

A THESIS

**“INCREASING STUDENTS' ABILITY IN READING THROUGH
SCAFFOLDING MODEL AT THE FIRST GRADE OF SMAN 8
PINRANG“**



BY

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2024

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements For the Degree of
Sarjana Pendidikan (S.Pd.)

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Thesis Title : Increasing Students' Ability In Reading Through Scaffolding Model at the First Grade of SMAN 8 Pinrang

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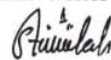
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Parepare, 29 Mei 2024
19 Dhul- Qi'dah 1445 H.

The Writer



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DECLARATION OF THE RESEARCH AUTHENTICITY

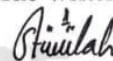
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ABSTRACT

Siti Amilah. *Increasing Students Ability in Reading through Scaffolding Model at the First Grade of SMAN 8 Pinrang* (Supervised by Arqam and Munawir)

Reading comprehension as the process of students to build understanding of the students in the meaning of reading text, who then students can create meaning of themselves in accordance with their understanding from the text. So, reading comprehension is important skill to get the students understanding. Unfortunately, many students consider that English is difficult. Many of the students are lazy to finish their task when the teacher gives some assignment. It was because they think English is difficult and they don't understand what they read, so students don't want to try to comprehend the text. Based on interview, reading students at SMAN 8 Pinrang are low. During learning process there are some students also just passive and had less attention to the teacher's instruction in teaching reading activity. There are some students who lazy to read the text and have not motivation to finished their assignment.

One of the most effective methods to develop reading comprehension skills is using short stories which are considered as a unique literary genre which can be used by the teacher in developing reading comprehension skills. Scaffolding is perceived as the model used by the teachers to facilitate learners' transition from assisted to independent performance. The object of this research is to know whether the students who are taught using Scaffolding Model have better reading skills than who are taught using Conventional Model.

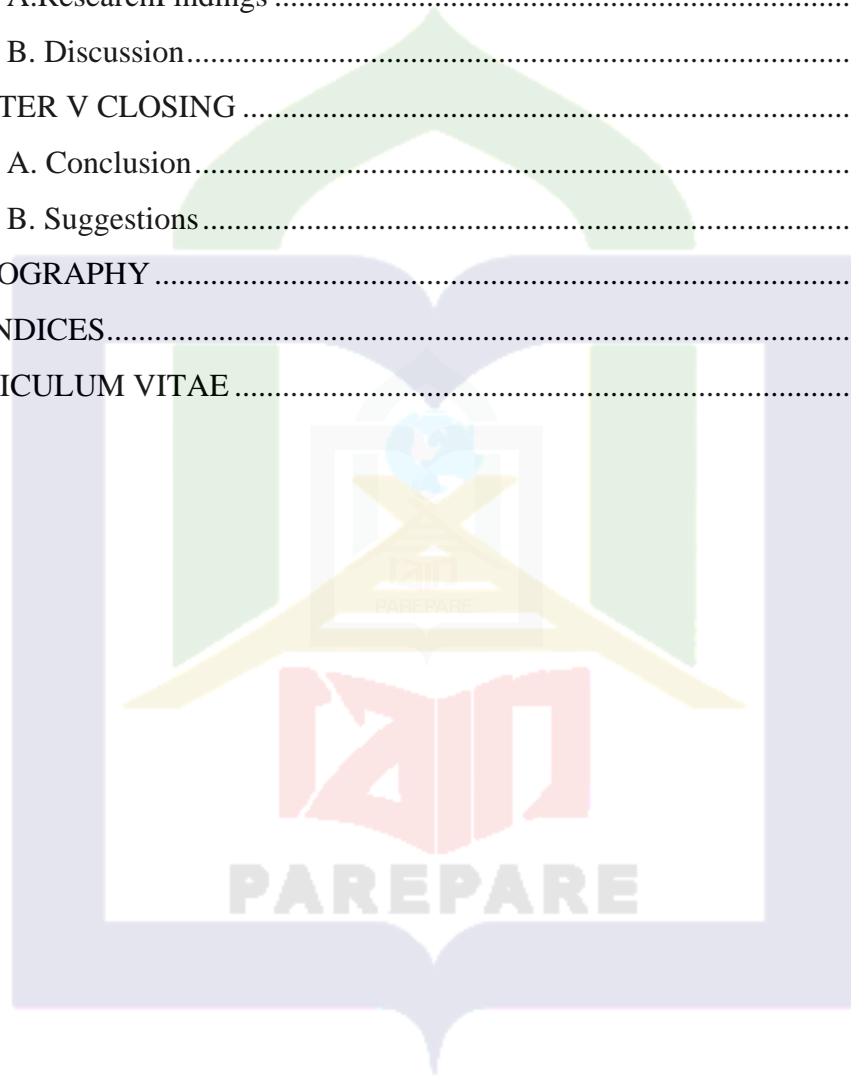
The research design was quasi- experimental with the population of this research consist of 349 students and the total sample that 70 students from two different classes, namely the control class and experimental class, and for control class there are 34 students, for the experimental class 36 total of students. This study was aimed the *Reading Ability* at the first grade SMAN 8 Pinrang. The objective of the research is to know whether the students who are taught using Scaffolding Model have better reading skills than who are taught using Conventional Model. The result in this study was indicated that there was reading comprehension improvement of students'. It was indicated by the students mean score post -test (80,75) was greater than the pre-test (50,31). So it can be concluded that the students' reading comprehension is significant better after getting the treatment. The student result showed the positive increasement.

Keyword: *Reading Comprehension Ability, Short Story ,Scaffolding Model.*

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	h	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ṣ	es (with a dot below)

ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

2. Vocal

- a. Single vowels (monofong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name

أ	Fathah	A	A
إ	Kasrah	I	I
أ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
ئِي	Fathah and Ya	Ai	a and i
ئُو	Fathah and Wau	Au	a and u

Example :

كَيْف:Kaifa

حَوْل: Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
نا/ئِي	Fathah and Alif or ya	Ā	a and line above
ئِي	Kasrah and Ya	Ī	i and line above
ئِي	Kasrah and Ya	Ī	i and line above
ئُو	Kasrah and Wau	Ū	u and line above

Example :

مات :māta

رمى	: ramā
قيل	: qīla
يموت	: yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

a. Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].

b. Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ	: raudahal-jannahatauraudatuljannah
الْمَدِينَةُ الْفَاضِلَةُ	: al-madīnahal-fāḍilahatau al-madīnatulfāḍilah
الْحِكْمَةُ	: al-hikmah

5. Syaddah(Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا	:Rabbanā
نَجَّيْنَا	: Najjainā
الْحَقُّ	: al-haqq
الْحَجُّ	: al-hajj

نُعْمٌ : *nu'ima*

عُدُوٌّ : *'aduwwun*

If the letters *bertasydid* at the end of a word and preceded by the letter *kasrah* بِ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ: Arabi (not 'Arabiyyor' Araby)

عَلِيٌّ : 'Ali (not 'Alyyor' Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters لا (*alif lam ma'arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by *shamsiah* letters and *qamariah* letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example :

الشَّمْسُ : *al-syamsu (notasy- syamsu)*

الزَّلْزَلَةُ : *al-zalزالah (notaz-zalزالah)*

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (') only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif. Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole. Example:

Fīzilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafzlabikhusus al-sabab

9. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللَّهِ : *Dīnullah*

بِاللَّهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalālah, it is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللَّهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of

proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

Wamā Muhammadunillārasūl

Inna awwalabaitinwudi ‘alinnāsilallahībiBakkatamubārakan

Syahru Ramadan al-ladhīunzilafīhal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walid Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

swt. = *subḥānahūwata ‘āla*

saw. = *ṣallallāhu ‘alaihiwasallam*

a.s. = *‘alaihi al- sallām*

H = Hijriah

M = Masehi

SM = SebelumMasehi

l. = Lahir tahun

w.	=	Wafattahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrahīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
دم	=	بدون
صلعم	=	صلى الله عليه وسلم
ط	=	طبعة
بن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره
ج	=	جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

CHAPTER I

INTRODUCTION

A. Background

Communication is primarily facilitated by language, serving as a crucial tool for interaction among nations globally. English, being a universal language, holds significant importance and is intricately linked to various aspects of human life. In Indonesia, English is introduced as the primary foreign language and formally taught from elementary school through university levels.¹

Within the realm of English proficiency, four essential skills must be honed: listening, speaking, reading, and writing. Among these, the ability to read holds particular significance in the field of education. Students require consistent practice and training to develop strong reading skills. In the realm of foreign language acquisition, educators often anticipate learners to naturally acquire reading skills. Reading, considered a pivotal skill for success in educational settings, remains of utmost importance in evaluating overall language proficiency.²

Enhancing language proficiency is closely linked to the skill of reading. Engaging in the activity of reading can significantly elevate one's language abilities. According to Jereme Harmer, the key to language acquisition through reading lies in the students' understanding of the text; the more they comprehend, the more proficient they become. This underscores the notion that reading serves as a valuable tool for language improvement. Moreover, reading is described as a seamless process where readers integrate information from the text with their own background

¹[Sherry Y. Chen](#) & Yu Fen Tseng “The Impacts Of Scaffolding E-Assessment English Learning: A Cognitive Style Perspective “, Computer Assisted Language Learning, Vol. 34 No. 8, 2021, P. 1110

²[Sherry Y. Chen](#) & Yu Fen 1112

knowledge to construct meaning. In essence, reading is an interactive process wherein the reader and the text collaborate to derive meaning based on the reader's specific needs. David Nunan in Alta McDonald et al emphasizes that the ultimate objective of reading is comprehension. Summing up the definition, reading emerges as a multifaceted, purposeful, interactive, and comprehensive activity that demands substantial time and resources for proficiency development.³

Reading comprehension as the process of students to build understanding of the students in the meaning of reading text, who then students can create meaning of themselves in accordance with their understanding from the text. So, reading comprehension is important skill to get the students understanding. Unfortunately, many students consider that English is difficult. Many of the students are lazy to finish their task when the teacher gives some assignment. It was because they think English is difficult and they don't understand what they read, so students don't want to try to comprehend the text.⁴

One of the most effective methods to develop reading comprehension skills is using short stories which are considered as a unique literary genre which can be used by the teacher in developing reading comprehension skills. Theoretically, that using short stories in order to develop reading comprehension skills will make the students exchange their ideas in the classroom discussion and make a connection between the text and the text from outside the school.

Besides using short stories needs or requires more attention in order to develop students' thinking skills. Each short story usually has a beginning, middle and an end.

