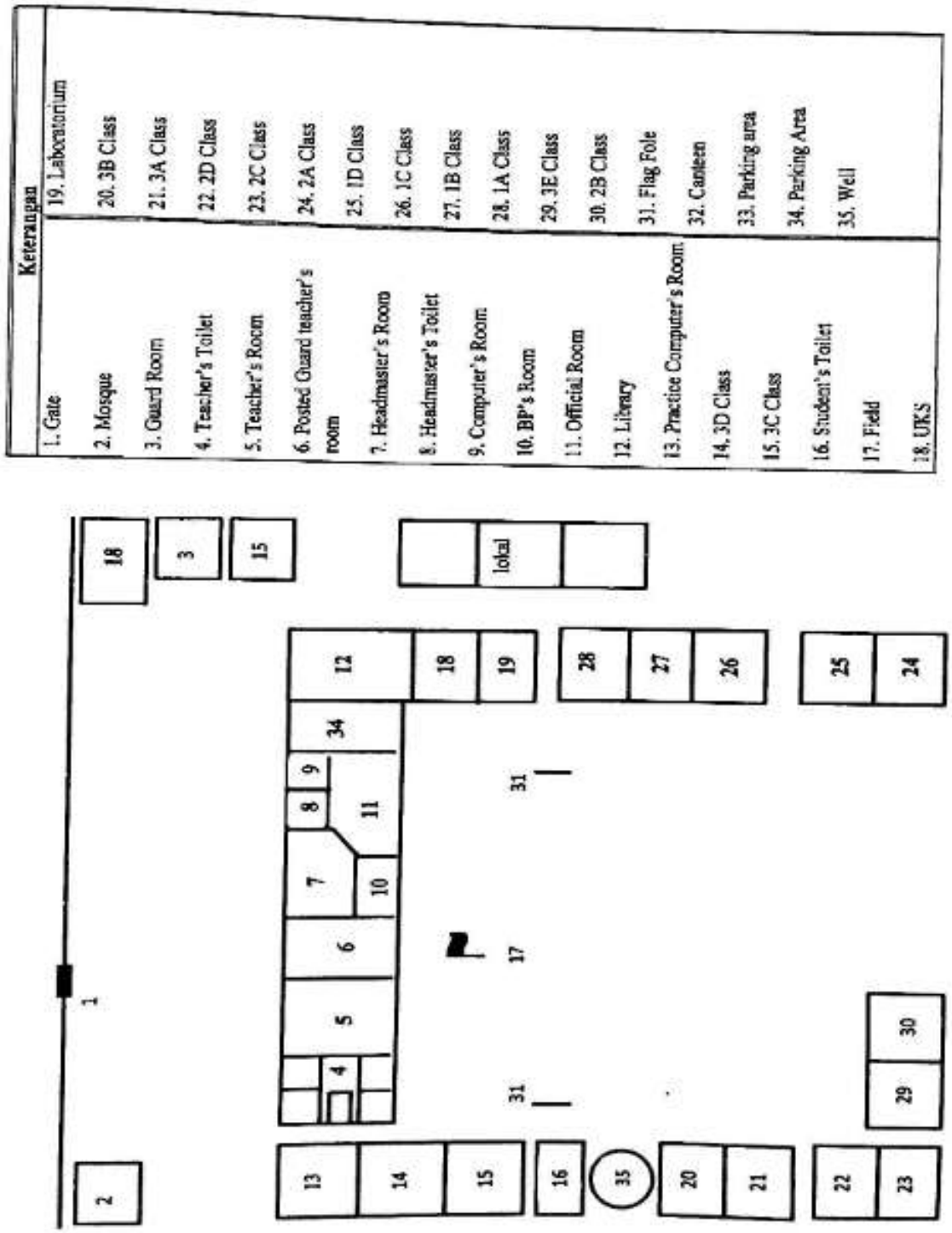
Table 3
Table of the building of Junior High School 1 Kibang

No.	Names of Buildings	Total	The Condition of Buildings now		
			Good	Light Broken	Heavy Broken
1	Classes	26	17	7	2
2	Library	1	1		
3	Multimedia	1	1		
4	Lab. of Language	-	-		
5	Lab. of Sains	1	1		
6	Lab. of Computer	1	1		
7	Headmaster Room	1	1		
8	Deputy of Headmaster Room	1	1		
9	Teacher Room	2	2		
10	Mosque	1	1		
11	Staff Room	1	1		
12	OSIS Room	1	1		
13	BK Room	1	1		
14	Teachers' Toilet	5	3	2	
15	Students' Toilet	8	8		
16	Canteen	5	5		
17	Keeper Room	1	1		
18	Storage	1	1		

Source: Documentation of data in Junior High School 1 Kibang 2015

7. The Location sketch of Junior High School 1 Kibang

Figure 1
Location Sketch of Junior High School 1 Kibang
in Academic Year of 2015/2016



B. Research Finding Description.

This research used classroom action research. It was conducted in two cycles. The action in cycle 1 and cycle 2 were conducted about two meetings in each cycle and each meeting in these cycles took 2x40 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, researcher made lesson plan.

