THE IMPLEMENTATION OF SCAFFOLDING STRATEGY IN TEACHING READING NARRATIVE TEXT AT THE TENTH GRADERS OF SMAN 1 JENANGAN PONOROGO

THESIS

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MOTTO

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ 1، خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ 2، اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ 3، الَّذِيْ عَلَّمَ بِالْقَلَمِ 4، عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ 5. [1]

The meaning: 1) Read! In the Name of your Lord, Who has created (all that exists), 2) Has created man from a clot (a piece of thick coagulated blood), 3) Read! And your Lord is the Most Generous, 4)Who has taught (the writing) by the pen the first person to write was Prophet Idrees (Enoch), 5)Has taught man that which he knew not. (Q.S: Al-Alaq 1-5)

DEDICATION

First, the researcher dedicate this thesis totally to my beloved parents and (Mr. Suhariyanto and Mrs. Sri Winarni) and my grandmother (Musi) who have fully supported me in any way. Thank you will not be enough to give to my parents. I pray nothing but the best for my parents.

Second, the researcher dedicated this thesis to my laptop thank you for always accompanying me in completing my final thesis .

Third, the researcher dedicate this thesis to all those who have been involved in helping the completion of this thesis, there is no reply for you except sincere prayers.
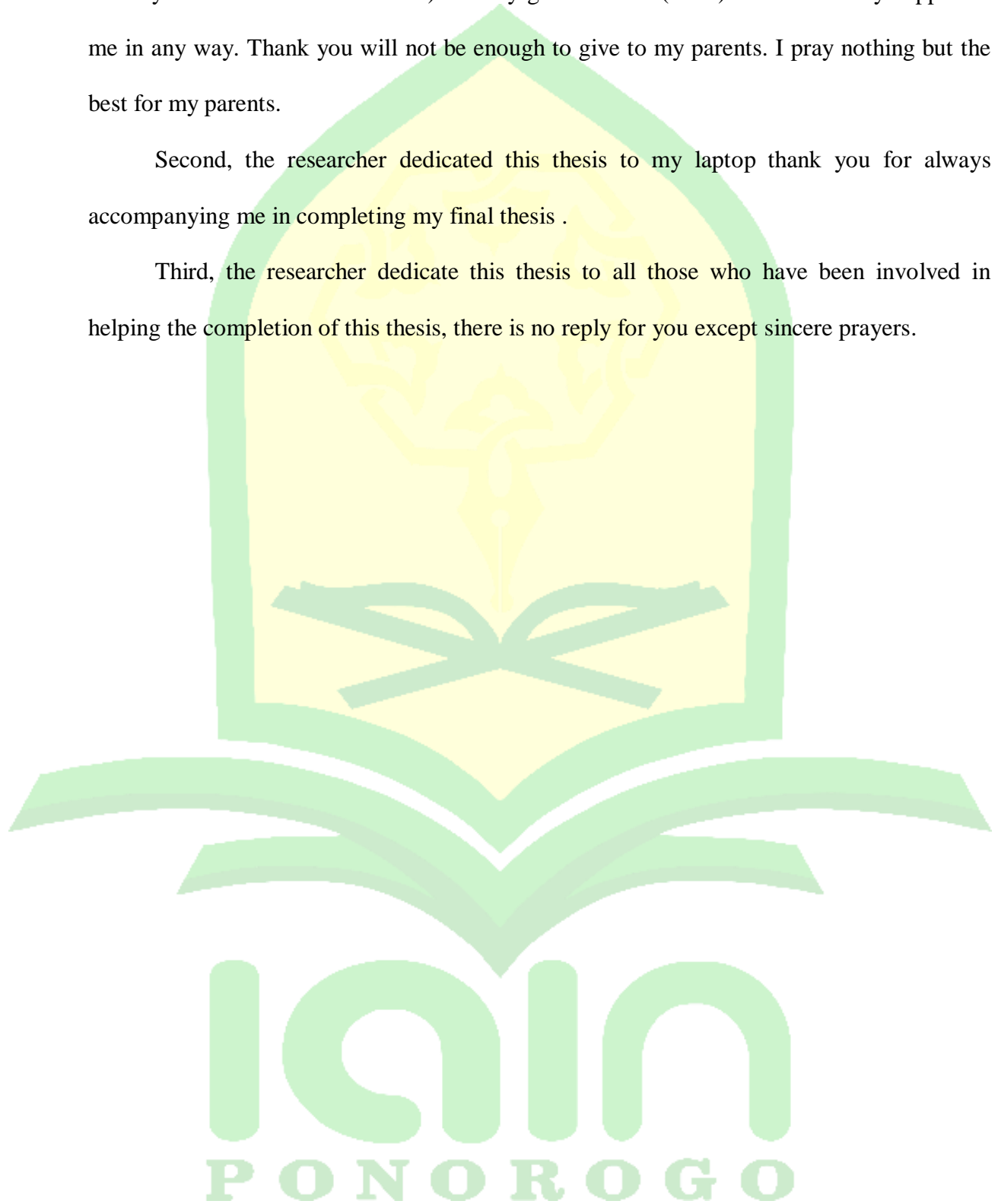
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Alhamdulillahirobbil'alamin, none of the best word to express my gratitude to Allah who has given the writer love and compassion until this research could be completely finished. Then, Sholawat and Salutation are always offered to the Prophet Muhammad, the most beloved Prophet of Allah. 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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The researcher completely realizes that this thesis still has a plenty of weakness. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better.
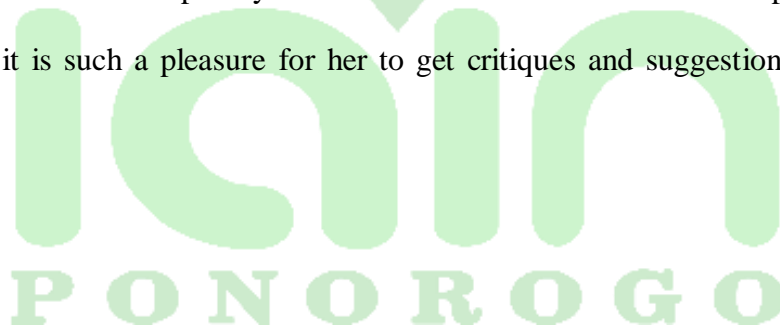
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ABSTRACT

Firramadhani, Al Fatkhu. 2021. "*The Implementation of Scaffolding Strategy in Teaching Reading Narrative text at The Tenth Graders of SMAN 1 Jenangan Ponorogo*". Thesis. English Education Department, Faculty of Education and Teacher Training, Ponorogo State Institute of Islamic Studies Ponorogo (IAIN Ponorogo). Advisor Mr. Dedi Hasnawan, M.Pd.

Key Words: Reading, Narrative Text, Scaffolding Strategy

Reading is an important part of person's abillity to gain a better understanding of information, because reading expands one's knowledge. Reading is a method of obtaining information or knowledge that was previously unavailable to the reader. There are many strategies that can be implemented to teach reading, one of them is the scaffolding strategy. Scaffolding is a strategy of teaching in which students are given assistance in the early stages of learning. Then the assistance is lessened and the students are given opportunities.

The aims of this study are to know the implementation of scaffolding strategy in teaching reading narrative text and to know the students' response to the strategy used by teacher in teaching reading narrative text This research used descriptive qualitative as a research design approach. The researcher used observation, interview and documentation to collect the data. the data were analyzed through data reduction, data display, and data verification. To verify the data, the researcher used triangulation. The participant is the students at tenth grade MIPA II of SMAN 1 Jenangan.

The result of this study showed that the scaffolding strategy used by the teachers to teach reading at the tenth graders MIPA II of SMAN 1 Jenangan has several stages. They are text selection, introduction of the text, and explanation of moral values contained in stories. The technique was good and effective to teach reading because it increased students' confidence in reading English texts, and built interaction between the students and the teachers during the teaching and learning process. The students also gave positive responses to the implementation of scaffolding technique. It can be proved by their enthusiasm for participating in teaching and learning activities. The student responses showed that scaffolding is very important in supporting students' learning processes, especially in reading

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research focus, research question, research objective, significance of the study.

A. Background of the Study

Reading is one of English macroskills which is considered to be the most difficult to comprehend. Reading interprate what is written in the text in order to comprehend its contents.[2] In understanding the contents, a person must be able to make references from the information and read critically and creatively to interprate figurative language, determine the author's purpose, evaluate concepts offered, and also apply the ideas to real situation. During reading, the reader processes the text with regard to the purpose. Reading is also essential for beginners to expand their knowledge. Baker and Brown in Dorn and Soffos said that reading is a complicated process involving a network of cognitive movements that work collectively to construct meaning. Reading is the act of linking one concept to another.[3]

In english lesson, the students should master the reading skills. Because it enables for them to comprehend the information they require. If they have not, deciphering the message from the text will be taugh. There are various texts that the students should comprehend by reading. One of them is narrative text. Narrative is a pieces of writing that tells the story and

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[2] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics,* (London: Pearson Education, 2002), p.443.
[3] Rizki Amelia Nurdiana, *Interpretive Reading,* (Pekanbaru: Kreasi Edukasi, 2017), p. 1.

entertains or informs the reader or listener.[4] It means that narrative text is a type of story text in which the reader is entertained by a series of events. The social function of narrative is to amuse, entertain and to deal with real or vicarious experience in unique ways. Narrative it could be in many forms, such as fairy stories, mystery, technology, fiction, roan, horror, etc.

Reading narrative text also taught in SMAN 1 Jenangan at tenth grade MIPA II in second semester. The students should comprehend the narrative text to know the meaning of the text. As the EFL learners, the students always face a difficulity in comprehending the text in diffrent language. The students should also translating the text into bahasa to comprehend it easily. It takes much time through the learning process.

It also faced by the students at the tenth graders MIPA II of SMAN 1 Jenangan. Based on preliminary observation, the students are not enthusiatic with the reading material, the students hardly never read English text because they found the language was difficult to comprehend. As a result, their reading comprehension remains low. The students also had a limited vocabulary and there were still doubts when reading the english text. The students are lack in literacy, the intonation of students in reading is not quite right, for example in interrogative sentences, command sentences and so on. And for academic score in reading some are bad. They should practice reading English texts in order to improve their reading skill.

The teacher needs a strategy through the teaching and learning process to solve the problem above. There are many strategies that teacher can use in teaching reading. The one strategies that the English teacher of SMAN 1 Jenangan used is scaffolding strategy. Scaffolding strategy is a lesson in which students are provided support in the early stages of

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[4]Andri Defrioka, *Retelling: An alternative Strategy in Teaching Reading Narrative Text*, (Padang,West Sumatra: SELT, 2014), p. 47

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learning, then the aid is reduced and students are given opportunities.[5] Scaffolding strategy could encourage both teacher's creativity in teaching and learning process. Through the way of implementing this strategy, teacher will be more innovative in improving the teaching technique since the appearance of students' learning problem in the different situation may need different treatment of aids that teacher give to the students to develop their learning problem in reading text. The students are expected to easily comprehend in reading English text especially narrative text.

The researcher is interest in conducting this research because he was aware that many students feel bored when reading English text. They were not even interested in reading skill appear to be simple, despite the fact that understanding English text is particularly difficult for EFL students. Meanwhile, the scaffolding strategy encourages students to improve their reading skill trough several stages, which makes students not bored while learning.

Based on the case , the researcher was conducted a research to collect the information and data about scaffolding srategy include how the teacher implemented it in teaching and learing process. The researcher was conducted the study entitled **"The Implementation of Scaffolding Strategy in Teaching Reading Narrative Text at The Tenth Graders of SMAN 1 Jenangan Ponorogo"**

B. Research Focus

The researcher focused on conducting an in-depth analysis of teacher's scaffolding strategy in teaching reading narrative text at SMAN 1 Jenangan

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[5] Gasong, *Langkah-Langkah Pembelajaran Scaffolding*. (Jakarta: Fhinan, 2011), p.1

C. Research Questions

1. How is the implementation of scaffolding strategy in teaching reading narrative text at tenth grade of SMAN 1 Jenangan?