³Alta McDonald, Timothy G. Morrison ORCID Icon, Brad Wilcox & Monica T Billen, "Improving Children's Reading Comprehension by Teaching Inferences", Reading Psychology, Vol. 42 No. 3 2021, p. 270

⁴Alta McDonald, Timothy G. Morrison ORCID Icon, Brad Wilcox & Monica T Billen, p. 272

This will motivate and encourage every student in the classroom to continue reading or listening to the story to follow the plot of the story or to answer questions after listening to it.⁵ Therefore, to increase the students' reading comprehension, using scaffolding as a teaching model. Scaffolding is perceived as the model used by the teachers to facilitate learners' transition from assisted to independent performance. Scaffolding is a complex instructional concept and explanations of various sorts of scaffolding will help to foster its more widespread use. To help teachers construct a deeper understanding of scaffolding, use it more frequently in their classrooms, and thereby improve students' comprehension.⁶

Then, the scaffolding is a teaching model which originates from Lev Vygotsky's sociocultural theory. Concept of the zone of proximal development, illustrating the distance between what individuals can achieve by themselves and what they can achieve with assistance from others. Scaffolding Model is the model that can make the student become responsible for their learning, more motivated, and more successful, when guided, supported and provided with the necessary attributes. Scaffolding can be provided by experts as well as more experienced people around the student; teachers, parents, and even peers at the same class. Scaffolding model refers to supporting students to a certain extent until the degree of acquiring new skills in an individual basis.⁷

⁵[Karina Rose Mahan](#), "The Comprehending Teacher: Scaffolding In Content And Language Integrated Learning (CLIL)", *Language Learning Journal*, Vo. 50 No. 1 2022, P. 80.

⁶[Selma Koyuncu](#), [Kristiina Kumpulainen](#) & [Arniika Kuusisto](#), "Scaffolding Children's Participation During Teacher-Child Interaction In Second Language Classrooms", *Scandinavian Journal Of Educational Research*, 2023, P. 5.

⁷[Selma Koyuncu](#), [Kristiina Kumpulainen](#) & [Arniika Kuusisto](#)

The research conducted by shows that the results of this study are that the average pretest value is 51.76 and the average posttest score is 83.10. Based on the N-gain test using the One Sample T-Test produces a sig value. (2-tailed) of 0,000 in accordance with the sig value testing criteria. (2-tailed) <0.05 , then H_a is accepted. The conclusion of this study is that there is a significant effectiveness of using Scaffolding model on the learning outcomes of writing descriptions⁸. Based on interview, reading students at SMAN 8 Pinrang are low. During learning process there are some students also just passive and hadless attention to the teacher's instruction in teaching reading activity. There are some students who lazy to read the text and have not motivation to finished their assignment. The researcher thought to solve this problem we need usescaffolding strategies that gives an opportunity to students to be active when learning process especially in reading activity. The researcher using scaffolding strategies for teaching reading by using short stories. Based on explanation above, the researcher will use strategies in teaching reading comprehension to increase the reading comprehension.

⁸Neneng Samrotul Fuadah, Dedi Heryadi & Winarti Dwi Febriani, "Efektivitas Teknik Scaffolding Terhadap Pembelajaran Menulis Teks Deskripsi Kelas V SDN. 3 Sukamanah", Piwuruk: Jurnal Sekolah Dasar, Vol. 1 No. 1, p. 51.

Scope of this study is to increase students' ability in reading through scaffolding model at the first grade of SMAN 8 Pinrang. This study focuses on first grade students who are taught reading comprehension with scaffolding model by using short story and first grade students who are taught reading comprehension without scaffolding model by using short story.

Based on the statement above, the researcher would like to conduct a research with the title **"Increasing Students' ability in Reading through Scaffolding Model at the first Grade of SMAN 8 Pinrang"**.

B. Research Questions

Based on the background previously covered, the researcher formulates the research question: "Do the students who are taught using Scaffolding Model have better reading skills than those who are taught using Conventional Model?"

C. The Objective of the Research

Based on the research question, this study has objectives described as follows: "To know whether the students who are taught using Scaffolding Model have better reading skills than those who are taught using Conventional Model."

D. Significance of the Research

1. Theoretically

- a. The result of this research will later be used as a scientific tool in education.
- b. The study can be used as an information and a reference for other researchers who want to conduct research on the same topic.

2. Practically

a. Students

After apply scaffolding model on students' reading by using short story where students can improve their reading skills in the classroom. Students can be more and participate when they learn to read.

b. Teacher

This study will use implementation and a positive effect on the use of the scaffolding model by using short story to improve students reading comprehension. Furthermore, the teachers will know how to use scaffolding model to support the students teaching and learning process.

c. Reader

This research can provide a joint engagement for readers, especially SMAN 8 Pinrang to increase references with the effectiveness of using scaffolding model. Hopefully the researcher can understand well the scaffolding model to students reading comprehension by using short story, so the researcher can apply those later when the researcher become a teacher.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed a review of related literature, previous related study, literature review, theoretical framework, and Hypothesis. It explained the literature review that has helped the researcher to finish this research.

A. Previous Research Findings

Fuadahin 2021 ” Efektivitas Teknik Scaffolding Terhadap Pembelajaran Menulis Teks Deskripsi Kelas V SDN 3 Sukamanah “, The results of this study are that the average pre-test value is 51.76 and the average post-test score is 83.10. Based on the N-gain test using the one sample t-test produces a sig value. (2-tailed) of 0,000 in accordance with the sig value testing criteria. (2-tailed) <0.05 , then H_a is accepted. The conclusion of this study is that there is a significant effectiveness of using Scaffolding model on the learning outcomes of writing descriptions in Indonesian.⁹

Mahan in 2022 “ The comprehending teacher: scaffolding in content and language integrated learning (CLIL)” The findings indicate that CLIL teachers scaffold their students to comprehend material. However, they provide few strategies to help students solve tasks, such as modelling and model use. CLIL teachers scaffold differently in the natural and social sciences; the natural science teaching has more visual aids, whereas the social science teachers allows for more student talk. The results imply that natural and social science teacher complement each other.

⁹Fuadah, E., Kurniawan, A. W., & Hidayat, M. A. (2021). Keefektifan Teknik Scaffolding pada Pembelajaran Menulis Teks Deskripsi Kelas V SDN 3 Sukamanah. *Jurnal Pendidikan Dasar*, 13(2), 152-163

However, CLIL teachers need to create more specific learning activities to provide their students with more support¹⁰.

MacLeod, M., & Van der Veen in 2020 “Scaffolding interdisciplinary project-based learning: a case study “The particular scaffolding model employed by the teaching team offers other teacher teams ideas for making interdisciplinary project-based learning a more effective learning opportunity. At the same time we need to ensure that students feel at home in their own programme and will be empowered to work with other specialists.¹¹

B. Some Pertinent Ideas

In this research, the researcher is using theories that are relevant with the theme of the discussion. The theories are:

1. Reading

a. The Definition of Reading

Reading is a way of getting information from something written. The more reading, the more information we get. Reading is an important activity in everyday life, because reading not only to get information, but serves as a tool to expand one's language knowledge. Reading is very important to us. Because by reading, we can feel some benefits, such as can increase our knowledge of

¹⁰Mahan, A. (2022). Teachers Who Understand: Scaffolding In Content And Language Integrated Learning (CLIL). *Journal Of Education And Learning*, 11(2), 203-215.

¹¹Macleod, M., & Van Der Veen. (2020). Scaffolding Interdisciplinary Project-Based Learning: A Case Study. *Teaching In Higher Education*, 25(5), 588-603.

the outside world¹². For example like read newspaper we can know what happenings or have happened in this world.

Then from reading we can get to know new words that we do not know. For example, if we read a book that is foreign language, such as English. By reading we can increase fluency in speaking and can improve our brain memory. Reading is becoming more and more important in the new knowledge economy and remains the most effective human activity for transforming information into knowledge.¹³

According to Sandra Silberstein in Tarigan, reading is a complex information processing skill in which the reader interacts with the text in order to (re) create meaningful discourse.¹⁴ Reading is one of important skill in English. Without reading the reader can't understand about the information of the text. However, reading is a skill for reader in process of activity to get ideas and information to understand what they read. Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction.

Susi defined reading as an interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic

¹²Mutakhirani Mustafa & Nurfadillah Bakri, "Analyzing The Level Of The Students' Reading Comprehension In Comprehending The Narrative Text", *Acitya: Journal of Teaching and Education*, Vol. 2 No. 2, p. 156

¹³Tarigan, "Discourse Analysis and Reading Instruction" Washington, DC: USIA 2018, p. 43

¹⁴Tarigan p. 47

knowledge (bottom-up processing) and schematic knowledge (top-down processing).¹⁵

Reading is an active cognitive process does indeed require using graphic (letters) and phonic (sound) information; but for fluent readers particularly, the language – based cues - semantic (meaning) and syntactic (grammar) – seem far and away more important than graphic and phonic cues.¹⁶ Reading is transaction with a text to create meaning; it is bringing meaning to a text in order to create meaning from it.¹⁷ It means that in reading, using sound and letter are important because when we read book or something it certainly we produce sound, and without using letter it doesn't call reading activity because reading commonly defined as an activity where the students' eyes focus on letter in the text or something that they read.

According to Recharidin Tarigan, reading is the process of reconstructing from the printed pattern on the ideas or information intended by the author.¹⁸ Fattel state that reading is an active process which consists of recognition and comprehension skill.¹⁹ It means that reading is process which is done by the reader to comprehend and get the information from printed text. By reading the students also can understand what the writers mean.

¹⁵Susi Astiantih , La Ode Muh. Idrus Hamid B, Yetty & Windari Nurul Pratiwi Sofyan, "Improving Reading Comprehension By Using Experience Text Relationship (ETR)", *ELS Journal on Interdisciplinary Studies In Humanities*, Vol. 5 No. 2, P. 273

¹⁶Susi Astiantih , La Ode Muh. Idrus Hamid B, Yetty & Windari Nurul Pratiwi Sofyan P. 275

¹⁷Roberta Louise Mariano Bezerra, Raunijandéroama Alves & Cíntia Alves Salgado Azoni, "Creativity And Its Relationship With Intelligence and Reading Skills In Children: An Exploratory Study", *Psicologia: Reflexão E Crítica*, Vol 35 No. 1 2022, P. 34

¹⁸Roberta Louise Mariano Bezerra, Raunijandéroama Alves & Cíntia Alves Salgado Azoni, P. 37

¹⁹Tarigan, P. 47

From explanation above, there are a lot definitions about reading. It can be concluded that reading is a process to understand the ideas between written and reader to get information and get conclusion from the text. In other word, the students are able to understand the text. It is one of ways to students get some of information.

b. The Purposes of Reading

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

- 1) To obtain information for some purposes or because there are curious about some topic.
- 2) To obtain instructions on how to perform some task for our work or daily life.
- 3) To act in a play, play a game, do a puzzle.
- 4) To keep in touch with friends by correspondence or to understand business letters.
- 5) To know when or where something will take place or what is available.
- 6) To know what is happening or has happened (as reported in newspaper, magazine, reports)
- 7) For enjoyment or excitement.²⁰

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

²⁰Almasri, Meshail M. & Alshumaimeri, Yousif A, " The Effects Of Using Web Quests on Reading Comprehension Performance of Saudi EFL Students", Saudi Arabia: King Saud University 2016. P. 87

c. Kinds of Reading

According to Heaton, there are two kinds of reading, they are: intensive reading and extensive reading as follows:²¹

1) Intensive Reading

The focus of intensive reading is the language. Thus, the dictionary often used in this activity. Intensive reading involves studying the text carefully in every words and grammatical by contrasting, examining, decoding and maintaining every expression which have found in the text. This activity involves the reader's concentration in order to comprehend the detail information of the text. It may be the sentence, the paragraph and the whole text. The focus on intensive reading is the language and the grammatical feature.

