

**THE EFFECTIVENESS OF SCAFFOLDING STRATEGY ON
STUDENTS' READING COMPREHENSION AT EIGHT GRADE OF
MTSN 3 PONOROGO**

THESIS



By :

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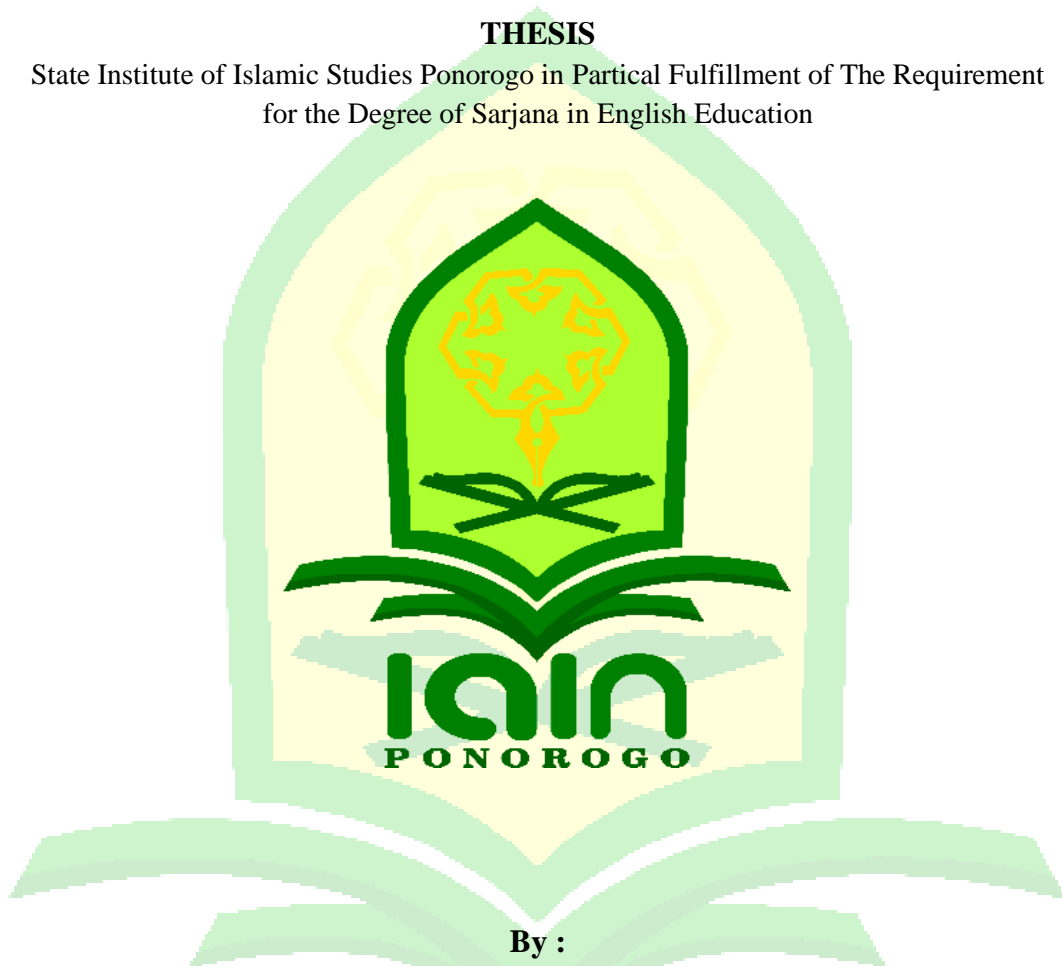
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

2021

**THE EFFECTIVENESS OF SCAFFOLDING STRATEGY ON
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MTSN 3 PONOROGO**

THESIS

State Institute of Islamic Studies Ponorogo in Partial Fulfillment of The Requirement
for the Degree of Sarjana in English Education



By :

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STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

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MOTTO:

“BETTER LATE THAN NEVER !!!”



ABSTRACT

Munawaroh, Siti Wahidatul, 2021. *The Effectiveness of Scaffolding Strategy on Students' Reading Comprehension at Eight Grade of MTsN 3 Ponorogo*. Thesis, Tadris English Language Department, Faculty of Tarbiyah, State Institute for Islamic Studies of Ponorogo, Advisor Nurul Khasanah, M.P.d.

Keywords : Scaffolding Strategy, Reading Comprehension

One of the most effective methods to develop reading comprehension skills is using short stories which are considered as a unique literary genre which can be used by the teacher in developing reading comprehension skills. Short stories make the students feel more relaxed; makes the reading comprehension easier. Besides using short stories needs or requires more attention in order to develop the students' thinking skills.

In teaching English, the students often found some problems. For example, the students get difficulty to read English, also often difficult to learn English; the lesson makes them stressed. Scaffolding Strategy is the strategy that can make the student become responsible for their learning, more motivated, and more successful, when guided, supported and provided with the necessary attributes.

This research was conducted in MTsN 3 Ponorogo in Academic Year 2021/2022. It applied Quasi experimental research of quantitative research. The Population was eight grade students of MTsN 3 Ponorogo and the sampling of this research cluster random sampling. The sample were VIII-B as experimental class and VIII-G as control class. The sample consisted of 46 students. This research used test and document in collecting data. T-test used SPSS version 25 applied to analyze the data.

The result research showed that the mean scored of post-test from experimental class (63,68) was higher than control class (61,56). It had been found that comparing between the students score who were taught using observe, reading comprehension by using short story and those were not was 4,737. This score was higher than t_{table} which was 0,739 at level of significance 5% with $df = 36$. It means that H_a was accepted and H_o was rejected. Moreover, observe and reading comprehension by using short story was effective in teaching reading, because it had different significance score in teaching reading between the students who were taught by using observe and reading comprehension by using short story and who were not on the eight grade at MTsN 3 Ponorogo in Academic Year 2021/2022.

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Alhamdulillahirobbil'alamin, one of the best words are express my gratitude to Allah SWT, who has been given a blessing until this research could be completely finished. Then, Sholawat and Salutation always offered to the Prophet Muhammad SAW, the most beloved Prophet of Allah SWT. Thank for many people because of their support, the researcher has finished the thesis "The Effectiveness of Scaffolding Strategy on Students' Reading Comprehension at Eight Grade of MTsN 3 Ponorogo.

The researcher would like to acknowledge that she cannot complete this thesis without love, support, cooperation, help, and encouragement from them. Therefore, the researcher would like to extend her appreciation to:

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2. Dr. Moh. Munir, Lc., M. Ag as the Dean of Faculty of Education and Teachers Training.
3. Dr. Dhinuk Puspita Kirana, M.Pd. as the Head of English Teacher Education Department.
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7. Nur Rohmawati, S.Pd as a English teacher of MTsN 3 Ponorogo.
8. All Staff and Teacher of MTsN 3 Ponorogo.
9. All Students of MTsN 3 Ponorogo especially eight grade.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for him in particular and the readers in general.

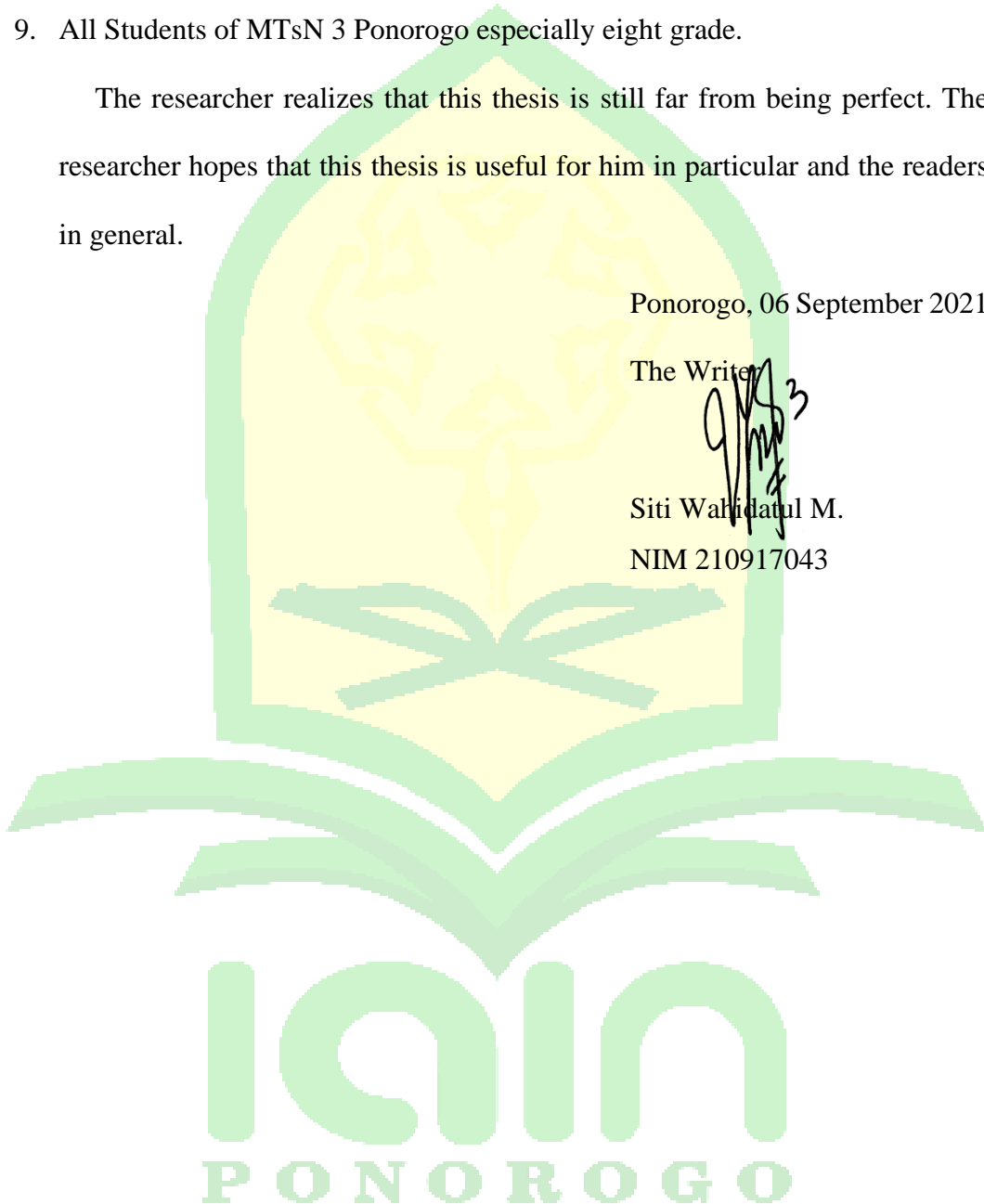
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The Writer



Siti Wahidatul M.

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DEDICATION

The researcher would like to dedicate this thesis for some people:

1. My beloved parents, my father Kadenun and my mother Romkanah who was always love me, support me, prayer to my success, and always being the best for me.
2. My beloved sister Mutiatuz Zuuhria and Siti Fatimatuz Zahra who always being my best friend at home, and don't forget to always pray for me.
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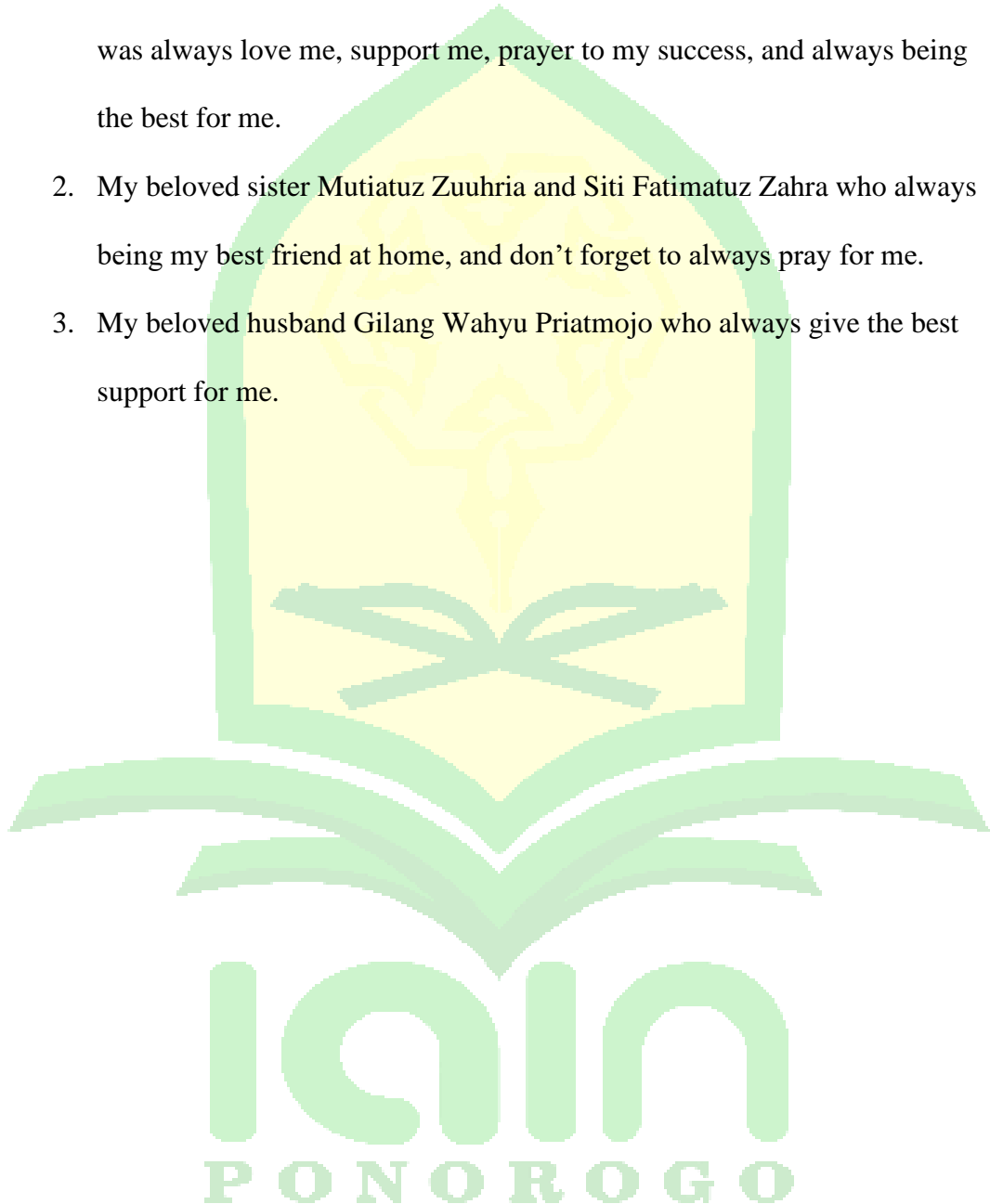
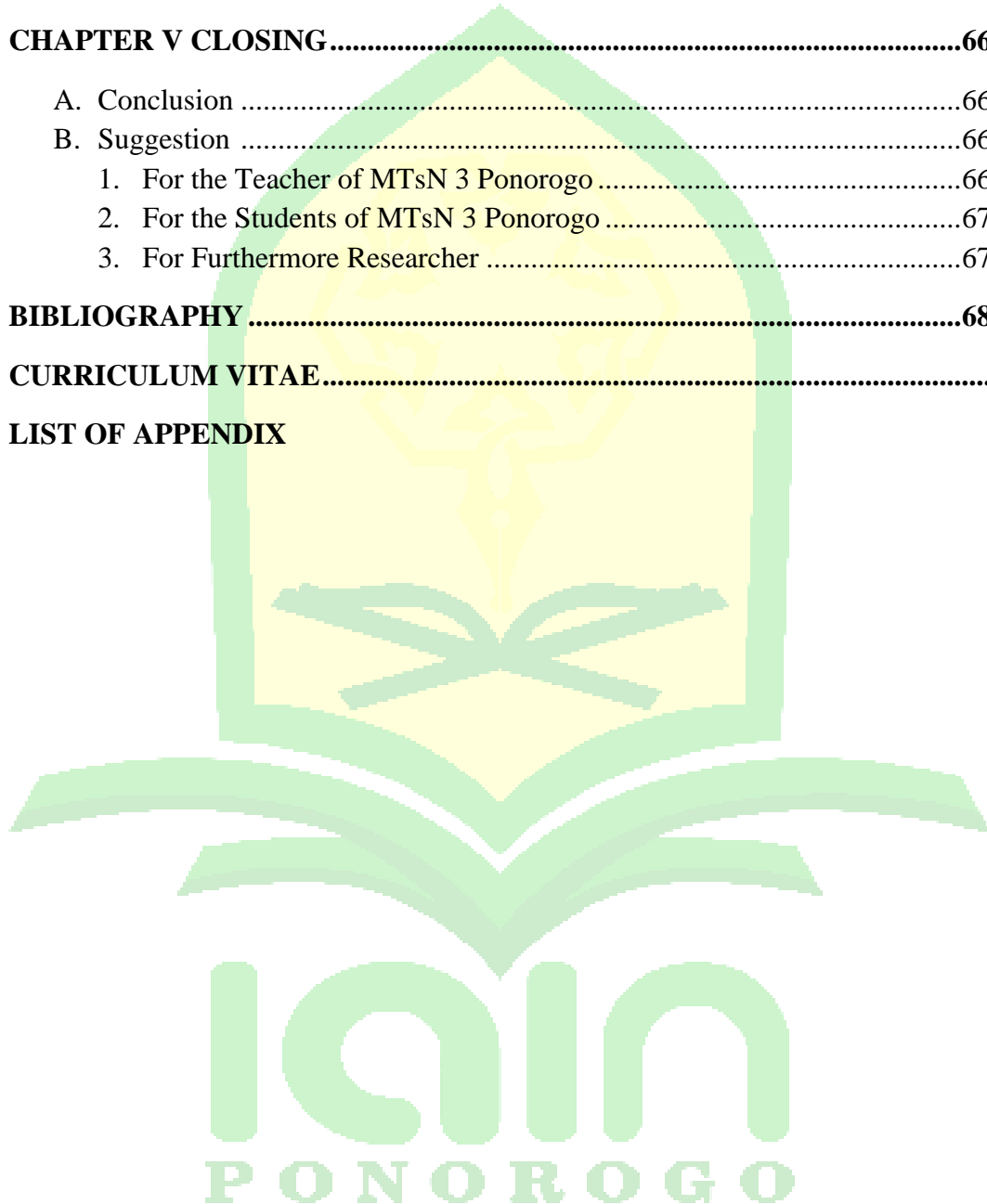


