# THE EFFECTIVENESS OF SCAFFOLDING MODEL ON TEACHING READING COMPREHENSION IN NARRATIVE TEXT

**THESIS**

**Presented to:**

State Islamic Institute (IAIN) of Kediri

In Partial Fulfillment of the Requirement

For the Degree of Sarjana (S1) in English Education Departement



**By :**

**Adila Nur Fauziyah**

**20202008**

**DEPARTEMENT OF ENGLISH LANGUAGE EDUCATION**

**FACULTY OF TARBIYAH**

**STATE ISLAMIC INSTITUTE (IAIN) OF KEDIRI**

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# APPROVAL PAGE

This is to certify the *Sarjanas'* Thesis of Adila Nur Fauziyah has been approved by the thesis advisor for the further approval by the board examiners

## THE EFFECTIVENESS OF SCAFFOLDING MODEL ON TEACHING READING COMPREHENSION IN NARRATIVE TEXT

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*Assalamu'alaikum warahmatullahi Wabarakatuh*

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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat disajikan dalam Sidang Munaqosah.

Demikian agar maklum dan atas kesediaan Bapak kami ucapkan banyak terima kasih.

*Wassalamu'alaikum warahmatullahi Wabarakatuh*

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     Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang Munaqosah yang dilaksanakan pada tanggal 22 Juni 2022, kami berpendapat bahwa skripsinya telah memenuhi syarat untuk disahkan sebagai kelengkapan syarat memperoleh gelar Sarjana Strata Satu (S-1) Fakultas Tarbiyah Jurusan Pendidikan Bahasa Inggris.

     Demikian agar maklum dan atas kesediaan Bapak kami ucapkan banyak terima kasih.

***Wassalamu'alaikum warahmatullahi Wabarakatuh***

<table>
<tr><td align="center">**Advisor I**</td><td align="center">**Advisor II**</td></tr>
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Title of Thesis            : The Effectiveness of Scaffolding Model in Teaching
                                     Reading Comprehension on Narrative

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion on this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis of there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of Sarjana (S1) in English Study Program, State Islamic Institute (IAIN) of Kediri.

Kediri, June 14<sup>th</sup> 2024
The Researcher

**Adila Nur Fauziyah**
**20202008**

# RATIFICATION SHEET

## THE EFFECTIVENESS OF SCAFFOLDING MODEL IN TEACHING READING COMPREHENSION ON NARRATIVE TEXT

### ADILA NUR FAUZIYAH
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Has been examined by the Board of Examiners of State Islamic Institute (IAIN) of Kediri on June, 14th 2024

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# MOTTO

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِنْ تَنْصُرُوا اللّٰهَ يَنْصُرْكُمْ وَيُثَبِّتْ اَقْدَامَكُمْ

"O you who have believed, if you support Allah, He will support you and plant firmly your feet."

-QS. Muhamad 7-

# DEDICATION

In the name of Allah, the Beneficient and the Merciful, this thesis is dedicated to :

1. My beloved parent; Mrs Villa Anjarwati and Mr Muhammad Nasir who has always been a source of encouragement for me to complete this thesis.

2. My older sister and my aunty; Intan Mauliyah Utami and Putri Cholifah who always struggles and gives a lot of attention to me in order to complete this thesis.

3. My family who always encourages, advises, and prays for me.

4. My best friends; Mismaida Qoirun Nisa, Asrorul Muayyadah, Mila Nur Kamilah and Fifil Ulha Ahyana, who have always been my place to share, encourage and pray for me in the process of completing this thesis.

5. My Advisors; Dr. Ary Setya Budhi Ningrum, M.Pd and Dr. Fathor Rasyid,, M.Pd who has guided me so that I can complete this thesis.

6. Myself; Adila Nur Fauziyah for being able to try hard and struggle so far. Being able to control yourself from various pressures outside the situation and never deciding to give up as difficult as the process of doing this thesis by completing as well and as much as possible, this is an achievement to be proud of for yourself.

# ACKNOWLEDGEMENT

**Bismillahirrahmanirrahim, Assalamu'alaikum wr. Wb**

In the end of Allah SWT, the most gracious and the most merciful, Praise the researcher give to Allah SWT who has bestowed His grace and affection so that the researcher can finish this graduating paper. Sholawat are always presented to the lord of the Prophet Muhammad SAW who has led his people in the right way and brought human beings from the darkness into the brightness as we behold today. The researcher would like to express her big thanks for her dearest parents, who had given prayer, strength, motivation and their loves as long as time during her academic process. This thesis is written to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. The title of this thesis is *"The Effectiveness of Scaffolding Model in Teaching Reading Comprehension on Narrative Text."* This graduation paper will not be completed without the support and guidance of individuals and institutions. Therefore, researcher would like to express special thanks to"

1. Dr. Wahidul Anam, M.Ag., as the Rector of State Islamic Institute (IAIN) of Kediri.

2. Prof. Dr. Hj. Munifah, M.Pd., as the Dean of Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri.

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4. Dr. Ary Setya Budhi Ningrum, M.Pd and Dr. Fathor Rasyid,, M.Pd, as my respectable advisors, for all guidance, knowledge, support, suggestion, time, spirit, and patience.

5. All lectures of IAIN Kediri, especially those English Department for their valuable thought, knowledge and English teaching for my study during Academic year at IAIN Kediri.

6. For all my friends of IAIN Kediri, we have been through a lot of obstacles to finish this thesis. I hope it will useful soon.

The researcher realized that this research was still far from being perfect. So, the researcher expected suggestions and comments from all the readers or other researcher who wants to learn about this study. May Allah SWT the most almighty always bless all of us.

Kediri, June 14$^{th}$ 2024

The Researcher

**Adila Nur Fauziyah**
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# ABSTRACT

Fauziyah Adila. 2024. *The Effectiveness of Scaffolding Model on Teaching Reading Comprehension in Narrative Text*. Thesis. Departement of English Language Education. Faculty of Tarbiyah. IAIN Kediri. Advisors: Dr. Ary Setya Budhi Ningrum, M.Pd (2) Dr. Fathor Rasyid, M.Pd

**Keywords :** Scaffolding Model, reading comprehension, narrative text

Reading is the ability to comprehend the meaning of written form. The goals of reading is the process of comprehend the reading passage or get factual information from the reading passage. One of the causes students has difficulty on comprehend reading passage or text is the teacher just instructs the students to read and answer questions without any clear instruction, direction, and comprehension practice. Scaffolding model is a learning model that emphasizes step-by-step support or assistance in learning. This study is to find out whether there is any effectiveness of using scaffolding model to teach reading comprehension on narrative text.