2. What are the students' responses to the implementation of scaffolding strategy in teaching reading narrative text?

D. Research Objectives

1. To know the implementation of scaffolding strategy in teaching reading narrative text at tenth grade of SMAN 1 Jenangan

2. To know the students' responses to the implementation of scaffolding strategy in teaching reading narrative text at tenth grade of SMAN 1 Jenangan.

E. Significance of the Study

The finding of this research is an expected contribution given both theoritical and practically, those are;

1. Theoretical Significance

Theoretically, the research is expected to be the source of information about how to implement the scaffolding strategy in teaching reading narrative text.

2. Practical Significance

   a. For the teacher

   By knowing the implementation of scaffolding strategy in teaching reading, this research will give the new motivation for the teacher in teaching reading.

b. For the students

With appropriate and effective strategy used by the teacher, the students can understand the English material delivered by the teacher especially in reading aspect.

c. For the Institutions

The institution will be even more advanced because of the implementation of appropriate and unique learning strategy. The goal is to motivate students to keep their enthusiasm for learning.

d. For the reader

The researcher hope to give a contribution to readers, particularly students and teacher of SMAN 1 Jenangan itself to enhance this teaching strategy to teach English especially in teaching reading.

e. For the researcher

Hopefully the researcher will understand what is scaffolding strategy used by the teacher and how is the implementation in teaching reading narrative text.

F. Organization of the thesis

Organization of the thesis is capable of help the readers to realize and understand the content material of the study easily. This thesis was consist of five chapters, those are:

The first chapter is an introduction. This is confirms the background of the study, focus of the study, the research questions, the research objective, the significances of study, and the organization of thesis.

The second chapter is review of the literature. consists of several previous research studies, the explanation of teaching reading, reading, narrative, scaffolding strategy.

The third chapter is research methodology. This chapter covers research design, researcher's role, research setting, data source, technique of data collection, technique of data analyzis, and checking validity of findings.

The fourth chapter is research finding. This chapter consists of main information of this study, based on the data which was obtained by the researcher. So, the data are going to appear in this chapter as clearly as possible, including information of SMAN 1 Jenangan, list of names of the tenth graders, description of research finding, and the summary of research finding. In this chapter the researcher focuses to discuss the result of analysis which were related to the statement of research problem in this study. Its cover up the description about the observation results of implementation scaffolding strategy in teaching reading narrative text, the results of interview,

The last chapter is chapter fifth which is covers conclusion of the study and suggestion for the teacher, students and other researcher.

CHAPTER II

PREVIOUS RELATED STUDY AND LITERATURE REVIEW

This chapter consists of several previous research studies, the explanation of teaching reading, reading, narrative, scaffolding strategy.

A. Previous Research

On this previous study, the researcher will confirm previous research which ever conducted by other researchers before as follow;

First, the researcher found several previous studies related to those research. Septy Duwi Yanti (2019) by the title "English Teachers' Strategies In The Teaching Reading At The Eight Grade Of The Islamic Junior High School MTsN 8 Muaro Jambi". beside of scaffolding strategy, this research also focused on translation strategy in teaching reading comprehension. The differences from my study is that may study is focus on reading narrative text.[6] The objective of this study is to find out the strategies used and applied by teachers who teach reading in class eight of MTsN 8 Muaro Jambi. This research used descriptive qualitative research design. It is used to describe something that is known to have occurred in the process of teaching activities. The researchers used interviews, observation and documentation to collect the data.

The second previous study is from Hasmidar (2021) with thee title "Teacher's Strategies in Teaching Reading at the Eight Grade of SMP Muhammadiyah 1 Kota Jambi". The purpose of this study was to find out what are teacher's strategy in teaching reading for eight grade students at SMP Muhammadiyah 1 Kota Jambi this research is about analysis of

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[6] Septi Duwi Yanti, Thesis: *"English Teacher's Strategies In Teaching Reading At Eight Grade Of The Islamic Junior High School MTsN Muoro Jambi",* (Jambi: The State Islamic University Sulthan Thaha Saifuddin Jambi, 2019)

teacher's strategies, but the differences from my research is that it my research focus on scaffolding strategy. Technique of collected data used in this study were observation and interview. The researcher used descriptive qualitative methods to investigate the information. This was used to explain something this is known to have happened in the process of teaching activities.[7]

The next previous study is taken from Diah Rahayu thesis with the title "The Implementation of Audio Visual Media (AVM) in Teaching Speaking at Eighth graders of MTs Ma'arif Al-Hikmah Ngrayun". In this study, Diah presented th implementation of audio visual media (AVM) in teaching speaking, and also the factors that influence the successful implementation of Audio Visual Media (AVM). The findings of this study are: the teacher used freeze framing technique to implement audio visual in learning process, there were several factors that influence successful of audio visual as learning media including material, equipment, students interest, students motivation, students to be extra active, students creativeness, and introducing new vocabularies, and cultures.[8]

B. Theoretical Framework

The researcher uses some theories which are related and relevant with the theme of this study, the theories are:

a) Teaching reading

Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. As claimed by Brown, teaching cannot be defined apart from learning. There are a variety of teaching strategies that teachers can use to

[7] Hamisdar, Thesis: *" Teacher Strategies In Teaching Reading At The Eight Grade Of SMP Muhammadiyah 1 Jambi",* (Jambi: The State Islamic University Sulthan Thaha Saifuddin Jambi, 2021)

[8] Diah Rahayu, Thesis: *"The Implementation of Audio Visual (AVM) in Teaching Speaking at Eighth Grades of MTs Ma'arif Al- Hikmah Ngrayun"*, (Ponorogo: English Education Department Faculty of Tarbiyah and Teacher Training Ponorogo, 2021)

improve student learning. Teaching is the activities to expose or assist a person to learn how to do something, provide commands, guide in the study of something, provide with the knowledge, causes to know, understand knowledge and deliver new knowledge.[9]

Teaching reading is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of reading's goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities.[10] In the classroom, reading is one of ways to make the students understand in teaching – learning process. each student has unique character, so the teacher is expected to present some approaches to make the student exciting to conduct their lesson. The approach of teaching reading which the teacher is present one of ways in the classroom

From the definition above, the researcher concluded that teaching is a complicated system, it does not only deliver the facts from theteacher to the students. there are many activities that can be doing specially when the technique of teaching and learning in the study room. Meanwhile learning is getting the understanding or the acquisition of the information.

b) **Reading**

a. **Definition of reading**

Reading is a complex conscious and unconscious mental process in which the reader uses variety of strategies to reconstruct the meaning that the author is

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[9] Brown, H.D, *Teaching by principle : An Interactive Approach to Language pedagogy*, (New York, NY: Longman.), p.7

[10] Jack C Richards, *Approaches and Method in Language Teaching*, (United States of America: Cambridge University Press, 2001), p. 207.
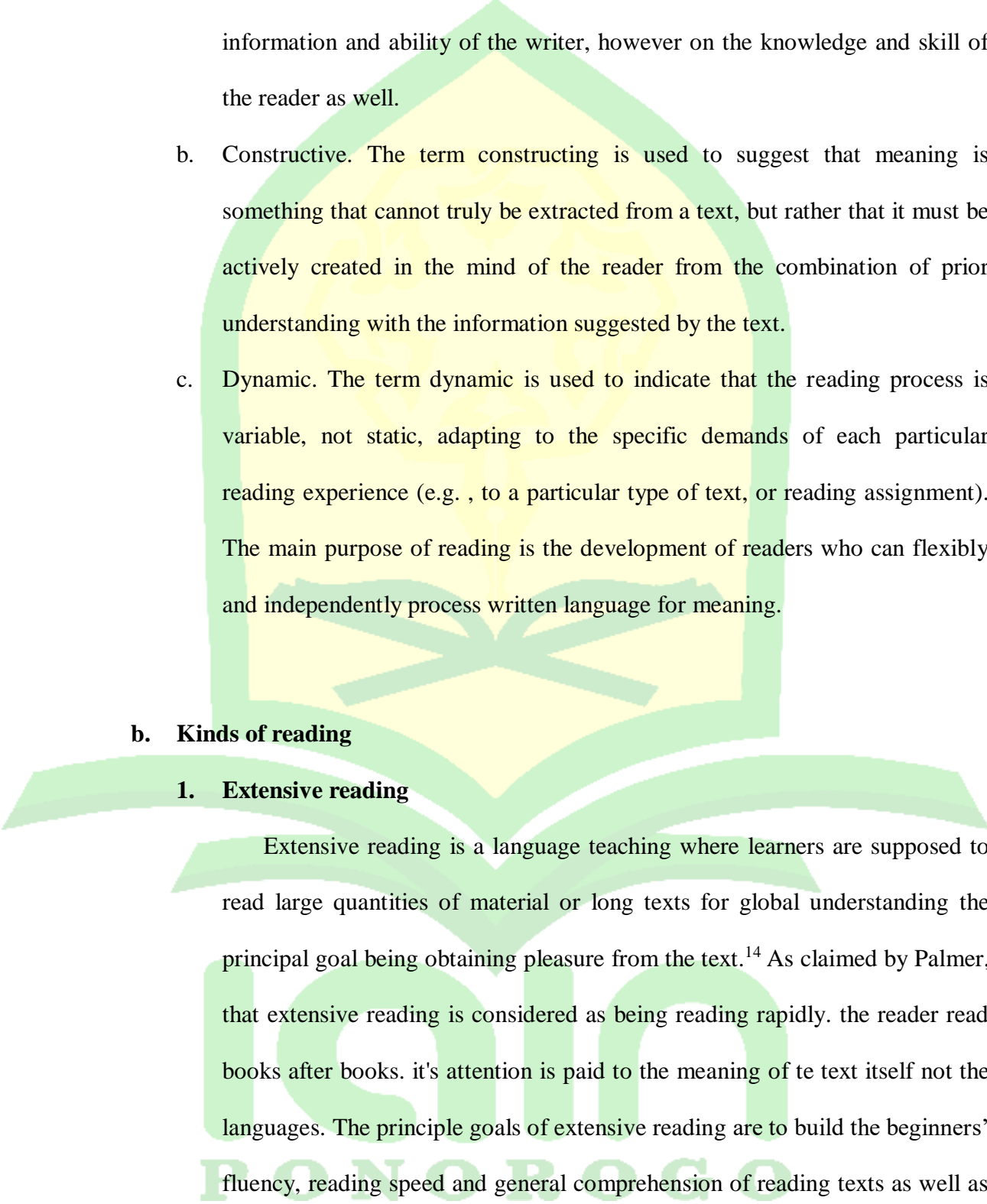
assumed to have intended, based on data from the text and from the readers prior knowledge.[11] According to Vygotsky Reading occurs in the context of social practices that contain writing, speaking, and listening, in addition to reading and activities that are socially, culturally, and traditionally rooted.[12]Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation. Based on Tarigan the definition of reading is a process that is done by readers to be used for getting the message conveyed the writer on the writer on the medium of writing text. As claimed by Harmer reading is useful for language acquisition. Reading is a process of understanding about written language. Since reading process, it start from viewing the linguistic surface representation and ends with the certain ideas or meaning about the message intended by the writer, this reading combination perceptual process and cognitive process.

Reading is the process of constructing meaning through the dynamic interplay among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. the present definition means that reading is a static process and that the reader is a passive recipient of meaning this is contained inside the text. In assessment, the new definition emphasizes the interactive, constructive, dynamic nature of the reading process:[13]

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[11] Septi Duwi Yanti, Thesis:*" Teacher Strategies In Teaching Reading At The Eight Grade Of Junior High School MTsN 8 Muoro Jambi",* (Jambi: The State Islamic University Sulthan Thaha Saifuddin Jambi, 2021)s., p. 11

[12] Katherine K. Frankel, Bryce l, et. al., "From "What is Reading?" to What is Literacy*"*, in *Becoming a Nation of Readers: Retrospectives and Visions*, 196 (3), 2016, p 7.