TABLE OF CONTENT

COVER	i
TITLE OF SHEET	ii
APROVAL SHEET	iii
STATEMENT LETTER	iv
MOTTO	vi
ABSTRACT	vii
ACKNOWLEDMENT	viii
DEDICATION	x
TABLE OF CONTENTS	xi
LIST OF TABLE	xiv
LIST OF APPENDICIES	xv
CHAPTER 1 INTRODUCTION	1
A. Background of the Study.....	1
B. Scope of Limitation of the Study	6
C. Research Question.....	6
D. Research Objective.....	6
E. Significances of the Study.....	7
1. Theoretically	7
2. Practically	7
F. Organization of the Study	8
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Previous Study	10
B. Literature Review.....	14
1. Reading	14
a. The Definition of Reading	14
b. The Purpose of Reading	17
c. Kinds of Reading	18
2. Reading Comprehension	19
a. The Definition of Reading Comprehension	19
b. Skills in Reading Comprehension.....	22
3. Scaffolding	23
a. The Definition of Scaffolding	23

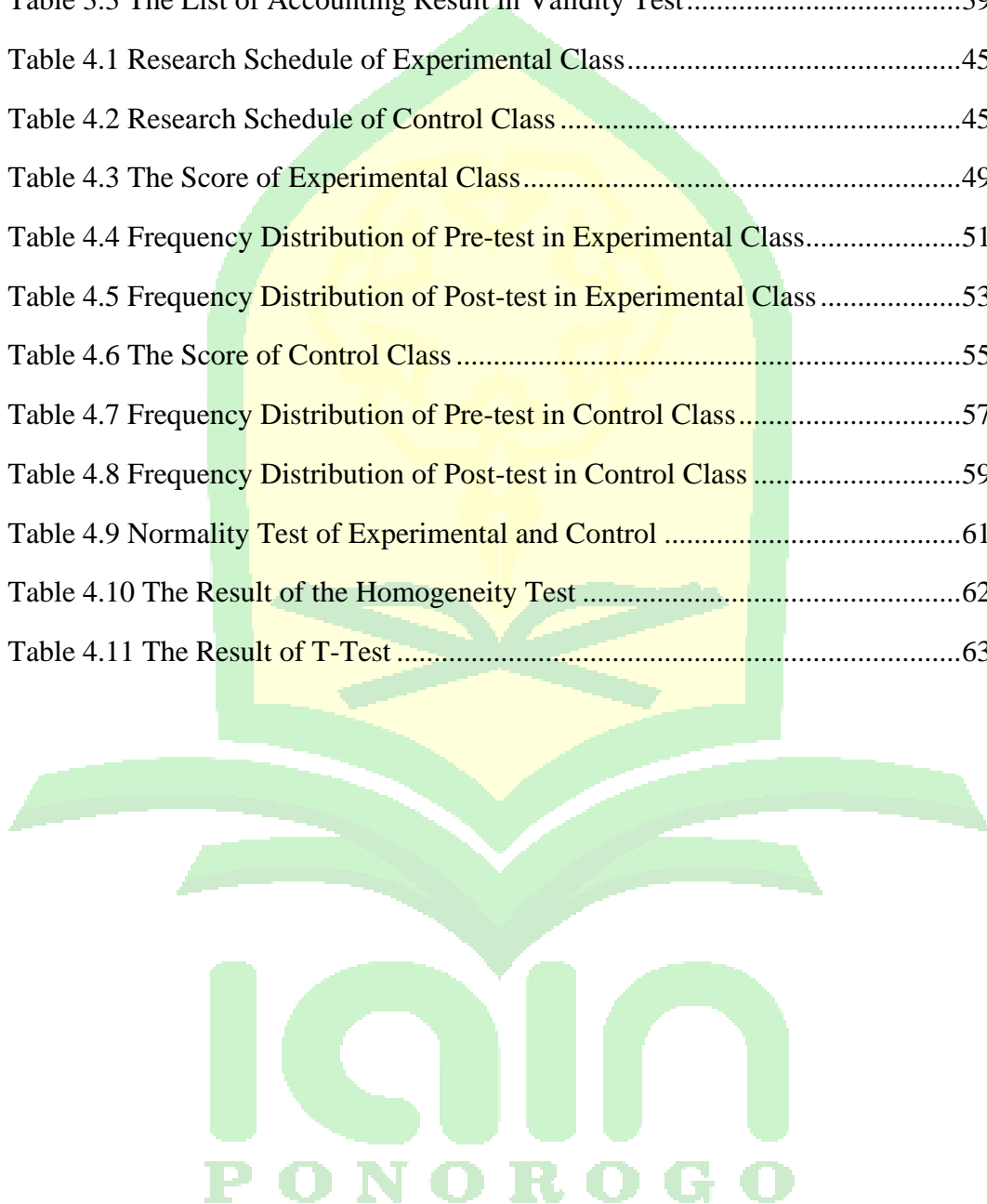
b. The Application of Scaffolding.....	25
c. Advantages and Disadvantages of Scaffolding.....	25
4. Short Story	27
a. The Definition of Short Story	27
b. Advantages of Using Short Story.....	28
c. Kinds of Short Story	28
5. Conceptual Framework	30
6. Hypothesis	30
CHAPTER III RESEARCH METHODOLOGY	32
A. Research Design.....	32
B. Population and Sample.....	34
1. Population	34
2. Sample.....	35
C. Research Instrument.....	36
D. Data Collection technique	38
a. Pre-test.....	38
b. Post-test.....	38
E. Data Analysis Technique	38
1. Reliability	38
2. Validity.....	39
3. Assumption	40
a. Normality Test	40
b. Homogeneity	40
c. Testing hypothesis.....	40
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	42
A. Research Location.....	42
1. History Background of MTsN 3 Ponorogo.....	42
2. Vision, Mission, and Goal.....	43
a. Vision	43
b. Mission.....	43
c. Goal	43
B. Data Description.....	44
1. Schedule of Data	45
2. Teaching Procedure (Experimental and Control Class).....	45
a. Teaching Procedure in Experimental Class	45
b. Teaching Procedure in Control Class.....	48
3. The Result of Student's Score of Experimental Class	49
4. The result of Students Score in Control Class	55

C. Data Analysis	61
1) Normality Test	61
2) Homogeneity Test	62
3) T-Test	62
D. Discussion	64
CHAPTER V CLOSING	66
A. Conclusion	66
B. Suggestion	66
1. For the Teacher of MTsN 3 Ponorogo	66
2. For the Students of MTsN 3 Ponorogo	67
3. For Furthermore Researcher	67
BIBLIOGRAPHY	68
CURRICULUM VITAE.....	
LIST OF APPENDIX	



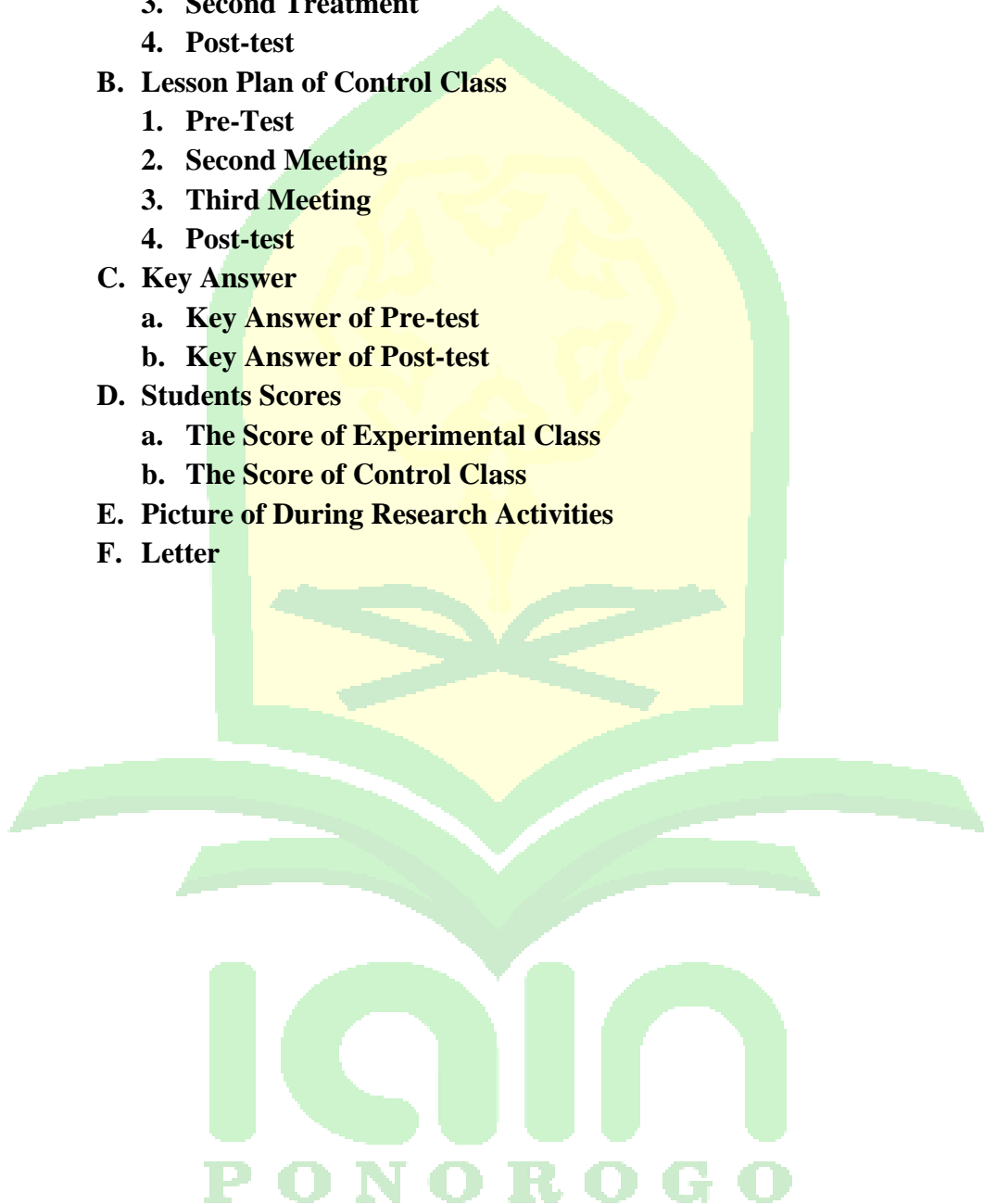
LIST OF TABLES

Table 3.1 Quassi Experimental (Non equivalence - Control Group Design)	34
Table 3.2 Instrument of Data Collection.....	36
Table 3.3 The List of Accounting Result in Validity Test.....	39
Table 4.1 Research Schedule of Experimental Class.....	45
Table 4.2 Research Schedule of Control Class	45
Table 4.3 The Score of Experimental Class.....	49
Table 4.4 Frequency Distribution of Pre-test in Experimental Class.....	51
Table 4.5 Frequency Distribution of Post-test in Experimental Class.....	53
Table 4.6 The Score of Control Class	55
Table 4.7 Frequency Distribution of Pre-test in Control Class.....	57
Table 4.8 Frequency Distribution of Post-test in Control Class	59
Table 4.9 Normality Test of Experimental and Control	61
Table 4.10 The Result of the Homogeneity Test	62
Table 4.11 The Result of T-Test	63



LIST OF APPENDIX

- A. Lesson Plant of Experimental Class**
 - 1. Pre-test**
 - 2. First Treatment**
 - 3. Second Treatment**
 - 4. Post-test**
- B. Lesson Plan of Control Class**
 - 1. Pre-Test**
 - 2. Second Meeting**
 - 3. Third Meeting**
 - 4. Post-test**
- C. Key Answer**
 - a. Key Answer of Pre-test**
 - b. Key Answer of Post-test**
- D. Students Scores**
 - a. The Score of Experimental Class**
 - b. The Score of Control Class**
- E. Picture of During Research Activities**
- F. Letter**



CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is the most important things in communication and it's used as a toll of communication among the nations in all over the world. As a international language, English is very important and has many relationships with various aspects of life owned by human being. In Indonesia, English as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered. They are: listening, speaking, reading, and writing. The reading skill becomes important in the education field, students need to be exercised and trained in order to have a good reading skill. In foreign language learning, reading is a skill that teachers simply expect learners to acquire. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessment of general language ability.¹

Related language skill, reading is very important for our language capability. Reading is an activity that can improve language ability. Jereme Harmer stated that reading is useful for language acquisition provided that students more or less understand what they read, more

¹ H Douglas Brown , *Language Assessment Principle and Class Room Practices*, (New York: Longman, 2004), 185.

they read, they better get at it.² It means that reading is an activity that can improve language ability.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. That means, reading is an activity or interaction between the reader and the text to get meaning of the text depends what the reader need. David Nunan states that the goal of reading is comprehension.³ The conclusion of the definition of reading is, reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. David Nunan states that the goal of reading is comprehension.

