THE EFFECTIVENESS OF SCAFFOLDING TO STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT
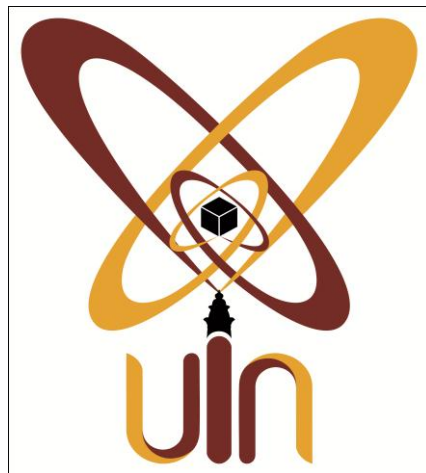
(An Experimental Research at the Second Grade of SMPN 4 Pandeglang-Banten)

A PAPER

Submitted to English Education Department
as a partial Fulfillment of the Requirements for the Sarjana Degree

By :

NAILUL MUNA
Student's Number: 142301710

FACULTY OF EDUCATION AND TEACHER TRAININGS
THE STATE INSTITUTE ISLAMIC UNIVERSITY
SULTAN MAULANA HASANUDDIN BANTEN
2018 A.D. / 1439 A.H.

CHAPTER I

INTRODUCTION

A. The Background of Research

Language is a tool for the creations a good communication. Similarly communication, language is a primary thing to do good communication. Thus, the relationship of both is very close.

English as an international language, is the first foreign language in the world that should be taught from primary to university. Most people learn English because they want to communicate better in English. By mastering English, students will easily access information, another other people's culture, develop science, and offer opportunities to develop themselves to get a better chance in the face of competition in this era of globalization.

Reading is one of the language skills besides listening, speaking and writing. Language skills are skills that have the important role in various aspects of life. With skillful language one can express ideas, thoughts, ideas and feelings to others both orally and in writing. Reading skills needed in opening the horizons of insight and adding to science.

Reading is as important as speaking, listening, and writing. Reading is not only for communicating but also for remembering something and thinking critically as well. But then, there are some people or some students that fell difficult in reading. This situation

becomes a bad situation when they must read something and find out the information.

Reading has very important role in learning process because the skill of reading very much determines the success of students in learning many things particularly in daily life. For those reasons teacher should try to make reading interesting, enjoyable, and meaningful. In fact, there are often some phenomena in many schools, in which many students find difficulties in comprehending the text. It could be seen when the researcher conducted her teaching practice (PPL) in SMPN 4 Pandeglang. The students had many difficulties to make sense English texts. They just listened and repeated what the teacher's reading but they did not understand what was conveyed in the reading text that was read by the teacher. In this condition teacher did not build students' background knowledge what the reading text initially so that make they often missed the information of the texts.

The problem occurred might be caused by inappropriate techniques and activities conducted in teaching reading comprehension. The teachers just gave the texts and asked the students to repeat the teacher's reading without some preparation before. In addition, the students normally started reading without thinking what topic they were reading and whether they had background knowledge about the topic or not. It made them fail to understand them.

Based on the condition above, the researcher is interested to conduct the research to the second grade students of SMPN 4

Pandeglang. Furthermore, the researcher tried to solve and improve the students' reading ability. Amongst many choices of strategies in improving reading ability, the writer chose scaffolding, because scaffolding giving support to students in order to become students feel enthusiasm and comfortable in studying, because scaffolding giving supervision and guide to assist students in teaching learning.

Support to learners in completing the learning process in the form of learner activities in the learning process, learning strategies, guidance of experience from learners, learning facilities, and learning climate learners of parents at home and learners in school. Based on the support above, the writer chose support in learning strategy.

Scaffolding strategy could be useful as an alternative strategy to help the students improve reading comprehension in order to students become active, enjoy, and comprehend the main point of the reading texts.

Scaffolding from teachers can have a variety of forms, including questions, suggested tasks, resources provided, challenges and classroom activities. In this study the authors use narrative texts to test students, the writers give questions in accordance with the content of narrative texts, then students can find answers through narrative texts that have been prepared by researchers.

Finally, to applying purpose of the writer and to get accurate about the use of scaffolding strategy to students reading ability, the writer has chosen the title "The Effectiveness of Scaffolding to

Students' Reading Comprehension on Narrative Text" (An Experimental Research at Second grade of SMPN 4 Pandeglang).

The researcher hopes, that this research can have a result that is used and can be benefit for all readers, especially for students and teachers in teaching English language.

B. Identification of the Problem

Based on the background of research above and in order to limit the scope of the study, the researcher will only focus to know the using scaffolding strategy to students' reading ability on narrative text in second grade at SMPN 4 Pandeglang. The researcher will find how about it connection, there or not. If there is connection so how strong that connection.

C. The Statements of Problem

The problem in this study are stated as follow:

1. How is the students' reading comprehension on narrative text at the second grade of SMPN 4 Pandeglang?

2. How is the effectiveness scaffolding in teaching reading on narrative text at the second grade of SMPN 4 Pandeglang?

D. The Objectives of Research

Based on the statements of research above, the writer makes the objectives of research as follow:

1. To know the students' reading comprehension on narrative text at the second grade of SMPN 4 Pandeglang.

2. To know the effectiveness of scaffolding to students' reading on narrative text reading at the second grade of SMPN 4 Pandeglang.

E. Hypothesis

According to Alison Mackey "A hypothesis is a type of prediction found in many experimental studies; it is a statement about what we expect to happen in a study".[1] Correlate with the theory and also the problems above, so the researcher has two hypothesis such as:

a. Ho (Null Hypothesis) that there is no significant effect of scaffolding strategy to students' narrative text reading.

b. Ha (Alternative Hypothesis) that there is significant effect of scaffolding strategy to students' narrative text reading.

F. Previous of Study

In this study there are three related studies, which is familiar with this present today:

1. First study is written by Muh. Amin Amal, 2012. The tittle of his thesis is "The Use Scaffolded Reading Experience (SRE) Strategy to Improve the Students' Reading Skill In Narrative

---

[1] Alison Mackey and Susan M. Gass, *Second Language Research, Methodology and Design,* (New Jersey: Lawrence Erlbaum Associates, 2005), p. 100.

Materials (A Classroom Action Research at The Third Year Students of SMP PGRI 2 Takalar)." [2]

The research aims to explain the improvement of the students' reading comprehension in terms of literal comprehension. The research findings indicated that the application of SRE strategy is significant in improving the comprehension and interpretive comprehension. It is proved by the mean score of cycle I is 62.84. it is classified as fair then improved to be 76.64. it is classified it is classified as good in cycle II. They are higher than the mean score of diagnostic test namely 55.34 that classified as poor.