2) Extensive Reading

In order to review the ideas related to the text, summary is often used. Intensive reading is often considered as a complex activity. The focus of extensive reading is usually the message which is conveyed by the writer. Extensive reading, the purpose of learning reading through extensive reading was studying the language not the content, not only seeking information but also could be for pleasure purpose.

Extensive reading is an activity which involves the reader's own pleasure because the focus of this activity is the content of the text not the language. Based on the explanation above, there are two kinds of reading such as intensive reading and extensive reading.

²¹Ahmad, K (2013). A Study On Strategies For Teaching Speaking And Reading Comprehension Skills. {thesis} Language Education, Postgraduate Program Ganesha University of Education Singaraja, Indonesia, p. 41

2. Reading Comprehension

a. The Definition of Reading Comprehension

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading²².

Understanding comprehension processes is crucial to the study of reading. According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text. Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text. It means that a reader must be able to interpret what the meaning of the text well.²³

Goodman states reading comprehension is as an interaction between thought and language. It means that an interaction in reading, it can produce a thought and then we are thinking, and we have a question for asked to someone, that called is language.²⁴ Reading comprehension as a complex process involving interaction of many components. Those components are

²²Herdiana&Sirojul Munir, "Improving Children's Reading Comprehension by Teaching Inferences", *Reading Psychology*, Vo. 42, No. 3 2021, p. 270

²³Herdiana&Sirojul Munir p. 271

²⁴Christian Soto, Antonio P. Gutiérrez de Blume, Mathew Jacovina, [Danielle McNamara](#), Nicholas Benson, Bernardo Riffo, Richard Kruk, "Reading comprehension and metacognition: The importance of inferential skills", *Cogent Education*, Vol. 6 No. 1 2019, p. 36

readers, their background knowledge, their reading model, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.²⁵

Reading comprehension in slightly different ways. Snow categorizes the component which is interacting and involving in reading comprehension into three components. Those components are the reader, the text and the activity. Snow includes the capacities, abilities, knowledge, and experiences of the readers as the part of the reader components. Snow explains the text as any printed and electronic text while for the activity Snow includes the purpose, processes, and results of any attitude in reading.²⁶

According to Brown in Aiping Zhao et al, reading comprehension is primary matter of developing appropriate, effective comprehension strategies.²⁷ It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a reading questions form. Based on the language assessment theory by Brown, especially in reading there are some criteria that are commonly used in measuring student's reading comprehension they are :

1) Main idea (topic)

²⁵Herdiana & Sirojul Munir, p. 274

²⁶Christian Soto, Antonio P. Gutiérrez de Blume, Mathew Jacovina, [Danielle McNamara](#), Nicholas Benson, Bernardo Riffo, Richard Kruk, p. 40

²⁷Aiping Zhao, Ying Guo & Megan Schneider Dinnesen, "The direct and indirect effects of language and cognitive skills on Chinese reading comprehension. Reading and Writing, Vol. 35 No. 3 2022, p. 540

- 2) Expression / idiom / phrases in context
- 3) Inferences (implied detail)
- 4) Grammatical feature
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated details)
- 7) Supporting idea
- 8) Vocabulary in context.²⁸

In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other. If there is an interference growing between them, there will be difficulties in reading.

b. Skills in Reading Comprehension

According to Beatrice and Linda Jeffries there are several skills that make up the ability to comprehend what is read.

According to the reader's purpose, the skills are :

- 1) Scanning : scanning is very high-speed reading. When you scan, you have a question in mind. Do not read every word, only the words that answer your question.
- 2) Previewing and predicting : you can get some ideas about what you will read. That way you will begin to process the information far more quickly.
- 3) Topics : can help you connect, what you read to what you already know.

²⁸Herdiana & Sirojul Munir, p. 275

- 4) Topics of paragraphs : paragraphs is two groups of sentences that look like paragraphs. Read both of them carefully
- 5) Main idea : is the author's idea about the topic. It is always a complete sentence that includes both the topics and the idea that the author wishes to express about the topic.
- 6) Recognizing patterns : be able to find the important ideas more quickly.
- 7) Skimming : is high-speed reading that you can save you lost of time.
- 8) Making inference : inference is sometime the topic of a text may not be stated anywhere directly. You must look for clues and try to guess what the passage is about.
- 9) Summarizing : is the retelling of the important part of a passage in a much shorter form²⁹

2. Scaffolding

a. The Definition of Scaffolding

According to Larkin in Ridwan Arifin, scaffolding is the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning. Scaffolding is a process in which students are given support until they can apply new skills and strategies independently. Another definition, scaffolding is defined as a temporary structure that is often put up in the process of constructing a building. As each bit of the new building is finished, the scaffolding is taken down. The scaffolding is temporary, but essential for the construction of the building.³⁰

²⁹Aiping Zhao, Ying Guo & Megan Schneider Dinnesen, p. 542

³⁰Ridwan Arifin, "Keefektifan Teknik Scaffolding Dalam Pembelajaran Menulis Cerpen Siswa Kelas X MA Alimaksu Krapyak Bantul Yogyakarta", Skripsi: Yogyakarta, p. 54

Based on the definition above, it means that a temporary framework that supports a building under construction. When the structure is strong enough to stand on its own, the scaffolds are removed. Scaffolding is a temporary structure for holding workers and materials. When it is used in educational contexts, many current uses of the word suggest that “scaffold” has become synonymous with support. Hence, a teacher who provides some „advanced organizers” to their lessons can claim to have „scaffolded” their students into the task. Scaffolding is an interactive method of learning that occurs between adults and children. In this process, adults gently guide and support the child's learning, responding to their level of participation through questioning, observations, and issuing new challenges based on the child's responses.³¹

This method involves the establishment of temporary support by capable individuals, allowing learners to engage in complex processes before they can do so independently. As students become proficient in more complex language tasks, support can be gradually decreased and eventually removed. Scaffolding provides assistance to students during their initial steps of learning, progressively reducing support and allowing them to take responsibility as they gain competence. This approach makes students comfortable with learning, as teachers consistently provide supervision, fostering an environment where students feel unafraid to ask questions and engage in discussions about the lesson.³²

³¹Ridwan Arifin, p. 56

³²Jussi A. Saarinen, “What can the concept of affective scaffolding do for us? Philosophical Psychology, Vol. 33 No. 6, p. 825

b. The Application of Scaffolding

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

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

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

d) Fourth, the individual does it. This is the independent practice stage where individual students can demonstrate their task mastery and receive the necessary practice to help them to perform the task automatically and quickly.³³

c. Advantages and Disadvantages of Scaffolding

1). The Advantages of Scaffolding

a) Provides clear direction and reduces students' confusion concerning the anticipated problems that students may encounter. In addition, it develops step by step instruction, explain what a student must do to meet expectations.

b) Clarifies purpose which means it assists the students to realize the reason and the importance of doing a certain task.

c) Keeps students on task by providing pathways for them. It enables the students to decide the task or lesson that much be explored along it without wandering off the designated task.

³³[Sherry Y. Chen](#) & Yu Fen Tseng, "The impacts of scaffolding e-assessment English learning: a cognitive style perspective. Computer Assisted Language Learning, Vol. 34 No. 8 2021, P. 1110

- d) Clarifies expectation and incorporates assessment and feedback.
- e) Directs the students to use worthy sources provided by teacher, there by confusion, frustration, and time are reduced when students become able to choose suitable resources.
- f) Reduces uncertainty, surprise, and disappointment. This happens when teachers diagnose the possible problems which appear in their lessons. Then, they improve their lesson to eliminate difficulties which in turn maximize learning.
- g) Scaffolding instruction motivates the student so that they want to learn.
- h) Can minimize the level of frustration of the learner.

This is extremely important with many special needs students, who can become frustrated very easily then shut down and refuse to participate in further learning during that particular setting.³⁴

2). The Disadvantages of Scaffolding

- a) Implementation of individualized scaffolds in a classroom with a large number of students would be challenging.
- b) Unless properly trained, a teacher may not properly implement scaffolding instruction and therefore not see the full effect.
- c) Scaffolding also requires that the teacher give up some of the control and allow the students to make errors.
- d) This may be difficult for teachers to do.
- e) Finally the teachers' manuals and curriculum guides that I have been exposed to do not include examples of scaffolds or outlines of scaffolding model that would be appropriate for the specific lesson contents.³⁵

³⁴Narmeen Muhmud Muhammad, "The Effect Of Using Scaffolding Strategies On EFL Students' Reading Comprehension Achievement". University Of Baghdad, 2015. P. 96

3. Short Story

a. The Definition of Short Story

According to Ghasemi and Hajizadeh said that the shortstories have the unique characteristics thus making the learnersespecially suitable to be used in reading comprehension.³⁶The aim is easy to understand by the students, and also can be developed anykind of teaching material so that the reading learning will notbecome monotonous and boring. The reason why choosing shortstories as materials of reading learning is literary work is often moreinteresting than the text found in course books. It supported bySetyani define that the short story is interesting, can also help tostimulate the students' curiosity toward the target culture andlanguage.³⁷

b. Advantages of using Short Story

According to Pourkalhor and Kohan added advantages forpedagogical advantages for using short stories over other literarytexts, which are:

- 1) Make the students feel more relax, and reduce students' anxiety.
- 2) Increase students' cultural awareness.
- 3) Short stories give the learners a better view of other culture andpeople.

c. Kinds of Short Story

- 1) A myth is a traditional story that explains the beliefs of a peopleabout the natural and human world. The main characters in mythsare usually

³⁵Selma Koyuncu, Kristiinakumpulainen&Arniikakuusist, "Scaffolding Children's Participation During Teacher-Child Interaction In Second Language Classrooms", *Scandinavian Journal Of Educational Research*, P. 10

³⁶EkoSugiarto, "MahirMenulisCerpen: Panduan BagiPelajar", Yogyakarta: Suaka Media 2014, p. 75

³⁷EkoSugiarto p. 77-78

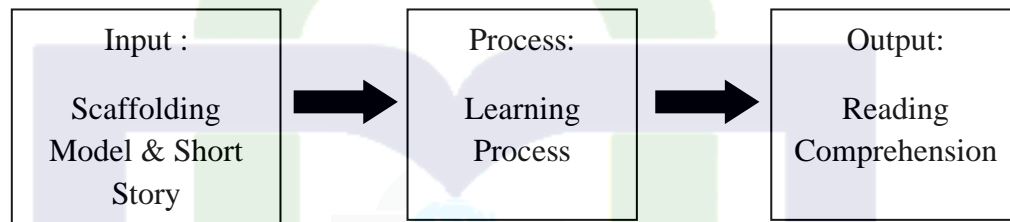
gods or supernatural heroes. The stories are set in the distant past. The people who told these stories believed that they were true.