Reading comprehension as the process of students to build understanding of the students in the meaning of reading text, who then students can create meaning of themselves in accordance with their understanding from the text. So, reading comprehension is important skill to get the students understanding.

Unfortunately, many students consider that English is difficult. Many of the students are lazy to finish their task when the teacher gave some assignment. It was because they think English is difficult and they

² Jereme Harmer, *How to teach English (New Editions)*(China: Pearson Education Limited, 2007),p.99

³ David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill Companies, 2003), 68

don't understand what they read, so students don't want to try to comprehend the text.

One of the most effective methods to develop reading comprehension skills is using short stories which are considered as a unique literary genre which can be used by the teacher in developing reading comprehension skills. Theoretically, that using short stories in order to develop reading comprehension skills will make the students exchange their ideas in the classroom discussion and make a connection between the text and the text from outside the school.

Besides using short stories needs or requires more attention in order to develop students' thinking skills. Each short story usually has a beginning, middle and an end. This will motivate and encourage every student in the classroom to continue reading or listening to the story to follow the plot of the story or to answer questions after listening to it.⁴

Therefore the increase the students' reading comprehension is using scaffolding as a teaching strategy. Scaffolding is perceived as the strategy used by the teachers to facilitate learners' transition from assisted to independent performance. Scaffolding is a complex instructional concept and explanations of various sorts of scaffolding will help to foster its more widespread use. To help teachers construct a

⁴Pourkalthor, o and Kohan. Teaching Reading Comprehension Through Short Story in advance Classes. Asian Journal of Social Sciences & Humanities : 52-60.

deeper understanding of scaffolding, use it more frequently in their classrooms, and there by improve students' comprehension.⁵

Than the scaffolding is a teaching strategy which originates from Lev Vygotsky's sociocultural theory. Concept of the zone of proximal development, illustrating the distance between what individuals can achieve by themselves and what they can achieve with assistance from other.

Based on the preliminary study conducted by the researcher on 21 September and 20 October 2020 at MTsN 3 Ponorogo, the students in teaching English have a problem namely, it is difficult to read English, especially in class VIII, it is often difficult to learn English, and the lesson make them stressed. This is because not all students are confident, especially in reading aloud, for example, they are afraid of read aloud in front of the class. Many students do not have high motivation to learn reading. Reading activity is something that is difficult for them. They are lazy and afraid to read when there is an assignment from the teacher. Students think reading is boring subject because they do not understand what they are reading. So, students don't want to try to speak English. In this school students very interested in learning short story by using scaffolding strategy, than learning with the teacher strategy, but if they

⁵Kathleen F. Clark and Michael F. Graves. *Scaffolding Students' Comprehension of Text*, p. 1

learning short story by using scaffolding strategy they became enthusiastic about learning English.

Scaffolding Strategy is the strategy that can make the student become responsible for their learning, more motivated, and more successful, when guided, supported and provided with the necessary attributes. Scaffolding can be provided by experts as well as more experienced people around the student; teachers, parents, and even peers at the same class. Scaffolding strategy refers to supporting students to certain extent until the degree of acquiring new skills in an individual basis.

The research conducted by Sri Wachyuni found that scaffolding strategy significantly impacts reading comprehension skills in the EFL classroom context. The findings from the study shows' the effectiveness of scaffolding in improve students' performance in getting the main idea, making inference, and summarizing from the text they read in cooperative learning context.⁶

Based on the statement above, the researcher would like to conduct a researcher with tittle **”The Effectiveness of Scaffolding Strategy on Students’ Reading Comprehension at Eight Grade of MTsN 3 Ponorogo ”**.

⁶Wachyuni. Sri. 2017. *The Effectiveness of Scaffolding Strategy in EFL reading comprehension*. ASSERHR, vol 82. p. 149.

B. Scope and Limitation of the Study

Scope of this study is to measure the effectiveness of scaffolding strategy in teaching reading comprehension by using short story for eight grade students. This study is focuses on eight grade who are taught reading comprehension with scaffolding strategy by using short story and eight grade students who are taught reading comprehension without scaffolding strategy by using short story.

C. Research Question

Based on the background above, the research question is formulated as follow :

”Do the students who are taught using scaffolding strategy have better reading comprehension skills than who are taught using traditional one?”

D. Research Objective

Based on the research question, this study has objective described as follows :

“To know whether the students who are taught using scaffolding strategy have better reading comprehension skills than who are taught using traditional one.”

P O N O R O G O

E. Significances of the Study

1. Theoretically

- a. The result of this research will later be used as a scientific tool in education.
- b. The study can be used as an information and a reference for other researcher who want to conduct research the same topic.

2. Practically

a. Students

After apply scaffolding strategy on students' reading comprehension by using short story where students can improve their reading skills in the classroom. Students can be more and participate when they learn to read.

b. Teacher

This study will use implementation and a positive effect on the use of the scaffolding strategy by using short story to improve students reading comprehension. Furthermore, the teachers will know how to use scaffolding strategy to support the students teaching and learning process.

c. Reader

This research can provide a joint engagement for readers, especially MTsN 3 Ponorogo with the students of the State Islamic Institute (IAIN Ponorogo) to increase references with the effectiveness of using scaffolding strategy.

Hopefully the researcher can understand well the scaffolding strategy to students reading comprehension b using short story, so the researcher can apply those later when the researcher become a teacher.

F. Organization of the Study

To make it easier in writing the thesis, the researcher has divided the thesis into five chapters. At the beginning before the first chapter, the researcher included the cover or page title, counselor approval sheet, authorization page, motto, abstract, preface, table of contents. At the end of the thesis, the researcher attached lesson plan and exercise sheet. The five chapters in the thesis are as follow:

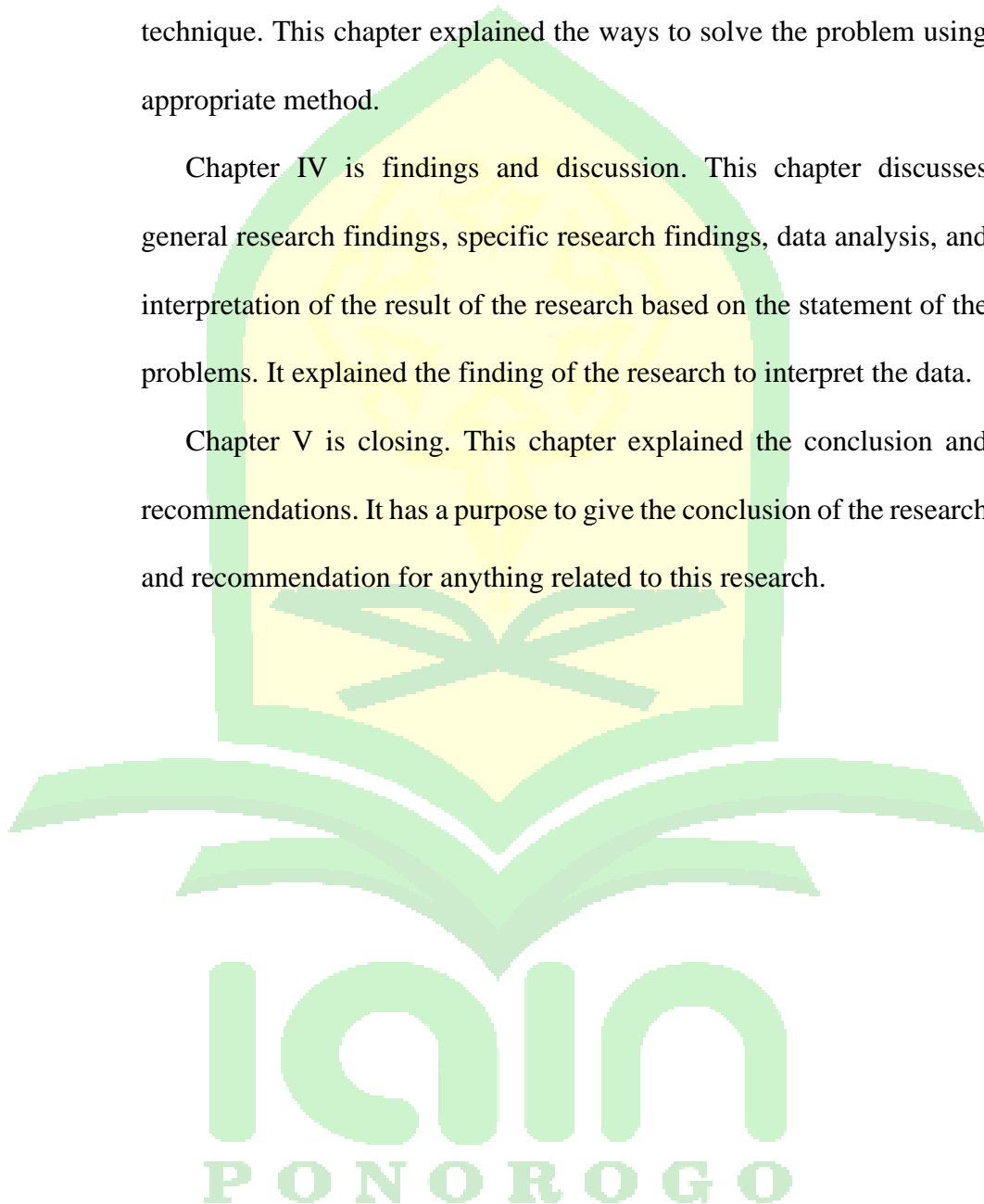
Chapter I is Introduction. This chapter introduces the whole of the research content which involves: background of the study, scope and limitation of the study, research questions, research objectives, significances of the study, and organization of the study. It has a purpose to introduce the research.

Chapter II is review of related literature. This chapter discusses a review of related literature, previous related study, literature review, theoretical framework, and Hypothesis. It explained the literature review that has helped the researcher to finish this research.

Chapter III is research method. This chapter explains the research method that consisted of research design, population and sample, research instrument, data collection technique, and data analysis technique. This chapter explained the ways to solve the problem using appropriate method.

Chapter IV is findings and discussion. This chapter discusses general research findings, specific research findings, data analysis, and interpretation of the result of the research based on the statement of the problems. It explained the finding of the research to interpret the data.

Chapter V is closing. This chapter explained the conclusion and recommendations. It has a purpose to give the conclusion of the research and recommendation for anything related to this research.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed a review of related literature, previous related study, literature review, theoretical framework, and Hypothesis. It explained the literature review that has helped the researcher to finish this research.

A. Previous Studies

First, the previous research finding that can be a consideration theory is taken from thesis of Asteti Hilda from Syarif Hidayatullah State Islamic University Jakarta with the title “The Effectiveness of Jigsaw Technique in Teaching Reading of Recount Text”. Statements problem from this research is Reading was seen as boring learning activity by most SMP Dharma Karya UT students because they do not have the same curiosity in reading English text, The students still had some mistake in answering the question from the recount text, and The students did not understand the meaning of the sentence. This research using a quasi experimental study at the eight grade students of SMP Dharma Karya. The purpose of this study was to obtain the empirical evidence of the effectiveness of using jigsaw technique in teaching reading of recount text. This study was held in March 2017 at eight grade of SMP Dharma Karya UT. The result of the study showed that there was improvement of the students achievement in reading recount text. Gained score of the experimental class (18.50) is higher than controlled

class (8.20). From the result of statistic calculation is obtained that value of t-observation (t_0) is 2.17 and degree of freedom (df) is 58. In the table significance 5% the value of degree of significance is 2.002. comparing those values, the result is $2.17 > 2.002$ which mean to observation (t_0) is higher than t-table (t_t). In the other word, the Alternative Hypothesis (H_a) is accepted than the Null Hypothesis (H_0) is rejected. Therefore, jigsaw technique is effective in teaching reading of recount text.

This research similarities and my research are the same using the quassi experimental study and research in grade 8. The differences is that research was conducted at SMP Dharma Karya UT and my research at MTsN 3 Ponorogo.

Second, the previous study came from thesis written by Khoirunnisa Hasibuan with the tittle The Effect of Short Stories on The Students' Reading Comprehension at Madrasah Tsanawiyah Islamiyah Medan. The statement problem from this research is the students have been taught the reading comprehension but they still got the difficulties in understanding the text. The students have learnt English since they were in Elementary School but students still have inadequate vocabulary. This research aimed to find out the effectiveness of short story on the students' reading comprehension of narrative text at the second grade students of MTs Islamiyah Medan. In order to achieve the objective of this research, the writer designed an experimental research and chose pre-test post-test control group. The writer took two classes, one as an experimental class and the

other as control class. VIII1 was experimental class that consist of 33 students were taught by using short story of narrative text, and VIII2 was control class that consist of 32 students were taught by using non short story. After analyzing the data, the writer found the mean value of the experimental class was 73.9, while mean value of control class was 34.06. Then the data was analyzed by using T-test formula. The result showed that t-observed was higher than t-table, $t\text{-observed} = 5.6$ and $t\text{-table} = 1.99$ at the level of the significance 0,05. This means that the alternative Hypothesis (H_a) was accepted. Moreover, it can be concluded that there was a significant effect on students' reading comprehension by short story of narrative text.

The similarities in this study and my research are the same using short story. In this research using short story to improve students reading comprehension, and my research using scaffolding strategy to improve students reading comprehension.