2. Second study is written by Muhammad Attarzadeh, 2011. By the tittle "The effect of scaffolding on reading comprehension of various text modes on hanian EFL learners with different proficiency levels." [3]

The socio cultural theory of L.S. Vygotsky is shaped by the notion that all human learning is driven by the social interaction. The same is true for learning reading comprehension. This quantitative study drew upon experimental

---

[2] Muh. Amin Amal, "The Use Scaffolded Reading Experience (SRE) Strategy to Improve the Students' Reading Skill In Narrative Materials (A Classroom Action Research at The Third Year Students of SMP PGRI 2 Takalar)," 23. *Unpublished.*

[3] Muhammad Attarzadeh, "The effect of scaffolding on reading comprehension of various text modes on hanian EFL leamers with different proficiency levels," SPELT Quartery, Vol. 26, No. 1 (March 2011), https://zakiasarwar.files.wordpress.com.pdf. *March 25, 2018.*

design to examine the effects of scaffolding language on learning reading comprehension of various text modes on Iranian EFL learners with different levels of language proficiency. 180 EFL learners were randomly selected and divided into three groups of low, mid and high proficiency through the TOEFL language proficiency test. They were taught different text types such as narrations, argumentations, descriptions and explanations. The scaffolded groups were exposed to a constructivist-interactive model of learning while the non-scaffolded groups were subjected to the traditional individual reading. At the end of the treatment provision period a post test was administered. A two-way ANOVA was performed. The findings suggest a choice in favor of scaffolded narrative text types for mid-level of learners.

G. The Organization of Writing

This thesis consists of five chapter of discussion:

Chapter I is introduction which consists of background of the study, the statement of the problems, the objectives of the study, hypothesis, previous study, the importance of the research, and the organization of writing.

Chapter II is the theoretical framework which consists of Scaffolding, reading comprehension and narrative text.

Chapter III is methodology of the research which consists of research method, place and time of the research, the population and the sample, the research instrument, the technique of data collecting, and the technique of data analyzing.

Chapter IV is result of the research which consists of description of the data, processing of pre test and post test score, data analysis, hypothesis testing, and data interpretation.

Chapter V is conclusion and suggestion.

CHAPTER II
THEORETICAL FRAMEWORK

A. Reading Comprehension

1. Definition of Reading

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

Reading is becoming more and more important in the new knowledge economy and remains the most effective human activity for transforming information into knowledge.[4] Because reading is one basic skill in learning language. McNamara argued that "Reading is an extraordinary achievement when one considers the number of levels

---

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

and components that be mastered. Consider what it takes to read a simple story".[5]

In addition to searching for information, Reading is a process done and used by readers to get messages to be conveyed by the author through the media words / writing language. Ni Putu Eva Yanti argued that "Reading is about understanding written texts".[6] Beside that Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.[7]

Reading is also process for detailed comprehension, whether looking for detailed information or language. From that statement we can conclude that the main point in reading is a process in understanding the meaning of the passage or in the other word is find out the factual information from the text.

---

[5] Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technology,* (New York: Lawrence Erlbaum Associaties, 2007), p. 3.

[6] Ni Putu Eva Yanti, "Improving Reading Comprehension Through Scaffolding Reading Experience (Sre) Strategy Of The Eighth Grade Students Of Smpn 1 Kuta Utara In Academic Year 2013/2014", (A Thesis, Faculty of Teacher Training and Education Mahasaraswati Denpasar University, 2014), p.6

[7] Naf'an Torihoran and Miftahul Rachmat, *Reading 1 Basic Reading Skills,* (Serang: Loquen Press, 2012), p. 1.

B. The Purpose of Reading

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

1. To obtain information for some purposes or because there are curious about some topic.
2. To obtain instructions on how to perform some task for our work or daily life.
3. To act in a play, play a game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when or where something will take place or what is available.
6. To know what is happening or has happened (as reported in newspaper, magazine, reports)
7. For enjoyment or excitement.[8]

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

---

[8] David Nunan, *Second Language Teachin,g* (London: Heinlez Heinle Publishers, 1999), p. 251.

C. Reading skills types

The main reading skill types are as follow:

a. Skimming is used to understand the "gist" or main idea.[9] Quickly running one's eyes over a text to get the gist of it. Involves moving our eyes rapidly over the page or page in order to get a general idea of what the text is about, focusing on certain key words or phrases.

b. Scanning is used to find a particular piece of information. Run your eyes over the text looking for specific piece of information you need. Use scanning on schedule, meeting plans, etc. in order to find the specific details your require.[10]

c. Extensive is reading longer text, usually for one's own pleasure. According to Harmer that extensive reading involve reading for pleasure.[11] This is a fluency activity, mainly involving global understanding. The style we employ when we wish to have a very clear and complete understanding of the written text.

d. Intensive is reading shorter texts. To extract specific information. This is more an accuracy activity involving reading for detail. The term used to describe the strategies called into play when we read longer texts either for pleasure or for information, and may involve the entire gamut of strategies,

---

[9] Naf'an Torihoran and Miftahul Rachmat, *Reading Intermediate Reading Skill: Reading 3* (Serang: Loquen Press, 2012), p.1.

[10] Torihoran and Rachmat, *Reading Intermediate Reading Skill: Reading ,* 2.

[11] Jeremy Harmer, *How to Teach English* (Cambridge: Pearson Education Limited, 2007), p. 99.

which the reader applies according to the individual text and this interest in its various parts.

In this study, the writer uses Extensive reading as reading skill type because the students will read the longer text and the purpose is for their own pleasure.

D. The Definition of Reading Comprehension

Before explaining about reading comprehension, we have to know the definition of comprehension. John F. Savage and Jean F. Mooney stated that "comprehension is cognitive activity, the ability to derive meaning and understanding from printed language".[12] In other words, it can be stated that comprehension is an understanding which the reader construct the new information by describing it in the printed language.

According to Klinger "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluently".[13] Based on this opinion, we can conclude that comprehension is learning process to understanding the written text in order to get the information actually.

Not only Klinger, Saddleback also states that "Reading comprehension skills and strategies are designed to reinforce and

---

[12] John F. Savage and Jean F. Mooney, *Teaching Reading to Children with Special Needs,* (London: Allyn and Bacon, Inc., 1997), p. 29.
[13] Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guildfold Press, 2007), p. 2.

extend the reading skill for your students. The fun, high-interest fiction and non-fiction selections will spark the interest of even your most reluctant reader".[14] Based on the explanation above, it is clear to conclude that reading comprehension is about the understanding the meaning or purposes of the reading materials, it can be shown by the readers' own language interpretation. In comprehension's meaning, catchy Collins says that "Comprehension is extracting and constructing meaning from text".[15]

E. Assessing of Reading Comprehension

Brown say, assessment is the gathering of information for the purpose of guiding instruction to offer peak performance, knowing that their responses are being measured and evaluated. A good assessment uses specific and appropriate language to describe the data gathered.[16]

According to Andriyani, there are five aspects in reading which help students to comprehend English text i.e. main idea, specific information, inference, and vocabulary.[17]

1. Main Idea

    Segretto states that main idea of the reading selection is what the passage is mostly about. Main idea is the most

---

[14] Saddleback, *Reading Comprehension skill and Strategies.* (Three Watson: Education Publishing, 2002), p. 5.