The students result was gotten through test that was given to the students in the begin research and the end of every cycle, while the activity data was gotten from the observation the learning activity was happened. The material of the classroom action research was descriptive text and it would be taught by Scaffolding Strategy to increase the students' reading comprehension.

1. Cycle I

a. Planning

In this planning stage, the researcher prepared several things related to learning process such as: prepared the lesson plan, material, media for implementing the Scaffolding strategy, made the instrument that would be examined as the pre-test and post-test in the cycle 1, made the observation sheet of the student's activity, identified the problem and found the cause of problem at the first and the end of learning process, so planned to giving the evaluation to measure the students ability in received the material that have

been taught. the researcher planned to giving the material about reading comprehension.

b. Action

1) The First Meeting.

This meeting was conducted on Thursday, July 30 th,2015 for 2x40 minutes, used as the pre-test before the students. The meeting was opened by praying, greeting and checking the attandance list, asking the students condition and introducing the researcher to the students.

In this section, the condition of the class was effectived because the collaborator handed the class before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher. The researcher gave pre-test to the students. The test was reading comprehension including descrpitive text and it were essay consist of 20 questions that was answered by the students in multiple choice.

All of the students were given a pre-test that should be done individually. The pre-test was done to measure how far the students ability in mastering the meaning of the text and their answers which given before giving action. The result of pre-test can be seen on table bellow:

Table 4

The Students Pre-test Score of Reading Comprehension

No	Students' Name	Score	Target 70
1	AA	75	Pass
2	ANS	70	Pass
3	AK	55	Failed
4	BF	65	Failed
5	EY	60	Failed
6	FA	50	Failed
7	FLA	65	Failed
8	FC	60	Failed
9	FAF	55	Failed
10	HFA	60	Failed
11	KLS	70	Pass
12	MP	50	Failed
13	MS	55	Failed
14	PAP	75	Pass
15	RWK	65	Failed
16	RIJ	55	Failed
17	RNA	65	Failed
18	RP	60	Failed
19	RH	55	Failed
20	RHT	50	Failed
21	RM	70	Pass
22	RM	55	Failed
23	SOF	60	Failed
24	SH	65	Failed
25	SAP	65	Failed
26	SL	60	Failed
27	SJS	65	Failed
28	SNH	55	Failed
29	UN	70	Pass
30	WP	75	Pass
31	W	50	Failed
32	YSO	65	Failed
	Total	1970	
	Average	61.56	

From the result of pre-test, it can be seen that the highest is 75 and the lowest score is 50. So the average score of pre- test is 61,56. From the table 4, that were 25 students who got the below target of score (under the MSC) and 7 students got above score from the MSC. Than, based on the result of pre-test, it could be seen that the target based on Minimum Standard Criteria (MSC) has not been achieved yet.

2) The Second Meeting

The second meeting was conducted on Tuesday, August 4th 2015 for 2x40 minutes. The meeting opened by praying, greeting, checking the attendance list and asking about students condition. In this meeting was used as the implementation of the action in cycle 1. Before begun to the material, the researcher asked the students understanding about kinds of the text. But they didn't answered it yet. The researcher explained well the kinds of the text, so she gave more explaination about descriptive text about definition, function or purpose and generic structure of descriptive text. Than the researcher gave some example of descriptive text and than write the kinds of the text on the white board. They should read the sentence one by one and the researcher correct the students reading and their vocabulary.

After finishing students reading text, the researcher and the students review and discuss about the pre test of last meeting. Then, the researcher explained to the students that we would study about the descriptive text using Scaffolding Strategy. Some of students were noisy and less active in teaching and learning process. In the last meeting the researcher asked to the students about the material above and conclude it. So the researcher greets to closing the meeting.

3) The Third Meeting

The third meeting was conducted on Thursday, August 6th 2015 for 2x40 minutes. This meeting used as post-test 1 after giving the treatment. It started by praying, greeting, checking atendance list and asking about students condition. The researcher continued the material of the last meeting, than the researcher gave them the post-test to the students. The kind of the test were multiple choice with consist of 20 questionss, the researcher gave them the text about descriptive text on a paper, than researcher gave them 60 minutes to answered it well. In the post-test 1 only 12 students who got good score, but the result of the students test was better than the students test before giving treatment.

