THE IMPACT OF USING SCAFFOLDING TECHNIQUE ON STUDENTS' READING SKILLS AT NINTH GRADE OF MTsN 1 MATARAM IN ACADEMIC YEAR 2023/2024

BY*:*

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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
2023

THE IMPACT OF USING SCAFFOLDING TECHNIQUE ON STUDENTS' READING SKILL AT NINTH GRADE OF MTsN 1 MATARAM IN ACADEMIC YEAR 2023/2024

A Thesis
Presented a partial requirement at the State Islamic University of Mataram for the attainment of the Sarjana Degree in English language education program

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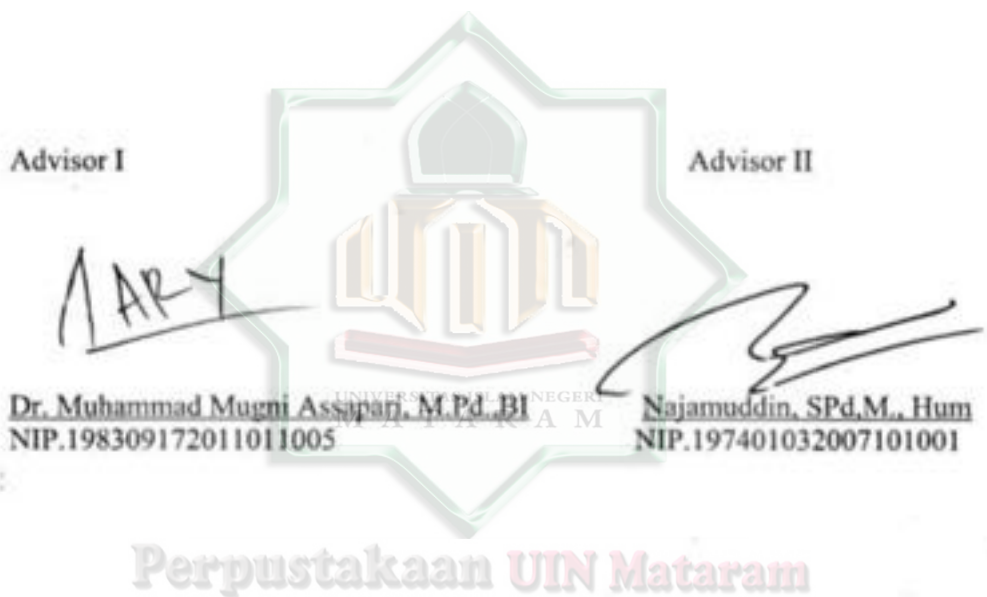**STATE ISLAMIC UNIVERSITY OF MATARAM**
2023

ADVISORS' APPROVAL

Thesis by: Yusril, NIM: 190107077 entitled "The Impact of Using Scaffolding Technique on Students' Reading Skill at Ninth Grade of MTsN 1 Mataram in Academic Year 2023/2024." has fulfilled the requirement and has been approved by the thesis advisors to be examined.

Approved on: Wednesday, 27 December 2023

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Mataram,_____ 2023

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Assalam'ualikum, Wr. Wb.

Respectfully, after making guidance, direction, and correction, we argue that this bachelor thesis from:

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Study Program	: English Language Education
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Has fulfilled the requirements to be submitted in the thesis examination session of the faculty of education and teacher training, State Islamic University of Mataram. Therefore, we hope that this thesis can be examined immediately.

Wassalamu'alikum, Wr. Wb.

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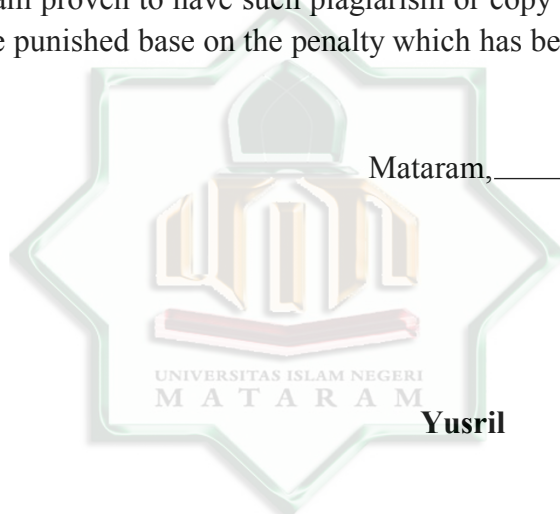
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THESIS RATIFICATION

Thesis by: Yusril, Student's Number: 190107077, entitled "The Impact of Using Scaffolding Technique on Students' Reading Skills at Ninth Grade of MTsN 1 Mataram" has been defended in front of the examiners board of study program of English language education, Faculty of education and teacher training, state Islamic university of Mataram at the date of ..03-01-2024

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MOTTO

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وَلاَتَهِنُوْاوَلاَتَحْزَنُوْاوَأَنْتُمُالْأَعْلَوْنَاِنْكُنْتُمْمُوْمِنِينَ

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"Janganlah kamu bersikap lemah, dan jangan (pula) kamu bersedih hati,
padahal kamulah orang-orang yang paling tinggi (derajatnya), jika kamu
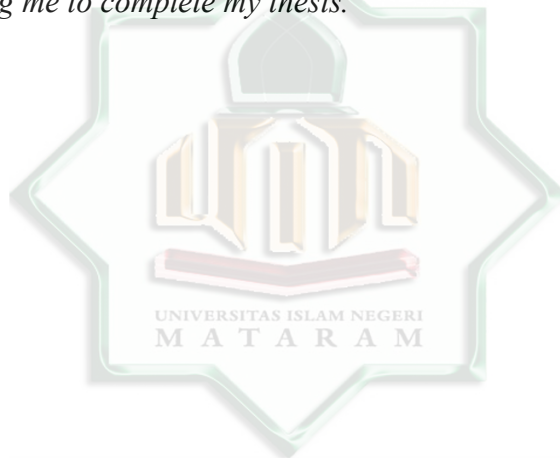*orang-orang yang beriman."*
(QS. Surat Ali Imran: 139)

DEDICATION

This dissertation is truly dedicated to:
"My beloved parents, my father (Muhammad Djamaluddin) and my mother (Sadariah Abdurahman) who always loves, pray, guide, support, motivate, and always give me some advice to keep it spirit to study hard and big thanks for the effort in making my education run smoothly and successfully." I will always love them. My dear brothers (Ariadin, A.Safid, Hamdan, and Munawar) who always guide, motivate, and support me, as well as give me counsel while I'm in the red zone. I will always love them. In addition, I adore my adored big family in my hometown, which is always praying for and encouraging me to complete my thesis."
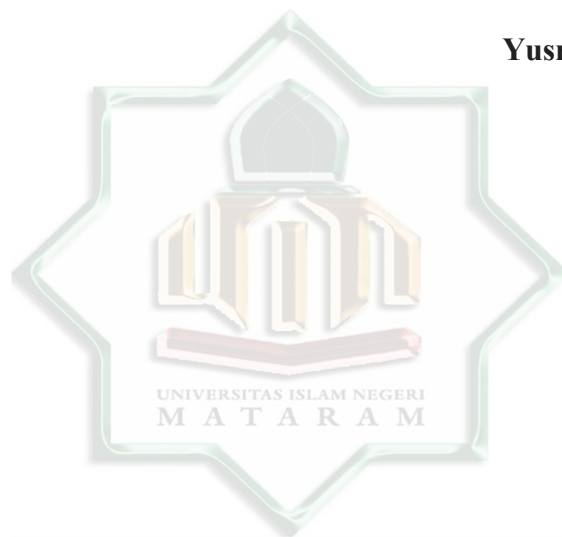
ACKNOWLEDGMENTS

9. All my friends in the English Department (TBI C Class 2019)

I hope that the good deeds of these various parties will receive multiple rewards from Allah SWT and I hope this scientific work will benefit the universe, Amen.

Mataram,……….…………….2023
Researcher,

Yusril

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THE IMPACT OF USING SCAFFOLDING TECHNIQUE ON STUDENTS' READING SKILLS AT NINTH GRADE OF MTsN 1 MATARAM IN THE ACADEMIC YEAR 2023/2024

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ABSTRACT

The purpose of this research was to determine the impact of using scaffolding technique on students' reading skills on English subjects in class IX students of MTsN 1 Mataram. The research used was a quantitative approach with a one group pre-experimental research design pre-test and post-test. The population of this study were all students of MTsn 1 Mataram totalling 952 students; the sample of this study was class IX MTsN 1 Mataram totalling 32 students. Sampling was done by taking Nonprobability sampling. The research instrument was a reading test by narrative test using the pre-test and post-test, the results of this study used a reading test obtained from the pre-test and post-test which were calculated using the help pf the IMB SPSS version 24.00 program. The results showed that the score and percentage of the pre-test score the highest score achieved was 85, the lowest score was 50, and the average students score 68.7, while for the post-test results, the highest score achieved was 90, the lowest score was 60 and the average students score was 76.4. With thus there is significant increase after being given treatment of reading learning. The results of the test using the paired sample t-test formula show that a significant 2-tailed is 0.000 with the criterion if a significant value is 2-tailed<0.05 then it is significant that Ho is rejected and Ha is accepted. Thus, it can be concluded that learning used scaffolding technique was positive impact in enhancing students' reading learning.

Keywords: *Impact, Scaffolding, Reading Skill.*

DAMPAK PENGGUNAAN TEHNIK SCAFFOLDING TERHADAP KETERAMPILAN MEMBACA SISWA KELAS IX MTsN NEGERI 1 MATARAM TAHUN PELAJARAN 2023/2024

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ABSTRAK

Tujuan dari penelitian ini adalah untuk menentukan dampak penggunaan metode scaffolding pada keterampilan membaca siswa dalam mata pelajaran Bahasa Inggris di kelas IX MTsN 1 Mataram. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian pra-eksperimental satu kelompok menggunakan pre-test dan post-test. Populasi penelitian ini adalah seluruh siswa MTsn 1 Mataram yang berjumlah 952 siswa; sampel penelitian ini adalah siswa kelas IX MTsN 1 Mataram yang berjumlah 32 siswa. Pengambilan sampel dilakukan dengan menggunakan nonprobability sampling. Instrumen penelitian ini adalah tes membaca dengan tes naratif menggunakan pre-test dan post-test. Hasil dari penelitian ini menggunakan tes membaca yang diperoleh dari pre-test dan post-test dihitung dengan bantuan program IMB SPSS versi 24.00. Hasil penelitian menunjukkan bahwa skor dan persentase skor pre-test tertinggi yang dicapai adalah 85, skor terendah adalah 50, dan rata-rata skor siswa adalah 68,7, sedangkan untuk hasil post-test, skor tertinggi yang dicapai adalah 90, skor terendah adalah 60, dan rata-rata skor siswa adalah 76,4. Dengan demikian, terdapat peningkatan yang signifikan setelah diberikan perlakuan pembelajaran membaca. Hasil uji menggunakan rumus uji t sampel berpasangan menunjukkan bahwa nilai signifikan dua arah adalah 0,000 dengan kriteria jika nilai signifikan dua arah <0,05 maka signifikan bahwa Ho ditolak dan Ha diterima. Dengan demikian, dapat disimpulkan bahwa pembelajaran yang menggunakan metode scaffolding memiliki dampak positif dalam meningkatkan pembelajaran membaca siswa.

Kata Kunci: *Dampak, Scaffolding, Keterampilan Membaca.*

CHAPHTER I
INTRODUCTION

A. Background of The Study

Reading is a fundamental skill in language acquisition, serving as a means to access diverse information applicable to various aspects of life. It involves actively engaging with the author's experiences presented in a book or text. Furthermore, reading is a dynamic process, requiring the reader to proactively acquire knowledge and generate new insights. Proficiency in reading necessitates extensive practice and skill development. The process involves synthesizing information from the text with the reader's existing knowledge to construct the narrative's truth[1].

In essence, reading is a tool for transferring information between minds, enabling readers to acquire knowledge. It is essentially the ability to comprehend the meaning embedded in written text. Readers utilize the information gathered from reading as a basis for interpretation, with the author's influence shaping the reader's understanding of the presented information[2].

Effective readers employ various skills and strategies, such as reading swiftly and accurately, establishing reading goals, recognizing the text's structure, comprehending the content, making concise notes, predicting and revising expectations, utilizing acquired information in learning, drawing conclusions, and employing visual tools for memory and evaluation[3]. Reading is also a process that facilitates detailed comprehension, whether one is seeking specific information or understanding the nuances of language. In summary, the central aspect of reading lies in the process of comprehending the meaning within the passage, essentially extracting factual information from the text. Studies

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[1] Elfira., Mochtar, M., & Mashuri. (2019). Improving Reading Comprehension of The grade VIII Students Through Directed Reading Thinking Activity (Drta) Strategy. English Language Teaching Society (ELTS), 3(1), 1–11

[2] Abame, A., Biraga, M., Abe, T., & Fantu, S. (2017). Improving Reading Comprehension through Extensive Reading: the case of WCU 2nd year English Majoring students. International Journal of Research, 04(July), 661.

[3] Dewi, K. A. A. (2022). Analysis On 7th Grade Students' Reading Comprehension Through Skimming- Scanning Techniques. Journal of Educational Study, 2(1), 72–82. https://doi.org/10.36663/joes.v2i1.261

conducted in the context of English language acquisition facilitated the acquisition of foreign language components and skills by students[4].

