

**THE EFFECT OF SCAFFOLDING TECHNIQUE IN
STUDENTS' READING COMPREHENSION OF
THE EIGHT GRADE AT SMP NEGERI 6 PALU**



A THESIS

*Submitted to Meet Requirements for Examination in the Degree of Sarjana
Pendidikan (S.Pd) at the English Tadris Program Faculty of Tarbiyah and Teacher
Training Datokarama State Islamic University Palu*

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2024

STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled "*The Effect Of Scaffolding Technique In Students' Reading Comprehension Of The Eight Grade At SMP Negeri 6 Palu*", has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another university institute for the award any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences there after due to this misconduct.

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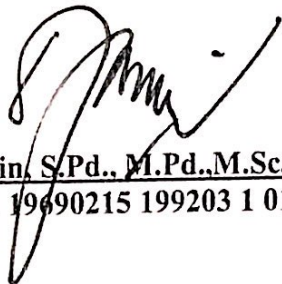
APPROVAL PAGE

A thesis entitled **"THE EFFECT OF SCAFFOLDING TECHNIQUE IN READING COMPREHENSION OF THE EIGHT GRADE AT STUDENT SMP NEGERI 6 PALU"** By Sulisnawati Pawata, NIM 19.1.16.0049, a student of English Tadris Program of teacher Training and Tarbiyah faculty Datokarama State Islamic University Palu. after having through observation and careful correction, each supervisor decides that the thesis has meet all requirements needed for examination.

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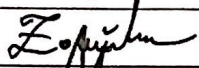

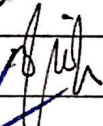
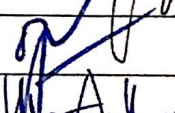
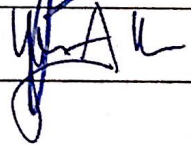
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LEGALIZATION

This thesis by Sulisnawati Pawata, NIM. 19.1.16.00.49 entitled "The Effect Of Scaffolding Technique In Students' Reading Comprehension Of The Eight Grade At Smp Negeri 6 Palu" which has been tested in front of the examiners of the Teacher Training and Tarbiyah in State Islamic University Datokarama Palu on February 26, 2024. It can be seen that this thesis has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor of education in English Departement with some improvements.

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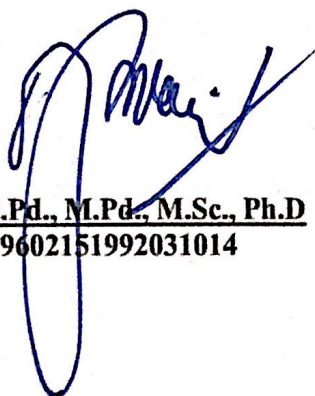
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13. Appendix Documentation

ABSTRACT

Name : SULISNAWATI PAWATA
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In general, Reading is an important for learning English especially in school. A good reader must have great skill or comprehension to understand the meaning and gist of the text. Therefore, one technique that can help students reading comprehension is the use of the Scaffolding Technique.

With regard to this, the description in this thesis departs from the problem of is the Scaffolding technique effective in the reading comprehension students of the eight grade?

This research used a quantitative approach, data collection techniques through pre-test and post-test collected from the field based on research methods and procedures.

Based on the result of research, the researcher used scaffolding technique in student reading comprehension of the eight grade at SMP Negeri 6 Palu was effective to improve students reading comprehension. There was a significance improve in accuracy and fluency for the students. It was proved by t-test is higher than t-table was $26.258 > 0,000$. It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted, where the t-test was greater than t-table.

From the conclusion obtained it is suggested that for future researchers, for other researchers, the results of this study can be used as basic information or reference regarding the use of the scaffolding technique in student reading comprehension for further research in conducting similar research.

CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is an important skill for learning English, especially in school. For starters, reading is important to expand your knowledge. Reading is a process of interpreting information. A good reader must have great skill or comprehension to understand the meaning and gist of a text. Reading is a skill that students must master. Students acquire new knowledge and information through reading. They have good reading comprehension skills as this helps them understand the information they want to receive. If this is not the case, it will be difficult for them to have information from the text. Reading is not only about oral fluency, but more importantly, how students understand the information conveyed by researchers. They should know the meaning of the text so they can know the passage.¹ Comprehension is very important in English Language Learners (ells). Additionally, Janette and Sharon explain that reading comprehension involves the intricate coordination of various processes, such

¹ Steve Mckee, "*Reading Comprehension*," What We Know: A Review Of Research 1995 To 2011, Language Testing In Asia, 2012.

decoding words, using vocabulary and background knowledge, and developing fluency, all of which contribute to the creation of meaning.² Comprehension involves the active process of discovering and understanding new information by readers. It is a lifelong skill that develops over time.³ According to Camille Blachowicz and Donna Ogle, comprehension is driven by the reader's interests, and the purpose of reading can change over time.⁴ On the other hand, Wagner et al. Argue that reading comprehension is solely dependent on the ability to decipher words.⁵ It can conclude that reading comprehension is the skill of gauging how well a reader understands a text while reading. Skilled comprehenders have learned to take control of the reading process. As students may encounter difficulties in comprehending texts, reading skills are considered crucial in both classroom and extracurricular settings. The English teacher plays a significant role in helping students overcome challenges in reading comprehension.

The teacher plays a crucial role in helping students develop the habit of revisiting their previous knowledge on a subject, which in turn improves their

² Janette K. Klinger And Sharon, “*Teaching Reading Comprehension To Students With Learning Difficulties*”, Series Editors’ By Karen R. Haris And Steve Graham, (New York: The Guilford Press, 2007), 2.

³ United State, “*Reading Comprehension Success In 20 Minutes A Day*” (New York: Learning Express, Llc, 2005), 175.

⁴ Camille Blachowicz And Donna Ogle, “*Reading Comprehension Strategies Second Edition*,” (London: The Guilford Press, 2008), 27.

⁵ Richard K. Wagner, Et.Al, “*Vocabulary Acquisition Implications For Reading Comprehension*”, (London: The Guilford Press, 2007), 252.

reading comprehension. Additionally, when assessing reading comprehension, it is important for the teacher or tutor to possess effective communication skills and knowledge, as this will enable them to evaluate the students' understanding. Reading is considered the most challenging and intricate subject for a large number of Indonesian students, particularly those in junior high school.

The students in the school rarely engage with English texts as they find them challenging to comprehend. As a result, their reading comprehension skills remain low, and they struggle with vocabulary and pronunciation. Moreover, the teacher's use of conventional teaching methods for reading leads to student boredom. This issue poses a significant problem for the students. To address this, they should actively practice reading English texts to improve their comprehension. Additionally, the teacher can employ engaging and captivating methods to spark the students' interest in reading English texts.

