THE EFFECTIVENESS OF USING SCAFFOLDING READING EXPERIENCE (SRE) IN IMPROVING STUDENTS' READING ABILITY IN ENGLISH

(A Pre-Experimental Research at the Eight Grade Students' of SMP Negeri 1 Papalang)

A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammdiyah University in Partial of the Requirment for the Degree
of Education in English Department*

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FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSARMUHAMMADIYAH UNIVERSITY
2019**

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Skripsi atas nama **DARSIAH, NIM 10535 6118 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **035 Tahun 1440 H/2019 M**, tanggal 21 Jumadil Akhir 1440 H/26 Februari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal 28 Februari 2019.

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Motto and Dedication

Don't Afraid

To Be Commence And Act Now

I dedicate this thesis for my beloved parents

(Abd. Rahman and Nur ko'da)

and all my siblings.

ABSTRACT

DARSIAH, 2019. *Improving Students' Reading Ability Using Scaffolding Reding Experience in Narrative Text (A Pre-Experimental Research at the Eight Grade Students' of SMP Negeri 1 Papalang).*Under the thesis of English Education Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, supervised by **Eny Syatriana** and Andi **Asri Jumiaty**.

This research aimed to find out the students' reading ability after applying Scaffolding Reading Experience on class Eight grade students of SMP Negeri 1 Papalang that focused on main idea and supporting details.

The method of this research is pre experiment design. The sample of this research is class VIII.2 at SMP Negeri 1 Papalang in 2018/2019 academic year. In this research, the researcher used purposive sampling technique, and the researcher took 33 students as a sample. The researcher used essay test to measure students' reading ability in terms of main idea and supporting details.

The findings of the research indicated that the application of Scaffolding Reading Experience was effective to improve the students' reading ability in terms of main idea and supporting details. It could be seen from the improvement of students' mean score in finding main idea which was 75.34 %, and the improvement of students' mean score in finding supporting details which was 95.90 %.

The researcher also found that t-test value was greater than t-table (17.96>2.738), with degree of freedom (df) = 32. This indicated that (H_1) was accepted, and (H_0) was rejected. It means that there was significant difference of the students' reading ability before and after using Scaffolding Reading Experience in classroom.

Keywords: Scaffolding Reading Experience, Reading Ability, Narrtive Text

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ
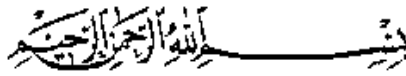
First of all, praise to Allah SWT, who has given guidance, blessing, and mercy to the researcher in completing this thesis. Shalawat and salam are addressed to the final, chosen religious messenger, the Prophet Muhammad SAW.

The researcher would like to give her gratitude, respect, and appreciation to the following people who have supported her and made this thesis possible:

1. Prof. Dr. H. Abd. Rahman Rahim, SE., M.M., the Rector of Muhammadiyah University of Makassar.

2. Erwin Akib, S.Pd., M.Pd., Ph.D., the Dean of Muhammadiyah University of Makassar,

3. Ummi Khaerati Syam, S.Pd.,M.Pd, the head of English education department of FKIP UNISMUH Makassar.

4. The researcher high appreciation and great thankfulness are due to consultants Dr. Eny Syatriana, S.Pd., M.Pd and Andi Asri Jumiaty, S.Pd., M.Pd.,for their guidance, encouragement, motivation and their patience from the beginning until the end of writing this thesis.

5. The researchers' special heartfelt to her beloved parents Abd. Rahman and Nur Ko'da, and her brother and sisters, who always sacrifice, love, care, support for financial and pray for my safety and every success of mine.

6. Thank you for all the researcher's friends at English Education Department, her classmates in Increadible class.

7. Her bestfriend, Anak Rajin Squad. Thank you for the supports and helps.

Finally, the researcher would like to welcome and constructive suggestion and criticism to make this thesis is better.

Makassar , 2019

Darsiah

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CHAPTER I

INTRODUCTION

A. Background

English is becoming more and more important in Indonesia is different purposes, such as teaching, cultural and among others. In Indonesian, English is as one of foreign language which is taught in elementary school, junior high school, and senior higt school.

The main aim of teaching English is to develop four language skill, i.e. listening, speaking, writing, and reading. Reading is one skill which have many contributions in enhancing and enriching students' knowledge. Reading is a process of obtaining constructing meaning from a word or cluster of words (Seyler 2004). In addition, according to Nunan (2003) stated that Reading is essential skill for learners of English as a second language because reading has a fluent process of readers combining information from their own background knowledge to build meaning. Therefore, reading is a process to indicate the meaning from the text by combining information from a text and reading also provides a situation of the readers to analyze what the writers' purpose in the text, so that they can get meanings, message and information from what they are read.

Through reading skill, the students will get a lot of advantages. First, reading increases the student's knowledge, information from what they have read, supports the students in the teaching learning and it is very

useful for them. Second, reading makes the students to understand or comprehend about the text and gets the ideas from the text. Third, the students can improve their vocabulary through reading the text. Fourth, reading will make the students to have wide knowledge.

However, many students have difficulties in learning reading such as students often experience or in trems of reading, often the students feel lasy, difficulies to know the information on the reading, lack of motivation in reading, lack of vocabulary and lack of confidance in students. Simalarity, Sahrirul Aini (2014) stated that, The students have many difficulties to make sense English text, one of the difficulties here such as comprehending the content or the main idea of the text. Therefore, the students need a strategy that can be improve their reading abilty.

One of the ways to help the student's difficulties in reading abilty is scaffolding reading experience. The Scaffolding Reading Experience (SRE) is a strategy that takes the concept of scaffolding and incorporates it in a framework for guiding students' reading (Fournier & Graves, 2002). Scaffolding Reading Experience (SRE) strategy is an effective strategy in assisting students in understanding, learning from, and enjoying what they read. This strategy not only enhance the students' understanding but also their interaction between the teacher and the students or interaction among the students. In addition, Lawrence (2007) state that in Teaching students is enabled and building up their schemata will facilitate motivation and reading comprehension. Thus   SRE strategy can help the students to

understand what the texts tell about through some activities that can make students active and can be improve reading abilty. Recommended scaffolding reading experience is adopt as an effective teaching and learning method to improve reading abilty in learning process.

Furthermore, in scaffolding reading experience, students are supported by the teacher initially and use SRE startegy to explore students' reading ability. In scaffolding reading experience strategis that students will develop their ability, students will communicate their friends in groups or able to together work, students can speak in front of their friends, and students able to analyse problems and get conclusion in fluently time. So scaffolding reading experience makes students can improve their ability in reading.

From the explanation above this research intends to examine about the use of scaffolding reading experience to improve students' reading ability in narrative text.

B. **Problem Statement**

Based on the background above the researcher states problems of the research as follow: "Is the use of scaffolding reading exprience strategy effective to improve the students' reading abilty in English at Eight Grade of SMPN 1 PAPALANG?"

C. Objective of the Research

Based on the problem formulation above, the objective of the research is to find out wether or not SRE strategy effective to improve students' reading ability in englis at Eight Grade SMPN 1 PAPALANG.

D. Significance of the Research

The outcomes of the research are expected to be useful for the teacher of English in general, and especially for the teacher. To be useful and helpful reference or motivation for the students in increasing their knowledge, especially about using scaffolding reading experience.

E. Scope of the Research

This research is limited to teach the students in terms of reading ability by using scaffolding reading experience focus on students' literal reading comprehension (Main idea and supporting details).
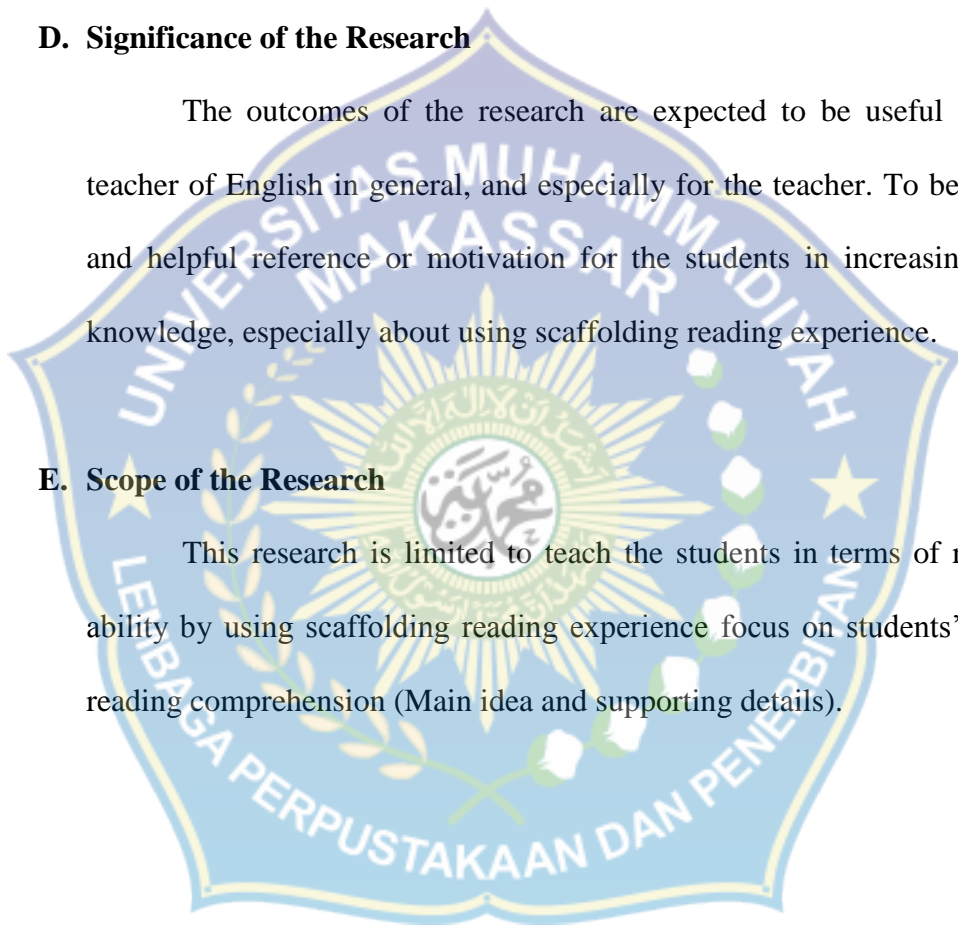
CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Literature Research Finding

Many researchers have report to expose the identification of the students motivation and interest in learning English to make the teaching and learning process ore effective. Some of the researchers are cited below :

1. Huggins (2011) conducted a research about Scaffolding toreading improve reading comprehesion and to write a scholary reasearch paper, he found that the use of scaffolding can positive feedback from students, action research was planned and implemented in Word Literature 1 to see if graphic organizers would improve students understanding of the Epic of Son-Jara, and in Freshman Composition 1 to support the process of writing a scholarly research paper. Resukh show that graphic organizers, as scaffolding tools in the classroom, can help to improve reading comprehension, and students can benefit in several ways when teachers scaffold the process of writing a research paper.

2. Sinta (2012) conducted a research about The Effectiveness Of Jingsaw Method In Improving Students Reading Ability OfDescriptive Text At The Eight Grade Students Of SMPN 33 PURWOREJO, her found that the use jingsaw method is effective to improve the students' reading ability of descriptive text.

3. Suwandi (2013) conducted a research about The Effectiveness Of Using E-Learning Moodle For Hoework In Improving Reading Abilty Of Grade

X Students Of SMA 4 Padang, her found the use of e-learning moodle for homework is more effective in improving students' reading abilty because as a media to support students' homework activity, e-learning moodle is not only for giving reading homework, but also can be used to distribute other skills such as listening and writing.

