

## REFERENCES

- Best, J. W., & Kahn, J. V. (2006). *Research in Education* (A. E. Burvikovs (ed.); 10th edition). Pearson Education.
- Burais, L., Ikhsan, M., & Duskri, M. (2016). Peningkatan Kemampuan Penalaran Matematis Siswa melalui Model Discovery Learning. *Jurnal Didaktik Matematika*, 3(1), 77–86.
- Castronova, J. A. (2002). Discovery Learning For The 21st Century: What Is It And How Does It Compare To Traditional Learning In Effectiveness In The 21st Century? *Action Research Exchange*, 1(1), 1–12. Retrieved from <https://www.myenglishpages.com/resources/1282044031.pdf>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edition). SAGE Publications. <https://doi.org/10.4324/9781315707181-60>
- Darmayanti, N. P. E. (2021). Effect of Visualized Reading Content on Students' Reading Motivation. *The Art of Teaching English as a Foreign Language*, 2(2), 78–83. <https://doi.org/10.36663/tatefl.v2i2.120>
- Dhillon, B. P. S., Herman, H., & Syafryadin, S. (2020). The Effect of Skimming Method to Improve Students' Ability in Reading Comprehension on Narrative Text. *Linguists: Journal Of Linguistics and Language Teaching*, 6(1), 77–88. <https://doi.org/10.29300/ling.v6i1.2991>
- Elda, E., Apriliaswati, R., & Rezeki, Y. S. (2022). Improving Students' Reading Comprehension of Descriptive Text By Using Teacher'S Scaffolding. *Journal of English Education Program*, 3(1), 35–45. <https://doi.org/10.26418/jeep.v3i1.48620>
- Esti, M. N., & Yumelking, M. (2023). The Implementation of Scaffolded Reading Experience (SRE) Strategy to Improve the Tenth Grade Students' Reading Comprehension on Narrative Text At Sman 1 Maumere. *EDUNIPA JOURNAL (English Education Journal of Nusa Nipa University)*, 3(3), 106–125. <http://orcid.org/0000-0001-9625-5072>
- Franzosi, R. (1998). Narrative analysis - or Why (and How) Sociologists Should be Interested in Narrative. *Annual Review of Sociology*, 24, 517–554. <https://doi.org/10.1146/annurev.soc.24.1.517>
- Grabe, W. (2011). *Teaching and Researching Reading* (2nd Edition). Pearson Education Limited. <https://doi.org/10.4324/9781315833743>
- Gray, L. R., Mills, G. E., & Airasian, P. (2012). *Educational Research* (J. W.

- Johnston (ed.); 10th Editi). PEARSON.
- Greenhalgh, T., & Hurwitz, B. (1999). Why study narrative? *Western Journal of Medicine*, 170(6), 367–369. <https://doi.org/10.1136/bmj.318.7175.48>
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford University Press.
- Jeremy Harmer. (1998). *How to Teach English*. Pearson Education Limited.
- Kristina Sinaga, Y. (2019). The Effect of Scanning Technique on Students' Reading Comprehension in Narrative Text at Grade Ten of SMA Negeri 2 Pematangsiantar. *JETAFL (Journal of English Teaching as a Foreign Language)*, 5(2), 1–11. <https://ejournal.uhn.ac.id/index.php/jetafl/article/view/119/246>
- Linse, C. T. (2005). *Practical English Language Teaching: Young Learners* (T. B. Carver (ed.)). McGraw-Hill ESL/ELT.
- Maximilian, A. (2016). The Effectiveness of Scaffolded Reading Experience in Teaching Reading Viewed From Students' Reading Anxiety. *The Fourth International Conference on Education and Language*, 1, 196–212. Retrieved from <https://www.neliti.com/publications/170050/the-effectiveness-of-scaffolded-reading-experience-in-teaching-reading-viewed-fr>
- Moreillon, J. (2007). *Collaborative Strategies for Teaching Reading Comprehension : Maximizing Your Impact*. American Library Association.
- Narina, L. R. (2022). Scaffolding Technique in Reading Comprehension in The Junior High School. *Journal of Educational Study*, 2(2), 142–150. <https://doi.org/10.36663/joes.v2i2.275>
- Nur, A. H., & Ahmad, D. (2017). Improving Students' Reading Skill Through Interactive Approach At the First Grade of Sman 1 Mare, Bone. *ETERNAL (English, Teaching, Learning and Research Journal)*, 3(1), 44–56. <https://doi.org/10.24252/eternal.v3i1.2017.a5>
- Nurhayati, D. A. W. (2020). *Research Methodology* (S. Mustofa (ed.); 1st ed.). Akademia Pustaka.
- Poorahmadi, M. (2009). The Effect of Employing Scaffolding Strategies and Classroom Tasks in Teaching Reading Comprehension. *Journal of Teaching English as a Foreign Language and Literature*, 1(3), 87–106. Retrived from [https://www.sid.ir/en/VEWSSID/J\\_pdf/1018220090306.pdf](https://www.sid.ir/en/VEWSSID/J_pdf/1018220090306.pdf)
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, 6(2), 229. <https://doi.org/10.5296/jse.v6i2.9201>

- Purba, R. (2018). Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique. *Advances in Language and Literary Studies*, 9(1), 27. <https://doi.org/10.7575/aiac.all.v.9n.1p.27>
- Richards, J. C., & Schmidt, R. (2010). Dictionary of Language Teaching and Applied Linguistics. In *Proceedings of the 21st Asian Pacific Weed Science Society (APWSS) Conference, 2-6 October 2007, Colombo, Sri Lanka* (4th ed.). Pearson Education Limited.
- Snow, C. E. (2002). Reading for Understanding. In *College Composition and Communication*. RAND. <https://doi.org/10.2307/355279>
- Sofeny, D. (2017). the Effectiveness of Discovery Learning in Improving English Writing Skill of Extroverted and Introverted Students. *Jurnal Penelitian Humaniora*, 18(1), 41. <https://doi.org/10.23917/humaniora.v18i1.3639>
- Suleiman, H. A. (2005). Teaching Reading Comprehension to ESL / EFL Learners. *Journal of Language and Learning*, 5(1), 143–154.
- van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in Teacher-Student Interaction: A decade of research. *Educational Psychology Review*, 22(3), 271–296. <https://doi.org/10.1007/s10648-010-9127-6>
- Wood, D., Bruner, J. S., & Ross, G. (1976). The Role of Tutoring in Problem Solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89–100. <https://doi.org/10.1111/j.1469-7610.1976.tb00381.x>