There are multiple approaches to teach reading comprehension, and one such method is the scaffolding technique. Initially developed for junior high school students, this technique involves collaborative efforts between students and teachers to assist individuals who struggle with understanding English texts. By working together, the students collectively enhance their reading comprehension skills and foster a cooperative learning environment within the classroom. Overall, the scaffolding technique proves effective in improving reading comprehension and promoting teamwork among students.

Scaffolding technique is a in which the teacher or trainer provides support gradually so that students are better able to master the material being taught. Scaffolding technique consists of four basic reading strategies namely predicting, questioning, clarifying, and summarizing. The first rule, before reading, make a prediction to create important imagination the title of the text. The second rule, after reading, find information and main point of the text by asking questions. The third rule, re - read the text to find out the difficulties or unfamiliar aspect and clarify it by using dictionary or asking the teacher. The last rule, make a summary using their own words to recognize, observe, correlate and arrange the main point in the text. In other words, it can be said that, the steps in scaffolding technique, help the students to find out the main idea of the text and the topic in each sentence of the text, and then help the student to make a conclusion by their own words of the text so it can helps students to influence their reading comprehension.

Scaffolding can be used to learn kinds of English text. One of them is Narrative Text. Narrative text is a form of text that recounts a story, aiming to engage and entertain the reader or listener. Narratives not only belong to a specific genre but also play a significant role in our social awareness and interactions. The concept of Narrative can be easily defined as the portrayal of an event or a series of events.

The researcher is interested in conducting this research because The issues faced by students at SMP Negeri 6 Palu are similar to the ones mentioned earlier. Specifically, eighth grade students struggle with reading comprehension. They

have difficulty understanding the texts they read and often spend a significant amount of time solely focusing on the vocabulary meanings. Consequently, the absence of proper guidance or techniques further confuses them, as they receive instructions to write without any specific guidance. Because a teacher needs to encourage students to improve their reading comprehension a teacher should have creative way in teaching narrative text. One effective way that can be used to help students build up their ideas is through scaffolding technique.

Based on the case , the researcher will use to collect the information and data about scaffolding technique include how the teacher implemented it in teaching and learning process. The researcher will use research entitled "The Effect Of Scaffolding Techniques In Students' Reading Comprehension Of The Eight Grade At SMP Negeri 6 Palu".

B. Problem of Statement

Based on the problems mentioned in the background, the research question can be formulated as follows: Is scaffolding technique effective in improving student's reading comprehension in reading narrative text at the eight grade student of SMP Negeri 6 Palu?

C. Objective and Significance of the Research

Based on the problems statement above, the objective of the research are: To find the effectiveness of scaffolding technique in improving student's reading comprehension at the grade eight of SMP Negeri 6 Palu.

This research is expected to make a very useful contribution to teachers in improving students english reading comprehension,especially in reading narrative text to create a more relaxed,interesting,and fun learning atmosphere in the classroom.this research is expected to provided students with knowledge and experience about technique scaffolding,thus becoming a valuable tool in teaching reading comprehension.

D. Outline of the Research

The researcher organize this research to make it easier to understand.the following show the content covered in this research:

Chapter I, the discussion consists of introduction, the background of the research, problem of statement, objective & significance of the research and outline of the research.

Chapter II, the discussion consists of review of literature, previous of the research, theoretical review, to the material definition of reading comprehension, definition of scaffolding technique and definition of narrative text, theoritical framework and hypothesis.

Chapter III, the discussion consists to research methods, approach and design of the research, population and sample, variable of the research, instruments of the research, data collection techniques, and data analysis techniques.

CHAPTER II

REVIEW OF LITERATURE

A. Previous of the Research

The first research by Herlin, with the title “*The Influence Of Using Scaffolding Strategy On The Students’ Reading Comprehension At The Eighth Graders Of Mts Daarul Ma’arif Natar In The Academic Year Of 2017/2018*” In this research, the researcher used Quantitative research. It aimed to find out whether by using Scaffolding strategy could influence the students’ reading comprehension. To collect the data the reseacher used test, observasion and documentation, to got the students’ score the researcher used written test in multiple choice form. This research involved students with given pre-test, treatment and post-test. The researcher used Chi-square and T-test formula to analyze the data. Finally, the data indicated “ $X^2_{observed}$ ” = 11,46 was higher than “ X^2_{table} ” = 5,9914 (5%), and 9,2103 (1%) that tobserve = 6,191 was higher than ttable = 2,045(5%), and 2,756 (1%). It mean that Scaffolding Strategy can influence on the students’ reading comprehension at the eighth graders of Mts Daarul Ma’arif Natar.¹

¹ Herlin, “The Influence Of Using Scaffolding Strategy On The Students’ Reading Comprehension” At The Eighth Graders Of Mts Daarul Ma’arif Natar In The Academic Year Of (2017/2018).

The second research by Selmi, with the title “*The Effectiveness Of Scaffolding Technique To Improve Reading Comprehension In Narrative Text For Eighth Graders Of SMPN 43 Surabaya.*” This research designed to know the effectiveness of scaffolding technique to improve reading comprehension in narrative text to the eighth graders. The point of this research is on “Is there any significant difference in the students’ reading ability of narrative text between the students who taught by using scaffolding and those who are taught without using scaffolding? In conducting this research, the researcher used an experimental quantitative by collecting the data through giving pretest, giving two treatments, then giving posttest after treatment to get the students’ score in treatment. But, before pretest was held, the researcher gave a tryout to other class not for classes which were chosen as experimental and control group. This tryout was done to know whether the test could be the good test or not before it was given as pretest and posttest. There were two variables in this research. The use of scaffolding technique was chosen as independent variable and students’ reading comprehension were dependent variables of this research. The population was the eighth graders of SMP Negeri 43 and the samples of this research were two classes which were chosen not randomly as an experimental group and control group. For the instruments were test and tryout.”²

² Selmi, “The Effectiveness Of Scaffolding Technique To Improve Reading Comprehension In Narative” Text For Eight Graders Of Smpn 43 Surabaya(2015).