Reading comprehension involves grasping and interpreting the content of written material. The primary aim of reading comprehension is to derive meaning from text. In teaching reading comprehension, a key objective is to equip students with the knowledge, skills, and experiences essential for them to become proficient and enthusiastic readers. There are six critical skills pivotal for reading comprehension, namely: 1) decoding information as a crucial step in the reading process, 2) fluency, 3) vocabulary, 4) sentence construction and cohesion, 5) reasoning and background knowledge, and 6) working memory and attention[5].

Teachers play a vital role in implementing effective reading strategies that engage and motivate students during the learning process[6]. According to Hikmat and Nurrizal, successful teaching of reading necessitates the use of appropriate strategies and skills to meet learning objectives. The ultimate goal of teaching reading is to assist students in efficiently extracting information from their reading materials[7].

Commonly, students have problem with their ability in comprehending English text when learning reading comprehension. According to Ariani and Hikmat, students did not actually understand the vocabulary and the grammar in the text. Students became passive and the learning became less conducive since they were not aware of the material which they considered difficult and confusing. The confusion among students in the learning activity were caused by the lack of interaction between the teacher and the students. Teachers just

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[4] Assapari,M,M,& Hidayati,R.(2023). EFL SPEAKING STUDENT READINESS TO USE MOBILE-ASSISTED LANGUAGE LEARNING. *LLT Journal: A Journal on Language and Language Learning,*26(1), 365-378

[5] Darmayanti, N. P. E. (2021). The Effect of Visualized Reading Content on Students' Reading Motivation. The Art of Teaching English as a Foreign Language, 2(2), 78–83. https://doi.org/10.36663/tatefl.v2i2.120

[6] Arwila, P. P. (2022). Strategies Used by English Teachers in Teaching Reading Comprehension. Journal of Educational Study, 2(1), 17–25. https://doi.org/10.36663/joes.v2i1.250

[7] Hikmat, M. H., & Ruf Nurrizal, M. '. (2017). Scaffolding Technique Used in Teaching Reading At Baleendah 1 Senior High School. ELang | An English Language Education Journal, 2(2), 1–14.

delivered the material without considering whether the students understood or not[8].

Jufri, stated, found the same problem in three different senior high schools, namely SMAN 1, SMAN 7 and SMAN 8 Padang. He argued that the students from those schools faced difficulties in doing complex reading task that is finding information behind the facts[9]. He believed that the problem arouse due to the inappropriate teaching strategies teachers employed. Narina also encountered similar problem. She found that the students at Sekolah Menengah Pertama Negeri 4 Busungbiu still faced difficulties in comprehending reading passage[10]. She suggested that the teaching strategy the English teachers employed couldn't help the students comprehend the reading passage being read.

Based on preliminary observations conducted by researcher at MTsN 1 Mataram, it found that the students dealt with several problems related to reading skills in learning activities. The students are believed to find it difficult to understand the vocabulary and the grammar in the text. Furthermore, they had very little interest in reading in English. Consequently, when reading a book, it became difficult to understand what they were reading. They thought English is difficult to learn and had low motivation to learn English. In the same case, teacher's technique was uninteresting and the students became bored. Many students fell asleep when the teacher discussed the material. It was possible that this was because the teacher did not apply appropriate teaching strategies and approaches in class.

Recent instructional approaches focus on addressing the challenges faced by EFL learners by emphasizing learning through active engagement in knowledge construction[11]. Meaningful learning conditions necessitate an appropriate instructional strategy, encouraging students to

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[8] Ariani, D., & Hikmat, M. (2018). Scaffolding Strategy Used By English Teacher In Teaching Reading Comprehension To The Eleventh Grades Students At SMK Muhammadiyah 2 Surakarta

[9] Jufri.(2021). The Effectiveness of Scaffolding Model in Teaching Reading at Senior High Schools. Jurnal Pendidikan Bahasa, Sastra, dan Seni, 22 (2),125-136.

[10] Narina L.R.(2022). Scaffolding Technique in Reading Comprehension in The Junior High School. Jurnal of Educational Study,2 (2), 2798-0650

[11] Reiser, B. J. (2004). Scaffolding complex learning: The mechanisms of structuring and problematizing student work. The Journal of the Learning Sciences, 13 (3), 268-278.

elaborate and generate activities like self-questioning, semantic mapping, and summary writing. Monitoring learning and constructing meaning from reading texts are crucial aspects of these strategies, which prove effective in enhancing reading comprehension[12]. With proper assistance, students can achieve goals or undertake tasks that would otherwise be beyond their current capabilities highlights the concept of scaffolding, where learners receive support to successfully perform tasks and gradually progress to more complex ones. This support is essential as, without it, certain tasks would be beyond the learners' abilities. By building on acquired experience and skills, students reshape their knowledge and enhance their performance[13]. Similarly, Vacca suggests that when students are guided, supported, and provided with necessary attributes, they become more responsible for their learning, leading to increased motivation and success[14]. Instructional scaffolding emerges as an effective model for teaching reading, influencing the development of higher functions and skills that extend beyond the learner's immediate context. Consequently, it undoubtedly contributes to the enhancement of students' cognitive and metacognitive skills[15].

Based on the statement above, the researcher chooses the scaffolding technique to be applied in teaching learning process. Scaffolding strategy is a teaching strategy which can encourage both teacher's and students' creativity in teaching-learning process. By implementing this strategy, teacher will be more creative in improving the teaching technique since the appearance of student's learning problem in the different situation may need different treatment in solving it. The certain treatment of aids that teacher gives to the students will also

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[12] McGriff, S. (1996). Using written summaries as a generative learning strategy to increase comprehension of science text. Unpublished doctoral dissertation, Pennsylvania States University, Pennsylvania.

[13] Reiser, B. J. (2004). Scaffolding complex learning: The mechanisms of structuring and problematizing student work. The Journal of the Learning Sciences, 13 (3), 268-278.

[14] Vacca, J. (2008). Using scaffolding techniques to teach a social studies lesson about Buddha to sixth graders. Journal of Adolescent and Adult Literacy, 51(8), 652–658. doi: 10.1598/JAAL.51.8.4

[15] Olson, C. B., & Land, R. (2007). A cognitive strategies approach to reading and writing instruction for English language learners in secondary school. Research in the Teaching of English, 41 (3), 269-303.

motivate the students to develop their own ideas about their learning problem in comprehending text[16].

To make the classroom effective and efficient, a teacher should deliver and give instructions in English. Instructional scaffolding is, an effective model for teaching reading, and such an instruction influences the development of higher functions and skills beyond the confines of a learner. Thus, it can, undoubtedly, further develop students' cognitive and metacognitive skills.

Therefore, the researcher is intended to conduct a research entitled "The Impact of Using Scaffolding Technique on Students' Reading Skills at Ninth Grade of MTsN 1 Mataram In Academic Year 2023/2024"

B. Problem Formulation and Limitation

Based on the background that has been described, the formulation of the problem in this study is as follows:

1. Problem Formulation

Since the researcher attempts to find whether or not the scaffolding Technique assists students' reading skill, the problem is formulated as follow: How can the scaffolding technique affects students' reading skills at ninth grade of MTsN 1 Mataram in academic year 2023/2024?

2. Limitation of problem

Based on the identification of the problem and the extent of the learning material and the limitations of the researcher, the limitations of the problem in this study are that the research subjects used by the researcher are students of ninth grade at MTsN 1 Mataram.

C. Objectives and benefits

1. Research Purpose

Based on the previous formulation, the purpose of this research is to find out whether or not the use of scaffolding technique in the teaching of reading is effective for the students of MTsN 1 Mataram.

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[16] Ariani, Dwi, and Mauly Halwat Hikmat. Scaffolding Strategy Used By English Teacher In Teaching Reading Comprehension To The Eleventh Grades Students At SMK Muhammadiyah 2 Surakarta. Diss. Universitas Muhammadiyah Surakarta, 2018

2. Benefits of the Research
   a. Theoretical Benefits

      It is hoped that with the application of scaffolding technique, students will achieve the expected learning achievements in the English learning process especially in reading skills. This has the potential to improve the quality of English education in schools. In addition, this research is also expected to be able to increase insight in the field of research and the creation of scientific work, as well as make a valuable contribution in thinking for educational institutions.

   b. Practical Benefits
      1) For the teachers

         The research gives contribution to the teaching-learning process. By reviewing this study, teachers will have a reference of the media that can be used in teaching reading. This result of the study can be used to improve their knowledge of the use of various techniques or strategies in teaching reading.

      2) For the students

         The result of this research is expected to produce a good result in the teaching and learning process, especially for reading skill when it is well applied. Furthermore, it is supposed to help individuals create a relevant plan to fix their reading skills problem.

      3) For the researcher

         The research findings are expected to cover unresolved difficulties about the topic discussion and provide an idea of how media, specifically scaffolding, might be employed in teaching reading. Furthermore, the study's findings may aid and serve as a reference in future research on reading instruction approaches.

D. Operational Definition

The variables in this research are scaffolding technique (X), students' reading skills (Y). By operational definition, the scaffolding technique is a learning approach in which teachers provide structured support to students during the learning process to help them achieve

higher understanding and skills. This support is gradually reduced as students develop, allowing them to become more independent in problem-solving and understanding concepts. This approach is similar to the process of constructing a scaffold to support students' development in reaching learning goals. And Reading skills are the ability to comprehend, analyze, and interpret written texts. It involves the process of decoding words, understanding sentence structures, and constructing meaning from the entire text.

CHAPTER II
THEORITICAL REVIEW

A. Literature Review
1. Previous Research

   Based on the title of the author's research, namely The Impact of Using Scaffolding Technique on Students' Reading Skills at Ninth Grade of MTsN 1 Mataram, then here is some good relevant research from aspects of similarities or differences with the author's title, including:

a. Narina conducted a resrach on the use of Scaffolding Technique in reading comprehension in SMP Negeri 4 Busungbiu in the academic year 2021/2022.

Table 2.1 Literature Review

Tittle	Narina: The use of Scaffolding Technique in reading comprehension in SMP Negeri 4 Busungbiu, volume 2, Issue 2,2022.
Aims	To describe and analyze the steps in implementing scaffolding technique in reading comprehension and the students reading comprehension implemented through the scaffolding technique in seventh grade student in SMP Negeri 4 Busungbiu.
Technique	The researcher used two techniques, namely quantitative (student ability in reading comprehension) and qualitative data (data on the implementation of reading comprehension sessions through scaffolding technique and the teachers' difficulties in implementing reading comprehension sessions through scaffolding technique).
Result	The results show that: (1) Scaffolding teaching techniques can improve students' reading comprehension in descriptive and procedure texts, namely: ((a) finding general themes b) finding specific information contained in the text, 3) being able to know the appropriate pronouns in the text (d) students being able to understand the meaning of

	words in the text. Scaffolding teaching techniques can improve classroom situations, in terms of (a) increasing student participation; (b) creating a more interesting teaching atmosphere (c) increasing students' attention to the lesson; (d) increasing the class of cooperation.
Conclusion	The implementation of the scaffolding technique significantly improved the reading comprehension of seventh-grade students at SMPN 4 Busungbiu. Qualitative data were collected and described after the scaffolding sessions, using a systematic learning scenario that covered pre-activity, during-activity, and post-activity phases. The scientific approach, involving observation, inquiry, investigation, association, and communication, was employed. The results, based on mean and standard deviation, indicate enhanced reading proficiency in procedural and descriptive texts. Students demonstrated the ability to identify the main idea, locate specific information, use appropriate pronouns, and comprehend the meaning of words and phrases.
Similarities and differences	The differences between that research and the current research were in objective. In the previous study, the objective of the research was to describe and analyze the steps in implementing the scaffolding technique in reading comprehension and the students' reading comprehension implemented through the scaffolding technique in seventh-grade students in SMP Negeri 4 Busungbiu, while this current study aimed at evaluating the effectiveness of the scaffolding technique in teaching reading and assess students' reading abilities. In that research, the technique was applied to seventh-grade students in SMP Negeri 4 Busungbiu, and the current research was applied in the ninth grade of MTsN 1 Mataram. Meanwhile, the relevance of that research to my

	research was the similarity of the variables of the same research type.

b. Chedo in her research analyzed the influence of scaffolding strategy on students' reading comprehension skill on descriptive text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the academic year of 2018/2019.

Table 2.2 Literature Review

Tittle	Chedo, The influence of scaffolding strategy on students' reading comprehension skill on descriptive text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung 2019
Aims	She focused on finding out whether there is a significant influence of scaffolding strategy on students' reading comprehension skill on descriptive text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung.
Technique	The technique of this research was quasi-experimental.
Results	After doing the hypothetical test, the result demonstrated that there was obtained that the Sig. = 0.000 and the $\alpha = 0.05$. It means that the Ha is accepted because Sig $< \alpha = 0.05$. Therefore, there is significant influence of Scaffolding Strategy to develop students' reading comprehension skill on descriptive text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the academic year of 2018/2019.
Conclusion	At the end of the research, the post-test was given to measure the influence of Scaffolding Strategy to develop students' reading comprehension of Descriptive Text in both classes after treatments done. The mean score of post-test in experimental class was 75.5 and the mean score of post-test in

	control class was 65.48. It showed that the students' post-test score in experimental class was higher than students' post test score in control class. The result can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2 tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that Ho is rejected and Ha is accepted. Based on the result of data analysis, it can be concluded that there was a significant influence of Scaffolding Strategy towards Students' Reading Comprehension Skill on Descriptive Text at the First Semester of the Tenth grade at SMK PGRI 4 Bandar in the academic year of 2018/2019.
Similarities and differences	The study had similar characteristics with the present research, which designed scaffolding in classroom teaching and also used SPSS to analyze the data. Meanwhile, the difference with this research was in the technique; this research used quasi-experimental, whereas my research used a pre-experimental design. Besides that, this research was conducted at SMK PGRI 4 Bandar Lampung in the academic year of 2018/2019, and my research was conducted at MTsN 1 Mataram in the academic Year 2022/2023.

c. Jufri conducted a research that focused on identifying the students' ability in reading by using scaffolding teaching model.