Table 5

The Students post-test 1 Score of Reading Comprehension

No	Students' Name	Score	Target 70
1	AA	85	Pass
2	ANS	70	Pass
3	AK	65	Failed
4	BF	75	Pass
5	EY	60	Failed
6	FA	65	Failed
7	FLA	70	Pass
8	FC	60	Failed
9	FAF	65	Failed
10	HFA	60	Failed
11	KLS	80	Pass
12	MP	60	Failed
13	MS	55	Failed
14	PAP	90	Pass
15	RWK	65	Failed
16	RIJ	50	Failed
17	RNA	65	Failed
18	RP	70	Pass
19	RH	65	Failed
20	RHT	50	Failed
21	RM	70	Pass
22	RM	55	Failed
23	SOF	60	Failed
24	SH	65	Failed
25	SAP	85	Pass
26	SL	60	Failed
27	SJS	65	Failed
28	SNH	55	Failed
29	UN	70	Pass
30	WP	80	Pass
31	W	60	Failed
32	YSO	75	Pass
	Total	2125	
	Average	66,40	

c. Observation

The observing is done by researcher and collaborator during learning process.There were some observations that had been done such as; observation on the students' activities, teacher notes, and observation on the result of the evaluation.

These are explanations from the points above:

1) Students' Activities

The researcher presented three meetings in cycle 1. Meeting 1 and meeting 2 were to give treatment, and meeting 3 was to give post test 1. In every meeting, the researcher tried to explore the students' reading comprehension individually or in group.

In the end of cycle 1, it showed the result that the students' activities increase from the first meeting until next meeting. It can be seen in this table below:

Table 6
The Result of Students' Learning Activities in Cycle 1

No	Students Activities	Cycle 1		Increasing
		meeting 1	meeting 2	
1	Giving attention to the teacher's explanation.	71,9%	78,1%	6,2%
2	Asking / answering the question to / from the teacher / other students	65,6%	68,7%	3,1%
3	Active in group	68,8%	75,0%	6,2%
4	Making note from the material	59,4%	65,6%	6,2%
5	Understanding the material	62,5%	68,8%	6,3%

Total	328,2%	360,7%	32,5%
Average	65,6%	71,2%	6,5%

The observation that was conducted on students' activities in cycle 1 in meeting 1 to the meeting 2, it shown that increasment are; pay an attention to the teachers' explanation 6,2%, asking / answering the question to / from the teacher / other students 3,1%, able to active in group 6,2%, Making note from the material 6,2% and able to understanding of the text and meaning of the words on Reading text 6,3%. From the precentage before it can be seen that most of the students felt confused to make the concept.

2) Teachers' Note

At this stage the researcher made a note of teacher activities and corrected by the collaborator. From the observation on cycle 1 in the beginning of learning before the researcher used the Scaffolding strategy, the teacher was prepare well the lesson but there were most of students still seemed confused in the class, most of students are not active in the learning process and they still respected not the teacher explanation.

3) Evaluation

Evaluation was given in cycle 1 are pre-test in beginning of learning and post-test was given at the end of learning. From the result of pre-test that was given the researcher obtained the

result: the highest score was 90 and the lowest score was 50. The average at the pre-test was 61.56. Then the result of post-test 1 that was given the researcher obtained the result: the highest score was 90 and the lowest score was 50. The average score of post-test 1 was 66,40. It showed that there was any significant effect between pre-test and post test in this cycle.

d. Reflecting

Generally, there was improvement in the students' reading comprehension through Scaffolding strategy in this cycle. It showed on the score and the students' activities that improved. Nevertheless, the improvement of the score from the average in pre test were 61,56 and the average of the score in the post-test were 66,40, but it was not fulfill KKM that at least the average of the students score were ≥70.

There were also some problems in learning process that must be corrected in the next cycle. Other factor that is made it not effective because the researcher didn't teach how to read the text well, the researcher couldn't explain the material well, the researcher couldn't make the class in good condition and the researcher didn't use the interactive reading correctly. In this meeting, there were many students felt bored in the class because the reading material not interesting enough.

The reflection result can be inferred that:

1) The researcher should be paying more attention to the students.
2) The researcher should monitor the students one by one while learning process.
3) The researcher should give more attention to the students who are responsive and try to give more attention to students who are irresponsive.
4) From the data above the researcher found the result of post-test better than pre-test but most of student's have not gains the minimum criteria of passing yet.

2. Cycle II

Based on the result of cycle 1 was not success enough, in the stage need to be held the cycle II again to repair the weakness in the cycle I. The step of cycle II as follow:

a. Planning

Based on the activity in cycle I, the process at the cycle II was focused on the problem in Cycle I. There are still many weaknesses on cycle I such as the students not focus to join the class and they hard to understand the materials. The researcher and the collaborator planned the materials. The researcher prepared the lesson plann, material, gave the pot-test and gave evaluation. By using Scaffolding Strategy the researcher tried to enrich the students' Reading Comprehension and hoped it

would help to increase the students' interested in learning English.

b. Acting

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting will be explained below:

1) The First Meeting

The first meeting was done on Tuesday, August 11th 2015 for 2x40 minutes. This meeting was opened by praying, greeting, asking the students' condition and checking the attendance list. In this meeting, the researcher told the students that we would learn about descriptive text by Scaffolding Strategy and reading material more interested in teaching and learning process. While teaching and learning process using Scaffolding strategy well and reading material more interested in the class to be more enthusiastic, interest, and the students gave full attention to the teacher explanation. The researcher divided the students into 7 groups and each group consisted of 4 students by one leader. Then the researcher gave them a text of description.