In the third by Luthfi Fajar with the title “*The Influence Of Using Scaffolding Strategy Toward The Students’ Texts Writing Performance At The Third Semester Of English Education Study Program Of State Islamic College Jurai Siwo Metro.* (2012)”

The objective of this research is to find out the influence of using scaffolding strategy toward the students’ writing paragraph performance. This research was an experimental research in the form of descriptive quantitative. Its implementing has used the collaboration both the researcher and the teacher accomplish the planning, implementing, observing, and reflecting. To collect data, the researcher used administer test and observation. Finally, the result of data analysis illustrated that the average of experimental class was higher (83.07) than the average of control class (71.55). The result of data analysis by using t-test was tobserved = 6.798 and ttable in level 5% = 1.980. 1% = 2.617. It means that tobserved was higher than ttable. Ha, therefore, can be received. It can be concluded that there were positive and significant influence of using Scaffolding Strategy toward the students’ writing text performance at the third semester of English Education Program of State Islamic College Jurai Siwo Metro.³

The similarity of this research to the first previous research is: independent variable scaffolding strategy, dependent variable is reading comprehension, research subject class eight grade at junior high school level, the difference of the research to

³ Luthfi, Fajar “The Influence Of Using Scaffolding Strategy Toward The Students’ Texts Writing Performance” At The Third Semester Of English Education Study Program Of State Islamic College Jurai Siwo Metro, (2012).

the first previous research is : research periode 2017,sampling method cluster sampling. The similarity of this research to the second previous research is:independent variable scaffolding technique,dependent variable is reading comprehension,narrative text , research subject class eight grade at junior high school level,the difference of the research to the second previous research is: quasi experimental, research periode 2014. The similarity of this research to the third previous research is:independent variable scaffolding strategy,the difference of the research to the third previous research is: dependent variable text writing, object of research student the third semester of english education program of state islamic college jurai siwo metro, research period 2012.

From the three studies above, researchers concluded that having the ability to comprehend reading is an important aspect that each student should possess, thus facilitating their understanding and conveying of information from what they have read. In order to enhance students' reading comprehension, a teacher will need to have a method that will enable students to easily improve their reading comprehension. Using scaffolding techniques will be one suitable method to effectively enhance students' reading comprehension skills.

B. Theoretical of Review

1. Definition of Scaffolding Technique

Scaffolding is a learning method derived from Vygotsky's theory, This method provides a more adaptable form to the child's ability because this method uses a stepped learning method. Where the materials and questions are given, it begins with the questions that are easiest and most controlled by the child while he is accompanied by teachers or colleagues who have more cognitive capacity. Matter or Matter Mastery is a marker to get more complicated material or materia.⁴

According to Gasong, scaffolding is a lesson where students receive some help during the early stages of learning and then reduce the help and provide opportunities for students. Scaffolding allows teachers to help multiple students negotiate meaning and overcome difficulties in text-related learning situations. Scaffolding is a system by which a student is helped to solve a particular problem beyond her developmental potential through the help of a teacher or other more skilled person.⁵

According to Beverley Axford, et al., that scaffolding is a temporary structure for holding workers and materials. When it is used in educational contexts, many

⁴ Briggita Erlita Tri Anggadewi, “*Scaffolding: How It Works For Students With Learning Difficulties*”, The 2017 International Conference On Research In Education,(2017).

⁵ Septi Duwi Yanti, Thesis:“ Teacher Strategies In Teaching Reading” At The Eight Grade Of Junior High School Mtsn 8 Muoro Jambi”, (Jambi: The State Islamic University Sulthan Thaha Saifuddin Jambi, (2021).

current uses of the word suggest that scaffolding has become synonymous with support. Hence, a teacher who provides some advanced organizers to their lessons can claim to have scaffolding their students into the task.⁶ Scaffolding is a form of interactive learning that takes place between an adult and a child. As the child responds to the adult's questions, observations, and new challenges based on their responses, the adult gently guides and supports the child's learning throughout this process.⁷

Brunner Harmer coined the term scaffolding to refer to the assistance a child receives from an adult, typically in the form of a talk that encourages the child to participate in an activity.⁸ Scaffolding technique gives a serving to understudies during initial steps learning, then, at that point, decline aiding and giving opportunity to assume liability after understudies can make it happen. Because teachers always provide supervision for students, scaffolding technique can make learning more comfortable for students. As a result, students were encouraged to ask questions and discuss the lesson.

⁶ Baverley Axford, Et Al., *"Scaffolding Literacy: An Intergrated And Sequential Approach To Teaching Reading, Spelling And Writing"* (Australia: ACER Press, 2009), 2.

⁷ Henri Frederice Amiel, *"To Know How To Suggest Is The Great Art Of Teaching"* (London: Fiddle-Dee-Dee, 2003),1.

⁸ Mohammad Attarzadeh, "The Effect Of Scaffolding On Reading Comprehension Of Various Text Modes On Iranian EFL Learners With Proficiency Levels", 36.(2011).

From the definition or description above, it can be interpreted that the scaffolding technique is a in which the teacher or trainer provides support gradually so that students are better able to master the material being taught.

a. The Effect of Scaffolding on Reading Speed

According to Gladys E. Huggins and Rota Edwards, in their journal, they indicate that instructional scaffolding can have a positive impact on students' reading abilities. Scaffolding tools used in the classroom can help improve reading comprehension.⁹

Adult supervision, which involves assisting a child in learning to read, is referred to as scaffolding. In this context, scaffolding refers to the way adults guide a child's learning through focused questions and positive interactions. It involves providing support in reading skills, especially when the child encounters new and difficult terms.¹⁰ However, it is important for scaffolding to offer opportunities for students to learn problem-solving and task completion, rather than merely memorizing actions. To achieve this, assistance should be provided in a reasonable and systematic manner, tailored to the students' developmental level.¹¹

⁹ Huggins, "Scaffolding To Improve Reading Comprehension And To Write A *Scholarly Research Paper*," Vol. 1, 30.(2011).

¹⁰ Carlo Magno, "The Effect Of Scaffolding On Children Reading Speed, *Reading Anxiety, And Reading Proficiency*", TESOL Journal, Vol. 3, 2.(2010).

It can conclude, scaffolding has a positive influence on students' reading abilities and serves as a tool in the classroom to assist and guide students, creating a comfortable learning environment.

b. Steps of Technique Scaffolding

- 1) Identify students' level of understanding: Before starting the lesson, conduct an initial assessment to determine the extent to which students comprehend the material that will be taught. By doing so, you will be able to adjust the approach and assistance provided.
- 2) Set clear learning objectives: Define specific and measurable learning objectives for each teaching session. This will help students focus on what they need to achieve and understand the overall learning goals.
- 3) Model steps or problem-solving: Show concrete examples or models of problem-solving related to the learning topic. This helps students understand critical thinking and appropriate strategies.
- 4) Provide initial support: When commencing the teaching session, offer initial support to help students grasp the material. You can provide hints, guiding questions, or basic information to assist them in getting started.
- 5) Give constructive feedback: Throughout the learning process, provide constructive and positive feedback to students. Focus on what they have done well and offer guidance for improvement.

