

**THE EFFECTIVENESS OF SCAFFOLDING METHOD FOR INCREASING THE  
ELEVENTH GRADE STUDENTS READING COMPREHENSION  
ACHIEVEMENT AT MADRASAH ALIYAH  
AL ITTIFAQIAH INDRALAYA**

**THESIS**

**BY**

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**ENGLISH EDUCATION STUDY PROGRAM**  
**DECEMBER 2021**

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**THESIS**

**Present to**

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**For the Degree of Sarjana in English Language Education**

**BY**

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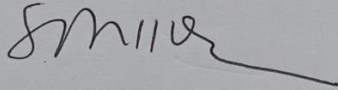
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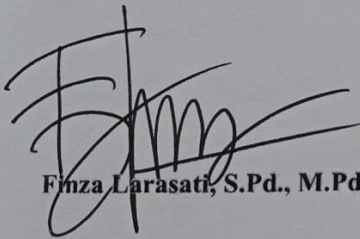
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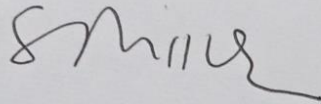
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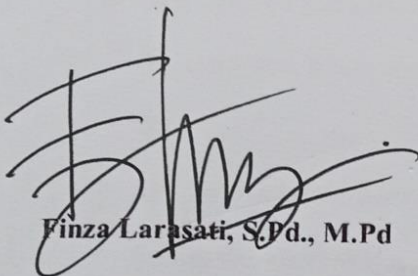
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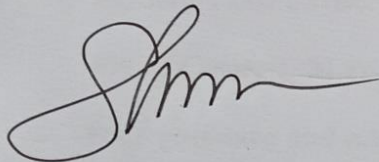
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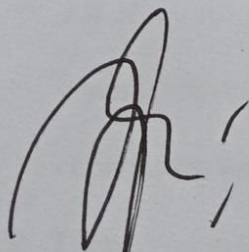
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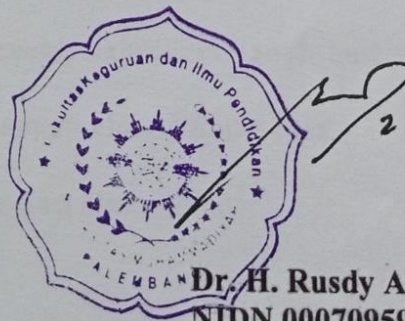
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## SURAT PERNYATAAN KEASLIAN KARYA

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Menyatakan bahwa skripsi berjudul:

*“The Effectiveness of Scaffolding Method for Increasing the Eleventh grade Students Reading Comprehension Achievement at Madrasah Aliyah Al Ittifaqiah Indralaya”.*

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas penytaan ini, saya siap menerima segala sanksi yang berlaku atau yang di tetapkan untuk itu, apabila di kemudian ternyata pernyataan sata tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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## **MOTTO AND DEDICATION**

### **A. MOTTO**

**“Learn from yesterday, live for today, hope for tomorrow”. (Albert Einstein)**

### **B. DEDICATION**

- ❖ My beloved parents, (Zaroni and Suryana), thank you for affection, love, advice, pray, and support for me until I could accomplish this thesis.**
- ❖ My beloved brothers (Hairudin Fikri, Indra Gunawan, Jhon Heri, Sumarlin, Hari Wijaya), thank you for love, support, and motivation.**
- ❖ My honorable advisors, Sherly Merliasari, M.Pd, as my advisor I and Finza Larasati, M.Pd, as my advisor II. Thank you very much for your guidance and advice to write this thesis, especially for patience, understanding in guiding me to finish my thesis.**
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- ❖ Thank you my green campus and almamater.**

## ABSTRACT

Pranita, Refsi. 2021. The effectiveness of scaffolding method for increasing students' reading comprehension achievement of the eleventh grade students at Madrasah Aliyah Al Ittifaqiah Indralaya. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of Universitas Muhammadiyah Palembang. Advisors: (I) Sherly Marliasari, S.Pd., M.Pd. and (II) Finza Larasati, S.Pd., M.Pd.