Meanwhile, the researcher was explaining the material more clearly than before, Then the researcher asked the students to read the text, how to guess the main idea, how

to know the meaning of the words in the text, how to answer the question correctly. The next stage, the researcher gave the reading material more interested to the students, and then the researcher gave the chance to the students to read one by one, and gave change to students in answering those questions. It made the students more active and interest with the lesson. Most of students could read the sentences and answer the questions well and correctly.

The condition in the class of this meeting more effective than before. In the end of teaching and learning process, the researcher gave the evaluation to measure how far the material that the researcher explain can be understand by the students.

2) The Second Meeting

The second meeting was conducted on Thursday, August 13th 2015. This meeting used to post-test 2 in the end of cycle II for 2x40 minutes. The researcher gave post-test to the students. In this meeting, most of the students could practice how to read well, how to establish the main idea from the text, how to enriching their reading comprehension from the text. It can be seen from the result of post-test II.

Table 7. The Result of Students' Post-test 2 Score of Reading Comprehension

No	Students' Name	Score	Target 70
1	AA	90	Pass
2	ANS	85	Pass
3	AK	75	Pass
4	BF	85	Pass
5	EY	70	Pass
6	FA	65	Failed
7	FLA	75	Pass
8	FC	70	Pass
9	FAF	70	Pass
10	HFA	70	Pass
11	KLS	85	Pass
12	MP	70	Pass
13	MS	75	Pass
14	PAP	95	Pass
15	RWK	75	Pass
16	RIJ	65	Failed
17	RNA	70	Pass
18	RP	80	Pass
19	RH	70	Pass
20	RHT	55	Failed
21	RM	70	Pass
22	RM	75	Pass
23	SOF	70	Pass
24	SH	75	Pass
25	SAP	80	Pass
26	SL	70	Pass
27	SJS	70	Pass
28	SNH	65	Failed
29	UN	80	Pass
30	WP	85	Pass
31	W	70	Pass
32	YSO	75	Pass
	Total	2370	
	Average	74.06	

There are 28 of 32 students got score above the MSC (Minimum Standard Criteria).

c. **Observing**

At this stage, the observation was done by the researcher and collaborator during learning process. There were some observations that had been done such as: observations on the students' activities, teachers' note, and observation on the result of the evaluation.

1) Students' Activities

Observation was done on the cycle II, the result was more high than cycle I. In this stage, the students more enthusiastic in following instructional and doing the task. It can be seen in this table below:

Table 8. The Result of Students' Learning Activities in Cycle 2

No	Students Activities	Cycle 2		Increasing
		meeting 1	meeting 2	
1	Giving attention to the teacher's explanation.	90,6%	96,9%	6,3%
2	Asking / answering the question to / from the teacher / other students	84,4%	87,5%	3,1%
3	Active in group	87,5%	93,8%	6,3%
4	Making note from the material	78,1%	84,4%	6,3%
5	Understanding the material	81,3%	87,5%	6,2%
Total		421,9%	449,9%	28,2%
Average		84,3%	89,9%	5,6%

The observation that was conducted on students' activities in cycle II in meeting 1 to the meeting 2, it shown

that increasment are; pay an attention to the teachers' explanation 6,3%, asking / answering the question to / from the teacher / other students 3,1%, able to active in group 6,3%, Making note from the material 6,3% and able to understanding of the text and meaning of the words on Reading text 6,2%. From the table above, it showed that the average of whole percentage of students activities was higher than the cycle 1.

2) Teachers' Note

From the observation on cycle II, most of the students were interested in following the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

3) Evaluation

Evaluation was given on cycle II was post-test 2 was given at the end of learning. The result of test, the highest score was 95 and the lowest score was 55. The average score of post-test 2 was 74,06.

d. Reflecting

Based on the end part of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher and they could

accept the material more clearly. From the test result, it can be seen that the teaching learning process was successful, because The students' score increased in cycle 2. In post test 1 of cycle 1 was gotten average 66,4, there were 12 students (37,5%) who were success and 20 students (62,5%) who were not success. While In the post test 2 of cycle 2 was gotten average 74,06. There were 28 students (87,5%) who were succees and 4 students (12,5%) who were not success. Eventhough there four students who were not success but the percentage of success students was 87,5%. So, it was fulfill KKM that 80% of the students in the class got score at least 70.