¹¹ Mahpareh Poorahmadi, "The Effect Of Employing Scaffolding Strategies And Classroom Tasks In Teaching Reading Comprehensionp," Vol. 1, 45.(2009).

- 6) Allow independent thinking: Gradually, provide opportunities for students to think independently and attempt to solve tasks or problems with less assistance. Let them explore and try before providing additional help.
- 7) Facilitate collaboration among students: Group activities or collaboration can help students learn from each other. Facilitate discussions and cooperation among students, enabling them to support one another and share their understanding.
- 8) Increase task complexity: Gradually raise the complexity of tasks or problems given to students. This helps them strengthen their understanding and develop critical thinking skills.
- 9) Reduce support over time: As students make progress in understanding the material, reduce the support or assistance you provide. Allow them to face challenges more independently, but remain available if they need additional help.
- 10) Evaluate and reflect: After completing the learning session, conduct an evaluation to assess students' progress. Additionally, ask students to reflect on their learning process and provide feedback on how scaffolding techniques have helped them comprehend the material.

2. Definition of Reading Comprehension

Comprehension is very important in English Language Learners (ells). Additionally, Janette and Sharon explain that reading comprehension involves the

intricate coordination of various processes, such as decoding words, using vocabulary and background knowledge, and developing fluency, all of which contribute to the creation of meaning.¹² Comprehension involves the active process of discovering and understanding new information by readers. It is a lifelong skill that develops over time.¹³ According to Camille Blachowicz and Donna Ogle, comprehension is an interest-driven process where the purpose for reading can change over time.¹⁴ Reading comprehension is the one question type that regulary asks three to four questions around one block of content. Then, Wagner, et.al states that reading comprehension is a sole product of the ability to decode words.¹⁵

It can conclude that reading comprehension is skill to know how far the reader knowledge of the text when he is reading. Good comprehender have learned that they have control of the reading process.

a. The Purpose of Reading Comprehension

Reading plays a crucial role in acquiring knowledge and understanding as it allows individuals to obtain information and ideas from various sources such as books, newspapers, manuals, letters, contracts, and advertisements. Employing

¹² Janette K. Klinger And Sharon, “*Teaching Reading Comprehension*”, 2.

¹³ United State, “*Reading Comprehension Success In 20 Minutes A Day*”,175.

¹⁴ Camille Blachowicz And Donna Ogle, “*Reading Comprehension Strategies*”,27.

¹⁵ Richard K. Wagner, Et.Al, “*Vocabulary Acquisition Implications*”,252.

strategies to comprehend and interpret the material before, during, and after reading can assist students in establishing connections and developing a solid basis for learning across different aspects of life.¹⁶ The objective of reading is for students to respond to the questions provided after going through the text. Additionally, it is important for students to preview the questions beforehand in order to guide their reading process.¹⁷ The teacher's expectation is that the students will successfully perform the required steps. This is because reading comprehension is a fundamental skill that students frequently utilize to enhance their understanding of the content they are reading, particularly in a classroom setting.

b. The Measurement of Reading Comprehension

Brown states that assessment involves the collection of information to guide instruction and facilitate optimal performance, with the awareness that students' responses are being measured and evaluated. An effective assessment employs precise and suitable language to describe the gathered data.¹⁸ According to Andriyani, there are five components of reading that assist students in understanding

¹⁶ Blachowicz And Ogle, *Reading*, 15.

¹⁷ Katherine Wiesolek Kuta, “*Reading And Writing To Learn*,” (London: Teacher Ideas Press, 2008), 23.

¹⁸ Douglas Brown, *Language Assessment: Principles And Classroom Practices*, (New York: Pearson Education, 2004), 240.

English text. These include the main idea, specific information, inference, reference and vocabulary:¹⁹

1) Main idea

Segretto explains that the main idea of a reading selection is the central focus or primary topic that the passage revolves around. The main idea is crucial as it provides a summary of what the text is primarily discussing. It is often conveyed through a topic sentence or statement, which can be found at the beginning, middle, or end of the text.

2) Specific information

Supporting details, which consist of facts and ideas, serve the purpose of explaining or illustrating the main idea or topic sentence. McWhorter states that specific information or supporting details contribute to the development of the topic sentence by providing definitions, explanations, factual evidence, incidents, comparisons, analogies, cause-and-effect relationships, statistics, and quotations. These supporting details are instrumental in helping readers comprehend the text and its position, often appearing after the main idea or topic sentence. They accomplish this by offering definitions, examples, facts, analogies, cause-and-effect relationships, and even posing questions.

¹⁹ Rima Priska Andriyani, "Comparative Study Of Reading Comprehension Between Students With Introvert And Students With Extrovert," (A Script, Lampung University, 2016), 14.

3) Inference

Inference is a process of making an educated guess or prediction about something that is not explicitly stated, relying on the facts and information that are already known. Developing the skill of inference is crucial because it enables the reader to deduce additional information that the writer implies.

4) Reference

Reference to the use of words or phrases either preceding or following a specific mention in a written text. In simpler terms, these words serve as indicators to guide readers in locating the intended meaning elsewhere within the same text.

5) Vocabulary

As stated by Marchado, a child's vocabulary plays a crucial role in their understanding and ability to learn how to read. Having knowledge of the words found on a page is vital for comprehending what is being read. In relation to these statements, it is evident that vocabulary is fundamental for individuals who wish to speak or express themselves through reading.

3. Definition Of Narrative Texts

One of the text genres that will be taught to all Junior High School grades is narrative text. A narrative is a form of text that recounts a story, aiming to engage and entertain the reader or listener.²⁰

Narrative text is a form of storytelling that recounts events from the past, occurring prior to the narration. It follows a standardized format and serves various functions, particularly in social contexts. These functions include providing amusement, entertainment, and addressing challenging situations that result in a crisis or pivotal moment, eventually leading to a resolution. According to Hazel Smith, narratives not only belong to a specific genre but also play a significant role in our social awareness and interactions.²¹ Marie Laure Ryan explains the concept of narrative by referring to Genette's definition. According to Genette, narrative can be easily defined as the portrayal of an event or a series of events.²² In her book, Ryan also mentions that narrative consists of two components: story and narrative discourse. Story refers to the actual event or sequence of events, which can be considered as the action taking place.

²⁰ Mark Anderson And Kathy Anderson, "*Text Types In English 2*" (South Yarra: Mcmillan, 1997), 8.

²¹ Hazel Smith, *The Writing Experiment: "Strategies For Interactive Creative Writing"* (Australia: Allen&Erwin, 2005), 23.

²² David Herman, "*Companion To Narrative*" (New York: Cambridge University Press, 2007), 23.