Table 2.3 Literature Review

Tittle	The Effectiveness of Scaffolding Model in Teaching Reading at Senior High Schools, volume, 22, 2021
Aims	This research is aimed at identifying the students' ability in reading by using scaffolding teaching model.
Technique	This is an experimental research
Result	The findings of the research indicated that the

	students' reading achievement taught by scaffolding model was better than those who were taught by conventional model. To prove it, the researcher used t test formula. The result showed that scaffolding model gave significant effect towards the students reading ability compared to the conventional one.
Conclusion	Based on the findings, it can be concluded that scaffolding model gives more effective result compared to conventional model. The students' achievements in three senior high schools, that is SMAN 1, SMAN 7 and SMAN 8 Padang taught by scaffolding model were much better than the students' achievements taught by conventional one. The students' scores showed constant results in the three schools. Even though there were some different scores among the three schools, the students' achievements indicated consistency, that is, better results in experimental classes.
Similarities and differences	The study had similar characteristics with the present research, which designed scaffolding in classroom teaching and also both used the same research design, namely experimental design. Meanwhile, the difference with this research was in the level of school; this research was conducted at a senior high school while my research was conducted at a junior high school.

B. Theoretical Framework
1. Reading Skill
a. Definition of Reading

Reading is a type of linguistic ability that pupils should not overlook. Reading ability is required not only for language learning, but also for studying other subjects or sciences. Many experts define reading as the process of bringing ideas into contact with the reader and communicating with them. As a

result, reading is actually a brief encounter between a writer and a reader. Thus, kids must be able to read in order to learn.

Howard states that reading is a kind of communication just like any other. It signifies that there is interaction between the writer and the readers when reading the material[17].Meanwhile, Aebersold and Field define reading as follows: "In general, reading occurs when people look at a text and assign meaning to the written symbols in that text." The two physical elements required for the reading process to begin are the text and the reader. The relationship between the text and the reader, on the other hand, is what makes true reading. To be sure, the meaning the reader derives from the text may differ from the message the author intended to communicate[18].

Nuttal describes reading as a technique of extracting meaning (message) from a text. In other words, it depicts the communication process, in which the sender encodes a message in text, which is then decoded by the receiver[19]. Phan, reading is more than just a receptive process of gathering up information from the page word for word[20]. Nunan provides a similar definition, stating that reading is a process of deciphering written symbols, progressing from smaller units (individual letters) to larger ones (words, clauses, and sentences)[21].

Reading, according to Grellet, is a constant process of guessing, and what one brings to the text is often more essential than what one finds in it. Reading is essential for success in language learning, particularly in foreign languages. Reading

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[17] Howard, L. F. (2006). Ready for Anything – Supporting New Teachers for Success. Advanced Learning Press.

[18] Aebersold, Jo Ann & Field, Marie Lee. 1997. From Reader to Reading Teacher: United Kingdom: Cambridge University Press.

[19] Nuttall, Christine. Teaching Reading Skills in a Foreign Language. Heinemenn English Language Teaching.

[20] Ngan, Phan. 2006. Effective Reading. Asian EFL Journal, Vol. 15. October

[21] Nunan, D.. 2001. Second Language Teaching and Learning. Beijing: Foreign Language Teaching and Research Press.

provides readers with information regarding scientific knowledge[22].

Reading requires a variety of skills, the most important of which are recognizing the script of language, deducing the meaning and using unfamiliar lexical items, understanding explicitly stated information, understanding information when not explicitly stated, understanding conceptual meaning, understanding the communicative value (function) of sentences and utterances, understanding the relations within the sentences, and understanding the relationships between the parts of the text through lexical cohesion, finding indications in speech, identifying the primary point or key information in a piece of discourse, differentiating the core concept from supporting details, extracting prominent points to summarize (the text, an idea, etc.), Skimming, scanning to discover exactly requested information, and transcoding information to diagrammatic display are all examples of basic reference skills[23].

Based on the explanation, the researcher believes that reading is an important skill that allows readers to bring the meaning that exists in their minds and written form. Readers will grasp the meaning and, as a result, will be able to comprehend the writer's material. Because reading activity is more than just absorbing a message from a reading material, it also necessitates a technique that students should utilize to understand and comprehend the text.

b. **The purpose of Reading**

When someone reads, they have distinct goals in mind when they finish the book. For example, if they want to learn something, they will read a textbook, a journal, and an article. When reading for happiness, people read both novels and comic books. According to Grabe, the objective of reading is to search for information, to learn quickly, to integrate information, to analyses, critique, and use information, and to gain broad

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[22] Grellet, F. (1981). Developing Reading Skills - A Practical Guide to Reading Comprehension Exercise. Cambridge University Press.

[23] Grellet, F.. 1998: Developing Reading Skills. Cambridge: Cambridge University Press

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knowledge. R.R Jordan, stated there are several purposes when someone read:

1) To comprehend ideas or theories, etc.
2) To get information.
3) To search proof for their own point of perspectives and to
4) Cite which might be required for the essay.

According to the preceding statement, the goal of reading is to comprehend the text as well as to discover the author's point of view as presented through written and printed words. Furthermore, Grellet noticed two goals in reading:

1) Reading for happiness.
2) Reading for get information (in order to discover Something or someone to do something with the Information that they are get)

c. **Challenges in Mastering Reading Skills**

Mastering reading skills can present various challenges for learners. Here are some common challenges and considerations:

1) Vocabulary

Limited vocabulary can impede understanding. Encountering unfamiliar words can disrupt the flow of reading and comprehension.

2) Comprehension

Understanding the main ideas, inferences, and nuances of a text can be challenging.

3) Fluency

Reading fluently involves reading with speed, accuracy, and appropriate expression.

4) Motivation

A lack of interest in the reading material can lead to disengagement and hinder skill development.

5) Cultural and Background Knowledge

Students from diverse backgrounds may struggle with texts that assume certain cultural or background knowledge.

6) Lack of Prior Knowledge

A lack of familiarity with the topic or genre can make comprehension difficult.

7) Reading Rate

Reading too slowly or too quickly can affect comprehension.

8) Complex Sentence Structure

Complex sentence structures can be challenging, especially for language learners.

9) Reading Stamina

Sustaining focus and concentration during longer reading passages can be a hurdle.

10) Test Anxiety

Performance anxiety during reading assessments can hinder the application of skills.

There are eleventh important problems for ESL students while reading:

1) Limited previous knowledge of the reader with inability to integrate new knowledge to the previous one.

2) A limited vocabulary.

3) Lack of oral language skill before entering school.

4) Excessive concentration of teacher in the early grades on teaching the skill of decoding the symbol.

5) Focus on accurate reading performance at the expense of meaning.

6) Lack of listening comprehension skills.

7) Parents' carelessness to communicate with their children or follow up them at the school.

8) Lack of exposing in the early grades for printed the materials.

9) Create the negative attitudes among students towards reading and materials.

10) Lack of dedicated time for independent reading.

11) The weakness of the student's self confidence in their abilities to read[24].

d. Principles of Reading Skills

1) Phonics Instruction

Phonics is the relationship between the letters in written language and the individual sounds in spoken language.

The principle of teaching the relationship between sounds and written symbols to support decoding skills.

2) Vocabulary Development

Vocabulary is closely connected to comprehension. The larger the reader's vocabulary (either oral or print) the easier it is to make sense of the text. Vocabulary can be learned incidentally through storybook reading or listening to others, and vocabulary should be taught both directly and indirectly.

Focusing on building a diverse vocabulary to enhance comprehension and word recognition.

3) Comprehension Strategies

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension.

Teaching strategies like predicting, questioning, summarizing, and making connections to improve understanding.

4) Fluency Practice

Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word

Developing smooth, accurate, and expressive reading through repeated reading and oral fluency activities.

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[24] Agbatogun, Alaba Olaoluwakotansibe. "Exploring the efficacy of student response system in a sub-Saharan African country: A sociocultural perspective." *Journal of Information Technology Education*: Research 11.1 (2012): 249-267.

5) Text Structure Awareness

Helping students recognize and understand different text structures (e.g., cause and effect, compare and contrast).

6) Phonemic Awareness

Phonemes are the smallest sound units used to form spoken words. For example, in word bat, there are three specific phonemes or sounds, /b/, /a/, /t/.

7) Active Engagement

Encouraging active participation and interaction during reading to enhance comprehension.

8) Cultural Relevance

Incorporating culturally relevant texts and examples to make reading meaningful for diverse learners.

9) Differentiated Instruction

Tailoring instruction to meet the diverse needs and abilities of students[25].

Harmer explained that the principle of teaching reading is six principles as follows:

1) Reading is not a passive skill. It is an incredible active occupation.

2) Students must be interested in what they are doing. Students who are not interested in reading text cannot benefit greatly from reading.

3) It is important to encourage students to react to the content of the text and to express their feelings about the subject.

4) Prediction should be a major factor in reading. Teachers should provide the prediction activities to let the students predict what is going to happen as they read text.

5) The tasks should be matched with the topic. The teachers need to choose good reading tasks to help students interest in reading the text. An interesting text can be accompanied with imaginative and challenging tasks for students.

6) Teachers can incorporate the reading text into an engaging sequence of classes by using the topic for discussion and

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[25] Chen, Mariel Hope, et al. "The development of metacognitive reading awareness inventory." TESOL journal 1.1 (2009): 43-57

further tasks. Referring to the principles of teaching reading if the teacher wants effective and efficient in teaching reading, the teacher should follows principles of teaching reading. There are some principle of teaching reading should be considered carefully by teachers. The teacher should be work hard in preparing an interesting and motivating lesson for teaching reading.

e. **Kinds of Reading**

Francoise Grellet, there are two ways of reading.

1) Skimming is a reading technique that involves fast eye movement to get to the point.

2) Scanning is the process of swiftly scanning text to find specific information[26].

Jeremy Harmer mentions two types of reading:

1) Extensive reading

It refers to reading done frequently (but not exclusively) by pupils in classes. Extensive Reading should involve reading for enjoyment or pleasant reading wherever possible. This is heightened if pupils have the option of selecting what they want to read.

2) Intensive reading

It alludes to the specific concentration on the construction of Reading materials, which may or may not take place in the classroom. Teachers can invite students to read excerpts from periodicals, poems, websites, novels, newspapers, and other types of material. Generally, intensive reading is accompanied by study activities[27]

f. **Reading Strategies**

The development of reading skills plays a big role in learning English. Tasks to check the formation of this skill are included in various exams developed to obtain the certificate of proficiency in English.

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[26] Francoise Grellet, Developing Reading Skills, (Cambridge: Cambridge University Press,2010), p. 4.

[27] Jeremy Harmer, How to` Teach English, (Kuala Lumpur: Pearson Education, 2007), p 99

1) Scanning

This reading mode is aimed only at finding the necessary information in the text. It does not mean a complete immersion in the text and a deep comprehension of the facts, analysis of grammatical constructions. Often in this mode, the text is viewed for the presence of unfamiliar words, so that after their translation it will be easier to read the text fully. This type of reading is also called diagonal reading.

2) Skimming

This reading mode is used to get to know and understand if this information is useful to you (you are viewing a book in a store or a magazine on the shelf before buying it). In this case, the text is also viewed quickly, but not as carefully as in the previous case. The goal is not to search for specific facts, but to evaluate the text for complexity, interest and a general storyline.

3) Extensive reading

The purpose of this type of reading is to get acquainted with new information. In this mode, people read art or scientific literature, without being distracted by new, unfamiliar words, if their meaning can be approximately understood from the context. This type of reading implies the mastering of the general image and the receipt of new, unfamiliar information. It will be necessary to form and express your opinion about what you read or answer the questions.

4) Intensive reading

Typically, this type of reading is used in the study of English in order to intensively parse the proposed short, teaching text. With this type of reading, grammatical constructions, unfamiliar words and phrases are intensively examined [28].

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[28] Taillefer, Gail F. "L2 reading ability: Further insight into the short- circuit hypothesis." The Modern Language Journal 80.4 (1996): 461-477.

Mastering all types of reading, you expand your vocabulary, learn grammatical constructions better and practice your spelling with the help of visual memorization.

2. **Scaffolding**
   a. **Definition of Scaffolding**

Scaffolding is a phrase derived from Vygotsky's Zone of Proximal Development (ZPD). ZPD is defined by Vygotsky as the difference between the learner's actual development level as measured by autonomous problem solving and the learner's potential development level as determined by problem solving under teacher guidance and interaction and collaboration with more capable peers. Based on this premise, a learning model implies two things regarding language learning. If a teacher is simply concerned with what kids can already do with language, the students will never improve; however, if the instructor assists students in moving through the zone of proximal development to their potential level of performance, true learning and progress are possible[29].

Jerome Bruner, a cognitive psychologist, proposed scaffolding theory in the late 1950s. He used the term to characterize children's early oral language acquisition, which was aided by their parents[30].

Scaffolding is an intriguing concept, and it may be an excellent strategy for instructors to use in the classroom. This technique falls under the category of visual aids, which include photographs, photos, and other nonverbal tools used by the teacher during teaching and learning[31].

[29] Desy Mutia Sari, *"The Effectiveness of Scaffolding Technique to Improve Students' Writing Skill on Analytical Expository Text at The Second Grade of SMA 7 Bandar Lampung,* (*Thesis*, Faculty Teacher Training and Education University of Lampung, Lampung, 2018), p. 3.