4. Zerihun (2017) conducted a research about Effect of Teacher's Scaffolding on Students' Reading Comprehension: Sire Secondary School Grade Nine in Focus, he found that the students received scaffolding reading strategy (treatment group) outperformed in reading comprehension when compared to control group students who were taught reading comprehension in a usual manner. It is an evidence for the previous findings that have shown scaffolding has the power of enhancing students' reading comprehension. The level of scaffolding will be reduced on the basis of the progress students are making in reading comprehension.

Based on the findings above the researcher concludes that Scaffolding Reading Experience can be used to improve students' in reading ability and have learing effects of students. In this study, scaffolding reading experience has differences in understanding of reading learning. In this study, the researcher used scaffolding reading experience in narrative text when students will be easy to understand content of narrative text.

B. The Concept of Reading

1. Definitions of Reading

Reading is useful for language acquisition. Provided that the students more or less understand what they read, the more they read, the better they will get it. Moreover, reading is a complex process of language skill, which can be gradually developed from simple to more complex practices. Due to its complexity, the student needs many abilities and skill to understand the concept and meaning being communicated and presented in print. Successful comprehension process involves the students abilities to discover the meanings needed to achieve the particular piece of information, solving problem through reading, working to grasp ideas of following a set of reading. (Harmer, 2008).

Another statement about Reading is essential skill for learners of English as a second language because reading has a fluent process of readers combining information from their own background knowledge to build meaning (Nunan, 2003)

Nutall (1998) also defines reading as a process. She connects reading with the communication process and states that reading means getting out of the text as nearly as possible with the writer's messages. In other words, the writer as an encoder has something in mind which wants to be shared with other people during that process. To make it happen, the writer puts his ideas into words as atext. While the reader

plays a role as the decoder, who may decode or construct meaning of the text, before the messages enter the reader's mind and finally communication is achieved.

Merill (2012) state that in Reading is one of the basic communicative skill, but it is a very complex process, it can be said that reading is process in which reader is to find information given by the writer in the written from.

Based on the various definition above, reading is receptive language process which is meaningful interpretation of printed or written verbal symbol. Reading is also a process of communication between a writer and a reader. A writer has massage about his or her mine, such as feeling, facts, ideas, and argument which want to share.

2. Reading Ability

Reading ability is important for the students. About the importance of reading ability. Karlin (2010) state that in Reading ability is important. While it does not guarantee success in and out of school. It certainly contributes it. Daily living , jobs, and place in society depend in part on the abilty to read. The deands of citizenship in this modern world require that we read and think critically. And although other activities often crown aside, reading for relaxation and enjowment can add to one's qualty of life. In addition, it can be described that reading abilty is a cognitive abilty which a person is able to use when interacting with text, thus it is unlike comprehension, which can be

viewed as the product of reading a particular text. Abilty are seen as part of the generalized proccess.

Reading ability is the potential or the capacity of students to get the idea and the information of the text. Reading ability is important for the students. In addition, it can be described that reading ability is cognitive ability which a person is able to use when interacting with text, thus it is unlike comprhension, which can be viewed as the product of reading a particular text, ability are seen part of the generalized reading process.

3. **The Difficulties of Reading Ability**

For many learning-disabled students, reading comprehension is a major problem. There are mainly three causes for poor reading comprehension according to Cicerchia, (2016):

a. Issues with de-coding

Also known as sounding out words, decoding is when children are able to put sounds to letters in order to sound out written language. It's common for beginner readers to struggle when they meet new or unfamiliar terms but typically decoding becomes easier with phonics instruction and repeated practice with reading out loud. If a child continues to struggle, there may be a specific learning difficulty present or a physical impairment that is preventing them from physically seeing the letters or hearing the sounds in spoken language.

b. Poor comprehension

There's a lot going on in reading, from letter and word recognition to understanding meaning at the phrase, sentence and paragraph level. When a beginner reader encounters vocabulary they do not know or do not recognise due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes. That's why poor comprehension can result when a student struggles with decoding, has a limited vocabulary or attempts to read a text that is at too high of a level.

However, reading also requires being able to pay attention to narrative. Students need to identify gist, main ideas, and specific details and even make inferences about what they are reading. If a student has problems staying focused as a result of ADD or ADHD, it can impact on comprehension.

c. Speed

The more students read, the more they encounter unfamiliar terms. Quite often the context in which these new words are found gives children all of the clues they need to guess at meaning. As students expand their vocabulary, they recognize more words by sight and reading speeds up. Students who continue to decode may

benefit from overlearning sight words such as those on the Dolch List.

If speed is still an issue, there may be an underlying problem, such as slow processing. Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust children with slow processing. Strategy instruction may help but it's important that these students be allowed extra time to complete tasks that require extensive reading.

4. **Tecnique of Reading**

a. Survey Reading

Survey reading is very important. It is to determined weather someone success of fails in his study. Someone's background knowledge influences reading survey.

In survey reading, reader surveys some information that they want to get . thus, before that reading process, a reader must set what kind of information the reader needs (Brown, 2001).

b. Skimming

Skimming is useful reading way. In skimming, a reader does not read every word, every sentence, or every paragraph. However, a reader should loo quickly across and down a page to find the specific information she wishes. In the case, most difference books have an index and a table of contents to guide the

reader to find the page where she can find the information. The using this technique, the reader can locate what she needs quickly. Skimming can also help the reader decides whether she wants to read a certain book-whether it contains the information she looking for.

Skimming the preface and table contents, and reading snatches throughout the book can give the reader and aid of the contents quickly.

As a matter of fact, skimming sometimes refers to a type of reading, and a reading skills. It is a reading skill in that it is a method of quickly gathering information from the printed page; it is a specific type of reading in that it involves student a specific method to use for specific purpose (Heilman, 1976).

c. Scanning

Here the reader is on the look-out for a particular items or an item she believes in the text; for example, the name of the scorer in a football report. Againt it is fairly fast reading with instant rejection of all irrelevant data, perhaps most of the text.The readers are to look out the particular item, he believes in the text.

The scanning can be done to find name, date, static, or fact in writing. The eyes start quickly at the lives of writing. If he remember it well, he can find it easily through the emergence or appearance of the surrounding words (Woryodijoyo, 1989).

5. Kinds of Reading

As reference to the conception of reading comprehension highlighted in preceding discussion, there are four types of reading according to Petel & Jain, (2008) : (1) reading aloud, (2) silent reading, (3) intensive reading, (4) extensive reading.

a. Reading Aloud

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

The aim of reading aloud is to recognize the sound of the words in the text, this oral reading suitable for the beginning and intermediate levels. Oral reading can serve as an evaluate check and add some extra student participant if the teacher want to highlight a certain short segment of reading passage. Some activities that the teacher can use in reading aloud like guessing game, pictures description and missing letters to develop the students " reading comprehension. If one students is reading aloud, the teacher ask to the other students to pay attention to the next part of the text being read rather than listen to their friends.

b. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

c. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

d. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

Extensive reading is carried out achieve a general understanding of a text. All pleasure reading is extensive. Technical, scientific, and professional reading can also extensive. The letter, sometimes involves skimming and scanning as strategies for gaining the general sense of a text. After the students have done pre reading activity, skimmed for the gist, and scanned for come key details extensive reading is quite simply a relatively rapid and efficient process of reading a text for global or general meaning.

6. **Types of Reading**

1. Literal Comprehension

Literal comprehension refers to an understanding of the straight forward meaning of the text, such as facts, vocabulary, dates, time, and location. Questions of literal comprehension can be answered directly and explicitly from the text. In our experiences working with teachers, we have found that they often check on literal comprehension first to make sure that their students have understood the basic or surface meaning of the text.

2. Reorganization

Reorganization is based on a literal understanding of the text. Students must use information from various parts of the text and combine them for additional understanding. Question is important because they teach students to examine the text in its entirely, helping them move from a sentence by sentence consideration of the text to a more global view. Students generally find reorganization questions somewhat more difficult than straight forward literal comprehension questions.

3. Inference

Making involves more than a literal understanding . students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicit stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

4. Predictions

Prediction involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends. We use two varieties of prediction, while reading and post after reading. While reading prediction questions differ from post-reading prediction questions in that students can

immediately learn the accuracy of their prediction by continuing to read passage. Post reading prediction questions generally have no right answers in that students cannot continue to read to confirm their predictions.

5. Evaluation

Evaluation requires the learner to give a global or comprehensive judgment about some aspect of the text. For answer question, students must both a literal understanding of the text and their knowledge of the text's topic and related issues.

6. Personal response

Personal response requires readers to respond with their feelings for the text and the subject. The answer are not found in the text, they come srictly from the readers. While no personal responses are incorrect, they cannot be unfounded , they must relate to the content of the text and reflect a literal understanding of the materials.

7. **Level of Reading**

According to Cook (2001), there are three levels of reading: the independent level, the instructional level and the frustration level.

1. The Independent Level

This is highest level at which a chills can read easily and fluently, without assistance with few word recognition and with good comprehension and recall.

2. The Instruction Level

In this level, a reader can do satisfactory reading provided she or he receives preparation and superior from a teacher, word recognition error are not frequent and comprehension aid recall are satisfactory.

3. The frustration level

The level at which a reader's reading skill bread down, fluency disappears, word view errors are numerous, comprehension is faulty, recall is sketchy and sign of eotion tension and discomfort become evident.

8. Purpose of Reading

Reading is influence by the purposes of reading. Basically two basic purposes for reading are : for pleasure and for information. In addition Harmer stated in Ika that many students want to be able to read text in English either for their career, for study purposes or simply for pleasure.

In William Book the title " Reading in a Second Language" there six academic purposes for reading :

1. Reading to search for information (scanning and skimming).

2. Reading for quick understanding (skimming).

3. Reading to learn.

4. Reading to integrate information.

5. Reading to evaluate, critique, and use information.

6. Reading for general comprehension (in many cases, reading for interest or reading to entertain).

Based on the statemen above, it can be conclud that there are some purposes why people read. People read a newspaper, textbook, encyclopedia, and the like to enchance knowledge or information and other people read to get pleasure by reading magazines, comics, novel, and so forth. In brief, it can be believed that people commonly read to get pleasure or enjoyment and to get information and understanding.

9. **Skill and strategies to be learned in Reading**

There are three main categories of skills and strategies when learning to read :

a. **Vocabulary and comprehension strategies**

Comprehension is the essense of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading. Vocabulary is fundamentally important for understanding the message. Vocabulary and comprehension should be delayed until after students have learned how to decode. Not so, vocabulary and comprehension instruction can be started as early as preschool if we use listeting situation.

Comprehending oral messages requires the same strategies as comprehending printed messages, so the earlier we start emphasizing vocabulary and comprehendion the more likely. It is that students will see it as a priority.

Reading comprehension depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words. When comprehending, readers say to themselves, in effect, "In my experience with words associated with this topic or situation, the author must mean something close to what I've experience. "So they use the words in the text to build a meaning consistent with their past experience with these words. When the meaning of a word is unknown, it means that reader does not have background knowledge or has not had experiences in that area. Without background knowledge that is, without vocabulary that comes with various experiences, there is no comprehension.

New words can be learned through direct experience, as when new words about farms and farm animals are encountered on a field trip to a real farm, or they can be learned through vicarious experience, as when one reads new words about farms animals or hears them used in a video or on TV. In school, most new word meanings are learned vicariously. Students should learn at least 1.000 – 2.000 new vocabulary words each school year to become highly literate. The traditional way to develop vocabulary is by providing definitions, often

through dictionary work. However this has limited effect. Students may memorize a word and its definition, but they almost always forget it.