[13] Karen K. Wixson, Charles W. Peters, "Reading Redefined", in *Michigan Reading Journal*: Vol. 17 : Iss. 1 , Article 4. https://scholarworks.gvsu.edu/mrj/vol17/iss1/4

a. Interactive. The term interaction is used in the new definition to suggest that reading is an act of conversation that is established not only on the information and ability of the writer, however on the knowledge and skill of the reader as well.

b. Constructive. The term constructing is used to suggest that meaning is something that cannot truly be extracted from a text, but rather that it must be actively created in the mind of the reader from the combination of prior understanding with the information suggested by the text.

c. Dynamic. The term dynamic is used to indicate that the reading process is variable, not static, adapting to the specific demands of each particular reading experience (e.g. , to a particular type of text, or reading assignment). The main purpose of reading is the development of readers who can flexibly and independently process written language for meaning.

b. Kinds of reading

1. Extensive reading

Extensive reading is a language teaching where learners are supposed to read large quantities of material or long texts for global understanding the principal goal being obtaining pleasure from the text.[14] As claimed by Palmer, that extensive reading is considered as being reading rapidly. the reader read books after books. it's attention is paid to the meaning of te text itself not the languages. The principle goals of extensive reading are to build the beginners' fluency, reading speed and general comprehension of reading texts as well as

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[14] Rizki Amelia Nurdiana, *Interpretive Reading* (Pekanbaru: Kreasi Edukasi, 2017), p 5.

practicing the ability of reading itself.[15] The advantages of extensive reading are: develop an interest in reading, improve reading comprehension, read widely, and the last but not list is improve vocabulary.[16]

From the definition above, the researcher conclude that extensive reading is read as many books as possible where the reading books are tailored to the desires which aim to find pleasure in reading, retrieve information, understand more about various types of texts and more importantly, increase the number of known vocabularies. This is supported by the opinion of experts Day and Bamford, Grabe and Stoller that extensive reading is the key to acquire students in reading skills, linguistic competence, vocabulary, spelling, and writing.[17]

2. **Intensive reading**

Extensive reading as a technique where the readers read a text, analyze it line by line, and consult the grammar of the text with the dictionary.[18] Intensive reading on the other hand focuses on accuracy rather than fluency by emphasizing specific observe of vocabulary and grammar.[19] Intensive reading is one type of reading that requires the reader to read seriously with full concentration. This type of reading always has a specific purpose. The

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[15] Rob Waring, *Extensive Reading in English Teaching,* (Okayama: Notre Dame Seishin University, 2011), p. 7

[16] https://harappa.education/harappa-diaries/what-is-extensive-reading/ , (Accessed on 17 March 2022)

[17] H. Douglas Brown, Heekyong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy. Fourth Edition,* (Singapore: Pearson Education, 2015), p. 393.

[18] Pratnyawati Nuridi Suwarso, Muhammad Dzulfiqar Praseno, "Developing an intensive reading material for EFL students: A final product", JOALL: Journal of Applied Linguistics and Literature, 7 (1), February 2022, p. 262

[19] Cağrı Tuğrul Mart, "Combining Extensive and Intensive Reading to Reinforce Language Learning", *Journal of Educational and Instructional Studies in The World*, 5 (4), November, 2015, p. 85

purpose of intensive reading is to obtain specific information from the text that has been read.[20]

Intensive reading additionally focuses on how correct the students' understanding of the text which can be done through reading in a long span of consistent reading activities to result in general comprehension. Intensive reading mostly focuses on the comprehension, sound-spelling, relations, vocabulary, cohesion, information structure, genre features, and strategies by emphasizing detailed study of vocabulary and grammar. In line with Brown explained intensive reading focuses on grammatical forms, discourse markers, and different information in order to understand literal meaning, implications, and rhetorical relationships. Intensive reading is critical for students to study because it allows them apprehend grammatical forms and context of a text as a whole, both explicit and implicit meanings..[21]

c) Narrative text

a. Definition of Narrative Text

Zulyetti stated that during 2013 curriculum there are some varieties of texts to be found out, along with narrative, procedure, descriptive, report, and procedural. Narrative text is a sort of story text which includes the sequence of events that entertain the reader.[22] There are some definitions of narrative text. In line with Mutuota narrative is a story about some activities or experience that may be

[20] Lalremruati, M.A. "Graphic Novels as Substitutions of Traditional Books to Improve Intensive Reading Skills", *Language in IndiaIndia's Higher Education Authority UGC Approved List of Journals*, 19 (1), January, 2019, p. 121

[21] Ibid, p. 121

[22] Melinda Mubarokah, Thesis: *"The Implementation Of Scientific Approach In Teaching Writing Narrative Text To The Eight Grade Students Of SMPN Grogol In Academic Year 2014/2015",* (Kediri: English Education Department, 2015), p.5

expressed on oral or written form. Narrative as a story that consists of dramatic moments, after which it ends with resolution.[23]

Narrative texts are informed to entertain the readers or listeners about the tale (fairy tales, legends, fables and many others) and take a few moral values on it.[24] most narrative writing has the following characteristic:

1) It tells the story of an occasion or events.

2) The occasions are normally arranged in chronological order.

3) The author has a reason in mind telling the tale. The author wants to show the impression to convey to the readers.

b. Generic structure of narrative

The details of the narrative are carefully selected for the purpose. In writing narratve text, there are five basic structures to consider: orientation, introducing the characters of the story, setting and scene the story happened, complication; a series of events in which the main character stives to solve the problem, resolution; the ending of the story which contains the answer.[25] The text structure of narrative text has been mentioned by Anderson and Anderson . They explain five steps in building a narrative text. They are orientation, complication, sequence of events, resolution, and coda.[26]

[23] Parry, Becky.. *Moving stories: Exploring Children's Uses of Media in Their Story Telling and the Implications for Teaching about Narrative in Schools*. (English Teaching: Practice and Critique, 2010), 9(1), 5872.

[24] Karmila, "Penerapan Metode Pembelajaran SQ4R untuk Meningkatkan Keterampilan Membaca Narrative Text", *PAEDAGOGIE*, 14 (2), 2019, p. 43

[25] Halimah Tussa'diah and Kiki Nurfadillah. "The Implementation of Theme Based Teaching to Improve Student's Achievement In Narrative Text", *AICLL The 1st Annual International Conference on Language and Literature,* 2018, p.355

[26] Andri Defrioka, "Retelling: An alternative Strategy in Teaching Reading Narrative Text ", SMK Negri 1 Padang, Padang:SELT, 2014, p. 47

In accordance Neo cited in Alberti stated that a story has a structure, a shape or a pattern. it may be represented graphically on this manner.

Climax

Rising Action   Falling Action

Exposition   Resolution

(Figure 2.1 Freitage Triangel)
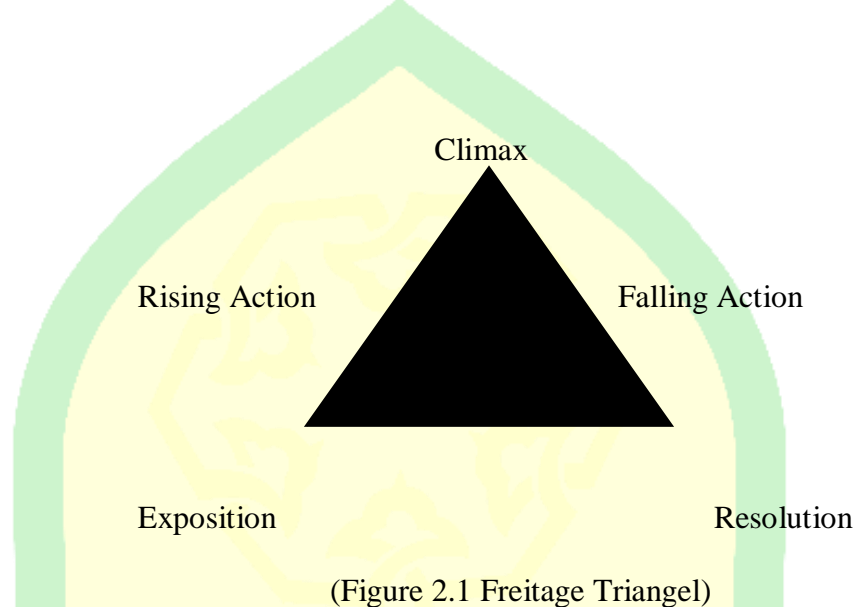
That idea behind the Freitag triangel is that may be utilized as a kind of blueprint or map to help us write more systematically. The Freitag triangle consists of:

1) The composition, it establishes the characters' and the situation's identities.

2) Rising action, it refers to a series or squence of complication leads to the climax.

3) The climax is the critical moment when problem/conflicts demand something to be executed about them.

4) Felling action is the moment away from the best top of excitement.

5) The resolution includes the result or outcome.[27]

[27] Rayendriani Fahmei Lubis, *Narrative Text*, English Education, 4 (2), July, 2016, p. 6

Alternatively, Anderson states that the steps for constructing a narrative are[28]:

1) Orientation/ exposition

The readers are delivered to the primary characters and possibly some minor characters. some indication is commonly given of where the action is placed and whilst it is taking place.

2) Complication/ rising action

The complication is pushed along by means of a critical of occasions/events, during which we commonly expect some type of complication or hassle to arise. It simply might not be so interesting if something unexpcted did not happen. This complication will involve tha major charcters and oven serves to (temporally) towards them from achieving their aim.

3) Sequence of Occasion/ Climax

That is wherein the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The occasion can be informed in chronological order (the order in which they occur) or with flashback. The audiens is given the narrators point of view.

4) Resolution/ falling action on this part,

The implication can be resolved for better or worse, however it's miles rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering "How did it end"?)

5) Reorientation it is an optional closure of occasion/event.[29]

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[28] Mark Anderson, *Text Type in English 2,* (Australia: Mackmillan, 1997), p. 8
[29] Ibid, p. 8

c. Types of narrative text

There many different types of narrative texts. Humor, romance, crime, real life fiction, theoritical fiction, mystery, fantasy, science fiction, diary novels, adventure.[30]

Whitin each of these differnt categories, they may be a mix of storylines. The term genre is sometimes used to describe the sort of story. A genre is a type of classification.[31] The notion of genre is to assist to generate story ideas. right here are a few examples of the exclusive types of narrative showing usual features:

1) Humor

A humorous narrative is one of that seeks to make audience snigger as a part of telling story. here are typical structure:

a). Orientation: the narrator tells the humorous characters names in unusual setting.

b). Complication: in this part, something crazy show up.

c). Sequence of event: there are a lot of creative ideas here, including funny things said by characters and astonishing situations that happen to ordinary people.

d). Resolution: All is well that end nicely.

2) Romance

Typicallly, a romance story is around two lovers who overcome obstacles to end up together. Here are the usual fetures:

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[30] Ernest Neo, *Narrative for 'O' Level*, (Malaysia: Longman , 2005), p.58
[31] Mark Anderson, *Text Type in English 2,* (Australia: Mackmillan, 1997), p. 8

a). Orientationi: It features georgeous guys and females yearning for love, as well as exotic settings, sunset, and beaches.

b). Complication: boy meets girl

c). Sequence of event: it covers relationship development, jealously, love, hurt, pian, warmth, sharing, and problem-solving.

d). Resolution: boy gets girl, marry and live happy ever after.[32]

3) Historical feature

Here are the characteristic of a typical historical fiction text:

a). Orientation: a setting within the past and description of a historical period.

b). Complication/ trouble: good meets evil.

c). Sequence of event:action relating to a historical period, people's lives impacted by historical evets, and description of live at the time.[33]

4) The Diary Novel

The text in this type of story is presented as diary entries. Here are the features of a typical diary-novel:

a). Orientation: major character is the narrator. Time setting is given by diary entries.

b). Complication: Diary entries have been provided. It might be linked to romance, adventure, humor, thriller, or any other genre

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[32] Rayendriani Fahmei Lubis, *"Narrative Text"*, *English Education*, 4 (2), July, 2016, p. 5
[33] Ibid, p.5

c). Sequence of event: diary entries inform of emotions, hopes, and occurring.[34]

d). Reorientation: the narrator tells what happens to solve the complication.

5) Fantasy

Below are the features of a typical fantasy narrative:

a). Orientation: setting might be in another realm complete with goals, witches, wizard, among other things. Hero who may has magical power.

b). Complication: the good guys are harmed by evil forces.

c). Sequence of event: make use of magic, Elves, dragons, and supernatural beast are featured in the actions, as well as heroism.

d). Resolution: evil forces are defeated by God.

6) Science Fiction

Science fiction stories are those that deal with science and technology.