Third, the previous study came from thesis written by Mariyah Chedo from Raden Intan State Islamic University Lampung with the title "The Influence of Scaffolding Strategy to Develop Students' Reading Comprehension Skill on Descriptive Text At The First Semester of the Tenth Grade at SMK PGRI 4 Bandar Lampung In The Academic Year Of 2018/2019". Statements problem from this research is the students' reading comprehension is still low and the teachers did not used interesting strategy in teaching reading. The methodology of this research was quasi-

experimental. The population of the research was the students of the tenth grade at SMK PGRI 4 Bandar Lampung consisted of 96 students grouped in three classes. The sample was chosen by doing cluster random sampling. The sample of the research was 30 students 96 students. The Scaffolding Strategy was used for the treatments in the experimental class and the Translation Strategy was used for the control class. In collecting the data, the instrument was multiple-choice questions which had try out was given to the students. Before the treatments were disposed, the pre-test for both classes were given. Then, after conducting the treatments, the post-test both classes was given. The result of the pre-test and post-test were analyzed the data by using SPSS version 16 to compute the hypothetical testing. After doing the hypothetical test, the result demonstrated that there was obtained that the Sig. = 0.000 and the $\alpha = 0.05$. It means that the H_a is accepted because $\text{Sig} < \alpha = 0.05$. Therefore, there is significant influence of Scaffolding Strategy to develop students' reading comprehension skill on descriptive text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the academic year of 2018/2019.

The similarities in this study and my research are the same using scaffolding strategy and using quasi experimental methodology. The differences is population of study. The population of this research are students of the tenth grade at SMK PGRI 4 Bandar Lampung and population of my research in MTsN 3 Ponorogo

B. Literature Review

In this research, the researcher is using theories that are relevant with the theme of the discussion. The theories are:

1. Reading

a. The Definition of Reading

Reading is a way of getting information from something written. The more reading, the more information we get. Reading is an important activity in everyday life, because reading not only to get information, but serves as a tool to expand one's language knowledge. Reading is very important to us. Because by reading, we can feel some benefits, such as can increase our knowledge of the outside world. For example like read newspaper we can know what happenings or have happened in this world. Then from reading we can get to know new words that we do not know. For example, if we read a book that is foreign language, such as English. By reading we can increase fluency in speaking and can improve our brain memory. Reading is becoming more and more important in the new knowledge economy and remains the most effective human activity for transforming information into knowledge.⁷

⁷ Naf'an Torihoran and Miftahul Rachmat, *Reading: Pre-Intermediete Reading Skill*, (Serang: Loquen Press, 2012), p. 56.

According to Sandra Silberstein, reading is a complex information processing skill in which the reader interacts with the text in order to (re) create meaningful discourse.⁸ Reading is one of important skill in English. Without reading the reader can't understand about the information of the text. However, reading is a skill for reader in process of activity to get ideas and information to understand what they read. Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction.⁹

Garabe defined reading as an interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing).¹⁰

Reading is an active cognitive process does indeed required using graphic (letters) and phonic (sound) information; but for fluent readers particularly, the language – based cues - semantic (meaning) and syntactic (grammar) – seem far and away more important than graphic and phonic cues.¹¹ Reading is transaction with a text to

⁸ Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford American English, 1994), 12.

⁹ H Douglas Brown , *Language Assessment Principle and Class Room Practices*, (New York: Longman, 2003), 189.

¹⁰ Abbas Pourhosein Gilakjani, *How Can Students Improve Their Reading Comprehension Skill?*, *Journal of Studies in Education*, Vol. 6, No. 2 (May, 2016), 230.

¹¹Richard Allington and Michael Trange, *Learning Through Reading in the Content Areas*, (Toronto: D.C Heath and Company, 1980), P.16.

create meaning; it is bringing meaning to a text in order to create meaning from it.¹² It means that in reading, using sound and letter are important because when we read book or something it certainly we produce sound, and without using letter it doesn't call reading activity because reading commonly defined as an activity where the students' eyes focus on letter in the text or something that they read.

According to Rechar, reading is the process of reconstructing from the printed pattern on the ideas or information intended by the author.¹³ Fatel state that reading is an active process which consists of recognition and comprehension skill.¹⁴ It means that reading is process which is done by the reader to comprehend and get the information from printed text. By reading the students also can understand what the writers mean.

From explanation above, there are a lot definitions about reading. It can be concluded that reading is a process to understand the ideas between written and reader to get information and get conclusion from the text. In other word, the students are able to understand the text. It is one of ways to students get some of information.

¹²Lee Galda, Bernice E. Cullinan, Dorothy S. Strickland, *Language, Literacy and The child*, (Florida, 1993), p. 124.

¹³Jack C Richard and Theodore S. Rodgers, *Approach and Methods in Language Teaching*, (Second Edition) (US: Cambridge University press, 2001), P.41

¹⁴M. F. Fatel, Praveen M. Jain. *English Language Teaching (Methods, Tools and Techniques*, (Suunrice: Jaipur, 2008), p. 114.

b. The Purposes of Reading

Rivers and Temperly suggest that there are seven main purposes for reading:

- 1) To obtain information for some purposes or because there are curious about some topic.
- 2) To obtain instructions on how to perform some task for our work or daily life.
- 3) To act in a play, play a game, do a puzzle.
- 4) To keep in touch with friends by correspondence or to understand business letters.
- 5) To know when or where something will take place or what is available.
- 6) To know what is happening or has happened (as reported in newspaper, magazine, reports)
- 7) For enjoyment or excitement.¹⁵

Beside the aim of reading above, reading generally also have purposes depend on writer's objective. The writer will take the aims of reading is to obtain information for some purposes, to obtain instructions on how to perform some task for our work or daily life and for enjoyment or excitement.

¹⁵ David Nunan, *Second Language Teaching* (London: Heinle Publishers, 1999), p. 251.

c. Kinds of Reading

According to Heaton, there are two kinds of reading, they are: intensive reading and extensive reading.¹⁶

1) Intensive Reading

The focus of intensive reading is the language. Thus, the dictionary often used in this activity. Intensive reading involves studying the text carefully in every words and grammatical by contrasting, examining, decoding and maintaining every expression which have found in the text. This activity involves the reader's concentration in order to comprehend the detail information of the text. It may be the sentence, the paragraph and the whole text. The focus on intensive reading is the language and the grammatical feature.

2) Extensive Reading

In order to review the ideas related to the text, summary is often used. Intensive reading is often considered as a complex activity. The focus of extensive reading is usually the message which is conveyed by the writer. Extensive reading, the purpose of learning reading through extensive reading was studying the language not the content, not only seeking information but also could be for pleasure purpose.

¹⁶J. B. Heaton, *Writing English Language Test*, (New York : Longman Inc., 1988), P. 106

Extensive reading is an activity which involves the reader's own pleasure because the focus of this activity is the content of the not the language. Based on the explanation above, there are two kinds of reading such as intensive reading and extensive reading.¹⁷

2. Reading Comprehension

a. The Definition of Reading Comprehension

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading. According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text. Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read, or the

¹⁷H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (San Francisco : Longman, 2004), P. 189

process of constructing meaning from a text. It means that a reader must be able to interpret what the meaning of the text well.¹⁸

Goodman states reading comprehension is as an interaction between thought and language. It means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language.¹⁹

Reading comprehension as a complex process involving interaction of many components. Those components are readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.²⁰

Reading comprehension in slightly different ways. Snow categorizes the component which is interacting and involving in reading comprehension into three components. Those components are the reader, the text and the activity. Snow includes the capacities, abilities, knowledge, and experiences of the readers as the part of the reader components. Snow explains the text as any printed and

¹⁸Grabe William, and Fredricka L Stoller,. (2002), *Teaching and Researching Reading*. (New York: Longman), p. 7

¹⁹Otto, Wayne, (1979). *How to Teach Reading*. (Philippines: Addison-Wesley Publishing Company, Inc). p. 70

²⁰Klingner, jannete K., Sharon Vaughn, and Allison Broadman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guidford Press. P. 8.

electronic text while for the activity Snow includes the purpose, processes, and results of any attitude in reading.²¹

According to Brown, reading comprehension is primary a matter of developing appropriate, effective comprehension strategies.²² It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a reading questions form. Based on the language assessment theory by Brown, especially in reading there are some criteria that are commonly used in measuring student's reading comprehension they are :

- 1) Main idea (topic)
- 2) Expression / idiom / phrases in context
- 3) Inferences (implied detail)
- 4) Grammatical feature
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated details)
- 7) Supporting idea
- 8) Vocabulary in context.²³

In conclusion, reading comprehension is a brain process involving several components in which those components

²¹Snow, C., Chair. 2002. *Reading for Understanding (Toward an R&D Program in Reading Compehension)*. Santa Monica: RAND. p. 11.

²²H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco : San Francisco University Press, 2000), P. 306

²³H. Doughlas Brown, *Ibid* .P.206

interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other. If there is an interference growing between them, there will be difficulties in reading.

b. Skills in Reading Comprehension

According to Beatrice and Linda Jeffries there are several skills that make up the ability to comprehend what is read. According to the reader's purpose, the skills are :

- 1) Scanning : scanning is very high-speed reading. When you scan, you have a question in mind. Do not read every word, only the words that answer your question.
- 2) Previewing and predicting : you can get some ideas about what you will read. That way you will begin to process the information far more quickly.
- 3) Topics : can helps you connect, what you read to what you already know.
- 4) Topics of paragraphs : paragraphs is two groups of sentences that look like paragraphs. Read both of them carefully
- 5) Main idea : is the author's idea about the topic. It is always a complete sentence that includes both the topics and the idea that the author wishes to express about the topic.

- 6) Recognizing patterns : be able to find the important ideas more quickly.
- 7) Skimming : is high-speed reading that you can save you lost of time.
- 8) Making inference : inference is sometime the topic of a text may not be stated anywhere directly. You must look for clues and try to guess what the passage is about.
- 9) Summarizing : is the retelling of the important part of a passage in a much shorter form.²⁴

3. Scaffolding

a. The Definition of Scaffolding

According to Larkin, scaffolding is the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning. Scaffolding is a process in which students are given support until they can apply new skills and strategies independently. Another definition, scaffolding is defined as a temporary structure that is often put up in the process of constructing a building. As each bit of the new building is finished, the scaffolding is taken down. The scaffolding is temporary, but essential for the construction of the building.²⁵ Based on the definition above, it mean that a temporary framework that supports

²⁴ Beatrice S. Mikulecky, *More Reading Power*. Longman. 1996.

²⁵Pauline Gibbons, *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom*. Second edition, Portsmouth: Heineman. 2002, p.16

a building under construction. When the structure is strong enough to stand on its own, the scaffolds are removed.

Scaffolding is a temporary structure for holding workers and materials. When it is used in educational contexts, many current uses of the word suggest that „scaffold“ has become synonymous with support. Hence, a teacher who provides some „advanced organizers“ to their lessons can claim to have „scaffolded“ their students into the task.²⁶

Scaffolding is an interactive means of learning that occurs between adult and child. In this process the adult gently guides and supports the child’s learning, responding to the child’s level of participant by asking questions, making observations, and issuing new challenges according to the child’s responses.²⁷

Scaffolding involves the setting up of “temporary support, provided by capable people, that permit learners to participate in the complex process before they are able to do more so unassisted as student became able to do more complex language tasks, support can be decrease and removed.”²⁸

The scaffolding gives a helping to students during first steps learning, then decrease helping and giving chance to take

²⁶Baverley Axford, et al., *Scaffolding Literacy: an Intergrated and Sequential Approach to Teaching Reading, Spelling and Writing* (Australia: ACER Press, 2009), p. 2.

²⁷Henri Frederice Amiel, “*To Know How To suggest is the great art of Teaching*” , (London: Fiddle-dee-dee, 2003), p. 1.

²⁸ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (Boston: Thomson Learning, 2001), p. 166.

responsibility after students can do it. Scaffolding can make students comfortable on learning because teacher always give supervisions for students. So, it make students didn't be afraid to ask and discuss about lesson.

b. The Application of Scaffolding

- a) First, the instructor does it. In other words, the instructor models how to perform a new or difficult task, such as how to use a graphic organizer.
- b) Second, the class does it. The instructor and students then work together to perform the task. For example, the students may suggest information to be added to the graphic organizer
- c) Third, the group does it. At this point, students work with a partner or a small cooperative group to complete the graphic organizer.
- d) Fourth, the individual does it. This is the independent practice stage where individual students can demonstrate their task mastery and receive the necessary practice to help them to perform the task automatically and quickly.²⁹

c. Advantages and Disadvantages of Scaffolding

1). The Advantages of Scaffolding

²⁹ Lankin, *Instructional Scaffolding to Improve Learning*, (Northern Illinois University, Faculty Development and Instructional Design Center, 1997), 3

- a) Provides clear direction and reduces students' confusion concerning the anticipated problems that students may encounter. In addition, it develops step by step instruction, 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 for them. It enables the students to decide the task or lesson that much be explored along it without wandering off the designated task.
- d) Clarifies expectation and incorporates assessment and feedback.
- e) Directs the students to use worthy sources provided by teacher, there by 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 lesson to eliminate difficulties which in turn maximize learning.³⁰
- g) Scaffolding instruction motivates the student so that they want to learn.
- h) Can minimize the level of frustration of the learner. This is extremely important with many special needs students, who can

³⁰Narmeen Muhmud Muhammad, *The effect of using scaffolding strategies on EFL students' reading comprehension achievement*. 2015. University of Baghdad. P. 96

become frustrated very easily then shut down and refuse to participate in further learning during that particular setting.

2). The Disadvantages of Scaffolding

- a) Implementation of individualized scaffolds in a classroom with a large number of students would be challenging.
- b) Unless properly trained, a teacher may not properly implement scaffolding instruction and therefore not see the full effect.
- c) Scaffolding also requires that the teacher give up some of the control and allow the students to make errors.
- d) This may be difficult for teachers to do.
- e) Finally the teachers' manuals and curriculum guides that I have been exposed to do not include examples of scaffolds or outlines of scaffolding methods that would be appropriate for the specific lesson contents.³¹

4. Short Story

a. The Definition of Short Story

According to Ghasemi and Hajizadeh said that the short stories have the unique characteristics thus making the learners especially suitable to be used in reading comprehension.³²The aim is easy to understand by the students, and also can be developed any

³¹ Rechel R. Van Der Stuyf. *Scaffolding as a Teaching Strategy*. Adolescent Learning and Development Section 0500 A – Fall 2002. November 17, 2002. Page 11-12.

³² Ghasemi. P and Hajizadeh. R., (2011), *Teaching L2 Reading Comprehension through Short Story*. International Conference on Languages, Literature and Linguistics. Singapore: IACSIT Press.

kind of teaching material so that the reading learning will not become monotonous and boring. The reason why choosing short stories as materials of reading learning is literary work is often more interesting than the text found in course books. It supported by Setyani define that the short story is interesting, can also help to stimulate the students' curiosity toward the target culture and language.³³

b. Advantages of using Short Story

According to Pourkalhor and Kohan added advantages for pedagogical advantages for using short stories over other literary texts, which are:

- 1) Make the students feel more relax, and reduce students' anxiety.
- 2) Increase students' cultural awareness.
- 3) Short stories give the learners a better view of other culture and people.

c. Kinds of Short Story

- 1) A myth is a traditional story that explains the beliefs of a people about the natural and human world. The main characters in myths are usually gods or supernatural heroes. The stories are set in the

³³ Setyani, S.G., (2009), *The Use of Short Stories to Develop Student's Reading Comprehension Skill*. Thesis. Semarang: State University. Jepara

distant past. The people who told these stories believed that they were true.