In addition to intentionally and directly teaching 10-15 new words weekly, we should also teach strategies students can use to figure out word meaning they encounter when reading independently. Many of the new words students learn are encountered during independent reading. By teaching strategies for figuring out unknown words independently are context and structural (or morphomic) analysis. Strategies are an important part of comprehension. There are only a few strategies readers use in various combinations over and over again, with slight variation from one reading situation to another. These include :

1) Making predictions
2) Monitoring and questioning what is happening
3) Adjusting predictions as you go
4) Creating images in the mind
5) Removing blockages to meaning
6) Reflecting on the essence or the significance or the important ofwhat has been read.

These strategies can be categorized as :

1) Before you begin reading
2) As you begin reading

3) During reading

4) After reading

b. Skills and strategies for identifying (or decoding) words / word recognition

Word recognition is decoding the printed squiggles on the page. There are two major ways readers decode words :

1. Sight word recognition

Sight word recognition is the skill of remembering words. Good adult readers recognize at sight virtually every word they encounter. They accomplish this primarily by doing lots and lots of reading of connected text. The more they read, the more words they encounter, the more words they remember and recognize instantly. So, one way to develop sight words is to ensure that your students do a lot of reading of easy connected text.

2. When a word is not recognized instantly, they analyze the word to figure out what it is

Word analysis is what a reader does when a word is not recognized at sight and it mus be figure out. There are three major analysis techniques : (1) phonics is using alphabet letters and their sounds to figure out unknown words. (2) context, and (3) structural analysis . good readers will use all three techniques in combination.

c. Skills and strategies for how to read fluently

Fluency is the ability to orally and silently read text smoothly and with appropriate phrasing and intonation. We often refer to it as "reading like you talk". Fluently is often through to be limited to oral reading. While this is the case with emergent readers, the real fluency issues is how to help students become fluent silent readers. Reading like you talk, therefore, is descriptive of silent reading for postbeginning readers. Being fluent in both oral and silent reading is a function of : (1) how fast or slow one reads. (2) whether the phrasing and intonationaccurately reflects the meaning in the text.

Fluency is often determined by nothing a reader's reading rate (words real per minute). However the number of words read per minute does not take into account correct phrasing and intonation. To be an accurate measure of fluency, assessment should include not only speed but also phrasing and intonation. Fluency is important because students seldom become enthusiastic readers until they experience what it means to be fluent. Reading just seems like too much hard work when you are not fluent.

10. Teaching Reading

In many classrooms and district across the nation, the secondary language arts teacher incorporates reading activities into the curriculum, and the students learn to read and write increasingly complex works with increasing skill and facility. However, for a

variety of reasons, many students are not as well prepared for the academic demandsof secondary schooling. Because many students transition to the secondary level unableto read, understand, and work successfully with grade-level materials, many middleschools and high schools offer reading classes for those students requiring extra supportin developing word recognition strategies, vocabulary, basic comprehension skills, andcritical reasoning (Austin Independent School District, 1999 in Brenda -Jean tylor journals). The reading instruction is designed to complement the language arts or English class, rather than replace it.

Designing and implementing a program of reading instruction for students forwhom elementary school instruction was insufficient to support the acquisition of proficient reading poses a challenge. Middle school teachers of reading have the task ofplanning reading instruction that responds to a diverse, complex, and sometimes confusing assortment of issues. For example, in many regions of the country, students arelikely to come from a group that differs from that of the teacher not only in terms of ethnicity and sociocultural and behavioral norms, but also in terms of home dialect orlanguage. Of those students whose native language is not English, some come to schoolwith an extensive knowledge of academic English, others with little to none (Echevarria& Graves, 1998; Ovando & Collier, 1998 in Brenda Jean Tylor, 1998).

Students vary widely in the academic skillsthey bring with them to school, and there is great variability even among thoserecommended for supplemental reading classes and among those identified as having learning disabilities in reading. Then there is the question of the best approach to teaching reading, and, moreover, how to adapt reading instruction to the linguistic, sociocultural, and academic needs of the particular students in a class. Whether special Education teachers, reading specialists, language arts teachers, or English as a Second Language teachers, middle school teachers of reading thus require an impressive repertoire of knowledge and skills, as these are the tools on which they will draw and to which they will refer on a daily basis in their efforts to bring their students' reading abilities up tograde-level.

11. Types of Reading Comprehension

a. Literal Comprehension

Literal comprehension refers to an understanding of the straight forward meaning of the text, such as facts, vocabulary, dates, time, and location. Questions of literal comprehension can be answered directly and explicitly from the text. In our experiences working with teachers, we have found that they often check on literal comprehension first to make sure that their students have understood the basic or surface meaning of the text.

Some specific reading skill at the literal level comprehension, this skills the researcher foucus on main idea and supporting detail.

1. Main Idea

Hariming in Rizal (2012), the main idea is the most important piece of information the author wants you to know the concept of paragraph. The ways founded main idea such as: firstly, to identify a main idea that is directly expressed in the text (main idea are often at the beginning of paragraphs. The first sentence often explains that the subject discussed in the passage, main idea are also found in cluding sentence of paragraph). Secondly, the main idea is not always clearly stated. It is more difficult to identify the main idea when it is inferred or implied. It can be implied through other words in the paragraph. An implied main idea can be found in several ways (several sentences in a paragraph can imply the main idea by introducing facts about the topic before actually stating the topic, implied ideas can be drawn from factor, reason or examples that given hints or suggestions concerning the main idea in the selected text.

Main idea is a sentence or generalization that tells what the paragraph is about. Main ideas are generally found at the beginning of the paragraph. However they can be anywhere in

the paragraph and main idea means important information that says more about the overall purpose of an article or section of a text. Instead of main idea one can use main heading which essentially depicts the same meaning. To determine the main idea is check for general statement that could be supported with extra information. Often the main idea as written as general statement and is followed by sentence that give specific.

2. Supporting detail

   Supporting details is explains the specific of main idea. In this, supporting details, it is caused or results of main idea. In this supporting details, it is caused or result of main idea or supporting details is additional information that explains, defines or proves the main idea.

3. Information in supporting details:

   a. Facts: statistic or graphs

   b. Statement: quodation or opinion from authorities one experts.

   c. Example: comparisons, contrasts, graphs, case studies, illustrations, or predictions.

   d. Description: charater traits, setting, action, or events, or direction. An example of supporting details in astory in a description of the character clothing, in a newspaper article are sentences that answer the question (who, what, where,

when, why, and how), and in a movie review are sentences that explain how or why the critic came to that decision : perhaps the acting was mediocre or the dialogue stiff and clicged.

b. **Reorganization**

Reorganization is based on a literal understanding of the text. Students must use information from various parts of the text and combine them for additional understanding. Question is important because they teach students to examine the text in its entirely, helping them move from a sentence by sentence consideration of the text to a more global view. Students generally find reorganization questions somewhat more difficult than straight forward literal comprehension questions.

c. **Inference**

Making involves more than a literal understanding . students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicit stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

C. **Narrative Text**

1. **Definition of Narrative Text**

Narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. Meyers (2005) state that narrative is one of the most powerful ways of communicating with others.

2. **Steps for Constructing a Narrative Text**

Keir (2009) states are some steps of narrative text as follow:

a. Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.

b. Complication/ rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves toward them from reaching their goal.

c. Sequence of event/ Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain toes of narrative which leaves us wondering 'How did it end'?)

e. Reorientation

It is an optional closure of event.

3. **Linguistic Element**

In general, narrative text has the following linguistic elements:

a. Noun: generally nouns (noun) are used as animal pronouns, or objects in stories, for example stepmother, the dwarfs, carriage, and others.

b. Past tense: narrative text uses past tense verbs (verb 2), such as went, ate, met, and so on.

c. Time connective: is a conjunction of time to sort events, for example after, before, after that, and so forth.

d. Action verbs: verbs that show events or activities, for example staying, climbed, wrote, and others. Saying and thinking verb: a verb that shows reporting or utterances, for example said, told, thought, and so forth.

D. The Concepts of Scaffolding Reading Experiences

1. Definition of scaffolding reading experience

Cooper (2000) state that Scaffolding is perceived as the strategy used by teachers to facilitate learners' transition from assisted to independent performance.

Fournier & Graves, (2002) state that in Scaffolding Reading Experience (SRE) strategy is an effective strategy in assisting students in understanding, learning from, and enjoying what they read. SRE strategy can helpthe students to understand what the texts tell about through some activities thatcan make students active. The term of scaffolding refers to the support that ateacher can give to the learners, so that they can work at a much higher level thanis possible on their own.

In the classroom, scaffolding is a process by which a teacher provides students with a temporary framework for learning. When scaffolding is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. As students gather knowledge and increase their skills on their own, fundamentals of the framework are dismantled. At the completion of the lesson, the scaffolding is removed altogether and students no longer need it (Lawson, 2002).

2. **Strategies of Scaffolding Reading Experience**

Each the five strategies of scaffolding reading experience helps students construct meaning from text and monitor their reading to ensure that they in fact understand what they read.

1. Explain learning material.

2. Determine the level of development of students based on the nature of kongnitif by looking at the value of the results of previous learning.

3. Grouping student learning outcomes according to the value of student learning outcomes.

4. Provide learning assignments related to learning material

5. Encourage students to work and learn to solve questions independently in groups.

3. **Techniques of Scaffolding**

The four points below are excerpted from Ellis and Larkin (1998), as cited in Larkin (2003) and provide a simple structure of scaffolded instruction:

a. First, the instructor does it:

1. The teacher gives narrative texts to students, and then the teacher instructs students to make groups.

2. The teacher directs students to read about narrative texts and explore texts and students difficult words available in the text.

b. Second, the class does it:

1. The teacher helps students understand the content of the text and students then work together to complete the task.

2. The teacher gives the task of narrative text and students must work on the text that is in accordance with the general structure.

c. Third, the group does it:

1. Students work with friends for their assignments.

d. Fourth, the individual does it:

1. Students read the results of discussions that have been done with their group friends and then each student makes a resume about the text.

4. **Implementing Scaffolding for Teaching Reading**

Archer (2008) divides scaffolding reading comprehension into three phases:

1) Before Reading

Teach the pronunciation of difficult words. Teach the meaning of critical, unknown vocabulary words. Teach or activate any necessary background knowledge. Preview the story or the article.

2) During Reading

Utilize passage reading procedures that provide adequate reading practice. Ask appropriate questions during passage reading. Teach strategies that can be applied to passage reading. Use graphic organizers to enhance comprehension.

3) After Reading

Engage students in a discussion. Have students answer written questions. Provide explicit instruction on comprehension skills. Provide engaging vocabulary practice. Have students write summaries of what they have read.

5. **Why Use Scaffolding Reading Experience**

According to Spectrum (2008) one of the main benefits of scaffolded instruction is that it provides for a supportive learning environment. Instructors are caring and interested in helping students learn. Students are free to ask questions, provide feedback and support their peers in learning new material. An instructor who use sinstructional scaffolding becomes more of a mentor and facilitator of knowledge than the dominant content expert. This teaching style provides the incentive for students totake a more active role in their own learning. Students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels. Through this interaction, students are able to take owner ship of the learning event. The need to implement a scaffold will occur when you realize a student is not progressing on some aspect of a task or unable to understand a particular concept. Although scaffolding is often carried out between the instructor and one student, scaffolds can successfully be used for an entire class.

E. Theoretical Framework

There are many activities which can be present in teaching to make the students interest in studying English. How far the students like the activities and how far the activities affect the students' interest the learning the subject are still problems in teaching English.

Realizing the condition that the more the students like the activities apply in teaching the more successful the students will be in learning, the researcher conduct a research to identify the students interest in studying English by using scaffolding reading experience.