Here are the typical features of the text type:

a). Orientation: with a setting and a technologically advance world.

b). Complication: the world is being threatened by an evil entity.

c). Sequence of event: this is imaginative description. Technology, science, and extraordinary innovation are all used in the action

d). Resolution: good defeats evil.

e). Coda: take care that science is used for good, not evil.[35]

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[34]Ernest Neo, *Narrative for 'O' Level*. (Malaysia: Longman , 2005), p. 60
[35] Rayendriani Fahmei Lubis, *"Narrative Text"*, *English Education,* 4 (2), July, 2016, p. 9

d) Scaffolding strategy

Scaffolding was proposed by Lev Vygotsky. In line with Stuyf , Vygotsky perspectives that scaffolding is a learning strategy, and defines it as "the role of teachers and others in assisting the learner's development and providing support structures to get to that next stage or level".[36]According to Gasong scaffolding is a lesson in which students are given a few assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers assist various learner negotiate meaning and conquer difficulties in text-related learning situation. Scaffolding is as a system whereby a student is helped to solve a particular problem beyond its developmental potential through the assist of a teacher or other person with more ability.[37] Nuttall proposed 3 standards for selecting reading material for students:

1. The content material must be interesting, exciting, challenging, and appropriate for the students' goals in learning English.

2. Exploitability: a text that facilitates the achievement of specific language and content material goals, is exploitable for instructional tasks and strategies, and that is integratable with different skills (listening, speaking, writing).

3. Readability: a text with lexical and structural difficulty that will challenge students without overwhelming them.[38]

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[36]Sugeng Sutiarso, *Scaffolding Dalam Pembelajaran Matematika*, (Yogyakarta: Lumbung Pustaka UNY, 2009), p. 528

[37] Septi Duwi Yanti, Thesis:" Teacher Strategies In Teaching Reading At The Eight Grade Of Junior High School MTsN 8 Muoro Jambi*",* (Jambi: The State Islamic University Sulthan Thaha Saifuddin Jambi, 2021)s., p. 24

[38] H. Douglas Brown, Heekyong Lee, *Teaching by Principles: An Interractive Approach to Language Pedagogy,* (United Stated of America, 2015), p. 409.

Byrnes stated, Vygotsky has identified four stages of scaffolding learning are: first is modeling, with verbal explanations, the second one is imitation of modeling by the teacher, third is the time when the teacher begins to lose his help, and the last is students have reached the expert level of mastery.

From the definition or description above, it can be concluded that scaffolding is a kind of learning strategy in which the teacher or trainer provides support gradually so that students are better able to master the material being taught..
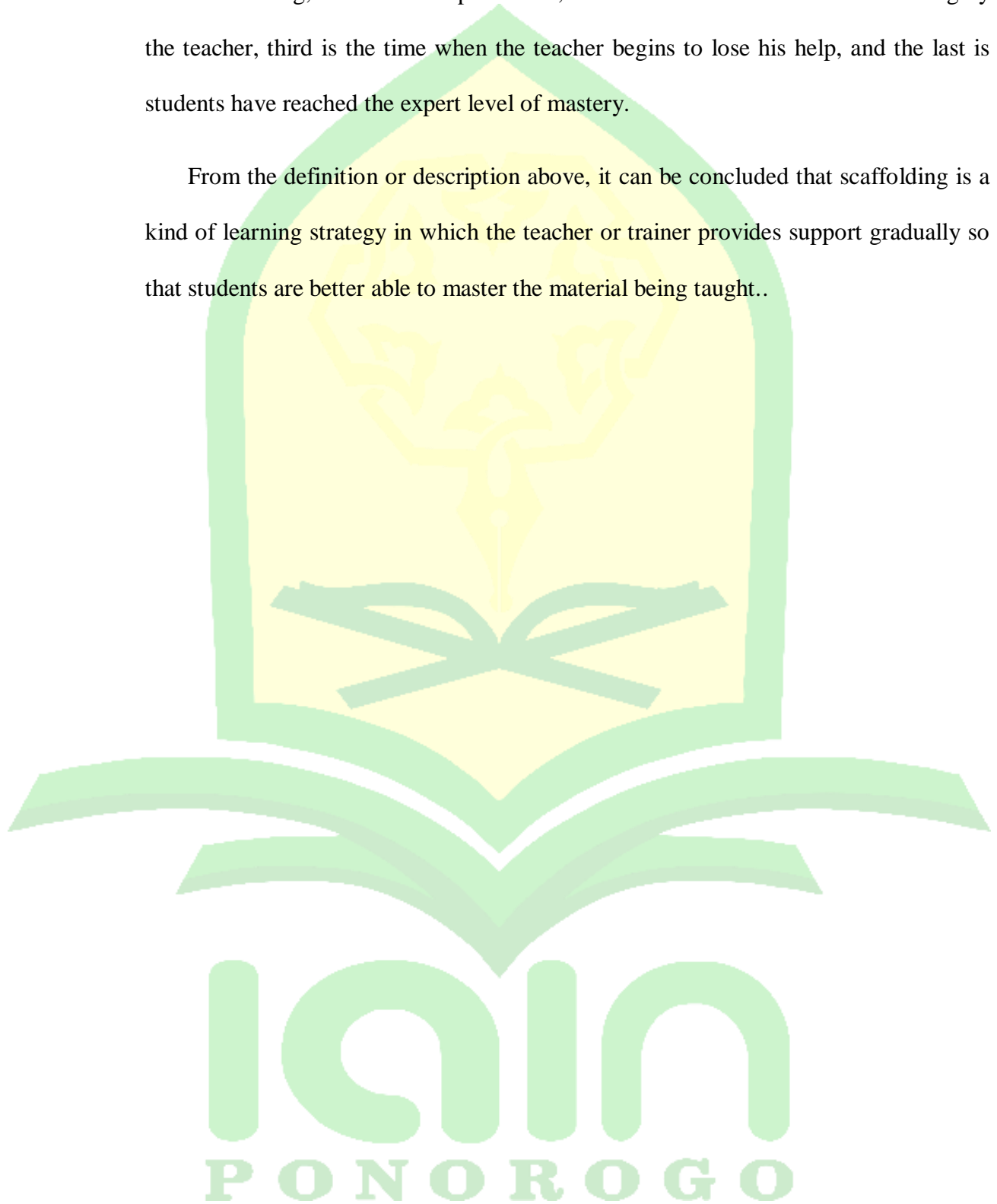
CHAPTER III

RESEARCH METODHOLOGY

This chapter covers research design, researcher's role, research setting, data source, technique of data collection, technique of data analysis, and checking validity of findings.

A. Research Approach and Design

Qualitative research tends to assess the quality of things using words, images, and descriptions and most of quantitative research relies chiefly on computer systems, many people erroneously regard quantitative strategies as more scientific than those employed in qualitative research.[39] As claimed by Shank that qualitative approach is a form of systematic empirical inquiry into meaning. Inquiry into which means says that the researcher attempt to understand how others make feel in their experience. So, this research applies qualitative research on having natural experience to pick out the actual end result of observation.[40] In line with Cresswell, a qualitative research is described as an inquiry process of understanding a social or human problems, based on constructing a complex, holistic photograph, formed with words, reporting specific views of informant, and carried out in natural setting.[41]

The researcher used descriptive qualitative research design in this study. According to Cresswell that descriptive research are designed to attain data concerning the current status

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[39] Howard Lune and Bruce L. Berg*., Qualitative Research Methods for the Social Sciences 9th Edition,* (Singapore: Pearson Global Edition), p. 12.

[40] Adelia Mei Fatmawati, "WhatsApp As Learning Media To Teach English At XI Grade Of SMA Bhakti Ponorogo In Academic Year 2020/202*",* (Thesis, English Education Department Faculty Of Education And Teacher Training State Institute Of Islamic Studies Ponorogo, 2020), p.23

[41] John Cresswell, *Research Design Qualitative Quantitative and Mix Methods Approaches 3rd Edition* (London: Pearson Education, 2009), p. 4.

22

of phenomena.[42] It means that reason of descriptive research is to describe and analyze phenomena through the explanation given by researcher as clear as possible.

Based on the definition above, the researcher applies qualitative approach and descriptive qualitative as a research design. The researcher observe to the research loction in SMAN 1 Jenangan. In this study the researcher describe on how the teacher implemented scaffolding strategy in teacheing reading narrative text at the tenth graders of MIPA II and the student's response on the implementation of scaffolding strategy used by the teacher. The researcher collected as much information as possible from teacher and students who participated in this study.

B. Researcher's Role

The characteristics of qualitative research is distinguished by the fact thtat the rsearcher serves as a both an instrument and data collector. Instrument can be humans and other than that (which include questionnaires, interview guides, observation guidelines and so on) also can be used, however have limited functions as a assist for researchers as key instruments. therefore, in qualitative research, experience is absolute, because researchers have to get communicate or interact with the environment, both human and non-human in the research location. It is presence in the research subject must be defined, whether or not it is presence is thought or now not regarded to the research subject. This relates to the involvement of researchers within the research location, whether they are actively or passively involved.[43]

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[42]John Cresswell, loc. cit., p. 13.

[43]Thalha Alhamiddan Budur Anufia, "Resume: Instrumen Pengumpulan Data", (Thesis, Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong, 2019), p.

In this study, the researcher acted as a research instrument. in line with Cresswell, the researcher as the primary instrument of data collection and analysis that accrued, coded, and analyzed the data. Being an instrument, researcher had to be an interviewer, an observer, and a collector of data. Being a intrument, the researcher has to be:

1) An observe, conduct observation to the condition that happen during teaching snd learning activity. The researcher takes field notes on the behavior and activities of participants at the research site.

2) An interviewer; the researcher interview the English teacher and the students at the tenth graders of MIPA II of SMAN 1 Jenangan Ponorogo by giving several questions that related with this research.

3) Documenter. The researcher documenting the data that related to this research to reveal the conclusive evidence.

C. Research setting

In this study the researcher decided to choose SMAN 1 Jenangan school to conduct for the study research. Located in Jl. Raya Ngebeel. Semanding, Jenangan Ponorogo, pos code: 63492. This school has many activities that can accomandate every students' skills and also has many achievements in some categories.

The researcher has several reasons for choosing the location of this study based on the observation. First, the researcher chosen location that is easily accessible. The next because in this school has indirectly sucessed in implementing scaffolding strategy in teaching reading. It can be seen by the significant result of the students after using this strategy.[44]

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[44] Look at the appendix

D. Data Source

When some sources of information are qualitative in nature, the wide majority today are rooted in data. And where data is involved, the source of information a digital place of storage. This place of storage is called a data source.[45]

The data source can be got from some person, something, place that can provide the information for a piece of research. On this part the researcher gets the data from several sources such as English teachers, the students, documentation at class on activity during teaching learning process and the documents of school file which are as a collection data in this study. So, the researcher can get more data which is related to get the result how is the implementation of scaffolding strategy in teaching reading narrative text. The researcher chooses several students at tenth grade and English teacher at SMAN 1 Jenangan to collect the data.

E. Data Collection Technique

In this research, the researcher used some technique to collect the data. It aims to get a valid information about the implementation of scaffolding strategy in teaching reading narrative text. These are the instrument that used to collect the data:

1. Observation

An observation is a data collection method, by which you gather knowledge of the research phenomenon through making observation on human behavior, the use of the

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[45] https://analystanswers.com/data-source-definition-types-common-examples/, it accessed on 18-03-2022. 18.45

phenomenon and human interactions related to it.[46] The main advantage of observation is to provide an experience in-depth.[47] In this observation, the researcher observed the school condition and teacher activity in teaching narrative text during teaching and learning procces.

By making field note, the researcher will write everything that happens during teaching learning process from the beginning of observation until done by the teacher and the students. It also concludes the schedule of observation like place, time, date, date, month and year. In here, the reseacher joined into the class to get more valid information about the activity during teaching and learning process in the class.

2. Interview

The use of interviewing as a research methodology is second in importance to direct observation in qualitative research. Data derived from interviews can be recorded in several ways by recording or hand writing.[48] In this study, the researcher prepares some questions and take dialogue to get a clear information and valid data. The researcher interviewed the English teacher at SMAN 1 Jenangan by giving several questions for the teacher about the implementation of scaffolding strategy.