- 2) A legend is a traditional story about the past. The main characters are usually kings or heroes. Some examples of well-known legends include the tales of Odysseus from Ancient Greece, Beowulf from the Norse lands and King Arthur from Old England. Like myths, legends were thought to be true.
- 3) A fable is a brief story intended to teach a moral lesson. The main characters are usually animals, objects in nature (e.g. mountains, lakes, stones) or forces of nature (e.g. the sun, the wind, the rain), which are given human qualities. The most famous fables in Western tradition are Aesop's fables from Ancient Greece. There are also many well-known fables from China, India and other Asian cultures.
- 4) A parable is a brief story that illustrates a moral principle through the use of metaphor. Unlike fables, the main characters of parables are human beings. The most widely-read parables in Western tradition are the parables of Jesus in the New Testament of the Bible. There are also many parables from the Buddhist tradition and from ancient Chinese philosophers like Confucius, Mencius and Han Fei Zi.³⁴

³⁴ Regional NET Coordinating Team, (2012), *Net Working Using Short Story The English Classroom*. August, 2.

5. Conceptual Framework

Reading is one of the most important skills of English. In the reading, the students are able to understand the text. It is one of ways to students get some of information. One components of reading is comprehension. Reading comprehension is a process of reader activity to build meaning what they read. The readers make meaning by interacting through the information in the text.

Based on interview, reading students at MTsN 3 Ponorogo are low. During learning process there are some students also just passive and had less attention to the teacher's instruction in teaching reading activity. There are some students who lazy to read the text and have not motivation to finished their assignment.

The researcher thought to solve this problem we need use scaffolding strategies that gives an opportunity to students to be active when learning process especially in reading activity. The researcher using scaffolding strategies for teaching reading by using short stories. Based on explanation above, the researcher will use strategies in teaching reading comprehension to increase the reading comprehension.

6. Hypothesis

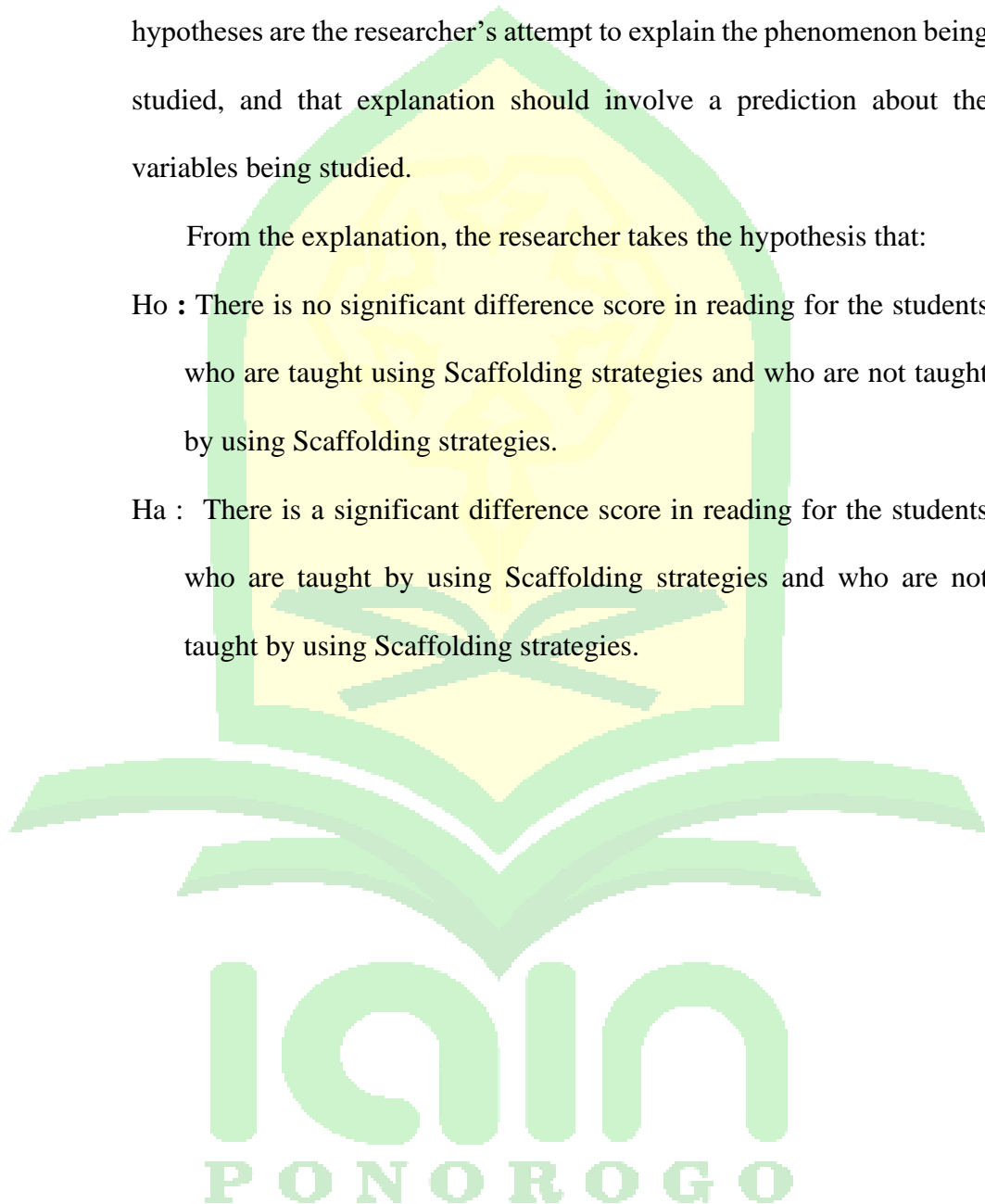
Hypothesis is simply an educated and testable guess about the answer to your research question. A hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest.

Hypotheses can take various forms, depending on the question being asked and the type of study being conducted. A key feature of all hypotheses is that each must make a *prediction*. Remember that hypotheses are the researcher's attempt to explain the phenomenon being studied, and that explanation should involve a prediction about the variables being studied.

From the explanation, the researcher takes the hypothesis that:

Ho : There is no significant difference score in reading for the students who are taught using Scaffolding strategies and who are not taught by using Scaffolding strategies.

Ha : There is a significant difference score in reading for the students who are taught by using Scaffolding strategies and who are not taught by using Scaffolding strategies.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

A research design was simply the framework or plan for a study that is used as a guide in collecting and analyzing the data. According to Kerlinger research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. Moreover, research design is the arrangement of condition for collection and analysis of data in a manner that aims to generalize the findings of the sample on the population.³⁵

This research applied quantitative method that are based on the philosophy of positivism, is used to examine the population or a particular sample, the technique is generally carried out at random, using a data collection instrument of research, quantitative data analysis or statistics in order to test the hypotheses that have been established.³⁶ Quantitative method is called the traditional method, because this method has been used so long tradition as a method for the study. This method as a scientific method, because it has filled the scientific principles that is concrete or empirical, objective, measurable, rational, and systematic.

The design of this observation is quasi experimental. According to Sugiyono, quasi experimental design means that the researcher does not have maximum control in doing the experiment.³⁷ The design used in this research used experimental and control group Experimental group receives a treatment, while control group does not receive any treatment. Quasi experimental design divide into two. They are nonequivalent control group design and the time series design. According to Hanafi, nonequivalent control group design means that are two group in the study; experimental group and control group, in which both of the groups are

³⁵ Prabhat Pandey & Meenu Mishra Pandey , *Research Methodology: Tools and Techniques*, (Romania: Bridge Center, 2015), p.18.

³⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*.(Bandung:alfabeta,2010), p.55.

³⁷ Sugiyono. *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif dan R &D*(Bandung: Alfabeta, 2013),p.20.

the same level of knowledge but used different treatment or maybe there will be no treatment used.³⁸

This type of research has 2 tests, namely the pre-test and post-test, the experimental group, and the control group, but there are no random assignment subjects. In this study, both groups were given a pre-test at the start of the study. This initial test is carried out by looking at the student's current abilities before being given treatment. Then, the post-test is given at the end of the lesson to find out the effectiveness is measured by the difference in the students' reading comprehension scores. The results of the pre-test and post-test were used to investigate whether or not there was a difference between the experimental group and the control group. The subject was given pre-test and post-test to know their reading comprehension between the students who will use scaffolding strategy by using short story and the students who were not.

The researcher used non-equivalence (pre-test and post-test) control group design for this research. This design included a pre-test and post-test measures followed by a treatment (for experimental class) and pre-test and post-test for the second group (control class).

Both of groups were given pre-test and post-test. Pre-test was administered to each group before giving treatment. The variable of experimental research is classified into independent and dependent variable.

Independent variable : Scaffolding strategy and short Story

Dependent variable : Reading comprehension

³⁸ Sayyidah AINU Hidayah(2016), “ The Effect Of Intensive Reading Strategy On Students’ Reading Comprehension of SMPN Curug Tangerang”, (Thesis: STAIN Sultan Maulana Hasanuddin: Banten),p. 31-32.

Table 3.1
Quasi experiment (Non equivalence- control group design)

Group	Pre-test	Treatment	Post-test
Experimental Group (A)	O ₁	X ₁ , X ₂ , X ₃ , X ₄	O ₁
Control Group (B)	O ₁	O ₂

Note :

O₁ : pre-test of experimental and control groups

X : treatment of the experimental group

O₂ : post-test of experimental and control group

The treatment was carried out in 4 meeting in the experimental Class with the reading comprehension treatment delivered using scaffolding strategy and short story, while the control group was taught conventionally. In the pre-test and post-test gave to the experimental class and the control class.

B. Population and Sample

1. Population

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw conclusions.³⁹ The population of this research was students at eight grade students of MTsN 3 Ponorogo in academic year 2020/2021 as the population of thesis. There are 212 students in the eight grade of MTsN 3 Ponorogo. It was divided into 7 classes. They are class 8A consists of 28 students, 8B consists of 19 students, 8C consists of 27 students, 8D consists of 29 students, 8E consists of 30 students, 8F consists of 25 students, 8G consists of 27 students.

³⁹Sugiyono. *Metode Penelitian Pendidikan : Pendidikan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2008), 80

2. Sample

According to Hanafi, sample is the group which is involved.⁴⁰ A sample as the name simple, is a smaller representation of a larger whole. It means the sample is a group of individuals as a part of population which is chosen from the whole population.⁴¹ There are eight classes in the eighth grade of MTsN Ponorogo. There were 212 students. The researcher used probably sampling by using random sampling. Random sampling is that the population is heterogeneous varying in many ways each of which has the right to represent the group. Besides, random sampling is believed to accommodate the representation from each variation of the group.⁴²

There were two classes in the eighth grade of MTsN 3 Ponorogo. There were students that is divided to 19 Students in VIII B and 27 students in VIII G. They were divided into two groups. They are as the experimental group and control group. The experimental group was a group which was given the treatment in form of teaching reading comprehension using short story with scaffolding strategy. While, the control group was a group which was not given the treatment taught using short story with scaffolding strategy in teaching reading comprehension.

The method used by researcher to get representative sample for accessible population was simple random sampling. In simple random sampling technique, the sample was directly drawn randomly from the population. In this technique, each member of the population was given equal chance of being selected to become the members of the sample.⁴³

⁴⁰Sayyidah AINU Hidayah (2016), "The Effect Of Intensive Reading Strategy On Students' Reading Comprehension of SMPN Curug Tangerang", p.34.

⁴¹Prabhet Pandey and Meenu Mishra Pandey. *Research Methodology: Tools and Techniques*. Bridge Center, 2015. P. 42.

⁴²Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction*, (Universitas Negeri Malang: UM press, 2012), p.182.

⁴³Mohammad Adnan Latief, *Research Methods on Language Learning: An Introduction* (Malang: UM Press, 2013), 183.

C. Research Instrument

Research instrument is a means or tool used by researcher to collect data to obtain satisfactory or best result that can occur systematically and completely. Instrument can be define as a tool to collect the data. It has to be constructed and made to show the empirical and accurately as the real condition of the subject of the researcher.⁴⁴

Table 3.2
Instrument of Data Collection

Research tittle	Variable	Indicator	Subject	Techni-que
The Effectiveness of Scaffolding Strategy on Students' Reading Comprehension by Using Short Stories at MTsN 3 Ponorogo	Short story (X ₁) Scaffolding Strategy (X ₂) Reading comprehension (Y)	1. Short story is a piece of prose fiction that typically can be read in one sitting and focuses on a self contained incident or series of linked incidents. With the intent of evoking a single effect or mood. 2. Short story can help students to develop their reading comprehension. Step f Scaffolding strategy : - Giving a	Eight grade students	<ul style="list-style-type: none"> • Objective test 15 questions for multiple choice of pre-test • Objective test 15 questions for multiple choice of post-test

⁴⁴ Sugiono, *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2008), 118.

		<p>model of the expected behavior -</p> <p>Explanation - Invite students to participate -</p> <p>Explain and clarify students' understanding -</p> <p>Invite students to express opinions</p> <p>3. Reading is a skill which we try to get information from printed and written material</p> <p>4. Reading comprehension skills increase the pleasure and effectiveness of reading.</p> <p>5. strong reading comprehension skills help in all the subjects and in the personal and professional lives.</p>		
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D. Data Collection Technique

In collecting the data, the researcher used objective test. The test were pretest and posttest:

a. Pre-Test

The researcher gave pre-test to the students before giving the treatments in order to know the basic of students reading comprehension skill before treatments and also the students' mean score. In this test, the researcher uses a short story, 3 passage. The test have do by given 15 multiple choice questions. The students answered the questions on the google form. Then the researcher did the scoring based on their answers on the test.

b. Post-test

Post-test given after conducting the treatment. It delivered to known the student's reading comprehension skill by using scaffolding strategy. The researcher gave the students same test, they are multiple choice questions. In the Post-test the students also were asked to answer the reading comprehension test in form to multiple choice question about the short story have read consist of 15 items.

E. Data Analysis Technique

The data was analyze by using independent sample t-test. The independent sample t-test was used in this research because there were two independent samples in this research they were the experimental class and the control class. The independent sample t-test was used to compare the mean of two groups of different subjects on one variable. There were two assumptions that were done before analyze the data by using independent sample t-test.

1. Reliability

A reliable test is consistent and dependable if you give the same of test to the same student or matched students on two different occasions, the test should yield similar result. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a

test. According to James Dean, reliability is the extent to which the result can be considered or stable.⁴⁵

2. Validity

According to Junaidi, by far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

To measure validity, Microsoft office excel was used by the researcher in this research. It was very important to test the validity of the instrument because when the instrument was valid, the data gained also became accurate and valid. The item test was valid if the r_{xy} is higher than the r -table. The researcher took correlation coefficient “ r ” product moment from person 19 respondents of MTsN 3 Ponorogo and on 5% significance stage.