On the other hand, narrative discourse refers to the representation of those events in the narrative.²³ Typically, a narrative is conveyed by a story teller who presents their perspective to the audience and determines the sequence of events in the story. Klinger proposed that the structure of a narrative text can be likened to a story game. This term refers to the various elements that readers anticipate in a story, such as the characters, setting, plot (which involves a problem requiring a solution), and the resolution of that problem. Narratives can encompass different genres, which may deviate slightly from this fundamental template of story grammar. Stories are better retained in memory when they adhere to familiar organizational patterns.²⁴

Based on the provided definition, the researcher can infer that narrative text refers to a type of writing that recounts a lengthy story involving past events that are connected in a chronological manner. However, within the context of school lessons, narrative texts are typically employed to convey fictional stories such as fairy tales or legends exclusively.

The main objective of this type of text is to captivate and engage readers by presenting narratives or events featuring conflicting problems, ultimately leading to a resolution or ending that can be either happy or unfortunate.

²³ Herman, *Companion to Narrative*, 30.

²⁴ Ibid., 77.

a. The Language Features Found In Narrative Texts

- 1) Utilizing nouns and pronouns to identify individuals, animals, or objects involved. For instance, words like king, princess, he, she, etc., are used for this purpose.
- 2) Assigning special characteristics to specific participants or objects. For example, characters like cinderella or aladdin possess distinct qualities.
- 3) Employing adjectives to shape noun phrases and provide additional details. For instance, phrases like "beautiful white-skinned lady" add descriptive elements to the narrative.
- 4) Using time connections and conjunctions to sequence events. This involves employing words like then, when, suddenly, etc., to establish the chronological order of the story.
- 5) Incorporating adverbs and adverbial phrases to indicate the location or time of events. This includes words like here, there, at home, etc., which provide information about where or when something happened.
- 6) Implementing action verbs in the past form to depict actions that have already taken place. For example, using words like lived, drank, etc., conveys past events within the narrative.

- 7) Including saying verbs that indicate speech or the act of pronouncing something. Verbs like said, told, etc., are commonly employed to represent characters' dialogues or verbal expressions.²⁵

b. Kinds of Narrative Text

1) Myth

A traditional story accepted as history; serves to explain the world view of a people. A story of great but unknown age which originally embodied a belief regarding some fact or phenomenon of experience, and in which often the forces of nature and of the soul are personified; an ancient legend of a god, a hero, the origin of a race, etc.; a wonder story of prehistoric origin; a popular fable which is, or has been, received as historical.

Example: - The Myth Of Malin Kundang

2) Legends

Legends also stories that have been made, but they are different from the myth. Myth reply questions about the workings of nature, and is set in a time long ago, before written history. Legend of the people and the actions or deeds. People are

²⁵ Djatmika And Wulandari, “*Developing English Skill Writing Narrative Texts*”, (Bandung: Pakara Raya, 2013), 11.

living in a more recent and is mentioned in history. Story submitted for the purpose and is based on the facts, but they do not really exist.

Example: - Story Of Lake Tobe.

3) Fables

Fables are about animals that can talk and act like a man, or a Plant or forces of nature such as lightning or wind. Plants may be able to move and speak and natural forces cause things to happen in the story because of their strength.

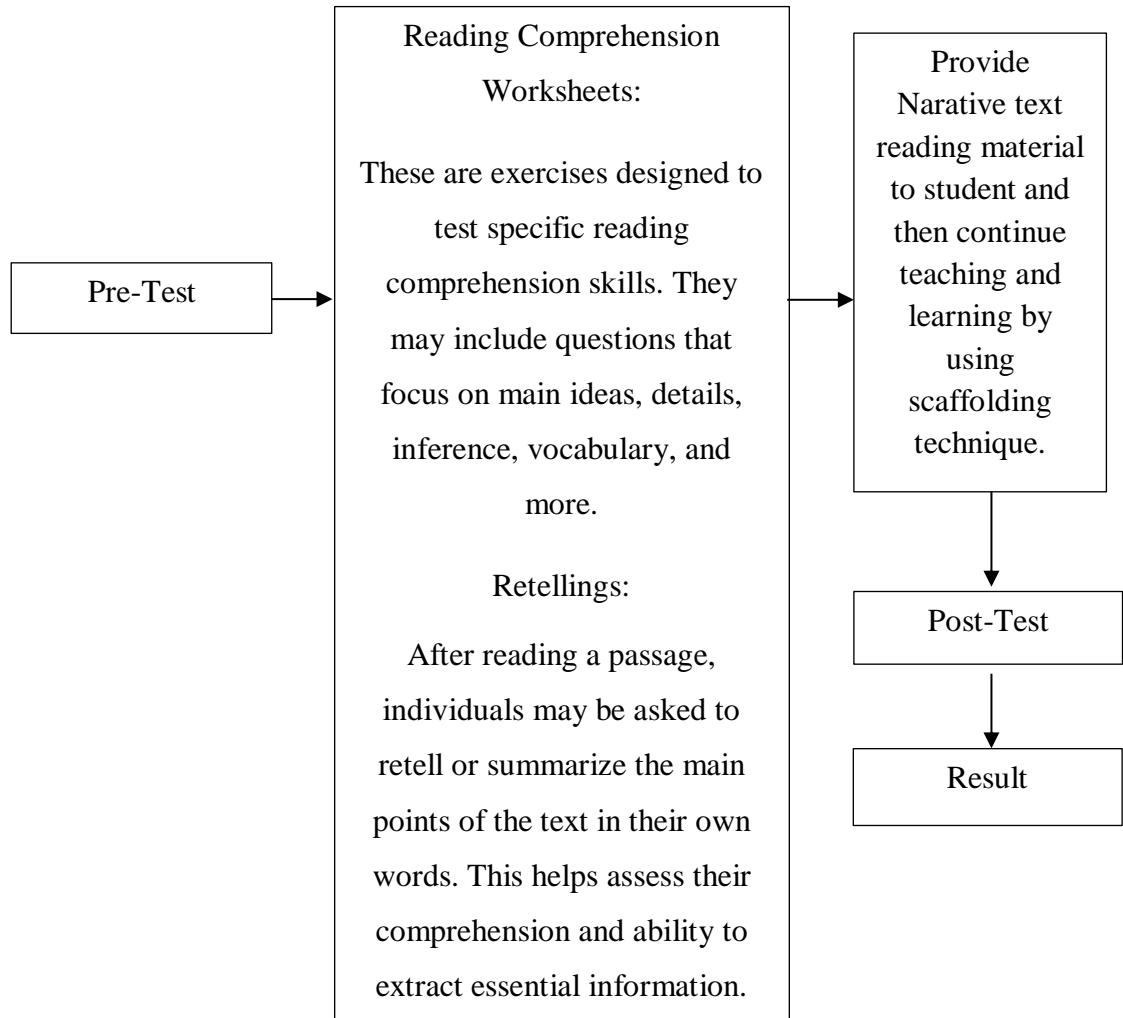
Example: - The Wolf And The House Dog.