- 2) A legend is a traditional story about the past. The main characters are usually kings or heroes. Some examples of well-known legends include the tales of Odysseus from Ancient Greece, Beowulf from the Norse lands and King Arthur from Old England. Like myths, legends were thought to be true.
- 3) A fable is a brief story intended to teach a moral lesson. The main characters are usually animals, objects in nature (e.g. mountains, lakes, stones) or forces of nature (e.g. the sun, the wind, the rain), which are given human qualities . The most famous fables in Western tradition are Aesop's fables from Ancient Greece. There are also many well-known fables from China , India and other Asian cultures.
- 4) A parable is a brief story that illustrates a moral principle through the use of metaphor. Unlike fables, the main characters of parables are human beings. The most widely-read parables in Western tradition are the parables of Jesus in the New Testament of the Bible. There are also many parables from the Buddhist tradition and from ancient Chinese philosophers like Confucius, Mencius and Han Fei Zi.³⁸

³⁸Regional NET Coordinating Team, (2012), Net Working Using Short Story The English Classroom. August, 2

C. Conceptual Framework

Reading is one of the most important skills of English. In thereading, the students are able to understand the text. It is one of ways tostudents get some of information. One components of reading. Reading comprehension is a process of reader activity tobuid meaning what they read. The readers make meaning by interactingthrough the information in the text.



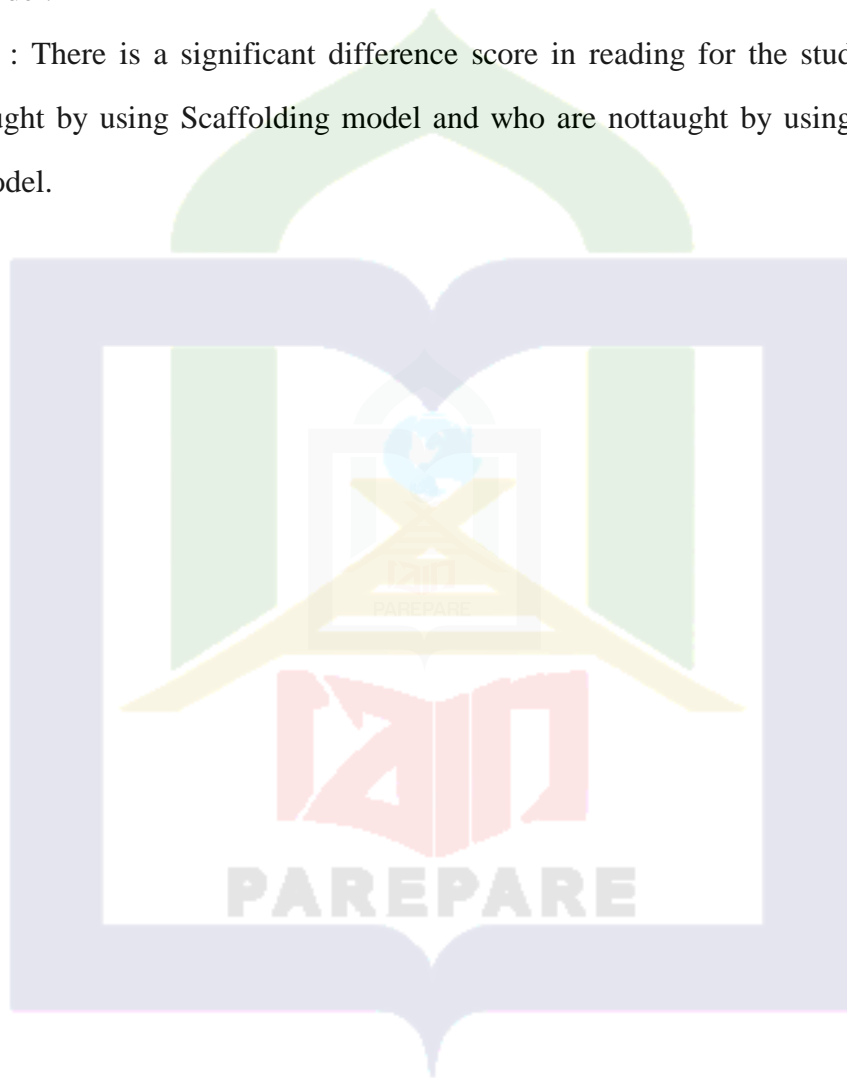
D. Hypothesis

Hypothesis is simply an educated and testable guess about theanswer to your research question. A hypothesis is often described as anattempt by the researcher to explain the phenomenon of interest.Hypotheses can take various forms, depending on the question beingasked and the type of study being conducted. A key feature of allhypotheses is that each must make a prediction. Remember thathypotheses are the researcher's attempt to explain the phenomenon beingstudied, and that explanation should involve a prediction about thevariables being studied.

From the explanation, the researcher takes the hypothesis that:

H_0 : There is no significant difference score in reading for the students who are taught using Scaffolding model and who are not taught by using Scaffolding model.

H_a : There is a significant difference score in reading for the students who are taught by using Scaffolding model and who are not taught by using Scaffolding model.



CHAPTER III

RESEARCH METHOD

A. Research Design

A research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing the data. According to Kerlinger research design is the plan, structure and model of investigation conceived so as to obtain answers to research questions and to control variance. Moreover, research design is the arrangement of condition for collection and analysis of data in a manner that aims to generalize the findings of the sample on the population.³⁹

This research applied quantitative method that are based on the philosophy of positivism, is used to examine the population or a particular sample, the technique is generally carried out at random, using a data collection instrument of research, quantitative data analysis or statistics in order to test the hypotheses that have been established.⁴⁰ Quantitative method is called the traditional method, because this method has been used so long tradition as a method for the study. This method as a scientific method, because it has filled the scientific principles that is concrete and empirical, objective, measurable, rational, and systematic.

The design of this observation is quasi experimental. According to Sugiyono, quasi experimental design means that the researcher does not have maximum control in doing the experiment. The design used in this research used experimental and control group. Experimental group receives a treatment, while control group does not receive any treatment. Quasi experimental design divide into two. They are

³⁹Sugiyono, "Metodologi Penelitian Kuantitatif dan Kualitatif Dan R&D", Bandung: ALFABETA, 2019, p. 43

⁴⁰Sugiyono., p. 45

nonequivalent control group design and the time series design. According to Hanafi, nonequivalent control group design means that are two group in the study; experimental group and control group, in which both of the groups are the same level of knowledge but used different treatment or maybe there will be no treatment used.⁴¹

This type of research has 2 tests, namely the pre-test and post-test, the experimental group, and the control group, but there are no random assignment subjects. In this study, both groups has beengiven a pre-test at the start of the study. This initial test is carried out by looking at the student's current abilities before giving treatment. Then, the post-test was given at the end of the lesson to find out the effectiveness is measured by the difference in the students' reading scores. The results of the pre-test and post-test were use to investigate whether or not there will a difference between the experimental group and the control group. The subject will give pre-test and post-test to know their reading comprehension between the students who was used scaffolding model by using short story and the students who were not.⁴²

The researcher used non-equivalence (pre-test and post-test) control group design for this research. This design included pre-test and post-test measures followed by a treatment (for experimental class) and pre-test and post-test for the second group (control class). Both of groups were given pre-test and post-test. Pre-test was administered to each group before giving treatment. The variable of

⁴¹Sugiyonop. 48

⁴²Sugiyono, "Metode *Penelitian Kuantitatif*, Kualitatif, dan R&D", Bandung: Alfabeta, CV 2017. p. 51

experimental research is classified into independent and dependent variable. The main approach used in current research is experimental research.

Independent variable : Scaffolding model and Short Story

Dependent variable : Reading comprehension

Table 3.1 *pretest posttest control group design*

Group	Pre- Test	Treatment	Post-test
Experimental	O ¹	X ¹	O ²
Control	O ¹	X ²	O ²

Where:

O₁ : Pre Test

X₂ : The treatment by Scaffolding Model with Short Story

O₂ : The result of students post-test

X₂ : The treatment by Conventional Model

The treatment was carried out in 6 meeting in the experimentalClass with the reading comprehension treatment delivered using scaffoldingmodel and short story, while the control group was taught conventionally. In thepre-test and post-test gave to the experimental class and the control class.

B. Time and Place of Research

1. Location of Research

The location of the research that was used as a place for conducting research is the first grade students at SMAN 8 Pinrang.

2. Research time

The research time that researchers used in completing this research is 30 days.

C. Population and Sample

1. Population

Population was a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw conclusions.⁴³ The population of this research was students at first grade students of SMAN 8 Pinrang in academic year 2024/2025 as the population of thesis. There are 349 students in the First grade of SMAN 8 Pinrang. It was divided into 10 classes.

⁴³Sugiyono p. 53

Tabel 3.2 *Students Population*

CLASS	TOTAL STUDENTS
10 E 1	36
10 E 2	34
10 E 3	35
10 E 4	34
10 E 5	34
10 E 6	34
10 E 7	34
10 E 8	34
10 E 9	35
10 E 10	39

(Source : *The Students First Grade academic year 2024 /2025*)

2. Sample

According to Sugiyono, sample is the group which is involved. A sample is the name simple, is a smaller representation of a larger whole. It means the sample is a group of individuals as a part of population which is chosen from the whole population. There are 10 classes in the first grade of SMAN 8 Pinrang. There were 349 students. The researcher was using random sampling. Random sampling is that the population is heterogeneous varying in many ways each of which has the right to represent the group. Besides, random sampling is believed to accommodate the representation from each variation of the group.⁴⁴

⁴⁴Sugiyono, p. 76

There were two classes in the First grade of SMAN 8 Pinrang. They were divided into two groups. They are as the experimental group and control group. The experimental group was a group which was given the treatment in form of teaching reading comprehension using short story with scaffolding model. While, the control group was a group which was not given the treatment taught using short story with scaffolding model in teaching reading comprehension.\

Table 3.3 *Sample of Students*

CLASS	TOTAL STUDENTS
10 E 1	36
10 E 2	34

(Source : *Students' 10 E 1 and 10 E 2 Class*)

The method used by researcher to get representative sample for accessible population was simple random sampling. In simple random sampling technique, the sample was directly drawn randomly from the population. In this technique, each member of the population was given equal chance of being selected to become the members of the sample.⁴⁵

⁴⁵Mohammad Adnan Latief, *Research Methods on Language Learning: An Introduction* (Malang: UM Press, 2013), p. 183

D. Instrument of the Research

Research instrument was a means or tool used by researcher to collect data to obtain satisfactory or best result that can occur systematically and completely. Instrument can be defined as a tool to collect the data. It has to be constructed and made to show the empirical and accurately as the real condition of the subject of the researcher. The instruments in this study were multiple choice questions totalling 15 numbers which were divided into two sessions, namely pre-test and post-test.