Table 3.3
The List of Accounting Result In Validity Test

Item	R_{xy}	Mark	R_{table} (5%)	Criteria
1	0,593	>	0,3115	Valid
2	0,349	>	0,3115	Valid
3	0,674	>	0,3115	Valid
4	0,475	>	0,3115	Valid
5	0,485	>	0,3115	Valid
6	0,611	>	0,3115	Valid
7	0,337	>	0,3115	Valid
8	0,351	>	0,3115	Valid
9	0,337	>	0,3115	Valid
10	0,428	>	0,3115	Valid
11	0,559	>	0,3115	Valid

⁴⁵James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment*, (New York: McGraw-Hill ESL/ELT, 2005), 175

12	0,446	>	0,3115	Valid
13	0,387	>	0,3115	Valid
14	0,599	>	0,3115	Valid
15	0,661	>	0,3115	Valid

Based on table above, there are 15 questions and all declared valid. The researcher used 15 question to collect the data.

3. Assumption Test

After the test will given to the students in pre-test and post-test, then the results of test will be analyses with assumption test. The tests there are test of normality and test of homogeneity.

a. Normality test

The purpose of normality test is to know the data distributed normal or not. Normality test is used to know whether the data from both group sample which examined comes from the population or distribution or not.⁴⁶ In this research, the researcher will use SPSS 23 program for windows to calculate the normality test.

b. Homogeneity

Homogeneity test is used to know the similarity of the populations. Homogeneity test is use to know before we compare some of groups.⁴⁷ In this research, the researcher uses SPSS program for windows to calculate the homogeneity test.

c. Testing Hypothesis

After testing normality and homogeneity, the researcher continued to analyze the data by using a t-test. The researcher analyzed the data by comparing the score between the experimental class and control class in the post-test. The criteria of hypothesis, as follows :

⁴⁶ James Dean Brown, *Testing Language Programs: A Comprehensive Guide To English Language Assessment*, (New York: Mc Graw Hill, 2005), 27.

⁴⁷ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2014), 212.

- 1) H_0 : if t test $<$ t table in significant degree 5%, there is no significant score of scaffolding strategy on students' reading comprehension by using short story and who are taught using traditional one at MtsN 3 Ponorogo.
- 2) H_a : if t test $>$ t table in significant degree 5%, there is significant score of scaffolding strategy on students' reading comprehension by using short story and who are taught using traditional one at MtsN 3 Ponorogo.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Location

1. History Background of MTsN 3 Ponorogo

This research was conducted at MTsN 3 Ponorogo was located in a village North of Ponorogo City, precisely on the main road to Magetan, namely RT.01/RW.01 Ngunut Village, Babadan District, Ponorogo Regency. MTsN 3 Ponorogo was established on 25 October 1993. The history of the established of MTsN 3 Ponorogo was :

- a. Before 1973 it was *Sekolah Rakyat (SR)*;
- b. In 1973 it become a PGA Pembangunan which established by the Ngunut Village government;
- c. Then it changed to Madrasah Tsanawiyah (MTs) Pembangunan which was established by 3 people, namely : Sumardi, Achmad Abid and Irchamni on 1 December 1978;
- d. 26 February 1986 become a distant class from MTsN Negeri Ponorogo;
- e. In 25 October 1993 become a state MTs through the Decree of the Minister of Religion of the Republic of Indonesia number : 244 of 1993;
- f. Since 2017, MTsN Ngunut has changed its name to MTsN 3 Ponorogo.

MTsN 3 Ponorogo has progressed quite rapidly both the academic and non-academic fields. Since becoming Tsanawiyah Development the number of students has reached 2 classes, the reached its peak after its status as a State with 6 parallel classes.

In 1995 was received land and building assistance with a location not far from the old building. Finally, for the effectiveness of learning, since 1998 all activities moved to new location at around +200 meters to the North of the old building.

2. Vision, Mission, and Goal

a. Vision

The formation of people who faithful, pious, noble, knowledgeable, broad-minded, and cultured in a healthy environment based on the nation's culture.

b. Mission

- 1) Improving students discipline in the Madrasah environment;
- 2) Increasing students activity in participating in teaching and learning activities;
- 3) Fostering and promoting religious activities;
- 4) Increasing the activity role students in following the development of science and technology;
- 5) Completing and optimizing Madrasah facilities and infrastructure to monitor student achievement.

c. Goal

Based on the vision and mission above, the educational objectives to be Achieved are :

- 1) Improving the quality/professionalism of teachers in accordance with the demands of the learning program;

- 2) Completing educational facilities and infrastructure in accordance with the program;
- 3) Improving students learning achievement;
- 4) Increasing reading materials in the library;
- 5) Increasing extracurricular activities;
- 6) Engaging in activities outside of school;

In order to guide the students to always be discipline and respect to teachers and employees, every morning and afternoon they are accustomed to always shaking hands and praying together at the Al-Muqorrobin Mosque. In addition, routine activities are also held every Friday with the Taqwa Friday program, Clean Friday program, and Healthy Friday.

B. Data Description

In this research, the researcher used quasi experimental research where the researcher took two classes as a sample. The researcher used experimental class to be given pre-test, treatment, and post-test. While for control class, the researcher given pre-test and post-test. In this research, the researcher took 46 students the eight grade of MTsN 3 Ponorogo as population. Then the researcher took two classes as sample, VIII B as an experimental class and VIII G as a control class.

The first, the researcher gave pre-test to the both of classes. The second, the researcher applied treatment with short story by using Scaffolding strategy to the experimental class and gave file to read based evaluation to the

control class. And the last, the researcher wanted to compare between students post-test control class and experimental class after using Scaffolding strategy.

1. Schedule of Data

In this research, the researcher using two groups pre-test and post-test for eight grade. There are four meetings in this research. They are pre-test, twice treatment, and post-test. The research schedule can be seen in the table:

Table 4.1
Research Schedule of Experimental Class

Date	Activities
August, 7 th 2021	Pre-test
August, 9 th 2021	First Treatment
August, 10 th 2021	Second treatment
August, 11 th 2021	Post-test

Table 4.2
Research Schedule of Control Class

Date	Activities
August, 5 th 2021	Pre-test
August, 6 th 2021	First meeting
August, 12 th 2021	Second meeting
August, 13 th 2021	Post-test

2. Teaching Procedures (Experimental and Control Class)

In this research, the researcher took VIII B class the experimental class and VIII G as the control class. There were 46 students in sample class:

a. Teaching Procedure in Experimental class

1) Delivering in Pre-test

- a) The researcher prayed, greeted the students to start lesson.
- b) The researcher delivered direction regarding the learning process will be held.
- c) The researcher explained narrative text, and gave the short story with title “The Legend of Pari Temple”.
- d) The researcher opened a discussion session, the students can ask question related to learning materials in class.
- e) The researcher and students discussed the understanding of the narrative text.
- f) The researcher delivered conclusions and gives assignment consist 15 task through google form.
- g) The researcher repeated learning the material.
- h) The researcher conveyed the lesson for the next meeting.
- i) The researcher motivated students to stay enthusiastic and continue to learn for keep spirit the learning process during material covid-19 period;
- j) The researcher closed the learning activity and said the regards.

2) Doing the First Treatment

- a) The researcher greeted, introduced and explained about observe and remember narrative text.

- b) The researcher made the groups for each students every group according to development level which are owned by students.
 - c) Designing learning task (scaffolding learning activity)
 - d) Monitoring activity in learning.
 - e) The researcher asked students to do a reading comprehension about short story with tittle “ The Smart Monkey and The Dull Crocodile”
 - f) The researcher checked and evaluated learning
 - g) After the students finished to do, the researcher gave the assignment consist 15 task through google form.
 - h) The researcher gave 20 minutes to do the assignment.
- 3) Doing the Second Treatment
- a) The researcher greeted, and remembered the students about narrative text.
 - b) The researcher made the groups for each students which grouped according to development level which are owned by students.
 - c) Designing learning task (scaffolding learning activity)
 - d) Monitoring activity in learning.
 - e) The researcher asked students to do a reading comprehension about short story with tittle “The Ant and The Dove”
 - f) The researcher checked and evaluated learning
 - g) After the students finished to do, the researcher gave the assignment consist 15 task through google form.

- h) The researcher gave 20 minutes to do the assignment.
- 4) Delivering the Post-test in Experimental Class.
- a) The researcher greeted the students and prayed together.
 - b) The researcher conveyed direction regarding the learning process that will be carried out.
 - c) The researcher reviewed a little about the narrative text.
 - d) The researcher gave a post-test to students.
 - e) The researcher explained how to do the post-test.
 - f) The researcher gave an example and students understand it directly to work on the post-test.
 - g) The researcher gave 20 minutes to do the post-test.
 - h) The researcher closed the learning activity and said the regards.
- b. Teaching Procedure in Control class

While in the control class, for the first and last meeting, the researcher gave test to students like in the experimental class. In the second and third meeting was different with experimental class. In the control class, the class was taught by using lecturing strategy. The researcher gave explanation and some rules about the materials to the students during the class. If there were students who did not understood the material, the students can ask to the researcher. The learning process was done in a set of learning process like in the experimental class.

In pre-test, there were 15 items test. The test were multiple choices. After giving treatment, the researcher gave post-test for both classes. In post-test, there were 15 items test. The test were multiple choices. It was aimed to know the student's achievement after given the treatment.

3. The Result of student's Score of Experimental Class

In the experimental class, the researcher chose objective test for pre-test and post-test. The researcher gave 15 questions of multiple choices.

The result of student's reading comprehension score of pre-test and post-test for students who used scaffolding strategy for reading comprehension are showed bellow:

Table 4.3
The Score of Experimental Class

No	Name	Score	
		Pre-test	Post-test
1	Aditia Ramadani	70	64
2	Arin Eka Julianti	70	46
3	Azmia Lailatul Mufrida	58	52
4	Dewi Nur Erfitrianasri	70	94
5	Dhanika Dwi Fitriana	70	88
6	Faradhiya Nur A	64	64
7	Fatra Karunia Putra	46	64
8	Ghaus Alifain Eleanor	100	100
9	Hamada Wanuri Ilmi	64	34

10	Hafidz Brian	46	34
11	M. Syauqi Hadyan	64	100
12	M. Fariz Faruqi	64	34
13	Noviantika Anjani	70	94
14	Nur Fatimah	82	64
15	Rizqullah Fajar	70	76
16	Rizky Fadzil	28	64
17	Rangga Giovani	34	64
18	Keiko Najla Balqis	76	100
19	Daniel Tegar	64	64
Total		1210	1300
Mean		63,68	68,42

From the table above, it can be seen that in the experimental class, the highest score of pre-test was 100, while the lowest score of pre-test was 28.

Furthermore, the highest score of post-test was 100, while the lowest score was 34. The total score of pre-test is 1210 with the mean 63,68. Meanwhile, the total score of post-test is 1300 With the mean is 68,42.

The result of student's test of experimental class can be seen clearly on following table. It explores about pre-test and then the result of post-test in the experimental class.

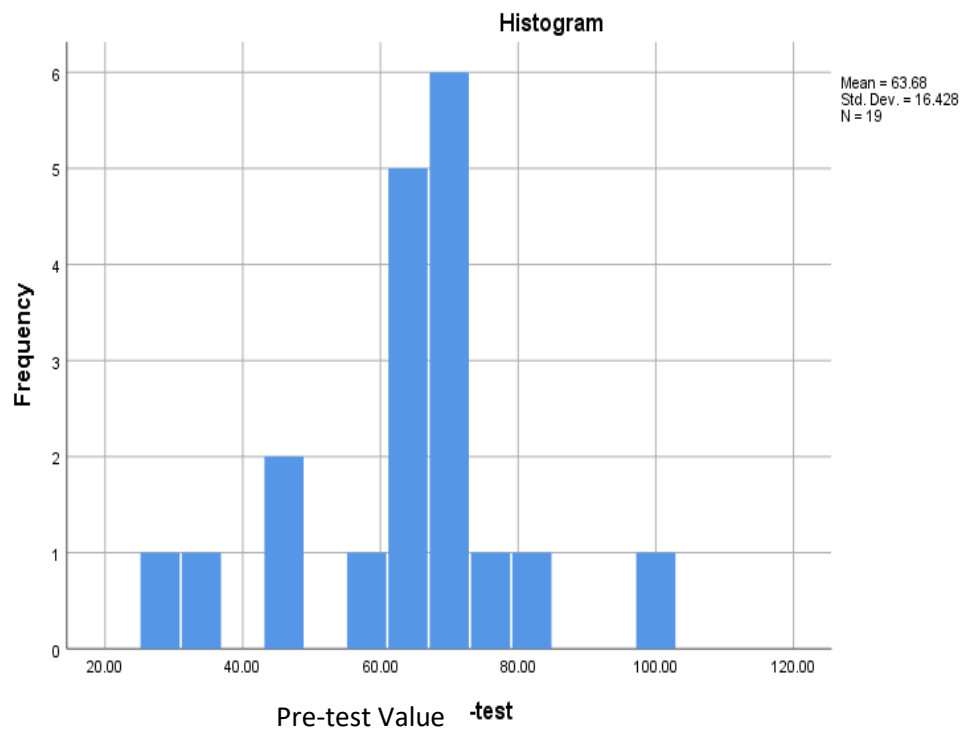
Table 4.4
Frequency distribution of Pre-test in Experimental Class

		Pre-test Value		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	28.00	1	5.3	5.3	5.3
	34.00	1	5.3	5.3	10.5
	46.00	2	10.5	10.5	21.1
	58.00	1	5.3	5.3	26.3
	64.00	5	26.3	26.3	52.6
	70.00	6	31.6	31.6	84.2
	76.00	1	5.3	5.3	89.5
	82.00	1	5.3	5.3	94.7
	100.00	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

From the table above, it could be seen that the score was various. There were 53% for one student obtained 28 score, 53% for one student obtained 34 score. 10,5% for 2 students obtained 26 score, 5,3% for one student obtained 58 score. 23,3% for 5 students obtained 64 score, 31,6% for 6 students obtained 70 score, 53% for one student obtained 76 score, 5,3% for one student obtained 82 score, 5,3% for one student obtained 100 score.

From the frequency table, histogram be showed as follow :

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Picture 4.1

Histogram for the Pre-test in Experimental Class

From the histogram above, it is stated that $M = 63,68$ and $SD = 16,428$.

To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

- a.) More that $M + 1.SD$ ($63,68 + 16,428 = 80,108$) is categorized into good.
- b.) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium.
- c.) Less $M - 1.SD$ ($63,68 - 16,428 = 47,252$) is categorized into low.

