

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING SCAFFOLDING STRATEGY
ON THE STUDENTS' READING COMPREHENSION
AT THE EIGHTH GRADERS OF MTs DAARUL MA'ARIF NATAR
IN THE ACADEMIC YEAR OF 2017/2018**

By
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English Education Department



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2018 M**

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IN THE ACADEMIC YEAR OF 2017/2018**

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

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APPROVAL PAGE

The Title : **THE INFLUENCE OF USING SCAFFOLDING STRATEGY ON THE STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADERS OF MTs DAARUL MA'ARIF NATAR IN THE ACADEMIC YEAR OF 2017/2018**

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

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Assalamu'alaikum Warahmatullahi Wabarakatuh

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFLUENCE OF USING SCAFFOLDING STRATEGY ON THE STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADERS OF MTs DAARUL MA'ARIF NATAR IN THE ACADEMIC YEAR OF 2017/2018, Written by Herlina, student number 1064867, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, December 06th, 2018 at 15.00-17.00 a.m.

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**THE INFLUENCE OF USING SCAFFOLDING STRATEGY
ON THE STUDENTS' READING COMPREHENSION
AT THE EIGHTH GRADERS OF MTs DAARUL MA'ARIF NATAR
IN THE ACADEMIC YEAR OF 2017/2018**

ABSTRACT

**BY :
HERLINA**

Scaffolding Strategy is one of the strategies that can help the students to comprehend the text easily. The objectives of this research were to know whether Scaffolding Strategy influence the students' reading comprehension at the eighth graders of MTs Daarul Ma'arif Natar.

In this research, the researcher used Quantitative research. It aimed to find out whether by using Scaffolding strategy could influence the students' reading comprehension. To collect the data the reseacher used test, observasion and documentation, to got the students' score the researcher used written test in multiple choice form. This research involved students with given pre-test, treatment and post-test. The researcher used Chi-square and T-test formula to analyze the data.

Finally, the data indicated " $X^2_{\text{observed}} = 11,46$ was higher than " $X^2_{\text{table}} = 5,9914$ (5%), and $9,2103$ (1%) that $t_{\text{observed}} = 6,191$ was higher than $t_{\text{table}} = 2,045$ (5%), and $2,756$ (1%). It mean that Scaffolding Strategy can influence on the students' reading comprehension at the eighth graders of MTs Daarul Ma'arif Natar.

Key words: Reading, Reading Comprehension, and Scaffolding Strategy.

**PENGARUH PENGGUNAAN STRATEGI *SCAFFOLDING*
TERHADAP PEMAHAMAN MEMBACA SISWA KELAS DELAPAN
DI MTs DAARUL MA'ARIF NATAR**

ABSTRAK

**Oleh :
HERLINA**

Scaffolding adalah salah satu strategi yang dapat membantu siswa untuk memahami teks dengan mudah. Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi Scaffolding mempengaruhi pemahaman membaca siswa kelas delapan di MTs Darul Ma'arif Natar.

Dalam penelitian ini peneliti menggunakan jenis penelitian kuantitatif. Penelitian ini bertujuan untuk mengetahui apakah dengan menggunakan strategi Scaffolding dapat berpengaruh pada siswa dalam memahami teks. Untuk mengumpulkan data, peneliti menggunakan tes, observasi dan dokumentasi, untuk memperoleh data siswa, peneliti menggunakan tes tertulis dalam bentuk pilihan ganda. Penelitian ini melibatkan siswa dalam pre-test, treatment, dan post-test. Dalam penelitian ini, peneliti menggunakan rumus Chi-Square dan T-test untuk menganalisis data.

Akhirnya data menunjukkan bahwa $X^2_{hitung} = 11,46$ lebih besar daripada $t_{table} = 5,9914$ (5%), dan $9,2103$ (1%). Sedangkan $t_{hitung} = 6,191$ lebih besar dari $t_{table} = 2,045$ (5%), dan $2,756$ (1%). Hal ini menunjukkan bahwa strategi scaffolding mempunyai pengaruh terhadap pemahaman membaca siswa kelas 8 di MTs Daarul Ma'arif Natar.

Kata Kunci: Membaca, Pemahaman Membaca, dan Strategi Scaffolding.

STATEMENT OF RESEARCH ORIGINALITY

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Metro, June 04th 2018

The writer,



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 04 Juni 2018
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MOTTO

.... يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ...

(QS. Al-Mujadalah: 11)

*Allah will exalt the degree of faithful people among you and people given
knowledge (QS. Al-Mujadalah: 11)*

DEDICATION PAGE

*“I highly dedicate this undergraduate thesis
to Allah, my beloved family and
all whom I love”*

ACKNOWLEDGEMENT

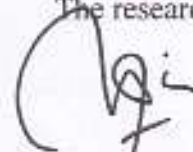
Praise to Allah SWT for mercy and blessing, the researcher can finally accomplish this undergraduate thesis. Sholawat is also sent to prophet Muhammad SAW who had delivered the truth to human being in general and Muslim in particular.

This undergraduate thesis is made by researcher to present as a particular fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) English study program. The researcher deepest thanks to the sponsor Dr.Umi Yawisah, M.Hum as the first sponsor and Syahreni Siregar, M.Hum as the second sponsor who have constantly given their endorsement, time, and guidance so that the researcher could finish this undergraduate thesis. The researcher also likes to thank the Chief of IAIN Metro, who has given support and approval.

Last but not least, my greatest gratitude also goes to my family, my classmate and all people in IAIN Metro who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

Metro, June 04th, 2018

The researcher



Herlina

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CHAPTER I

INTRODUCTION

A. Background of The Research

Language is a symbol to communicate. It helps the people to convey what they want to inform each other. Actually, we cannot understand what the other people say if we do not know the language and we need language not only for getting science and technology but also to make our communication is getting better. There are so many language in this world. The one of them is English. As we know that English is an international language. So, in this era we have to know English well.

In Indonesia, English is as foreign language. It is one of subject that is learnt since elementary school until university. The students have to master it well. They must study hard to make themselves understand about it. There are four basic skills in English. These are listening, speaking, writing and reading. So, teacher should develop these four skills to make their students can use the skills to communicate with each other and express their feelings or opinions in English well.

Reading is one important skill in learning English mainly in the school. For beginner, reading is important to increase their knowledge. Reading is a process interpreting the message. A good reader must have good ability or comprehension in order to know the meaning and the main point of the text.

Reading is skill that has to be mastered by students. The students will know new knowledge and new information by reading. They are able to have good comprehension in reading because it helps them understand what the information that they want to get. If they have not, they will difficult to get the message from the text. Reading is not only about fluently but also how the students understand the information conveyed by the researcher. They should know meaning of the text in order to make them knowing the passage.

In the school, the students almost never read English text because they feel difficult to understand the text. Because of it, their reading comprehension still low. The students also less vocabulary and difficult to pronounce the English text. In the other hand the teacher uses conventional method in teaching reading so the students bored. It is one of problem in the student. They should practice to read English text to make their reading comprehension better. The other way to solve this problem is the teacher using an interesting method to make the students interest to read English text.

There are many methods for teaching reading. The one is Scaffolding Strategy. Scaffolding Strategy is one of the effective strategies that were originally designed for junior high school students. Scaffolding strategy can be described as a collaborative work among the students themselves and the students with the teacher to help the student who has the problems to comprehend the English text. Scaffolding strategy

improves reading comprehension and helps the students to study cooperatively with their team in the class.

Scaffolding strategy consists of four basic reading strategies namely predicting, questioning, clarifying, and summarizing. The first rule, before reading, make a prediction to create important imagination the title of the text. The second rule, after reading, find information and main point of the text by asking questions. The third rule, re-read the text to find out the difficulties or unfamiliar aspect and clarify it by using dictionary or asking the teacher. The last rule, make a summary using their own words to recognize, observe, correlate and arrange the main point in the text. In other words, it can be said that, the steps in scaffolding strategy, help the students to find out the main idea of the text and the topic in each sentence of the text, and then help the student to make a conclusion by their own words of the text so it can helps students to influence their reading comprehension.

Based on pra survey have done on February, 27th 2016, the researcher found problems in English, such as the students do not interest to learn reading subject more, the students feel difficult to understanding their reading text, the students feel bored and lazy to learn reading subject. Finally, some students have low score in reading subject.

English teacher of MTs Daarul Ma'arif Natar has decided 70,0 as the completeness standar minimum requirement. Below the data of pre test:

Table 1
The students score of the eighth graders of MTs Daarul Ma'arif Natar
in the Academic year of 2017/2018

No.	Students' Name	Score	Interpretation
1.	A. F.	57	BAD
2.	A.	22	BAD
3.	A. S.	62	FAIR
4.	A. R.	57	BAD
5.	A. H. U.	65	FAIR
6.	A. D. E.	75	GOOD
7.	B. S.	20	BAD
8.	C. P. M.	30	BAD
9.	C. N. A.	70	FAIR
10.	D. A.	37	BAD
11.	D. W.	62	FAIR
12.	D. M.	70	FAIR
13.	E. N.	65	FAIR
14.	F. S. D	75	GOOD
15.	F. N	62	FAIR
16.	F. H.	60	FAIR
17.	F. A.	62	FAIR
18.	H. M.	67	FAIR
19.	H. A.	27	BAD
20.	I. B.	35	BAD
21.	L.	47	BAD
22.	M. A.	35	BAD
23.	M. N. S.	45	BAD
24.	N. M.	67	FAIR
25.	N. R.	55	BAD
26.	P. M.	57	BAD
27.	S. S.	22	BAD
28.	S. N. F.	67	FAIR
29.	W.	20	BAD
30.	Z.	62	FAIR
Total	30 Students	1557	
Average		51,9	

Source: the English teacher's archive, score of the eighth graders of MTs Daarul Ma'arif Natar in the academic year of 2017/2018.

Table 2
The Criteria of Learning Result

No.	Range	Frequency	Category
1	71-100	0	Good
2	60-70	15	Fair
3	0-59	15	Bad
Total		30	

Based on background above, the researcher interested to investigate about the effect of scaffolding strategy in students' reading comprehension entitle "THE INFLUENCE OF USING SCAFFOLDING STRATEGY ON THE STUDENTS' READING COMPERHENSION AT THE EIGHTH GRADERS OF MTs DAARUL MA'ARIF NATAR IN THE ACADEMIC YEAR OF 2017/2018".

B. Problem Identification

Based on the background above, the researcher can identify:

1. The students did not interest to read the English text.
2. The students had low ability to comprehend the text.
3. The students have less vocabulary and difficult to pronounce it.
4. The teacher used conventional method to teach the students.
5. Most of students had the difficulties in reading comprehension.

C. Problem Limitation

Based on background and problem identification above, the researcher limited the problem and focus only to the students' difficulties in reading comprehension.

D. Problem Formulation

The problem formulation of this research as follows:

“Is there any positive and significant influence of Scaffolding Strategy on the students' reading comprehension at the eighth graders of MTs Daarul Ma'arif Natar?”

E. Objective and Benefit of The Research

1. Objective of the research

Generally, the objective of this research is to find out whether there is the influence of Scaffolding Strategy toward students' reading comprehension.

2. Benefit of the research

- a. For the teacher
 - 1) As information for English teacher that Scaffolding Strategy can be used to facilitate the students' reading comprehension.
 - 2) As a recommendation for the teacher in solving problem that possibly appears in teaching reading subject efficiently.
- b. For the students
 - 1) As a motivation for the students to be good readers and smart reader.
 - 2) As a contribution for the students to increase their reading comprehension.
- c. For the headmaster
 - 1) As a consideration material to facilitate the English learning process.

F. Prior Research

There are some previous research overview which is done by writer in this research, the first research by Luthfi, Fajar. (2012).” The Influence Of Using Scaffolding Strategy Toward The Students’ Texts Writing Performance At The Third Semester Of English Education Study Program Of State Islamic College Jurai Siwo Metro.”

The objective of this research is to find out the influence of using scaffolding strategy toward the students’ writing paragraph performance. This research was an experimental research in the form of descriptive

quantitative. Its implementing has used the collaboration both the researcher and the teacher accomplish the planning, implementing, observing, and reflecting. To collect data, the researcher used administer test and observation.

Finally, the result of data analysis illustrated that the average of experimental class was higher (83.07) than the average of control class (71.55). The result of data analysis by using t-test was $t_{\text{observed}} = 6.798$ and t_{table} in level 5% = 1.980. 1% = 2.617. It means that t_{observed} was higher than t_{table} . H_a , therefore, can be received. It can be concluded that there were positive and significant influence of using Scaffolding Strategy toward the students' writing text performance at the third semester of English Education Program of State Islamic College Jurai Siwo Metro.¹

The second research by Yasinta, Yulis. (2014) the title of this final project is "The Effectiveness of Using Scaffolding Technique toward Students' Skill in Writing Descriptive Text at the Eighth Grade of SMP Al-Zahra Indonesia."