Those questions are going to present clearly in this research within description form which is as like researcher's field note after observing and joining the activity in the class. The researcher conducted interview the students of social tenth grade and the English teacher of SMAN 1 Jenangan, by given several questions:

[46] Adelia Mei Fatmawati, Thesis: "*WhatsApp As Learning Media To Teach English At XI Grade Of SMA Bhakti Ponorogo In Academic Year 2020/202*", (Ponorogo: English Education Department Faculty Of Education And Teacher Training State Institute Of Islamic Studies Ponorogo, 2020), p.28

[47] Abdul Manab, *Penelitian Pendidikan Pendekatan Qualitatif,* (Yogyakarta: Kalimedia, 2015), p. 97.

[48] Ibid, p. 69.

Table 3.1

Interview Questions List for English Teacher

No	Questions
1	How is teacher opinions about the strategy in teaching reading narrative text at X MIPA II? *(bagaimaana pendapat bu guru mengenai strategy mengajar reading pada teks naratif)*
2	What is your handbook or media to support your teaching and learning in English? *(Buku pegangan atau media apa yang bu guru pakai untuk menunjang kegiatan belajar mengajar bahasa inggris?)*
3	How the implmentation of scaffolding strategy in teaching reading narrative text at X MIPA II? *(Bagaimana penerapan strategi scaffolding selama kegiatan belajar mengajar bahasa inggris dalam hal membaca teks naratif di kelas sepuluh MIPA II?)*
4	What are the obstacles faced by teacher during teaching and learning process especially in teaching reading at X MIPA II? *(Kendala apa saja yang ditemui guru saat proses belajar mengajar khususnya saat mengajar reading pada kelas tersebut?)*
5	What is the argument why the teacher used scaffolding strategy in this class in teaching reading? *(Alasan apa yang membuat bu guru memilih strategi scaffolding sebagai salah satu cara untuk mengajar reading di kelas ini?)*

No	Questions
6	What the teacher gave to facilitate students when learning to read? *(Apa yang bu guru berikan untuk memfacilitasi anak saat belajar membaca?)*
7	How you arranged the reading class? *(Bagaimana cara bu guru mengatur kelas saat kegiatan belajar mengajar sedang berlangsung?)*
8	How is your way to make the students more active in teching and learning process especially in reading? *(Bagaimana cara bu guru membuat siswa lebih aktif saat kegiatan belajar mengajar terutama saat pelajaan reading?)*

Table 3.2

Interview Questions List for Students

No	Questions
1	Do you like reading? *(Apakah kamu suka membaca?)*
2	What kind do you like to read? is it textbooks, short stories, novels, or other books? *(Membaca apa yang kamu sukai, apakah buku pelajaran, cerpen, novel, atau buku lainya?)*
3	In a week how many hours do you spend reading? *(Dalam seminggu berapa jam yang kamu luangkan untuk membaca?)*
4	Has reading become your habit?

	(Apakah membaca sudah menjadi kebiasaanmu?)
5	In a week, can you read anything ? *(Dalam waktu satu minggu, kamu bisa membaca apa saja?)*
6	What interesting things did you encounter when the teacher taught reading narrative texts in class? *(Hal menarik apa yang kamu temui saat bu guru mengajar membaca teks naratif di kelas?)*
7	What do you think about the strategy applied by the teacher when teaching reading narrative text yesterday? *(Bagaimana pendapat kamu tentang strategi yang diterapkan oleh bu guru pada saat mengajar membaca kemarin?)*
8	Did you make any progress after the teacher applied the scaffolding strategy in reading? *(Apakah ada kemajuan pada diri kamu saat setelah bu guru menerapkan strategi scaffolding dalam membaca?)*
9	What are your obstacles when reading, especially in English texts? *(Apa kendala kalian saat membaca terutama dalam teks yang berbahasa Inggris?)*

The interview of this research conducted on Tuesday, 01 March 2020 until 08 March 2022, and Tuesday 15 March 2022. The respondents consist of 3 students and the English teacher at SMAN 1 Jenangan Ponorogo. It was conducted by direct meetings with the English teacher in the teacher's office at 11 noon, and direct meetings with teachers and students in class X MIPA II

3. Documentation

In this technique of collecting data which is taken from school documents such as photos during activity, the documents of students' assignment or performance, school documents the structure school, vission mission, teacher's schedule, the school profile. By combining these process the researcher can gain the detail information and get from procces of observation, interview, field notes and file from institution.[49]

By the documentation, the researcher can present the valid documentation to prove that the activity in real-life context based on the research conducted. So, the documantation are to be helper for the researcher on supporting the approvements which this research worth to be observed related to the implementation scaffolding strategy in teaching reading narrative text.

The technique of qualitative data analysis is to described, classifyed, and connect phenomena with the researcher's throughts. First, the phenomena under investigation must be precisely stated. Because the researcher wants to be able to comprehend and explain the data, a conceptual framework must be created and data must be categorized. After that, concept can be built and linked to one another.[50]

Data analysis is of vital importance within qualitative research as it has a major influence on the results of each research conducted.[51] In qualitative, the data analysis

[49] Wafi Uli Zurny Hana, Thesis: "*Teaching Writing By Usiang Realia And Total Physical Response To The Eight Grade Student SMPN 4 Ponorogo*", (Ponorogo: Englih Education Department Faculty Of Education And Teacher Training State Institute of Islamic Studies Ponorogo, 2020), P.

[50] Dr. Stephen Henderson, "Research Methodology", *International Journal of Sales, Retailing Marketing*, 4 (9), 2016, p, 12

[51] Dr. Stephen Henderson, "Research Methodology", *International Journal of Sales, Retailing Marketing*, 4 (9), 2016. 58.

contains data reduction, data display and drawing and verifying conclusions as the three major components of qualitative data analysis.[52]

F. Data Analysis Technique

1. Data Reduction

   Data reduction is necessary aspect of the analysis and occurs on a regular basis. The mayor goals is to decrease data without losing information, which is consistent with quantitative analysis. The data that appears in field notes and transcription is selected, focused, simplified, abstracted, and transfomed through the process of selecting focusing, simplifying, abstracting, and transforming. It happens on a regular basis throughout the life of any quality-oriented project. Also occuring as researcher decided which conceptual framework, which cases, which research question and which data collection approaches to be chosen.[53]

2. Data Display

   The second step is data display. Data display is an organized, compossed assembly of information that allows conclusion drawing and action.[54] Data display helps the researcher to understand the data and determining the next steps or actions to chosen by the researcher.

   Data display is a well-organized, well-composed collection of data that leads to a written conclusion. Extensive text has been the most common type of display of qualitative data in the past. This study appears to have data from written sources such as teacher records, researcher summaries, and student opinion[55]

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[52] Ibid, p. 58

[53] Ahmad Rijali, "Analisis Data Kualitatif", *Jurnal Alhadharah,* 17 (33), Januari – Juni, 2018, p.91

[54] Mattew B. Miles, et. al., *Qualitative Data Analysis, A Methods Sourcebook 3rd Editiion*, (USA: SAGE Publications Inc., 2014), p. 31.

[55] Ahmad Rijali. Loc, cit, p.

In this step, the researcher presented the information based on data that found in the field. The researcher displayed the data about implementation scaffolding strategy in teaching reading narrative text on descriptive text and combined with the table, to make the reader easier to understand. .

3. Conclusion and verifications data

Conclusion and verifications data is the closing part of research procedure. conclusion is made no longer simplest as a cover of a study but is also a complete statements primarily based on data that has been collected during the study through several processes. meanwhile data verification aims to make the information that has been gathered may be proven for their validity.This part is very verified as the analyst proceeds which may be as brief as a fleeting second thought crossing the researcher's analysis during writing, in a short excursion to field notes, or through argumentation to develop the data.[56]

In this study, after displaying data the researcher was making conclusions in the form of clear summaries related to the implementation of scaffolding strategy in teaching reading narrative text. The aim of the conclusions is to answer the questions of the research problem in this study.

F. **Checking Validity and Findings**

Reliability and validity should be taken into consideration by qualitative inquirers while designing a study, analyzing results, and judging the quality of the study,but for too long, the criteria used for evaluating rigor are applied after a research is completeda considerably wrong tactic. Morse and colleagues argue that, for reliability and validity to be actively achieved, strategies to ensure rigor must be built into the qualitative research process itself

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[56] Ibid

not to be stated only at the end of the investigation.[57] Validity is broadly defined as the state of being well grounded or justifiable, relevant, meaningful, logical, confirming to accepted principles or the quality of being sound, just, and well founded.[58]

When the qualitative approach conducted means that the researcher confirm the valid data through checking some components like:

1. Triangulation

    Triangulation is a method of cross-checking data form multiple sources to search for regularities in the research data. It is a powerful technique that facilitates validation of data through cross verification from two or more sources and it refers to the application and combination of several research methods arethe study phenomenon. The term original comes from the application of trigonometry to navigation and surveying.

G. Research Procedure

1. Planning

    This procedure included arranging the research plan, choose the institution; class and teacher which applied the model learning as an object, preparing instruments that support the researcher's valid the data and other procedures that related in this research. Here the researcher chosen students of social tenth grade MIPA II and the English teacher of SMAN 1 Jenangan Ponorogo as an object of this research, and then the researcher as an instrument, so the researcher to be an observer, interviewer, and documenter to collect the data.

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[57]https://journals.lww.com/dccnjournal/Fulltext/2017/07000/Rigor_or_Reliability_and_Validity_in_Qualitative.6.aspx#, it accessed on
[58] Ibid

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2. Data analysis procedure

The researcher observed the scaffolding strategy used by teacher in teaching reading narrative text, the researcher interviewed the English teacher and three students of social tenth grade of SMAN 1 Jenangan, and then the researcher analyzed the data as the result from observation and interview.

3. Research report

The researcher wrote in the form of thesis about the descriptive of the implementation of scaffolding strategy in teacing reading narrative text
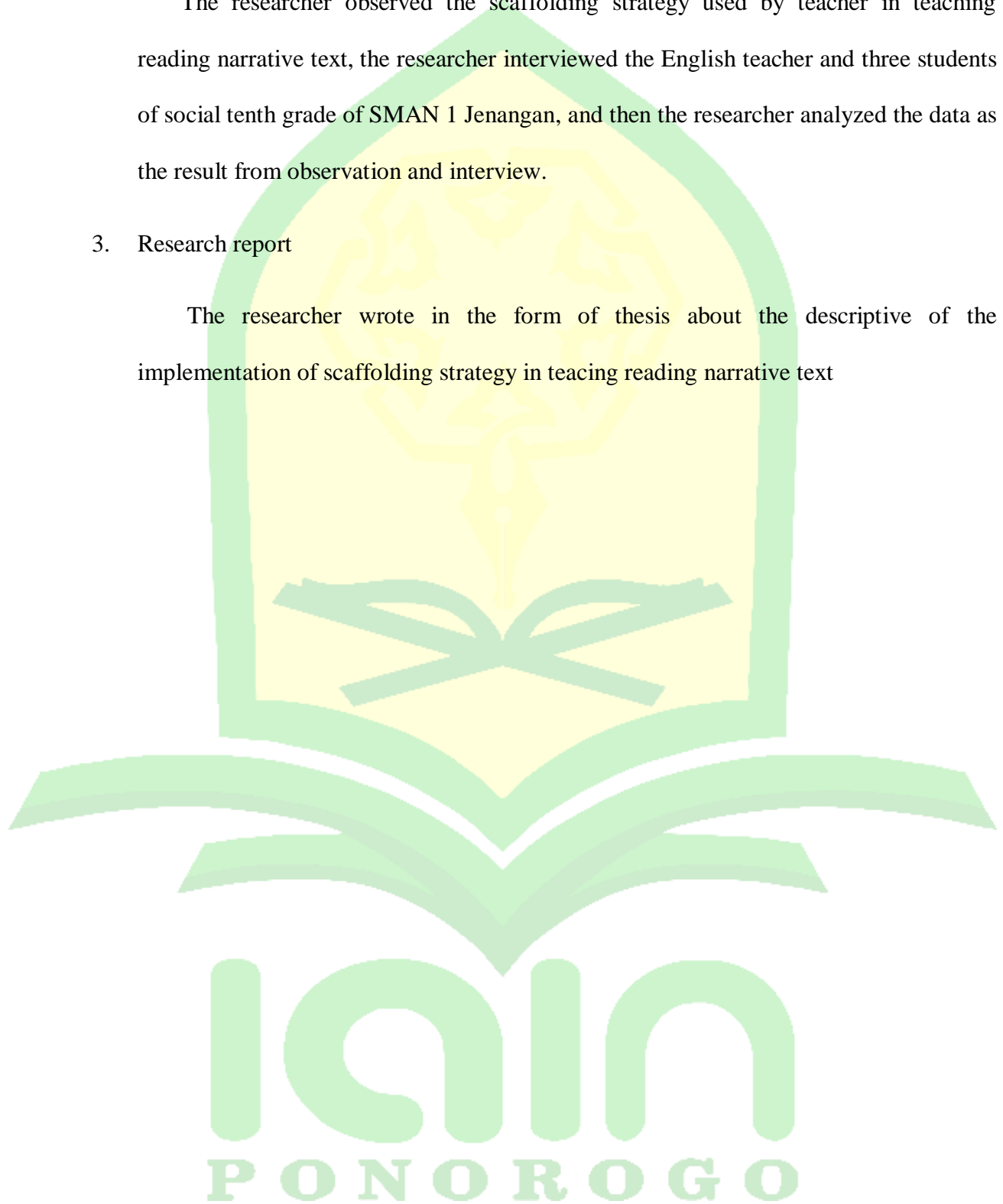
CHAPTER IV