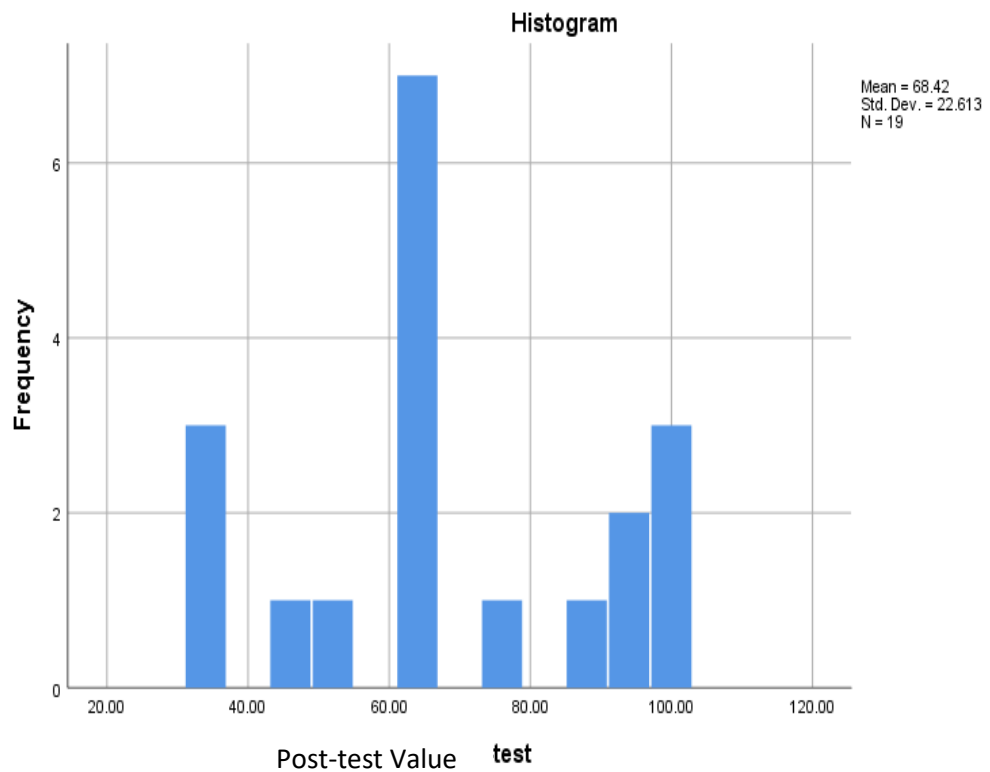
This it can be seen that the scores which are more than 80,108 is categorized into good. The score between 47,252 - 80,108 is categorized into medium and the score which are less 47,252 is categorized into low.

Table 4.5
Frequency distribution of Post-test in Experimental Class

		Post-test Value			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	34.00	3	15.8	15.8	15.8
	46.00	1	5.3	5.3	21.1
	52.00	1	5.3	5.3	26.3
	64.00	7	36.8	36.8	63.2
	76.00	1	5.3	5.3	68.4
	88.00	1	5.3	5.3	73.7
	94.00	2	10.5	10.5	84.2
	100.00	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

From the table above, it could be seen that the score was various. There were 15,8% for 3 students obtained 34 score, 5,3% for one student obtained 46 score, 5,3% for one student obtained 52 score, 36,8% for 7 students obtained 64 score, 5,3% for 1 student obtained 76 score, 5,3% for one student obtained 88 score, 10,5% for 2 students obtained 94 score, 15,8% for 3 students obtained 100 score. From the frequency table, histogram be showed as follow :

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Picture 4.2

Histogram for the Post-test in Experimental Class

From the histogram above, it is stated that $M = 68,42$ and $SD = 22,613$

.To determine the category of the students reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

- a.) More that $M + 1.SD$ ($68,42 + 22,613 = 91,033$) is categorized into good.
- b.) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium.
- c.) Less $M - 1.SD$ ($68,42 - 22,613 = 45,807$) is categorized into low.

This it can be seen that the scores which are more than 80,108 in categorized into good. The score between 47,807 - 91,033 is categorized into medium and the score which are less 47,807 is categorized into low.

4. The Result of Student's Score of Control Class

In the control class, the researcher chose objective test for pre-test and post-test. The researcher gave 15 questions of multiple choice.

The result of students' score of pre-test and post-test for students who were not used short story by using scaffolding strategy for reading comprehension are showed bellow:

Table 4.6
The Score of Control Class

No.	Name	Score	
		Pre-test	Post-test
1	Ahmad Huzaeny	64	40
2	Aldi Sahrul L.C	22	64
3	Ayasya Velove Y.N	94	100
4	Ayuni Noviana	88	94
5	Bilkhis Alventa	76	88
6	Desy Nur Laili	52	40
7	Dexsa Again P.W	64	64
8	Diandra Kandaka Putra	64	88
9	Dimas Arditya Pratama	52	64
10	Haris Eka S	46	94
11	Ihab Taufik	76	82
12	Laila Wahyuni	70	58
13	Moh. Rizky P.P	46	46
14	Mohammad Qoirul Nizam	22	46

15	M. Andrean Yoga Saputra	70	64
16	Mutiara Andinda N	64	94
17	Mutiara Zahra N	58	46
18	Nandita Dwi A	64	46
19	Nava Cahaya Aulia	52	64
20	Revi Setiawan	88	46
21	Riskha Firdiana	52	40
22	Rizky Indra Likaman	58	52
23	Septia Najwa Naura A	52	76
24	Serly Fitria Z	52	70
25	Sofya Khusnunnada	88	88
26	Wahyudin Edi P	52	64
27	Muhammad Al-Farizi R	76	88
Total		1662	1806
Mean		61,56	66,89

From the table above, it can be seen that in the control class, the highest score of pre-test is 94, while the lowest score of pre-test is 22. Furthermore, the highest score of post-test is 100, while the lowest score is 46. The total score of pre-test is 1662 with the mean 61,56. Meanwhile, the total score of post-test is 1806 with the mean is 66,89.

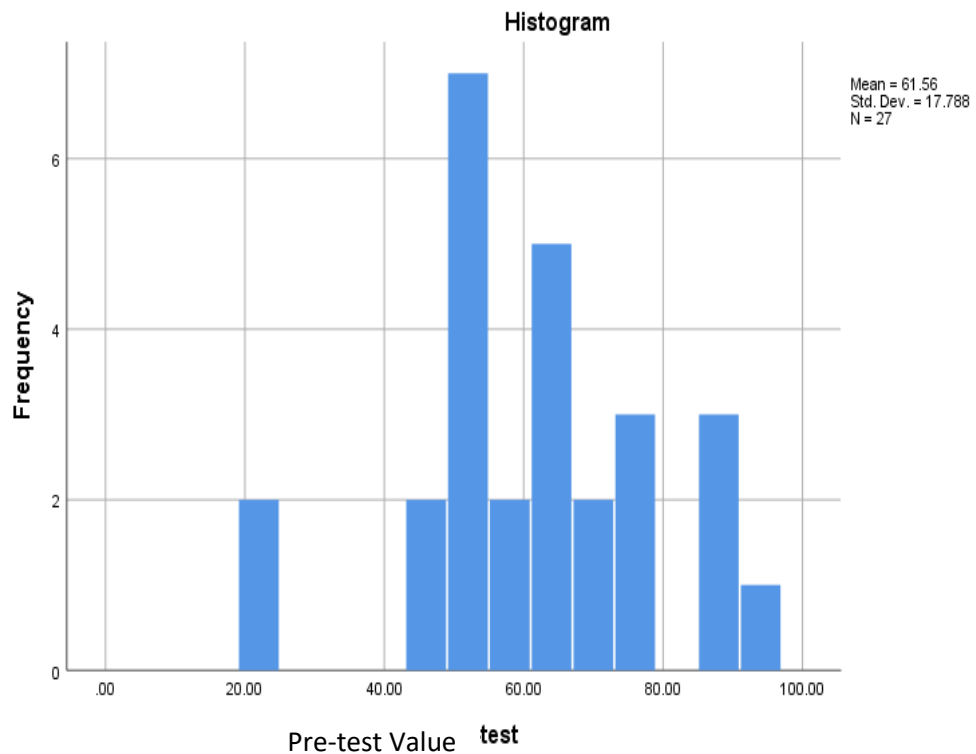
The result of student's test of control class can be seen clearly on following table. It explores about pre-test and then the result of post-test in the control class.

Table 4.7
Frequency Distribution of Pre-test in Control Class

		Pre-test Value			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22.00	2	7.4	7.4	7.4
	46.00	2	7.4	7.4	14.8
	52.00	7	25.9	25.9	40.7
	58.00	2	7.4	7.4	48.1
	64.00	5	18.5	18.5	66.7
	70.00	2	7.4	7.4	74.1
	76.00	3	11.1	11.1	85.2
	88.00	3	11.1	11.1	96.3
	94.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

From the table above, it could be seen that the score was various, there were 7,4% for 2 students obtained 22 score, 7,4% for 2 students obtained 46 score, 25,9% for 7 students obtained 52 score, 7,4% for 2 students obtained 58 score, 18,5% for 5 students obtained 64 score, 7,4% for 2 students obtained 70 score, 11,1% for 3 students obtained 88 score, 3,7% for 1 student obtained 94 score. From the frequency table, histogram be showed as follows :

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Picture 4.3

Histogram for the Pre-test in Control Class

From the histogram above, it is stated that $M = 61,56$ and $SD = 17,788$

.To determine the category of the students reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

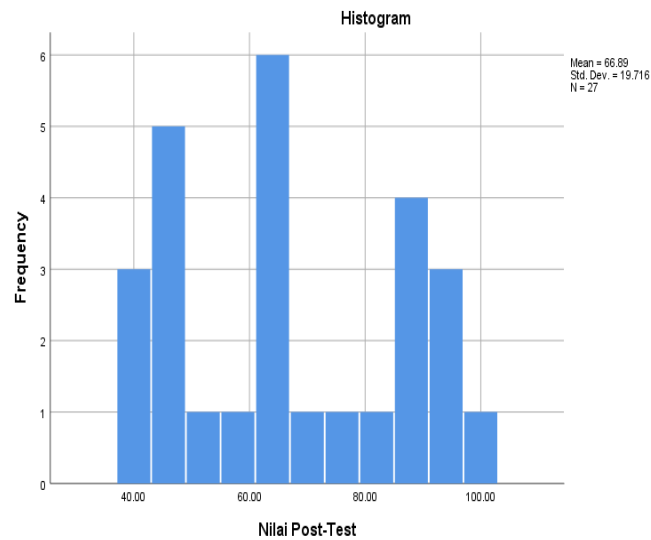
- a.) More that $M + 1.SD$ ($61,56 + 17,788 = 79,348$) is categorized into good.
- b.) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium.
- c.) Less $M - 1.SD$ ($61,56 - 17,788 = 43,772$) is categorized into low.

This it can be seen that the scores which are more than 79,348 in categorized into good. The score between 43,772 - 79,348 is categorized into medium and the score which are less 43,772 is categorized into low.

Table 4.8
Frequency Distribution of Post-test in Control Class

		Post-Test Value		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	40.00	3	11.1	11.1	11.1
	46.00	5	18.5	18.5	29.6
	52.00	1	3.7	3.7	33.3
	58.00	1	3.7	3.7	37.0
	64.00	6	22.2	22.2	59.3
	70.00	1	3.7	3.7	63.0
	76.00	1	3.7	3.7	66.7
	82.00	1	3.7	3.7	70.4
	88.00	4	14.8	14.8	85.2
	94.00	3	11.1	11.1	96.3
	100.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

From the table above, it could be seen that the score was various. There were 11,1% for 3 students obtained 40 score, 18,5% for 5 students obtained 46 score, 3,7% for 1 student obtained 52 score, 3,7% for 1 student obtained 58 score, 22,2% for 6 students obtained 64 score, 3,7% for 1 student obtained 70 score, 3,7% for 1 student obtained 76 score, 3,7% for 1 student obtained 82 score, 14,8% for 4 students obtained 88 score, 11,1% for 3 students obtained 94 score, 3,7% fore one student obtained 100 score. From the frequency table, histogram can be showed as follows :



Picture 4.4

Histogram for the Post-test in Control Class

From the histogram above, it is stated that $M = 66,88$ and $SD = 19,716$. To determine the category of the students reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

- a.) More than $M + 1.SD$ ($66,87 + 19,716 = 86,596$) is categorized into good.
- b.) Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium.
- c.) Less $M - 1.SD$ ($66,87 - 19,716 = 47,164$) is categorized into low.

This it can be seen that the scores which are more than 86,596 is categorized into good. The score between 47,164 - 86,596 is categorized into medium and the score which are less 47,164 is categorized into low.

PONOROGO

C. Data Analysis

1) Normality Test

Normality test is one kind of test that used to know whether the data is normal distribution or not. In this research, the researcher used SPSS 25. The hypothesis of this normality test as follows:

Ho: data is not normally distributed

Ha: data is normally distributed

Ha was accepted if sig higher than 0,05 ($\text{sig} > \alpha$). The method of normality test with SPSS 25 can be doing using the Shapiro Wilk or Liliefors and Kolmogrov Smirnov test. The research, the researcher used SPSS Statistics version 25 with Shapiro-Wilk as the normality test because Shapiro-Wilk is more corresponding for small sample size ($N < 50$ samples). Thus researcher used Shapiro-Wilk to know the normality. The table below was the result of calculating normality test.

Table 4.9
Normality Test of Experimental and control

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result Study	PreTest Experiment	,245	19	,004	,913	19	,084
	PostTest Experiment	,209	19	,028	,898	19	,044
	PreTest Control	,147	27	,137	,943	27	,141
	PostTest Control	,154	27	,099	,908	27	,021

Based on the calculation above, it can be seen that the test used one sample Kolmogrov-Smirnov test. The table above showed that value of Sig. In experimental class was higher than ($0,084 > 0,005$). It means that the data of

experimental class is normality distributed. In control class, the table showed that value of Sig, was higher than (0,141>0,05). It mean that the data of control class is normality distributed.

2) Homogeneity Test

Homogeneity test is used to know whether the data come from the homogeneous variance or not. To the calculated the data, the researcher used the SPSS version 25.

Table 4.10
The Result of the Homogeneity Test

Test of Homogeneity of Variances						
		Levene Statistic	df1	df2	Sig.	
Result Study	Based on Mean	1.595	3	88	0.196	
	Based on Median	1.005	3	88	0.395	
	Based on Median and with adjusted df	1.005	3	82.655	0.395	
	Based on trimmed mean	1.590	3	88	0.198	

The table above explain about homogeneity of variables the result of learning students. The researcher concluded that the data was homogeneously distributed the sig value of the data was more than 0,05 (0,05>0,196).

3) T-test

The researcher calculated t-test by using SPSS version 25 to know if there was significant difference or not. Before calculating t-test, data should have normal and homogen distribution. The researcher conducted t-test calculation using SPSS version 25. The result of the calculation as follows:

Table 4.11
The Result of T-Test

		Independent Samples Test				t-test for Equality of Means		95% Confidence Interval of the Difference		
		Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result Study	Equal variances assumed	3,131	,085	,739	36	,465	4,737	6,412	17,742	8,268
	Equal variances not assumed			,739	32,861	,465	4,737	6,412	17,785	8,311

The table above explain about the result paired sample T-test showed the significant value (2-tailed) $p = 0,000 < 0,05$. Based on the independent sample t-test, the significant level of 0,000 was less than the significant level $(\alpha) = 0,05$, So H_0 is rejected. It means that there was a significant different between the value before the treatment and Mean value after the treatment. In the t_{table} was 0,3115 while t_{test} was 0,739 which means the Mean value before treatment is lower than after treatment. So, it can be concluded that there is an increase in the experimental class from the result of pre-test to post-test. To interpret the data above, the researcher formulated the test of hypothesis below:

Alternatively Hypothesis (H_a) : There is a significant difference in improving reading comprehension between students who are taught short story by using scaffolding strategy and those who are not taught by using scaffolding strategy.