. From the result of learning process in cycle 2 the researcher analyzed that the implementation of Scaffolding strategy to improve the students' reading comprehension in cycle 2 was better than in cycle 1.

Most of students enjoyed when they were studying through Scaffolding strategy and also it made the students had good interest in reading English comprehension which was in the beginning before the treatment done, the students felt confused.

B. Discussion

During research process, the researcher observed that the students were interested in teaching and learning reading. They were enthusiastic the

learning process. The researcher assumes that teaching by Scafolding strategy can enrich the students' Reading Comprehension. By using Scaffolding strategy the students learn descriptive text easier because the students could practice how to read, how to answer, how the students understand meaning of the words from the text to enrich their reading comprehension, and how to understand English language more easily and effectively. So, it has proved that Scaffolding strategy be one of the interesting strategies in learning reading. Especially for the students at the eighth graders of Junior High School 1 Kibang.

1. The Result of Student Learning

a. Action and learning result at cycle 1

In cycle 1, English learning process was done successfully, although the students' average score is still low. Nevertheless, there is an improvement score of the students' post-test 1 than pre-test. This is the table of illustration score in cycle 1, as follow:

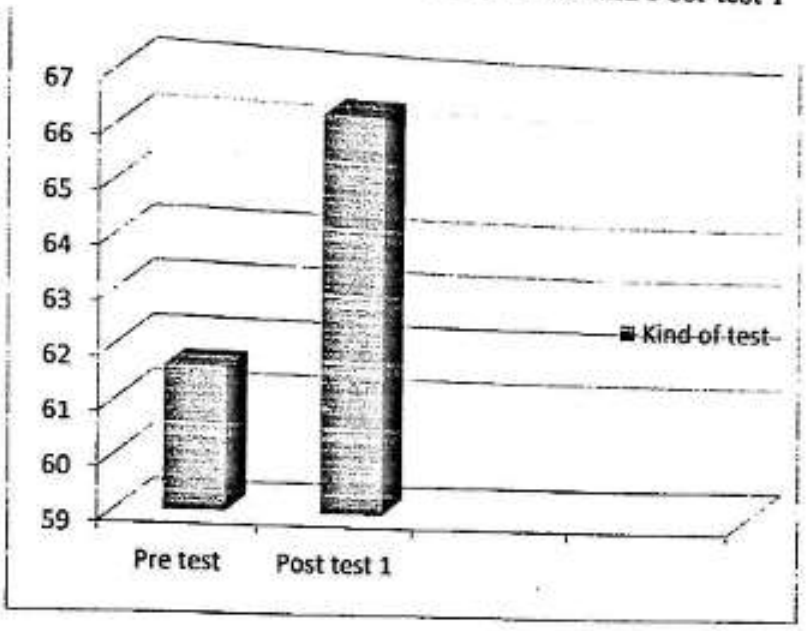
Table 10
The Increasement Score of Students' Pre-test and Post-test 1

No	Name	Pre test Score	Post test 1 Score	Increasing	Explanation
1	AA	75	85	10	Increased
2	ANS	70	70	0	Constant
3	AK	55	65	10	Increased
4	BF	65	75	10	Increased
5	EY	60	60	0	Constant
6	FA	50	65	15	Increased
7	FLA	65	70	10	Increased
8	FC	60	60	0	Constant

9	FAF	55	65	10	Increased
10	HFA	60	60	0	Constant
11	KLS	70	80	10	Increased
12	MP	50	60	10	Increased
13	MS	55	55	0	Constant
14	PAP	75	90	15	Increased
15	RWK	65	65	0	Constant
16	RIJ	55	50	-5	Decreased
17	RNA	65	65	0	Constant
18	RP	60	70	10	Increased
19	RH	55	65	10	Increased
20	RHT	50	50	0	Constant
21	RM	70	70	0	Constant
22	RM	55	55	0	Constant
23	SOF	60	60	0	Constant
24	SH	65	65	0	Constant
25	SAP	65	85	20	Increased
26	SL	60	60	0	Constant
27	SJS	65	65	0	Constant
28	SNH	55	55	0	Constant
29	UN	70	70	0	Constant
30	WP	75	80	5	Increased
31	W	50	60	10	Increased
32	YSO	65	75	10	Increased
Total		1970	2125	160	
Average		61,65	66,40		

The Graph 1.

The Average of The Students` Score on Pre-test and Post-test 1



In this research, pre-test and post test has done individually. It is aimed to know the ability of students before and after giving a treatment. From the result of pre-test and post test, we knew that there was an increasing from the result of students' score. It could be seen from the average 61,65 became 66,40.