This study used quasi experimental design that consist of experimental group and control group. The researcher applied scaffolding model in experimental group and applied discovery learning in control group to teach the students on reading comprehension in narrative text. The total sample of this study were 66 students that consists of two classes in the eight grade MTsN 3 Kota Kediri. The experimental group that consists of 33 students is VIII-C Class, and the control group that consist of 33 students is VIII-B Class. The data was collected by using test, which include pretest and posttest of reading comprehension. The Mann-Whitney Test was used with the SPSS software to analyze the pretest and posttest results.

The outcome of this study was analyzed by using Mann Whitney because the data was not distributed normal. The outcome showed that there was a significant difference between the experimental group and the control group. It can be seen from the mean scores. The mean score of the experimental group was 85.45 while the mean score of the control group was 81.52. The analysis indicated that the experimental group's mean score, which was taught by using scaffolding was higher than the control group's score, which was taught by applying discovery learning method. The outcome of data analysis showed that the significant value is less than 0.05, that is 0.008. It indicates that the alternative hypothesis is accepted and the null hypothesis is rejected. As a result, it can be said that the scaffolding model is effective to teach reading comprehension on narrative text.

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# CHAPTER I

# INTRODUCTION

This chapter discusses background of the study, question of the study, objective of the study, hypothesis of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

## A. Background of the Study

Reading is the ability to comprehend the meaning of written form. For students, reading is essential and important because the result of their academic achievement depends on their reading ability (Esti & Yumelking, 2023). In addition to the fact that the national exam uses written text, the ability to read and comprehend has to be mastered by students to get new knowledge. Almost all information related to their academic is written form. It means that that the ability to read is important.

Not only are students required to be able to read, but the ability to comprehend what they read is also very important to master. The goals of reading is the process of comprehend the reading passage or get factual information from the reading passage (Narina, 2022). By mastering reading comprehension skills, students will understand the meaning of what they are reading so that they get new knowledge from what they read.

There are various types of texts in English; one of them is narrative text. Narrative text is includes fictional text. The aims of narrative text is tells about sequence events in the past. In general, narrative texts use past tense. We can see from the aims of narrative text is tell events that happened in the past.

General structure of narrative text are 1) Orientation, that introduces the participants and the settings of the story (3) Complication which tell the problem arises then the problem gets bigger and finds the point of solving the problem (4) Resolution, the resolution of the problem in the story is told so that the story can be closed with a happy ending or sad ending (5) Reorientation, which explain about the conclusion and moral message contained in the story

The purpose of teaching reading is to improve students' abilities to read texts, get information, and comprehend them (Maximilian, 2016). Teachers have to use their knowledge, teaching skill and their creativity to practice students' focus and attract students' attention so that students are able to comprehend their reading passage. Teachers' teaching strategy has important role in students' reading comprehension. Teacher can use variety strategies to create classroom atmosphere is enjoyable.

One of students' struggle in reading class is students has difficulty on comprehend reading passage or text. One of the causes is the teacher's teaching strategy. The teacher just instructs students to read and answer questions without any clear instruction, direction, and comprehension practice. The intelligence of the students is different. There are students that have high intelligence, intermediate intelligence, and low intelligence. The students are only asked to read without any assistance and step structure in the comprehension process, as the result the middle and lower level students have difficulty in comprehend the reading passage. Besides that the class atmosphere also being boring.

The Students' struggle in comprehend reading passage must be solved. The alternative solution of this struggle is the teacher strategy must be changed. Maximilan (2016) states teacher needs to have a variety of methods because the way they teach reading becomes one of the most important factors.

Teaching reading comprehension strategy that has variety method and has clear stages is scaffolding model. Scaffolding model is a learning model that emphasizes step-by-step support or assistance in learning. There is guidance for students, reading comprehension checking also communicative learning process in scaffolding model. On the implementation of scaffolding model, teachers maximize provide assistance and guidance to students to motivate them so as they develop their abilities about the problems they face and how they solve the problems in understanding texts (Narina, 2022).

This study focuses on this research is to find out whether scaffolding model is effective or not in teaching reading comprehension skill. Many studies have been conducted by several researchers. The first research is Elda et al., (2022) conducted a research entitled "Improving Students' Reading Comprehension of Descriptive Text By Using Teacher's Scaffolding". In their research, they discovered that in the reading comprehension lesson, students grew more interested, enthused, motivated, and self-assured.. The other research is Luh Rita Narina (2022) conducted a research entitled "Scaffolding Technique in Reading Comprehension in The Junior High School". The result of the research is technique of Students' reading comprehension can be effectively increased by scaffolding instruction, particularly when it applies to

procedure and descriptive texts.. The last research is conducted by Puspitasari et al., (2023) with the title "The Effectiveness of Scaffolding Strategies on Students' Reading Comprehension". They found that Students' reading comprehension is improved by the scaffolding technique, particularly while reading recount texts.

Based on the explanation above, the researcher interested to investigate the scaffolding model. While some of the previous research applied scaffolding model to descriptive text, procedure text, and recount text, this recent research examines narrative as the subject which has not been examined yet. That is why the researcher will conduct a research entitled "**The Effectiveness of Scaffolding Model in Teaching Reading Comprehension on Narrative Text**".

## B. Research Question

To make the problems clear and easy to understand, it is very important to formulate the problems into question. So, here the researcher formulates the problems into research question as follows: "Is scaffolding model effective to teach reading comprehension on narrative text?"

## C. Objective of the Study

The objective of this study is to find out whether scaffolding model is effectives or not to teach reading comprehension on narrative text

**D. Hypothesis of the Study**

1. Null Hypothesis (Ho)

   There is no significant difference on reading comprehension between students who are taught by using scaffolding model and students who are not taught by using scaffolding model.

2. Alternative Hypothesis (Ha)

   There is significant difference on reading comprehension between students who are taught by using scaffolding model and students who are not taught by using scaffolding model.

**E. Significance of the Study**

1. *For Students*

   By using a scaffolding model, students' reading comprehension will improve. Students will learn narrative text more easily and will be more directed and interested.