Based on the theory of the research, the theoretical framework can be visualized as follows:

Input	⟹	Reading

Process	⟹	Narrative text with ScaffoldingReading Experience

Output	⟹	Improving the Student's reading abilty
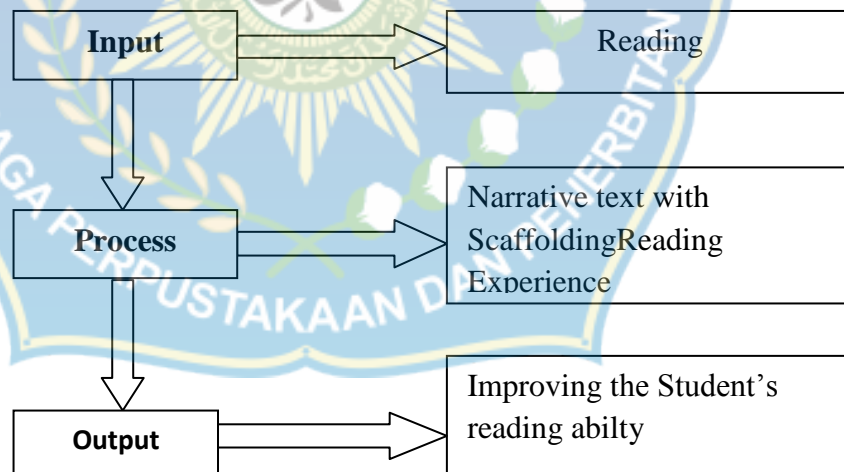
FIGURE 2.1 Theoretical Framework

1) Input refers to the reading narrative text materials.

2) Process refers to the activities that are done by the students when read materials "Narrative Text" through SRE strategy.

3) Output refers to the result of the teaching and process to read materials "Narrative text" through SRE strategy.

F. Hypothesis

Based on Previous Related Findingssome concepts of theory and conceptual framework. The research puts forward a hypothesis as follow:

1. Null Hypothesis (Ho): There is no significant difference of students' reading abilty before and after using SRE strategy.

2. Alternative Hypothesis (Hi): There is a significant difference of students' reading abilty before and after using SRE strategy.
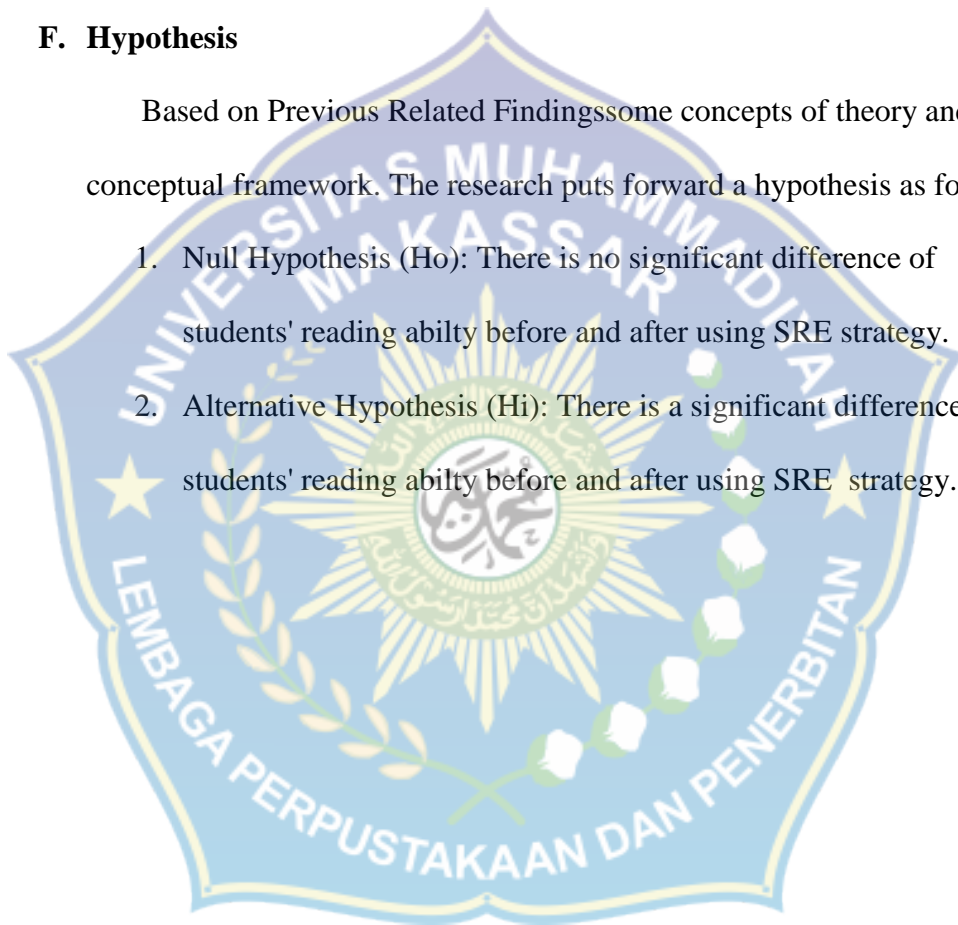
CHAPTER III

RESEARCH METHOD

A. Researh Design

This research follow the principle working of *pre experimental research* contains of one group pre test and post test design. There are three stages : pre test, treatment, and post test. This is presented as follow :

$$O_1 \qquad X \qquad O_2$$

Where : O_1 = Pre Test

X   = Treatment

O_2 = Post Test,

(Gay, L,R. 1981)

B. Research Variable and Indicator

1. Variable

This research consists of two variables namely :

a. Independent Variable : the independent variable is Scaffolding Reading Experience

b. Dependent Variable : the dependent variable is the students' reading ability in English

2. **Indicator**

There are two aspects as indicators in this research :

a. The students reading ability at before and after they taught Scaffolding Reading Experience Teaching.

b. Literal comprehension covers main idea and supporting details.

C. **Research Populatiom and Sample**

1. **Populations**

The population of the research were six classes of eight grade at SMPN 1 PAPALANG consisting of 198 students, each class contains 33 students.

2. **Sample**

The sample is part of the population. According to Ary (2010), "Samples are the group selected from the population for observation in a study. For the sample, the researcher takes the VIII. 2 class to be a sample. Researcher will use purposive sampling for it. In this study, the sample is all the students of the eight grade class there 33 sample.

The researcher chooses this class as the object of the research because the students are easier to arrange during the learning process. The researcher hopes this research will be completed early. Initial reading skill before treatment is done.

D. Research Instrument

The instrument used to collect data in this research was essay test in narrative text. The test would be given before and after the tratment. The were pretest and post test. There are 5 questions based on the text.

E. Procedure of Data Collecting

In collecting data the researcher using some procedures as follows :

1. **Pretest**

    The pretes was giving before treatment. It was aimed to know the reading ability of the students before giving treatment. The researcher asked students to answer the questions of the text based on text about narrative text and give 100 minutes time to them.

2. **Treatment**

    The researcher conducted treatment. For 4 meetings and every meeting the researcher gave Narrative Text material.

    a. The First Meeting

    1. The students were divided into some groups. Then researcher gave narrative text "Pinokio" and read in the text.

    2. The students made question based on the text to other groups which unclear or the can not understand the content of text.

3. After that, other groups clarified the answer the question. Then they made conclusion from the paragraph.

4. The lash was making prediction .

5. Teacher and students give feedback about the text after discussing using SRE.

b. The Second Meeting

1. The students were divided into some groups. Then researcher gave narrative text "Snow White" and read its text.

2. The students made the question based on the text to other groups which unclear or they did not understand the content of the text.

3. After that, other groups clarified the answer of its question. Then they made conclusion from the paragraph.

4. The last was making prediction.

5. Teacher and students give feedback about the text after discussing using SRE.

c. Third Meeting

1. The students were divided into some groups. The researcher gave narrative text "The Ant and Grasshopper" and read its text.

2. The students made question based on the text to other groups which unclear or they did not understand the content of text.

3. After that, other groups clarified the answer of its question. Then they made conclusion from the paragrph.

4. The last was making predction.

5. Teacher and students give feedback about the text after discussing using SRE.

d. The Fourth Meeting

1. The students were divided into some groups. Then researcher gave narrative text "Three Fish" and read its text.

2. The students made question based on the text to other groups which unclear or they did not understand the content of text.

3. After that, other groups clarified the answer of its question. Then they made conclusion from the paragrah.

4. The last was making prediction.

5. Teacher and students give feedback about the text after discussing using SRE.

3. Post Test

The post test was used to find the students reading skill achievement after the treatment. The researcher asked to the students

to finish test of the paper about narrative text and give 100 minutes to
them.

F. Techique of Data Analysis

a. Rubric Assessment Literal Comprehension (Main Idea)

NO	Creteria	Score
1	Clearly identified the main idea by providing storng evidence, details relating to the main idea	4
2	Identified the main idea and provided adequate evidence, details relating to the main idea	3
3	Limited main idea identification and limited evidence, details relating the main idea	2
4	Did no identify the main idea of the story or provide any evidence, details relating to the main idea	1

(Harmer, 1995)

b. Rubric Assessment Literal Comprehension (Supporting Details)

No	Criteria	Score
1	Relevan telling qualty details give reader important information than goes benyond the obvious or predictable	4
2	Supporting idea or information were relevant, but one key issue almost unsupported or fairly predictable	3
3	Supporting idea or information were relevant, but one or more key issues almost unsupported or fairly predictable	2
4	Supporting idea or information were somewhat relevant, but several key issues were unsupported or all fairly predictable	1

(Harmer, 1995)

c. Scoring students reading skill

Table 3.1 Classification of students' score

No	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	00-35	Very Poor

(Debdikbud, 1981)

d. Calculating the mean score of the students' reading skill by using the following formula:

$$X = \frac{\sum x}{N}$$

Notes :

X = Mean score

$\sum X$ = The Sum of all score

N = The number of students ,

(Gay, L,R.1981)

e. To know how improvement of the score in literal comprehension

The improvement of the students' score in main idea and supporting details :

$$P = \frac{x2-x1}{x1} x\ 100$$

Where :

P = Percentage of the students

X1 = The mean score of pre test

X2 = The mean Score post test,

(Sabriah, 2002)

f. Finding out the significant different between the pre test and post test by using the following :

Formula :

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

Where :

t = Test significance

D = The mean of the different

$\overline{D}$ = The sum of all score

N = The total number of score

(Gay, L,R. 1981)

g. The criteria used to accept or reject the hypothesis.