[30] Tika Rahmawati, "*The Use of Scaffolding Talk Technique to Improve Students' Speaking Skill for Eighth Grade Students of MTs NegeriAndong,* (Thesis, Faculty State Institute for Islamic Studies (STAIN) Salatiga, Salatiga, 2015), p. 21.

[31] Nurul Fauziyah Lestari, *"Using Visual Scaffolding Strategy for Teaching Reading in Junior High School"*, ELT Perspective, Vol. 2, Number 4, September 2016, p. 132.

Scaffolding is a teacher's expression in the classroom to communicate with or instruct his or her students. The term "scaffolding" was used to describe the type of assistance provided by a teacher or peer to aid in learning. In this scaffolding procedure, the teacher assists the student in mastering a skill that the student was unable to obtain independently at first. The teacher provides assistance that exceeds the student's ability. The teacher merely assists the student with things that are just beyond his or her current level of ability. "Scaffolding is a process that allows a child or inexperienced person to solve a problem"[32].

The researcher concludes that scaffolding is a teacher's utterances that follow his or her activity in a language classroom to provide guidance and support in order to help students understand when they are assigned tasks to accomplish by their teaching. Teachers typically use clear and succinct language to help pupils comprehend what they need to do. Teachers encourage or aid students at the start of their learning and later provide pupils the opportunity to assume responsibility independently.

b. **Characteristic of scaffolding**

Scaffolding has six distinct characteristics:

1) Educators anticipate challenges that students may experience and then write step-by-step instructions that clarify what a student must do to achieve expectations.
2) Keep students on task-by providing structure, scaffolding lessons or research projects, and providing pathways for learners, students can make decisions about which path to take or what things to explore along the way, but they cannot stray from the designated task.
3) Giving hints: providing tips or suggestions but without including the entire solution.
4) Maintaining control of the kids' frustration during the assignment.
5) Highlighting what was important to do or demonstrating alternative solutions.

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[32] Ibid, p. 21-22.

6) Showing an idealized representation of the task at hand[33].

Based on the characteristics of scaffolding provided by the expert above, the researcher can conclude that scaffolding in English teaching is a support, an assistance, a bridge, or a guide provided by the teacher in order for students to successfully complete the target languages in the ZPD area.

c. **Procedure of Scaffolding Technique in Teaching Reading**

Here's how the implementation of the scaffolding technique in teaching reading:

1) Start with Simple Texts

Begin with texts that have straightforward sentence structures and basic syntactic elements. This helps student's focus on understanding syntax without being overwhelmed.

2) Modeling

Model how to analyze and identify sentence structures. Highlight different parts of speech, sentence types, and common syntactic patterns. This can be done through shared reading, where the teacher reads aloud, and students follow along.

3) Explicit Instruction

Provide explicit instruction on specific syntactic structures. Explain the function of different parts of speech, sentence types (declarative, interrogative, imperative, exclamatory), and common syntactic rules.

4) Guided Practice

Engage students in guided reading activities where they can practice identifying and analyzing syntax with support. This could involve structured exercises, collaborative reading, or guided discussions focused on sentence structures.

5) Gradual Release of Responsibility

Gradually reduce the level of support as students gain confidence. Move from guided practice to more independent activities, encouraging students to apply their understanding of syntax in their own reading.

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[33] Mayang Sari Nirmala Dewi, "Scaffolding Provided By a Teacher in Teaching Writing News Item Text", Journal of English and Education, Vol. 1, Number 2, 2013, p. 32.

6) Provide Feedback

Offer constructive feedback on students' attempts to identify and analyze syntax. This feedback can help them refine their understanding and apply what they've learned in future reading tasks.

7) Connect to Meaning

Emphasize the connection between syntax and meaning. Discuss how sentence structures contribute to the overall comprehension of the text.

8) Diverse Texts

Use a variety of texts with different syntactic structures. Exposing students to diverse sentence constructions helps them generalize their understanding of syntax across various contexts.

9) Encourage Peer Collaboration

Foster peer collaboration where students can discuss and analyze sentence structures together. Collaborative learning provides additional perspectives and support.

d. **Type of Scaffolding**

1) Modeling implies that professors should present clear examples or models before asking students to complete tasks and instructing pupils to imitate, including demonstrations of specific skills.

2) Teachers must explain in order to assist students see the connections between things, develop connections between familiar and unfamiliar knowledge, and bridge the gap between students' past knowledge and the new knowledge or experience. It implies describing, telling, and bridging the students in order to improve their comprehension.

3) Invite the student to take part. It means that teachers provide pupils the opportunity to engage in learning processes. Teachers allow pupils to participate in the learning process.

4) Instructing implies that teachers should inform pupils what to do or explain how something should be done.

5) Questioning [34].

Kind of Questioning:

1) Speculative: questions inviting response with no predetermined answer, often opinion, imaginings, and ideas.
2) Process: questions inviting students to articulate their understanding of learning process.
3) Procedural: questions related to the organizations and management of the lesson[35].

e. **Advantages and Disadvantages of Scaffolding Technique**

1) Advantage

One of the most important advantages of scaffolding is that it engages the learner. As a result, rather than passively listening to information offered, the learner builds on past knowledge and generates new knowledge through instructor promotion. It provides an opportunity to give positive feedback to pupils who have poor self-esteem and learning impairments by stating things like "look what you just figured out!" This offers them a "can do" mindset rather than a "this is too hard" attitude. This leads to another advantage of scaffolding: when done correctly, scaffolding education inspires students to desire to learn.

2) Disadvantage

Disadvantage for the teacher because building supports and scaffolding classes to fit the needs of each individual would take a long time. Individualized scaffolding would be difficult to implement in a classroom with a big number of students[36].

f. **Principles of scaffolding**

There are some principles of scaffoldings based on Rodgers, E and Rodgers, A that cover:

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[34] Mayang Sari Nirmala Dewi, *"Scaffolding Provided By a Teacher in Teaching Writing News Item Text",* Journal of English and Education*, Vol. 1, Number 2, 2013, p. 32.

[35] Tika Rahmawati, *"The Use of Scaffolding Talk Technique to Improve Students' Speaking Skill for Eighth Grade Students of MTs NegeriAndong*, (Thesis, Faculty State Institute for Islamic Studies (STAIN) Salatiga, Salatiga, 2015), p. 25.

[36] Rachel R. Van Der Stuyf, *"Scaffolding as a Teaching Strategy",* (Adolescent Learning and Development: 2002), p. 11-12

1) Scaffolding is made known to the public by attentive monitoring. Teaching is informed by close observation of the learners rather than by teaching according to a predetermined scope and sequence of skills to be mastered.

2) Even if you believe that your pupils should understand certain topics because you have taught them multiple times, they must be praised each time they attempt to do so. The fact that the kids still don't grasp or know indicates that you should continue to support them. It could also mean that you need to reconsider how much aid you're giving (is it enough?) and what kind of help you're giving.

3) Instruct today's child Teaching decisions must also be based on what the child can do now, not what the youngster could do a month ago.

4) Place the appropriate book in the hands of the appropriate youngster. If the book you chose is too difficult, you will be unable to scaffold learning. It is more likely that some pupils will find the book easy while others will find it difficult[37].

g. **Kinds of Scaffolding**

Potts and Mohans stated "scaffolding is a teaching and learning model" based on neo-Vygotskian talks. They further claim that scaffolding went through three recursive stages:

1) Developing background knowledge by aiding students to explain and connect prior information to the activity at hand, while allowing teachers to determine the zone in which the child can function unsupported and/or assist in the performance of others.

2) Thinking and discoursing about the topic or activity, where instruction 'awakens and rouses to life those functions. Which exist in the zone of proximal development' to scaffold learners' social, collaborative, and critical interactions with task information (both language and content).

3) Reconstructing and realizing knowledge in order to support students in organizing and consolidating new understandings,

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[37] Rodgers, A. & Rodgers E. (2004). Scaffolding Literacy Instruction.Strategies for K-4 Classrooms. Portsmouth:United States of America on Acid FreePaper.

as well as realizing them linguistically, beyond mere lexis and grammar, into coherent patterns of subject area appropriate extended discourse[38].

Based on the explanation above, the idea of scaffolding is so evident that the instructor must be attentive to what the learner does, says, acts, and requires. Teachers of English must not educate solely on their perceptions and must not impose what they believe is proper to be taught to students without first understanding what students require in order to learn to read.

C. Formulation of Hypothesis

Based on the statement on the problems, there are two kinds of hypotheses. So, the research was using Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

a. Null Hypothesis (Ho)

There is no significant difference in their reading achievement between the students taught using scaffolding technique and those taught using the traditional technique of the students at MTsN 1 Mataram in the academic years 2022/2023.

b. Alternative Hypothesis (Ha)

There is a significant difference in their reading achievement between the students taught using scaffolding technique and those taught by using the conventional technique of the students at MTsN 1 Mataram in the a cademic year 2022/2023.

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[38] Early, M. & Potts, D. & Mohan, B. (2005). Teachers Professional Knowledge in Scaffolding Academic Literacies for English Language Learners. Prospect Vol. 20, No. 3 December 2005. Vancouver: University of British Columbia

CHAPTER III
RESEARCH TECHNIQUES

A. Type and Research Approach

1. Research Approach

In that study, the researcher employed experimental research with a quantitative approach. Experimental research was considered a potent research technique for establishing cause-and-effect relationships. "Experimental research design was a scientific investigation in which the researcher manipulated one or more independent variables, controlled any other relevant variables, and observed the effect of a manipulation on the dependent variable(s)." This meant that the experimental research design was a research design in which the researcher manipulated the experimental group[39]. In that case, the researcher provided treatment to manipulate that experimental group. The treatment took the form of a specific type of reading.

The critical aspect of experimental research was that the investigator or researcher intentionally controlled and manipulated the conditions influencing the events of interest, introduced an intervention, and measured the resulting difference. An experiment entailed altering the value of one variable, known as the independent variable, and observing the impact of that change on another variable, referred to as the dependent variable[40]. This signified that the cause originated from the independent variable, and the effect was directed toward the dependent variable[41].

The experimental research design is classified into the pre-experimental design, truly experimental, and quasi-experimental. Pre-experimental research does not have a random assignment of subjects to groups or other strategies to control extraneous variables. True-experimental research uses randomization and provides maximum control of extraneous variables. Whether quasi-experimental research

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[39] Ary, Donald: Jacobs, Lucy Cheser & Razavieh, Asghar.2002.*Introduction to Research in Education.* United States: Wadsworth Thomson Learning.

[40] Cohen,et al. (2007). *Metode Penelitian dalam Pendidikan.* New York. Routledge.

[41] Cohen, Louis and friends. 2007. *Research technique in education.* Taylor & Francis e-Library.

lacks randomization but employs other strategies to provide some control over extraneous variables[42].

1. Type of Research

    In this research, the researcher uses a pre-experimental design using one group pre-test and post-test design. It means that one group will be treated and they will be tested before and after the treatment is conducted.

B. Population and Sample

1. Population

    The population is a generalization area consisting of an object or subject with certain quantities and characteristics set by researchers to be studied and then drawn conclusions[43]. The population is the larger group to which a researcher wishes to generalize, it includes all members of a defined class of people, events, or objects[44]. To get the real data in this study, the researcher will choose the population of all junior high school students, totaling 952 students of MTsN 1 Mataram Academic year 2022/2023.

2. Sample

    The sample is part of the population which is the source of data research, where the population is part of the number of the characteristics possessed by the population[45]. It means that a sample is a part of the population well observed, which can represent all the characteristics of the population. To make research, the researcher will investigate all students, with more focus on eight grade students of MTsN Mataram academic year 2022/2023 consisting of 32 students.

    To determine the sample to be used in research, there are various sampling techniques used[46]. Sampling can be divided into

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[42] Ary 2006. *Introduction to Research in Education*. USA: Wadsworth Cengage Learning.

[43] Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif*, dan R&D. Bandung :Alfabeta.

[44] Pandey, Prabhat, and Meenu Mishra Pandey. *Research techniqueology tools and techniques.*   Bridge Center, 2021

[45] Sugiyono. (2019). *Metode penelitian kuantitatif, Kualitatif*, dan R&D. Bandung :Alfabeta, CV.

[46] Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif,* dan R&D. Bandung :PT Alfabet.

two kinds of sampling. There are probability sampling and non-probability sampling. A probability sampling is one in which every unit in the population has a chance (greater than zero) of being selected in the sample, and this probability can be accurately determined or the sampling that has to equal chance to be selected[47].

The combination of these traits makes it possible to produce unbiased estimates of population totals, by weighting sampled units according to their probability of selection. Kinds of probability sampling are simple random sampling, systemic sampling, stratified sampling, probability proportional to size sampling, and cluster or multi-stage sampling. While non-probability sampling is any sampling technique where some elements of the population have no chance of selection or the sampling does not have a chance to be selected. Non-probability sampling techniques include accidental sampling, quota sampling, judgment sampling, and purposive sampling [48].

Non-probability sampling was utilized in this study, meaning that participant selection was not done at random. Non-probability sampling depends on variables other than random selection, in contrast to probability sampling, where each member of the population has a known chance of being included in the sample. Thus, 32 students were assigned to both the experimental and control groups by the researcher.

C. **Time and Place of Research**

This research will be conducted at MTsN 1 Mataram which is located in Mataram, West Nusa Tenggara. This research will be focused on class IX students of MTsN 1 Mataram. The research will be conducted from (20 Augustus to 26 Augustus 2023). Then, it will consist of three meetings; pre-test, treatment and post-test.