2. *For Teachers*

   The result of this study give opinion to teacher that teaching reading comprehension on narrative text using a scaffolding model can make the learning is effective and enjoy.

3. *For Researcher*

   Increase researcher's knowledge about the Effectiveness scaffolding model on students' reading comprehension on narrative text.

**F. Scope and Limitation**

The scope of this research is to know the effectiveness of using scaffolding model on reading comprehension on narrative text, whether there is significant improvement on the students' reading comprehension on narrative text or not. This research is limited to the 8th grade students of MTsN 3 Kota Kediri.

**G. Definition of Key Terms**

1. Reading Comprehension

   Reading comprehension is process of building meaning through a combination of several complex steps, such as word and world knowledge, fluency, and word on the text. (Snow, 2002).

2. Narrative Text

   According to Purba (2018) A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The kinds of narrative text are myth, legend, fable, tale, novella, epic, history, tragedy etc.

3. Scaffolding Model

   Scaffolding model is teachers or more experienced peers can model desired learning strategies or tasks and/or provide the necessary assistance in order to help students perform a skill or master a concept that they could not do on their own, and then gradually shift responsibility to the students (Poorahmadi, 2009).

# CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter presents reading skill, teaching reading, reading comprehension, scaffolding model, narrative text and previous study.

### A. Reading Skill

This section presents the definition of reading and the purpose of reading.

#### 1. The Definition of Reading

Reading is a passive skill involving interaction to comprehend the meaning in order to obtain ideas or information from written text (Nur & Ahmad, 2017). Suleiman (2005) states that reading is a "interactive" process that improves automaticity or fluency by the reader and the text. The process include the reader derives meaning from the text by interacting dynamically with the text and using their knowledge background.

According to Moreillon (2007) making sense of written and visual information is the definition of reading. However reading is not an easy task. Reading is a dynamic process that calls for a high level of proficiency. Reading is a fluid process where readers combine information from a text with what they already know to create meaning. (Linse, 2005).

From the explanation above, it can be said that reading is receptive language process. There is process construct the meaning from the text by readers in order to get the new information intended by the author. This process is interaction between the reader and the reading text. Reading is a

set skills that involves distinguish main ideas, understand sequences, notice specific details, make inferences, make comparisons, and make predictions.

## 2. The Purpose of Reading

There are two main aims people read. The first aim is "reading for pleasure". Reading provides pleasure when readers aim to read stories. Literature provides enjoyment for readers of all ages. The second aim is "reading for information". People read to get information. The information can be in the form of knowledge or just new information. When people reads for information, they will try to find out why, who, where, when and how. We will eventually come to the conclusion that we have all the information we need and stop. Skim the rest to make sure that we haven't missed out on some very informative parts. When people reads for general comprehension purposes (either for information or for pleasure), reading is done for a variety of reasons, including understanding the text's content, finding entertainment, or applying it to a certain goal. (Grabe, 2011).

According to Grabe (2011) there are seven purposes people reads. The first and the second purpose is "Reading to search for simple information and reading to skim". When searching through a text while reading, we typically scan the text for a specific word, fact, or phrase that stands out. Similar to this, reading for skimming—that is, selecting a passage of text for overall comprehension—is a typical component of many reading tasks and a useful ability. The third purpose is "Reading to learn from texts". The fourth, fifth and sixth purpose is "Reading to integrate information, write and critique

texts". When people read for learning, they usually do so in professional and academic contexts where they must absorb a lot of information from a work. Making further decisions regarding the significance of contradictory, supplementary or supportive information as well as potential rhetorical framework restructuring to create space for information from many sources are necessary when reading to integrate information. The seventh purpose is "Reading for general comprehension". When general understanding is carried out by fluent and proficient readers, it necessitates extremely quick word processing and automatic word processing, high general meaning representation abilities of key ideas, and effective process coordination under extremely tight time restrictions.

## B. Reading Comprehension

Comprehension is the identification of the intended meaning of communication, whether spoken or written (Richards & Schmidt, 2010). According to Kintsch (1998) and van Dijk and Kintsch (1983) (in Pourhosein Gilakjani & Sabouri, 2016) reading comprehension is process of creating meaning from text.

The primary goals of reading comprehension teaching are to aid students in obtaining the knowledge, skills, and experiences required to become proficient and enthusiastic readers. (Narina, 2022). Reading comprehension requires six essential skills, they are: 1) decoding information as a vital step in the reading process, 2) fluency, 3) vocabulary, 4) sentence construction and

cohesion, 5) reasoning and background knowledge, and 6) working memory and attention (Narina, 2022).

According to Snow (2002) Reading comprehension consists of three essential components: the reader, the text, and the activity or purpose for reading. Factors that brought by the reader are their cognitive capabilities, motivation, knowledge, and experiences. Snow clarifies that the text is each electronic contents that used for the activity.

## C. Teaching Reading

According to Maximilian (2016) The primary objectives of teaching reading are to improve students skill to decode written material, obtain information, and understand textual content. To achieve the goals of teaching reading, teachers must motivate students by selecting or creating suitable texts, designing meaningful reading assignments, implementing efficient classroom procedures, fostering critical reading skills, and establishing a supportive environment for students to practice reading (Hedge, 2000).

Harmer (1998) claimed there are six fundamental concepts in teaching reading. The first claim is "Reading is not a passive skill". Reading is a very active process. Students have to understand the meaning of each word they read, students have to observe the images presented and students have to understand each argument made by the author and students as readers must find out whether we agree with the argument. The second claim is "Students need to be engaged with what they are reading". Students are engaged with the reading text so that students are interested in the given topic then they get

benefit from what they read. The third claim is "Students ought to have an incentive to interact with the content of a reading passage, rather than just focusing on the language used". Students should be given the opportunity to respond to the message of the text they are reading by giving students the opportunity to express themselves towards the text they are reading. By this activity, students engage with the topic and language of the text. The fourth claim is" Prediction has a significant role in the process of reading.". Before students read, they generally already have a prediction about what will be told. Students can predict from the title, picture or cover. The teacher should provide students with 'hints' or 'indications' to enable them predict upcoming occurrences. The sixth claim is "Align the task with the subject matter". After the teacher has made a decision on which texts the students will read, they must then select the suitable reading assignments. This includes choosing the appropriate types of questions, engaging questions that are both entertaining and beneficial. The final claim is that "Competent teachers fully utilize reading materials." Teachers should utilize topics derived from the texts that students have read for the purpose of engaging in discussions and completing additional activities. This should be done by employing language that facilitates both learning and activation of knowledge  (Jeremy Harmer, 1998).