4) Fairy Tales

Fairy tales are stories written specifically for children, often about magical characters such as elves, fairies, goblins and ogres. Sometimes animal characters.

Example: - Snow White And The Seven Dwarfs.

C. Theoretical of Framework



The conceptual framework of this research illustrates and systematically explains the process of teaching reading comprehension using scaffolding techniques. In this study, the researcher will administer a pre-test in the form of a narrative text essay to assess the students' reading comprehension before implementing the scaffolding technique. The purpose of this pre-test is to understand the students' reading comprehension levels prior to the treatment. Next, the researcher

will conduct the treatment four times using the scaffolding technique. After completing the treatment sessions, the researcher will administer a post-test in the form of a narrative text essay to assess the students' learning outcomes in reading comprehension. The purpose of this post-test is to determine the students' reading comprehension levels after the researcher has implemented the scaffolding technique.

D. Hypothesis

1. The hypothesis of this Research:

a. Alternative hypothesis (H_a)

H_a : There will be significant differences in student reading comprehension of reading narrative text in the pre-experimental group before and after using the scaffolding technique.

b. Null hypothesis (H_o)

H_o : There will be no significant differences in student reading comprehension of reading narrative text in the pre-experimental group before and after using the scaffolding.

2. Statistical hypothesis

IF: $F_o > F_t$, H_a is accepted and H_o is rejected.

IF: $F_o < F_t$, H_a is rejected and H_o is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Design of the Research

In this research, the researcher used quantitative research. According to Creswell, quantitative research served as a method to test objective theories by exploring the correlation between variables. These variables could be measured and usually involved the use of instruments, enabling the analysis of numerical data through statistical procedures.¹ There were three kinds of experiments, namely: pre-experimental, true experimental, and quasi-experimental that, among others, had different characteristics. In this research, the researcher used a pre-experimental with a one-group pretest-posttest design, the Pretest-Posttest One-Group Design. This design involved only one group of subjects. The selection of the research design was also based on the problem to be investigated, personal experience, and the target audience. The research design used a pre-experimental approach. Pre-experimental was a plan that involved only one group or class given a pre-test and post-test. This design was not categorized as a true experiment because there was no sample in this design. In this case, the researcher used a pre-experimental design.

¹ John W. Creswell, Research Design: “*Qualitative, Quantitative, and mixed Methods Approaches, Second Edition*,” (London: SAGE Publications, 2003).

Without a control or comparison group and measured variables after and before treatment because of the school policy that allowed just one class as an experiment for university student research. This design was chosen because the researcher conducted the study on one group without any control or control group.

According to John W. Creswell, a pre-experimental design was a design that used no control group and no random selection to assign subjects to different groups. He also listed three types of pre-experimental designs: a one-group pre-test post-test design, a one-group post-test-only design, and a one-group design with no group control. The researcher used a one-group pre-test and post-test design. This design included a pre-test followed by a treatment and then a post-test for one group. The research design, according to Cohen, could be presented as:²

Table 1
One Group Pre test and Post test Design.

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Note:

O₁: (Pre-Test)

X : Treatment

O₂ : (Post-Test)

² Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, 6th ed. (New York: Longman, 2007).

B. Population and Sample

1. Population

The population referred to a specific group of individuals or objects that was the focus of our research, and they possessed certain characteristics that were relevant to the research question. Essentially, the population represented the complete set of elements from which we aimed to draw conclusions. Each element within the population represented an individual participant or object upon which we performed measurements or collected data.³ In the research, the eighth-grade students of SMP Negeri 6 Palu were the research population.

Table 2
Population of the Research.

Class	Total
VIII A	32
VIII B	31
VIII C	32
VIII D	32
VIII E	31
VIII F	32
Total	190

³ R.Donald Cooper and S.Pamela Schindler, *Business Research Methods*, Proceedings of the Annual Reliability and Maintainability Symposium, 12th ed. (New York, NY: Mc Graw Hill /Ir win, (2014).

2. Sample

A sample was a part of the population. According to Ary, a sample was a group selected from the population to be observed in a study.⁴In this case, the researcher took a class as the sample. The researcher used purposive sampling for that. The researcher used one class at the eighth grade for receiving the method. The purpose was to find out if the use of scaffolding technique was effective or not for students' reading comprehension. The students in class VIII C were the sample, which consisted of 32 students, needed the treatment because almost all of them lacked participation in the class and found it difficult to engage in the lesson.

C. Variable of the Research

Based on Cooper and Schindler, variables were specific ideas or characteristics that could differ among individuals or units being studied. These variables could be observed, measured, and connected to research goals in order to comprehend the connections and consequences they held. In this particular research, there were two types of variables involved: the independent variable and the dependent variable.

1. The Independent Variable

Independent variable was a variable that influenced the dependent variable. In this study, it referred to the application of scaffolding techniques in

⁴ Donald Ary, *introduction to research in education eight*, united state : Wadsworth (engage Learning, 2010).

teaching narrative text reading. Scaffolding technique could be defined as providing knowledge support to students in understanding the reading text.

2. The Dependent Variable

Dependent variable was the variable that was observed and measured to determine the impact of the independent variable. In this study, it referred to reading comprehension ability, which could be defined as the knowledge in identifying the text that had been read. This variable was measured by conducting a written test.

E. Instrument of the Research

According to Leedy and Ormrod, research instruments were defined as instruments or techniques employed to gather data during the research process. These instruments encompassed a range of approaches, including questionnaires, interviews, observations, and tests. The research instrument of this research gave the narrative text to students. The test could be divided into two.

1. Pre-Test

Pre-test was the first test that was given to students by the researcher prior to the treatment. This test was designed to assess students' reading comprehension of narrative texts.

2. Post-Test

Post-test was a test that was given by the researcher to the students after the treatment. The post-test was designed to see whether the effect of scaffolding

technique could improve the reading comprehension of students reading narrative text.

The assessment instrument in this research uses an itemized assessment instrument with 10 essay questions, each with easy, moderate, and difficult levels of assessment and scoring rubric reading comprehension. It can be seen in the table below:⁵

Table 3
Assesment instrument

Question Quality	Number of Questions	Question Number
Easy (1-5)	3	1,2,3
Moderate (5-10)	4	4,5,6,7
Dificult (10-15)	3	8,9,10

Table 4
Scoring Rubric Reading Comprehension

Aspek	Score	Criteria
Main Idea Comprehension	40	Accurate identification of the main idea.
Detail	30	Accurate identification of important detail.
Use Of Information	30	Accurate in applying information from the text to draw conclusion.