RESEASRCH FINDINGS AND DISCUSSION

A. General Data Description

1. Background of School

SMA Negeri 1 Jenangan was established based on the Letter of the Regent of Ponorogo regarding Approval of Establishment Number 425/828/405.51/2003 dated March 1, 2003 under the name SMU Negeri Jenangan and accepted new students in the 2003/2004 academic year. At the beginning of its establishment, this school carried out teaching and learning activities in the afternoon at SDN 2 Semanding and led by Plt. Principal Mr. Drs. Suroto from SMAN 1 Mlarak. In October 2003 SMAN 1 Jenangan was handed over to the definitive principal, Drs. Djoko Susilo, S.Pd, M. Hum.

In 2005, SMAN 1 Jenangan occupied a new building on Jl. Raya Ngebel Semanding, Jenangan District, Ponorogo Regency and teaching and learning activities are carried out in the morning and some are carried out in the afternoon. Since October, Mr. Drs. Djoko Susilo, S.Pd, M.Hum led SMAN 1 Jenangan until 2010. In the middle of his tenure, he was gradually able to add new classrooms so that all teaching and learning activities could be carried out in the morning. In addition, it succeeded in cooperating in the construction of a mosque as a means of worship for all school residents. In 2010 there was a change of Principal and SMAN 1 Jenangan was led by the Principal, Mr. Drs. Subandi, M.Pd. While led by Mr. Drs. Subandi, M.Pd, SMAN 1 Jenangan has undergone many changes and developments, starting from adding new classrooms, adding laboratory rooms, improving other infrastructure, especially SMAN

1 Jenangan being able to have their own water source as an indispensable facility. Mr. Drs. Subandi, M.Pd led SMAN 1 Jenangan until he retired from duty in February 2015.

Because there has no appointment of a new Principal, Tutut Erliena, M.Pd, who at that time served as Principal of SMAN 1 Babadan, carried out his duties as Plt. The principal until May 2016. During his leadership, SMAN 1 Jenangan received additional facilities from the Ponorogo district government, namely rehabilitation assistance and the addition of a new classroom. Because at that time he also carried out the duties of Plt. The Head of the Ponorogo Regency Education Office, henceforth SMAN 1 Jenangan was handed over to Drs. Sugeng Subagyo, M.Pd as Plt. The principal who at that time was still the principal of SMAN Sambit. Mr. Drs. Sugeng Subagyo, M.Pd led SMAN 1 Jenangan for only 9 months, namely until mid-January 2017. Even though he became Plt. The principal was only 9 months old but he managed to help get infrastructure assistance from the central government, namely the construction of 4 new classrooms.

With the appointment of a new Principal, on January 13, 2017, the handover of the position of Principal from Plt Mr. Drs. Sugeng Subagyo, M.Pd to the definitive Principal Mr. Mursid, S.Pd, M.Pd. So that for the next SMAN 1 Jenangan led by Mr. Mursid, S.Pd, M.Pd until now.

2. Profile of the School

a. Name : SMAN 1 JENANGAN

b. NPSN : 20510145

c. Educational Level : High School

d. School Status : State

e. School Address : Jalan Raya Ngebel RT/RW

f. Regency : Semanding Kecamatan

g. Province :

: Ponorogo Province

: East Java

: Indonesia

h. Geographical Position : -7.8085 Latitude/ 111.5503 Longitude

3. Vision and Mission of School

a. Vision

"The realization of a culture of achievement, environmental insight, life skills and noble character based on science and technology (IPTEK) and IMTAQ"

b. Mission

a) Instilling discipline through a clean culture, orderly culture, and work culture

b) Cultivating the character of school residents who are religious, intelligent, disciplined to develop the potential of the school in order to preserve the environment

c) Increase understanding of the religious teachings adopted so that they become the basis for thinking, acting, behaving noble, and polite (akhlakul karimah).

d) Develop active, creative, and innovative learning by utilizing science and technology and love for the environment.

e) Developing the potential, talents, and interests of students through extracurricular programs.

f) Develop life skills through environmental education and entrepreneurship.

4. School Organization Structure of SMAN 1 Jenangan

Kepala Sekolah
Mursid, S.Pd., M.Pd.

Kepala TU
Mukholiq Ihsan, ST

Waka Kurikulum
Farida
Kristianawati, S.Pd

Waka Kesiswaan
Esti Suprapti Binti
Afifah M., S.Pd

Waka Sarpras
Suyono, M.Pd

Waka Humas
Drs. Puguh Sediyanto

Kepala Perpustakaan
Ani Pujiastuti

Kepala Laboratorium
Laly Zuniati

Pustakawan
Ernik Ratna Dewi

Guru BK
Siti Fatonah

Guru

Wali Kelas

Pembina Ekstra
Bahrul Hidayah

Siswa

5. Teachers and students data SMAN 1 Jenangan

The number of teacher, staff and employees are thirty-three . One of that is the English Teacher Mrs. Rahajeng Drianing Wulan, S.Pd and the rest are staff and employees. They have their own skills and expertise in their respective fields. The personal data of the teacher and staff of SMAN 1 Jenangan can be seen in this following:

Table 4.1

Teacher data

No	Teachers' name	Position
1	Mursid, S.Pd, M.Pd	Headmaster/Principal
2	Drs. Puguh Sediyanto	Vice principal/ Physics teacher
3	Sholikhin, S.Pd	Sociology teacher
4	Suyono, M.Pd	Indonesian language teacher
5	Nurnaningtyas, S.Pd	History teacher
6	Rahajeng DW, S.Pd	English teacher
7	Nike Nurdianingsih, S.Pd.I	PAI teacher
8	Siti Fatonah, M.Si	BK teacher
9	Purwindarti, S.Pd	Javanese language teacher
10	Esti Suprapti BAM, S.Pd	Physics teacher
11	Sri Wahyuni, M.Pd	Chemistry teacher
12	Farida Kristianawati, S.Pd	Mathematics teacher
13	Fauziana Meikowati, S.Pd	Geography teacher
14	Ani Pujiastuti, S.E	Economics teacher

15	Laily Zuniati, S.Pd	Biology teacher
16	Dwiyono, S.Pd, M.M	Physical education teacher
17	Tri Harjanti Budi S, S.Si	Chemistry teacher
18	Erni Nurazizah, S.Si, M.Pd	Biology teacher
19	Bahrul Hidayah, S.Pd	English teacher
20	Sri Mulatsih, S.Pd	Physical education teacher
21	Gilang Samodra T, S.Pd	ICT teacher
22	Ryandi P, S.Pd	Arts culture teacher
23	Evi Diah P, S.Pd	Javanese language teacher
24	Elsa Herlina A, S.Pd	Mathematics teacher
25	Anik Meilina, S.Pd	History teacher
26	Mukholiq Ihsan, ST	Head of administration
27	Nur'aini	Administration staff
28	Kusmen Hadi	Administration staff
29	Sumiadi	Administration staff
30	Hari Sukarno	Administration staff
31	Gading Rayi Respati, A.Md	Administration staff
32	Dwi Agustin, S.E	Administration staff
33	Ernik Ratna Dewi	Administration staff

The number of students at SMAN 1 Jenangan is 254 students consisting of:

1) Class X, which is 89 students, which is divided into four classes and consists of 29 male students and 59 female students.

2) Class XI, which consists of 83 students, which is divided into four classes and consists of 26 male students and 57 female students.

3) Class XII, which consists of 82 students, which is divided into three classes and consists of 29 male students and 53 female students.

Table 4.2

Students data

No	Class	M	F	Total
1	X MIPA 1	6	15	21
2	X MIPA 2	6	16	22
3	X IPS 1	9	14	23
4	X IPS 2	9	14	23
5	**Total**	**30**	**59**	**89**
6	XI IPA1	6	14	20
7	XI IPA 2	7	14	21
8	XI IPS 1	6	15	21
9	XI IPS 2	7	14	21
10	**Total**	**26**	**57**	**83**
11	XII IPA 1	7	14	21
12	XII IPA 2	7	14	21
13	XII IPS 1	8	13	21

14	XII IPS 2	7	12	19
15	**Total**	**29**	**53**	**82**
	TOTAL	**84**	**170**	**254**

B. Research Findings

After conducting interviews and observations, the researcher found how the teacher implements scaffolding stategy in teaching reading narrative text and student response on that strategy at the SMAN 1 Jenangan Ponorogo. The data obtained by the researcher through observation, interview and documentation were described as detail as possible. In general, the purpose of this research finding is to answer statements of the problem in the first chapter of this study.

1. The implementation of scaffolding strategy in teaching reading narrative text

a) An Analysis of lesson Plan

Lesson plan is a teaching instruments that serves as a reference and aids teachers in determining classroom learning activities. Lesson plan can assist teachers in exploring all pedagogical aspects of knowledge. In this study, the researcher also conducted an analysis of the lesson plan that used by English Teacher. It is aimed to deermine whether or not the learning process is carried out in accordance with the lesson plan. To examine the lesson plan, the researcher employed an observation checklist as shown below:

Table 4.3

Observation Checklist of Lesson Plan

No	Components	Yes	No
1	The teacher elaborate learning media and tools	✓	
2	Opening activity	✓	
3	Main activity	✓	
4	Closing activity	✓	
5	Time suitability		✓
6	Suitability of the method/strategy in lesson plan with the application of learning	✓	

Based on the observation checklist above, it is clear that the learning activity provided by the teacher used a scaffolding strategy that is consistent with the English teacher's lesson plan.

b) **The implementation of scaffolding strategy**

Based on the observation and documentation that has been done by the researcher in March 2022 , conducted a direct analysis in the classroom to find out the learning process through scaffolding strategy that applied by teacher in teaching reading narrative text at tenth grade of MIPA II. Regarding the implements of scaffolding strategy, the teacher mentions in the statement below.

Mrs. Rahajeng Drianing Wulan, S.Pd said:

"First, the teacher asked the class president to lead a prayed before studying. Then, the class leader led the prayed, after prayed the teacher absent the students and asked who was not present. In this strategy the teacher asked students to read the story about narrative text for five minutes the reason is to understand the story. Then teacher explained about the text to students. And students write some difficult words based on text. Then students must translate that difficult words. So students can remember their learning material. After that, the teacher randomly appointed then asked to read aloud so the other student can focus on the text and listen carefully. In this part the teacher increases his focus to listen to students who are reading, if the students makes a mistakes when reading both in pronunciation and intonation, etc, the teacher immediately acts to correct it. After one line of the story read, the teacher appoint and asked to the another student to translate after finished the teacher randomly appointed for asked to read aloud again. Students are active in class and talk more in the learning process. It can make students more active in learning and opening dictionaries during English lessons diligently. And others add to make it easier for students to remember vocabulary. So the teachers use this strategy to make students more active in learning to read and understand text readings and also increase their vocabulary. Due to this strategy, students will be more independent to find the meaning of difficult words in the dictionary.