## D. Scaffolding Model

### 1. The Definition of Scaffolding Model

Scaffolding is a method that allows a kid or inexperienced person to solve a problem, complete a task, or accomplish a goal that would be too

difficult for them to do on their own. This scaffolding primarily involves an adult supervising and handling the aspects of the activity that the learner is initially unable to handle, enabling the learner to focus on and successfully accomplish only those aspects that fall within their skill level. Therefore, the task can be accomplished effectively (Wood et al., 1976).

Scaffolding model is teachers or more experienced peers can model desired learning strategies or tasks and/or provide the necessary assistance in order to help students perform a skill or master a concept that they could not do on their own, and then gradually shift responsibility to the students (Poorahmadi, 2009). The definition of scaffolding is the assistance provided by a teacher to a student in order to help them successfully complete a task that they may struggle with on their own. (van de Pol et al., 2010).

2. **The Advantages of Scaffolding Model**

According to McKenzie (1999 cited in Van Der Stuyf, 2002) there are sixth importance of scaffolding

a. Scaffolding provides clear directions and reduces students' confusion

Teachers develop comprehensive guidelines that specify the tasks students must complete to achieve the objectives after anticipating potential various difficulties the class might face.

b. Clarifies purpose

Scaffolding facilitates students' understanding of the purpose and importance of their tasks.

c.  Keeps students on task

The scaffolding lesson or research project offers learners with structure, offering clear pathways for their learning. The student has the freedom to make decisions regarding which path to select or which aspects to investigate within the chosen path. However, they are not permitted to deviate from the assigned goal, which is the prescribed objective.

d.  Clarifies expectations and incorporates assessment and feedback

The expectations for the activity are established upfront by providing students with examples of exceptional work, rubrics, and standards of excellence.

e.  Points students to worthy sources

Teachers offer resources to cut down time, confusion, and frustration. After that, students can choose which of these sources to employ.

f.  Reduces uncertainty, surprise, and disappointment

To ensure that learning is maximized, teachers evaluate their classes to identify potential trouble spots. Then, they improve the lesson to remove obstacles.

## 3. The Steps of Implementation Scaffolding Model

According to Abidin (2017) steps in teaching reading by using scaffolding Model are:

a. Pre-Reading Stage

1) Text Selection

The teacher selects the texts at this point to be used as reading instruction. The texts that are chosen have to be ones that may help students learn the many skills required to become proficient readers.

2) Text Orientation

At this point, the teacher gives a general overview of the text's content, including information about the author, genre, publishing date, and selection criteria. There are various ways to engage in text orientation exercises, such as examining the text's illustrations and introducing it with graphs or diagrams. Graphs and diagrams that provide an overview of the text's content are used to introduce the work.

b. Reading Stage

3) Reading the Text

At this point, students start reading the text at various speeds. Reading speed, namely reading slowly to improve comprehension on parts of the text that have been mastered and reading quickly on those sections. Additionally, read slowly to help students comprehend the sections of the text you may not have comprehended before.

4) Language Orientation

At this point, students talk about the author's language. Activities that can be completed include: a) summarizing the author's language choices; b) identifying keywords; c) starting to formulate the story by deriving meaning from the author's use of keywords; and d) rethinking the story by giving students the task of identifying some crucial passages to read aloud.

5) Building Understanding

Students are expected to apply a variety of strategies at this point in order to enhance their comprehension of the narrative. Rereading the material, underlining it, disregarding tricky words, understanding sentences, and self-correcting mistakes with assistance are a few of these techniques.

c. Post-reading Stage

6) Testing Students' Attention and Perception of the Reading

This is the point where the teacher assesses student's comprehension of the reading material by using tests that evaluate their capacity for focus and how they interpret the material they are reading.

**E. Discovery Learning**

**1. The Definition of Discovery Learning**

Schunk (2008 cited in Sofeny, 2017) When a student learns something on their own, it's called discovery learning. Instead of just reading or listening to teacher presentations, it entails developing and

evaluating theories. Dewey (1916/1997) and (Piaget, 1954, 1973) in Castronova (2002) claimed Discovery learning is a set of instructional practices and models that emphasize providing students with chances for active, hands-on learning. Three important aspects of discover learning are as follows: (1) Through investigation and problem-solving, students generate, integrate, and generalize knowledge. Students that participate in activities that demand risk-taking, problem-solving, and an analysis of their unique experiences gain comprehension and establish broader applications for skills. (2) A learning technique wherein the student has some choice over the order and frequency of activities based on their areas of interest. (3) Tasks designed to integrate the learner's newly learned knowledge with their existing knowledge. Students enjoy learning settings that allow them to apply knowledge and form new perspectives by starting with their own experiences and skills.

2. **The Steps of Implementation Discovery Learning**

According to Syah (2004 cited in Burais et al., 2016) there are steps must be followed in teaching and learning activities while implementing the discovery learning model in the classroom:

a. Stimulation.

At this point, students are presented with a puzzling situation and are instructed not to make any generalizations in order to foster their own curiosity.

b. Problem Statement (Statement / Problem Identification).

Students are given opportunities by the teacher to discover as many problems as they can that are relevant to the material, and one of those problems is then selected and developed into a hypothesis, which is a short-term solution to the problem question.

c. Data collection.

During the investigation phase, the teacher gives the students the chance to gather as much relevant information as they can in order to verify the validity of the hypothesis.

d. Data Processing.

The process of analyzing and interpreting data and information that students have collected through observations, interviews, and other means is known as data processing. Every piece of information—from reading to interviews to observations to and so on—is analyzed, sorted, randomized, tabulated, and, if needed, calculated in a specific method before being interpreted with a given degree of confidence.

e. Verification

At this point, students do a thorough analysis to demonstrate the validity of the previously proposed hypothesis using other findings related to the outcomes of data processing

f. Generalization (Drawing Conclusions/Generalization)

This step is taking into account the findings of verification. This step involves formulating a conclusion that can be used as a general principle to all similar situations or issues.