Table 3.4 *Instrument of Data Collection*

No	Research Title	Variable	Indicator	Subject	Technique
1	“Increasing students' ability in reading through scaffolding model at the first grade of sman 8 Pinrang	Short story (X1)	1. Short story is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents. With the intent of evoking a single effect or mood.	First-grade students	- Objective test: 15 questions for multiple-choice pre-test - Objective test: 15 questions for multiple-choice post-test - Scaffolding model steps: 1. Giving a model of the

					<p>expected behavior</p> <p>2. Explanation</p> <p>3. Invite students to participate</p> <p>4. Explain and clarify students' understanding</p> <p>5. Invite students to express opinions</p>
2		Scaffolding (X2)	2. Short story can help students to develop their reading comprehension.		

3		Reading comprehension (Y)	3. Reading is a skill in which we try to get information from printed and written material.		
4			4. Reading comprehension skills increase the pleasure and effectiveness of reading.		
5			5. Strong reading comprehension skills help in all subjects and in personal and professional lives.		

E. Procedure of Collecting Data

In collecting the data, the researcher used objective test. The test was given Pre-test and Post-test:

a. Pre-Test

The researcher was given pre-test to the students before giving the treatments in order to know the basic of students reading comprehension skill before treatments and also the students' mean score. In this test, the researcher uses a short story, 3 passage. The test have do by given 15 multiple choice questions. The students answer the questions on the google form. Then the researcher did the scoring based on their answers on the test.

b. Treatment

Session 1:

- a) Introduce the concept of reading comprehension to students.
- b) Explain the importance of effective reading and understanding of texts.
- c) Introduce the scaffolding model and its purpose in supporting students' comprehension skills.
- d) Choose a short story appropriate for the students' proficiency level.
- e) Read the short story aloud to the students.
- f) Discuss and analyze the elements of the story, such as the plot, characters, and theme.
- g) Provide examples of comprehension questions relevant to the story.

Session 2:

- a) Review the story from the previous session.
- b) Explain the scaffolding model in more detail, emphasizing its role in breaking down complex texts.
- c) Model the use of scaffolding model, such as predicting, questioning, and clarifying.
- d) Provide students with a copy of the short story to read individually.
- e) Guide students in using the scaffolding model while reading the story.
- f) Provide simple comprehension questions for students to answer.
- g) Facilitate a class discussion to compare and discuss students' answers.

Session 3:

- a) Review the scaffolding model and its application in the previous session.
- b) Introduce additional scaffolding model, such as visualizing, making connections, and summarizing.
- c) Model the use of these model with examples from the short story.
- d) Provide students with a new short story to read individually.
- e) Assign comprehension questions that require higher-order thinking skills, such as making inferences and analyzing the author's purpose.
- f) Encourage students to use the scaffolding model while reading and answering the questions.

- g) Facilitate group discussions to share and compare students' responses.

Session 4:

- a) Review the scaffolding model covered in the previous sessions.
- b) Introduce advanced scaffolding model, such as identifying text structure and analyzing literary devices.
- c) Model the use of these model with examples from the short story.
- d) Provide students with a new short story to read individually.
- e) Assign comprehension questions that require critical thinking and analysis.
- f) Encourage students to use the scaffolding model to deepen their understanding of the story.
- g) Provide guidance and support as needed during the reading and question-answering process.

Session 5:

- a) Review the scaffolding model and their application in the previous sessions.
- b) Assign a more challenging short story to the students.
- c) Encourage students to independently apply the scaffolding strategies while reading the story.
- d) Provide comprehension questions that require higher-level thinking and interpretation.

- e) Facilitate small group discussions to allow students to share their interpretations and support their answers with evidence from the text.
- f) Provide feedback and guidance on students' comprehension and use of scaffolding model.

Session 6:

- a) Conduct a final assessment to evaluate students' reading comprehension skills.
- b) Administer a comprehension test or assignment that includes a variety of question types.
- c) Provide individual feedback and evaluation on students' performance.
- d) Analyze the assessment results to identify areas of strength and areas for improvement.
- e) Facilitate a class discussion on the challenges students faced during the reading comprehension process.
- f) Provide additional strategies and resources for students to continue developing their reading comprehension skills.

c. Post-test

Post-test was given after conducting the treatment. It delivered to know the student's reading comprehension skill by using scaffolding model. The researcher was given the students same test, they are multiple choice questions. In the Post-test the students also were asked to answer the reading comprehension test in form to multiple choice question about the short story have read consist of 15 items.

F. Technique of Data Analysis

Data analysis model was the data which using to be analyzed and directed to answer the problem formulation has been determined, then analyzes the data using SPSS application.

1. Descriptive Analysis

Method that serves to describe or given overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, in this study all data have inputted in the SPSS application and have presented in tabular form.

2. Inferential Analysis

a. Testing of data analysis requirements

In this study, the data analysis test used was the normality test and the homogeneity of the variance as a condition for testing the hypothesis (T-test).

1. Normality Test

The data normality was used the One-sample Kolmogorov-Smirnov Test if the test results show that Sig (2-tailed) > 0.05 then the data tested is normally distributed, the data analyst uses the SPSS application

2. Homogeneity Test

The data homogeneity test was carried out using the statistical Levene test. If the test results show that the significance is > 0.05 , then the data tested has normal variance. Data analysts use the SPSS application.

3. Test the N-gain score

To test the effectiveness of a method, the N-Gain effectiveness formula is used. Normalized gain test (N-Gain) Calculating the normalized gain score is based on:

$$Gain = \frac{Posttest\ Score - Pretest\ Score}{Ideal\ Score - Pretest\ Score}$$

(Archambault 2008)

The N-gain calculation category can be seen in the table below:

Table 3.5 N gain Interpretation

Percentage	Interpretation
< 40	Not Effective
40-55	Less Effective
56-75	Enoughly Effective
>76	Very effective

4. Independent T-test

The analysis used to test the research hypothesis is the different test or T test. The T test used is the Independent Sample TTest Test. Independent Sample T-Test is a method used to compare two groups of means from two different (independent) samples. In principle, the Independent Sample T-Test test functions to find out whether there is a difference in the mean between the 2 populations by comparing the two sample means. Before the Independent Sample T-Test analysis is carried out, the data must first meet the initial requirements, these conditions include:

- a) The data is in the form of intervals or ratios
- b) The sample data comes from a normally distributed population
- c) The variance between the two samples being compared is not significantly different (homogeneous)
- d) The data comes from two different samples

The hypothesis testing was carried out using the Independent Sample T-test analysis in the SPSS program. Decision making can be seen from the significant level of p (Sig(2-tailed)). If $p > 0.05$ then H_0 is accepted and if $p < 0.05$ then H_0 is rejected⁴⁶.

Several instrument conducted by the researcher which also become very essential for the research , some of the Rubric score which become assessment :

Table 3.6 The Rubric Score

Criteria	Description	Score
Comprehension	Understand the content of the text well, can answer questions correctly.	1-5
Interpretation	Able to interpret the meaning of the text and relate it to other contexts.	1-5
Analysis	Able to critically analyze the structure and elements of the text.	1-5

⁴⁶Budi, triton prawira ; -.SPSS 13.0 Terapan : Riset Statistik Parametrik / Budi, Triton Prawira .2006

Fluency	Read fluently without many errors.	1-5
Pronunciation	Pronunciation of words is clear and correct.	
Intonation	Using the right intonation according to the type of text. ⁴⁷	1-5



⁴⁷Brown Douglas , Language Assesment, Principle and classroom practice.(Longman California) p.127

CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

Data from the results of the study used the T-test which was used in order to determine the initial abilities of the respondents before being given treatment both in the control class and in the experimental class, thus it would be known that in the two sample classes there was or was not a difference in the students' reading abilities in the sample. test is also used to test the proposed research hypothesis, therefore before analyzing the T-test, first test the data analysis requirements which include the data normality test and variance homogeneity test, to summarize the entire data which includes the mean, minimum and maximum values and also standard deviation using SPSS

Table 4.1 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean
Pre-Test Experiment	36	27	33	60	50,31
Post-Test Experiment	36	13	73	86	80,75
Pre-Test Control	34	27	33	60	47,97
Post-Test Control	34	20	46	66	55,76
Valid N (listwise)	34				

Based on the table above, there are differences that occur between the two classes sure the experimental class and the control class both before and after being given treatment. The mean of the control class before being given treatment was 47.97 while after being given treatment was 55.76 while the experimental class

before being given treatment was 50,31 and after being given treatment was 80.75, from these results we can see clearly the difference between the two methods given in the control class and the experimental class.

1. Differences between who are taught using Scaffolding Model than who are taught using Conventional Model.

To compare the Conventional method with the Learning model that I use, namely Scaffolding, I use N-gain to determine the effectiveness of both which is better, the researcher used the N-gain test, the results of the research were processed using SPSS and then the results of the mean were interpreted using the N-gain table, after being processed using SPSS, Result for the Control class, namely the class that uses the Conventional Method, the average N-gain score is 14% if it is interpreted in the N-Gain interpretation category. So the Conventional method can be said to be "NOT EFFECTIVE" in increasing students Reading comprehension abilities. For the Experiment class, namely the class that uses the Scaffolding Model, the average N-gain score is 61% if it is interpreted in the N-Gain interpretation category. So the Scaffolding Model can be said to be "ENOUGHLY EFFECTIVE" in increasing Student Reading Comprehension abilities. This is the following results were obtained:

Table 4.2 Experiment and Control Class N-gain Result

	CLASS	Statistic	Std. Error
Ngain_Persen	EXPERIMENT	Mean 61,03	1,498
		95% Confidence Interval for Mean	
		Lower Bound	57,99
		Upper Bound	64,08

	5% Trimmed Mean	61,57	
	Median	62,96	
	Variance	80,835	
	Std. Deviation	8,991	
	Minimum	33	
	Maximum	77	
	Range	44	
	Interquartile Range	9	
	Skewness	-,933	,393
	Kurtosis	1,805	,768
CONTROL	Mean	14,21	1,49
			8
	95% Confidence Interval for Lower Bound	11,16	
	Mean	Upper Bound	17,26
	5% Trimmed Mean	13,79	
	Median	14,89	
	Variance	76,276	
	Std. Deviation	8,734	
	Minimum	0	
	Maximum	40	
	Range	40	
	Interquartile Range	7	
	Skewness	,317	,403
	Kurtosis	1,613	,788

2. The Significance difference in result of learning between Scaffolding Model and the Conventional Model for teaching Reading Comprehension ability at SMAN 8 Pinrang.