After the lesson is over, the teacher asked again about the lesson that had just was carried out. The teacher would asked some students whether they had understood or not what the teacher said during the teaching and learning process. Finally, the teacher will end the class."

Based on the results of observation and interview, the researcher describes activities in the classroom, as follows:

1. Opening

    Based on what the researcher saw, the first activity completed in the study room was opening. The teacher entered the class and greeted the students by saying *"Assalamu'alaikum wr.wb", "Good morning students, how are you today?".* The purpose of greeting is to build warmth between the teacher and students to make them more comfortable when interacting in the classroom, in addition to checking the enthusiasm of the students. After the greeting from the teacher is answered by the student, the next step is the teacher asked student to pray together *" Before going to the lesson, marilah kita berdoa terlebih dahulu. Ketua kelas silakan memimpin berdoa".* The last part of opening is cheking the attendance list. The teacher checks the attendance list by saying *"Okay students, sebelum lanjut ke materi, ibu akan mengabsen kalian satu persatu dan bagi nama yang tepanggil silakan angkat tangan dan bilang hadir".*

2. Main activity

The main activity in teaching and learning process is delivery of material that has been prepared by the teacher to students. In the main activity there are several stages, they are text selection, introduction of the text, explanation of moral values.

a) Text Selection

In this step, the teacher should select an acceptable text to utilize in teaching reading, taking into account the level of difficulty. The teacher should select a literature that will pique the students' interest while and easy to understand. In this activity, the teacher used a scaffolding strategy to teach reading about narrative texts. The teacher asked students to open the book. *" Okay anak-anak sekarang kita lanjut pada materi selanjutnya yakni narrative, silakan kalian buka buku paketnya pages 173".* After asked to open the book, the teacher asked to all of student to read in five minutes by saying *" Untuk pemanasan, silakan kalian baca sendiri terlebih dahulu teks yang berjudul Malin Kundang tersebut. Saya beri waktu lima menit setelah itu apabila kalian menemukan kata kata yang sulit silakan dicatat ".* The teacher's goal to ask students to read first, so that students have an idea of the message implied in the text, besides that it was also increased students concentration.

b) Introduction of Text

This is the phase in which the teacher gave the students an overview and explanation of the content to be taught. It was critical for comprehending the topic. In here, the teacher gave litle explaination about

the text entitled Malin Kundang by saying. *" Seperti yang kita ketahui, Malin Kundang is one of famous story in Indonesia. Cerita Malin Kundang ini termasuk cerita naratif yang tujuannya untuk menghibur pembaca. Kita tidak tahu apakah cerita ini benar terjadi di dunia nyata atau tidak karena the aim of narrative text is to entertaint the reader yang mana setiap cerita yang dibuat pasti ada pesan moral yang ingin disampaikan penulis. Jadi untuk membaca teks naratif kita tidak harus mengetahui kebenaran cerita tersebut, melainkan sebagai pembaca kita harus mengambil pesan moral yang disampaikan oleh penulis agar bisa kita terapkan dalam kehidupan sehari-hari"*.

c) Explanation of Moral Values

The teacher gave pupils a more in-depth introducction to the material in this session, specially by describing the ideals of life that are written in the text. The teacher gave the explanation by saying: *"Anybody knows the moral value of Malin Kundang story? Yap, pesan moralnya yakni kita harus selalu berbhakti kepada orang tua kita, harus bisa menjaga ucapan dan perbuatan dihadapan mereka. Nah sekilas penjelasan singkat dari cerita ini."*

After explained the text, the teacher asked students to tudents to translate difficult words that have been written before while opening a dictionary by saying *"ok try to translate the difficult word yang telah kalian tulis di buku kalian sebelumnya"*. The purpose of this activity is to make students accustomed to using a dictionary and solving their own problems.

The next learning stage, the teacher randomly appoints his students to read the Malin Kundang text aloud so that other students listen, *" Ok yang pertama bangku belakang pojok silakan membaca dengan keras"* then student respond by saying *" baik miss"*. During reading if the student makes a reading error, the teacher will help to justify the reading then the student who reads repeats what the teacher said. a student named Cindy misread the word 'passed' and the word 'caught'. Then the teacher justifies how to read the word *" Sebentar itu ada yang keliru, repeat after me"*. At this moment the teacher corrects the student's incorrect pronunciation and asked student to follow what the teacher said, after that the student is invited to continue reading until the teacher says stop. Next step, the teacher appoints the student at random again by saying *" ok stop Cindy, sekarang waktunya bangku paling kanan dari depan. Yap kamu Salehah now please continue"* then student respond it by saying *" baik miss"*. This student mispronounced 'crews' and 'huge' then the teacher correct the student's pronunciation again by telling her to follow what the teacher says by saying " Ok stop sebentar Salehah ikuti perkataan saya".[59] After all students read, the teacher gave instructions to reopen and read the summary of the vocabulary that had been wrote in the book. " Baik anak-anak silakan kalian buka kembali catatan vocab hari ini, dan baca selama tiga menit". The teacher's goal is to tell the students to read again the vocabulary that has been written, so that students can memorize more about the new vocabulary.

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[59] Looks the in the appendix

3. Evaluating and reviewing

After all the students finished reading Malin Kundang's narrative text aloud, the teacher asked them to take turns translating and the teacher gave permission to open the dictionary by saying. *" Ok sekarang waktunya menterjemahkan silakan yang mau angkat tangan terjemahkan kalimat pertama paragraf ke satu long time ago, in a small village near the beach in West Sumatra.................................. kalian boleh membuka kamus". T*hen student respon by saying" *Nisa mau bu, pada suatu hari yang lalu, di desa kecil dekat pantai yang berada di sumatra barat.............................[60]"*The purpose of the teacher is to ask the students to translate the sentences that have been read so that they are more familiar with English. Then the teacher respond to nisa by saying *" Good job Nisa".* Next step is reviewing. In this step the teacher repeats a little what has been taught to his students, the teacher saying *" Baik anak anak saya ulangi lagi tujuan dari narrative text yakni untuk menghibur pembaca. Kita tidak tahu apakah cerita ini benar terjadi di dunia nyata atau tidak karena the aim of narrative text is to entertaint the reader yang mana setiap cerita yang dibuat pasti ada pesan moral yang ingin disampaikan penulis. Jadi untuk membaca teks naratif kita tidak harus mengetahui kebenaran cerita tersebut, melainkan sebagai pembaca kita harus mengambil pesan moral yang disampaikan oleh penulis agar bisa kita terapkan dalam kehidupan sehari-hari. Apa moral valuenya? Moral value yang dapat kita ambil dari cerita Malin Kundang ini adalah kita tidak boleh menyakiti hati kedua orang tua kita yang mana mereka telah sangat berjasa*

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[60] Looks the text in the appendinx

untuk membesarkan kita sampai seperti sekarang ini yang dalam keadaan sehat wal afiyat. Maka dari itu untuk membalas jasa mereka, minimal kita harus selalu berakti kepada mereka".

4. Closing

    The last part in this teaching and learning process is closing. The teacher closed the meeting by saying *"That's all for today, we will meet again in next week, keep your healthy and mari mengucap Hamdalah, Alhamdulillah"*. Then the teacher closed the greeting and after the students answered the greeting, the teacher left the classroom.

    The researcher also interviewed English teacher in SMAN 1 Jenangan, her full name is Mrs. Ajeng Drianing Wulan. The students usually call her Mrs. Ajeng. The interview was used by the researcher to obtain data about the implementation of scaffolding strategy in teaching reading narrative text by English teacher at tenth grade MIPA II SMAN 1 Jenangan on February at 07.00-08.30 A.M. Based on the interview with the English teacher in SMAN 1 Jenangan, the researcher found the data as a follow:

1. The first interview questions to the teachers, researcher asked the opinions about strategies in teaching reading narrative text at X MIPA II? . The answer of teacher as a follow:

    Mrs. Ajeng said:

    > "In my view, motivating students is very crucial for students to be diligent to open dictionaries and to construct student knowledge, because mastering vocabulary is the most important aspect in english."

The researcher found the point of the answer that motivating students to be dilligents person and read the dictionaries is very important thing because mastering vocabularies is one if the crucial thing in English.

2. The second questions to the teachers, the researcher asked about the handbook in teaching reading narrative text at X MIPA 1I? The answer as a follow:

Mrs. Ajeng said:

> "The handbook are from Intan Pariwara and from Education Departement"

3. The third question to the teacher, the researcher asked about how the implmentation of scaffolding strategy in teaching reading narrative text at X MIPA II? The answer as a follow:

Mrs. Ajeng said.

> " Fistly, I asked to the students to read the reading material that I gave for five minutes, and the next I randomly appointed students to read aloud and if there was a mistake in reading, I gave an example of how to read that words correctly."

The researcher got the point from this answer, why the teacher asked to read the material firts before the teacher randomly appointed sthudent to read aloud, is to avoid many mistakes in reading, and so that students understand the reading text first. Another is about scaffolding strategy, that strategy is to help as well as improve student's way in reading so that in the future they can be independent in reading more difficult texts

4. The fourth question and answer to the teacher, the researcher asked about the obstacles in teaching and learning process especially in teaching reading at X MIPA II? And teacher's answer as a follow:

Mrs. Ajeng said:

> "In this class, there are still many students whose pronunciation is not quite right, then there are still some students who are embarrassed when I order them to read aloud"

5. The fifth question and answer to the teacher, the researcher asked about the argument why she used scaffolding strategy in this class in teaching reading? The answer as a follow:

Mrs. Ajeng said:

> "I chose this scaffolding strategy because there are still many students who need guidance on how to read in English, even though they are already at the high school level but their reading is still not right. So i mean to built up their skill especially in reading, i chose this strategy because in this strategy i and my student can learn and share the knwoledge together."

6. The sixth question, the researcher asked about what the teacher gave to facilitate students when learning to read? For the answer is below:

Mrs. Ajeng said:

"Students are required to bring a dictionary when learning English, if students do not bring a dictionary, I will give a penalty, if so the children will be afraid if they do not bring a dictionary."

7. The seventh question to the teacher, the researcher asked about the way the teacher arranged the reading class. And the answered is below:

Mrs. Ajeng said:

"First, provide motivation for students to open dictionaries, initially it is difficult, but if they are disciplined they can relax to teach them so they work with their friends.Then I walked to them so I can find out my student who fell asleep during class as well as reprimand him, and asked if they had finished the assignment. If they haven't finished their homework/assignment i will ask them to finish it until the end of the school."

8. The eigth question to the teacher about the way to make students active in classroom? And for the answer is below:

Mrs. Ajeng said:

"It is hard to do because it's depend on the school, it's depend our strategies, it's depend our enviroment. In the school that I teach the students is difficult to ask to be active. I have push the firstly, I have persuade, I have to give achievment firstly. So, the point is I give them achivement firstly and I give them reword it is how to make my students active in my class".

2. **Students response on the strategy used by the teacher in teaching reading**

The researcher also interviewed the students in SMAN 1 Jenangan. The interview was used by the researcher to obtain data about the students response of the implementation of scaffolding strategy that used by teacher in teaching reading narrative text by English teacher at tenth grade MIPA II SMAN 1 Jenangan on March at 07.00-08.30 A.M. Based on the interview with the studets, the researcher found the information about their response to the scaffolding strategy used by the teacher in teaching reading narrative text as a follow:

1. First question for students, the researcher asked about the problems faced in reading the text, especially in English?

   a) The answer from the first students with the initial DN as a follow:

      "We don't really know how to pronounce some words in English, so when we meet these words we often stay silent when the teacher tells us to read aloud"

   b) The answer from the other student with initial CNY in class X MIPA II is below:

      "My tongue is not used to speaking English, so there are some words that are mispronounced"

   c) The last answer from the student with initial SLH is below:

      "Sometimes when reading texts, especially English, I often make mistakes in pronouncing words"

From some of the information from above, the researcher concluded that students are not used to reading texts in English, so there are still some who make mistakes, especially in the pronunciation of words.