## F. Narrative Text

### 1. The Definition of Narrative Text

Narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting *(think of Carpaccio s Saint Ursula)*, stained glass windows, cinema, comics, news items, conversations (Franzosi, 1998). According to Siahaan (2010 cited in Kristina Sinaga, 2019) a narrative ids one of the developing writing genre. For example characters told the history of something based on the development of writing from time to time.

Narrative texts have three main characteristics. The first is that it possesses a finite and longitudinal time sequence. A narrative text typically consists of a beginning section, a sequence of developing incidents, and an expected conclusion. The second is both a narrator and a listener, whose distinct perspectives influence the manner in which the narrative unfolds. The third is narrative is its focus on persons. Instead of only describing their actions or what happens to them, it digs into their emotions and how others perceive them (Greenhalgh & Hurwitz, 1999).

## 2. Generic Structure of Narrative Text

According to Siahaan (2010 cited in Kristina Sinaga, 2019) narrative text has four parts :

a. Orientation

Orientation is the act of providing an overview or introduction to the participants, including details about the time and location. During the orientation, the narrator introduces a trigger that will initiate a sequence of events. These occurrences will have an impact on one or more of the characters.

b. Complication

A complication refers to the challenges or difficulties faced by the main character in a novel and how they are resolved. In the narrative, the writer defines the increasing circumstances that the characters must contend with. Ultimately, the complication serves as a trigger.

c. Resolution

Resolution refers to the outcome or conclusion of a crisis, which can be either positive or negative. In conclusion, the writer illustrates the ways by which the participant can resolve the problem, whether the outcome is positive or negative.

d. Re-orientation

Re-orientation serves as a concluding statement at the end of the story and is considered to be the most favorable ending. The text comprises moral lessons, advice, or teachings imparted by the writer.

## G. Previous Studies

In previous research, there were some researchers who used scaffolding model as a teaching model. One of them is a research conducted by Elda et al., (2022) conducted a research entitled "Improving Students' Reading Comprehension of Descriptive Text by Using Teacher's Scaffolding". In their research, they found that the use of scaffolding model in the instruction of reading comprehension text aimed at encouraging students to identify language components and pronoun references, complete comprehensive information and identify the primary concept, so enhancing students' vocabulary.. The difference between the previous study conducted by Elda et al., (2022) is the type of text. The type of text used on the previous study is descriptive text, while the type of text of this research is narrative text. Then, the other difference is the class of the research is seventh grade, while the researcher is eighth grade.

The other research is Narina (2022) conducted a research entitled "Scaffolding Technique in Reading Comprehension in The Junior High School". The research findings show that the employment of scaffolding teaching technique significantly enhances students' reading comprehension, particularly in the context of descriptive and procedural texts. Narina (2022) used class action research as a method of her research, while the researcher quantitative method that is quasi experimental research design. The other difference is the text type. In Narina, (2022) subject is descriptive text and procedure text, while the subject of this research is narrative text. The last

difference is the class of the research is seventh grade, while the researcher is eighth grade.

The last research is conducted by Puspitasari et al., (2023) with the title "The Effectiveness of Scaffolding Strategies on Students' Reading Comprehension". They found that the implementation of a scaffolding method has proven to be effective in enhancing students' reading comprehension, particularly when applied to recount texts.. The difference between her research and this research is Puspitasari et al., (2023) is the type of text used by Puspitasari et al., (2023) is recount text, while in this research uses narrative text.

# CHAPTER III

## RESEARCH METHOD

This chapter discusses research study, variables of the study, population and sample, research instrument, data collection, the procedure of treatment and data analysis.

### A. Research Design

This research conducted by applying quantitative research that is quasi experimental study. The researcher decides to use quasi experimental study because the research was conducted in two classes, experimental and control class, which is not randomly assigned. This research is conducted to determine the effect of using scaffolding model by comparing two research groups; they are experimental group using scaffolding model and control group discovery learning.

There are three types of quasi experimental design, that are (1) The Pretest-Posttest Nonequivalent-Groups Design, (2) The Time-Series Design, (3) The Equivalent Time-Samples Design, (4) The Equivalent Materials, Pretest, Posttest Design, (5) Counterbalanced Designs (Best & Kahn, 2006). From the 5 types of quasi experimental research design that have been mentioned, the researcher uses The Pretest-Posttest Nonequivalent-Groups. The table below is design pattern pre-test post-test nonequivalent control group:

**Table 3.1**

**Research Design**

| Group | Pre-Test | Treatment | Pos-Test |
|---|---|---|---|
| Experimental | T1 | X | T2 |
| Control | T1 | C | T2 |

Note :

T1 : The experimental group and the control group are given pre-test before the treatment

X : In the treatment process, using scaffolding model is applied to experimental group

C : In the treatment process, discovery learning is applied to control group

T2 : The experimental group and the control group are given post-test after the treatment

## B. Research Variable

Best & Kahn (2006) states a research variable refers to the situations or features that a researcher deliberately manipulates, controls, or observes. The variable is separated into two main categories: the independent variable and the dependent variable. An independent variable refers to the conditions or features that a researcher deliberately manipulates or controls in order to determine their relevance to observable events. The dependent variable refers to the conditions or traits that manifest, vanish, or undergo alteration as the experimenter adds, eliminates, or modifies independent factors (Best & Kahn, 2006).

The researcher formulates the variables of this research in to independent variable and dependent variable. The independent variable of this research is teaching model, manipulated into scaffolding model and discovery learning. The dependent variable of this research is reading comprehension.

C. **Population and Sample**

Population refers to a group of persons that have one or more similar characteristics and are of interest to the researcher (Best & Kahn, 2006). Population can be defined as the total object or subject of the research. The population of this research is students from eighth grade MTsN 3 Kota Kediri.

A sample is a portion of the population that is chosen for the purpose of research or study (Best & Kahn, 2006). It means sample is the portion of the population. Sampling technique that used in this research is cluster random sampling. The researcher chooses two classes as the sample of this research. The two classes are class VIII-B and class VIII-C. Class VIII-C as the experimental group and class VIII-B as the control group. Class VIII-C as the experimental group is given treatment teaching reading comprehension using of using scaffolding model. Class VIII-B as the control group is given treatment teaching reading comprehension using of discovery learning. Each class has 33 students. The total sample in this research is 66 students.