The Objective of the study was to find the empirical evidence of whether scaffolding is effective towards students' skill in writing descriptive text. The samples of this research were the eighth grade students of SMP Al-Zahra Indonesia. They were class 8A as the

¹ Luthfi Fajar, "The Influence Of Using Scaffolding Strategy Toward The Students' Texts Writing Performance At The Third Semester Of English Education Study Program Of State Islamic College Jurai Siwo Metro", 2012.

controlled class and class 8C as the experimental class. Each class consists of 17 students.

The writer used purposeful sampling technique to choose the sample from the whole students or population. The method used in this research was a quantitative method. In addition, the design used was a quasi-experimental study and the instrument of this research was a written test. To attain the reliability of the test instrument, the researcher used rubric of scoring namely an analytic scoring which was adopted from John Anderson to score the students' writing on the pre-test and the post-test. The result of this research was that the students' pre-test mean score (\bar{x}) of the experimental class was 69.47 while the students' post-test mean score (\bar{x}) was 77.02. In the contrary, the students' pre-test mean score (\bar{x}) of the controlled class was 71.73 and the post-test mean score (\bar{x}) was 73.79. The significant effect was shown by the students' post-test mean score (\bar{x}) was the experimental class which was treated by scaffolding technique was greater than the post-test mean score of the controlled class which was not treated by scaffolding technique.

The result of statistical hypothesis test found that on significance level 5% , t_{value} was 3.837 while t_{table} was 2.120 or $t_{\text{value}} > t_{\text{table}}$. Thus, the H_0 (Null Hypothesis) was rejected and the H_1 (Alternative Hypothesis)

was accepted. It proved that the application of scaffolding technique is effective toward the students, skill in writing descriptive text.²

The third research by Selmi, with the title “The Effectiveness of Scaffolding Technique to Improve Reading Comprehension in Narrative Text for Eighth Graders of SMPN 43 Surabaya.”

This research is designed to know the effectiveness of scaffolding technique to improve reading comprehension in narrative text to the eighth graders. The point of this research is on “Is there any significant difference in the students’ reading ability of narrative text between the students who taught by using scaffolding and those who are taught without using scaffolding?”

In conducting this research, the researcher used an experimental quantitative by collecting the data through giving pretest, giving two treatments, then giving posttest after treatment to get the students’ score in treatment. But, before pretest was held, the researcher gave a tryout to other class not for classes which were chosen as experimental and control group.

This tryout was done to know whether the test could be the good test or not before it was given as pretest and posttest. There were two variables in this research. The use of scaffolding technique was chosen as independent variable and students’ reading comprehension were

² Yasinta, Yulis. “*The Effectiveness Of Using Scaffolding Technique Toward Students’ Skill in Writing The Effectiveness Of Using Scaffolding Technique Toward Students’ Skill In Writing Descriptive Text At The Eighth Grade Of SMP Al-Zahra Indonesia.*”, 2014.

dependent variables of this research. The population was the eighth graders of SMP Negeri 43 and the samples of this research were two classes which were chosen not randomly as an experimental group and control group. For the instruments were test and tryout.

The researcher analyzed quantitatively by using t-test to find out the significant difference in reading mastery between eighth graders who are taught using scaffolding in narrative text and those who are not.

The researcher found that the score of experimental group (80.00) and Control group (72.75). It means that there was significance different in reading mastery between the eighth graders who are taught using scaffolding in narrative text and those who are not. The students' get high progress since they got treatment using scaffolding technique. Their reading mastery was increased and also makes them get higher score than before.³

Based on the result of the research, scaffolding strategy is appropriate to be used to teach reading comprehension in narrative text to the eighth graders to improve their reading ability.

Based on that previous reseach overview, they are using scaffolding strategy in instruction of reading. That previous research overview investigates the weakness of scaffolding is easier to achieve students' reading comprehension. In other research scaffolding is effective to achive student writing ability, the students finally could

³ Selmi, with the title "*The Effectiveness of Scaffolding Technique to Improve Reading Comprehension in Narrative Text for Eighth Graders of SMPN 43 Surabaya.*"

write the text in correct grammar, content, mechanics, word choice, and style after they got the last treatment.

In this thesis, the researcher is interested to using these strategy to know there is influence of using scaffolding strategy on the students' reading comprehension.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Reading Comperhension

1. The Concept of Reading

a. The Definition of Reading

Based on Robert J. Marzano, reading is one of the most straightforward ways to generate virtual experiences.⁴ When we read about a camping trip, as opposed to directly experiencing one, our sensory memory is filled with images of the words on the page. Reading can be a powerful way to generate virtual experiences. Even though these experiences might not be as robust as direct experiences, they will suffice to significantly increase background knowledge. Reading is as natural as recognizing and interpreting facial express.⁵

In other hand, Gerald G states that reading is important; reading is useful; reading is power; reading is to develop students who do read. That means motivating them to read.⁶ Furthermore, Geoffrey and friends state that, there are some assumssed about reading such as:

⁴ Robert J. Marzano, *Building Background Knowledge for Academic Achievement*, (USA: ASDC, 2004), P. 36

⁵ Frank Smith, *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read Sixth Edition*, (London: ELA, 2004), p. 11

⁶Gerald G Duffy, *Explaining Reading A Resources For Teaching Concept, Skill, And Strategies Second Edition*, (London: The Guilford Press, 2009), p. 3-5

1) reading is a complex skill 2) Reading is the ability to correlate the black marks on the paper – the patterned shapes – with language.”⁷

Based on explanation from the expert above, the researcher conclude that reading the activity which is very useful for the reader. By reading, the reader can know something new without knowing the real things. They can imagine it in their mind. The more we read, the more we get knowledge.

b. Models of Reading

Most models may be placed in one of three classes, as follows:

1) Top-down Model

According to J. Charles, “top-down model mean that approaches emphasis the importance of these schemata, and the reader’s contribution, over the incoming text.”⁸ In top-down model, the reader’s prior knowledge and cognitive and linguistics competence play key roles in the contracion of meaning.

The conclusion is in the top-down model, the reader plays an active role in the process. Students tries to predict the point of view of the text based on studens own prior knowledge to get the information from the text.

⁷Geoffrey Broughton, et.al, *Teaching English as a Foreign Language*, Second Edition, (New York: Routledge Books, 2003), p.89-90.

⁸J. Charles Alderson, *Assesing Reading*, (New York: Cambridge University Press, 2000), p.17.

2) Bottom-up Model

Bottom-up model, means that approaches are serial models, where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words and decodes meanings.⁹

It means that when people are reading, they pick up the graphic or symbol information from the text (letters, words, phrases, sentences). Next syntactic and semantic processing will be happened. As the result, the written texts are understood by the reader.

3) Interactive Model

Interactive models are not merely a compromise between bottom-up and top-down model. Neither the bottom-up nor the top-down is an adequate characterisation of the reading process, and more adequate models are known as interactive models.¹⁰ It means that this model occurs when both of bottom-up and top-down model processes occur when the reader reads the text.

c. The Methods of Learning Reading

1) Paired or Assisted Reading

The teacher methodically (randomly) pairs two or more students together for the purpose of reading aloud in unison.

Because the students are reading together, it lessens the likelihood

⁹*Ibid*, p.16.

¹⁰*Ibid.*, p.18.

that other students will clamor to correct the errors of their peers. The teacher may choose to read along to assist with the fluency if deemed necessary. Students find this method satisfying because they have a partner to rely on and they rarely have to do it alone.¹¹

It can be concluded that paired or assisted reading is reading with the partner. The students can work in pairs and correct the wrong pronunciation each other.

2) Choral reading

Choral reading is an interpretive reading of text by a group of voices. Students may read individual lines or stanzas alone, in pairs or in unison. The teacher also reads to help set the pace, as well as model proper pronunciation.¹²

So, in choral reading, the teacher leads the entire group reading aloud in unison. The students are given a reading passage and a model of fluent reading, students will read the text fluently and with expression.

3) Echo reading

Echo reading is an easy way to introduce unison reading. For this procedure, the teacher reads a sentence and the student then reads it back.¹³ According to McCormark and Pasquarelli,

¹¹ Karen D. Wood and Jnais M. Harmon. *Strategies for Integrating Reading and Writing in Middle and High School Classroom*, (NMSA: National Middle School Association, 2001), p. 37

¹² Sharon Walpole and Michael C, *Differentiated Reading Instruction Strategies For The Primary Grades*, (London: the Guilford press, 2007), p. 78

¹³ Barbara J. Wendling and Nancy Mather, *Essentials of Evidence-Based Academic Interventions*, (Canada: John Wiley 7 Sons, Inc, 2009), p. 61

Echo reading is similar to choral reading, but the students “echo” what the teacher reads after he or she reads. In echo reading teacher can control how the text is read for different purposes.¹⁴

In this method, the students are given a reading passage and a model of fluent reading, and then the students will read the text fluently and with prosody.

4) Seesaw Reading

Seesaw reading is similar to echo and choral reading, but the teacher and the students alternate reading sentences. That is, the teacher reads a sentence, and then the students read a sentence. It can also be practiced between two students. Each student reads every other sentence.¹⁵

It can be concluded that Seesaw reading is reading with the turns. It means that the teacher read the sentence first, after that the students continue to read the next sentence.

5) Buddy Reading

Buddy reading is also referred to as paired reading. This kind of reading allows a less able student to read alongside a more able reading. The students take turns reading the selection, and the more able reader gives assistance to the buddy. Student pairs should be selected carefully by teachers and change periodically,

¹⁴ Rachel L. McCormack and Susan Lee Pasquarelli, *Teaching Reading Strategies & Recourses for Grade K-6*, (London: The Guilford Press, 2010), p. 57

¹⁵ *Ibid.*,

so that more able readers are able to work in turn with less able ones.¹⁶

So, buddy reading is reading by the partner with the same comprehension. The student and the partner read one by one and correct the sentence each other.

6) Mumble reading

The phenomenon of mumble reading (reading aloud softly, but under your breath) was observed and advocated by Cunningham when she witnessed her graduate students sub vocalizing as they tried to make sense out of a strange alphabet. At selected points in a story, students may be told to mumble read to the end of the paragraph or page.¹⁷

7) Whisper Reading

Although mumble reading is somewhat intelligible, whisper reading means carefully pronouncing the word but in a very soft voice. Students may be told whisper read individually, with a partner or in group.¹⁸

It can conclude that in whisper reading, each child reads aloud (but not in unison) in a quiet voice. The students read the text aloud by their self with slower voice.

¹⁶ *Ibid.*,

¹⁷ Karen D. Wood and Jnais M. Harmon. *Strategies for Intregrating*, p. 38

¹⁸ *Ibid.*,

8) Imitative reading

Sometimes imitative reading is necessary to assist one or more struggling readers with their pacing and fluency. While pronouncing each and every word with precision is it necessary for comprehension, demonstrating an understanding of the prosodic cues of written language is essential. The teacher may choose to read a short section (usually dialogue) in an exaggerated tone and then call on one or more students to “repeat after me” in same manner.¹⁹

Based on the explanation above, in imitative reading, teacher asks one or more students to read in front of the class. The students read after the teacher reading and saying “repeat after me”.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Comprehension is particularly important with English language learners (ELLs). Moreover, Janette and Sharon states that “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.”²⁰ It means that reading

¹⁹ *Ibid*,

²⁰Janette K. Klinger and Sharon, *Teaching Reading Comprehension to Students With Learning Difficulties*, Series Editors’ by Karen R. Haris and Steve Graham, (New York: The Guilford Press, 2007), p.2.

comprehension is the comprehend to find and understand new thing the readers read by using their knowledge actively. Reading comprehension is a skill to build throughout whole lifetime.²¹

According to Camille Blachowicz and Donna Ogle, comprehension is an interest-driven process where the purpose for reading can change over time.²² Reading comprehension is the one question type that regularly asks three to four questions around one block of content.²³ Then, Wagner, et.al states that reading comprehension is a sole product of the ability to decode words.²⁴

It can conclude that reading comprehension is skill to know how far the reader knowledge of the text when he is reading. Good comprehender have learned that they have control of the reading process.

b. The Purpose of Reading Comprehension

Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read well and widely build a

²¹United State, *Reading Comprehension Success In 20 Minutes A Day*, (New York: LearningExpress, LLC, 2005), p. 175

²² Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies Second Edition*, (London: The Guilford Press, 2008), p. 27

²³ Manhattan GMAT, *Reading Comprehension*, (London: GMAT Instructors), p. 4

²⁴ Richard K. Wagner, et.al, *Vocabulary Acquisition Implications for Reading Comprehension*, (London: the Guilford press, 2007), p. 252

strong foundation for learning in all areas of life.²⁵ The purpose of reading is to have students answer the questions at the end of the text, and then the students need to preview the questions before they read the material.²⁶

Based on the statement above, the teacher hopes can do the steps well. Because, reading comprehension is considered as the most commonly used by the students when they are read either in the context of classroom to make students more understand what they reading are.

c. The Measurement of Reading Comprehension

There are some criteria commonly use in measuring students' reading comprehension , these are:²⁷

- 1) Main idea (topic)
- 2) Expression/idioms/phrases in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting ideas
- 8) Vocabulary in context.