[15] Cathy Collins Block, at al, *Improving Reading Comprehension Instruction,* (San Francisco: Jossey-Bass, 2002), P.25.

[16] Douglas Brown, *Language Assessment: Principles and ClassroomPractices, (*New York: *Pearson Education, 2004), 240.*

[17] Rima Priska Andriyani, "Comparative Study of Reading Comprehension between Students with Introvert and Students with Extrovert," (a script, Lampung University, 2016), p. 14.

important part of the text because it tells about what is the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

2. Specific Information

    Supporting details are the fact and ideas that explain or show the topic sentence or main idea. It is supported by Mc. Whother which state that supporting detail or specific information develops the topic sentence by giving definition, explain, facts, an incidents, comparison, analogy, cause and effect statistic and quotation. Supporting details help the reader to understand the text and its position sometimes after the main idea or topic sentence. Supporting details or specific information develop the topic sentence by giving definitions, examples, facts, analogy, cause and effect, and also questions.

3. Inference

    Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an important skill because it helps the reader fills information that writer only suggests.

4. Reference

    Reference is word or phrases use either before or after the reference in reading material. In other words, such words are used, they are signals to the readers to finf the meaning elsewhere in the text.

5. Vocabulary

According to Marchado a child's vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

A. Scaffolding

1. The Definition of Scaffolding

In the context of learning, using scaffolding apparently can consider relative new and more popular coincide with idea active learning oriented on learn constructive theory developed by Lev Vygostsky. Scaffolding enlists the instructor as an "activator" whose role is to facilitate the student's incremental mastery of a concept.

According to Beverley Axford, et al., that scaffolding is a temporary structure for holding workers and materials. When it is used in educational contexts, many current uses of the word suggest that 'scaffold' has become synonymous with support. Hence, a teacher who provides some 'advanced organizers' to their lessons can claim to have 'scaffolded' their students into the task.[18]

Scaffolding is an interactive means of learning that occurs between adult and child. In this process the adult gently guides and

---

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

supports the child's learning, responding to the child's level of participant by asking questions, making observations, and issuing new challenges according to the child's responses.[19]

Scaffolding is the term introduced by Brunner Harmer(1986) to refer to the help given to a child by an adult, usually a talk that supports a child in carrying out an activity.[20]

Scaffolding involves the setting up of "temporary support, provided by capable people, that permit learners to participate in the complex process before they are able to do more so unaasisted'as student became able to do more complex language tasks, support cab be decrease and removed.[21]

The scaffolding gives a helping to students during first steps learning, then decrease helping and giving chance to take responsibility after students can do it. Scaffolding can make students comfortable on learning because teacher always give supervisions for students. So, it make students didn't be afraid to ask and discus about lesson.

2. Instructional scaffolding

Instructional scaffolds are similar to the scaffolding used in construction to support workers as they work on specific tasks. Put in place as temporary support structures, they assist students in

---

[19] Henri Frederice Amiel, *"To Know How To suggest is the great art of Teaching"*, (London: Fiddle-dee-dee, 2003), p. 1.

[20] Mohammad Attarzadeh, "The effect of scaffolding on reading comprehension of various text modes on iranian EFL learners with proficiency levels", 36.

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

accomplishing new concepts tasks they could not usually achieve on their own.[22]

Scaffolding is considered an important instructional tool because it support students learning, helps them understand that they can both teach to and learn from others, helps them, reduces learning ambiguity, and thus increases growth opportunities.[23]

The points below are excerpted from Ellis and Larkin on Instructional Scaffolding to Improve Learning, as cited in Larkin and provide a simple structure of scaffolded instruction.

1) First, the instructor does it. In other words, the instructor models how to perform a new or difficult task, such as how to use a graphic organizer.

2) Second, the class does it. The instructor and students then work together to perform the task. For example, the students may suggest information to be added to the graphic organizer

3) Third, the group does it. At this point, students work with a partner or a small cooperative group to complete the graphic organizer.

4) Fourth, the individual does it. This is the independent practice stage where individual students can demonstrate their task

---

[22] Gladys E. Huggins and Rita Edwards, "Scaffolding to Improve Reading Comprehension and to Write a Scholarly Research Paper", *International Journal of Humanities and Social Science,* Vol. 1, No. 16, (November_2011), 30. *www.ijhssnet.com /journals/*pdf, May 21, 2018.

[23] Mahpareh Poorahmadi, "The Effect of Employing Scaffolding Strategies and Classroom Tasks in Teaching Reading Comprehension" *Journal of Teaching English as a Foreign Language and Literature,* Vol. 1, No. 3, (March 2009), 30. http://citeseerx.ist.psu.edu/viewdoc/pdf, May 21, 2018

mastery and receive the necessary practice to help them to perform the task automatically and quickly.[24]

3. Benefits of instructional Scaffolding

According to an article *Instructional Scaffolding to Improve Learning* that benefit of instructional scaffolding as follow:

1) Challenges students through deep learning and discovery.

2) Engages students in meaningful and dynamic discussions in small and large classes.

3) Motivates learners to become better students (learning how to learn).

4) Increase the likelihood for students to meet instructional objectives.

5) Provides individualized instruction (especially in smaller classrooms).

6) Affords the opportunity for peer-teaching and learning.

7) Scaffolds can be recycled for other learning situations.

8) Provides a welcoming and caring learning environment.[25]

The conclusion from benefit of instructional scaffolding above that instructional scaffolding would make an impact on students' reading and also scaffolding tools in the classroom, provide welcoming and caring learning environment.

---

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

[25] Lankin, *Instructional Scaffolding to Improve Learning,* 5.

4. The Effect of Scaffolding on Reading Speed

According to Gladys E. Huggins and Rota Edwards, on their journal, they are indicated that instructional scaffolding would make an impact on Students' reading and also scaffolding tools in the classroom, can help to improve reading comprehension.[26]

Adult supervision in terms of assisting a child how to read is termed as scaffolding. Scaffolding refers to the way the adult guides the child's learning via focused questions and positive interactions. Scaffolding is the provision of support in reading skills when new and difficult terms are read by beginning readers.[27]

However, scaffolding should provide opportunities for students to learn how to solve problems and do the tasks and not just to memorize some actions. To achieve this purpose, assistance should be presented reasonably and systematically and be carefully harmonized with the students' level of development.[28]

Based on explanation above, the writer can conclude that scaffolding has positive influence for students' reading. Scaffolding also as tool in the classroom for assist and guide students so as to they felt comfortable in learning. Premise above also explain that scaffolding has impact to improve students' reading.