From the analysis done by the researcher, the students' result in pre-test found that most of the students had difficulty in comprehending the text, because there was no discussion between teacher and students, students and student. The teaching and learning process was more teacher centered. Unfortunately they also had low vocabulary. They were confuse when they did the test because I did not give the material firstly.

To see the students ability in comprehending a text, the researcher and the collaborator applied post test after finishing the treatment. It was intended to know whether or not there was an increasing of students'

score. From the post test cycle 1 score, it could be seen that there was increasing, because the researcher had given the treatment based on the lesson plan. We also wanted to see the difference between the result of the students' pre-test and the result of students' post test and to find out whether the treatment improved the students' reading comprehension.

b. Action and learning result at cycle 2

In cycle 2, process of teaching, and learning stay on climax situation, there are very grateful progresses of students.

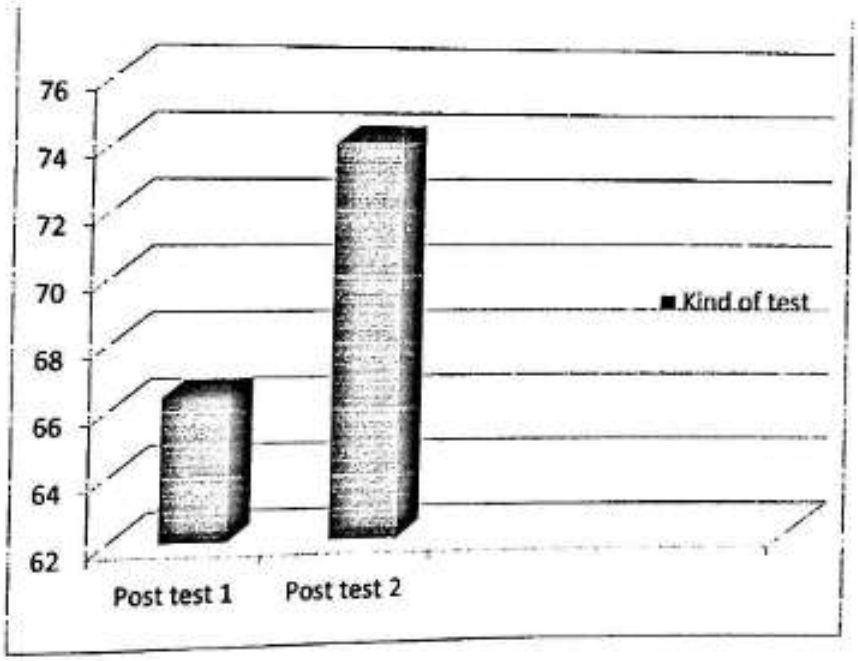
Table 11
The Increasment Score of Students' Post-Test 1 And Post-Test 2

No	Name	Post test 1 Score	Post test 2 Score	Increasing	Explanation
1	AA	85	90	5	Increased
2	ANS	70	85	15	Increased
3	AK	65	75	10	Increased
4	BF	75	85	10	Increased
5	EY	60	70	10	Increased
6	FA	65	65	0	Constant
7	FLA	70	75	5	Increased
8	FC	60	70	10	Increased
9	FAF	65	70	5	Increased
10	HFA	60	70	10	Increased
11	KLS	80	85	5	Increased
12	MP	60	70	5	Increased
13	MS	55	75	20	Increased
14	PAP	90	95	5	Increased
15	RWK	65	75	10	Increased
16	RIJ	50	65	15	Increased
17	RNA	65	70	5	Increased
18	RP	70	80	10	Increased
19	RH	65	70	5	Increased
20	RHT	50	55	5	Increased

21	RM	70	70	0	Constant
22	RM	55	75	20	Increased
23	SOF	60	70	10	Increased
24	SH	65	75	10	Increased
25	SAP	85	80	5	Increased
26	SL	60	70	10	Increased
27	SJS	65	70	5	Increased
28	SNH	55	65	10	Increased
29	UN	70	80	10	Increased
30	WP	80	85	5	Increased
31	W	60	70	10	Increased
32	YSO	75	75	0	Constant
Total		2125	2125	160	
Average		66,40	74,06	8,12	

The Graph 2

The Average of The Students' Score on Post-test 1 and Post-test 2



From the result, we knew that the students' score have increased, It could be seen from their average score in post test 1 66,40 became 74,06 in post test 2. It meant that the students could achieve the target, the target was 80% students gained score at least 70.

c. The Result of the Research

Here are the data of recapitulation of students' improvement in teaching and learning from pre-test up to post-test 2 is presented :