D. **Research instrument**

Instrument is a tool used to collect data (Gray et al., 2012). One of kinds of instrument is test. Research instrument in this study is a test in the form of

reading comprehension test. The test is done twice, there are pre-test and post-test. Before the tests are employed, researcher does try out to VIII-H class which is not the research sample. The blueprint of reading test is presented in table 3.3

**Table 3.2**

**The Blueprint of Reading Test**

| No. | Indicator | | Number of Item | Total |
|-----|-----------|--|----------------|-------|
| 1. | Literal Comprehension | Finding details | 1, 2, 7, 15,16, 11,19, 21, 22, 27, 35, 36, 31, 39 | 14 |
| 2. | Inferential Comprehension | Inferring Main Idea | 3, 6, 10, 14, 23, 26, 30, 34 | 8 |
| | | Inferring Referents of Pronoun | 9, 13, 17, 29, 33, 37 | 6 |
| | | Drawing Conclusion | 5, 18, 19, 20, 25, 38, 39, 40 | 8 |
| 3. | Critical Comprehension | Making Judgment | 4, 12, 28, 32 | 4 |
| Total | | | | 40 |

The validity and reliability of the reading test need to be measured in determining the quality of the instrument.

1. **The Validity of the Instrument**

    Validity is the extent to which a test measures what it is intended to assess and, as a result, allows for acceptable score interpretation (Gray et al., 2012). The validity test of each question item is used to determine the validity of the test item in each question of the instrument. In order to

determine its validity, the significance score (r-output) must be compared

to the score of the r-table product moment.

**Table 3.3 Validity of the Instrument**

| No. Item | rxy | R Table | Information |
|---|---|---|---|
| 1 | 0.361 | 0.373 | **VALID** |
| 2 | 0.361 | 0.465 | **VALID** |
| 3 | 0.361 | 0.39 | **VALID** |
| 4 | 0.361 | 0.389 | **VALID** |
| 5 | 0.361 | 0.484 | **VALID** |
| 6 | 0.361 | 0.385 | **VALID** |
| 7 | 0.361 | 0.038 | INVALID |
| 8 | 0.361 | 0.461 | **VALID** |
| 9 | 0.361 | 0.575 | **VALID** |
| 10 | 0.361 | -0.03 | INVALID |
| 11 | 0.361 | 0.304 | INVALID |
| 12 | 0.361 | 0.375 | **VALID** |
| 13 | 0.361 | 0.553 | **VALID** |
| 14 | 0.361 | 0.553 | **VALID** |
| 15 | 0.361 | 0.563 | **VALID** |
| 16 | 0.361 | 0.535 | **VALID** |
| 17 | 0.361 | 0.563 | **VALID** |
| 18 | 0.361 | 0.64 | **VALID** |
| 19 | 0.361 | 0.664 | **VALID** |
| 20 | 0.361 | 0.735 | **VALID** |
| 21 | 0.361 | 0.636 | **VALID** |
| 22 | 0.361 | 0.497 | **VALID** |
| 23 | 0.361 | 0.586 | **VALID** |
| 24 | 0.361 | 0.577 | **VALID** |
| 25 | 0.361 | 0.577 | **VALID** |
| 26 | 0.361 | 0.493 | **VALID** |
| 27 | 0.361 | 0.43 | **VALID** |
| 28 | 0.361 | 0.207 | INVALID |
| 29 | 0.361 | 0.469 | **VALID** |

| 30 | 0.361 | 0.514 | **VALID** |
|----|-------|-------|-----------|
| 31 | 0.361 | 0.432 | **VALID** |
| 32 | 0.361 | 0.405 | **VALID** |
| 33 | 0.361 | 0.389 | **VALID** |
| 34 | 0.361 | 0.167 | INVALID |
| 35 | 0.361 | 0.41 | **VALID** |
| 36 | 0.361 | 0.463 | **VALID** |
| 37 | 0.361 | 0.474 | **VALID** |
| 38 | 0.361 | 0.01 | INVALID |
| 39 | 0.361 | 0.552 | **VALID** |
| 40 | 0.361 | 0.285 | INVALID |

Table 4.1 displayed each item's validity index (rxy). By comparing rxy with Pearson correlation coefficient values or Pearson tables (r-table), valid items were identified. The r-table is 0.361 because the researcher tried out the test into 30 students. When rxy > r-table, the item is valid. There are 33 items valid from 40 items. The researcher used 20 items to pre-test and 13 to post-test. Then the researcher took 7 items from pre-test into post-test. So the total of post-test items also 20.

2. **Reliability of the Instrument**

The consistency with which a test measures the subject matter is known as reliability (Gray et al., 2012). Reliability is a measure used to assess the consistency of activities performed by an individual at different points in time, as well as the consistency of results obtained from the same test. This research coefficient is 0.361, so the alpha should more than the coefficient.

**Table 3.4 Reliability Statistics Coefficient Alpha**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .909 | 33 |

The table showed the result reliability of the instrument. There was 33 items to check reliability. From that table we know that the alpha was 0.909. It means that the alpha = 0.909 more than the coefficient = 0.361, so the instrument is reliable.

## E. Data Collection

To collect the data, researcher does three stages, they are :

1. Pre Test

   Before giving treatment to students, researcher gives students a written test in the form of a multiple choice. The material tested is comprehension of narrative stories. The purpose of this test is to measure students' ability before the treatment.

2. Treatment

   In this stage, researcher gives different treatments to each group. Treatment group is given scaffolding model. In the implementation of this treatment, reading learning is divided into 3 stages namely pre reading, whilst reading and post reading. There are a preparation activity,

comprehension activity and checking understanding. The treatment given

to the control group is discovery learning.

3. Post Test

A test is given to each group after the treatment is employed. The

students are given a multiple-choice test. The material involves narrative

text comprehension. The purpose of this test is to measure students'

reading comprehension ability after the treatment.

## F. The Procedure of Treatment

This research uses pretest-posttest nonequivalent-groups research design.

There are three stages in this research, they are post-test, treatment and post-

test. In the treatment stage, the experimental group and control group use

different teaching methods.