F. Data Collecting Technique

The researcher gets the data; the researcher uses the following procedures, which can be described as follows:

This test is used to determine students' scores in reading comprehension of reading narrative texts. In this test, the researcher conducts a pre-test and a post-test. The purpose of this research test is to determine the effect of using

⁵Hodri And Tri Rijanto, Pengembangan Instrument Penilaian Pada Peserta Didik , "*Mata Pelajaran Dasar Dan Pengukuran Listrik Berdasarkan Kurikulum*" 5, No. 3 (2013).

scaffolding techniques on students' reading comprehension of reading narrative texts. The type of test that is conducted is a written test consisting of 10 questions.

1. Pre-Test

Before the researcher conducted the teaching treatment in the classroom, the students were given a pre-test. In this pre-test, the students were asked to comprehend a reading passage without applying the Scaffolding technique. The purpose of this pre-test was to determine the baseline scores of the class before they received the treatment. The format of the pre-test involved the researcher providing a narrative text to the students. The students read the text and then answered 10 questions.

2. Treatment

The treatment is conducted after the pretest. The researcher provides the same topic to the students but in a different way. The researcher teaches narrative texts using scaffolding techniques.

Procedure scaffolding technique in the treatment of teaching:

- a. The researcher starts by introducing the narrative text to the students.
- b. The researcher asks the students to share what they know about the narrative genre and considers their previous experiences with reading narratives.
- c. The researcher explains to the students the learning objectives of reading this narrative text.

- d. The researcher divides the students into small groups, ensuring that each group has a mix of abilities, with stronger students assisting those who may need more support.
- e. Each group takes turns reading a portion of the narrative text. The researcher encourages students to read with proper intonation and appropriate expressions.
- f. After each section of the text is read, the researcher holds discussions with the students to ensure their understanding. The researcher asks questions that probe their comprehension of the plot, characters, and themes.
- g. The researcher assigns relevant tasks related to the narrative text. These tasks may include summarizing the story, analyzing characters, or identifying the central theme.
- h. The researcher lets the students read the text independently.
- i. The researcher invites the students to reflect on their reading experience. The researcher discusses any challenging or complex parts of the text and how they overcame those difficulties.
- j. The researcher assesses the students' understanding and the work they produce using clear criteria or rubrics.
- k. The researcher summarizes the lesson, emphasizing the importance of understanding narrative texts. The researcher clarifies that reading involves comprehension, interpretation, and analysis.

3. Post-Test

The post-test is given to the students after the researcher conducts instructional treatment in the classroom. Afterward, the students read the narrative text, and afterward, they are given 10 questions. The function of the post-test is to find out whether there is a significant difference between the pre-test and post-test.

G. Data Analysis Technique

This research uses Statistical Product and Service (SPSS) to analyze the data. Before the researcher processed the data using SPSS.

1. Descriptive analysis

Descriptive analysis is a research method in a way collect data in accordance with the actual then the data is compiled, processed and analyzed to be able to provide an overview of the existing problems. In descriptive analysis data is usually displayed in the form of regular tables or frequency tables, graphs, bar charts, line charts, pie charts, measures of data concentration, measures of data distribution and so on.

2. Normality test

Testing data normality was a test to measure whether the data had a normal distribution in the population or not. In this research, the normality test used the application SPSS, with the following conditions:

- a. If the significance > 0.05 , then the research data had a normal distribution.
- b. If the significance < 0.05 , then the research data did not have a normal distribution.

3. *Paired sample T-test*

Paired sample t-test was a different test of two paired samples. Paired samples were the same subject but experienced different treatment. This different test model was used to analyze the research model before and after. Paired sample t-test was one of the test methods used to assess the effectiveness of the treatment, marked by the difference in the mean before and after the treatment was given.⁶

4. *Homogeneity Test*

Homogeneity testing is a test that determines whether the variations of several data points from the population have the same variance or not, with the following conditions:

- a. If the significance is > 0.05 , the data is considered homogeneous.
- b. If the significance is < 0.05 , the data is considered not homogeneous.

⁶ Sabda Risky Juliana, "Analisis Kinerja Keuangan Perusahaan Sebelum Dan Sesudah Melakukan *Initial Public Offering (Ipo)*" *Jurnal Akutansi* Vol 17 No. 2 (2023).

5. *Hypothesis Testing*

Significant hypothesis testing:

a. If ($t\text{-test} > t\text{-table}$) then H_0 was rejected H_1 was accepted, meaning the use of scaffolding technique was effective in teaching reading comprehension at the eighth grade of SMP Negeri 6 Palu.

b. If ($t\text{-test} < t\text{-table}$) then H_0 is accepted, means the use of technique scaffolding not effective in teaching reading comprehension at the eight-grade of SMP Negeri 6 Palu. Determining the price of $t\text{table}$ by Finding $t\text{table}$ using the distribution table t with a significant level $\alpha = 0,05$.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Discussion Result

This research was a pre-experimental design one group pre-test and post-test using only one experimental class. The results of this study were based on data analysis, The students' reading comprehension test consisted of a pre-test and a post-test. The pre-test was given to determine the improvement in students' reading comprehension before being treated using scaffolding techniques, and the post-test was given to determine the improvement in students' reading comprehension after being treated.

The pre-test is a test conducted to measure students' initial abilities before being subjected to treatment. The pre-test was conducted in the initial meeting on November 6, 2023. Then, the results of the pre-test were evaluated based on scores according to the scoring criteria created by the researchers, such as an essay test with 10 questions and scoring based on difficulty levels: easy, moderate, and difficult. The post-test is a final test that aims to determine if there is a significant improvement in students' reading comprehension skills after receiving treatment.

The post-test is the same as the pre-test. Additionally, the results of the post-test are used for comparison and as evidence of the success or failure of a hypothesis.