---

[26] Huggins, *Scaffolding to Improve Reading Comprehension and to write a scholarly Research Paper,* Vol. 1, 30.

[27] Carlo Magno, "The Effect of Scaffolding on Children's Reading Speed, Reading Anxiety, and Reading Proficiency", *TESOL Journal,* vol. 3, No. 2, (May 2015), 23, https://www.researchgate.net/publication/277405431. March 25, 2018.

[28] Mahpareh Poorahmadi, *The Effect of Employing Scaffolding Strategies and Classroom Tasks in Teaching Reading ComprehensionP,* Vol. 1, 45.

C. Narrative Text

1. Definition of Narrative Text

One of the text types to be taught to all grades of Junior High School is a narrative text. A narrative is a piece of text which tells a story and, in doing so, entertains the reader or listener.[29] It tells something that happened in the past time, happened before it is talking as a story.

Narrative is a story about fictional or real events, which follows a basic standard format. Narrative text has a current function such as social function. Social function of narrative text are to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. According to Hazel Smith that "Narrative is a genre, but it is also an important aspect of our social consciousness and interaction."[30] Marie Laure Ryan cities Genette's word about narrative. "One will define narrative without difficulty as the representation of an event or of a sequence of events."[31] Still on the same book, she cities about words that: "Narrative is the representation of events, consisting of story and narrative discourse, story is an event or sequence of events (the action), and narrative discourse is those events as represented."[32]

---

[29] Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: Mcmillan, 1997), p. 8.
[30] Hazel Smith, *The Writing Experiment: Strategies For Interactive Creative Writing* (Australia: Allen&Erwin, 2005), p. 23.
[31] David Herman, *Companion to Narrative* (New York: Cambridge University Press, 2007), p. 23.
[32] Herman, *Companion to Narrative,* 30.

Narrative is usually told by a story taller. This person gives his/her point of view to the audience and determines the order in which the evens of the story will be told. Klinger argued "the structure of narrative text is often called a "story game." This term refers to the different elements the reader can expect to find a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem narrative include different types, or genres, that can vary somewhat from this basic story grammar template. Readers remember stories better when they are organized in familiar ways".[33]

From that definition above, the researcher can conclude that narrative text is tells about the long story in the past event which chronologically related event. But in school lessons, text that genre narrative is usually only used to show fiction stories like fairy tales or legends only.

The purpose of this text is to entertain and attract readers by presenting stories or events that have conflicting problems and at the end of the story there is a happy or even miserable resolution or ending.

2. Generic Structure of Narrative Text

One way in understanding narrative text is by identifying the generic structure of that text. The simple generic structure that is taught in senior high school is divided into the following three elements, namely orientation, complication, resolution and re-orientation.

---

[33] Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guildfold Press, 2007), p. 77.

a. Orientation

Normally, in the introduction or orientation the writer or narrator explains where the story happened. In this level the writer also used to produce atmosphere so that make the readers are persuaded to follow the story. In other words, it also has a function as the stimulus to the readers the narrator's literature. By reading the introduction of the text readers will understand first the contents of the text before they read it.

b. Complication

In this part, the crisis arises. It is the climax of the narrative. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted.

In this part, narrator brings up the issues occurred in the story. Complications are the description of real life and tell the readers that every issues or problems can be solved.

c. Resolution

After spelling many issues in the climax of the narrative, the narrator then tells to the readers about the resolution or the problems.

Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is placed in the end of narration, but sometimes the narrator will

place other issues or complication after he or she presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story.

d. Re-orientation

Re-orientation is optional of generic structure of narrative. So re-orientation is sometimes there and sometimes it isn't there in narrative text. It is usually in ending of story or closure of events.

3. **Language Feature of Narrative Text.**

The language feature of narrative text, they are:

a. Using nouns and pronouns to identify people, animal or things involved. For example: king, princess, he she, etc.

b. Specific participant is special characteristics object. For example: Cinderella, Aladdin, etc.

c. Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.

d. Using time connection and conjunction to sequence the events. For example: then, when, suddenly, etc.

e. Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc.

f. Using action verb in past form. For example: lived, drank, etc.

g. Using saying verbs which sign to pronounce something. For example: said, told, etc.[34]

---

[34] Djatmika and Wulandari, *Developing English Skill Writing Narrative Texts*, (Bandung: Pakara Raya, 2013), P. 11.

4. Kinds of Narrative Text:

1. Myth

A traditional story accepted as history; serves to explain the world view of a people. A story of great but unknown age which originally embodied a belief regarding some fact or phenomenon of experience, and in which often the forces of nature and of the soul are personified; an ancient legend of a god, a hero, the origin of a race, etc.; a wonder story of prehistoric origin; a popular fable which is, or has been, received as historical.

example:

- The Myth Of Malin Kundang

2. Legends

Legends also stories that have been made, but they are different from the myth. myth reply questions about the workings of nature, and is set in a time long ago, before written history. Legend of the people and the actions or deeds. People are living in a more recent and is mentioned in history. Story submitted for the purpose and is based on the facts, but they do not really exist.

example:

- Story Of Lake Tobe

3. Fables

Fables are about animals that can talk and act like a man, or a Plant or forces of nature such as lightning or wind. Plants may be able

to move and speak and natural forces cause things to happen in the story because of their strength.

example:

- The Wolf And The House Dog

4. Fairy Tales

Fairy tales are stories written specifically for children, often about magical characters such as elves, fairies, goblins and ogres. Sometimes animal characters.

example:

- Snow White And The Seven Dwarfs.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this research, the writer uses quantitative approach. Based on the problems that will be examined by the writer, the research methods used is a method of quasi experiment to find the better solution. Experiment are carried out in order to explore the strength of relation between variable.[35] There are three kind of experimental, namely: pre experimental, true experimental, and quasi experimental that among other has different characteristic.

David Nunan said that "quasi experiment is has both pre and post test and experimental and control group, but not random assignment of subjects".[36] In this research, writer choose quasi experiment with non equivalent control group design, it is compares the result of two group between experiment class and control class.

B. Place of Research

The subject of the research is the second grade of SMPN 4 PANDEGLANG. It is located on Jalan Gunung Karang No.11 Pandeglang Banten. The reason of choose this school are easy to reached and the writer has known well about the condition of this

---

[35] David Nunan, *Research Methods in language learning* (New York: Cambridge University Press, 1992), p. 24-25.
[36] Nunan, *Research Methods in language learnin, p.*41.

school because it is where the writer went through PPLK . Then, from the observation during PPLK the writer saw the teacher only explain the material in teaching without check out students' comprehension. The writer also saw students' difficulties on English subject. Mostly of student have opinion that English lesson is very difficult lesson to learned. The students have paradigm that reading is difficult. Therefore, the writer would conduct the research of teaching strategic to find the best way of teaching English expectively the research can assist the student's reading ability.