²⁵Camille Blachowicz and Donna Olge, *Comprehension Strategies*, p. 15

²⁶Katherine Wiesolek Kuta, *Reading and Writing to Learn*, (London: Teacher Ideas Press, 2008), p.23

²⁷H.Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (California: Longman, 2003), p. 206

B. The Concept of Scaffolding Strategy

1. Definition of Scaffolding Strategy

The term scaffolding is tutoring or other assistance provided in a learning setting to assist students with attaining levels of understanding impossible for them to achieve without assistance. Scaffolding is an educational context is a process by which a teacher provides students with a temporary framework for learning. It is doing correctly, such as structuring encourages a student to develop his or her own initiative, motivation and resourcefulness. Once students build knowledge and develop skills on their own, element of the framework are dismantled. Eventually, the initial scaffolding is removed altogether, the students no longer need it. In English teaching, scaffolding can be applied in any skills such as listening, speaking, reading, or writing.

Applebee and Langer used the notion of *instructional scaffolding* as a way to describe essential aspects of formal instruction. In their view, learning is a process of a gradual internalization of routines and procedures available to the learner from the social and cultural context in which the learning takes place. In instructional scaffolding the language learner is assisted in new task by a more skilled language user who models the language task to be verbally and/or in writing. As well through modeling, scaffolding is provided by leading or probing question to extend or elaborate the knowledge the learner already possesses. Rather than evaluating the learner's answers, the teacher is

supporting, encouraging, and providing additional props. As the learner's competence grows, so the scaffolding is gradually reduced until the learner is able to function autonomously in that task and generalize to similar circumstances.²⁸

Moreover, Scaffolding is the term introduced by Bruner to refer to the help given to a child by an adult, usually a task 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 that 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.²⁹

Ellis states the social dimension of the development of a new skill is handled in sociocultural theory through the notion of scaffolding. Scaffolding is the dialogic process by which one speaker assists another in performing a function that he or she cannot perform alone.³⁰

Based on above quotations, it can be inferred that the scaffolding strategy is the strategy that required the students to

²⁸ <http://eltj.oxfordjournals.org/by guest on January 17, 2015>.

²⁹ Mohammad Attarzadeh, "The Effect of Scaffolding on Reading Comprehension", Journal of Studies in Education, ISSN 2109-9618, Vol.2, 2011, P.5.

³⁰ *Ibid.*

improve their knowledge by themselves. The teacher as the facilitator on this learning process in the classroom, assist the students to solve their problem, and stimulate the students in order that they can explore their skills.

Therefore, the teachers play important roles in the success of communication through their talks to perform effective teaching and facilitate the students' learning and development. Teacher's scaffolding talk is used in language teaching. It is teacher's utterances that accompany his or her action in language classroom to provide scaffold or assistance for the students' understandings and facilitate the learners' ability to interpret new information and complete their tasks.

2. The Types of Scaffolding Strategy

Generally, scaffolding divided into four types.³¹ They are:

a. Modelling

Modeling means a learning process in which a person observes someone behavior and then consciously attempts to imitate that behavior. It is according to Roehler and 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.

³¹Maysaa Rasheed Abdul Majeed, "The Effect of Using Scaffolding Strategies on EFL Students' Reading Comprehension Achievement, *Arts Journal*, No 111, 2015, p.97-98.

b. 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 lives.

c. Schema Building

Schema building refers to clusters of meaning that are interconnected, i.e., how knowledge and understanding are organized. It is essential for teachers to build 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.

d. 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 for the particular activity at hand; monitoring, evaluating and adjusting

performance during activity; and planning for future performance based on evaluation of past performance.

In this research, the writer only used one aspects in this research: “consciously applying learned strategies while engaging in activity.”

3. The Importance of Scaffolding

McKenzie summarizes that the importance of scaffolding by saying that scaffolding:³²They are:

- a. Provides clear direction and reduces students’ confusion concerning the anticipated problems that students may encounter. In addition, it develops step by step instructions, i.e., explain what a student must do to meet expectations.
- b. Clarifies purpose which means it assists the students to realize the reason and the importance of doing a certain task.
- c. 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.
- d. Clarifies expectations and incorporates assessment and feedback: examples of exemplary work, rubrics, and standards of excellence are shown to the students because expectations are clear from the beginning of the activity.

³² *Ibid.* p. 96-97.

- e. 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.
- f. Reduces uncertainty, surprise, and disappointment. This happens when teachers diagnose the possible problems which appear in their lessons. Then, they improve their lessons to eliminate difficulties which in turn maximize learning.

4. The Steps of Scaffolding Strategy

According to Riry Mardian (2007), there are learning steps of scaffolding can be seen as follow: ³³

- 1) Explain the learning materials.
- 2) Determine the Zone of Proximal Development (ZPD) of 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 task such as tiered matters that related to learning materials.
- 5) Prompt students to active and learn to solve problems independently in groups.

³³. Riry Mardian, "Metode Pembelajaran Scaffolding", at <http://rirmardian04.wordpress.com/013/04/27/86/>. On February 2nd, 2016.

- 6) Provide assistance in the form of guidance, motivation, giving examples, keywords or other things that can provoke students toward independent learning.
- 7) Directing students who has a high ZPD (Zone of Proximal Development) to helps students who have a low ZPD.
- 8) Conclude the lesson and giving assignments.

5. The advantages and disadvantages of Using Scaffolding Strategy

Beside define about definition of scaffolding, some experts also tried to mention some advantages by using scaffolding technique, especially in reading. In Rollin's view, the ultimate goal of scaffolding is to develop an independent, self-regulated learner. This is accomplished by fading the support, or relinquishing the control and assistance provided by the more knowledgeable person as the child begins to achieve more independence and knowledge.

Vygotsky stated that scaffolding makes the learning more tractable for students by changing complex and difficult tasks in ways that make these tasks accessible, manageable, and within student's zone of proximal development.

Angela Lui in her paper entitle *teaching in the Zone* try to show some advantages for students and teachers in using scaffolding technique. Here the table:³⁴

³⁴ Angela Lui, *Teaching in the Zone, Children's Progress*, 2012, p.5.

Table 3:**The advantages for students and teachers in using scaffolding technique**

Students are provided with....	Teachers 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 collaborative 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 acknowledged and accepted	4. Discover unique thought processes that different students may use to solve problem

According to Bransford, Brown, the advantages of scaffolding, are:³⁵

- 1) Motivation and link the interest of students with learning task.
- 2) Simplify the task of learning to manageable and can be achieve by the students.
- 3) Show the difference between child's work and standard solution or expected clearly.
- 4) Reduce frustration or risk.

³⁵Ratna Wati Mamin, "Penerapan Metode Pembelajaran Scaffolding Pada Pokok Bahasa Sistem Periodic Unsur", in Journal chemical (Malang: Universitas Negeri Malang), Vol. 10No.2 Desember 2008, P.55-6

- 5) Provide guidance to help students focus on the achievement of goals.
- 6) Provide models and clearly define expectations regarding the activities to be carried out.

Although scaffolding can be modified to meet learning needs of all students, this is also disadvantageous because this strategy when used correctly is incredibly time-consuming for teachers. Teachers who engage in scaffolding as a learning strategy must be well-trained to create effective activities and task for all students.³⁶

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Scaffolding strategy and the dependent variable (Y) is reading comprehension.

The students need the Scaffolding strategy to achieve their level of comprehension in reading. Scaffolding strategy consists of the explicit teaching by the teacher in the students' use of Scaffolding model to improve their understanding. The essential of using Scaffolding strategy is to guide students in order that they can explore their ability in

³⁶ Heather Coffey, “*Scaffolding*”, at <http://www.learnne.org/lp/pages/5074> on february 2nd 2016

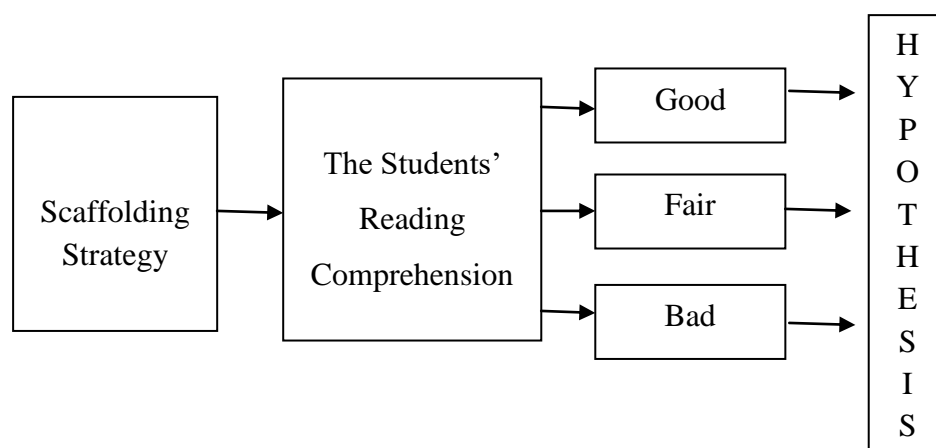
increasing their comprehend in reading text. Moreover, this strategy can facilitate learning and helping the students to improve their vocabulary knowledge, social coopreation and increase their participation in classroom.

The reading comprehension is related closely to cognitive competence of the readers. It can be inferred that reading comprehension is the process of extracting and constructing meaning from the text, to understand the message from the text they have read. Furthermore, reading comprehension occurs when the reader understands the information in a text and meaningfully interprets it appropriately.

The students' reading comprehension is influence by the learning strategy. If the Scaffolding strategy applied well in teaching and learning process, the students' reading comprehension is good. However, if it doesn't apply well, the students' reading comprehension is bad.

2. Paradigm

Based on the theoretical framework above, the writer describes the paradigm as follows:



Based on the Paradigm above it can be inferred that if the Scaffolding strategy applied well in teaching and learning process, the students' reading comprehension is good. But if it doesn't apply well, the students' reading comprehension is bad.

D. Hypothesis Formulation

Based on theoretical framework and paradigm above, the writer formulates the hypothesis as follows:

1. Hypothesis Formulation

a. Alternative hypothesis (Ha)

Ha: there is a positive and significant influence of using Scaffolding strategy on the students' reading comprehension at the eighth graders of MTs Daarul Ma'arif Natar.

b. Null hypothesis (Ho)

Ho: there is no a positive and significant influence of using Scaffolding strategy on the students' reading comprehension at the eighth graders of MTs Daarul Ma'arif Natar.

2. Statistical Hypothesis

IF: $F_o > F_t$, Ha is accepted and Ho is rejected.

IF: $F_o < F_t$, Ha is rejected and Ho is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research the researcher applied quantitative research. Creswell states that “quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedure.”³⁷ Then, according to Donald Ary et.al quantitative research is the process through which observations are translated into numbers..³⁸ One aim of quantitative research is to obtain greater understanding of relationship among variables in population.³⁹ So, it can conclude that quantitative research is an approach for identifying the relationship variables of research by using statistic procedure.

The researcher used one class in this research as an experimental special treatment through Scaffolding Strategy. The researcher gave assignment like a passage and then students used scaffolding strategy to know the information. So, it was to identify the influence of Scaffolding Strategy through reading comprehension at the eighth graders of MTs Daarul Ma’arif Natar. In this research the researcher used special treatment that is teaching reading by using Scaffolding strategy. The researcher gave the test two times.

³⁷ John W. Creswell, *Research Design: Qualitative, Quantitative, and mixed Methods Approaches*, Second Edition, (London: SAGE Publications, 2003), p. 4.

³⁸ Donald Ary, et.al, *Introduction to Research in Education*, (Canada: Wadsworth, 2006), p. 101

³⁹ *Ibid*, p. 199

These were pre-test and post-test which was do before and after treatment to compare the effect from giving the treatment.

This research conducted at the eighth graders of MTs Daarul Ma'arif Natar in the academic year of 2017/2018.

B. Operational Definition of Variables

Variable is the condition or characteristics when experiment can manipulation, control or observation. Variable in this research are Scaffolding strategy and reading comprehension. Based on the statement above, the operational defines as follows:

1. Independent Variable

Independent variable is the variable which influence the dependent variable. Independent variable in this research is the Scaffolding strategy.

Scaffolding strategy can be defined as the reading techniques to give the way and knowledge for students in comprehend the reading text. In this research the students can comprehend the text easily by using Scaffolding.

2. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading comprehension . It is can be defined as knowledge in identification the text that students have been read. This variable was measured by giving written test. The criteria of measurement the dependent variable are:

- a. Be able to find the main idea from the text.

- b. Be able to find the supporting idea.
- c. Be able to know detail information.