D. **Research Variables**

It is crucial to understand the definition of the variables before the writer talks about them in the context of this investigation. An attribute, characteristic, or value of a subject, item, or activity that has specific

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[47] Bhardwaj, Pooja. "*Types of sampling in research.*" *Journal of the Practice of Cardiovascular Scinces* 5.3 (2019): 157.

[48] Gay. L.R. 1992. *Educational Research Competencies For Analysis and Application Fourth edition*. New York: Macmillan Published Company

variations chosen by the researcher to be investigated and ultimately concluded is called a research variable[49]. According to this definition, a variable is an idea that represents variation among members of an object class. There are various techniques to classify variables. Whether they are categorized as independent or dependent variables depends primarily on how they are used in the study that is being conducted[50].

An Independent variable is an attribute or characteristic that influences or affects an outcome[51]; the independent variable in this research is the learning strategy using scaffolding technique. While, the dependent variable is an attribute or characteristic that is dependent on, or influenced by the independent variable. In this research, the dependent variable is students' reading skills[52].

E. Research Design

In this research, the researcher uses a pre-experimental design using one group pre-test and post-test design. It means that one group will be treated and they will be tested before and after the treatment is conducted. This research was classified as a pre-experimental design since it was little or no control of extraneous variables. In the one-group pre-test and post-test design, a single group was measured or observed not only after being exposed to treatment but also before. The experimental group will be conducted by using a pre-test before treatment and a post-test for the result of treatment as an instrument for collecting data.

The researcher teaches one class but is divided into two different conditions. Firstly, they become a controlled group and secondly become an experimental group. The researcher provided a pre-test and post-test. A pre-test was given before the material had been given and the post-test was in the last meeting. The researcher conducted several meetings in

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[49]Sugioyono (2019) Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung : Alpjabet.

[50] Ary et al 2006. *Introduction to Research in Education.* USA: Wadsworth Cengage Learning.

[51] Song, Yongze, et al. "An optimal parameters-based geographical detectore model enchanges gepgraphic charachereistics of explanatory variables for spatial heterogeneity analysis: Cases with different types of spatial data. "GliScience & Remote Sensing 57.5 (2020): 593-610.

[52] Rogers, John, and Andrea Revesz. "Experimental and quasi-experimental designs." The Routledge handbook of research techniques in applied lingustics. Routledge, 2019. 133-143.

teaching reading. In the first meeting, the researcher gave a reading test to the students, called a pre-test. After several teaching and learning reading by using scaffolding technique, the students had a test again, called post-test.

The illustration of the research design in this study is as table below:

Table 3.1 The Illustration of Research Design

Pre test	Independent variable	Post test
Y1	X	Y2

X   : Reading treatment
Y1   : Students' achievement on reading before taught by
            using scaffolding technique
Y2   : Students' achievement on reading after being taught
            by using scaffolding technique

The pre-experimental research procedures employing a one-group pre-test and post-test design in this study can be outlined as follows:

1. Conducting a pre-test (Y1) to assess students' reading skills before implementing the treatment.
2. Implementing the experimental treatment, teaching reading skills using the scaffolding technique (X).
3. Administering a post-test (Y2) to evaluate students' reading skills after the treatment.

To assess the impact of this technique on students' reading skills, a comparative technique was employed. The researcher compared the post-test scores of students in both experimental and control groups to identify any improvements in scores before and after the treatment. Throughout the research process, the researcher sought assistance from an English teacher at MTsN 1 Mataram. The teacher contributed to planning, implementing actions, making observations, and reflecting on the research. Additionally, the researcher sought valuable suggestions from the teacher to enhance the research process.

F. **Research Instrument/Tools and Materials**

The instrument was the generic term that researchers used for a measurement device (survey, test, questionnaire, and so forth.). The

researcher used a test as the research instrument. Research instruments were tools used to collect data in research; the research instrument was made following the measurement objectives and the theory used as a basis[53]. As previously mentioned in this study, the research instrument was a test, and the test used was a reading test, by using the scaffolding technique.

G. Data Collection Technique

The data collection technique is a systematic and standard procedure used to collect the data. The data collection technique in this research was done in three steps:

a. Pre-test

As previously stated, the researcher administered a pre-test prior to administering the treatment. Conducted in one meeting, the pretest consisted of students reading a narrative text, the text about (The magical tree) given by the researcher. In this case, the researcher gives the students 20 questions (appendix 1) based on the narrative text (magical tree). The main level of reading skills used in the pretest is the ability to understand the meaning of vocabulary, phonic, phonemic awareness, fluency, and the comprehension of students when they are reading a text. The purpose of holding a pre-test is to get initial information about the group before the experimental stage is carried out.

b. Treatment

After administering the pre-test, the researcher will give the treatment to the students. Treatment is applied in one meeting. The step of treatment can be classified in some steps:

1) Activate Prior Knowledge

Start by discussing the concept of magic, legends, and wishes. Ask students if they've heard any stories involving magical elements or granting wishes. This establishes a connection between their prior knowledge and the story.

2) Preview the Text

Show the title and cover image of the story. Ask students to make predictions about what the story might be about based on

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[53]Purwanto, (2018*). Tehnik penyusunan instrumen uji validitas dan realibilitas penelitian ekonomi syariah* (1nd ed.). Magelang : Staial Press.

the title and image. Encourage them to share their ideas with a partner or in small groups.

3) Vocabulary Pre-teaching

    Identify challenging vocabulary words from the story, such as "whisper," "legend," and "radiate." Pre-teach these words by providing definitions, synonyms, and using them in context. This prepares students to encounter these words in the text.

4) Guided Reading

    Read the story aloud to the class or have students read it individually. As you read, pause at certain points to model thinking processes. Ask questions like, "What is happening in the story now? How do you think Lily feels?"

5) Interactive Reading

    After reading each section or paragraph, engage students in discussions. Ask comprehension questions that require them to recall details, infer meanings, and predict outcomes. For instance, "Why do you think Lily chose to make her wish at the magical tree?"

c. **Post-test**

    The final technique used to collect data was the administration of a post-test. The post-test was given to the group after the scaffolding technique had been provided as a treatment. It was done in one meeting. The post-test consisted of the same questions, and the number of questions in these tests was also 20 questions (appendix 2). The researcher used literal reading as the main level of reading skills. The purpose of giving a post-test in this study was to observe and measure any changes in students' reading skills after being taught using the scaffolding technique.

H. Data Analysis Technique

Data analysis is a research rule that must be applied by all researchers. Because research without analysis will only produce meaningless raw data. Through analysis, data can be processed and finally a conclusion can be drawn, which is the forerunner of new knowledge and development of previous knowledge[54].

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[54] Albi Anggito & Johan Setiawan, "Metodologi Penelitian Qualitatif" (CV. Jejak, 2018).

1. Descriptive statistics

   The technique of data analysis is the way data is analyzed by the researcher. In managing and analyzing the data collected, the researcher will use quantitative data analysis so the researcher will analyze the data by using statistical techniques. The analysis is used to find the significant difference in the students' reading skill before and after the use of the scaffolding technique.

   Descriptive statistics are used to examine and report data statistically in order to learn about the school utilized as a research sample. The average value (mean), standard deviations, variance, maximum, and minimum can all be determined using descriptive data statistics. This is used to determine how well students perform generally in terms of reading to what the researcher teaches and provides.

   a. Mean is a group explanation technique based on the group's average value. The mean is calculated by summing all of the data in one group and dividing it by the number of members in the group.
   b. The median is the midway number produced by sorting data from lowest to highest score and then looking for the median value of the groupings.
   c. The mode is the most frequent data in a data set. Obtain the data mode.
   d. The standard deviation is the square root of the variance and represents the standard deviation from the average value.

Table 3.2 Students' Achievement [55]

Criteria of assessment	Grades
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
50-60	Poor
<50	Very Poor

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[55] Ibid

Table 3.2 shows the category of students' grades in numerals and words. The researcher will assess students according to the scores.

2. Inferential Statistics

   a. Normality and Homogeneity Testing

      1) Normality testing

         Normal testing is a basic requirement that must be met for parametric analysis. Normality before conducting further data analysis the data must be tasted first. This is to determine whether information has been entered in the normal distribution or not. There are two ways to predict whether the residuals have a normal distribution or not, namely by graphical analysis and statistical analysis[56]. In this case, to test the normality the researcher uses SPSS 24 with the One-Sample Kolmogorov-Smirnov technique. The normality testing is done towards both pre-test and post-test scores.

         The hypotheses for testing normality are:

         a) H_0 : Data is in a normal distribution
         b) H1 : Dat a is not in a normal distribution

         In testing the hypotheses, the data is in normal distribution if Ho is accepted. In this case, H0 is rejected if the significance value is lower than 0.05 ($\alpha = 5\%$) while Ho is accepted if the significance value is higher than 0.05.

      2) Homogeneity Testing.

         Homogeneity testing is intended to know whether the variance of data is homogeneous or not. In this case, the homogeneity will be tested on the sample that was used to collect the data. The procedure used to test the variance of homogeneity is by determining the Fmax value. In the homogeneity test, Fvalue (empiric) should be lower than the F table (theoretic). To get the Fmaxvalue, the data of students' score on the pre-test and post-test are analyzed as follow:

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[56] Ghozali, I. (2017). *Model Persamaan Struktural Konsep Dan Aplikasi Program AMOS 24.* Semarang : Badan Penerbit Universitas Diponegoro.

3) Hypothesis Testing

To test the hypothesis of the data analysis technique used in this research is the paired T-Test. The hypotheses of this research are as follows: If the T-Test score is bigger than T-table, the alternative hypothesis (Ha) is accepted. It means that there is any significant difference in the score of students' reading skills in class IX before using scaffolding and after that. The significance different score is shown from the significant/probability value on the output of the SPSS 24 program. It is significant if the sig/p value is lower than 0.05 (sig/p < 0.05). It can be said that scaffolding is effective to use in teaching reading and suggested to be used.

If the T-Test score is smaller than the T-table, the Null Hypothesis (Ho) is rejected. It means that there is no significant difference in scores of students' reading skill in class IX before using scaffolding and after that. There is no significant different when the significance/probability value is bigger than 0.05 (sig/p > 0.05). It can be said that scaffolding technique is not effective enough to teach reading skill, and do not suggested to be used.

b. Validity and Reliability Testing

As previously mentioned, the researcher used tests as the research instrument. Both pre-test and post-test were intended to measure students' reading skills. The tests should fulfill some factors to get the data as well. The factors tested here are the validity and reliability of the tests. By using a valid and reliable instrument to collect the data, it was expected that the data and the result of the research itself are also valid and reliable.

1) Validity

Validity is concerned with how accurate the test measure is and the appropriateness of the test for the subjects. Validity is the extent to which an instrument measured what it claimed to measure[57]. In other words, validity can be defined as the instrument that measures what is supposed to be

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[57] Ary 2006. *Introduction to Research in Education*. USA: Wadsworth Cengage Learning

measured. In this study, to ensure test validity the researcher used construct validity, content validity, and face validity.

2) Reliability

Reliability refers to their measure repeatedly delivering the same (or near the same) results. Ideally, if individuals use the same measure with the same people under the same conditions, their measure should give us the same result[58]. To know the reliability of the instruments used in this research, the researcher tried them out before conducting the pretest and posttest. The tests were administered to the students. They consisted of narrative texts. The researcher allocated 30 minutes in conducting the tryout. After getting the data, the researcher analyzed them by using SPSS 24.

The value of Cronbach's alpha can be interpreted as follows[59]:

Table 3. 3 Cronbach's Alpha Interpretation Based on Triton

Cronbach's Alpha	Interpretation
0.00 – 0.20	Less reliable
0.21 – 0.40	Rather reliable
0.41 – 0.60	Quite reliable
0.61 – 0.80	Reliable
0.81 – 1.00	Very reliable

The technique for further analysis of the data is as follows:

a. Formulating the hypotheses. The hypotheses are in the form of Null hypothesis (Ho) and Alternative Hypothesis (Ha).

b. Determining the value of tcount. It can be seen in the output of SPSS analysis.

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[58] Littoseliti, Lia. 2010. *Research Techniques in Linguistics*. London: Continuum International Publishing Group.

[59] Agus Eko Sujianto. 2009. Aplikasi Statistik dengan SPSS 16.0. Jakarta : PT. Prestasi Pustaka

c. Determining the significance value based on the output of SPSS 24 analysis. In this case, the value of significance should be lower than the 5% significance level (< 0.05).

d. Determining hypothesis testing. Simply, the hypotheses testing are:

1) If – tcount< - ttable or tcount>ttable and Sig < 0.05, so Ho is rejected.

2) If – ttable $\leq$ tcount $\leq$ ttable and Sig > 0.05 so Ho is accepted.

e. Making conclusion. If Ho is rejected, it means that there is a significant difference in the student's reading comprehension ability before and after being taught by using scaffolding technique. So, if Ho is accepted means that there is no significant difference in the students' reading skill before and after being taught by using scaffolding technique.

CHAPTER IV
FINDINGS AND DISCUSSION

A. FINDINGS

In this research, researchers investigated the impact of using scaffolding technique in teaching reading. Impact can be seen from significant differences in scores between the pre-test and post-test using scaffolding.