C. Population and Sample

1. Population

Population is generalization of zone that consists of subject possess of quality and characteristic permanent by researcher for learning and then pulled the conclusion.[37] The population in this study is the second grade students of SMP Pandeglang in academic year 2017/2018, which consists of 176 students and 4 class.

2. Sample

Sample is a part of population being studied,[38] which is used as the source of the real data of the research. State if the research subject is less than 100, it is better to take all, while if the research subject is

---

[37] Sugiono, *Metode Pnelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D.* Cet. Ke-11 (Bandung: Alfabeta, 2010), 117

[38] Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2011), 174.

more than 100, it is better to take 10%-15% or 20%-25%. Based on explanation above, from 176 students (more than 100) the writer takes the sample from second grade at SMPN 4 Pandeglang. So, sample of this research are class VIIIA as experiment class that consist of 27 students and VIIIB as control class that consist of 27 students.

D. The Research Instrument

Instrument is an important tool in a study.[39] because Instrument is a tool when the researcher uses a method. The instrument is used to achieve the accuracy of the data and can indicate that the writer is successful or not in his/her research. There are many instruments which are used to collect the data. They are test, questionnaire, interview and observation. The writer chooses the written test. It is 20 questions of multiple choices and 5 questions for fill in the blank. The test is conducted by the writer in order to measure the ability of the students in comprehending the reading text.

E. The Technique of Data Collecting

To get data of students reading comprehension on narrative text, the researcher carries out pre-test before giving treatment and post-test after giving treatment.

---

[39] Abdul Halim Hanafi, *Metoologi Penelitian Bahasa.* Cet. Ke-1, (Jakarta: Diadit Media Press, 2013), p. 111.

1. Pre-test

   Pre test is given to student before the researcher doing treatment of teaching in the classroom. In pre test, both of the control group and experimental group are asked to comprehend reading text without applying Scaffolding strategic. The function of pre test is to know the main scores of the control and the experimental class before getting treatment. Form of the pretest the researcher given passage to the student. The student read of the text it then given question such multiple choice and fill in the blank.

2. Treatment

   The treatment is conducted after the pre test. The writer will give the same topic to both groups with different way. In experimental group, the writer will teach narrative text by scaffolding strategic and in the control group the writer will teach narrative text without scaffolding strategic.

3. Post-test

   Post test is given to student after the researcher doing treatment of teaching in the classroom. Form of the posttest the researcher given passage to the student. Then student read of text it then given question such as multiple choice and fill in the blank. The function of the post test is to know the mean scores of the control group and the experimental group after treatment.

F. The Technique of Data Analyzing

The writer will get data, the first data is the result of pre-test and the second is the result of post-test. For the technique of analyzing, the writer used steps as follow:

a. Analyzing the result of pre-test and post-test in experiment class

b. Analyzing the result of pretets-and post-test in control class

c. Comparing of result ach students of the experiment group and control group.

d. Determining mean of variable X_1 with formula:

$$M_1 = \frac{\sum X_1}{N_1}$$

e. Determining mean of variable X_2 with formula:

$$M_1 = \frac{\sum X_2}{N_2}$$

f. Determining daviation score variable X_1 with formula:

$$X_1 = X_1 - M_1$$

g. Determining daviation score variable X_2 with formula:

$$X_2 = X_2 - M_2$$

h. Analyzing the result by using calculation of the t-test formula:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{\frac{\sum X_1{}^1 + X_2{}^2}{N_1 + N_2 - 2}\right\}\left\{\frac{N_1 + N_2}{N_1 . N_2}\right\}}}$$

i. Determining degree of freedom with formula:

$$df = N_1 + N_2 = 2$$

Note:

M_1 = The average score of experiment class

M_2 = The average score of control class

X_1 = Sum of the squared deviation score of experiment class

X_2 = Sum of the squared deviation score of control class

N_1 = The number of students of experiment class

N_2 = The number of students of control class

2 = constant number

The interpretations by comparing the result of calculation t-test and t-table.

CHAPTER IV
RESULT AND DISCUSSION

A. Data Description

In this chapter, the researcher describes the data that gotten from the student of SMPN 4 Pandeglang and the subject of this researcher is the second grade students. In this research, the researcher took 54 students as the sample. The researcher devided them into two groups, 27 students as experimental class from VIII A and 27 students as control class from VIII B. For instrument, the researcher used test. There are pre-test and post-test for experiment group and control group to know the effectiveness of scaffolding in students reading comprehension. The pre-test is the test that given before giving treatment, in the other hand the post-test is the test that given after giving treatment. On the test, students should answer some question that given by the researcher. In pre-test and post-test, the researcher gave multiple choices that consist of 20 multiple choices as questions. Having finished the field researcher, the researcher got the score as follow:

1. The score of Pre-test and Post-test of Experimental Class

The students in VIII A Class as experiment class obtained mean score 36,85 for pre-test and 74,81 for post-test. The score they got in these test would be described in follow table:

Table 4.1

The result Score of Pre-test and Post-test Experimental Class

NO	RESPONDENS	SCORE				
		Main Idea	General Information or Overview	Comprehending	Grammar	Vocabulary
		PRE-TEST (X_1)			POST-TEST (X_2)	
1.	EF	25			65	
2.	RA	60			85	
3.	MF	25			85	
4.	MS	50			80	
5.	MR	65			80	
6.	MH	30			70	
7.	AA	25			70	
8.	BU	30			70	
9.	MRA	35			80	
10	MT	20			70	
11	A	35			85	
12	S	40			75	
13	T	35			70	

14	MSI	40	70
15	HA	50	70
16	EF	35	75
17	RC	45	70
18	C	35	70
19	D	25	75
20	S	30	70
21	Y	35	75
22	YI	35	75
23	L	40	80
24	SA	35	75
25	N	30	70
26	R	35	75
27	RN	50	85
∑XI		995	2020
MI		36,85	74,81

Mean by formula:

Pre-test

$$M_1 = \frac{\sum x1}{N_1}$$

$$M_1 = \frac{\sum 999}{27}$$

$$= 36,85$$

Post-test

$$M_2 = \frac{\sum x2}{N_2}$$

$$M_2 = \frac{\sum 2020}{27}$$

$$= 74,81$$

Note:

∑XI   : The score of pre-test experimental class

∑X2   : The score of post-test experimental class

M_1 : Mean of pre-test experimental class

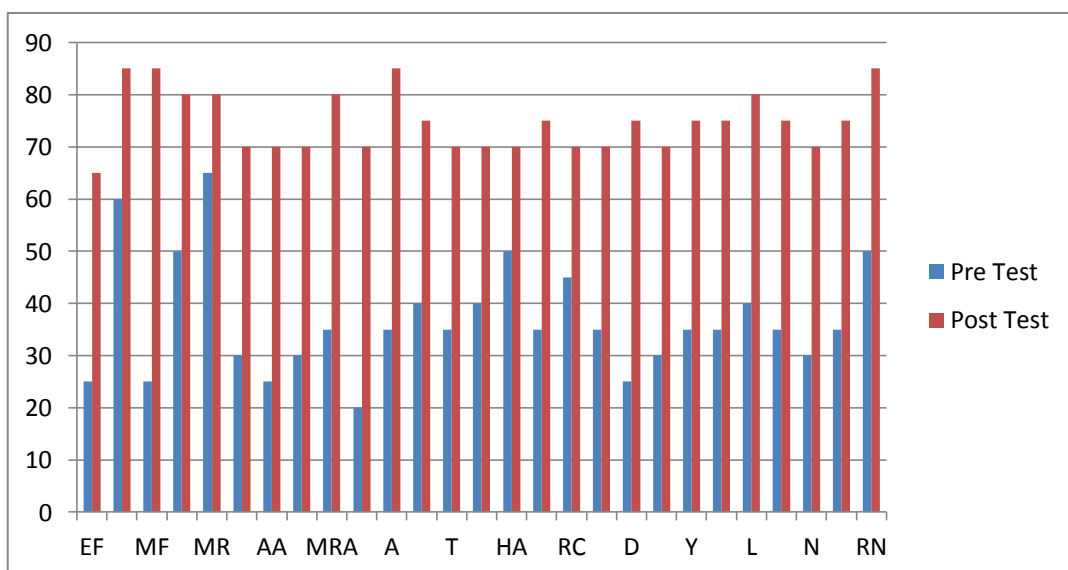M_2 : Mean of post-test experimental class

N_1 : Numbers of students of experimental class

Based on the calculation on the table 4.1 of pre-test and post-test assessment at experimental class, it showed that the result of experiment class got the wall improvement after giving treatment. It seen from the average score of post-test is better than the average score pre-test, that is 74,81>36,85. The students' improvement score caused by the researcher used scaffolding in teaching learning process. If seen from the students' improvement score it means that the program used is success in improving students' reading comprehension on narrative text.

The researcher described the students' improving score of pre-test and post-test at the experimental class by the graphic as follow:

Graphic 4.1

The Score in Pre-test and Post-test in Experimental Class

The graphic above showed about the comparison between score of pre-test and post-test in experimental class. According to the graphic above the score of post-test is better than the score of pre-test commonly.

2. The score of Pre-test and Post-test of Control Class

The students in VIII B Class as control class obtained mean score 27,77 for pre-test and 58,51for post-test. The score they got in these test would be described in follow table:

Table 4.2

The result Score of Pre-test and Post-test Control Class

NO	RESPONDENS	SCORE				
		Main Idea	General Information Or Overview	Comprehending	Grammar	Vocabulary
		PRE-TEST (Y$_1$)			POST-TEST (Y$_2$)	
1.	MSH	10			50	
2.	R	20			55	
3.	J	20			60	
4.	I	30			65	

5.	M	10	50
6.	MN	25	50
7.	MN	25	50
8.	AS	20	40
9.	AP	35	50
10.	NO	40	70
11.	N	30	65
12.	DI	25	50
13.	RPY	30	65
14.	DL	40	70
15.	E	40	70
16.	AS	25	65
17.	HA	20	60
18.	DH	20	55
19.	L	10	50
20.	NF	25	55
21.	M	15	40
22.	SF	60	75
23.	RS	30	50
24.	I	30	50
25.	SS	30	70
26.	C	40	75
27.	VA	45	75
$\sum$XI		750	1580
MI		27,77	58,51

Mean by formula:
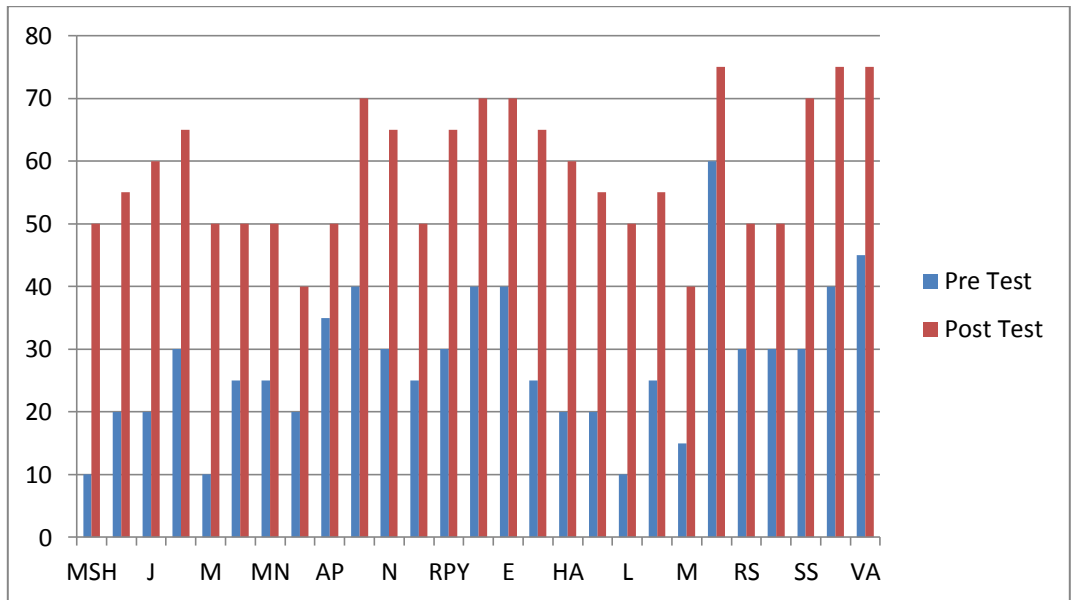
Pre-test

Post-test

$$M_1 = \frac{\sum y1}{N_1}$$

$$M_2 = \frac{\sum y2}{N_2}$$

$$M_1 = \frac{\sum 750}{27}$$

$$M_2 = \frac{\sum 1580}{27}$$

$$= 27{,}77$$

$$= 58{,}51$$

Note:

$\sum YI$: The score of pre-test control class

$\sum Y2$: The score of post-test control class

M_1 : Mean of pre-test control class

M_2 : Mean of post-test control class

N_1 : Numbers of students of control class.

Based on explanation above, it showed that the result of pre-test in control class is 27,77, while the result of post-test in control class is 58,55. It means that the comparison score of pre-test and post-test in control class is not better than experiment class. It can be seen from the average score of post-test from control class is smaller than the average score of post-test from the experimental class. It caused the control class did not used scaffolding in learning process on reading comprehension of narrative text.

The researcher described the score of pre-test and post-test in control class by the graphic as follow:

Graphic 4.2

The Score in Pre-test and Post-test in Control Class

The graphic above showed about the comparison between score of pre-test and post-test in control class. According to the graphic above the score of post-test is better than the score of pre-test commonly.