Moreover, based on the explanation above that is indicator a good category in reading comprehension are:

- a. The students could find out the main idea of the reading comprehension text well.
- b. Students could comprehending and identify sentence by sentence of the text.
- c. The students could get the message from the text, includes main idea and specific information.

C. Population, Sample and Sampling Technique

1. Population

According to Donal Ary e.al population is defined as all members of any well-defined class of people, events or subject.⁴⁰ Marczyk et.al defines population is “all individuals of interest to the researcher”.⁴¹ So, populations is all members that will be observed. The population of this research were the students of the eighth graders of MTs Daarul Ma’arif Natar in the academic year of 2017/2018 that consist 112 students who are divided into four classes.

⁴⁰ *Ibid*, p.148

⁴¹ Geoffrey Marczk, et.al., *Essensial of Research Design and Methodology*, (New Jersey: John Willey & Sons, Inc, 2005), p. 18

2. Sample

According to Marczyk et.al, Sample is representative of population.⁴² Then, Donal Ary states that sample is portion of population.⁴³ So, Sample is the small group of population that will be researched. It means that the sample of this research was the part of number of the eighth graders at MTs Daarul Ma'arif. The sample of this research as respondent was VIII.B that consists of 30 students.

3. Sampling technique

In getting the sample of the research, the researcher used purposive cluster sampling technique. It means that the researcher had to purpose a class depend on some goals. The researcher took one class from all of eighth class to become respondent of this research. Then, VIII.B was choosen.

D. Data Collecting Technique

In collecting data, the researcher uses the following procedures which can be described as follows:

1. Test

The test is using to know the score of the students reading comprehension. In that test, the researcher did pre-test and post-test. The purpose of test of this research is to know the effect of using scaffolding strategy toward students' reading comprehension. The type of this test

⁴² *Ibid*, p. 200

⁴³ Donald Ary, et.al, *Introduction to Research*, p. 148

was written test that consist of 10 questions. The score of each number of the questions is 10. So, If the students can answer all of the question correctly, they will get 100 score. Then, if the students answer the question incorrectly they will get 0 score. The time of the test is 45 minutes.

a. Pre-test

The researcher gave pre-test to the students to get their reading comprehension before treatment. The purpose of the pre-test was to know how far the students' reading comprehension.

b. Post-post

The post-test conducted after giving the treatment. It was to find out whether there is significant different between pre-test and post-test.

2. Observation

The researcher applied the document to collect the data. Documentation is a way to get the data from the written language,. That was including the relevant book, the rules, report activity, photos, score of students' reading test at the eighth graders of MTs Daarul Ma'arif Natar and the data which was relevant to help observation.

3. Documentation

The researcher used observation method to get the complete data about the profile of the school, the condition of the school, teachers and the students, and the facilities in MTs Daarul Ma'arif Natar. Observation also was used to get information from relatively source of the students at the eighth graders of MTs Daarul Ma'arif Natar.

E. Research Instrument

Instrument is the tools used by the researcher to collect data. There were 4 kinds of instrument; these were observation guidance, documentation guidance, instrument blueprint and instrument calibration. The research instrument in this research was described as follow:

1. Observation Guidance

The implementation of Choral Reading Method

The instrument which was used in this research was giving the narrative text to the students. The researcher explained more about how to understand the text by using Scaffolding strategy. The exercise designed for the students is by giving the narrative text then the students read it. After that, the students answered the question based on the text.

2. Documentation Guidance

- a. The condition of the school.
- b. The condition of teacher, employers, and students.
- c. The history of the school.

- d. The location of MTs Daarul Ma'arif Natar.
- e. The pictures during the teaching learning.

3. Instrument Blueprint

Instrument blueprint is the way to get the data that will be useful for the researcher to collate information from the field. The instrument included the test. The kind of the test was written test. The researcher used English text to be research instrument. The instrument used to measure the students' reading comprehension as follows:

Table 4

The Instrument Blueprint of Pre-Test and Post-Test

Indicators	Test form	No items	Score	Total Item
1. Be able to find main idea from the text.	Written test	4, 5	10	10
2. Be able to know inference the text.		1, 9	10	
3. Be able to know the grammatical features of the text.		2,7	10	
4. Be able to find the supporting idea.		8,10	10	
5. Be able to know detail information.		3,6	10	

4. Instrument Calibration

Instrument calibration is scale of measurement which will be used to screening or examination of instrument items that made by researcher. The researcher used objective test. The researcher composed the instrument based on the subject matter content which will be researched. The instrument that was composed represents the subject that has been measured. The test which was given to the students was written test.

a. Validity

The researcher should know the validity of the test to know whether the test have a good validity or not. Validity refers to “benefit of the test not to test itself. Test in valid if the measure what it purpose to measure.

b. Reliability

Reliability is the extent to which a test produces consistent result when administered in the same conditions. In other word, whether it consistent predictability and accuracy.

F. Data Analysis Technique

In applying experimental research to find out the differences between two samples is utilized Chi-Square formulation. The formula of Chi-Square was used to find out the differences of significant between the

frequencies which used to observe and the frequencies in hope. The researcher analyzed the data by using Chi-Square.⁴⁴

The formulation of Chi-Square:

$$\chi^2 = \sum \left(\frac{(Fo - Fe)^2}{Fe} \right)$$

Note:

χ^2 = value of chi square

Fo = observed frequency

Fe = expected frequency

The researcher analyzed data using t-test to investigate whether there is influence of using Scaffolding strategy on the students' reading comprehension at the eighth graders of MTs Daarul Ma'arif Natar. The researcher analyzed the data by using *t-test*. According to Donald Ary the formulation of *t-test* as follows:⁴⁵

$$t = \frac{\frac{D}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}{N(N-1)}$$

Notes :

t = t value for correlation sample

D = (differences), differences between pre-test score with post-test score.

D^2 = square of D

N = the number of sample

⁴⁴ C.R. Kothari, *Research Methodology: Methods & Techniques*, (New Age International (P) Limited, Publishers, 2004, p.233

⁴⁵ Donald Ary, et.al, *Introduction to Research*, p. 177

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Data

1. The Brief History of MTs Daarul Ma'arif Natar

MTs Daarul Maarif is an Islamic Educational Institution which is implemented by the system Islamic boarding school. MTs Daarul Ma'arif is located in the village Banjar Negeri Natar South Lampung. It was established by Alm. KH. Abu Abdillah bin Alwi Assegaf and his son on 1971.

MTs Daarul Ma'arif was established on 1971, and registered to the notarial deed with the name Educational Institutions of Islam on 1977.

The identity of MTs Daarul Ma'arif Natar as follow:

- a) Name of old Statistics : 2121180104045
- b) Name of New Statistics : 21218001045
- c) The Status of Madrasah : Swasta
- d) The Name of Scschool : MTs Daarul Ma'arif
- e) SK number : SK/242/2001H/
- f) SK Date : 24 Oktober 2011
- g) Institution SK : Departemen Pendidikan
- h) PMB(Pagi/Siang/Malam) : Pagi
- i) Accreditation
Ladder : Terakreditasi Type B

Date SK : 2011

Lembaga Penerbit : Badan Akreditasi Sekolah Provinsi
Lampung

j) Address : Jalan Pisang No.163 Banjar Negeri,
South Lampung.

2. Data of the Teachers' Educational Background in MTs Daarul Ma'arif Natar.

The number of teachers' educational background at MTs Daarul Ma'arif Natar in the academic year of 2017/2018 that can be identified as follows:

Table 5
Teachers' Educational Background in MTs Daarul Ma'arif Natar
in the Academic Year of 2017/2018

Teahers Educational Background	
S1	20
S2	2
Total	22

Source by: Documentation of MTs Daarul Ma'arif Natar in the Academic year of 2017/2018

1. Data of Students at MTs Daarul Ma'arif Natar.

MTs Daarul Ma'arif Natar has 369 students; it divided into some classes that could identify as follow:

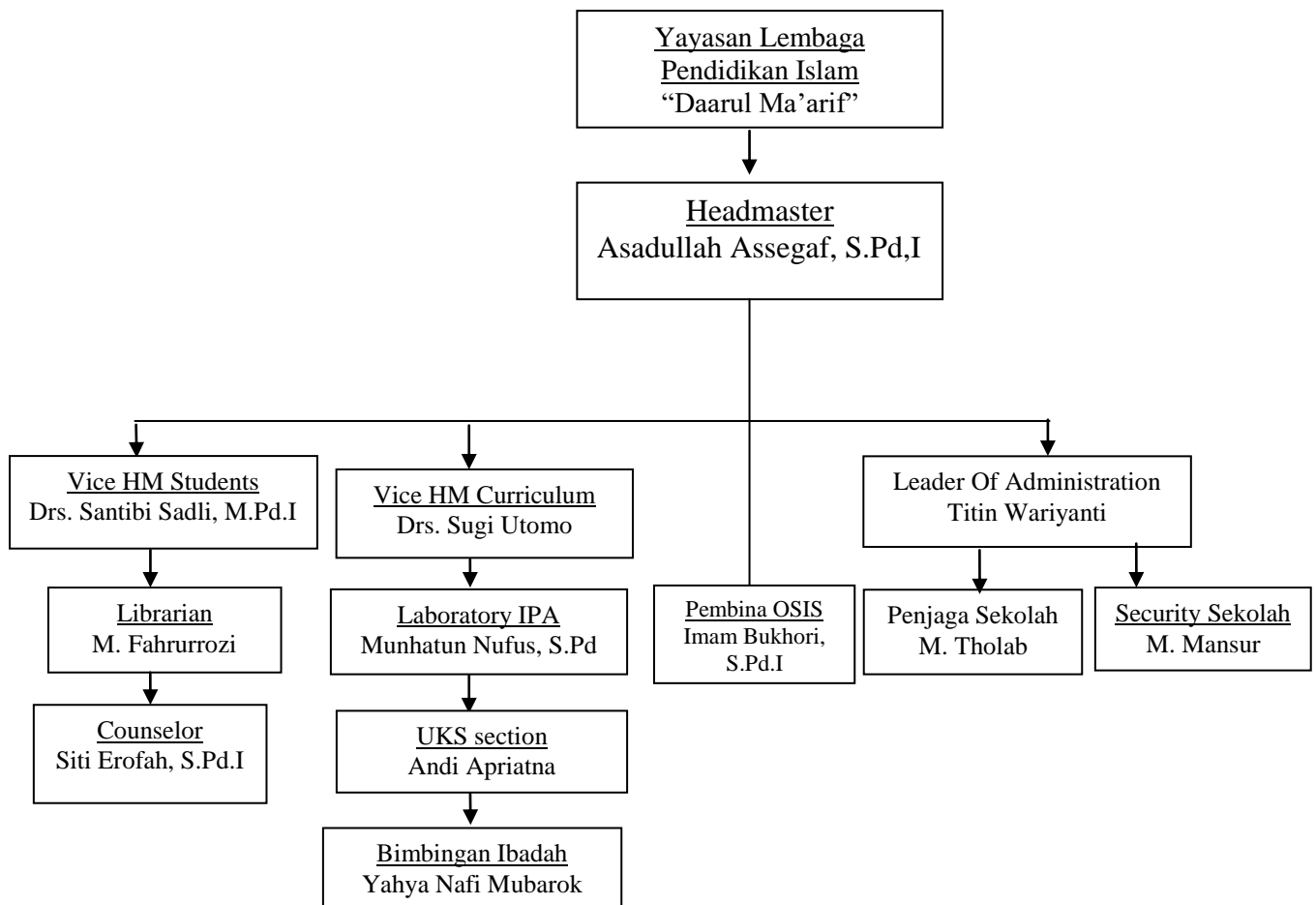
Table 6
Total of Students at MTs Daarul Ma'arif Natar

No	Class	Sex		Amount
		Male	Female	
1	VII	50	74	124
2	VIII	66	49	115
3	IX	62	68	130
Total		178	191	369

Source by: Documentation of MTs Daarul Ma'arif Natar in the academic year of 2017/2018

2. Structure Organization of MTs Daarul Ma'arif Natar.

Structure Organization of MTs Daarul Ma'arif Natar. in academic year of 2017/2018