To discover the difference in significance between the Conventional Model and the Scaffolding Model, the researcher used the Independent Samples T-test to test the research hypothesis but before that there must be prerequisites, namely the data normality test and data variant homogeneity, the results can be seen below This :

a. Normality Test

The normality test is used to test whether the research data is normally distributed, normal data is an absolute requirement before we carry out a parametric statistical analysis.

In this study, researchers used the Kolmogorov-Smirnov Normality test because the sample of this study was more than 30 samples.

Table 4.3 Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.
,123	36	,188	,939	36	,047
,208	34	,001	,874	34	,001

Based on the output data above, it is known that the significance value (Sig) of the Kolmogorov-Smirnov test is > 0.05 , it can be concluded that the research data is normally distributed. Because the research data is normally distributed, we can use statistical parameters to analyze research data.

b. Homogeneity Test

The homogeneity test aims to determine whether the variance of the data from two groups is homogeneous or heterogeneous. Homogeneous data is a requirement for conducting an independent T test.

Table 4.4 Homogeneity Test

		Levene's Test for Equality of Variances	
		F	Sig.
Ngain_Persen	Equal variances assumed	,603	,440

Based on the table above, it is known that the significance value (Sig.) Based on Mean is $0.440 > 0.05$, so it can be concluded that the research variance data is homogeneous, thus one of the requirements of the Independent sample t test has been fulfilled.

After the requirements are met, the researcher then enters the data into SPSS as a test for the research hypothesis, the results of the Independent Samples T-test are as follows:

Table 4.5 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ngain_Persen	Equal variances assumed	,603	,440	22,081	68	,000	46,822	2,120	42,591	51,054
	Equal variances not assumed			22,100	67,943	,000	46,822	2,119	42,594	51,050

Based on the table above in the "Equal variance assumed" section, it is known that the Sig. (2-Tailed) value is $0.000 < 0.05$, so as in the independent sample t test it can be concluded that H_0 is rejected and H_a is accepted, and it can be concluded that there is a significant difference (real) between the average students' Reading abilities after being given treatment between the Experiment class using Scaffolding Model and the control class using conventional model.

B. Discussion

In this study, researcher have compared two model for teaching reading, the first model is Scaffolding model, in the treatment carried out by researchers, students who are taught using the Scaffolding model are more better in reading and assume that English is a tool for communicating not only as a subject, According to Arbaisyah, reading skills can be improved through repeated application. Teachers must be able to develop effective learning programmes to increase students' reading ability.⁴⁸ Based on the explanation above, readingability is intended to enable students to be confident in reading in front of the class, allowing them to participate actively in the teaching-learning process, based on the research that has been done, the elaboration of the research results is as follows:

1. The Studentsusing Scaffolding Modeland using Conventional Model.

Based on finding of the research it was found that students who were taught by using Scaffolding Model was effective to increasing students' reading comprehension ability. It might be due to Scaffolding Model the students felt more fun and they were not bored in classroom during the process of learning. Based on the result of the pre-test before Scaffolding Model was implemented in pre experimental class, the students' reading comprehension was low.

In the researcher's opinion, this Model was suitable for Senior high School students' even though the increasing is not perfect because the researcher doesn't have many time to teach the students and during teaching there were only six meeting . In this research had proved that there was

⁴⁸Arbaisyah, 2008. Strategi Guru dalam Meningkatkan Kemampuan Membaca Siswa. Jurnal Penelitian Madrasah Ibtidaiyah (JURMIA). Vol. 3, No. 1.

increasement. So, applying this model can be used in senior high school level. The Scores of the students' reading ability on post- test showed that there were increasement after being given a treatment by using this model.

By looking at students score classification in the descriptive statistics,for experiment class the mean score of the post-test (80,75) was greater and pre- test (50,31). Thus,it can be concluded that the students' reading comprehension ability is signifiAcantly better after the treatment. So the null hypothesis (H_0) was rejected and the alternative hypothesis (H_i) was accepted.

The researcher concluded that one of the main factor which make students lack in reading comprehension caused by media or learning model in the class still apply conventional model in reading , the teacher only gives a text than reads the text without knowing the meaning of the text . Because of this, some students are not excited to study so then the students got low score in reading.

Some problem occurred during the implementation of Scaffolding Model to increasing the students reading comprehension ability .First was related to time management, and the students also distributed by the noisy so the researcher got difficult in controlling the students when explain the material of reading comprehension . Besides that, the different of knowledge about reading was caused trouble in the teaching . Considering the importance of teaching reading, there should be a Model or technique that can promote the language learning.

To overcome these problems, the researcher gave the students exercise reading short story about fairytale in narrative text for each meeting. The students would answer the question of reading in form. Where in Scaffolding model the researcher asked the student for reads the short story and after that the student answered the question that the researcher gave to them.

The researcher supplied a worksheet explained the material in the meeting to evaluate the students' attention and knowledge after explanation. The researcher asked the students to find out the answer in the worksheet, if the students find a new word the students were allowed to use dictionary. After students did the worksheet which has given, the researcher asked them collect and correct it together.

Without knowing the reading comprehension the students would get difficulties in four skills in English language. So the teacher has to be creative person in the teaching, in addition the teacher also has to be provided the model and technique to support the students in reading comprehension can be looked at in terms of strategies the teacher use when teaching reading.

After the researcher applied Scaffolding model in the class during teaching reading the researcher found that some of the students seems to be appealing in doing the reading test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed Scaffolding model can increase the students' reading comprehension

even though not perfect. The result was proven by the improvement of students score in reading comprehension ability.

Moreover, in the pre-test most of students showed difficulties distinguishing to recognize the reading because they have lack of in reading comprehension. This condition certainly make the students got low score reading test. On the contrary, in the post-test, most of students felt more comfortable and easy to adopt the material. Generally the use of Scaffolding model mainly aimed at increasing teaching process to be more motivating and appealing for students.

After researcher applied the Scaffolding model in the class during teaching reading comprehension, the researcher found that some of students seems to be to appealing in doing reading comprehension. That is can be prove by the score and analysis. After calculating and analyzing the data , the researcher found that the result showed trough Scaffolding model can increasing the students' reading comprehension ability . The result was proven by the improvement of score reading.

According from result above related to the previous related study by Fuadah entitled "Efektivitas Teknik Scaffolding Terhadap Pembelajaran Menulis Teks Deskripsi Kelas V SDN 3 Sukamanah ", The results of this study are that the average pre-test value is 51.76 and the average post-test score is 83.10. Based on the N-gain test using the one sample t-test produces a sig value. (2-tailed) of 0,000 in accordance with the sig value testing criteria. (2-tailed) < 0.05 , then H_a is accepted. The conclusion of this study is that there

is a significant effectiveness of using Scaffolding model on the learning outcomes of writing descriptions in Indonesian⁴⁹.

According to Jerome Bruner, the concept of scaffolding refers to the process by which teachers or others provide support and guidance to students to help them achieve deeper understanding⁵⁰.

The researcher concluded that in success teaching reading to help the students comprehending a texts, the teacher was not only active in the class but also the students, involving the students to another. Scaffolding model also makes students being active participant when entire the reading passage of each paragraph , the allow the students to share their thought processes with one another and understand the different ways to derive the meaning of the reading passage , so the students will be active participant during teaching and learning process.

From the explanation above, it could be concluded that there was effect of Scaffolding model to increase the reading comprehension ability in reading of students at the first grade SMAN 8 Pinrang.

⁴⁹Fuadah, E., Kurniawan, A. W., & Hidayat, M. A. (2021). Keefektifan Teknik Scaffolding pada Pembelajaran Menulis Teks Deskripsi Kelas V SDN 3 Sukamanah. *Jurnal Pendidikan Dasar*, 13(2), 152-163

⁵⁰Bruner, J. S. (1976). *The nature of knowledge: On the educational imperative*. Oxford University Press.

2. The Significant differences between Scaffolding Model and Conventional Model.

Scaffolding Model is considered one of the right model for teaching students. According to Vygotsky in the Zone of Proximal Development (ZPD), each child has a different level of cognitive development. Within the ZPD, there are tasks that children can complete independently and tasks that can only be completed with the help of others who are more competent. The Scaffolding model helps students learn by providing support that is appropriate to their ZPD.⁵¹ After using Scaffolding model the researchers saw that students were more motivated to learn English and improve their reading comprehension ability, based on the results obtained that teaching model is enough effective in improving students' reading ability at SMAN 8 Pinrang it is supported by the average N-gain score is 61% if interpreted in category of N-Gain interpretation. So the Scaffolding model can be said to be "ENOUGHLY EFFECTIVE" in increasing students' reading comprehension ability.

The development of these students' abilities is based on their high motivation then, repeated practice so that they get used to reading and then they are given equal opportunities to reading through group discussions with the short stories given by researchers, and these results have similarities with the indicators of success in teaching reading put forward by Jeanne Chall in her research, An influential reading researcher who championed the importance

⁵¹Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

of balanced literacy instruction, incorporating phonics with whole language approaches.

The conventional model where the researcher used the lesson plan given by the teacher at SMAN 8 Pinrang and then taught the same material, the researcher found that students only focused on completing assignments that day because of the conventional model which is usually applied at SMAN 8 Pinrang students are only explained about the material then given assignments which incidentally have little impact on increasing students' reading ability according to P. David Pearson in Pearson's research focused on reading comprehension, and he found that traditional methods that relied heavily on passive reading and rote memorization were less effective than approaches that encouraged active engagement with text and the use of comprehension strategies.

In research conducted by researchers in the Control class, namely the class that uses the conventional model, the average N-gain score is 14% if it is interpreted in the N-Gain interpretation category. So the conventional model can be said to be "NOT EFFECTIVE" in increasing students' reading ability. The researcher found that students tended to get bored with the model they always practiced every day and students were less motivated because there was no practice or output that was obtained after learning English.

In conventional model that are often applied by teachers, there is no significant increase between before and after the application of the treatment carried out and this model usually focuses on grades or student scores without affecting the skills to be acquired, students in the control class of SMAN

8Pinrang are less motivated and do not understand that English is a tool for communicate.