The Classifying of Testing

Testing	Null Hypothesis	Alternative Hypothesis
T-test > T-table	Rejected	Accepted
T-test < T-table	Accepted	Rejected

(Gay, 1981: 49)

After calculating the value of t-test, it was compared with the value of t- table. When it was found the value of t-test was greater than the value of t-table, it means that Null Hypothesis (Ho) is rejected and Alternative Hypothesis (H_1) is accepted because there was significant difference between pre-test and post-test before and after using reciprocal teaching in reading ability. Meanwhile, when the value of t-test was lower than the value of t-table, it meant that Null Hypothesis (Ho) is accepted and Alternative hypothesis (H_1) is rejected because there was no significant difference between pre-test and post-test before and after SRE teaching in reading ability.
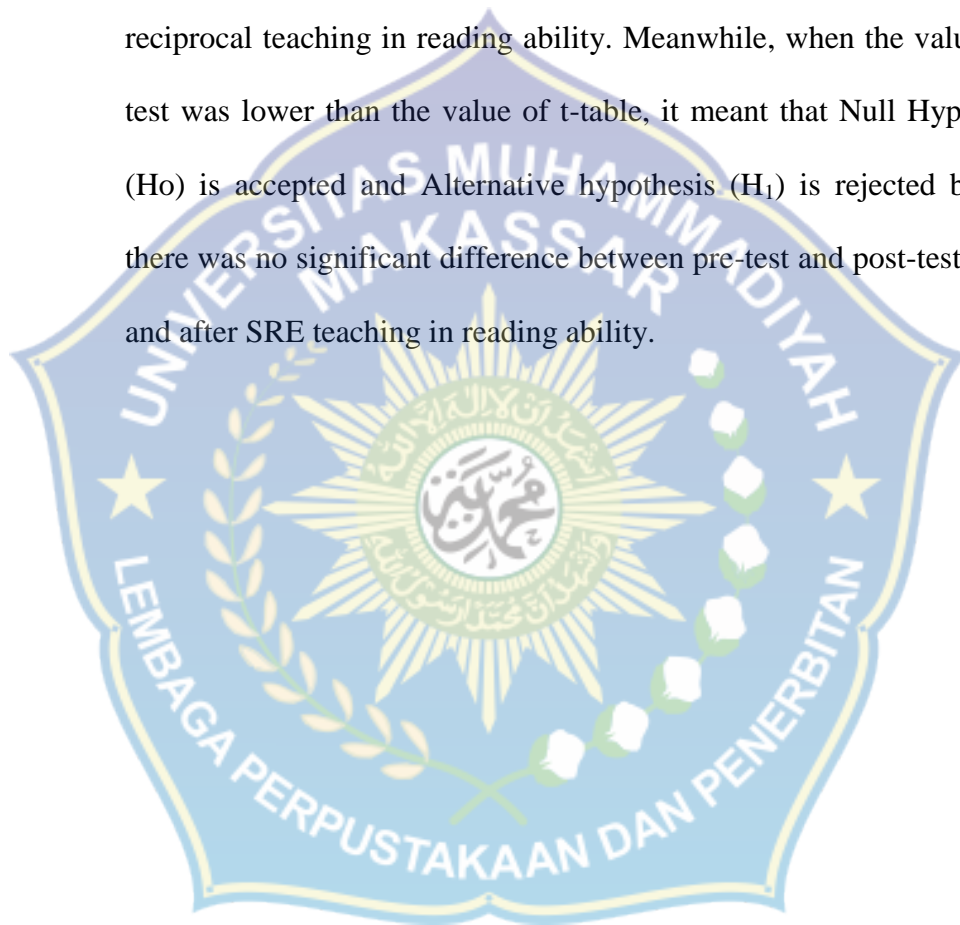
CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

Based on the result of research conducted by researcher at SMP Negeri 1 Papalang school Papalang Subdistrict, Mamuju District. Starting from October 25 to December 27 – 2018, data collected through test istruments was obtained so that studets' reading comprehension abilities in the from of grades in class VIII.2 SMPN 1 Papalang, Kab. Mamuju were obta.ined. The data analysis of the use Scaffolding Reading Experience in Improving Stdents Reading Abilty in English.

1. The Students' Score Classification of Reading Ability in Findings of Main Idea

Based on analysis data, literal comprehension of students in findings of main idea improved in mean score pre test to post test based on Appendix 6 and7 (40,15 to 70,40) with the range was 30,25 and improvement was 75,34 % (Appendix 10). It could be seen in the table score classification of main idea pretest and post test in reading ability below :

Table 4.1 The Table Classification on Percentage Main Idea

No	Classification	Score	Pretest		Post test	
			F	%	F	%
1	Excellent	96-100	0	0	6	18,18%
2	Very Good	86-95	0	0	7	21,21%
3	Good	76-85	0	0	0	0
4	Fairly Good	66-75	0	0	3	9,09%
5	Fair	56-65	0	0	7	21,21%
6	Poor	36-55	20	60,60%	10	30,30%
7	Very Poor	00-35	13	39,39%	0	0
	Total		33	100%	33	100%

(Depdikbud, 1981:45)

The table above shows about the score classification in pre-test and post-test. In pre test were classified that20 students (60,60%) was poor and 13 students (39,39%) was very poor. Therefore, in post were classified that 6 students (18,18%) was excellent, 7 students (21,21%) was very good, 3 students (3,09%) was fairly good, 7 students (21,21%) was fair and 10 students (30,30%) was poor.

2. The Improvement of the Students' Literal Reading Comprehension in Findings of Main idea

The researcher used scaffolding reading experience treatment to see the students' improvement in reading in findings of the main idea and there was improvement in pre test to post test. It was showed from mean score of the students in pretest to post based on 6 and 7 and improvement percentage in pre test to post test based on Appendix 10. It could be seen in the table below :

Table 4.2 The students' Improvement in Terms of Main Idea

No	Indicator	Pre-Test	Post-Test	Range
1.	Mean score	40,15	70,45	30,3
2.	Improvement	75,34%		

Based on the data Table 4.2, it was showed that there was improvement the mean score of the students in pre test (40,15) to post test (70,45) in findings of main idea with the range was 30,3 and there was improvement was 75,34 %. The result based on analysis, the score of literal comprehension in findings of main idea was higher than pre test.

3. The Students' Score Classification of Reading Ability in Findings of Supporting Details

Based on analysis data, literal comprehension of students in findings of supporting details improved in mean score pre test to post test based on Appendix 6 and 7 (37,12 to 72,72) with the range was 35,6 and improvement was 95,90% (Appendix 10). It could be seen in the table score classification of supporting details pretest and post test in reading ability below :

Table 4.3 The Table Classification on Percentage Supporting Details

No	Classification	Score	Pretest		Post test	
			F	%	F	%
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	8	24,24%
3	Good	76-85	0	0	0	0
4	Fairly Good	66-75	0	0	8	24,24%
5	Fair	56-65	0	0	8	24,24%
6	Poor	36-55	14	42,42%	11	33,33%
7	Very Poor	00-35	19	57,57%	0	0
	Total		33	100%	33	100%

(Depdikbud, 1981:45)

The table above shows about the score classification in pre-test and post-test of supporting details. In pre test were classified that 14 students (42,42%) was poor and 19 students (57,57%) was very poor. Therefore, in post test were classified that8 students (24,24%) was very good, 8 students (24,24%) was fairly good, 8 students (24,24%) was fair, 11 students (33,33%) was poor.

4. The Improvement of the Students Literal Comprehension in Findings of Supporting Details

The researcher also assessed the students in findings of supporting details. It was begin pre-test to post-test. After the researcher gave pre-test and post-test, there was improvement in reading ability in findings of supporting details of the text. It was indicated by the significant difference between student's pre-test and post-test score. Beside that, the researcher also had counted improvement percentage of students. It could be seen on

Appendix 10. It showed at the following table:

Table 4.4 The Students' Improvement in Terms of Supporting Details

No	Indicator	Pre-Test	Post-Test	Range
1.	Mean score	37,12	72,72	35,6
2.	Improvement	95,90%		

Table 4.4 described that mean score in pre-test was lower than mean score of post test. It means that there was improved of literal comprehension in findings of supporting details from pre test to post test based on data Analysis in Appendix 4. Mean score in pre-test was 37,12 and mean score of post-test was 72,72. Range from pre test to post test was 35,6 with improvement of percentage was 95,95%.

Based on the data, the reseacher can be conclude that there was improvement of the students in pre test to post test. It means that using of scaffoldingreading experience learning was effective in improve students' reading ability in findings of supporting details.

5. Hypothesis Testing

In order to know whether or not the difference between pre test and post test was significant, the t-test analysis from students's score in Reading ability. The result of t-test could be seen on Appendix K. The following tableshowed the result of t-test calculation :

Table 4.5 The T-Test Analysis of the Students' Improvement

Variable	t-test value	t-table value	Remark
Students' score	17,96	2,738	different significantly

The Table 4.5 above showed that t-test value was greater than t-table (17,96>2,738). It could be seen on Appendix 11. Based on this result, it was concluded that there was different significantly.

After calculation the t-test value, then it was compared with the value of t-table with the level of significance (p) = 0.05 with the degree of freedom (df)=32, because the total number of the students was 33 students (N-1) = 32 therefore (df)=32. The value of t-test was greater than t-table value (17,96>2,738). Based on the elaboration above, it can be concluded that the null hypothesis (H_0) was rejected. Otherwise, the alternative hypothesis (H_1) was accepted. In other words, there was different significantly between students' reading ability before and after using scaffolding reading experience at the eight grade students of SMPN 1 PAPALANG.

B. DISCUSSION

This part presents a discussion dealing with the in interpretation of the research findings derived from the result of data analysis and researcher note during the researcher to depict the improvement of the students' reading ability using scaffolding reading experience. From the result of the pretest and post test, it can be concluded that there is a significant difference between the students' mean score pretest to post test before and after treatment using scaffolding reading experience in terms of main idea and supporting details.

1. The Improvement the Students' Literal Reading Comprehension in Findings of Main Idea

   The result of the analysis revealed that there was a significant difference mean score pretest to post test of students in terms of main idea. in pretest, mean score of students is lower (40,15) before using scaffolding reading experience. After using scaffolding reading experience in treatment, the mean score of post test was higher (70,45).It could be seen in the table 4.2 and it can be proved from the T-test>T-table. It means that using scaffolding reading experience to teach reading can enhance the students' reading skill in terms main idea.

   In the scaffolding reading experience, there are strategies to applied. These strategies involve discussion and question and answer among the students. During the discussion, the students collaborate to find the main idea of the text. After that, the students explained the other groups the result their discussing. These activities can help all students understand the main idea of the text.

   According to Yanti (2014) stated that the problems faced by the students in their reading comprehension could besolved through Scaffolding Reading Experience (SRE) Strategy. She also addedthat Scaffolding Reading Experience (SRE) Strategy is an effective strategy in teaching learning process especially in reading comprehension in which the teacher is required to take an active role in

making the students easy to understand the reading text. Among many choices of strategies in improving reading comprehension.

From the explanation above, improvement of the students' mean score in pretest and post test proved that using scaffolding reading experience is effective to improve the students' reading ability in main idea after treatment.

2. The Improvement the Students' Literal Reading Comprehension in Findings of Supporting Details

The result of the analysis that there was a significant difference mean score pretest to post test of students in terms of supporting details. in pretest, mean score of students was lower (37,12) before using scaffolding reading experience. After using scaffolding reading experience in treatment, mean score of post test was higher (72,72). It could be seen in the table 4.4 and it can be proved from the T-test>T-table. It means that improving students' reading ability using scaffolding reading experience in terms supporting details is effective.

Scaffolding Reading Experience can help students improve their reading ability. Using the strategies in SRE, the students discussed with their group to determine of supporting details. Discussing made the students able to find the supporting details in the reading text during treatment by using scaffolding reading experience All the group members will work together to help each other to find the answer of the questions. An According to Spectrum (2008), scaffolded

instruction is that it provides for a supportive learning environment. Instructors are caring and interested in helping students learn. Students are free to ask questions, provide feedback and support their peers in learning new material.

From the explanation above, improvement of the students' mean score in pretest and post test proved that using scaffolding reading experience is effective to improve the students' reading ability in main idea after treatment.

Actually, the use of scaffolding reading experience strategy to improve the students' reading abilty of recount text Sahrirul Aini (2015) same as this research because in both research used scaffolding reading experience was strategy to improving reading abilty.However, the previous studies in Sahrirul Aini's were used Classroom Action Research (CAR) data analysis technique to get final conclusion. The contrast, this research was used Pre-Experimental design and was one classes devided three steps they are, pre test, treatment, and post test. Both researches were Strategy scaffolding reading experience to improve reading abilty.

The other researchers using jingsaw method for teaching narrative text Neliyana (2013) same as this research to teaching narrative text to improving reading abilty. However the previous studies in Neliyana's were used quasi-experimental design and was used two classes: one class as an experimental class which get a treatment and the other class

are as a control class to get final conculation. In contras, this research was used pre-experimental that was used only one class to get final conculation.