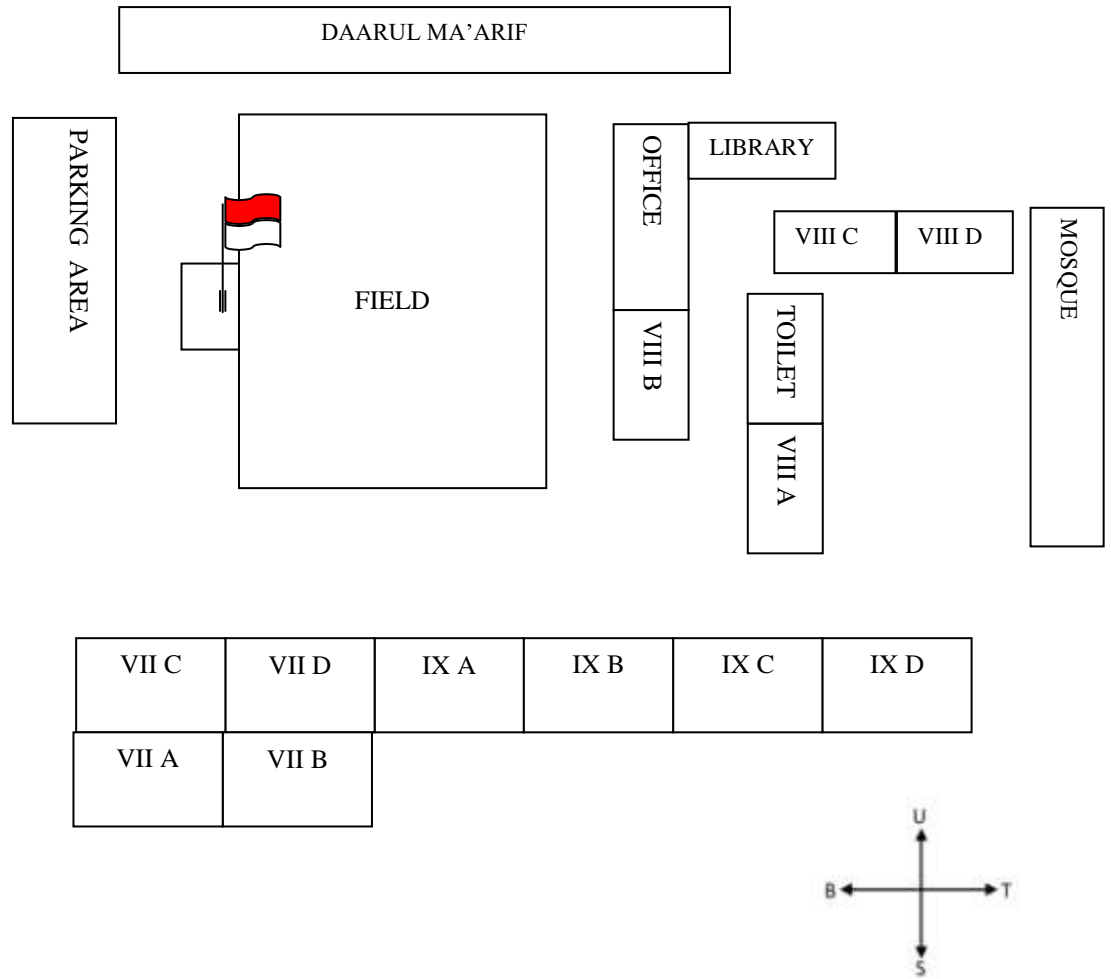
3. Facilities and Infrastructure of the School

MTs Daarul Ma'arif Natar has permanent facilities and infrastructure that divided into several rooms for teaching purpose such as:

- a. Class Room :12 Rooms
- b. Laboratory
 - 1) Laboratory Computer : 1 Room
- c. Office and Staff Room:
 - 1) Principal Room : 1 Room
 - 2) Administration room : 1 Room
 - 3) Kitchen room : 1 Room
- d. The Library : 1 Room
- e. UKS room : 1 Room
- f. Mosque : 1 Room
- g. The Counselor Room : 1 Room
- h. Parking Bicycles/ Motorcycle : 1 Room
- i. Basket ball field : 1 field
- j. Badminton field : 1 field
- k. Volley field : 1 field
- l. Toilet : 2 Rooms
- m. Canteen : 3 rooms

4. The Location Skecth of MTs Daarul Ma'arif Natar

location sketch of MTs Daarul Ma'arif Natar



B. Research Data Description

1. The students pre-test result

To measure the students' reading comprehension the researcher used the pre-test before giving the treatment. The students was given 10 items of multiple choice questions that must be answered. It was consist of reading comprehension text. They were given 45 minutes to finish the test. The result of pre-test can be shown as bellow:

Table 7
The Pre-test Score of Students' Reading Comprehension
at the Eighth Grader of MTs Daarul Ma'arif Natar

No	Name	Score
1	AF	50
2	A	60
3	AS	70
4	AR	40
5	AHU	50
6	ADE	70
7	BS	50
8	CPM	40
9	CAN	50
10	DA	30
11	DW	40
12	DM	60
13	EN	40
14	FSD	30
15	FN	50
16	FH	30
17	FA	80

18	HM	30
19	HA	40
20	IB	50
21	L	40
22	MA	70
23	MNS	40
24	NM	30
25	NR	70
26	PM	30
27	SS	50
28	SNF	40
29	W	30
30	ZAM	50
Total (ΣX)		1410
Maximal Score		80
Minimal Score		30
Average		47

Taken on May 07th, 2018

Based on the data above, it can be found that the highest score was 80 and the lowest score was 30. Based on the data, the writer then the class interval by using the formula as followed:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,477$$

$$K = 5,77 = 6$$

$$R = \text{highest score} - \text{lowest score} + 1^2$$

$$R = 80 - 30 + 1$$

$$R = 51$$

$$P = \frac{R}{K}$$

$$P = \frac{51}{6}$$

$$P = 8,5 = 9$$

Note :

R = A distance fromm score maximum and score minimum

K = The number of interval class

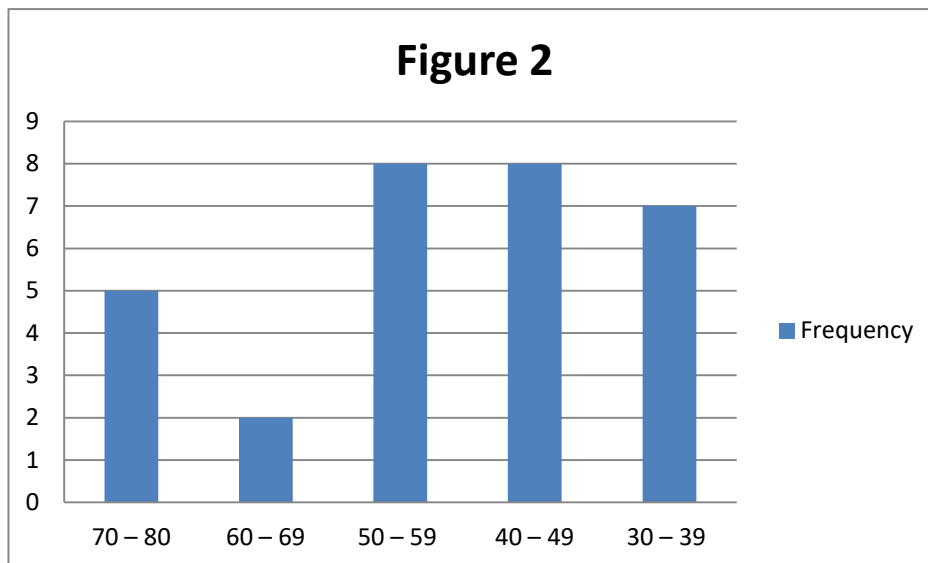
P = The leght of interval class

The total of class interval of this result pre-test research was 9. After knowing the class interval above was put on the table frequency distribution, as followed:

Table 8
The table of frequency distribution of pre-test score

No	Interval	Frequency	Percentage
1	70 – 80	5	17
2	60 – 69	2	7
3	50 – 59	8	26
4	40 – 49	8	26
5	30 – 39	7	24
Total		30	100 %

If the data was put into graphic, it can be seen as followed:



Based on the table frequency distribution above, it can be inferred that 30 students as the research sample can be divided:

- a. For the class interval of 30-39, there were 7 students or 24%
- b. For the class interval of 40-49, there were 8 students or 26%
- c. For the class interval of 50-59, there were 8 students or 26%
- d. For the class interval of 60-69, there were 2 students or 7%
- e. For the class interval of 70-80, there were 5 students or 17%

Based on the table above, it can be seen that the students who passed the test was the students got score more than 70. There were 5 students or 17% who got it. Then, the students who failed the test was the students got score under 70 and there were 25 students or 83% got it.

2. The students post test result

A post-test was to measure the students' reading comprehension after being giving a treatment. The types of pre-test and post-test were similar. This test was followed by 30 students. The result of post-test can be shown as followed:

Table 9
The Post-test Score of Students' Reading Comprehension
at the Eighth Grader of MTs Daarul Ma'arif Natar

No	Name	Score
1	AF	60
2	A	70
3	AS	80
4	AR	70
5	AHU	70
6	ADE	60
7	BS	80
8	CPM	80
9	CAN	60
10	DA	50
11	DW	50
12	DM	70
13	EN	60
14	FSD	90
15	FN	80
16	FH	60
17	FA	70
18	HM	100
19	HA	60
20	IB	60

21	L	70
22	MA	80
23	MNS	80
24	NM	50
25	NR	80
26	PM	60
27	SS	70
28	SNF	60
29	W	80
30	ZAM	70
Total (ΣX)		2080
Maximal Score		100
Minimal Score		50
Average		69

Taken on, May 12th 2018

Based on the data above, it can be found that the highest score was 100 and the lowest score was 50. Based on the data, the writer then the class interval by using the formula as followed:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,477$$

$$K = 5,77 = 6$$

$$R = \text{highest score} - \text{lowest score} + 1^2$$

$$R = 100 - 50 + 1$$

$$R = 51$$

$$P = \frac{R}{K}$$

$$P = \frac{51}{6}$$

$$P = 8,5 = 9$$

Note :

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

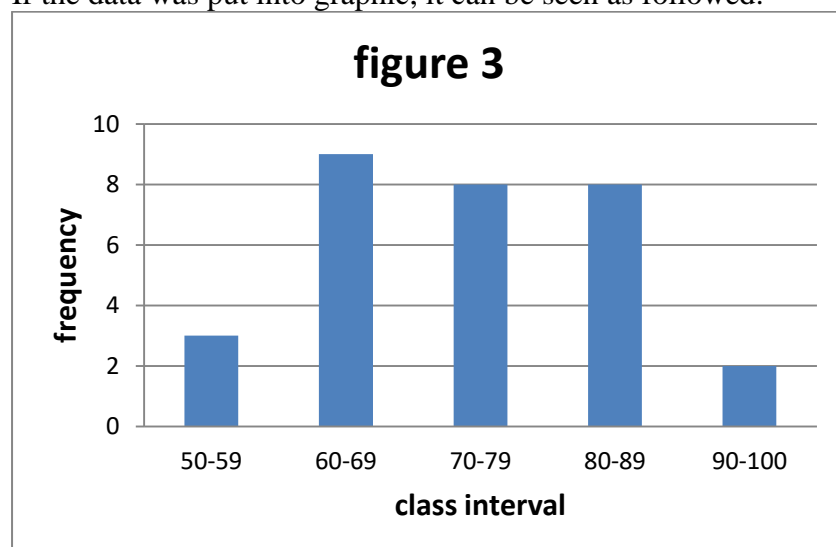
The total of class interval of this result pre-test research was 9.

After knowing the class interval above was put on the table frequency distribution, as followed:

Table 10
The table of frequency distribution of post-test score

No	Interval	Frequency	Percentage
1	90 – 100	2	6
2	80 – 89	8	27
3	70 – 79	8	27
4	60 – 69	9	30
5	50 – 59	3	10
Total		30	100 %

If the data was put into graphic, it can be seen as followed:



Based on the table frequency distribution above, it can be inferred that 30 students as the research sample can be divided:

- a. For the class interval of 50-59, there were 3 students or 10%
- b. For the class interval of 60-69, there were 9 students or 30%
- c. For the class interval of 70-79, there were 8 students or 27%
- d. For the class interval of 80-89, there were 8 students or 27%
- e. For the class interval of 90-100, there were 2 students or 6%

Based on the table above, it can be seen that there are 27 students or (90%) who passed the test and there were 3 students or 10% who failed the test.