CHAPTER V

CLOSING

A. Conclusion

Based on the discussion in the previous chapter the finding of the results showed the positive impact in the students' reading ability and class situation. The application of the scaffolding model in English language learning, especially in the reading ability of students in class 10 E 1, has a significant positive impact. By providing gradual support, students are able to understand complex texts better. They are trained to use effective reading strategies such as finding key information, making inferences, as well as analyzing text structure. As a result, students' reading comprehension skills improved markedly, as seen from the increase in scores on the reading evaluation.

In addition, scaffolding also contributed to students' vocabulary development. Providing contextualized explanations and actively practicing the use of new words helped enrich their vocabulary. Students became more confident in using English orally and in writing because they had a wider vocabulary.

Not only does scaffolding affect reading ability, it also creates a positive and conducive classroom atmosphere. Students feel more involved in the learning process as they actively participate in discussions and group activities. This model also helps reduce learning failure as students are given support that is appropriate to their needs. Thus, students' learning motivation increases, and they are more enthusiastic about English lessons. This research categorized quasi-experimental research design, the objective in this research determine students' ability in reading text and increasing the students' reading comprehension. Therefore, this study using quantitative research. The result of the data analysis the mean score of pre- test of 10 E 1 as experimental

class is (50,31) and the post-test score (80,75), for the mean score of 10 E 2 control class is the result of pre-test (47,97) and for the post-test (55,76).

1. The result concluded that before application Scaffolding model the reading ability of students in SMAN 8 Pinrang was lacking , it could be seen from the result is 50,31.
2. The second is through the effect of Scaffolding model was able to increasing the students' reading comprehension where could increase their knowledge about reading, to know how to pronounce the text, how to understand reading text .The enchantment of the student' reading comprehension is also supported by the result of the test scores. Based on the description of the result above , the mean score of pre-test experimental class (50,31) and the post-test result (80,75),and for the control class the pre-test score is (47,97) and result of the post test is (55,76).It means that H_0 (Null hypothesis) was accepted , it proved that the effect of Scaffolding model in teaching reading able to increase students' reading comprehension.

B. Suggestions

Based on the data above, the researcher suggest to :

1. For students
 - a. The students should be more active and not afraid of making mistake during teaching learning process, especially in the reading class.
 - b. The students should help their teacher to applying a new technique or model, they also should be serious and pay attention to their teacher in learning process.

- c. The students should always be diligent read a anything to increase their comprehension in reading.

2. For teachers

- a. The English teacher have to be creative to manage the class in the teaching the material.
- b. The English teacher should prepared or use make a new technique or model in teaching reading that able make the students feel fun in learning process but make they are still focus to the material.
- c. The English teacher when use this model shall more creative and develop it to make a good way in teaching reading comprehension.

3. For researcher

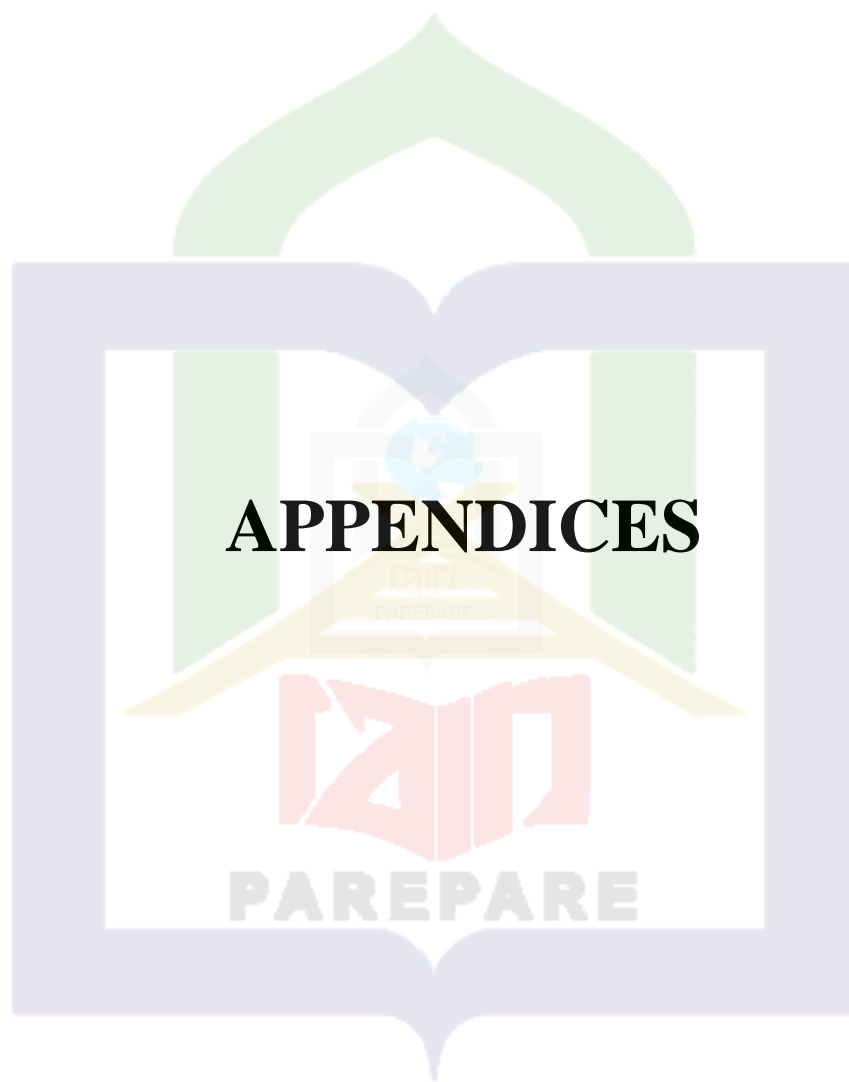
For the next researcher they could use this research as a literature to guide them when they want to do the similar research. Although the study has been done but because of limited time it still has many weakness. Therefore, my researcher interested in the same field is suggested to deep analysis and focus on increasing the students reading comprehension through the effect of Scaffolding model.

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APPENDICES

Appendix 1. Instrument

	<p style="text-align: center;">KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307</p>
	<p style="text-align: center;">VALIDASI INSTRUMENT PENELITIAN PENULISANSKRIPSI</p>

NAMA MAHASISWA : SITI AMILAH
 NIM : 2020203888203031
 FAKULTAS : TARBIYAH
 PRODI : ENGLISH EDUCATION
 JUDUL : INCREASING STUDENTS' ABILITY IN READING THROUGH SCAFFOLDING MODEL AT THE FIRST GRADE OF SMAN 8 PINRANG.

Instrument of Pre-test

- A. Choose the correct a, b, c or d to answer the question below by giving mark (x) !**

The Magic Book

Once upon a time, in a quaint little town, there lived a young girl named Lily. Lily was always fascinated by books and spent most of her time reading. One day, while exploring the attic of her old house, she found a dusty old book with a

mysterious cover. Out of curiosity, Lily opened the book and was instantly transported to a magical world.

In this magical land, Lily discovers that the book has the power to bring stories to life. She meets talking animals, explores an enchanted forest, and even has a tea party with fairies. Lily is thrilled with her new adventure and spends hours exploring the magical world within the pages of the book.

1. What is the name of the main character in this story?

- a) Emma
- b) Lily**
- c) Sarah
- d) Grace

2. What is Lily's favourite hobby?

- a) Painting
- b) Singing
- c) Dancing
- d) Reading**

3. Where did Lily find the magic book?

- a) Library
- b) Attic**
- c) Bookshop

d) The garden

4. What did Lily discover about the book?

a) The book can talk

b) The book can fly

c) The book can bring stories to life

d) The book can change colour

5. What did Lily do with the book?

a) She sold it

b) She threw it away

c) She reads it every day

d) She gave it to her friend

6. How did Lily feel when she discovered the magical world?

a) Scared

b) Bored

c) Excited

d) Sad

7. What kind of parties did Lily have in the magical world?

a) Tea parties with fairies

- b) Dance parties with animals
- c) Birthday parties with humans
- d) Picnic parties with elves

8. Where did Lily spend most of her time?

- a) Attic**
- b) Library
- c) Garden

d) Playground

9. What did Lily find in the enchanted forests?

- a) Talking animals**
- b) Magical flowers
- c) Hidden treasure
- d) Flying carpets

10. What adjective describes the town where Lily lived?

- a) Busy
- b) Quaint**
- c) Modern
- d) Crowded

11. What did Lily do when she found the book?

- a) Ignored it
- b) Threw it away
- c) Opened and read it**
- d) Sold it to a bookstore

12. How did Lily get to the magical world?

- a) Through a magic portal
- b) By flying on a broomstick
- c) By reciting a special spell
- d) By touching the book**

13. What did Lily find in the attic?

- a) A dusty old book**
- b) A hidden treasure chest
- c) A broken toy
- d) A magical wand

14. Who did Lily have tea parties with in the magical world?

- a) Talking animals
- b) Elves and goblins

c) Dragons and unicorns

d) Fairies and mermaids

15. How did Lily feel about her adventures in the magical world?

a) Bored

b) Annoyed

c) **Happy and delighted**

d) Scared and worried

Parepare, 07 of March 2024

Knowing:

Consultant



Dr. Arqam M. Pd.
EIN: 197403292002121001

Co- Consultant



Munawir M. Pd.
EIN: 198809302023211016

PAREPARE



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jl.Amal Bakti No. 8 Soreang, Kota Parepare 91132
Telepon (0421) 21307

VALIDASI INSTRUMENT PENELITIAN
PENULISANSKRIPSI

NAMA MAHASISWA : SITI AMILAH
NIM :2020203888203031
FAKULTAS : TARBIYAH
PRODI : ENGLISH EDUCATION
JUDUL :INCREASING STUDENTS'ABILITY INREADING
THROUGH SCAFFOLDING MODEL AT THE FIRST
GRADE OF SMAN 8 PINRANG.

Instrument of Post-test

- A. Choose the correct a, b , c or d to answer the question below by giving mark (x) !**

The Enchanted Forest

Once upon a time, in a faraway kingdom, there was an enchanted forest that was said to be filled with magical creatures and hidden treasures. The forest was surrounded by an impenetrable mist, and many adventurers had tried to enter but never returned. One day, a brave young woman named Elena decided to explore the forest in search of its secrets. Armed with her courage and a map she had discovered, Elena embarked on a thrilling journey into the heart of the enchanted forest.

As Elena ventured deeper into the forest, she encountered mystical beings such as fairies, talking animals, and ancient spirits. They guided her through the treacherous paths, warning her of the dangers that lay ahead. Along the way, Elena discovered the existence of a legendary artifact known as the Crystal of Wisdom, said to grant immense knowledge and power to its possessor. Determined to find it, she solved riddles, deciphered ancient inscriptions, and faced numerous challenges that tested her wit and resolve.