The presentation of the data is as follows:

1. Pre-test score.

Table 4.1 Pre-test score

No	Subject	Score	Predicate
1	AEG	70	Fair
2	AFT	65	Fair
3	AAM	70	Fair
4	BDS	85	Good
5	BBTP	60	Fair
6	DFN	75	Fair
7	DRPK	80	Good
8	ERU	70	Fair
9	FAF	70	Fair
10	FAGR	70	Fair
11	FR	70	Fair
12	FM	65	Fair
13	FAAA	60	Fair
14	LAZ	75	Fair
15	LEYA	60	Fair
16	LMA	75	Fair
17	LRIS	60	Fair
18	LRHZ	70	Fair

No	Subject	Score	Predicate
19	MFNA	70	Fair
20	MNN	75	Fair
21	MA	70	Fair
22	MDAF	65	Fair
23	MFW	50	Poor
24	MFR	65	Fair
25	MFY	50	Poor
26	MNFES	80	Good
27	NH	75	Fair
28	QS	60	Fair
29	RAS	80	Good
30	RA	75	Fair
31	RSA	65	Fair
32	RFR	70	Fair

The pre-test was attended by 32 students in an experimental group. The researcher allocated 40 minutes to do the pre-test. A preliminary test is in the form of reading instruction in which the students must fill the test carefully before the treatment process using the scaffolding technique. This test was intended to know the basic competence of students before receiving the treatment.

2. **Post-test score**

Table 4. 2 Post-test score

No	Subject	Score	Predicate
1	AEG	75	Good
2	AFT	70	Good
3	AAM	80	Good
4	BDS	90	Good
5	BBTP	75	Good

6	DFN	80	Good
7	DRPK	80	Fair
8	ERU	75	Good
9	FAF	75	Good
10	FAGR	75	Good
11	FR	85	Good
12	FM	75	Good
13	FAAA	70	Good
14	LAZ	75	Good
15	LEYA	60	Fair
16	LMA	75	Good
17	LRIS	70	Fair
18	LRHZ	80	Good
19	MFNA	70	Fair
20	MNN	75	Fair
21	MA	80	Excellent
22	MDAF	75	Good
23	MFW	75	Good
24	MFR	80	Good
25	MFY	75	Good
26	MNFES	80	Fair
27	NH	80	Good
28	QS	75	Good
29	RAS	80	Fair
30	RA	80	Fair
31	RSA	75	Good
32	RFR	80	Good

The post-test was also followed by 32 students in the experimental group. The researcher allocated 40 minutes to do the post-test. The implementation of the post-test and pre-test is the same, in which post-test use test in the form of using test. This test was intended to determine the result or effects of the treatment of students' reading skills.

3. **Descriptive Statists**

Based on the calculation of descriptive statistics the results pre-test score and Post-test score using the application SPSS 24.00, are as follows:

a. The results of the calculation descriptive statistics of the Pre-test score

Table 4.3 The results of the calculation descriptive statistics of the Pre-test score using the application SPSS 24.00.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	32	50.00	85.00	68.7500	8.13198
Valid N (listwise)	32				

From the results of calculating student pre-test scores using scaffolding technique, the maximum score achieved by students is 85.00 and the minimum is 50.00 from the student's number (N) = 32. From the calculation result of statistics, the mean score (X) achieved by students is 68.75, and the standard deviation is 8.13.

b. The results of the calculation descriptive statistics of the Post-test score

Table 4. 4 The results of the calculation descriptive statistics of the Post-test score using the application SPSS 24.00.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	32	60.00	90.00	76.4063	5.27232
Valid N (listwise)	32				

From the results of calculating student post-test scores using scaffolding technique, the maximum score achieved by students is 90.00 and the minimum is 60.00, from the student's number (N) = 32. From the calculation result of statistics, the mean score (Y) achieved by students is 76.406 and the standard deviation is 5.272.

Based on the descriptive statistics results of the mean value in the experimental group, the pre-test mean value was 68.75 and the post-test mean value was 76.40. It can be concluded that the post-test mean value is higher than the pre-test mean value and there is a positive effect after being given treatment.

4. **Inferential statistics**

    a. **Normality Testing**

Table 4. 5 The result of the Pre-test in Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Pre-test	Post-test
N		32	32
Normal Parameters[a,b]	Mean	68.7500	76.4063
	Std. Deviation	8.13198	5.27232
Most Extreme Differences	Absolute	.186	.239
	Positive	.126	.199
	Negative	-.186	-.239
Test Statistic		.186	.239
Asymp. Sig. (2-tailed)		.006[c]	.000[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the results of the normality test it is known that the sig value is 0.006>0.05 it can be concluded that the pre-test score is normally distributed

b. Homogeneity testing

Table 4. 6 Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	1.354	2	26	.276
	Based on Median	1.194	2	26	.319
	Based on Median and with adjusted df	1.194	2	20.231	.323
	Based on trimmed mean	1.352	2	26	.276

Based on the output table pre-test of homogeneity of variances above, it is to know that the significance value is 0.276>0.05, then as the basis for decision making in the homogeneity test, it can be concluded that the value is homogeneous.

Table 4. 7 Test of Homogeneity of Variances
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Post-test	Based on Mean	1.912	5	25	.128
	Based on Median	1.912	5	25	.128
	Based on Median and with adjusted df	1.912	5	12.041	.166
	Based on trimmed mean	1.967	5	25	.119

Based on the output table post-test of homogeneity of variances above, it is to know that the significance value is 0.119>0.05, then as the basis for decision making in the homogeneity test, it can be concluded that the value is homogeneous.

a. T-Test

Paired sample t-test is one of the test techniques used to assess the effectiveness of the treatment, marked by a difference in the mean before and after the treatment is given. Thus, the data calculations were carried out by researchers using the SPSS

application. And the results of t-test for pre-test and post-test SPSS 24.00 are as follows:

Table 4. 8 The result paired sample statistics analysis of pre-test and post-test scores using SPSS 24.00.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	68.7500	32	8.13198	1.43754
	Post-test	76.4063	32	5.27232	.93202

This output, notes the summary results of the descriptive statistics of the two samples or pre-test and post-test data. For the mean value of the pre-test 68.7500 and post-test 76.4063, for the sample used pre-test and post-test each of 32 students, for the standard deviation value of pre-test 8.13198 and post-test 5.27232, and standard error mean value of the pre-test 1.43754 and post-test .93202.

There is a significant difference in students' reading achievement before being given treatment (Pre-test) and after being given treatment using scaffolding technique. After the researcher got the data in the form of scores of pre-test and post-test, then the researcher analyzes the data to get the value of t-count this will be compared with the value of the t-table to know the significance.

Table 4. 9 The result paired sample correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	32	.569	.001

In this output are the results of the correlation and relationship between the two data or variable, namely the pre-test and post-test, it is known that the significant value is equal to 0.569>0.05. As the basis for decision making in the correlation test because the significance value is greater than 0.05, the

indication is that there is no relationship between pre-test and post-test.

From the calculation of SPSS, it can be said that there is a significant difference in students' reading achievement before and after teaching using scaffolding technique. Of the 32 students, the correlation value is 0.569 and the significance value is 0.001.

Table 4. 10 t-count value using SPSS 24.00

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test - Post-test	-7.65625	6.71834	1.18765	-10.07847	-5.23403	-6.447	31	.000

This output gives an idea of whether or not there is a difference between pre-test and post-test, it is known that the Sig. (2-tailed) value is 0.000 <0.05, it can be concluded that there is a significant difference between the pre-test and post-test results. The basis for making a decision if the Sig. (2-tailed) <0.05 then there is a significant difference between the results of the pre-test and post-test.

B. Discussion

This study was conducted to determine whether there is an Impact of using scaffolding technique on students reading skills at ninth grade of MTsN 1 Mataram in academic year 2023/2024. Based on the results of the data analysis that has been carried out, it can be concluded that the data on the pre-test and post-test results of students' reading skills that have been given meet the requirements of the t test analysis, namely that the data must be normally distributed, have homogeneous data variance,

where researchers use the IMB SPSS version 24.00 program to analyze the data. With the fulfillment of the prerequisite test, the next step is hypothesis testing using the t test.

The results of data analysis using the t test which aims to determine the impact of using scaffolding technique on students reading skills at ninth grade of MTsN 1 Mataram, as for the results of the analysis obtained, namely that *Ha* is accepted, meaning that there is an impact of using scaffolding technique on students' reading skills. Scaffolding techniques that foster metacognition, such as guided reading, empower students to monitor their comprehension and apply strategies purposefully[60].

The results in this study indicate that there is an Impact of using scaffolding technique on students' reading skills, where the results of this study are in line with research conducted by Narina who found that the Scaffolding Technique in reading comprehension in SMP Negeri 4 Busungbiu in the academic year 2021/2022[61]. Scaffolding technique can improve students' reading comprehension. This increase can be seen from the results of students' reading skills scores in descriptive and procedure text from 3 sessions by looking at the mean and standard deviation. Obtained 88.87 and Standard Deviation is 9.49. So, from these results it can be seen that students: (a) can find main idea in the text (b) find specific information that contained in the text (c) able to use appropriate pronouns in the text (d) able to understand the meaning of words or phrases.

The same research was conducted by Chedo in her research analyzed the influence of scaffolding strategy on students' reading comprehension skill on descriptive text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the academic year of 2018/2019[62]. Based on the finding of the research, if was found that were significant differences between the students who were taught using

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[60] Palincsa,A.S., & Brown,A.L.(1984). Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities.

[61] Narina R.L (2022). Scaffolding Technique in Reading Comprehension in The Junior High School.journal of educational of study,2(2).

[62] Mariya Chedo.2018. (The Influence of Scaffolding Strategy To Develop Students' Reading Comprehension Skill on Descriptive Text at The First Semester of The Tenth Grade At Smk Pgri 4 Bandar Lampung).

Scaffolding Strategy and the students who were taught using Translation Strategy. It could be seen from the mean post-test in the experimental class was 75.5 higher than the mean of post-test than the mean of post-test in the control class that was 65.58. After the calculated the data by using computation of SPSS the independents sample t-test, Sig.(P value) was 0.000 and α = 0.005 it mean that Sig. P(value) < α = 0.05 and Ha is accepted. It means that the most improvement was in the experimental class.

In addition to the last researcher, Jufri conducted a research that focused on identifying the students' ability in reading by using scaffolding teaching model[63]. To test hypothesis, the researcher used t-test. In addition, to identify the normality and homogeneity, the researcher used the normality and homogeneity testing. All of these were done to guarantee the result of the test. It also helped the researcher to draw conclusion about the effectiveness of scaffolding model in teaching reading. Based on the result of test at the three SMA's, it was found that the students' scores taught by using scaffolding model showed better results than those who were taught by conventional model. Even though the mean scores varied from school to school, the results indicated a consistency. It meant that all students of experimental classes got better scores than control classes. The students of SMAN 1 got average score of mean 85,25 in experimental class and 79,4 in control one. Meanwhile, the students of SMAN 7 got 83,06 score average in experimental group and 77 in control group. Finally, the students of SMAN 8 got 79,06 mean score for experimental class and 73,6 for control group.

While the results of data analysis from this study indicate that the use of scaffolding technique has a significant impact on students reading skills at ninth grade of MTsN 1 Mataram, this can be seen from the The results of the paired sample T-test showed that the pre-test average was 68.750, while the post-test average was 76.406. It means Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. Based on the data, it is found that students' reading skills in the post-test were much better than in the pre-test. It can be interpreted that students' reading skills increased after receiving treatment.

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[63] Jufri. 2021. The Effectiveness of Scaffolding Model in Teaching Reading at Senior High Schools 22 (2): 125-136.

The results of Paired Samples Statistics pre-test and post-test data. For the mean value of the pre-test 68.7500 and post-test 76.4063, for the sample used pre-test and post-test each of 32 students, for the standard deviation value of pre-test 8.13198 and post-test 5.27232, and standard error mean value of the pre-test 1.43754 and post-test 0.93202.

The results of the paired samples correlation of the relationship between the two data or variable, namely the pre-test and post-test, it is known that the significant value is equal to 0.569>0.05. As the basis for decision making in the correlation test because the significance value is greater than 0.05, the indication is that there is no relationship between pre-test and post-test.

The results Paired Samples Test to determine whether or not there is a difference between pre-test and post-test, it is known that the Sig. (2-tailed) value is 0.000<0.05, it can be concluded that there is a significant difference between the pre-test and post-test results. The basis for making a decision if the Sig. (2-tailed) <0.05 then there is a significant difference between the results of the pre-test and post-test.

This means that there is a significant difference in the way students read to the ability to use scaffolding technique before and after teaching. As for the result, the above data analysis is closely related to some of the benefits of using scaffolding technique as a kind of technique. Therefore, this finding showed the fact that using scaffolding technique on students reading skill has positive impacts and success to solved the problems that faced by the students reading skill.

With the advantages above, it can be concluded that the use of scaffolding technique gives a significant impact on students' reading skills. This has been proven by the results of analyzing the data revealing that there are significant differences in students' reading skills of the treatment before (pre-test) and after (post-test) taught by using scaffolding technique. Scaffolding technique not only benefits for the students but also the teacher. This makes it easier for teachers to find out students' weaknesses and can provide effective suggestions for reading to them. Thus, it can be said that MTsN 1 Mataram ninth-grade pupils' reading skills benefit from the scaffolding technique.

Based on the minimum criteria for English lessons for secondary schools, students are expected to score a minimum of 75 in fact the

pretest results show that most students cannot this score. By looking at students' pre-test results, most students show that students are in sufficient and inadequate categories. Students' test results show that the students are classified into excellent, good, and sufficient. After giving the pre-test, the researcher gave the treatment to the students. The study used the scaffolding technique as a medium of teaching during the treatment, researcher took several steps in giving treatment to students namely as follows: Activate Prior Knowledge, Preview the Text, Vocabulary Pre-teaching, Guided Reading, Peer Collaboration, Creative Expression, Reflection and Discussion and Assessment and Feedback.