Hypothesis Testing

After applying the test and getting the documentation, the researcher analyzed the data by using analysis chi-square and t-test in order to prove whether there is the influence of Scaffolding Strategy on the students' reading comprehension at the eighth grader of MTs Daarul Ma'arif, as followed:

1. Putting the data into the formula Chi-Square (X^2)

After administering the written test method, the researcher analyzed the data by using of Chi-Square (X^2) with two variables in order to prove whether there is a positive and significant influence of

Scaffolding Strategy on the students' reading comprehension at the eighth graders of MTs Daarul Ma'arif Natar, as followed:⁴⁶

$$\chi^2 = \sum \left(\frac{(Fo - Fe)^2}{Fe} \right)$$

Table 11
The Contingency Table of the expected Frequency at the Result of Students' Reading Comprehension in Pretest and Posttest

Variables	Category			Total
	Good	Fair	Bad	
Pre-test	5	10	15	N = 30
Post-test	10	17	3	N = 30
Total	Cn = 15	Cn = 27	Cn = 18	N = 60

Hypothesis testing by using Chi-square analyzed as followed:

Table 12
The Testing of Data

Sel:	f_0	$f_e = \frac{Cn \times Rn}{n}$	$f_0 - f_e$	$(f_0 - f_e)^2$	$\frac{(f_0 - f_e)^2}{f_e}$
1	5	$\frac{15 \times 30}{60} = 7,5$	-2,5	6,25	0,83
2	10	$\frac{27 \times 30}{60} = 13,5$	-3,5	12,25	0,90
3	15	$\frac{18 \times 30}{60} = 9$	6	36	4

⁴⁶ C.R. Kothari, *Research Methodology: Methods & Techniques*, (New Age International (P) Limited, Publishers, 2004, p.233

4	10	$\frac{15 \times 30}{60} = 7,5$	2,5	6,25	0,83
5	17	$\frac{27 \times 30}{60} = 13,5$	3,5	12,25	0,90
6	3	$\frac{18 \times 30}{60} = 9$	-6	36	4
Total		Fe = 60	0	-	11,46

From the data above, the value of Chi-square was 11,46. Then, to know the critical value of chi-square the reseacher firstly counted df, it was degree of freedom. The formulation of df:

$$\begin{aligned}
 Df &= (c-1) (r-1) \\
 &= (3-1) (2-1) \\
 &= 2
 \end{aligned}$$

Note :

Df = degree of freedom

C = column

R = row

Table 13
The Table of Critical Value of Chi-square

Level of significant	5%	1%
Df 2	5,9914	9,2103

- The critical value of X^2 table for 5% level was 5,9914
- The critical value of X^2 for 1% level was 9,2103

From all data analysis above, it could be known that:

- a. $X^2_{\text{observed}} = 11,46$
- b. $X^2_{\text{table of expectancy}} = 5\% (5,9914) \text{ and } 1\% (9,2103)$

The degrees of freedom is 2, so the values of X^2_{table} on degrees of freedom are 5% = 5,9914 and 1% = 9,2103.

2. Putting the data into formula t-test

To find whether there is positive and significant influence of Scaffolding strategy on the students' reading comprehension at the eighth graders of MTs Daarul Ma'arif Natar, the researcher used t-test formula. Firstly, the researcher prepared the table and put the data into the t-test formula as bellow to get $t_{\text{observation}}$.

- a. Preparing the table in order to prove whether there is the influence of Scaffolding strategy on the students' reading comprehension at the eighth grade of MTs Daarul Ma'arif Natar.

Table 14
The Score Pre-test and Post-test result
of the Students Reading Comprehension Ability

No	Name	Pre-test (X_1)	Post-test (X_2)	D ($X_2 - X_1$)	D ² ($X_2 - X_1$) ²
1	AF	50	60	10	100
2	A	60	70	10	100
3	AS	70	80	-10	100
4	AR	40	70	30	900
5	AHU	50	70	20	400
6	ADE	70	60	-10	100
7	BS	50	80	30	900
8	CPM	40	80	40	1600
9	CAN	50	60	10	100
10	DA	30	50	20	400
11	DW	40	50	10	100

12	DM	60	70	10	100
13	EN	40	60	20	400
14	FSD	30	90	60	3600
15	FN	50	80	30	900
16	FH	30	60	30	900
17	FA	80	70	-10	100
18	HM	30	100	70	4900
19	HA	40	60	20	400
20	IB	50	60	10	1000
21	L	40	70	30	900
22	MA	70	80	10	100
23	MNS	40	80	40	1600
24	NM	30	50	20	400
25	NR	70	80	10	100
26	PM	30	60	30	900
27	SS	50	70	20	400
28	SNF	40	60	20	400
29	W	30	80	50	2500
30	ZAM	50	70	20	400
				$\sum D$ 650	$\sum D^2$ 24800
				21,67	

The average of D = $(650:30) = 21,67$

- b. Putting the data above into the formula of t-test in order to get
“t_{observed}”

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{21,67}{\sqrt{\frac{24800 - \frac{(650)^2}{30}}{30(30-1)}}$$

$$t = \frac{21,67}{\sqrt{\frac{24800 - \frac{422500}{30}}{30(29)}}$$

$$t = \frac{21,67}{\sqrt{\frac{24800 - 14083.33}{870}}}$$

$$t = \frac{21,67}{\sqrt{\frac{10711.12}{870}}}$$

$$t = \frac{21,67}{\sqrt{12,31}}$$

$$t = \frac{21,67}{3.50}$$

$$t = 6,191$$

To know the critical value of t-test (t_{table}), the researcher firstly counted df , df is degree of freedom. The formulation of $df = N-1$.⁴⁷ N is the number of research population:

$$df = N-1$$

$$= 30-1$$

$$= 29$$

After considering the t-test table by using df 29, so it can be found that:

Table 15
The Table of Critical Value of t-test

Level of significant	5%	1%
Df 29	2.045	2.756

1) The critical value of t-test (t_{table}) for the 5% level is 2.045

2) The critical value of t-test (t_{table}) for the 1% level is 2.756

Based on the data analysis above, it can be found that:

1) “ t_{observed} ” = 6.191

2) “ t_{table} ” level of 5% = 2.045

3) “ t_{table} ” level of 1% = 2.756

⁴⁷ Donald Ary, et.al, *Introduction to Research in Education*, (Canada: Wadsworth, 2006),p.173

It means that “ t_{observed} ” higher than “ t_{table} ” or it can be written as $2.045 < 6.191 > 2.756$. From the value above, it can be inferred that there is positive and significant influence of Scaffolding Strategy on the students’ reading comprehension at the eighth grader of MTs Daarul Maarif Natar.

C. Interpretation

1. Interpretation of “ X^2_{observed} ”

If $X^2_{\text{observed}} > X^2_{\text{table}}$, H_a is accepted and H_o is rejected

If $X^2_{\text{observed}} < X^2_{\text{table}}$, H_a is rejected and H_o is accepted

The critical value of “ X^2_{observed} ” was 11.46, in conclusion, Scaffolding Strategy can influence on the students’ reading comprehension at the eighth grader of MTs Daarul Ma’arif Natar.

2. Interpretation of “ t_{observed} ”

The researcher formulated to “ t_{observed} ” to “ t_{table} ” as followed:

a. if $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected

b. If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_o is accepted

The researcher has formulated the Alternative Hypothesis (H_a) such as: “there is a positive and significant influence of Scaffolding Strategy on the students’ reading comprehension at the eighth grader of MTs Daarul Ma’arif Natar.

Finally, the data confirmed that “ t_{observed} ” = 6,191 is higher than “ t_{table} ” 2,045 in 5% and 2.756 in 1%. Therefore, it can be concluded that “there is

a positive and significant influence of Scaffolding Strategy on the students reading comprehension at the eighth grader of MTs Daarul Ma'arif Natar.”

D. Discussion

In this research there are two variables, independent variable that is Scaffolding Strategy (X) and dependent variable, that is Reading Comprehension (Y). The variables were tested by using formula of Chi-square and T-test to investigate whether there is a positive and significant influence Scaffolding Strategy on the students' reading comprehension at the eighth grader of MTs Daarul Ma'arif Natar.

During the research, the researcher found many problems. They not interested to read the English text, they had low ability to comprehend the text, the teacher used conventional method and the students had the difficulties in reading comprehension ability. So, the researcher used Scaffolding Strategy to solve the students' problems.

The researcher also observed that Scaffolding strategy was an good method to apply. The researcher recommended this method because Scaffolding strategy interested the students to read more. So, they were be more active and easier in learning process. They were given much more opportunities to explore all of their ability, especially in reading. So it has proved that Scaffolding Strategy can be used as an alternative method to reading comprehension.

E. Limitation

This research was conducted at MTs Daarul Ma'arif Natar. The subjects of the research were the eighth grader at the second semester in the Academic year 2017/2018. The research not discussed all of the problems that are faced by the students, but focus on the students' reading comprehension problem in learning English as a foreign language. So, the result of it cannot be generalized.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After implementing Quantitative research at the eighth graders of MTs Daarul Ma'arif and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence of implementing Scaffolding Strategy. It means that using Scaffolding Strategy in teaching reading is helpful. It could be shown from the result of pre-test and post-test.

There was a significant influence of Scaffolding Strategy on the students' reading comprehension at the eighth graders of MTs Daarul Ma'arif Natar. It could be seen from the critical value " $X^2_{\text{observed}} = 11.46$ and " X^2_{table} " in 5% = 5.9914, and 1% = 9.2103, the data confirmed that " X^2_{observed} " was higher than " X^2_{table} ". Besides, the data confirmed that " $t_{\text{observed}} = 6.191$ was higher than " t_{table} " in 5% = 2.045, and 1% = 2.756.

Based on the analysis data above, the researcher concluded that "there was a positive and significant influence of Scaffolding Strategy on the students' reading comprehension at the eighth graders of MTs daarul Ma'arif in the academic year of 2017/2018."

B. Suggestion

1. For the teacher
 - a. The teachers are suggested to apply Scaffolding Strategy as a variation in comprehending the reading text which can help them to read well.
2. For the students
 - a. Students are suggested to expand the knowledge by comprehending the reading text well.
3. For the headmaster
 - a. The headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely.
 - b. The headmaster is suggested to concede the English syllabus based on the real problems faced by the students.

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APPENDICES

SILABUS

Sekolah : MTs Daarul Ma'arif Natar
 Kelas : VIII
 Mata Pelajaran : Bahasa Inggris
 Semester : 2

Standar Kompetensi : 11. Membaca

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *narrative* yang berkaitan dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	<ul style="list-style-type: none"> • Teks Essai • Ciri kebahasaan berbentuk <i>narrative</i> • Teks Essai berbentuk <i>narrative</i> • Tujuan komunikatif teks esai <i>narrative</i> 	1. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 2. Menentukan tujuan komunikatif teks <i>narrative</i> yang di baca 3. Menentukan langkah retorika dari teks <i>narrative</i> yang di baca	<ul style="list-style-type: none"> • Mengidentifik asi berbagai makna teks <i>narrative</i> • Mengidentifik asi tujuan komunikatif teks <i>narrative</i> • Mengidentifik asi langkah retorika dan ciri kebahasaan 	Tes tertulis	Pilihan ganda	- <i>write down the answers completely</i> - <i>Choose the best answer by crossing a,b,c,d</i>	2x40 menit	Buku teks Yang relevan Buku teks bahasa inggris

		4. Menentukan ciri kebahasaan teks <i>narrative</i> yang di baca 5. Membaca teks <i>narrative / recount</i> lainnya	teks <i>narrative</i>					
11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>narrative</i>	Teks monolog berbentuk <i>narrative/procedure</i> Kosakata terkait tema / jenis teks. Ciri kebahasaan teks : - <i>narrative</i>	1. Mendengarkan dan merespon <i>introduction</i> tentang teks naratif dengan topik materi yang akan dibaca. 2. Memperhatikan penjelasan tentang kosakata dan tata bahasa yang berkaitan dengan teks naratif yang akan dibaca 3. Memperhatikan penjelasan tentang langkah retorika teks naratif	Mengidentifikasi berbagai informasi dalam teks <i>narrative</i> <ul style="list-style-type: none"> • Mengidentifikasi langkah retorika dalam teks <i>narrative</i> • Mengidentifikasi fungsi komunikatif teks naratif • Mengidentifikasi langkah retorika teks naratif • Menyebutkan ciri kebahasaan 	Tes tertulis	Pilihan ganda	- <i>Choose the best answer by crossing a,b,c,d</i> - <i>Answer the questions based on the text.</i>	2x40 menit	Buku teks Yang relevan Buku Cerita Bahasa Inggris

		4. Mengidentifikasi langkah retorika dalam kerja kelompok 5. Mengidentifikasi berbagai informasi dalam kerja kelompok 6. Mengidentifikasi langkah retorika dan berbagai informasi secara mandiri	teks narrative					
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Mengetahui,
Kepala MTs Daarul Maarif

Natar, Mei 2018
Guru Pengampu,

ASADULLAH ASSEGAF, S.Pd.I

DEWI ADHIYA SARI, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs Daarul Ma`arif Natar
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / 2
Topik Pembelajaran : Membaca
Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *narrative* yang berkaitan dengan lingkungan terdekat.

B. Kompetensi Dasar

Merespon Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *narrative*.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi berbagai informasi dalam teks *narrative*.
2. Mengidentifikasi langkah retorika dalam teks *narrative*.
3. Mengidentifikasi fungsi komunikasi teks *narrative*.
4. Menyebutkan ciri kebahasaan teks *narrative*.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional.
2. Siswa dapat mengidentifikasi tujuan komunikatif teks fungsional.
3. Siswa dapat mengidentifikasi ciri kebahasaan teks fungsional.

E. Karakter siswa yang diharapkan

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

F. Materi Pembelajaran

a. The definition of narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

b. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

c. Generic Structures of Narrative Text

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson advice or teaching from the writer.

d. Language features in narrative text.