2. The second questions, the researcher asked to students about the interesting things that are encountered when the teacher applies the scaffolding strategy in teaching reading reading?

    a) The answer from students witth initial SLH as a follow:

        "The interesting thing about applying the scaffolding strategy in teaching reading is that the teacher's delivery is very easy to understand, doesn't make us feel sleepy in class, besides that it can add new vocabulary."

    b) The next is the answer from the student with initial DN is below:

        "The teacher's delivery when teaching reading was very cool, and the language used was very easy for me and my friends to understand"

    c) The last answer fron the students with initial CN below:

        "In my opinion the interesting thing that I encountered was, the teacher was very patient in practicing such a strategy, then the teacher was very patient in teaching"

3. The third question is "can the scaffolding strategy implemented by the teacher improve your fluency when reading something, especially in English?"

    a) The answer from the student with the initial NA as a follow:

        "Yes because every time we make a mistake in reading it is always justified by the teacher"

b) Also the answer from another students as below:

"Yes, the strategy that was implemented by the teacher yesterday can improve my fluency and my friends too while reading"

4. The fourth question is the students opinion about scaffolding strategy?

a) The answer from the students with the initial SKH as a follow:

"Yes, the strategy that was applied by the teacher in yesterday's class could improve my fluency in reading, because every time I read a narrative text, I always take turns and repeat it until it is fluent and can be read".

b) The answer from the students with the initial CN is below:

"The strategy used by Mrs. Ajeng is very comfortable to apply in reading in my opinion because it teaches me how to distinguish the pronunciation of words with almost the same letters".

c) The answer from the student with the initial DN as a follow:

"The strategy used by Mrs. Ajeng is very interesting and easy for me and my friends to follow"

C. Discussion

The researcher focuses to discuss the result of analysis which were related to the statement of research problem in this study. Its cover up the description about the observation results, the results of interview of the implementation of scaffolding strategy in teaching reading narrative text, the results of interview of students response on scaffolding strategy that implemented by the teacher in teaching reading of narrative text.

1) **The implementation of scaffolding strategy in teaching reading narrative text at tenth grade of SMAN 1 Jenangan, Ponorogo.**

Reading takes place within a social framework taht includes writing, speaking,and listening, as well as reading and activities with social, cultural, and traditional roots..[61] Through reading people will know a lot of new information that has never been obtained before so that more knowledge will be obtained through reading both knowledge about religion, knowledge about nature and its ecosystem, and other knowledge. It is mean, reading is very important for people because by reading people will get a lot of benefits. The reason of reading is as follows: pleasure, perfecting certain strategies, using certain techniques, update information about a topic, relates new facts to information he already knows, obtain information for oral or written reviews, confirm or reject predictions, perform an experiment or apply information received from a text in some other way and learn about the structure of the text, answering unique questions.[62]

Based on the benefits of reading, then as students should take a little time for them to read, In addition, the culture of reading must be instilled from an early age, so that it will give positive points to students. In the teaching and learning process, teacher be able to implement many kinds of strategy to help improve students' reading ability. One of these strategy is scaffolding strategy as claimed by Trianto scaffolding is the process of providing assistance to students thoughout the early stages of their growth, then gradually reducting the aid and allowing pupils or students to take on increasing responsibilities as they become capable.[63]

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[61] Katherine K. Frankel, Bryce l, dkk, loc. cit., p 7.

[62] Nurhadi, *Tata Bahasa Pendidikan*, (Malang: IKIP Malang Press, 1995), p.

[63] Shalahudin Ismail, "Peningkatan Kemampuan Baca Tulis Al-qur'an Melalui Metode Scaffolding pada Siswa Kelas V MI Terpadu AD-DIMYATI Bandung", *Journal Atthulab*, 3 (2), 2018, p. 151

There are several types of reading, namely extensive reading and intensive reading. The first one is extensive reading. Extensive reading is reading a reading that is done as much as possible without having to explore the language or content in the reading. Extensive reading is usually intended for children and adolescents. Extensive reading only requires reading quantity not reading quality. In this type of reading, readers are allowed to choose the text at will for their own enjoyment. As claimed by Palmer , extensive reading is defined as a reading at a fast pace. The reader proceeded to read book after book. Extensive reading's main goals are to improve a beginner's fluency, reading speed, and overall comprehnsion of a material, as well as to practice reading itself.[64] And the another one is intensive reading. Intensive reading is a reading activity in which the reader must really understand the contents of the reading that has been read. The purpose of this intensive reading is to dig deeper into the meaning contained in the reading. Intensive reading is usually intended for lecturers, teachers, students, or people who have been able to explore a reading This assertion is in line with Brown in order to understand literal meaning, implications, and theorical relationships, intenssive reading focuses on gramatical forms, discourse markers, and various information.[65]

As we know in Indonesia, the presentation of literacy is still lacking, therefore we must instill a love of reading from a young age. To begin with, we can give children interesting readings, such as narrative texts for example. In line with Parry narrative as a story that consists of dramatic moments, after which it ends with resolution.[66] So with narrative texts, children or other readers will find it easier to imagine because narrative texts have a unique structure from other readings, so that with narrative texts readers

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[64] Rob Waring, Extensive Reading in English Teaching, (Okayama: Notre Dame Seishin University, 2011), p. 7
[65] Ibid, p.6
[66] Rosi Novitasari, Sukriyah Abdullah, loc. cit., p. 2-8

will feel various kinds of feelings. This is in line with the purpose of the narrative text, which is to entertain the reader. According to Anderson and Kathy narrative is a piece of text that tells story, and entertaines or informs the reader or listener.it signifies that narrative text is atype of story in which the reader is entertained by a series of events.[67]

We can learn more about texts in school, especially narrative texts. so that learning to read feels very fun, the accuracy of the strategy is also a teacher's consideration. In this research, the researcher focus on analysis the classroom activity through scffolding strategy used by teacher in teaching reading narrative text and the students' respond on that strategy. in line with Stuyf, Vygotsky perspectives that scaffolding is a learning strategy, and defines it as *"the role of teachers and others in assisting the learner's development and providing support structures to get to that next stage or level".[68]*

Based on the observation, the researcher conclude about the implementation of scaffolding strategy that used by the teacher in teaching reading narrative text as a follow:

1. Opening

   The first activity completed in the study room was opening. The teacher entered the class and greeted the students. The purpose of greeting is to build warmth between the teacher and students to make them more comfortable when interacting in the classroom, in addition to checking the enthusiasm of the students. After the greeting from the teacher is answered by the student, the next step is the teacher asked student to pray together " Before going to the lesson,

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[67] Melinda Mubarokah, Thesis: *"The Implementation Of Scientific Approach In Teaching Writing Narrative Text To The Eight Grade Students Of SMPN Grogol In Academic Year 2014/2015",* (Kediri: English Education Department, 2015), p.5

[68]Sugeng Sutiarso, *Scaffolding Dalam Pembelajaran Matematika*, (Yogyakarta: Lumbung Pustaka UNY, 2009), p. 528

marilah kita berdoa terlebih dahulu. Ketua kelas silakan memimpin berdoa". The last part of opening is cheking the attendance list.

2. Main activity

In this part, the teacher will ask students to read first and then record the difficult words. after all finished reading alone. The teacher explains the material to be delivered. after that the teacher pointed randomly to read aloud in turn, and if the teacher found the student was wrong in reading, the teacher would correct the reading which was then followed by the student who read earlier. In addition, the teacher also asked to translate what had been read earlier by allowing students to open the dictionary. that way students will accidentally get used to reading and using dictionaries.

3. Evaluating and reviewing

In this session the teacher invites students to translate a few paragraphs in the text then when finished, the teacher reviews the material that has been delivered earlier

4. Closing

Closing is the last part activity of teaching and learning process in the classroom. The teacher closed the meeting by giving salam and leaving the classroom

2) Students' renponses on the strategy that used by the teacher in teaching reading narrative text

The success of a teacher in practicing his strategy can be seen from sharing student responses. from here it can be seen that whether the strategy is effective and still feasible to be implemented or should it be replaced with other strategies that can support teaching and learning activities. The following is a summary of the interviews between the researcher and the tenth grade students of MIPA II that have been conducted by the researcher:

1. First question for students, the researcher asked about the problems faced in reading the text, especially in English?

   a) The answer from the first students with the initial DN as a follow:

   "We don't really know how to pronounce some words in English, so when we meet these words we often stay silent when the teacher tells us to read aloud"

   b) The answer from the other student with initial CNY in class X MIPA II is below:

   "My tongue is not used to speaking English, so there are some words that are mispronounced"

   c) The last answer from the student with initial SLH is below:

   "Sometimes when reading texts, especially English, I often make mistakes in pronouncing words"

From some of the information from above, the researcher concluded that students are not used to reading texts in English, so there are still some who make mistakes, especially in the pronunciation of words.

2. The second questions, the researcher asked to students about the interesting things that are encountered when the teacher applies the scaffolding strategy in teaching reading reading?

   a) The answer from students witth initial SLH as a follow:

   > "The interesting thing about applying the scaffolding strategy in teaching reading is that the teacher's delivery is very easy to understand, doesn't make us feel sleepy in class, besides that it can add new vocabulary."

   b) The next is the answer from the student with initial DN is below:

   > "The teacher's delivery when teaching reading was very cool, and the language used was very easy for me and my friends to understand"

   c) The last answer fron the students with initial CN below:

   > "In my opinion the interesting thing that I encountered was, the teacher was very patient in practicing such a strategy, then the teacher was very patient in teaching"

3. The third question is "can the scaffolding strategy implemented by the teacher improve your fluency when reading something, especially in English?"

   a) The answer from the student with the initial NA as a follow:

   > "Yes because every time we make a mistake in reading it is always justified by the teacher"

b) Also the answer from another students as below:

> "Yes, the strategy that was implemented by the teacher yesterday can improve my fluency and my friends too while reading"

4. The fourth question is the students opinion about scaffolding strategy?

a) The answer from the students with the initial SKH as a follow:

> "Yes, the strategy that was applied by the teacher in yesterday's class could improve my fluency in reading, because every time I read a narrative text, I always take turns and repeat it until it is fluent and can be read".

b) The answer from the students with the initial CN is below:

> "The strategy used by Mrs. Ajeng is very comfortable to apply in reading in my opinion because it teaches me how to distinguish the pronunciation of words with almost the same letters".

c) The answer from the student with the initial DN as a follow:

> "The strategy used by Mrs. Ajeng is very interesting and easy for me and my friends to follow"

From several interviews between the researcher and the tenth grade students of MIPA II, it can be concluded that the scaffolding strategy is very effective to be applied in teaching reading and can help students to improve their reading skills. evidenced by the results of interviews that there were positive responses from several students who were in the class

CHAPTER V

CLOSING

In this chapter, the researcher is going to concludes the results of this study to make the readers easy to understanding about the implementation of scaffolding strategy in teaching reading. In addition to gives conclusion about this study, the researcher also gives suggestions for the school, the English teacher and the students.

A. Conclusion

Based on the data that has been described previously by the researcher, the conclusions that can be taken from the implementation of scaffolding strategy are: Scaffolding strategies can be applied to many subjects, not only reading. The teacher's effort in implementing scaffolding in teaching reading is very appropriate because this strategy really helps students in optimizing their reading skills. besides that this strategy can strengthe the relationship between students and teachers because both of teacher and students always interact with each other, when students make reading mistakes the teacher justifies how to read them which is then followed by students so that in its application, students feel comfortable in the teaching and learning process.

After the implementation of this strategy, the students' responses indicated that they found it very helpful in improving their reading skills. Besides that, this strategy can also increased the enthusiasm of students in carrying out learning activities in the classroom

B. Suggestions

After carried out this study, the researcher could be directed some suggestions for the English teacher, the students and the future researcher. The suggestions are:

1. For the English teacher

   Scaffolding strategies can have a positive impact on teachers and students. it would be better if in the future the teacher could try other strategies to be applied to students, such as the think-aloud strategy. In this strategy students will be required to dig deeper into the information contained in the text that has been given by the teacher. Thus in the future students will not feel bored with reading

2. For the students

   Reading is one of the four skills of speaking English, therefore to perfect your English skills, start to master little by little of the four skills. Besides that, students must be able to take messages from what they have read because it will be very useful in real life.

3. For the future researcher

   In the future, for the other researchers who will conduct the study with the similiar topic, the result of this examine can be used as a reference that will help them to conduct the studies.

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