**Keyword:** The Effectiveness, Scaffolding Method, Reading, Descriptive Text.

**This thesis was entitled** “The effectiveness of scaffolding method for increasing students' reading comprehension achievement of the eleventh grade students at Madrasah Aliyah Al Ittifaqiah Indralaya”. The problem this study was “is it effective of using scaffolding method for increasing students reading comprehension achievement of the eleventh grade students` at Madrasah Aliyah Al Ittifaqiah?”. The objective of this study was to find out whether or not it is effective to increase students reading comprehension of the eleventh grade students` at Madrasah Aliyah Al Ittifaqiah. This research used pre-experimental design. The population of this study was all of Eleventh grade students of Madrasah Aliyah Al Ittifaqiah Indralaya, with the total number 220 students. The sample of this study was 25 students were taken by through convenience sampling. The obtained data were analyzed by using matched t-test in manual calculating. The result of t-test calculating in the pretest of experimental class and posttest of experimental class paired sample t-test, it showed that the mean was 29.760, the standard deviation 4.952, the standard error mean was 990, the lower was 27.716, the upper was 31.804, the t-obtained was 30.048. It means that it was effective to teach reading comprehension by using scaffolding method to the eleventh grade students at Mdrasah Aliyah Al-Ittifaqiah Indralaya .

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The researcher would like to express her gratitude to Rector *Universitas Muhammadiyah Palembang*, Dr. Abid Djazuli, S.E., M.M., Dean of Teacher Training and Education Faculty, Dr. H. Rusdy A. Siroj, M.Pd., Head of English Education Study Program, Sri Yuliani, S.Pd., M.Pd., and thank you very much to lecturers of English Education Program at *Universitas Muhammadiyah Palembang* who have taught and helped the researcher during the research.

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Last, the researcher hopes this thesis will be useful for the people who read it and for the other researchers in the future. The researcher realizes that the thesis is still far from being perfect, but is expected that it will be useful for the readers. Therefore any comments, suggestions, and constructive criticisms are very welcomed.

Palembang, November 2021

Researcher,

RP

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# CHAPTER 1

## INTRODUCTION

This chapter deals with: (1) background of the research, (2) problem of the research, (3) limitation of the research, (4) formulation of the problem, (5) objective of the research, (4) significances of the research, (5) hypotheses.

### A. Background of the Research

English is as a global language that must be mastered by people nowadays. English has important role in people lives because English is an international language. Rohmah (2005) stated that English as a world language is not merely an international language. The notion of international language can be understood as a language which is used in any international communication which involves people from two or more countries (p.107).

Language provides the ability to think regularly and systematically. Without language then people will not be able to think in a complex. Without language, humans cannot communicate with others. Walter (2000), language has purpose and function and is acquired through meaningful use and interaction. From the statement above, it can be said that human being who needs communication with each other realizes that language is very important; actually English is one of the international language in the world (p.18).

Reading is a mental process. Reading was one of four English language skills that the students strive to master in learning English language and reading was a key of knowledge or the window of world. Reading has very important role

in our life, by reading various printed materials such as newspaper, magazine, novel, and academic books the researcher could get a lot of information, knowledge and enjoyment. Related to the language skill, reading is very important for our language capability. Reading is an activity that can improve language ability. Harmer (2007) stated that reading is useful for language acquisition provided that students more or less understand what they read, more they read, they better get at it. It means that reading is an activity that can improve language ability (p.99).

Nunan (2005) stated reading is a set of skills that involves making sense and deriving meaning from the printed out media. A good reading comprehension will show readers reading ability (p.69). Reading is used to understand the text, which is called reading comprehension. Klinger (2007) defined that reading comprehension is the process of constructing meaning by coordinating a numbers of complex processes that includes word and world knowledge and fluency (p.2

According to Murcia (2011), reading is recognized as an important source of language input especially for English as foreign language students which there is just a little chance to meet fluent speakers who can provide another kind of language input. (p.153). Torihoran and Rachmat (2002), reading is becoming more and more important in the new knowledge economy and remains the most effective human activity for transforming information into knowledge (p.56). Because reading is one basic skill in learning language. McNamara (2007), argued that “Reading is an extraordinary achievement when one considers the number of levels and components that be mastered. Consider what it takes to read a simple story” (p.3).

Brown (2000) stated that reading will best be developed in association with writing, listening, and speaking activities. Even in those courses that may be labeled “reading”. Your goal to the best achieved by capitalizing on the interrelationship of skill, especially the reading – writing connection. And then they focus here on reading as a component of general second language proficiency, but only in the perspective of the whole picture of interactive language teaching (p.283). Snow (2002) stated that reading to read well is a long-term developmental process. At the end point, the proficient adult reader can read varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting (p.13). Reading is the important skill which is required to be mastered by students. Based on the syllabus of the eleventh grade students at Madrasah Aliyah Al Ittifaqiah Indralaya: first students can analyze social function, structure of the text, and language features of descriptive text, second is students can grasp the meaning of descriptive text. In syllabus, the student’s learning achievement or passing grade (KKM) for reading is 75.