B. Analysis of Data

After getting the data from pre-test and post-test score of two classes. Than the researcher analyzed it by using t-test formula with the degree of significant 5% and 1% the writer used step as follows:

Table 4.3

The Score of Distribution Frequency

No	SCORE		X_1	Y_1	$X_1{}^2$	$Y_1{}^2$
	X1	Y1	$(XI-M_1)$	$(Y1-M_2)$		
1.	65	50	-9,81	-8,51	96,23	72,42
2.	85	55	10,19	-3,51	103,83	12,32
3.	85	60	10,19	1,49	103,83	2,22
4.	80	65	5,19	6,49	26,93	42,12
5.	80	50	5,19	-8,51	26,93	72,42
6.	70	50	-4,81	-8,51	23,13	72,42
7.	70	50	-4,81	-8,51	23,13	72,42
8.	70	40	-4,81	-18,51	23,13	342,62
9.	80	50	5,19	-8,51	26,93	72,42
10.	70	70	-4,81	11,49	23,13	132,02
11.	85	65	10,19	6,49	103,83	42,12
12.	75	50	0,19	-8,51	0,03	72,42
13.	70	65	-4,81	6,49	23,13	42,12
14.	70	70	-4,81	11,49	23,13	132,02
15.	70	70	-4,81	11,49	23,13	132,02
16.	75	65	0,19	6,49	0,03	42,12
17.	70	60	-4,81	1,49	23,13	2,22
18.	70	55	-4,81	-3,51	23,13	12,32
19.	75	50	0,19	-8,51	0,03	72,42
20.	70	55	-4,81	-3,51	23,13	12,32
21.	75	40	0,19	-18,51	0,03	342,62

22.	75	75	0,19	16,49	0,03	271,92
23.	80	50	5,19	-8,51	26,93	72,42
24.	75	50	0,19	-8,51	0,03	72,42
25.	70	70	-4,81	11,49	23,13	132,02
26.	75	75	0,19	16,49	0,03	271,92
27.	85	75	10,19	16,49	103,83	271,92
$\sum$	2020	1580			873,91	2890,74
AVERAGE	74.81	58,51				

Note:

X1   = Score Post-Test (Experimental Class)

Y1   = Score Post-Test (Control Class)

X_1 = X1-M_1 (Mean X1)

Y_1 = Y1-M_2 (Mean Y1)

X_1^2 = The squared value of X_1

Y_1^2 = The squared value of Y_1

1. Determine mean of variable X1 and X2

Variable X1   Variable Y1

Post-test   Post-test

$$M_1 = \frac{\sum x1}{N_1} \qquad\qquad M_2 = \frac{\sum y1}{N_2}$$

$$M_1 = \frac{\sum 2020}{27} \qquad\qquad M_2 = \frac{\sum 1580}{27}$$

$$= 74,81 \qquad\qquad\qquad = 58,51$$

2. Determine t-test

$$t_o = \frac{M_1 - M_2}{\sqrt{\left\{\frac{\sum X_1^2 + \sum Y_1^2}{N_1 + N_2 - 2}\right\}\left\{\frac{N_1 + N_2}{N_1 . N_2}\right\}}}$$

$$t_o = \frac{74,81 - 58,51}{\sqrt{\left\{\frac{873,91 + 2890,74}{27 + 27 - 2}\right\}\left\{\frac{27 + 27}{27.27}\right\}}}$$

$$t_o = \frac{16,3}{\sqrt{\left\{\frac{3764,65}{52}\right\}\left\{\frac{54}{729}\right\}}}$$

$$t_o = \frac{16,3}{\sqrt{\{72,397\}\{0,07\}}}$$

$$t_o = \frac{16,3}{\sqrt{5,067}}$$

$$t_o = \frac{16,3}{2,38}$$

$$t_o = 6,84$$

Note:

M_1 = The average score of experimental class (Mean X1)

M_2 = The average score of control class (Mean Y1)

$\sum X_1{}^2$ = Sum of the squared deviation score of experimental

        class

$\sum y_1{}^2$ = Sum of the squared deviation score of control class

N_1 = The number of student of experimental class

N_2 = The number of student of control class

2   = Constant number

3. Degree of Freedom

$$df = N1+N2-2$$
$$= 27+27-2$$
$$= 52$$

From the result of the calculation above, it is obtained that the value of t_o (t observation) is 6,84. After that the data compared with t_t (t table) both in degree of significance 5% and 1%.

Because the value of 52 is not available in the t-table, the researcher used the closer to 52 that is 60 as degree of freedom (df).

C. Hypothesis Testing

To prove it, the data obtained from experiment class and control class are calculated with the assumption as follow:

If $t_{observation} > t_{table}$: The alternative hypothesis is accepted. It means there is a significant effect of scaffolding strategy to students' narrative text reading at the second grade of SMPN 4 Pandeglang.

If $t_{observation} < t_{table}$: The Null hypothesis is rejected. It means there is no significant effect of scaffolding strategy to students' narrative text reading at the second grade of SMPN 4 Pandeglang.

From the result of the calculation above, it is obtained that the value of t_o (t observation) is 6,84, degree of freedom (df) is 52. There is no degree of freedom for 52, so the researcher used the closer *df* from 60. In degree of significance 5% from 60 (t table) = 2,00, in degree of significance 1% from 60 (t table) = 2,66.

After that the data compared with t_t (t table) both in degree of significance 5% and 1%. Therefore, $t_o : t_t = 6,84 > 2,00$ in degree of significance 5% and $t_o : t_t = 6,84 > 2,66$ in degree of significance 1%.

The statistic hypothesis stated that if t_o is higher than t_t, it showed that *Ha* (alternative hypothesis) of the result was accepted and *Ho* (null hypothesis) was rejected. It means that there is effect of scaffolding strategy to students' narrative text reading.

D. Data Interpretation

From the result of pre-test and post-test in experimental class, the researcher can be concluded that from the lowest score in pre-test is 25 and the highest in pre-test score is 65. After the researcher conducted treatment of scaffolding to Improve Students' Reading comprehension and also conducted post-test. The lowest score in post-test is 65 and the highest score in post-test is 85.

The researcher make the analysis of item test, the problem of students when they are read and try to find out the answer of reading narrative text is they are difficult to understanding the content of test. The researcher decides to result of hypothesis and proposed interpretation towards t_o with procedure as follows:

a. H_a: $t_{observation} > t_{table}$ = It means there is a significant effectiveness of scaffolding strategy to students' narrative text reading

b. H_o: $t_{observation} < t_{table}$ = It means there is no significant effectiveness of scaffolding strategy to students' narrative text reading

According to the data, the value of $t_{observation}$ is bigger than t_{table}. $t_{observation} = 6,84 > t_{table} = 2,00$ (5%) or $t_{observation} = 6,84 > t_{table} = 2,66$ (1%), so H_o is rejected and H_a is accepted.