1. What was the name of the kingdom where the enchanted forest was located?
 - a) Faraway Kingdom
 - b) Enchanted Kingdom
 - c) Misty Kingdom
 - d) Not mentioned**

2. What motivated Elena to explore the enchanted forest?
 - a) The promise of hidden treasures**
 - b) A desire for power and knowledge
 - c) The guidance of mystical beings
 - d) She was forced to go on the journey

3. What was the obstacle that prevented adventurers from entering the forest?
 - a) Talking animals
 - b) Treacherous paths
 - c) Impenetrable mist**
 - d) Ancient spirits

4. How did Elena navigate through the forest?
- a) By using a magical compass
 - b) By following the guidance of mystical beings**
 - c) By relying on her instincts
 - d) By solving riddles and deciphering inscriptions
5. What did Elena learn about the Crystal of Wisdom?
- a) It granted eternal youth and beauty
 - b) It possessed immense knowledge and power
 - c) It had the ability to control the elements**
 - d) It could grant any wish to its possessor
6. How did Elena prepare for her journey into the forest?
- a) She gathered a team of adventurers to accompany her
 - b) She studied ancient texts and legends**
 - c) She trained in combat and survival skills
 - d) She sought the advice of a wise old sage
7. Who guided Elena through the forest?
- a) Talking animals
 - b) Fairies
 - c) Ancient spirits
 - d) All of the above**
8. What did the mystical beings warn Elena about?
- a) The presence of dangerous creatures
 - b) The treacherous paths and challenges ahead**
 - c) The possibility of getting lost in the forest

d) The forbidden areas of the enchanted forest

9. How did Elena overcome the challenges in the forest?

a) By using her physical strength and agility

b) By relying on her magical abilities

c) By solving riddles and puzzles

d) By seeking help from the fairies

10. What was the ultimate goal of Elena's journey?

a) To conquer the enchanted forest

b) To obtain the Crystal of Wisdom

c) To rescue a captured friend

d) To become the ruler of the kingdom

11. What was the significance of the Crystal of Wisdom?

a) It granted immortality to its possessor

b) It had the power to heal any ailment

c) It could control the minds of others

d) It granted immense knowledge and power

12. How did Elena solve the riddles and decipher the inscriptions?

a) With the help of a magical book

b) By using her intuition and logic

c) By seeking advice from a wise old sage

d) By collecting magical artifacts

13. What motivated Elena to continue her journey despite the dangers?

- a) The promise of hidden treasures
- b) The desire for fame and recognition
- c) The guidance of mystical beings
- d) The potential for personal growth and discovery

14. What made the enchanted forest unique?

- a) Its beautiful landscapes and scenery
- b) The presence of magical creatures**
- c) The abundance of hidden treasures
- d) The impenetrable mist surrounding it

15. How would you describe Elena's character?

- a) Fearless and determined**
- b) Cautious and indecisive
- c) Greedy and selfish
- d) Ignorant and naïve

Parepare, 07 of March 2024

Knowing:

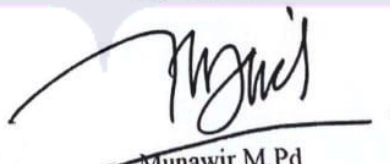
Consultant

Co- Consultant



Dr. Arqam M. Pd.

EIN: 197403292002121001



Munawir M. Pd.

EIN: 198809302023211016

Appendix 2. Students Pre- Test & Post - Test Score

SCHOOL NAME : SMAN 8 PINRANG

CLASS : 10 E 1 & 10 E 2

SUBJECT : ENGLISH LANGUAGE

ACADEMIC YEAR : 2024 / 2025

10 E 1

Name	Pre-Test	Post-Test
KA	60	86
AH	53	80
MF	46	86
FS	60	85
SN	53	80
PW	60	86
SP	60	73
SS	53	86
AN	33	80
IN	40	73
ANA	46	86
NAH	53	80
AT	33	73
WA	40	80
MR	53	86
AS	46	80
NM	60	86
RA	40	73
ZM	53	80
AB	46	73
SK	53	80
ST	60	80
SN	40	86
LN	53	73
SM	60	86
LZN	46	73
MAS	53	80
RH	60	86

MT	46	80
SL	53	86
WN	40	80
SF	46	80
AW	60	86
RD	53	80
MT	60	86
IR	40	73

10 E 2

Name	Pre-Test	Post-Test
FZ	46	53
MF	40	53
AP	60	60
HN	33	46
MFR	53	60
ID	40	46
SF	53	60
MW	60	60
SH	46	46
JT	53	60
SM	46	46
HM	40	46
MA	60	66
AH	60	66
NF	53	60
MN	46	53
NQ	33	60
MI	40	53
SC	53	60
MR	46	53
DP	60	66
NA	40	53
SMD	53	60
VA	33	46
ZHA	46	53
NS	40	53
JM	53	60

RT	60	66
ST	40	53
WDS	33	53
KD	53	60
NY	60	60
NR	46	46
ZN	53	60



Appendix 3. Basis for Supervisor Recommendation


KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2467 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	: a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
Mengingat	: b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa. : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; : 2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen; : 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; : 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; : 5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi : 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; : 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; : 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; : 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; : 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare. : 11. Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah
Memperhatikan	: a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023; : b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.
Menetapkan	: MEMUTUSKAN KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;
Kesatu	: Menunjuk saudara; 1. Dr. Arqam, M.Pd. : 2. Munawir, M.Pd. : Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : : Nama : Siti Amilah : NIM : 2020203888203031 : Program Studi : Pendidikan Bahasa Inggris : Judul Skripsi : The Correlation Of Organizational Environment And Students' Speaking Potentiality At Friendship English Club
Kedua	: Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	: Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	: Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
 Pada Tanggal : 13 Juni 2023


 Dr. Zuliah, M Pd
 NIP. 19890420 200801 2 010



Appendix 4. Request for Research Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1467/In.39/FTAR.01/PP.00.9/05/2024

14 Mei 2024

Sifat : Biasa

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI PINRANG

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di

KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : SITI AMILAH
Tempat/Tgl. Lahir : TUPPU, 23 Juni 2002
NIM : 2020203888203031
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : DESA RAJANG, KEC. LEMBANG, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah BUPATI PINRANG dalam rangka penyusunan skripsi yang berjudul :

INCREASING STUDENTS' ABILITY IN READING THROUGH SCAFFOLDING MODEL AT FIRST GRADE OF SMAN 8 PINRANG

Pelaksanaan penelitian ini direncanakan pada tanggal 14 Mei 2024 sampai dengan tanggal 28 Juni 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

Appendix 5 .Request for Research Recommendation



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0276/PENELITIAN/DPMPSTP/05/2024

Tentang

SURAT KETERANGAN PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 21-05-2024 atas nama SITI AMILAH, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Surat Keterangan Penelitian.

Mengingat :
1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 terkait Penerbitan Surat Keterangan Penelitian;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis FTSP : 0586/R/T.Teknis/DPMPSTP/05/2024, Tanggal : 21-05-2024
2. Berita Acara Pemeriksaan (BAP) Nomor : 0283/BAP/PENELITIAN/DPMPSTP/05/2024, Tanggal : 21-05-2024

MEMUTUSKAN

Menetapkan :
KESATU : Memberikan Surat Keterangan Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG PAREPARE
3. Nama Peneliti : SITI AMILAH
4. Judul Penelitian : INCREASING STUDENTS ABILITY IN READING THROUGH SCAFFOLDING MODEL AT THE FIRST GRADE OF SMAN 8 PINRANG
5. Jangka waktu Penelitian : -2 Bulan
6. Sasaran/target Penelitian : SISWA KELAS SEPULUH (X.E1 DAN X.E2) SMAN 8 PINRANG
7. Lokasi Penelitian : Kecamatan Lembang

KEDUA : Surat Keterangan Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 21-11-2024.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Surat Keterangan Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 22 Mei 2024


Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-







Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE



Appendix 6. Certified of Having Conducted Research



PEMERINTAH PROVINSI SULAWESI SELATAN
 DINAS PENDIDIKAN
 UPT SMA NEGERI 8 PINRANG
 Jl. Poros Pinrang Polman Km. 37 Tuppu Kab. Pinrang Telp. (0421)3911111
<http://www.sman8pinrang.sch.id>, e-mail: sman8pinrang@yahoo.com
 Kode Pos. 91254

SURAT KETERANGAN TELAH MENELITI

Nomor : 421.3 / 223 – UPT SMA.8 / PRG / DISDIK

Yang bertanda tangan di bawah ini :

Nama : **HANDIA ASYIK, S.Pd.,M.Pd**
 Nip : 19771201 200502 1 002
 Pangkat/Gol : Pembina Tk.I, IV/b
 Jabatan : Kepala UPT SMA Negeri 8 PINRANG

Berdasarkan surat dari Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Nomor : 503/0276/PENELITIAN/DPMPTSP/05/2024 Menerangkan bahwa :

Nama : **SITI AMILAH**
 NIM : 2020203888203031
 Fakultas/Program Studi : Tarbiyah/Pendidikan Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa (S1)
 Alamat : Desa Rajang Kec. Lembang Kab. Pinrang

Telah selesai melaksanakan penelitian di UPT SMAN 8 Pinrang dalam rangka penyusunan skripsi yang dilaksanakan tanggal 14 Mei s.d 10 Juni 2024 dengan judul penelitian **“INCREASING STUDENTS’ ABILITY IN READING THROUGH SCAFFOLDING MODEL AT FIRST GRADE OF SMAN 8 PINRANG”**

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 10 Juni 2024
 Kepala UPT SMAN 8 Pinrang

HANDIA ASYIK, S.Pd.,M.Pd
 NIP. 19771201 200502 1 002



#BerAKHLAK
 #SIPAKATAU

#CERDASKI!
 • Cerdatan • BerEtika • Berintegritas • Berdedikasi
 • Akuntabel • BOLD • Kolektif • Inovatif

SETULUS HATI, SEPENUH NIWA, BERKUAT RAGA
 MEMCERDASKAN SULAWESI SELATAN

Appendix 7 . Documentation







CURRICULUM VITAE



Siti Amilah, a student of English education program of State Islamic Institute (IAIN) Parepare was born on June, 23rd 2002 in Rajang village, Lembang subdistric, Pinrang regency, South Sulawesi. She is the first child of Marsudi and Hasnah. She started her formal education in 2008 at TK Melati Rajang, then continued at elementary school SDN 148 and graduated in 2014. After that she graduated from SMPN 3 Lembang 2017. She was interested in English at the third class of junior high school . Then she continued her study in SMAN 8 Pinrang. She also improved her English language by joining extracurricular organization that is FEC (Friendship English Club). After passing high School, She Choose English education program as her undergraduate program. As a student of university, she likes involving in various activities especially that are related to her study program. Such as Active in HMPS English Department 2020-2022 and also as the member of Language Organization named LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) from 2020-2024, and she got the beautiful name there Amorist , She Found that getting involved in positive activities much more valuable. Finally she completed her undergraduate program (S1) from state Islamic institute(IAIN) Parepare.