Table 12

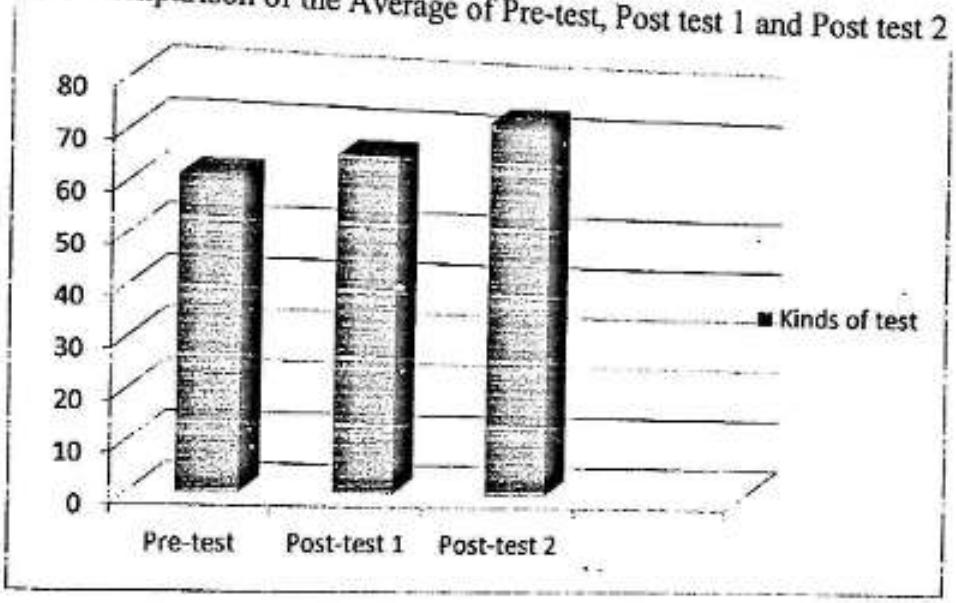
The Increasment Score of Students' Pre-Test, Post-Test 1 And Post-Test 2

No	Name	Pre-test score	Post test 1 score	Post test 2 score	Explanation
1	AA	75	85	90	Increased
2	ANS	70	70	85	Increased
3	AK	55	65	75	Increased
4	BF	65	75	85	Increased
5	EY	60	60	70	Increased
6	FA	50	65	65	Increased
7	FLA	65	70	75	Increased
8	FC	60	60	70	Increased
9	FAF	55	65	70	Increased
10	HFA	60	60	70	Increased
11	KLS	70	80	85	Increased
12	MP	50	60	70	Increased
13	MS	55	55	75	Increased
14	PAP	75	90	95	Increased
15	RWK	65	65	75	Increased
16	RIJ	55	50	65	Increased
17	RNA	65	65	70	Increased
18	RP	60	70	80	Increased
19	RH	55	65	70	Increased
20	RHT	50	50	55	Increased
21	RM	70	70	70	Increased
22	RM	55	55	75	Increased
23	SOF	60	60	70	Increased
24	SH	65	65	75	Increased
25	SAP	65	85	80	Increased
26	SL	60	60	70	Increased
27	SJS	65	65	70	Increased
28	SNH	55	55	65	Increased
29	UN	70	70	80	Increased

30	WP	75	80	85	Increased
31	W	50	60	70	Increased
32	YSO	65	75	75	Increased
Total		**1970**	**2125**	**2370**	
Average		**61,56**	**66,40**	**74,06**	

The Graph 3

The Comparison of the Average of Pre-test, Post test 1 and Post test 2



Based on the result of pre-test, post test 1 and post test 2, it could be concluded that there was an improvement of students reading comprehension score. There is progress from 61,56 to 66,40 and to 74,06. It means that Scaffolding strategy could improve the students' reading comprehension. The students were motivated during the learning process. All students attended the class from the first treatment until the last treatment. They were also active in the class during discussion of the material by Reciprocal Teaching.

It was suitable and proved that Scaffolding strategy could give some advantages such as students using Scaffolding strategy improved

their summaries with practice, the class saw fewer disruptive student behaviors, possibly because the students were more cognitively engaged in the material, Scaffolding strategy has also been shown to help students develop interpersonal communication skills since they have to interact with other students and the teacher and since students team and help each other, this teaching strategy involves students helping and teaching other students. This is thought to boost student self-efficacy and self-esteem. They were able to comprehend the texts through Scaffolding strategy more easily.