From the result above, the researcher give conclusion that it means there is a significant effectiveness of scaffolding in teaching

reading comprehension. It can be seen that the student got better score by Scaffolding. This could be seen after comparing the score of pre-test (before use scaffolding) and post-test (after using scaffolding).

The result of the research shows that the experimental class (the students who are taught using Scaffolding) has the mean value (74,81), meanwhile the control class (the students who are not taught using Scaffolding) has the mean value (58,51). It can be said that the achievement score of experimental class is higher than control class. The following was the table of pre-test and post-test students' average score.

Table 4.4

The Pre-Test and Post Test Students' Average of the Experimental and Control Class

Class	The Average of Pre-Test	The Average of Post-Test
Experimental	36,85	74,81
Control	27,77	58,51

So, it could be concluded that Scaffolding effective to facilitate students' reading comprehension in experimental group. It can be seen at mean value of both groups. There is significant difference in the students' reading comprehension between experimental and control group.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After the writer conducted this research about "The Effectiveness of Scaffolding to Students' Reading Comprehension on Narrative Text" at Second Grade of SMPN 4 Pandeglang, the research concluded:

1. First, the students' reading comprehension at second grade of SMPN 4 Pandeglang before given the treatment are low. It could be seen from the result of the pre-test and post-test. In control class the lowest score of pre-test is 40 and the highest score of pre-test is 68, and the students' means is 27,77. Then, the result of pre-test of experimental class. The lowest score is 25 and the highest score is 85 and the students' means score is 36,85.

2. Second, From the result of analysis the data conclusion is shows the value of t_o is = 6,84 > t_t = 2,00 in degree of significance 5%. The score of t_o = 6.84 > t_t = 2,66 in degree of significance 1%. H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that there is the effectiveness of scaffolding to reading comprehension on narrative text at the second grade of SMPN 4 Pandeglang.

B. Suggestion

Based on conclu   can be delivered some suggestions that might be useful not only for teachers but also for students as learners and for researcher. There are three suggestions:

1. For the teachers should always give motivation to the students in teaching learning process. English teacher should explain more detail about reading comprehension, in order the students understand clearly about narrative text and using scaffolding as communicative and interactive approach in teaching learning process.

2. For students, to study more hardly to improve their reading comprehension, especially narrative text. By scaffolding the students more effective in teaching and learning process in reading comprehension. And than, the student must be add new vocabulary everyday and remember them every time.

3. For researcher

    a. For further researcher, they should try to find other strategies that can be used in teaching reading that can make students more active in studying reading.

    b. And also the researcher must try be better to become a good researcher in the next research and in different cases.

BIBLIOGRAPHY

Anderson, M. and Anderson, K. *Text Types in English 2,* South Yarra: Mcmillan, 1997.

Andriyani Priska Rima. *Comparative Study of Reading Comprehension between Students with Introvert and Students with Extrovert*, a script, Lampung University, 2016.

Amiel, Federic. H.. *To Know How To suggest is the great art of Teaching,* London: Fiddle-dee-dee. 2003.

Arikunto, S. *Prosedur Penelitian, Suatu Pendekatan Praktik,* Jakarta: Rineka Cipta, 2011.

Attarzadeh, Mohammad. "The Effect of Scaffolding on Reading comprehension of various text modes on Iranian EFL learners with different Proficiency levels", *Quarterly Journal,* Vol. 26 No. 1 (2011): 20.

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

Block, C. C. at al. *Improving Reading Comprehension Instruction,* San Francisco: Jossey-Bass, 2002.

Brown Douglas, *Language Assessment: Principles and ClassroomPractices,* Pearson Education, *2004.*

Carlo Magno, "The Effect of Scaffolding on Child ren's Reading Speed, Reading Anxiety, and Reading Proficiency", *TESOL Journal,* Vol. III, No. 2 (2010): 92.

Djatmika & Wulandari, *Developing English Skill Writing Narrative Texts*, Bandung: Pakara Raya, 2013.

Hanafi, H.A. *Metoologi Penelitian Bahasa,* Jakarta: Diadit Media Press, 2011.

Harmer, Jeremy. *How to Teach English,* Cambridge: Pearson Education Limited, 2007.

Herman, David.. *Companion to Narrative.* New York: Cambridge University Press, 2007.

Huggins, E. Gladys and Edwards Rita . 2011. Scaffolding to Improve Reading Comprehension and to write a scholarly Research Paper. *International Journal of Humanities and Social Science.* Vol. 1, No. 16 (2011): 31.

Klinger, Janette, K., Sharon V, & Alison B. *Teaching Reading Comprehension to Students with Learning Difficulties.* New York: The Guilford Press. 2007.

NamaraMc Danielle. *Reading Comprehension Strategies: Theories, Interventions, and Technology,* New York: Lawrence Erlbaum Associaties, 2007.

Murcia, Celce. *Teaching English as a Second or Foreign Language,* Boston: Thomson Learning, 2001.

Ni Putu Eva Yanti, "Improving Reading Comprehension Through Scaffolding Reading Experience (Sre) Strategy Of The Eighth Grade Students Of Smpn 1 Kuta Utara In Academic Year 2013/2014", (A Thesis, Faculty of Teacher Training and Education Mahasaraswati Denpasar University, 2014). *Unpublished.*

Nunan, David. *Research Method in Language Learning*, New York: Cambridge University Press, 1992.

Poorahmadi, M. 2009. The Effect of Employing Scaffolding Strategies and Classroom Tasks in Teaching Reading Comprehension. *Journal of Teaching English as a Foreign Language and Literature,* Vol. 1, No. 3, (2009): 87-106.

Saddleback. *Reading Comprehension skill and Strategies,* Three Watson: Education, 2002.

Savage, John. & Mooney, John. *Teaching Reading to Children with Special Needs.* London: Allyn and Bacon, Inc, 1997.

Smith, Hazel. *The Writing Experiment: Strategies For Interactive Creative Writing,* Australia: Allen&Erwin, 2005.

Sugiono, *Metode Pnelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D,* Bandung: Alfabeta, 2010

Torihoran, Naf'an. and Rachmat, Miftahul. *Reading 1 Basic Reading Skills.* Serang: Loquen Press, 2012.

Torihoran, Naf'an. & Rachmat, Miftahul. *Reading: Pre-Intermediete Reading Skill,* Serang: Loquen Press, 2012.

Torihoran, Naf'an. and Rachmat, Miftahul. *Reading Intermediate Reading Skill: Reading 3,* Serang: Loquen Press, 2012,

Larkin, M. *Instructional Scaffolding to Improve Learning,* Northern Illinois University, Faculty Development and Instructioanl Design Center, 1997.