Therefore, in conclusion the use of scaffolding reading experience at eight grade at SMPN 1 Papalang can improved students' ability in reading narrative text especially in literal reading comprehension (main idea and supporting details). Then, scaffolding reading experience can apply to teach reading narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion
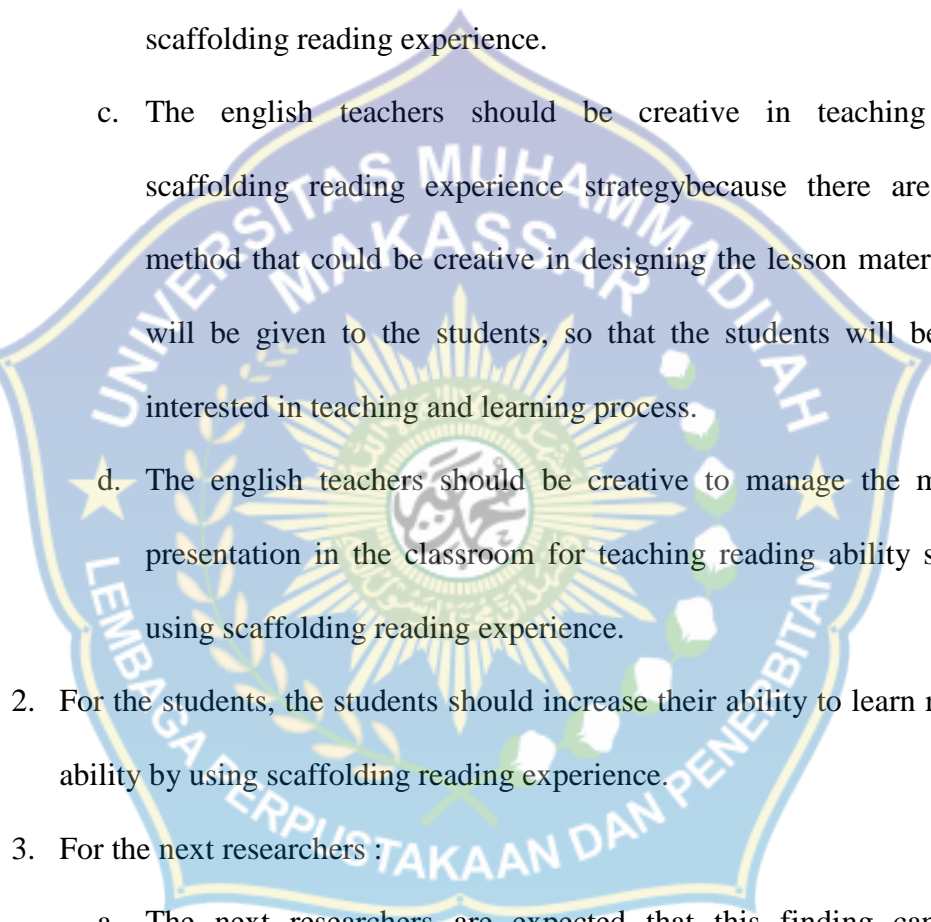
Based on the result and the discussion of the data analysis preveiusly, the researcher takes conculusion as follow:

The use of Scaffolding Reading Experience improved the students' reading ability in findings of main idea and supporting details in teaching narrative text. It is proved by the improvement of main idea which was 75,34 % and improvement of supporting details which was 95,94%. From the data analysis, alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected (17,96>2,738). It means that using scaffolding reading experience is effective to improve students' reading ability in terms of main idea and supporting detail.

B. Suggestion

As the result of using scaffolding reading experience, the researcher would like to give some the suggestion for the english teacher, the students and the next researchers:

1. For the english teacher :

a. The english teachers are suggested to apply scaffolding reading experience in learning process especially in teaching reading ability to identifying main idea and supporting details of the text.

b. The english teachers should maximize in giving guidance to the students in learning and teaching process, especially when using scaffolding reading experience.

c. The english teachers should be creative in teaching using scaffolding reading experience strategybecause there are many method that could be creative in designing the lesson material that will be given to the students, so that the students will be more interested in teaching and learning process.

d. The english teachers should be creative to manage the material presentation in the classroom for teaching reading ability such as using scaffolding reading experience.

2. For the students, the students should increase their ability to learn reading ability by using scaffolding reading experience.

3. For the next researchers :

a. The next researchers are expected that this finding can be a reference for them to conduct the similar research study about reading ability and its testing.

b. The result of this research can be used as an additional references or further research with different discussion for the next researchers

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APPENDIX 1

PRE-TEST

Three Fish

Once upon a time, there were three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "we haven ever fished here before. We must come back tomorrow morning with our net sand catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, "Did you hear what the fishermen said? We must leave this pond now. The fishermen will return tomorrow and kill us all!" The second of the three fish agreed. "You are right", he said. "We must leave this pond now."

But the youngest fish laughed. "You are worrying with out reason", he said. "We have lived in this pond all our lives, and no fisherman has evercome here. Why should these menreturn? I am not going anywhere – myluck will keep me safe". The eldest of the fish left the pond that very evening with his entire family. The second fish sawt he fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish"s luck did not help him – he was caught and killed.

1. Which paragraph is the complication in the story?

2. How is the character of the third fish?

3. What did the third fish do when he were invited the eldest fish to leave the pond?

4. What is the main idea in the second paragraph?

5. What is the antonym of word "refused" in fourth paragraph?

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan   : SMP

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII.2

Alokasi Waktu   : 8 x 45 menit (4 Pertemuan)

Aspek / Skill   : Reading

A. STANDAR KOMPETENSI

11. Memahami makna dalam esei teks sederhana berbentuk recount dan narrative untuk berinterkasi dengan lingkungan sekitar.

B. KOMPETENSI DASAR

11.1 Membaca nyaring berakna teks fungsional dan essai pendek sederhana berbentuk recount dan narrativetext dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. INDIKATOR

1. Mengidentifiksi berbagai makna teks narrative/recount.
2. Mengidentifiks tujuan komunikative teks narrative/recount
3. Mengidentifiks langkah retorika dan ciri kebahasaan teks narrartive/recount.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat menangkap informasi spesifik yang ada pada teks narrative.
2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks narrative.
3. Siswa dapat mengidentifikasi aspek-aspek yang ada pada teks narrative.

E. Materi

1. Pertemuan pertama

PINOKIO

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppetin order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by it self. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home to get her and lived happily ever after.

2. Pertemuan kedua

FOX AND A CAT

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

3. Pertemuan ketiga

The Lion and the Mouse

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. "Please, King," begged the Mouse, "Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you. "The Lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry load roars.

The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free "There!" said the Mouse proudly, " You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion."

4. Pertemuan Keepat

A Donkeyand A Lapdog

Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First I'll frisk about and chase my tail, just as the dog does," thought the donkey. And he danced about the room, flinging up his hooves until the table toppled over and dishes went flying.

"Now I'll sit on his lap!" said the donkey, and he put his hooves up on the master's chair.

"Help! Save me from this mad beast!" the terrified farmer bellowed. Then his servants came running and, with shouts and blows, drove the donkey back to the stable.

"I suppose I' m a fine donkey, "the donkey lamented," but I' ll never be a lapdog!"

F. Metode Pe**mbelajaran**

Scaffolding Reading Experience

G. Langkah-langkah Kegiatan Pebelajaran

A. Pertemuan pertama

a. Pendahuluan

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikutiproses pembelajaran dengan memberi salam, mengajak peserta didikuntuk merapikan kelas dan penampilan mereka, mengajak peserta didikuntuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiranpeserta didik.

2. Guru memberi salam dan menyapa peserta didik.

3. Guru mengecek kehadiran siswa.

4. Guru menjelaskan tentang teks narrative.

b. Inti

1) Explorasi

Mengamati

1. Sebelum membagi kelompok, guru menjelaskan tentang scaffolding reading experiece.

2. Dengan bimbingan guru, siswa dibagi menjadi beberapa group dan setiap anggota kelompok memiliki tugasmasing-masing.

3. Siswa membaca teks narrative yang diberikan oleh guru.

Menanya

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks narrative

2. Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

Mengumpulkan Data atau Informasi

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks narrative tersebut.

2. Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks narrative tersebut.

2) Elaborasi

Mengasosiasi/Menganalisis Data atau Informasi

1. Masing-masing kelompok akan mendiskusikan narrative text yang telah dibaca sesuai dengan strategi SRE.

3) Komunikasi

Mengkomunikasikan

1. Setiap kelompok membacakan hasil diskusi sesuai yang didiskusika dengan anggota kelompoknya. Masing-masing kelompok memiliki perwakilan untuk mempersentasikan hasil diskusinya.

2. Siswa memperhatikan dan mengoreksi jawaban dari kelompok lain.

c. **Penutup**

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

B. **Pertemuan kedua**

a. **Pendahuluan**

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didikuntuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

2. Guru memberi salam dan menyapa peserta didik.

3. Guru mengecek kehadiran siswa.

4. Guru menjelaskan tentang teks narrative.

b. Inti

1) Explorasi

Mengamati

1. Sebelum membagi kelompok, guru menjelaskan tentang scaffolding reading experiece.

2. Dengan bimbingan guru, siswa dibagi menjadi beberapa group dan setiap anggota kelompok memiliki tugas masing- masing.

3. Siswa membaca teks narrative yang diberikan oleh guru.

Menanya

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata kata yang sulit dan struktur teks narrative.

2. Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

Mengumpulkan Data atau Informasi

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks narrative tersebut.

2. Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks narrative tersebut.

2) Elaborasi

Mengasosiasi/Menganalisis Data atau Informasi

1. Masing- masing kelompok akan mendiskusikan narrative text yang telah dibaca sesuai dengan strategi SRE.

3) Komunikasi

Mengkomunikasikan

1. Setiap kelompok membacakan hasil diskusi sesuai yang didiskusika dengan anggota kelompoknya. Masing- masing kelompok memiliki perwakilan untuk mempersentasikan hasil diskusinya.

2. Siswa memperhatikan dan mengoreksi jawaban dari kelompok lain.

c. **Penutup**

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

C. **Pertemuan ketiga**

a. **Pendahuluan**

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikutiproses pembelajaran dengan memberi salam,mengajak peserta didikuntuk merapikan kelas dan penampilan mereka, mengajak peserta didikuntuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiranpeserta didik.

2. Guru memberi salam dan menyapa peserta didik.

3. Guru mengecek kehadiran siswa.

4. Guru menjelaskan tentang teks narrative.

b. **Inti**

1) Explorasi

Mengamati

1. Sebelum membagi kelompok, guru menjelaskan tentang scaffolding reading experiece.

2. Dengan bimbingan guru, siswa dibagi menjadi beberapa group dan setiap anggota kelompok memiliki tugas masing- masing.

3. Siswa membaca teks narrative yang diberikan oleh guru.

Menanya

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata kata yang sulit dan struktur teks narrative.

2. Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

Mengumpulkan Data atau Informasi

3. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks narrative tersebut.

4. Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks narrative tersebut.

2) Elaborasi

Mengasosiasi/Menganalisis Data atau Informasi

1. Masing- masing kelompok akan mendiskusikan narrative text yang telah dibaca sesuai dengan strategi SRE.

3) Komunikasi

Mengkomunikasikan

1. Setiap kelompok membacakan hasil diskusi sesuai yang didiskusika dengan anggota kelompoknya. Masing- masing kelompok memiliki perwakilan untuk mempersentasikan hasil diskusinya.