Based on the research, Indonesian students rank among the lowest in basic reading skills compared to their peers in other countries. In fact, students’ interest in reading is still low, this can be seen from the results of the Program for International Student Assessment (PISA). In 2018, there were 79 countries participating, an increase of seven countries from the 2015 test. A total of 600,000 schoolchildren participated from around the world. Based on the newly released PISA report, Tuesday, December 3, 2019, Indonesia’s reading score was ranked 72 out of 77 countries.

The three scores were compactly decreased from the 2015 PISA test. At



that time, Indonesia's reading score was ranked 65, the science score was ranked 64, and the math score was ranked 66. Between Southeast Asian countries, Indonesia is bottom with the Philippines which is ranked last in reading and scores before last in two other areas.

Based on the researcher's observation in one of the teacher of English in Madrasah Aliyah Al Ittifaqiah Indralaya (Nismayanti, S.Pd), where she conducted interview the problem is caused by inappropriate strategies and activities conducted in teaching reading comprehension. The teachers just given the text and asked the students to repeat the teacher's reading without some preparation before. The researcher found students' score in English subject especially reading. The students got 70-79 was 27 students, and the students got 50-59 32 students. Therefore, it can be concluded that most students still have difficulty in reading comprehension. In addition, the students normally started reading without thinking what topic they were reading and whether they had background knowledge about the topic or not. It made them fail to understand. The role of language is very important in daily communication activities, especially in the eleventh grade students' language is a tool to express thoughts and feelings so that students' motivational behavior is formed which is the main factor that directly influences student learning success.

Therefore, the increase the students' reading comprehension scaffolding as a teaching strategy. Graves (2005), scaffolding is perceived as the strategy used by the teacher of English 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 there by improve students' comprehension (p.1).

Furthermore, the researcher tried to investigate and improve the students' reading ability. Between many choices of strategies in improving reading ability, the researcher chose scaffolding, because scaffolding giving support to students in order to become students feel enthusiasm and comfortable in studying, because scaffolding giving supervision and guide to assist students in teaching learning. Support to learners in completing the learning process in the form of learner activities in the learning process, learning strategies, guidance of experience from learners, learning facilities, and learning climate learners of parents at home and learners in school.

Based on the statement above, the researcher chose support in learning strategy. Axford (2005), Scaffolding method could be useful as an alternative strategy to help the students improve reading comprehension in order to students become active, enjoy, and comprehend the main point of the reading texts (p.25). Scaffolding from teachers can have a variety of forms, including questions, suggested tasks, resources provided, challenges and classroom activities. In this study the researcher use descriptive texts to test students, the researcher gave questions in accordance with the content of descriptive texts, then students can find answers through descriptive texts that have been prepared by researchers.

Based on the description above, the researcher interested to conduct the research with the title ***“The Effectiveness of Scaffolding Method for Increasing the Eleventh Grade Students' Reading Comprehension Achievement***

*at Madrasah Aliyah Al Ittifaqiah Indralaya”.*

### **B. Problem of the Research**

Based on the general background stated, this research problem focused on the effectiveness by using scaffolding method for increasing the eleventh grade students comprehension achievement at Madrasah Aliyah Al Ittifaqiah Indralaya.

### **C. Limitation of the Research**

In this research, the researcher focused on the effectiveness of scaffolding method for increasing the eleventh grade students comprehension achievement at Madrasah Aliyah Al Ittifaqiah Indralaya.

### **D. Formulation of the Problem**

Based on the limitation of the problem, the researcher formulated the problem as follows: Is it effective of using scaffolding method for for increasing the eleventh grade students comprehension achievement at Madrasah Aliyah Al Ittifaqiah Indralaya?

### **E. Objective of the Research**

The objective of this research is to find out whether or not it is effective to increase students reading comprehension of the eleventh grade students` at Madrasah Aliyah Al Ittifaqiah Indralaya?

### **F. Significance of the Research**

The significance of the study may be useful for the following parties :

1. To the writer

By conducting this study, the researcher can increase her knowledge in teaching learning process, especially teaching reading.

2. To the teacher of English

The other teachers can implement this strategy in order to make the teaching learning process successfully.

3. To the students

Hopefully, this study can make the student more interest to learn reading text in the classroom.

4. To the other authors

Can be reference of strategies that used in teaching reading for the next author and also can help in teaching reading process by using this method.

### **G. Hypotheses**

According to Mackey (2005) “A hypothesis is a type of prediction found in many experimental studies; it is a statement about what we expect to happen in a study” (p.100). Correlate with the theory and also the problems above, so the researcher has two hypothesis such as:

- a. The null hypotheses (Ho) : it is not effective to teach reading comprehension by using scaffolding method.
- b. The alternative hypotheses (Ha) : it is effective to teach reading comprehension by using scaffolding method.

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