- Past tense (killed, drunk, etc).
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

e. Example of Narrative Text

The Prince and His Best Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

G. Metode Pembelajaran : Scaffolding Strategy

H. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Awal

- a. Mengucapkan salam dengan ramah kepada seluruh siswa.
- b. Mengecek kehadiran siswa.
- c. Guru melakukan brainstorming tentang materi yang akan dibahas.

2. Kegiatan Inti

- a. Eksplorasi
 - 1) Bertanya kepada siswa tentang pengertian narrative text.
 - 2) Memberikan kesempatan kepada siswa untuk mengkomunikasikan mengenai narrative text kepada teman-temanya.
- b. Elaborasi
 - 1) Bersama dengan siswa mendiskusikan tentang narrative text.
 - 2) Bersama dengan siswa mencari contoh narrative text.
 - 3) Memfasilitasi siswa melalui pemberian evaluasi berupa soal tentang narrative text yang sudah di berikan oleh guru.
 - 4) Saat siswa mengerjakan soal guru mengelilingi siswa untuk memastikan dan mengecek bahwa siswa tersebut mengerjakan sendiri tidak mencontek temanya.
- c. Konfirmasi
 - 1) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
 - 2) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.

- 3) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bisa mengikuti dalam materi narrative text.

3. Kegiatan Penutup

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

I. Sumber / Bahan / Alat

1. Script narrative text
2. LKS Bahasa Inggris semester genap
3. Kamus Bahasa Inggris
4. Spidol
5. Whiteboard

J. Penilaian

1. Bentuk Tes : Pilihan Ganda

2. Tipe tes : Tes tertulis

3. Instrument

Choose the best answer by crossing a, b, c, or d (based on the text of "The Prince and His Best Friends")!

1. Who in the name of prince story?
 - a. Peter
 - b. Jonathan
 - c. Franklin
 - d. Mark
2. What kind of person was Prince Jonathan?
 - a. Coward
 - b. Constrained
 - c. Intrepid
 - d. Strong
3. Who were Prince Jonathan's friends?
 - a. Mark and dani
 - c. Bobby and Diego

- b. Peter and Franklin
- d. Mark

4. What happened when the Prince and his two friends were walking in the forest?

- a. They were attacked by bandits
- b. They entered the old house
- c. They were attacked by Franklin
- d. They were losted

5. Where they were attacked by bandits?

- a. Palace
- c. Forest
- b. School
- d. Market

6. Why did Franklin to persuade the prince to surrender?

- a. Because he was terrified
- b. He was afraid
- c. Because he is Bandits
- d. He is brave

7. What is the type of the text above?

- a. Descriptive
- c. Report
- b. Recount
- d. Narrative

8. He was loved, and adored by his people. *He* refers to....

- a. The Prince
- c. Peter
- b. Bandits
- d. Franklin

9. What is generic structure of " *Once upon a time....* "

- a. Identification
- c. Complication

- b. Orientation

10. The word "back" mean....

- a. Return c. Want
b. Going d. Bring

Kunci Jawaban

1. B
2. C
3. B
4. A
5. C
6. A
7. D
8. A
9. B
10. A

4. Orientasi Penilaian

- Setiap jawaban yang benar diberikan nilai 10
- Total nilai maksimal 100
- Jumlah soal 10
- $\text{Jumlah} = \frac{\text{Nilai siswa}}{\text{jumlah soal}} \times 100$

Natar, Mei 2018

Guru Mata Pelajaran

Mahasiswa

Dewi Adhiya Sari, S.Pd

Herlina
NPM. 1064867

Mengetahui,
Kepala MTs Daarul Maarif

ASADULLAH ASSEGAF, S.Pd.I

THE RESEARCH INSTRUMENT

PRE-TEST

Directions:

1. Write your name on your answer sheet.
 2. Read the text, then answer the questions carefully.
 3. You may not cheat with your friends.
 4. Check your answer before submitting.
 5. You may open your dictionary.
-

A. Read the text and answer the question by crossing (X) a, b, c, or d on the answer sheet correctly!

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart.

This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner.

The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano or I'll kill you!"

1. Where does the story take place?
 - a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires
2. What is the word that the parrot cannot say?
 - a. Catano
 - b. Tacano
 - c. Canato
 - d. Nacato
3. How often did the owner teach the bird how to say the word?
 - a. Always
 - b. Everyday
 - c. Many times
 - d. Every second
4. Which statement is true according to the text?
 - a. The parrot could say Catano
 - b. At last the parrot could say Catano
 - c. Catano was the name at the parrot
 - d. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of a place?

- a. The man ate the bird.
- b. The sold the bird.
- c. The man killed the bird.
- d. The man taught the bird

6. It is most likely that

- a. The bird killed the three chickens.
- b. The three chickens killed the bird.
- c. The bird played with the chicken.
- d. The bird killed one of the three chickens.

7. What is the story about?

- a. A parrot and a cat
- b. A parrot and a chicken
- c. A parrot and the owner
- d. A parrot, the owner, and chickens

8. “It was very, very smart”

The underlined word refers to

- a. The man
- b. The bird
- c. The chicken
- d. Puerto Rico

9. “The parrot was very, very smart”

The word ‘smart’ means

- | | |
|-----------|--------------|
| a. stupid | c. stubborn |
| b. clever | d. beautiful |

10. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

- a. Smiling
- b. Crying
- c. Shouting
- d. laugh

ANSWER KEY

PRE-TEST

1. B
2. A
3. C
4. B
5. D
6. A
7. C
8. B
9. B
10. C

THE STUDENTS' SCORE OF PRE-TEST

No	Name	The number item										Jumlah
		1	2	3	4	5	6	7	8	9	10	
1	AF	10	10	0	10	0	10	0	0	0	10	50
2	A	10	0	10	10	10	10	0	0	0	10	60
3	AS	10	10	10	0	10	10	0	10	10	0	70
4	AR	0	10	0	0	0	10	0	0	10	10	40
5	AHU	10	10	0	0	10	0	10	0	0	10	50
6	ADE	10	10	10	10	10	10	0	0	10	0	70
7	BS	10	0	10	0	10	0	0	0	10	10	50
8	CPM	10	10	0	0	0	10	0	0	0	10	40
9	CAN	0	10	0	10	10	0	0	10	10	0	50
10	DA	0	10	0	0	0	10	0	0	0	10	30
11	DW	10	0	10	0	0	0	10	0	10	0	40
12	DM	10	10	0	0	10	10	10	10	0	0	60
13	EN	10	10	0	10	0	0	0	0	10	0	40
14	FSD	10	0	0	10	0	0	0	0	0	10	30
15	FN	0	10	10	0	10	10	0	0	0	10	50
16	FH	10	0	0	0	10	0	10	0	0	0	30
17	FA	10	10	10	0	10	10	10	0	10	10	80
18	HM	10	0	0	0	0	0	10	0	0	10	30
19	HA	10	10	0	10	0	0	0	0	0	10	40
20	IB	0	10	0	0	10	10	10	0	10	0	50
21	L	10	0	10	10	0	0	0	0	0	10	40
22	MA	10	10	10	0	10	10	0	0	0	10	70
23	MNS	0	10	0	0	10	0	0	10	0	10	40
24	NM	10	0	10	10	0	0	0	0	0	0	30
25	NR	10	10	0	0	10	10	10	0	10	10	70
26	PM	10	0	10	10	0	0	0	0	0	10	30
27	SS	0	10	0	10	10	0	0	0	10	10	50
28	SNF	10	0	0	10	10	0	0	0	0	10	40
29	W	10	0	10	10	0	0	0	0	0	0	30
30	ZAM	10	0	10	0	0	0	0	10	10	10	50

THE RESEARCH INSTRUMENT

POST-TEST 1

Directions:

6. Write your name on your answer sheet.
 7. Read the text, then answer the questions carefully.
 8. You may not cheat with your friends.
 9. Check your answer before submitting.
 10. You may open your dictionary.
-

B. Read the text and answer the question by crossing (X) a, b, c, or d on the answer sheet correctly!

Questions no 1-5!

One day, a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to help him. The crocodile told the monkey to jump onto its back. Then, the crocodile swam down to the river.

Now, the crocodile was very hungry. When the crocodile was in the middle of the river, it stopped and said to the monkey, “Monkey, my father is very sick. He must eat the heart of a monkey, and then he will be strong again.”

The monkey thought for a while. Then, he told the crocodile to swim back to the river bank. “What for?” asked the crocodile. “Because I didn’t bring my heart with me,” said the monkey, “I left it under the tree near some coconuts.”

So the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back and climbed up to the top of the tree.

“Where is your heart?” asked the crocodile.

“You are foolish,” the monkey said to the crocodile, “Now, I am free and you have nothing.” The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

1. The monkey asked help to the crocodile because ...
 - a. He wanted to cross the river.
 - b. He wanted to fool the crocodile.
 - c. He wanted to help the crocodile.
 - d. He wanted to jump onto the crocodile.

2. What is the main idea of the second (2nd) paragraph?
 - a. The monkey felt hungry.
 - b. The crocodile ate monkey's heart.
 - c. The crocodile's father was sick.
 - d. The crocodile lied to the monkey.

3. The crocodile swam back to the river bank because ...
 - a. The crocodile was tired.
 - b. The monkey wanted to climb the tree.
 - c. The monkey wanted to eat the liver.
 - d. The crocodile did not want to help the monkey.

4. If the crocodile was not lying to the monkey,....
 - a. The monkey would not trick him.
 - b. The monkey would give his heart.
 - c. The monkey would not jump onto his back.
 - d. The monkey would not ask him to the river.

5. What is the best title for the story above?
 - a. The Smart Monkey
 - b. The Monkey Fooled The Crocodile
 - c. The Monkey and The Crocodile
 - d. The Poor Crocodile

Questions no 6-10!

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarf said, " what is your name?"

Snow white said," my name is snow white."

Then snow white told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

6. To tell the plot, the writer's uses.....

- a. a rhetorical question and an exclamation
- b. time sequences
- c. contrastive evidences
- d. past tense

7. Why did Snow White run away to the woods?

- a. Her parents passed away

- b. Her uncle was angry with her
- c. Her uncle and aunt would go to America
- d. Snow White was happy to run away

8. When did Snow White run away to the woods?

- a. In the afternoon
- b. In the full moon
- c. In the evening
- d. In the morning

9. Where did Snow White live after she run away to the woods?

- a. She lived in the cave
- b. She lived in the lion nest
- c. She lived everywhere in the woods
- d. She lived in the dwarfs' cottage

10. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?

- a. Because she loved them very much
- b. As a result of forcing attitude from them
- c. Because her parents were dead
- d. Because she were afraid of the dwarfs

ANSWER KEY
POST-TEST 1

1. A
2. D
3. B
4. A
5. C
6. C
7. A
8. D
9. B
10. B

THE STUDENTS' SCORE OF POST-TEST 1

No	Name	The number item										Jumlah
		1	2	3	4	5	6	7	8	9	10	
1	AF	10	10	0	10	0	0	10	0	0	10	50
2	A	10	0	10	0	10	0	0	0	10	10	50
3	AS	10	0	0	10	10	10	0	10	0	10	60
4	AR	10	10	10	0	10	10	10	0	10	0	70
5	AHU	10	10	10	10	0	10	10	0	0	10	70
6	ADE	0	10	0	10	0	10	10	10	0	0	60
7	BS	10	0	10	10	10	0	10	10	0	0	60
8	CPM	10	0	10	10	10	10	10	10	0	10	80
9	CAN	0	10	10	0	0	10	0	10	10	10	60
10	DA	10	0	0	10	10	0	10	0	0	0	40
11	DW	10	10	10	0	10	0	0	0	0	10	50
12	DM	10	10	10	0	10	10	10	0	10	0	70
13	EN	10	10	0	10	0	0	10	0	10	10	60
14	FSD	10	10	0	10	10	10	10	10	0	10	80
15	FN	10	0	10	10	10	10	10	10	0	10	80
16	FH	0	10	0	10	0	10	10	10	0	0	50
17	FA	10	10	10	10	0	10	10	0	0	10	70
18	HM	10	10	10	0	10	0	10	10	10	10	80
19	HA	10	10	0	10	0	0	10	0	10	10	60
20	IB	0	10	0	10	0	10	10	10	0	0	50
21	L	10	10	10	10	0	0	0	10	10	10	70
22	MA	10	0	10	10	10	10	10	10	0	10	80
23	MNS	10	0	10	10	10	10	10	10	0	10	80
24	NM	0	10	10	0	0	0	10	10	0	10	50
25	NR	10	10	10	10	10	10	0	0	10	10	80
26	PM	0	10	0	10	0	10	10	10	0	0	50
27	SS	10	10	10	10	0	0	0	10	10	10	70
28	SNF	0	0	10	10	0	0	10	10	10	10	60
29	W	10	0	10	10	10	10	10	10	0	10	80
30	ZAM	10	10	10	10	0	0	0	10	10	10	70

THE RESEARCH INSTRUMENT

POST-TEST 2

Directions:

11. Write your name on your answer sheet.
 12. Read the text, then answer the questions carefully.
 13. You may not cheat with your friends.
 14. Check your answer before submitting.
 15. You may open your dictionary.
-

C. *Read the text and answer the question by crossing (X) a, b, c, or d on the answer sheet correctly!*

Mantu's little elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest, and bravest elephants in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephants with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger." After hearing the word snakes, the elephants screeched and off they go thundering in fright.

"Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

1. Where did little Mantu live?

- a. Home
- b. Village
- c. In village deep in the jungle
- d. His town

2. Who was his best friend?

- a. Men
- b. Opie
- c. Elephant
- d. Mantu

3. What did mantu whisper in Opi'es ear?

- a. someday he would become the biggest, strongest, and bravest elephants.
- b. He was just a baby
- c. He was big
- d. Began to lough

4. What made the huge elephant run away?

- a. Mantu looked them
- b. After hearing the word snakes
- c. Mantu whispered to opie
- d. Foolish elephant

5. Who is opie?

- a. A men
- b. An elephant
- c. Big elephant
- d. Brother's mantu

6. What type of text is the above texts? It is...

- a. Descriptive text
- b. Recount text
- c. Narrative text
- d. Report text

7. What kind of sentences?

- a. Simple present tense
- b. Simple past tense
- c. Present perfect tense
- d. Past perfect tense

8. The word "Noises" means...

- | | |
|-----------|----------|
| a. Loud | c. Happy |
| b. Silent | d. Go |

9. In the jungle where elephants helped.....with their work.

- | | |
|-----------------|------------|
| a. Mantu | c. The men |
| b. Their friend | d. Opie |

10. The word "Go" means...

- | | |
|---------|-----------|
| a. Will | c. Back |
| b. Went | d. Return |

ANSWER KEY
POST-TEST 2

1. C
2. B
3. A
4. B
5. B
6. C
7. B
8. A
9. C
10. B

THE STUDENTS' SCORE OF POST-TEST 2

No	Name	The number item										Jumlah
		1	2	3	4	5	6	7	8	9	10	
1	AF	10	10	0	10	0	0	10	0	10	10	60
2	A	10	10	10	10	10	0	0	0	10	10	70
3	AS	10	0	10	10	10	10	10	10	0	10	80
4	AR	10	10	10	0	10	10	10	0	10	0	70
5	AHU	10	10	10	10	0	10	10	0	0	10	70
6	ADE	0	10	0	10	0	10	10	10	0	10	60
7	BS	10	0	10	10	10	10	10	10	0	10	80
8	CPM	10	0	10	10	10	10	10	10	0	10	80
9	CAN	0	10	10	0	0	10	0	10	10	10	60
10	DA	10	0	0	10	10	0	10	0	0	0	50
11	DW	10	10	10	0	10	0	0	0	0	10	50
12	DM	10	10	10	0	10	10	10	0	10	0	70
13	EN	10	10	0	10	0	0	10	0	10	10	60
14	FSD	10	10	10	10	10	10	10	10	0	10	90
15	FN	10	0	10	10	10	10	10	10	0	10	80
16	FH	0	10	0	10	0	10	10	10	0	0	60
17	FA	10	10	10	10	0	10	10	0	0	10	70
18	HM	10	10	10	10	10	10	10	10	10	10	100
19	HA	10	10	0	10	0	0	10	0	10	10	60
20	IB	10	10	0	10	0	10	10	10	0	0	60
21	L	10	10	10	10	0	0	0	10	10	10	70
22	MA	10	0	10	10	10	10	10	10	0	10	80
23	MNS	10	0	10	10	10	10	10	10	0	10	80
24	NM	0	10	10	0	0	0	10	10	0	10	50
25	NR	10	10	10	10	10	10	0	0	10	10	80
26	PM	0	10	0	10	0	10	10	10	0	10	60
27	SS	10	10	10	10	0	0	0	10	10	10	70
28	SNF	0	0	10	10	0	0	10	10	10	10	60
29	W	10	0	10	10	10	10	10	10	0	10	80
30	ZAM	10	10	10	10	0	0	0	10	10	10	70

**DATA OF THE TEACHERS AND OFFICIAL EMPLOYEES
MTS DAARUL MA'ARIF NATAR**

No	Name	Position	Education
1	Asadullah Assegaf, S.Pd,I	Headmaster	S1/ IAIN
2	Drs. Sugi Utomo	Vice HM Curicculum	UNILA
3	Santibi Sadli, S.Ag	Vice HM Students	IAIN
4	Solehatun, S.Pd	Leader of administration	UNILA
5	Titin Wariatin	TU	SMK
6	Roihanah, S.Pd	TU	STAIN
7	M. Fakhrurozi	TU	SMK
8	Asma Fauriyah, S.Ag	Teacher	S1/Syariah
9	Ahmad Fathoni, M.Pd	Teacher	S2/Tarbiyah
10	Drs. Tholhah	Teacher	S1/B.Arab
11	Zulfa Isti Fa'izah, S.Pd	Teacher	S1/ Mathematics
12	M. Haryono, S.Ag	Teacher	S1/PAI
13	Siti Halimah, S.Pd	Teacher	S1/Economics
14	Tendri Abeng, S.Ag	Teacher	S1/Tarbiyah
15	Sukenti Mudiah Sari, S.E	Teacher	S1/Economics
16	Imam Bukhari, S.Pd. I	Teacher	S1/Tarbiyah
17	Siti Baekah, S.Ag	Teacher	S1/Ushuludin
18	Iman Suyuti, S.Pd. I	Teacher	S1/PAI
19	Raguan Alawiyah, S.E	Teacher	S1/Economics

20	Tri Astuti, SE	Teacher	S1/Economics
21	Solick Sa'adin	Teacher	S1/Penjas
22	Siman, S.Ag	Teacher	S1/PAI
23	Titik Setyowati, S.Pd	Teacher	S1/Pendidikan
24	Siti Erofah, S.Ag	Teacher	S1/Syariah
25	Sholihatun, S.Pd. I	Teacher	S1/Tarbiyah
26	Daswati	Teacher	SMA
27	Suparjo	Librarian	SMA
28	Sunarijo	Librarian	MA

Source by: Documentation of MTs Daarul Ma'arif Natar in the Academic year of 2017/2018

DOCUMENTATION OF PRE-TEST



Giving greeting to the students.



Reading the question instruction.



The students answer the question.

DOCUMENTATION OF POST-TEST



Greeting and cheking attendance list



Asking the students about narrative text



Giving explanation about narrative text



Giving explanation about narrative text



Giving treatment Scaffolding Strategy



Giving treatment Scaffolding Strategy



Giving the narrative text



Guiding the students read the text



The students follow reading together



Answering post-test question





**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIAH**

Sekretariat : Jl. Ki Hajar Dewantara 15 A Metro, Telp (0725) 41507

Nomor : Stt.06/JST/PP.00.9/0936/2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Metro, 21 Februari 2016

Kepada Yth.
Kepala Sekolah MTS Daarul Ma'arif Natar
Di
Tempat

Assalamu 'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Herlina
NPM : 1064867
Jurusan : Tarbiyah
Prodi : PBI
Judul : **The Influence Of Using Scaffolding Strategy
On The Students' Reading Comprehension At The Eight
Graders Of MTS Daarul Ma'arif Natar
In The Academic Year Of 2017/2018.**

Untuk melakukan *PRA SURVEY* di MTS Daarul Ma'arif Natar

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

Ketua Jurusan,



M.Pd

NIP. 19651008 200003 2005



Nomor : 025/MTS DM/VI/2016
Lampiran : -
Prihal : Pemberian Izin Pra Survey

Kepada Yth
Ibu Kajur IAIN METRO
Di-
Metro

Assalaamu'alaikum. Wr. Wb.

Menindak Lanjuti Surat Permohonan Pra Survey dari Kajur TBI IAIN METRO
Nomor : Sti.06/JST/PP.00.9/0936/2016 Tanggal 21 Februari 2016, maka dengan
ini kami memberikan izin untuk melakukan Pra Survey (penelitian) kepada :

Nama : HERLINA
N P M : 1064867
Fakultas : Tarbiyah
Program Studi : S.1 Tadris Bahasa Inggris (TBI)
Judul Skripsi : **THE INFLUENCE OF USING SCAFFOLDING STRATEGY ON
THE STUDENTS' READING COMPREHENSION AT THE
EIGHTH GRADERS OF MTS DAARUL MA'ARIF NATAR IN
THE ACADEMIC YEAR OF 2017/2018.**

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Wassalaamu'alaikum. Wr. Wb.

Banjar Negeri, 27 Februari 2016
Kepala MTs Daarul Ma'arif

ASADULLAH ASSEGAF, S.Pd, I



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_ain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1808/In.28/D.1/TL.01/05/2018

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

Nama : Herlina
NPM : 1064867
Semester : 16 (Enam Belas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS DAARUL MA'ARIF NATAR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING SCAFFOLDING STRATEGY ON THE STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADERS OF MTS DAARUL MA'ARIF NATAR IN THE ACADEMIC YEAR OF 2017/2018".
 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 : 28 Mei 2018

Mengetahui,
Pejabat Setempat



Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



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.ian@metrouniv.ac.id

Nomor : B-1812/In.28/D.1/TL.00/05/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Kepala MTS DAARUL MA'ARIF
NATAR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1808/In.28/D.1/TL.01/05/2018,
tanggal 28 Mei 2018 atas nama saudara:

Nama : **Herlina**
NPM : 1064867
Semester : 16 (Enam Belas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DAARUL MA'ARIF NATAR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING SCAFFOLDING STRATEGY ON THE STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADERS OF MTS DAARUL MA'ARIF NATAR IN THE ACADEMIC YEAR OF 2017/2018".

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

Wassalamu'alaikum Wr. Wb.



28 Mei 2018
Wakil Dekan I,

[Signature]
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



Nomor : 025/MTs DM/VI/2018
Lampiran : -
Prihal : Balasan Riset/Penelitian

Kepada Yth
Ibu Kajur IAIN METRO
Di-
Metro

Assalaamu 'alaikum. Wr. Wb.

Yang bertandatangan di bawah ini :

Nama : ASADULLAH ASSEGAF, S.Pd.I
Jabatan : Kepala Madrasah
Tempat Tugas : MTs Daarul Ma'arif

Mencerangkan bahwa :

Nama : Herlina
N P M : 1064867
Fakultas : Tarbiyah
Program Studi : S.1 Tadris Bahasa Inggris (TBI)

Telah melaksanakan penelitian pembelajaran di **MTs Daarul Ma'arif Banjar Negeri**, Pada tanggal, 07-12 Mei 2018 pelajaran Bahasa Inggris di kelas VIII

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya

Wassalaamu 'alaikum. Wr. Wb.

Banjar Negeri, 04 Juni 2018
Kepala MTs Daarul Ma'arif



ASADULLAH ASSEGAF, S.Pd.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
Telephone (0725) 41507 Faksimili (0725) 47296 ; website: www.tarbiyah.iaimetro.ac.id ; e-mail : iaimetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

Nama : Herlina
NPM : 1064867

Fakultas/Jurusan : Tarbiyah/TBI
Semester : XVI

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	25/6-18	✓		-Revise	✓
2	28/6-18	✓		acc for munazasyah	

Mengetahui,
Ketua Jurusan TBI,

Ahmad Subhan Reza, M.Pd
NIP. 19750610 200301 1 014

Pembimbing I,

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

Nama : Herlina
NPM : 1064867

Fakultas/Jurusan : Tarbiyah/TBI
Semester : XVI

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Tuesday		✓	Acc and continue to the first sponsor	

Mengrtahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Herlina

NPM : 1064867

Fakultas : TBI

Angkatan : 2010

Telah menyerahkan buku berjudul : *Learning Theories And Educational perspective*

Metro, 25 Juni 2018



Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Herlina

NPM : 1064867

Fakultas : TBI

Angkatan : 2010

Telah menyerahkan buku berjudul : *Learning Theories An Educational perspective*



Metro, 25 Juni 2018

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



**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
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0358/In.28/S/OT.01/06/2018**

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

Nama : HERLINA
NPM : 1064867
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 1064867.

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.



Metro, 04 Juni 2018
Kepala Perpustakaan,

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

CURRICULUM VITAE



The researcher was born at Kotabumi on July 04th 1986. She is the fourth child of Mr. Jhoni Habirin and Mrs. Listiawati. She graduated from Elementary School at SD N 1 Srimulyo and graduated in 1998. Her Junior High School was at SMP

N 4 Abung Selatan and graduated in 2001, and she continued to Senior High School at SMA PGRI 1 Kotabumi. She graduated from Senior High School in 2004. After graduating Senior High School, she worked in a company that is located in Lampung to look for knowledge and own income until 2008.

She continued her study and took English Education at IAIN Metro to get her dream comes true. She desired to be an English Teacher. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies (IAIN) Metro (2010).