3. Siswa memperhatikan dan mengoreksi jawaban dari kelompok lain.

c. **Penutup**

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
2. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

D. Pertemuan keepat

a. **Pendahuluan**

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikutiproses pembelajaran dengan memberi salam, mengajak peserta didikuntuk merapikan kelas dan penampilan mereka, mengajak peserta didikuntuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiranpeserta didik.
2. Guru memberi salam dan menyapa peserta didik.
3. Guru mengecek kehadiran siswa.
4. Guru menjelaskan tentang teks narrative.

b. **Inti**

1) Explorasi

Mengamati

1. Sebelum membagi kelompok, guru menjelaskan tentang scaffoldingreadingexperiece.
2. Dengan bimbingan guru, siswa dibagi menjadi beberapa group dan setiap anggota kelompok memiliki tugas masing- masing.
3. Siswa membaca teks narrative yang diberikan oleh guru.

Menanya

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata kata yang sulit dan struktur teks narrative.
2. Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

Mengumpulkan Data atau Informasi

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks narrative tersebut.

2. Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks narrative tersebut.

2) Elaborasi

Mengasosiasi/Menganalisis Data atau Informasi

2. Masing- masing kelompok akan mendiskusikan narrative text yang telah dibaca sesuai dengan strategi SRE.

3) Komunikasi

Mengkomunikasikan

1. Setiap kelompok membacakan hasil diskusi sesuai yang didiskusika dengan anggota kelompoknya. Masing- masing kelompok memiliki perwakilan untuk mempersentasikan hasil diskusinya.

2. Siswa memperhatikan dan mengoreksi jawaban dari kelompok lain.

c. **Penutup**

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

I. Media/ alat, Bahan, dan Sumber Belajar

1. Media/ alat : whiteboard, boardmarker, teks.

2. Sumber Belajar: internet (google/images) dan buku pelajaran/paket.

J. Assessment/ Penilaian

a. Instrument   : Teks narrative

b. Rubrik Penilaian

$$score = \frac{students'\ answer}{maximum\ score}\ x\ 100$$

Rubric Assessment of Literal Comprehension (Main Idea)

No.	Criteria	Score
1	Clearly identified the main idea by providing strong evidence, details relating to the main idea	4
2	Identifiedthe main idea and provided adequate evidence, details relating to the main idea	3
3	Limited main idea identification and limited evidence, details relating to the main idea	2
4	Did not identify the main idea of the story or provide any evidence, details relating to the main idea	1

Rubric Assessment of Literal Comprehension (Supporting Details)

No.	Criteria	Score
1	Relevant telling quality details give read erimportantin formation that goes benyond the obviousor predictable	4
2	Supporting idea or information were relevant, but one key issue almost unsupported or more predictable than others	3
3	Supporting idea ori nformation were relevant, but one or more key issues almost unsupported or fairly predictable	2
4	Supporting idea ori nformation were some what relevant, but several key issues were unsupported or all fairly predictable	1

➤ Scoring students'reading skill

No	Score	Classification
1	96-100	Excellent
2	86-95	VeryGood
3	76-85	Good
4	66-75	FairlyGood
5	56-65	Fair
6	36-55	Poor
7	00-35	VeryPoor

Makassar, 2018

Mahasiswa

Darsiah
NIM. 10535611814

APPENDIX 3

POST TEST

1. What is the definition of narrative text!
2. Pleaese, write down the generic structure of narrative text!

Narrative story (question for number1-3)

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old

woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

3. explainthe main idea of thetext!

4. Why Malin Kundang has become a stone?.

5. explain why Malin kundang's mother become angry?
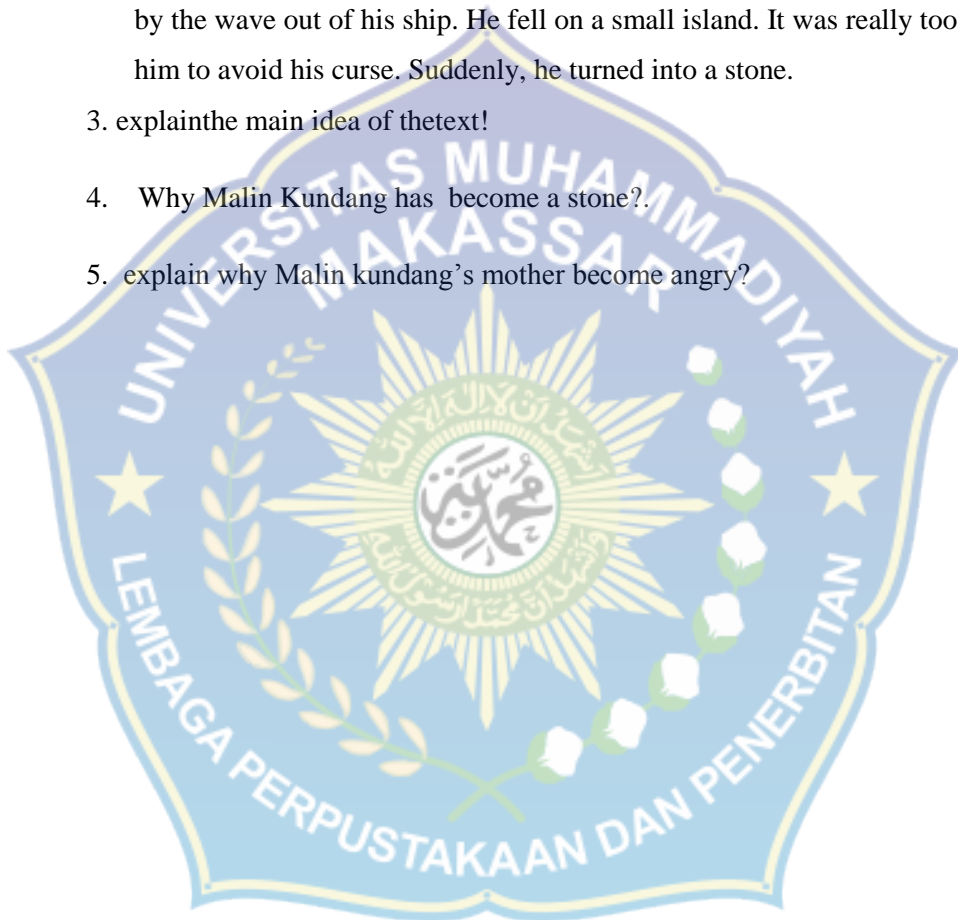
APPENDIX 4

THE LIST NAME OF THE STUDENTS

No	Sample	Code
1	Hijrah	S-1
2	Wulan Febriyanti	S-2
3	Sartika	S-3
4	Azrul Fajar Bakri	S-4
5	Sadar Ponengsih	S-5
6	Widia	S-6
7	Santi Dewi	S-7
8	Nadia	S-8
9	Siti Badria	S-9
10	Nur Haspia	S-10
11	Firman	S-11
12	Fitra Fausiah	S-12
13	Nabila	S-13
14	Futri Kristian	S-14
15	Hardianti	S-15
16	ABD. Wahid	S-16
17	Muhammad Yusuf	S-17
18	Irsan J	S-18
19	Muh Fadil	S-19
20	Serli Aulia	S-20
21	Husnia	S-21
22	Jupri	S-22
23	Huri Damayanti	S-23
24	Marlinda	S-24
25	Hasriadi	S-25
26	Rini	S-26
27	Ramadan	S-27
28	Arman	S-28
29	Farida	S-29
30	Yeni M	S-30
31	Irma Tamrin	S-31
32	Nur Fadila	S-32
33	Haerul Uman	S-33

APPENDIX 5

THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-

TEST (MAIN IDEA AND SUPPORTING DETAILS

Indicator				
Students	**Pretest Main Idea**	**Pretest SupportingDetails**	**Post Test Main Idea**	**Post-test SupportingDetails**
S-1	2	1	2.5	3
S-2	1	1	3.5	2.5
S-3	1	1	2.5	2
S-4	1	1	3.5	2.5
S-5	2	2	2.5	3.5
S-6	1	2	3.5	3.5
S-7	1	2	2	3.5
S-8	1	1	2.5	3.5
S-9	1	2	1.5	2.5
S-10	2	1	2.5	2
S-11	1	1	2,5	2.5
S-12	1	2	3	3.5
S-13	1	2	3.5	4
S-14	2	1	3	2.5
S-15	1	2	3	3
S-16	1	2	2.5	2
S-17	1	1	3	2.5
S-18	1	1	3	2.5
S-19	1	1	3.5	3
S-20	1	2	3.5	2.5
S-21	1	1	2	3
S-22	2	2	4	4
S-23	2	1	3	3
S-24	1	1	3	3
S-25	2	2	3.5	4
S-26	1	2	1.5	2.5
S-27	2	1	2	1
S-28	2	2	4	3.5
S-29	2	2	4	4
S-30	1	1	3	2.5
S-31	2	2	4	3.5
S-32	2	2	4	4
S-33	1	1	3	2.5

APPENDIX 6

The Score of students' Literal Reading Comprehensionin pre test.

No	Sample	Score		
		Pre-Test		
		Main Idea	Supporting Details	Score
1	S-1	50	25	37.5
2	S-2	25	50	37.5
3	S-3	50	25	37.5
4	S-4	25	50	37.5
5	S-5	50	50	50
6	S-6	25	50	37.5
7	S-7	50	25	37.5
8	S-8	25	25	25
9	S-9	50	25	37.5
10	S-10	50	25	37.5
11	S-11	25	25	25
12	S-12	50	25	37.5
13	S-13	25	50	37.5
14	S-14	50	25	37.5
15	S-15	25	50	37.5
16	S-16	25	50	37.5
17	S-17	25	25	25
18	S-18	50	25	37.5
19	S-19	50	25	37.5
20	S-20	50	25	37.5
21	S-21	50	50	50
22	S-22	50	25	37.5
23	S-23	50	25	37.5
24	S-24	50	50	50
25	S-25	50	50	50
26	S-26	25	50	37.5
27	S-27	50	25	37.5
28	S-28	50	25	37.5
29	S-29	25	50	37.5
30	S-30	25	25	25
31	S-31	50	50	50
32	S-32	50	50	50
33	S-33	25	25	25
	Total	1325	1225	1250
	Mean Score (X)	40.15	37.12	37.87

APPENDIX 7

The Score of Students' Literal Reading Comprehension in post test.