2. The Result of Students' Observation Sheet

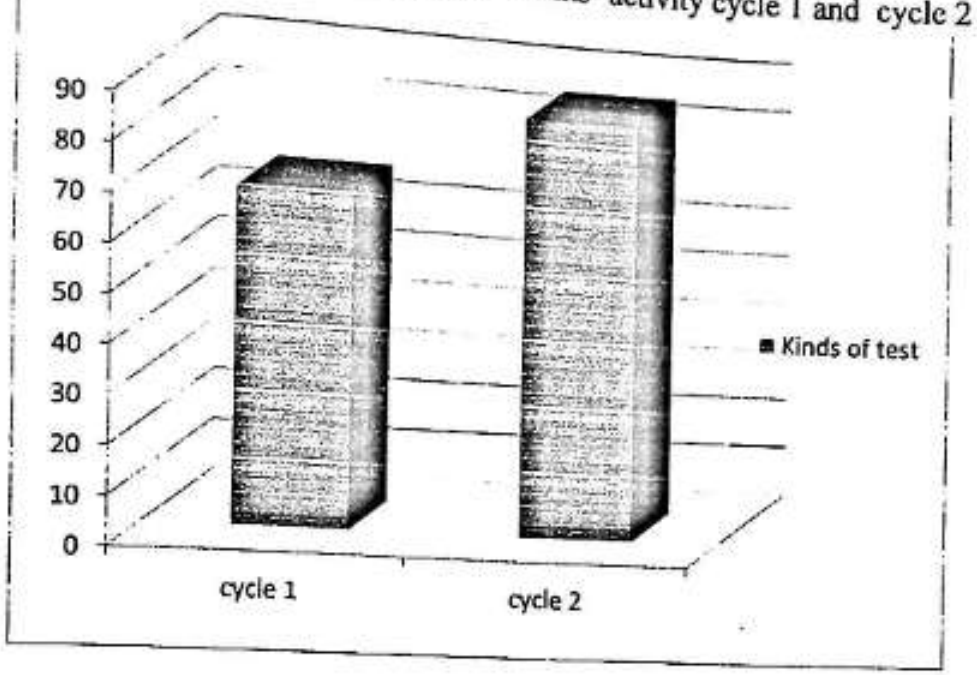
This observation sheet result was goten when the learning process happened by the researcher, The result of students' learning activities can be seen in this table below:

Table 13.The Increasment of The Students' Activities in Cycle 1 and Cycle 2

No	Students Activities	Cycle 1	Cycle 2	Increasing
1	Giving attention to the teacher's explanation.	75%	93%	18%
2	Asking / answering the question to / from the teacher / other students	66%	85%	19%
3	Active in group	72%	90%	18%
4	Making note from the material	62%	81%	19%
5	Understanding the material	65%	84%	19%
	Total	340%	433%	93%
	Average	68%	86%	18,6%

The Graph 4

The Comparison of the Average of students' activity cycle 1 and cycle 2



Based on the table, it could be concluded that there was an increasing of students' learning activites during study time through Scaffolding strategy in improving the students' reading comprehension. It could be looked at the average result of students' observation sheet when cycle 1 was 68%. Meanwhile, the average result of students' observation sheet when cycle 2 were 86%. It meant that Scaffolding strategy had positive effect toward the teaching and learning process, especially in improving the students' learning activities in the classroom.

C. Observation

In observation of students, the researcher and collaborator use the systematically observation, that is conducted by researcher and collaborator with research's instrument.

From the observation sheet, it can be said that the students' activities in cycle 2 is better than in cycle 1. There is a progress the students more interest in following the class and the students' reading comprehension can be improved.

D. Field Note

The researcher recorded the students' activity in learning process by using blank paper as instrument. We recorded it in each cycle of the treatment. It can be seen in apendic.


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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of learning Reading through the use of Scaffolding strategy in two cycles of the classroom action research, the researcher would like to give the conclusion as follows:

The students at the eighth graders of Junior High School 1 Kibang progress during the teaching and learning activity by using Scaffolding strategy is much better. The students' Reading Comprehension can be enriching. It is supported by result of pre-test that is lower than the result of post-test. The average score pre-test is 61.5, the average score of post-test 1 in cycle 1 is 66,4, and the average score of post-test 2 in cycle 2 is 74. So, there is progress from 61,5 to 66,4 and finally be 74.

The process in Scaffolding strategy could help the students at the eighth graders of Junior High School 1 Kibang in enrich the students' Reading Comprehension. It can be seen from the data, such as; there is enriching about the cycle 1 to the cycle 2 have progress average score in every aspect of students' activities. The students' motivation in English learning process is also enriching. The students felt easy and enjoy in understanding the material that was given by the researcher.

By using Scaffolding strategy in teaching Reading made students' easier in accepting the materials. It could improve and gave students'

achievement in comprehend the text. It could be enriching the students' Reading Comprehension through applyed Scaffolding Strategy.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the students
   a. The students are highly required to apply Scaffolding Strategy. In order to study Reading.
   b. The students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
2. For the English Teacher

   The English teacher can use Scaffolding Strategy in English learning in the classroom, because this strategy is effective to enrich the students' Reading Comprehension and the teacher can give more motivation to the students to be more active in teaching and learning process. Through fun and interesting learning process, students can take the meaning of the lesson easily, so that teacher can feel happy when his students can get the point.
3. For the School

   The researcher greatly expects that this study can give contribution for the school, such as a reference for further studies in learning reading.

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