**Table 3.5**

**The Difference Procedure of Treatment between Experimental Group**

**and Control Group**

| No. | Experimental Group | Control Group |
|---|---|---|
| A. | Text Orientation | Stimulation |
| | The researcher explains the material about narrative texts by asking students first about narrative stories, determining the main idea, and how to conclude the story. After that, the teacher continues explaining the material while asking about things that students have not understood. | The researcher asks one of the students to read the text and asks the other students to listen and pay attention to the student reading the story text. |
| B. | Text Orientation | Problem Statement |
| | The researcher gives a general explanation of the content of the story text that | The researcher asks the students a question related to the content of the given story text. Then, |

| | | | |
|---|---|---|---|
| | will be given by mentioning the author's name and the reason why the story text was chosen. | students are asked to write down their conjecture. | |
| **C.** | **Reading the Text** | **Data Collection** | |
| | The researcher distributes narrative story text sheets and asks students to read the story by using their own reading speed. | The researcher distributes narrative text sheet and asks the students to read the entire content of the story text | |
| **D.** | **]Language Orientation** | **Data Processing** | |
| | The researcher asks students to underlining the vocabularies that unfamiliar for them. | The researcher asks the students to test the truth of the conjecture that has been made. Then students are asked to analyze the content of the story text as a whole. After analyzing the content of the story text to find the main idea and supporting ideas of the each paragraphs of the story text. | |
| **E.** | **Building Understanding** | **Verification** | |
| | The researcher provides assistance for students to understand vocabularies from the text that has not been understood by using visual assistance, namely images. At this stage the teacher displays a table containing vocabularies and images that the teacher has compiled before the learning. | The researcher asks students to make a group. | |
| **F.** | **Testing Students' Attention and Perception** | **Verification** | |
| | Gives a test in the form of an oral test where students are asked to express the elements of the story, the main idea and the conclusion of the story text. | The researcher asks the students to process the data by having each group write one answer the appropriate, on the worksheet provided. | |
| **G.** | **Testing Students' Attention and Perception** | **Verification** | |
| | Form groups of several students and each group discusses the text. | The researcher asks each group to show their findings by reading the results in front of their friends. | |

| H. | Testing Students' Attention and Perception | Generalization |
|---|---|---|
| | Each group performs in front of the class, other students are asked to give responses, the teacher gives praise, responses, and constructive suggestions from the results of student answers and provides an assessment, | The researcher asks students to make conclusions using their own sentences based on the story text given. |
| | Testing Students' Attention and Perception | - |
| 9. | Gives an evaluation in the form of a multiple choice question test. | - |

## G. Data Analysis

Data analysis is an essential part of the research. In facts analysis, researchers must examine the complete data that comes out to describe, illustrate, and evaluate data. The researcher will used ANCOVA (Analysis of Covariance) to analyze the data from the pre-test and post-test. The selection of the ANCOVA technique is based on the sample to be tested. That is, the sample is not taken at random. Next, the researcher used SPSS to analyze ANCOVA. The interpretation of the data by the researcher is based on the significance value as follows, H0 is rejected if significant value $< 0.05$, H0 cannot be rejected if significant value $> 0.05$.

**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

This chapter discusses the research finding and discussion of the data analysis. The finding consist of description of pre-test, description of post-test, test the assumption of normality, and hypothesis testing.

## A. The Finding

This part, the researcher presents the data that was found during the research. The data got from the subject and the subject is eighth grade in MTsN 3 Kota Kediri, exactly eighth B class as control group and eighth C class as experimental group. Pre-test and post-test was done by both of group. The researcher hold a try out that was done by other class besides subject class that is eighth H class to validity and reliability the instrument.

### 1. Description of Pre Test

The pre-test is used to measure the students' reading ability in both the experimental and control groups so that the researcher can analyze their abilities before they get treatment. In this pre-test, students were asked to answer 20 multiple choice questions.

**Table 4.1 Summary of Pre-test Result**

|  | Pre Test of Experimental Group | Pre Test of Control Group |
|---|---|---|
| Mean | 66.21 | 66.82 |
| Median | 65.00 | 65.00 |
| Mode | 65.00 | 65.00 |
| Std. Deviation | 5.999 | 5.565 |
| Variance | 35.985 | 30.966 |
| Range | 25 | 15 |
| Minimum | 60 | 60 |
| Maximum | 85 | 75 |
| Sum | 2185 | 2205 |

Table 4.3 showed the summary of pre-test from both experimental and control group. Both the experimental and control group consist of 33 students. The highest score of the experimental group was 85 and the highest score of the control group was 75. The lowest score of the experimental group was 60 and the lowest score of the control group was 60.

The table showed that the mean score of the experimental group is lower than the control. The mean score of the experimental group was 66.21 and the mean score of the control group was 66.82. The table also showed the median, mode, standard deviation, range and variance. From the experimental score, the median was 65.00, the mode was 65.00, the standard deviation was 5.999, the range was 25 and the variance was 35.985. From the post test, the median was 65.00, the mode was 65.00, the

standard deviation was 5.565, the range was 15 and the variance was 30.966. The complete of pre-test score can be seen in Appendix 10.

## 2. Description of Post Test

**Table 4.2 Summary of Post-test Result**

|  | Post Test of Experimental Group | Post Test of Control Group |
|---|---|---|
| Mean | 85.45 | 8.515 |
| Median | 85.00 | 80.00 |
| Mode | 85,00 | 85.00 |
| Std. Deviation | 4.900 | 5.5177 |
| Variance | 24.006 | 30.445 |
| Range | 20 | 20 |
| Minimum | 80 | 70 |
| Maximum | 100 | 90 |
| Sum | 2820 | 2690 |

Table 4.4 showed the summary of post-test from both experimental and control group. Both the experimental and control group consist of 33 students. The highest score of the experimental group was 100 and the highest score of the control group was 90. The lowest score of the experimental group was 80 and the lowest score of the control group was 70.

The table showed that the mean score of the experimental group was lower than the control. The mean score of the experimental group was 85.45 and the mean score of the control group was 81.55. The table also showed the median, mode, standard deviation, range and variance. From

the experimental score, the median was 85.00, the mode was 85.00, the standard deviation was 4.900, the range was 20 and the variance was 24.006. From the post test, the median was 80.00, the mode was 85.00, the standard deviation was 5.5177, the range was 20 and the variance was 30.445. The complete of post-test score can be seen in Appendix 10.