No	Sample	Score		
		Post-Test		
		Main Idea	Supporting Details	Score
1	S-1	87.5	50	68.75
2	S-2	37.5	50	43.75
3	S-3	62.5	37.5	50
4	S-4	62.5	87.5	75
5	S-5	37.5	75	56.25
6	S-6	87.5	50	68.75
7	S-7	50	75	62.5
8	S-8	87.5	37.5	62.5
9	S-9	62.5	62.5	62,5
10	S-10	100	87.5	93.75
11	S-11	37.5	50	43.75
12	S-12	75	50	62.5
13	S-13	75	62.5	68.75
14	S-14	87.5	62.5	75
15	S-15	62.5	50	56.25
16	S-16	50	50	50
17	S-17	50	75	62.5
18	S-18	75	87.5	81.25
19	S-19	62.5	62.5	62.5
20	S-20	100	87.5	93.75
21	S-21	100	75	87.5
22	S-22	87.5	75	81.25
23	S-23	87.5	50	68.75
24	S-24	50	62.5	56.25
25	S-25	100	75	87.5
26	S-26	62.5	37.5	50
27	S-27	50	75	62.5
28	S-28	100	87.5	93.75
29	S-29	87.5	62.5	75
30	S-30	50	62.5	56.25
31	S-31	100	87,5	93.75
32	S-32	37.5	62.5	50
33	S-33	62.5	75	68.75
	Total	2332	2400	2231
	Mean Score (X)	70.45	72.72	67.57

APPENDIX 8

The Result of Students' Literal Reading Comprehension in Term of Main Idea and Supporting Details in Pre Test and Post Test

No	Sample	Pretest X1	Post test X2	D1	D2
1	S-1	37.5	68.75	31.25	976.5625
2	S-2	37.5	43.75	6.25	351.5625
3	S-3	37.5	50	12.5	39.0625
4	S-4	37.5	75	37.5	1406.25
5	S-5	50	56.25	6.25	39.0625
6	S-6	37.5	68.75	31.25	976.5625
7	S-7	37.5	62.5	25	625
8	S-8	25	62.5	37.5	1406.25
9	S-9	37.5	62.5	25	625
10	S-10	37.5	93.75	56.25	3164.0625
11	S-11	25	43.75	18.75	351.5625
12	S-12	37.5	62.5	25	625
13	S-13	37.5	68.75	31.25	976.5625
14	S-14	37.5	75	37.5	1406.25
15	S-15	37.5	56.25	18,75	351,5625
16	S-16	37.5	50	12.5	156.25
17	S-17	25	62.5	37.5	1406.25
18	S-18	37.5	81.25	43.75	1914.0625
19	S-19	37,5	62.5	25	625
20	S-20	37,5	93.75	56.25	3164.0625
21	S-21	50	87.5	37.5	1406.25
22	S-22	37,5	81.25	43.75	1914.0625
23	S-23	37,5	68.75	31.25	976.5625
24	S-24	50	56.25	6.25	39.0625
25	S-25	50	87.5	37.5	1406.25
26	S-26	37.5	50	12.5	156.25
27	S-27	37.5	62.5	25	625
28	S-28	37.5	93.75	56.25	3164,0625
29	S-29	37.5	75	37.5	1406.25
30	S-30	25	56.25	31.25	976.5625
31	S-31	50	93.75	43.75	1914.0625
32	S-32	50	50	0	0
33	S-33	25	68.75	43.75	1914.0625
	Total	1250	2231	925	36483.875
	Mean score (x)	37.87	67.57	28.03	1105.57197

APPENDIX 9

Classificationof Students' Score in Pre Test and Post Test

a. Literal comprehension (main idea)

No	Pre test Main idea	Classification	Post test Main idea	Classification
1	50	Poor	87.5	Very Good
2	25	Very poor	37.5	Poor
3	50	Poor	62.5	Fair
4	25	Very poor	62.5	Fair
5	50	Poor	37.5	Poor
6	25	Very Poor	87.5	Very Good
7	50	Poor	50	Poor
8	25	Very poor	87.5	Very Good
9	50	Poor	62.5	Fair
10	50	Poor	100	Excellent
11	25	Very poor	37.5	Poor
12	50	Poor	75	Fairly Good
13	25	Very poor	75	Fairly Good
14	50	Poor	87.5	Very Good
15	25	Very poor	62.5	Fair
16	25	Very poor	50	Poor
17	25	Very poor	50	Poor
18	50	Poor	75	Fairly Good
19	50	Poor	62.5	Fair
20	50	Poor	100	Excellent
21	50	Poor	100	Excellent
22	50	Poor	87.5	Very Good
23	50	Poor	87.5	Very Good
24	50	Poor	50	Poor
25	50	Poor	100	Excellent
26	25	Very Poor	62.5	Fair
27	50	Poor	50	Poor
28	50	Poor	100	Excellent
29	25	Very Poor	87.5	Very Good
30	25	Very poor	50	Poor
31	50	Poor	100	Excellent
32	50	Poor	37.5	Poor
33	25	Very Poor	62.5	Fair

b. Literal comprehension (supporting details)

No	Pre test Supporting Details	Classification	Post test Supporting details	Classification
1	25	Very Poor	50	Poor
2	50	Poor	50	Poor
3	25	Very Poor	37.5	Poor
4	50	Poor	87.5	Very Good
5	50	Poor	75	Fairly Good
6	50	Poor	50	Poor
7	25	Very Poor	75	Fairly Good
8	25	Very Poor	37.5	Poor
9	25	Very Poor	62.5	Fair
10	25	Very Poor	87.5	Very Good
11	25	Very Poor	50	Poor
12	25	Very Poor	50	Poor
13	50	Poor	62.5	Fair
14	25	Very Poor	62.5	Fair
15	50	Poor	50	Poor
16	50	Poor	50	Poor
17	25	Very Poor	75	Fairly Good
18	25	Very Poor	87.5	Very Good
19	25	Very Poor	62.5	Fair
20	25	Very Poor	87.5	Very Good
21	50	Poor	75	Fairly Good
22	25	Very Poor	75	Fairly Good
23	25	Very Poor	50	Poor
24	50	Poor	62.5	Fair
25	50	Poor	75	Fairly Good
26	50	Poor	37.5	Poor
27	25	Very Poor	75	Fairly Good
28	25	Very Poor	87.5	Very Good
29	50	Poor	62.5	Fair
30	25	Very Poor	62.5	Fair
31	50	Poor	87.5	Very Good
32	50	Poor	62.5	Fair
33	25	Very Poor	75	Fairly Good

APPENDIX 10

Calculating Mean Score

1. The mean score of students' pretest and post test students literal comprehension

   a) Mean score of students' pre test in main idea

   $$\bar{X} = \sum \frac{X}{N}$$

   $$\bar{X} = \sum \frac{1325}{33} = 40.15$$

   b) Mean score of students' pre test in supporrting details

   $$\bar{X} = \sum \frac{X}{N}$$

   $$\bar{X} = \sum \frac{1225}{33} = 37.12$$

   c) Mean score of students's post test in main idea

   $$\bar{X} = \sum \frac{X}{N}$$

   $$\bar{X} = \sum \frac{2332}{33} = 70.40$$

   d) Mean score of students' post test in supporting details

   $$\bar{X} = \sum \frac{X}{N}$$

   $$\bar{X} = \sum \frac{2400}{33} = 72.72$$

2. Mean score of students' post test in main idea

   a) Improvement of the students's score in main idea

   $$P = \frac{X2 - X1}{X1} \times 100\%$$

$$P = \frac{70.40 - 40.15}{40.15} \text{ x } 100\%$$
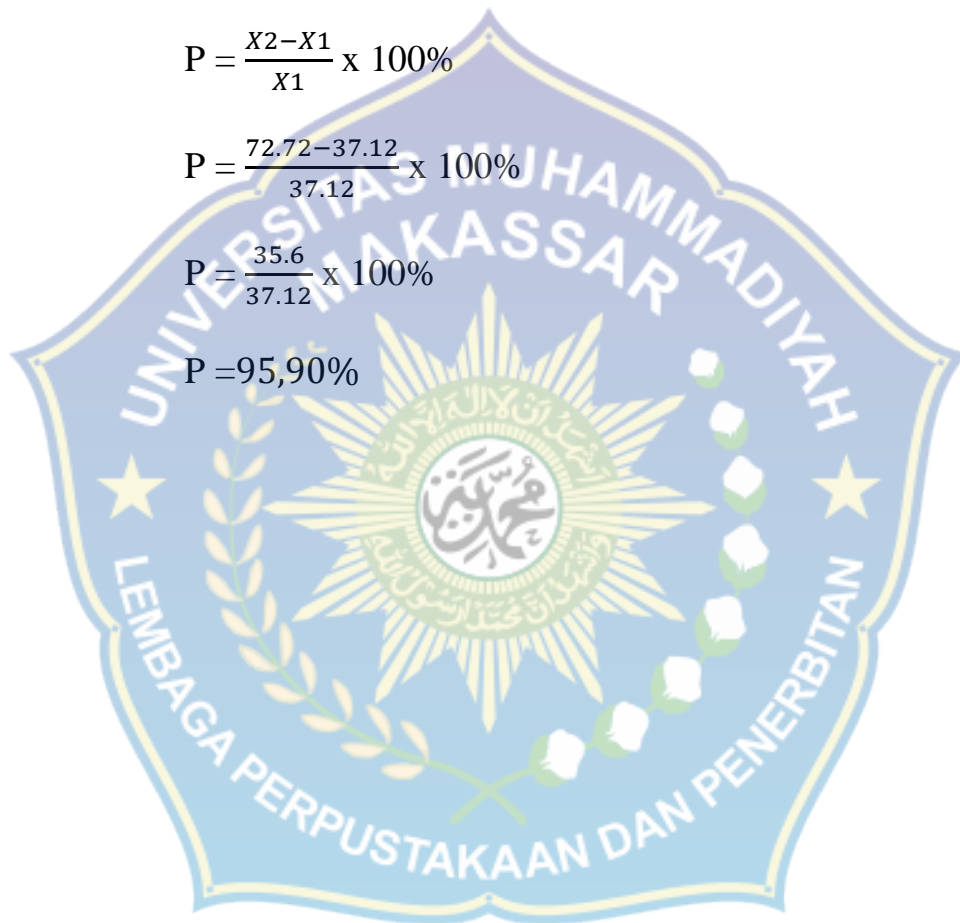
$$P = \frac{30.25}{40.15} \text{ x } 100\%$$

$$P = 75,34$$

b) The improvement of the students' score in supporting details

$$P = \frac{X2 - X1}{X1} \text{ x } 100\%$$

$$P = \frac{72.72 - 37.12}{37.12} \text{ x } 100\%$$

$$P = \frac{35.6}{37.12} \text{ x } 100\%$$

$$P = 95,90\%$$

APPENDIX 11

Calculatingthe T- Test Analysis

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

where :

D = Difference score between pre-test and post test

$$= X^2 - X^1$$

$$\overline{D} = \sum \frac{D}{N} = \frac{925}{33} = 28{,}03$$

$$t = \frac{28.03}{\sqrt{\frac{36483{,}875 - \frac{(925)^2}{33}}{33(32-1)}}}$$

$$t = \frac{28.03}{\sqrt{\frac{36483{,}875 - \frac{578.125}{33}}{33(32)}}}$$

$$t = \frac{28{,}03}{\sqrt{\frac{36483{,}875 - 17.518{,}9394}{1056}}}$$

$$t = \frac{28{,}03}{\sqrt{\frac{18967{,}956}{1056}}}$$

$$t = \frac{28{,}903}{\sqrt{17.9625}}$$

$$t = \frac{28{,}03}{1{,}5604}$$

t=17.96

t-testvalue = 17.96

APPENDIX 12: DISTRIBUTION OF T-TABLE

d.f.	TINGKAT SIGNIFIKANSI						
dua sisi	20%	10%	5%	2%	1%	0.2%	0.1%
satu sisi	10%	5%	2.5%	1%	0.5%	0.1%	0.05%
1	3.078	6.314	12.706	31.821	63.657	318.309	636.619
2	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	1.310	1.697	2.042	2.457	2.750	3.385	3.646
31	1.309	1.696	2.040	2.453	2.744	3.375	3.633
32	1.309	1.694	2.037	2.449	**2.738**	3.365	3.622
33	1.308	1.692	2.035	2.445	2.733	3.356	3.611

For level of significance (D)= 0.05

Degree of freedom (df)=N-1=33-1=32

T-test(17.96) >t-table (2.738)

CURRICULUM VITAE

DARSIAH was born in Topore on May, 2nd , 1996. She is the six child in her family. She has one brother and five sisters. Her father is ABD. Rahman and her mother is NurKo'da. She graduated elementary school 2008 at SD Negeri 1 Batupapan. She continued her Junior High Schoolat SMP Negeri 1 Papalang and graduated in 2011. Then she continued at SMK Negeri 1 Papalang and graduated in 2014. She was accepted at Muhammadiyah University of Makassar as A Student of English Education Departmentat 2014.

At the end of her study, she could finish with her the sisunderthe title "The Effectiveness of Using Scaffolding Reading Experience (SRE) in Improving Students' Reading Ability".