During the treatment, students were interested in learning English, as evidenced by their scores on the pre-test and post-test. The students demonstrated the impact on their reading skills by showcasing their understanding of the text they had read. The study revealed that students comprehended the provided material and accurately answered the post-test. Consequently, the issue of students struggling with English learning due to a lack of reading skills and interest was successfully addressed by implementing teaching and learning activities using the scaffolding technique.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in this study, it can be concluded that is the use of scaffolding is effective in the teaching students' reading skills. This is proven by the mean score of students' reading skills on the pre-test and post-test. The mean pre-test score was 68.75 and post-test mean score was 76.40. The results of these scores show an increase of 9%. So, it can be concluded that there is a good effect from the use of scaffolding to teaching the reading skills of ninth grade students at MTsN 1 Mataram.

The results of statistical analysis using SPSS 24.00 showed a t-count 6.447 and a significance value is lower than 0.000. The significance value is lower than 0.005 (0.000<0.05), so the nul hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This means that there is a significant effect in students' reading skills before and after being given treatment using scaffolding technique.

B. Suggestion

Base on the result of this research, the suggestions proposed as:

1. Suggestion for the Institution

As a recommendation for our institution, it would be beneficial to consider implementing regular workshops or training sessions for educators. These sessions could focus on incorporating innovative teaching techniques, such as the scaffolding technique discussed in this research. By providing continuous professional development opportunities, our institution can empower teachers with effective strategies to enhance students' learning experiences and academic achievements. Additionally, creating a platform for collaborative discussions among educators can foster the exchange of best practices and further contribute to the overall improvement of teaching techniqueologies within our institution.

2. Suggestion for the students

The ninth-grade students of MTsN 1 Mataram are encouraged to maintain and enhance their reading comprehension with greater intensity. They should motivate themselves to approach learning

more seriously and expand their vocabulary by engaging in extensive reading. The findings of this study offer a valuable means for improving their reading text comprehension. It is anticipated that the outcomes of this study will be highly beneficial, providing a strategy for resolving reading-related challenges and enhancing overall reading comprehension.

3. Suggestion for the other researcher

Other researchers can utilize this study as a point of reference for future investigations in this area. The researcher recommends that fellow researchers employ creativity in implementing the Scaffolding Strategy to achieve improved outcomes in subsequent research. Furthermore, this study has the potential to be adapted, not solely for descriptive text but also for enhancing students' mastery in various text types.
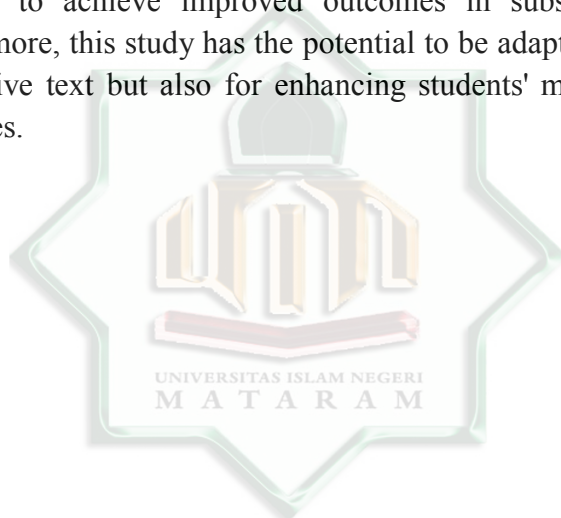
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APPENDICES

Appendix 1 (Pre-test)

In this research, the researcher used narrative text as test, entitled "Magical Tree". The researcher choose narrative text because it is quite entertaining and attracts readers' interest.. It is hoped that students will interested with this test.

Answer these questions base on the narrative test below: (20 question pre-test)!

Magical Tree

In a quiet village nestled between two hills, there stood a tree unlike any other. The villagers called it the "Whispering Willow" because they believed it had magical powers. Legend had it that if you whispered your deepest wish to the tree under the full moon, it would come true.

One night, Lily, a curious young girl, decided to test the legend. With her heart pounding, she stood before the Whispering Willow and whispered her wish for her family to be happy and healthy forever. The wind seemed to carry her words up into the branches.

The next morning, Lily woke up to find her family bustling with joy. Her parents were laughing, her siblings were playing together, and there was an air of happiness that she hadn't felt in a long time. Lily couldn't believe it her wish had come true.

Years passed, and the legend of the Whispering Willow continued to spread. More villagers came to whisper their wishes, and the tree seemed to radiate a special energy. Lily never forgot the magical night that changed her life, and she visited the tree often to express her gratitude.

Part 1: Pronunciation

Choose the correct option based on the correct pronunciation!

1. Whisper :

a. /ˈwɪspər/	b. /wisper/

2. Ledgend:

a. /ledjend/	b. /ˈlɛdʒənd/

3. Radiate:

a. /ˈreɪdiˌeɪt/	b. /radiet/

4. Wishes:

a. /ˈwɪʃɪz/	b. /wizer/

5. Magical

a. /Mejikal/	b. /ˈmædʒɪkəl/

Part 2: Vocabulary

Match the vocabulary word on the left with is correct definition on the right!

6.	Whisper		C. Emit or give off energy, light, or warmth in all directions.
7.	Legend		E. Possessing or relating to mysterious or supernatural powers.
8.	Magical		D. Desires or aspirations for something to happen or come true.
9.	Radiate		A. Speak or utter softly, making it difficult for others to hear.
10.	Wishes		B. A traditional story passed down through generations, often involving heroic deeds or supernatural elements.

Part 3: True or False

Read each statement and mark whether it is true or false!

11. True/False: The villagers believed that the whispering willow had magical power.
12. True/False: The legend said that if you shouted your wish to the tree, it would come true.
13. True/False: Lily tested the legend by whispering her wish to the whispering willow.
14. True/False: The next morning, Lily found her family sad and unhappy.
15. True/False: Lily stopped visiting the tree after her wish come true.

Part 4: Multiple choices

Choose the correct option based on the text.

16. What did the villagers call the tree?
    a. The enchanted oak
    b. The silent birch
    c. The whispering willow
    d. The magical maple

17. Why did the villagers believe the tree had magical powers?
    a. It was a tallest tree in the village
    b. It had colorful leaves
    c. It stood between two hills
    d. It was called the whispering willow in legends

18. What was Lily's wish when she whispered to the tree?
    a. To become a famous singer
    b. To have the tallest tree house
    c. For her family to be happy and healthy forever
    d. To find a treasure buried under the tree

19. How did Lily feel when she saw her family the next morning?
    a. Confused
    b. Surprised
    c. Sad
    d. Joyful

20. Why did Lily visit the tree often after her wish came true?
   a. To apologize for testing the legend
   b. To ask for more wishes
   c. To express her gratitude
   d. To make the tree even more magical

Appendix 2 (Treatment)

Lesson Plan 1

School	: MTsN 1 Mataram
Theme	: Reading Narrative text
Class/Semester	: IX/1
Time allocation	: 2 x 45 minute

I. **Core Competencies**

1. Responding to and practicing the teachings of the religion they adhere to

2. Appreciate behaviour (honest, disciplined, responsible, caring, polite, curious, confident, tolerant, internal motivation, healthy lifestyle, and environmentally friendly) in interacting effectively with the social and natural environment within reach of association and existence.

3. Understand knowledge (factual, conceptual and procedural) in science, technology, art, culture and humanities with religious, national, state and civilization insights related to visible phenomena and events.

4. Trying, processing and presenting various things in the concrete realm (using, parsing, assembling, modifying, and creating) and the abstract realm (writing, reading, counting, drawing and composing) in accordance with what is learned at school and from various other sources same point of view/theory

II. **Basic competencies**

1. Grateful for the opportunity to learn English as the language of international communication.

2. Appreciate the behaviour of responsibility, caring, cooperation and peace-loving, in carrying out functional communication

3. Mention social functions and linguistic elements in songs.

4. Capturing the message in the song

III. **Indicator**

1. Spiritual

      Grateful for God's gift of the existence of English as the language of international communication

2. Social

Adopt a responsible, caring, cooperative and peace-loving attitude, in carrying out functional communication consistently

3. Knowledge

Understanding, applying, analysing factual, conceptual, procedural knowledge based on curiosity about science, technology, arts, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and applying procedural knowledge to the field of study specific according to their talents and interests to solve problems.

4. Skills

Processing, reasoning, and presenting in concrete realms and abstract realms related to the development of what one learns at school independently, and being able to use techniques according to scientific principles

IV. **Objective**

1. Spiritual

After the learning process, students are grateful for the opportunity to learn English consistently as an international language

2. Social

After reading, observing and discussing narrative texts, students are expected to be able to understand and practice the moral values contained in texts in social life.

3. Knowledge

After observing and reading the narrative text and writing about the narrative text students can read easily, the structure of the text and the elements in reading appropriately.

4. Skills

After reading, understanding and discussing narrative texts, students can process, reason, and present in concrete and abstract domains related to the development of what they learn in school independently, and are able to use techniques according to scientific rules.

V. Learning Materials

Fact: reading narrative text

Draft Social function: Entertain, express feelings, and teach moral messages Procedure Reading elements:

1. Words, expressions, and grammar in works of art in the form of text.
2. Spelling and handwriting and printing are clear and neat.
3. Speech, word pressure, intonation, when listen to pronoun the word..

VI. Learning Resources/Media

1. Source: internet, history books
2. Learning Media: White Board, Board marker, work sheet and laptop.

VII. Learning techniques

1. Approach: scientific approach
2. Technique: Reading learning technique
3. Techniques: lectures, discussions, questions and answers, assignments.

VIII. Learning Steps

Phase	Learning Activities	Time
Introduction	a. Students respond to greetings and questions from the teacher with conditions and previous learning. b. Learners receive information about the relationship between previous learning and learning to be carried out. c. Learners receive competency information, materials, objectives, benefits, and learning steps to be implemented	5 minutes
	a. Observe • Activate Prior Knowledge The researcher Start by	

Activity Core	discussing the concept of magic, legends, and wishes and ask students if they've heard any stories involving magical elements or granting wishes. This establishes a connection between students' prior knowledge and the story.
	
	• Preview the Text
	   The researcher Show the title and cover image of the story then Ask students to make predictions about what the story might be about based on the title and image and encourage students to share their ideas with a partner or in small groups.
	• Vocabulary Pre-teaching
	   In this part the researcher Identify challenging vocabulary words from the story, such as "whisper," "legend," and "radiate." Pre-teach these words by providing definitions, synonyms, and using them in context. This prepares students to encounter these words in the text.
	
	b. Ask
	• The researcher Read the story aloud to the class and also asked students to read it individually. As researcher read, pause at certain points to model thinking processes. Ask questions like, "What is happening in the story now?
		10 minutes

		How do you think Lily feels?"	
		• Interactive Reading	
		After reading each section or paragraph, researcher engages students in discussions. Ask comprehension questions that require them to recall details, infer meanings, and predict outcomes. For instance, such as "Why do you think Lily chose to make her wish at the magical tree?"	10 minutes
		c. Reasoning	
		• Reflection and Discussion Conduct a class discussion about the theme of the story and the idea of wishes coming true. Encourage students to share their reflections on whether they believe in the power of wishes.	
		d. Try	
		• Summarizing and Retelling Model how to summarize the story in a few sentences. Then, have students work in pairs or small groups to retell the story using their own words. Encourage them to focus on the main events and key details.	
		• Writing Extension Provide a writing prompt related to the story, such as "Imagine you found the magical tree. What wish would you	

	make and why?" Guide students through the process of brainstorming, outlining, and writing their responses.	
	e. communicate	
	• Assessment and Feedback	
	Assess students' comprehension through discussions, written responses, and their participation in activities. Provide feedback that highlights their comprehension and critical thinking skills.	5 minutes
	• Extension Activities	
	For advanced students, offer additional resources related to legends, folklore, or other magical stories. This allows them to explore the topic further.	
Closing	a. Students and teachers conclude learning.	5 minutes
	b. Students reflect on the activities that have been carried out	
	c. Students answer the questions given by the teacher	

Lesson Plan 2

School   : MTsN 1 Mataram
Theme   : Reading Narrative text
Class/Semester   : IX/1
Time allocation   : 2 x 45 minute

Objective
- Students will be able to identify key elements of a narrative text.
- Students will understand the structure of a narrative text.
- Students will create their own short narrative text.

Materials
- Whiteboard and markers
- Printed short stories or excerpts
- Storyboard templates or paper
- Pens or pencils
- Multimedia resources if available (optional)

Introduction (15 minutes)
- Begin with a discussion on what students understand about narrative texts. Elicit examples and characteristics.
- Define key terms: setting, characters, plot, conflict, resolution.
- Introduce the objective of the lesson.

Reading and Analysis (30 minutes)
1. **Read Aloud**
   - Select a short narrative text suitable for the grade level.
   - Read aloud, pausing to discuss key elements. Ask questions about setting, characters, and the main events.

2. **Group Activity - Story Elements**
   - Divide the class into small groups.
   - Provide each group with a short story or excerpt.
   - Ask them to identify and discuss the setting, characters, plot, conflict, and resolution.

3. **Class Discussion**
   - Bring the groups back together for a class discussion.

- Compare and contrast the story elements identified by different groups.
- Clarify any misconceptions and reinforce key concepts.

Guided Practice (20 minutes)

1. **Storyboarding**
   - Explain the concept of storyboarding.
   - Distribute storyboard templates or paper.
   - Instruct students to create a storyboard for the short story they read, highlighting key scenes.