## 3. The Fulfillment of the ANCOVA

ANCOVA is the statistical computation used in this research. Various statistical assumptions must be met before performing the ANCOVA test. They are the assumptions of normality, homogeneity, and homogeneity of regression, as well as the assumption of a linear relationship between covariates and the dependent variable. The results of the assumptions testing are elaborated as follows:

### a. Normality Test

The objective of a normality test is to determine whether the collected data has a normal distribution or not. The result of normality test can be seen on the Kolmogorov-Smirnov table because the total of sample of this research is 66 that are more than 50. The error variance will be normally distributed if the value of $p >$ alpha and the alpha is 0.05.

**Table 4.4 Test of Normality**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pretest_experimental | 0.247 | 33 | .000 | 0.851 | 33 | .000 |
| Posttest_experimental | 0.234 | 33 | .000 | 0.853 | 33 | .000 |
| Pretest_control | 0.204 | 33 | 0.001 | 0.858 | 33 | 0.001 |
| Posttest_control | 0.191 | 33 | 0.004 | 0.907 | 33 | 0.008 |

a. Lilliefors Significance Correction

Table 4.5 showed the result of normality test. It can be seen from the Kolmogorov-Smirnov table. The sig. or significance value of the pre-test experimental group was 0.00 (Sig. < α) and the control group was 0.001 (Sig. < α). The sig. or significance value of the post-test experimental group was 0.000 (Sig. < α) and the control group was 0.004 (Sig. < α). The significance value of both of experimental and control group were lower than 0.05 it means that the data was not normally distributed. It can be concluded that the assumption of normality for ANCOVA is not fulfilled.

**b. Hypothesis Testing**

The assumption was not met for the calculation from the result of normality test that was the data was not normally distributed. To answer the question formulated in this study, the researcher verifies the hypothesis of this research by using Mann Whitney test.

**Table 4.5 Mann Whitney Test**

|                          | Score     |
| ------------------------ | --------- |
| Mann-Whitney U           | 345.000   |
| Wilcoxon W               | 906.000   |
| Z                        | -2.661    |
| Asymp. Sig. (2-tailed)   | .008      |

a. Grouping Variable: Group

The answer of the hypothesis can be seen from the significance value on table 4.5. The significance value on the table 4.5 was 0.008, and 0.008 is lower than 0.05. So, the alternative hypothesis was accepted. It means that there was significant difference on the students' reading comprehension between students who are taught by using scaffolding model and students who are not taught by using scaffolding model. It can also be seen in the means score of the post-test of the experimental group and the control group. The mean score of the experimental group is 85.45 and the mean score of the control group is 81.52. The mean of the experimental group is higher than the control group. It can be concluded that scaffolding model is effective to teach reading comprehension on narrative text in grade eighth at MTsN 3 Kota Kediri.

## B. Discussion

The purpose of this study is to find out whether scaffolding model is effective or not in teaching reading comprehension. After collecting and processing the data, the result showed there was significant difference on the students' reading comprehension between students who are taught by using scaffolding model and students who are not taught by using scaffolding model. It can be concluded that scaffolding model is effective to teach reading comprehension on narrative text in grade 8th at MTsN 3 Kota Kediri.

It can be seen from the means score from both pre-test and post-test experimental and control group. The result of pre-test showed that the mean score of experimental group was 66.21 and control group was 66.82. Then the result of post test showed that the mean score of experimental group was 85.45 and control group was 81.52. So, the experimental group got a higher mean score than control group.

The researcher analyzed the data of normality test by using SPSS. The result showed that the data was not normally distributed. It can be seen from the Kolmogorov- Smirnov table. The sig. or significance value of the pre-test experimental group was 0.00 (Sig. $< \alpha$) and the control group was 0.001 (Sig. $< \alpha$). The sig. or significance value of the post-test experimental group was 0.000 (Sig. $< \alpha$) and the control group was 0.004 (Sig. $< \alpha$). The significance value of both experimental and control group were lower than 0.05. It means the data is not normally distributed.

The researcher used Mann Whitney test because the assumption of normality for ANCOVA is not fulfilled. The result of Mann Whitney test showed the significance value was 0.008, which is lower than 0.05. It means that the alternative hypothesis is accepted. It means that there is significant difference on the students' reading comprehension between students who are taught by using scaffolding model and students who are not taught by using scaffolding model. It can be concluded that scaffolding model is effective to teach reading comprehension on narrative text in grade eighth at MTsN 3 Kota Kediri.

The experimental class easier to comprehend a narrative text than the control group by taught using scaffolding model. The students also more active and enjoy during the class. Scaffolding model provides students with more intense support and assistance learning so that the students who have a low level of English find it easier to understand narrative texts. This results is lining with the results of the previous studies, which has been done by Elda et al. (2022). They conducted scaffolding model toward students' reading narrative comprehension. They found that the implementation of teacher's scaffolding in teaching reading comprehension was encouraged students to identify language features and pronoun reference, complete detailed information and main idea and enhance students' vocabulary. The result is same with research that was done by Narina (2022). She found that the concept of scaffolding teaching is effective to enhance students' reading comprehension. In their study. Puspitasari et al. (2023) discovered that the

use of a scaffolding method had a positive impact on students' reading comprehension.

Based on the explanation above, scaffolding model is effective to use in teaching narrative text at eighth grade of MTsN 3 Kota Kediri. Scaffolding model is more effective than discovery learning in teaching reading comprehension of narrative text. Students are more understand what they read because they got clear directions and guidance from teacher.

# CHAPTER V

## CONCLUSION AND SUGGESTIONS

This chapter presents the research conclusion and suggestions. Meanwhile, the suggestions are expected to benefit the teacher, students, and researchers.

### A. Conclusion

Based on the data analysis, it can be concluded that there was any significant difference between the students who were taught reading comprehension by using scaffolding model and who were not. It can be seen from the means score from the pre-test and post-test of experimental and control groups. The result of pre-test showed that the mean score of experimental group was 66.21 and control group was 66.82. The result of post test showed that the mean score of experimental group was 85.45 and control group was 81.52. So, the experimental group got a higher mean score than control group. It also can be showed from the result of hypothesis test that used Mann Whitney Test. The result of hypothesis test showed the significance value was 0.008, which is lower than 0.05.

From the conclusion above, it can be seen that the students who were taught by using scaffolding model got higher score than the students who were not taught by using scaffolding model. It means that there was significant difference on the students' reading comprehension between students who are taught by using scaffolding model and students who are not taught by using scaffolding model. It can be concluded that scaffolding model is effective to