Null Hypothesis (H_0) : There is no significant difference in improving reading comprehension skill between students who are taught short story by using scaffolding strategy and those who are not taught by using scaffolding strategy.

The criteria of testing hypothesis:

- a. H_a : if $t_{\text{test}} > t_{\text{table}}$ in significant degree 5%
- b. H_0 : if $t_{\text{test}} > t_{\text{table}}$ in significant degree 5%

The result of the research showed that the value of t_{test} was higher (0,739 > 0,3115). It indicated that H_a was accepted and H_0 was rejected. The result that there was a significant improvement in reading skill after being taught short story by using scaffolding strategy. Moreover, there was no significant improvement of the students who were not taught by using scaffolding strategy.

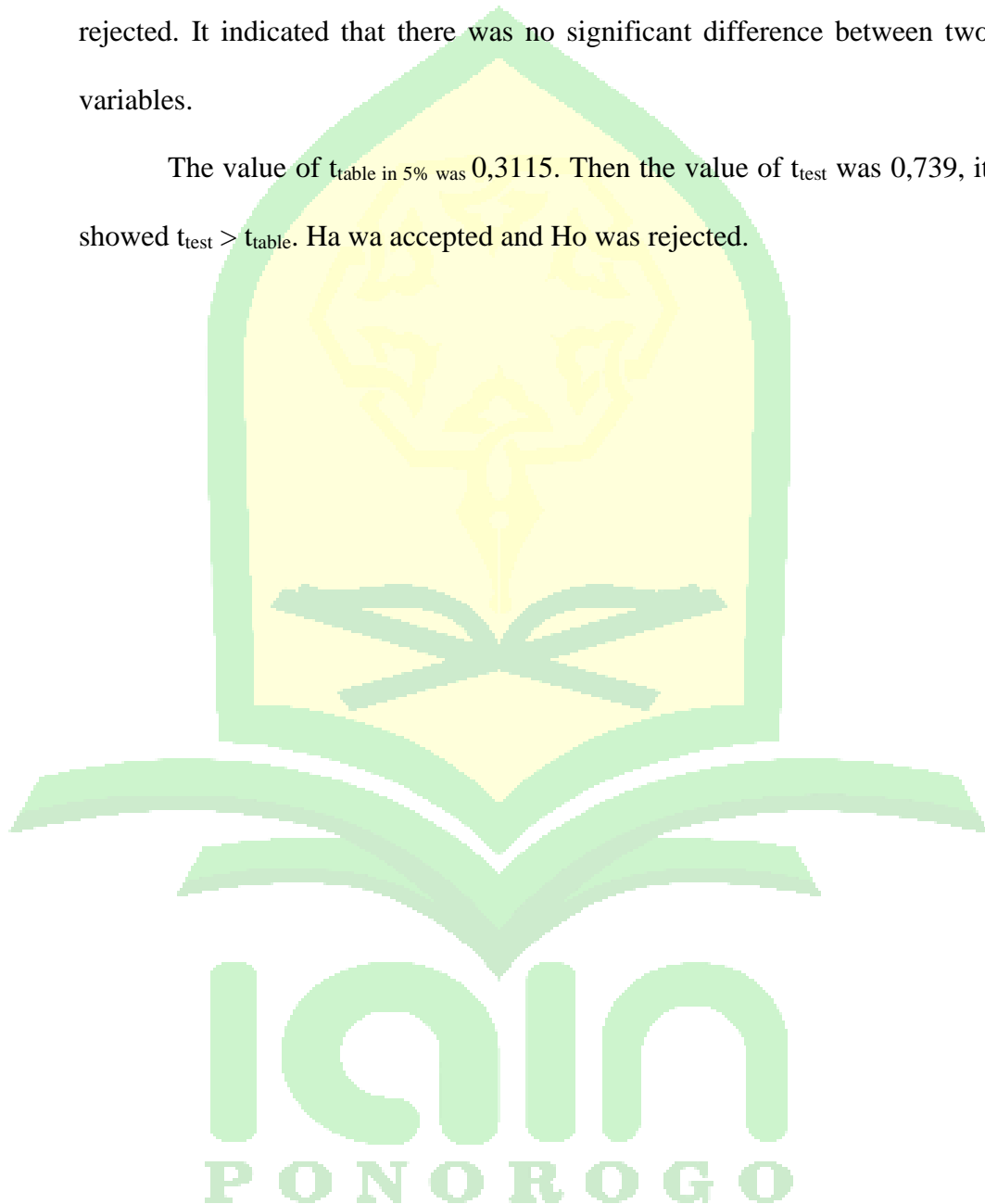
D. Discussion

This research was conducted to know the effectiveness of short story by using Scaffolding strategy especially in teaching reading comprehension. It has been discussed that teaching short story by using scaffolding strategy is one of the effective strategy that can be applied in teaching reading.

Compered to the calculation data in table 4.11 the different coefficient of students who were taught short story by using scaffolding strategy and students who are not taught short story by using scaffolding strategy was 0,739. The result was used to know there was significant coefficient or not.

The t_{test} got 0,739 from the computation above would be compared on the t_{table} with the condition if the $t_{\text{test}} > t_{\text{table}}$ it means that H_a was accepted. It indicated there was a significance. Therefore, if the $t_{\text{test}} < t_{\text{table}}$ it mean H_a rejected. It indicated that there was no significant difference between two variables.

The value of t_{table} in 5% was 0,3115. Then the value of t_{test} was 0,739, it showed $t_{\text{test}} > t_{\text{table}}$. H_a wa accepted and H_o was rejected.



CHAPTER V

CLOSING

A. Conclusion

Based on the data analysis, it can be concluded that there was any significant difference between the students who were taught short story by using scaffolding strategy and who were not. The research result showed that the mean score of post-test from experimental class (68,42) was higher than control class (66,89). It showed that the students who were taught short story by using scaffolding strategy got better score than the students who were taught using lecturing method. This score was higher than t_{table} which was 0,3115 at the level significant 5% with $df=36$. It mean that H_a was accepted and H_o was rejected.

From the conclusion above, it can be seen that the students who were taught short story by using scaffolding strategy got better than those who were not. So, it can be concluded that there was significant different score on the students who were taught short story by using scaffolding strategy and those who were not at the eight grade students of MTsN 3 Ponorogo in academic year 2021/2022.

B. Suggestion

Based on conclusion above, there are some suggestion from the researcher :

1. For the teacher

The researcher hopes that the English language teacher is able to choose some methods that most appropriate in teaching reading. Teaching short story

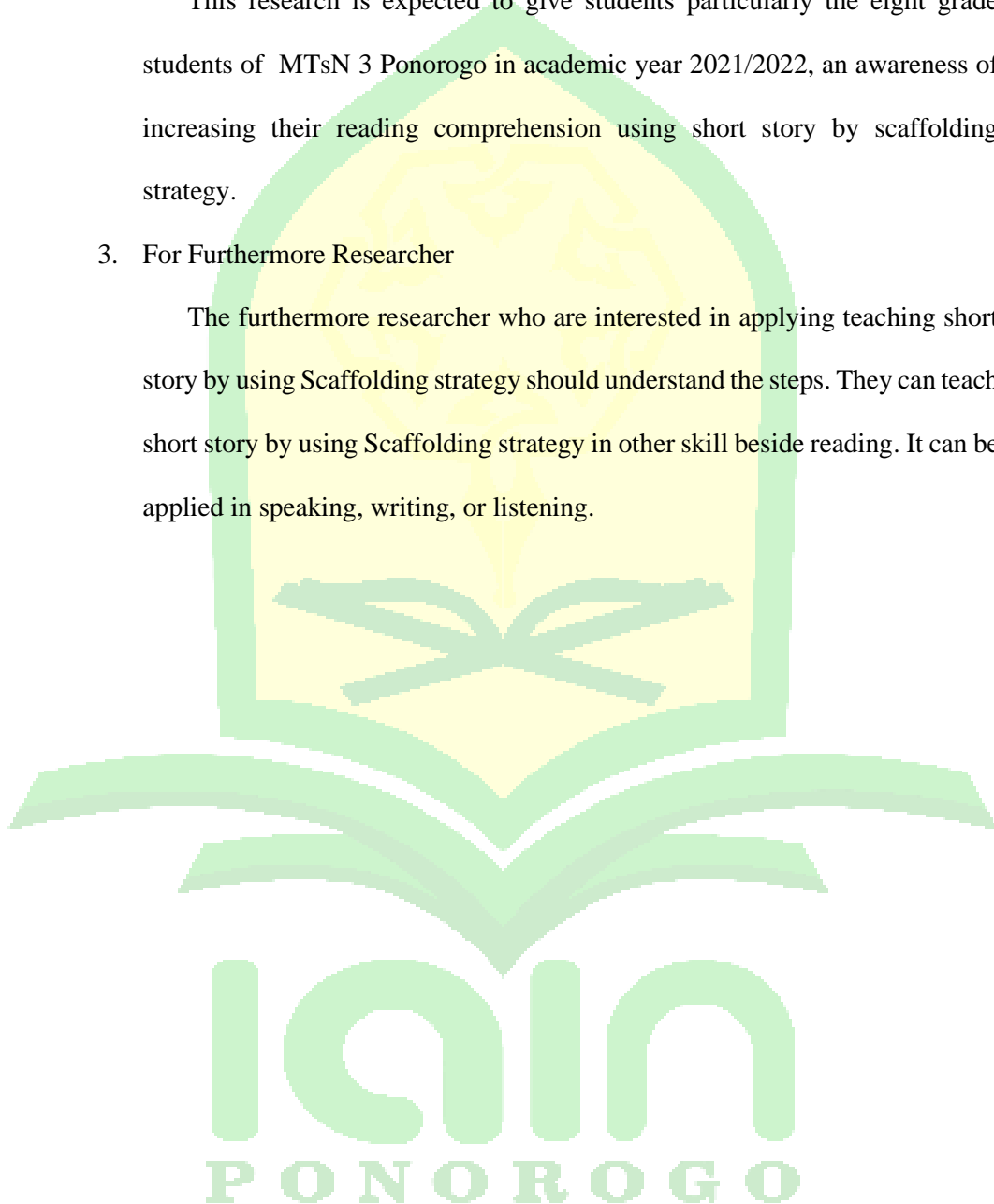
by using scaffolding strategy is one of technique may applied in teaching reading comprehension.

2. For the Students of MTsN 3 Ponorogo

This research is expected to give students particularly the eight grade students of MTsN 3 Ponorogo in academic year 2021/2022, an awareness of increasing their reading comprehension using short story by scaffolding strategy.

3. For Furthermore Researcher

The furthermore researcher who are interested in applying teaching short story by using Scaffolding strategy should understand the steps. They can teach short story by using Scaffolding strategy in other skill beside reading. It can be applied in speaking, writing, or listening.



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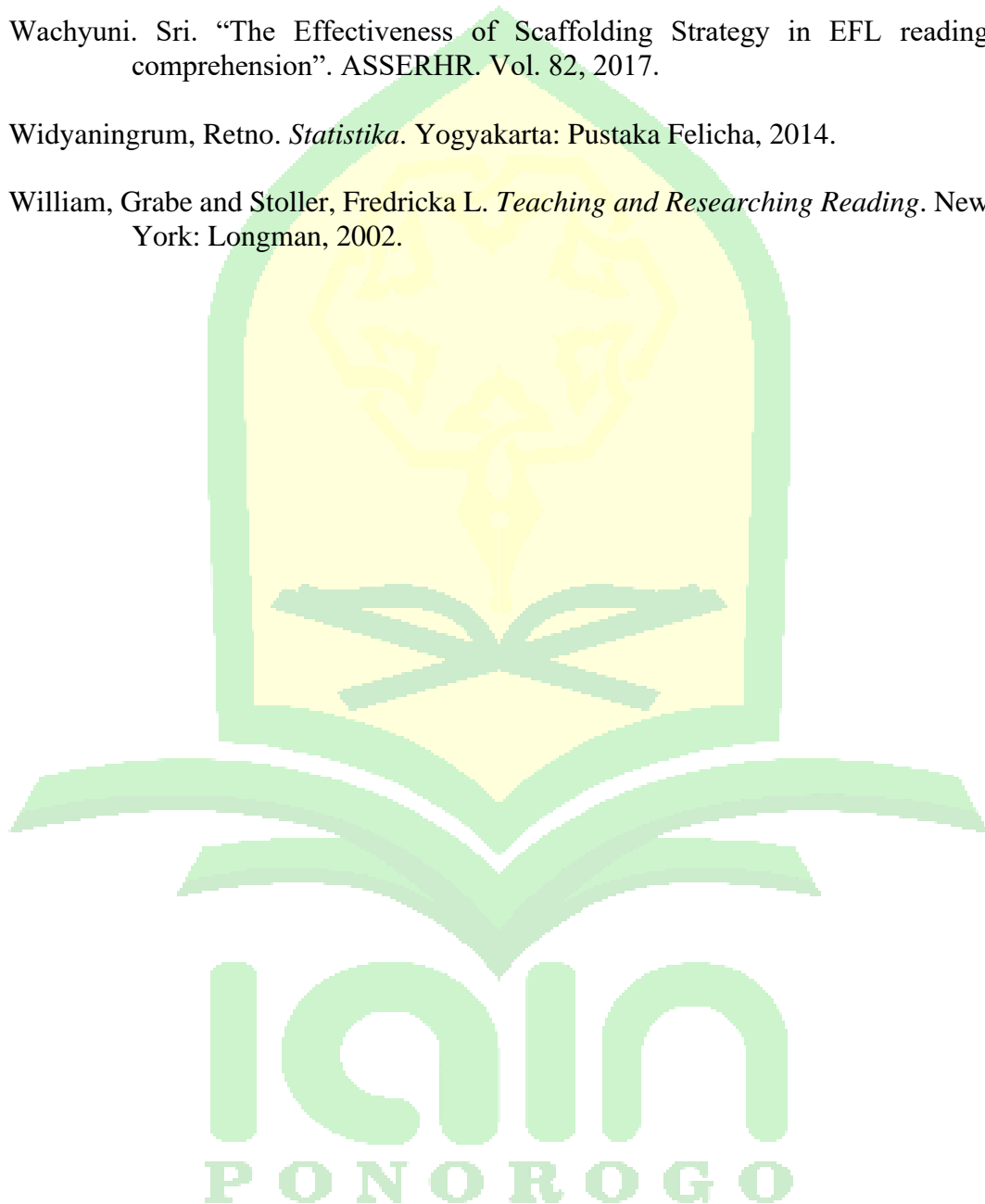
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CURRICULUM VITAE



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