2. **Individual Writing**
   - Ask students to use their storyboards as a guide to write a short narrative text.
   - Emphasize the importance of including the identified story elements.

Share and Reflect (15 minutes)

1. **Peer Sharing**
   - Have students share their narratives in pairs or small groups.
   - Encourage constructive feedback focusing on the incorporation of story elements.

2. **Class Discussion**
   - Open the floor for volunteers to share their narratives with the entire class.
   - Facilitate a discussion on common themes, challenges faced, and lessons learned.

Homework/Extension Activity

- Assign students to write another narrative text independently for homework or as an extended in-class activity.

Assessment

- Evaluate understanding through class participation, group activities, and the quality of individual narrative writing.

Appendix 3 (ANSWER KEY)

ACTIVITY 2

Part 1: Pronunciation

1. a. /ˈwɪspər/
2. b. /ˈlɛdʒənd/
3. a. /ˈreɪdiˌeɪt/
4. a. /ˈwɪʃɪz/
5. b. /ˈmædʒɪkəl/

Part 2: Vocabulary

6. WHISPERING: A. Speak or utter softly, making it difficult for others to hear.
7. LEGEND: B. A traditional story passed down through generations, often involving heroic deeds or supernatural elements.
8. MAGICAL: E. Possessing or relating to mysterious or supernatural powers.
9. RADIATE: C. Emit or give off energy, light, or warmth in all directions.
10. WISH: D. Desires or aspirations for something to happen or come true.

Part 3: True/False

11. True
12. True
13. True
14. False
15. False

Part 4: multiple choices

16. C: The whispering willow
17. D: It was called the whispering willow in legends
18. C: For her family to be happy and healthy forever
19. B: Surprised
20. C: To express her gratitude

Magical Tree

In a quiet village nestled between two hills, there stood a tree unlike any other. The villagers called it the "Whispering Willow" because they believed it had magical powers. Legend had it that if you whispered your deepest wish to the tree under the full moon, it would come true.

One night, Lily, a curious young girl, decided to test the legend. With her heart pounding, she stood before the Whispering Willow and whispered her wish for her family to be happy and healthy forever. The wind seemed to carry her words up into the branches.

The next morning, Lily woke up to find her family bustling with joy. Her parents were laughing, her siblings were playing together, and there was an air of happiness that she hadn't felt in a long time. Lily couldn't believe it her wish had come true.

Years passed, and the legend of the Whispering Willow continued to spread. More villagers came to whisper their wishes, and the tree seemed to radiate a special energy. Lily never forgot the magical night that changed her life, and she visited the tree often to express her gratitude.

Part 1: Pronunciation
Choose the correct option based on the correct pronunciation!

1. Whisper :

a. /ˈwɪspər/	b. /wisper/

2. Ledgend:

a. /ledjend/	b. /ˈlɛdʒənd/

3. Radiate:

a. /ˈreɪdiˌeɪt/	b. /radiet/

4. Wishes:

a. /ˈwɪʃɪz/	b. /wizer/

5. Magical

a. /Mejikal/	b. /ˈmædʒɪkəl/

Part 2: Vocabulary

Match the vocabulary word on the left with is correct definition on the right!

6.	Whisper		C. Emit or give off energy, light, or warmth in all directions.
7.	Legend		E. Possessing or relating to mysterious or supernatural powers.
8.	Magical		D. Desires or aspirations for something to happen or come true.
9.	Radiate		A. Speak or utter softly, making it difficult for others to hear.
10.	Wishes		B. A traditional story passed down through generations, often involving heroic deeds or supernatural elements.

Part 3: True or False

Read each statement and mark whether it is true or false!

11. True/False: The villagers believed that the whispering willow had magical power.
12. True/False: The legend said that if you shouted your wish to the tree, it would come true.
13. True/False: Lily tested the legend by whispering her wish to the whispering willow.
14. True/False: The next morning, Lily found her family sad and unhappy.
15. True/False: Lily stopped visiting the tree after her wish come true.

Part 4: Multiple choices

Choose the correct option based on the text.

16. What did the villagers call the tree?
   a. The enchanted oak
   b. The silent birch
   c. The whispering willow
   d. The magical maple

17. Why did the villagers believe the tree had magical powers?
    a. It was a tallest tree in the village
    b. It had colorful leaves
    c. It stood between two hills
    d. It was called the whispering willow in legends
18. What was Lily's wish when she whispered to the tree?
    a. To become a famous singer
    b. To have the tallest tree house
    c. For her family to be happy and healthy forever
    d. To find a treasure buried under the tree
19. How did Lily feel when she saw her family the next morning?
    a. Confused
    b. Surprised
    c. Sad
    d. Joyful
20. Why did Lily visit the tree often after her wish came true?
    a. To apologize for testing the legend
    a. To ask for more wishes
    b. To express her gratitude
    c. To make the tree even more magical

1. **Pretest score**

No	Subject	Score	Predicate
1	AEG	70	Fair
2	AFT	65	Fair
3	AAM	70	Fair
4	BDS	85	Good
5	BBTP	60	Fair
6	DFN	75	Fair
7	DRPK	80	Good
8	ERU	70	Fair
9	FAF	70	Fair
10	FAGR	70	Fair
11	FR	70	Fair
12	FM	65	Fair
13	FAAA	60	Fair
14	LAZ	75	Fair
15	LEYA	60	Fair
16	LMA	75	Fair
17	LRIS	60	Fair
18	LRHZ	70	Fair
19	MFNA	70	Fair
20	MNN	75	Fair
21	MA	70	Fair
22	MDAF	65	Fair
23	MFW	50	Poor
24	MFR	65	Fair

25	MFY	50	Poor
26	MNFES	80	Good
27	NH	75	Fair
28	QS	60	Fair
29	RAS	80	Good
30	RA	75	Fair
31	RSA	65	Fair
32	RFR	70	Fair

2. **post test score**

No	Subject	Score	Predicate
1	AEG	75	Good
2	AFT	70	Good
3	AAM	80	Good
4	BDS	90	Good
5	BBTP	75	Good
6	DFN	80	Good
7	DRPK	80	Fair
8	ERU	75	Good
9	FAF	75	Good
10	FAGR	75	Good
11	FR	85	Good
12	FM	75	Good
13	FAAA	70	Good
14	LAZ	75	Good
15	LEYA	60	Fair
16	LMA	75	Good

17	LRIS	70	Fair
18	LRHZ	80	Good
19	MFNA	70	Fair
20	MNN	75	Fair
21	MA	80	Excellent
22	MDAF	75	Good
23	MFW	75	Good
24	MFR	80	Good
25	MFY	75	Good
26	MNFES	80	Fair
27	NH	80	Good
28	QS	75	Good
29	RAS	80	Fair
30	RA	80	Fair
31	RSA	75	Good
32	RFR	80	Good

Appendix 5 (Documentations)

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN (FTK)
Jln. Gajah Mada No.100, Jempong Baru, Mataram, 83116
Website: ftk.uinmataram.ac.id   emal: ftk@uinmataram.ac.id

Nomor   : 492/Un.12/FTK/SRIP/PP.00.9/09/2023   Mataram, 12 September 2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal   : Permohonan Rekomendasi Penelitian

Kepada:
Yth.   Kepala Bakesbangpol Kota Mataram
di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan
rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama   : Yusril
NIM   : 190107077
Fakultas   : Tarbiyah dan Keguruan
Jurusan   : Tadris Bahasa Inggris
Tujuan   : Penelitian
Lokasi Penelitian : MTsN 1 MATARAM, KOTA MATARAM
Judul Skripsi   : THE IMPACT OF USING SCAFFOLDING METHOD
                    ON STUDENTS READING SKILLS AT MTsN 1
                    MATARAM IN ACADEMIC YEARS 2022/2023

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang
diperlukan dalam penyusunan skripsi.
Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami
sampaikan terimakasih.
Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP. 197810152007011022

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PEMERINTAH KOTA MATARAM
BADAN KESATUAN BANGSA DAN POLITIK
(BAKESBANGPOL)
Alamat : Jl. Kaktus No. 10 Telp. (0370) 7503044 Mataram
Email : bakesbangpol.mataramkota@gmail.com

REKOMENDASI PENELITIAN
Nomor : 070/801/Bks-Pol/IX/2023

1. **Dasar :**
   a. Peraturan Menteri Dalam Negeri RI Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
   b. Surat Permohonan Ijin Survei dan Penelitian dari UIN MATARAM Fakultas Tarbiyah Dan Keguruan Nomor: Tanggal 2023-09-12.
   Perihal   : Rekomendasi Penelitian.

2. **Menimbang :**
   Setelah mempelajari dan meneliti dari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka kami dapat memberikan Rekomendasi Penelitian Kepada :

Nama	:	Yusril .
Alamat	:	Kel.kolo, Kecamatan Asakota Kota Bima,Provinsi Nusa Tenggara Barat (NTB)
Bidang/Judul	:	THE IMPACT OF USING SCAFFOLDING METHOD ON STUDENTS' READING SKILL AT NINTH GRADE OF MTsN 1 MATARAM IN ACADEMIC YEAR 2022/2023
Lokasi	:	MTsN 1 MATARAM
Jumlah Peserta	:	1 Orang
Lamanya	:	16 September 2023 S/d 15 Oktober 2023.
Status Penelitian	:	Baru

3. **Hal-hal yang harus di taati oleh peneliti :**
   a. Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
   b. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
   c. Peneliti harus mentaati ketentuan perundang-undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI;
   d. Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan kegiatan Penelitian tersebut belum selesai maka peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
   e. Melaporkan hasil kegiatan penelitian kepada Walikota Mataram, melalui Kepala Bakesbangpol Kota Mataram setiap 6 (enam) bulan sekali.
   Demikian Surat Rekomendasi Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 15 September 2023
Kepala Bakesbangpol
Kota Mataram,

ZARKASYI SE., MM
Pembina TK I (IV/b)
NIP. 19761231 200003 1 013

Tembusan Yth :
1. Walikota Mataram di Mataram sebagai laporan;
2. Kepala Balitbang Kota Mataram di Mataram;
3. Kepala Sekolah MTSN 1 Mataram
4. Dekan Fakultas Tarbiyah Dan Keguruan UIN Mataram

SURAT KETERANGAN PENELITIAN
No: B- 537 /Mts.09.02/TL.00/11/2023

Berdasarkan surat Badan Kesatuan Bangsa dan Politik (BAKESBANGPOL), Nomor : 070/801/Bks-Pol/IX/2023, Tanggal 15 September 2023 Perihal Surat Rekomendasi Penelitian, dengan ini menerangkan :

Nama	: YUSRIL
NIM	: 190107077
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris
Perguruan Tinggi	: Universitas Islam Negeri Mataram

Memang benar telah melakukan penelitian sejak tanggal 19 September s/d 19 Oktober 2023 dengan judul "THE IMPACT OF USING SCAFFOLDING METHOD ON STUDENT'S READING SKILL AT NINTH GRADE OF MTsN 1 MATARAM IN ACADEMIC YEAR 2022/2023.

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

Mataram, 03 November 2023
Kepala

Hj. Resniah

UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No: 3477/Un.12/Perpus/sertifikat/PC/12/2023

Sertifikat Ini Diberikan Kepada :

YUSRIL
190107077
FTK/TBI
Dengan Judul SKRIPSI

THE IMPACT OF USING SCAFFOLDING METHOD ON STUDENTS' READING SKILLS AT

NINTH GRADE OF MTsN 1 MATARAM IN ACADEMIC YEAR 2022/2023

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

Similarity Found : 5 %

Submission Date : 28/12/2023

UPT Perpustakaan
Mataram

...awaty, M.Hum
NIP. 197808282006042001

UPT PERPUSTAKAAN UIN MATARAM
Sertifikat Bebas Pinjam

No: 3075/Un.12/Perpus/sertifikat/BP/12/2023

Sertifikat Ini Diberikan Kepada :

YUSRIL
190107077

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini
dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun
masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.
Sertifikat ini diberikan sebagai syarat UJIAN SKRIPSI.

UPT Perpustakaan

...awaty, M.Hum
NIP. 197808282006042001

KARTU KONSULTASI

Nama Mahasiswa	:	Yuzril
NIM	:	190107077
Pembimbing 1	:	Dr. Muhammad Mugni Assapari, M.Pd, BI
Pembimbing 2	:	Najamuddin,SP.d, M. Hum
Judul Skripsi	:	THE IMPACT OF USING SCAFFOLDING METHOD ON STUDENTS' READING SKILLS AT NINTH GRADE OF MTsN 1 MATARAM

No	Tanggal	Materi Konsultasi	Paraf
1	10/08		
2	12/09		
3	14/10		
4	18/10	Revise all part	
5	6/11		

Mataram, 6 – 11 – 2023
Pembimbing II

Najamuddin, SPd, M.Hum
NIP 197401032007101001

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KARTU KONSULTASI

Nama Mahasiswa	:	Yusril
NIM	:	190107077
Pembimbing 1	:	Dr. Muhammad Mugni Assapari, M.Pd, BI
Pembimbing 2	:	Najamuddin,SP.d, M. Hum
Judul Skripsi	:	THE IMPACT OF USING SCAFFOLDING METHOD ON STUDENTS' READING SKILLS AT NINTH GRADE OF MTsN 1 MATARAM

No	Tanggal	Materi Konsultasi	Paraf
1	11/10		ARy
2	20/11		ARy
3	21/11		ARy
			ADH

Mataram, 27 – 12 2023
Pembimbing II

Dr. Muhammad Mugni Assapari, M.Pd, BI
NIP.198309172011011005

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