1. The Pre-test Scores

At the meeting students are given an initial ability test (pre-test) with 10 question essay, before being given action using the scaffolding technique method. pre test result data obtained in the table below :

Table 1 Student's Reading Comprehension Score Pre-Test

NO	Name	Pre-Test											
		Lots of questions	Answer										Score
1	AA	10	5	5	5	10	10	10	10	0	0	0	50
2	AK	10	5	5	3	10	0	10	0	0	0	0	33
3	CS	10	5	5	5	10	0	0	10	5	0	0	40
4	FBP	10	5	5	5	10	10	10	5	0	0	0	45
5	IMS	10	5	5	5	0	5	0	0	0	15	0	30
6	IA	10	5	5	5	10	10	0	5	0	0	0	40
7	JB	10	5	5	5	0	10	5	0	0	0	0	30
8	JIS	10	5	5	5	10	5	0	0	0	0	0	30
9	KYA	10	5	5	0	0	5	10	0	0	0	0	25
10	MA	10	5	5	5	10	10	0	0	0	0	0	35
11	NRA	10	5	5	5	5	0	10	0	0	0	0	30

12	NKMA	10	5	5	5	0	10	10	5	0	0	0	40
13	NMM	10	5	5	5	10	10	10	5	0	0	0	50
14	NAAS	10	5	5	0	0	10	0	10	15	0	0	45
15	ORB	10	5	5	5	10	10	0	5	0	0	0	40
16	RR	10	5	5	5	0	10	5	10	0	15	0	55
17	RAP	10	5	5	4	10	5	10	5	0	0	0	39
18	RAP	10	5	5	5	10	10	0	0	0	0	0	35
19	SFS	10	5	5	5	10	10	5	0	15	0	0	40
20	TP	10	5	5	5	10	0	10	0	0	0	0	35
21	VSR	10	5	5	5	10	10	0	10	15	0	0	60
22	VRR	10	5	3	5	0	10	10	0	0	0	0	33
23	YPR	10	5	5	5	10	10	0	5	0	0	0	40
24	ZT	10	5	2	5	10	0	0	0	0	0	0	28
25	ZA	10	0	0	0	0	0	0	0	0	0	0	0
26	FZ	10	4	5	4	10	10	5	5	15	0	0	58
27	SAW	10	5	5	5	10	10	5	0	0	0	0	40
28	MR	10	5	5	5	10	0	10	0	0	15	0	50
29	MO	10	5	5	5	10	10	10	10	0	0	0	55
30	SFA	10	0	0	0	0	0	0	0	0	0	0	0
31	IBF	10	5	5	5	10	0	10	0	0	0	0	35
32	GPB	10	5	5	5	5	5	5	5	0	0	0	35

From the data above the research conclude that the highest scores was 60 and lowest 0. The research tried to find the mean of the data by applying the mean formula and then the researcher found the standard deviation the statistic that used to analyze the data by describing it to make a genera conclusion.

Table 2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	0	60	37,41	13,390
Valid N (listwise)	32				

Based on the result of the pre -test of the class presented in the table,it can be seen that N 32 the number of student's the highest score was 60 and the lowest 0,score mean of statistic 37.41 with standard deviation of 13.390.

2. The Post-Test Score

The data of post-test score can be seen in the table :

Table 3 Student's Reading Comprehension Score Pre-Test

NO	Name	Post-Test											
		Lots of questions	Answer										Score
1	AA	10	5	5	5	10	10	9	10	15	15	15	90
2	AK	10	5	5	5	7	10	10	10	15	0	10	77

3	CS	10	5	5	5	10	10	10	10	15	10	0	80
4	FBP	10	5	5	5	10	10	10	5	15	15	15	95
5	IMS	10	5	5	5	10	10	10	10	15	15	0	85
6	IA	10	5	5	5	10	10	10	10	15	0	10	80
7	JB	10	5	5	5	10	10	10	0	15	15	15	90
8	JIS	10	5	5	5	10	10	10	10	15	0	15	85
9	KYA	10	5	5	5	9	10	10	10	15	0	10	79
10	MA	10	5	5	5	10	10	10	10	10	15	0	80
11	NRA	10	5	5	5	10	10	10	10	10	15	0	85
12	NKMA	10	5	5	5	10	0	10	10	15	15	0	75
13	NMM	10	5	5	5	10	5	10	5	15	15	15	90
14	NAAS	10	5	5	5	6	10	10	10	15	15	5	86
15	ORB	10	5	5	5	10	10	10	5	15	0	15	80
16	RR	10	5	5	5	10	10	9	10	15	15	5	89
17	RAP	10	5	5	5	5	10	10	10	10	10	5	75
18	RAP	10	5	5	5	7	10	10	10	10	15	0	77
19	SFS	10	5	5	5	10	10	10	9	15	10	10	89
20	TP	10	5	5	5	10	10	10	10	15	0	15	85
21	VSR	10	5	5	5	10	7	10	10	15	15	15	97
22	VRR	10	5	5	5	10	8	10	10	15	10	10	88
23	YPR	10	5	5	5	10	10	10	10	15	10	0	80
24	ZT	10	5	5	5	10	10	8	10	10	10	15	78

25	ZA	10	5	5	5	10	10	10	9	15	10	10	79
26	FZ	10	5	5	5	10	10	0	10	15	15	15	90
27	SAW	10	5	5	5	10	6	10	10	15	10	10	86
28	MR	10	5	5	5	10	10	10	10	15	10	10	90
29	MO	10	5	5	5	10	7	10	10	15	15	15	97
30	SFA	10	5	5	0	10	10	10	10	10	0	0	60
31	IBF	10	5	5	5	10	10	10	0	10	15	0	70
32	GPB	10	5	5	5	9	10	10	10	10	15	15	89

From the data above the research conclude that the highest scores was 97 and lowest 60. The research tried to find the mean of the data by applying the mean formula and then the researcher found the standard deviation the statistic that used to analyze the data by describing it to make a genera conclusion.

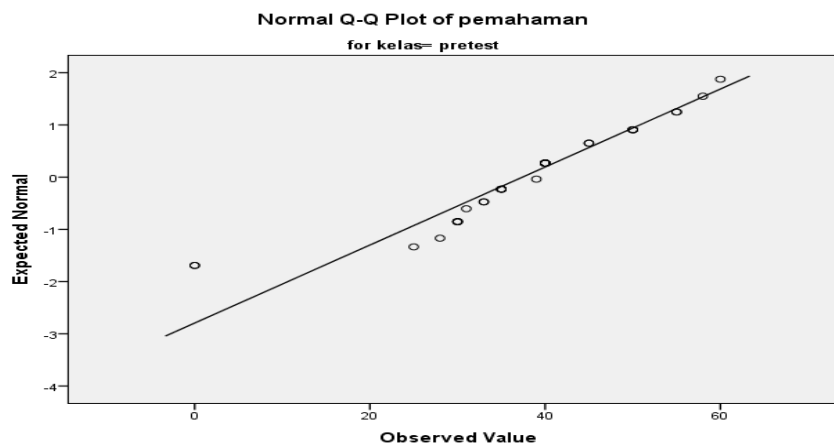
Table 4 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	32	60	97	83,62	7,902
Valid N (listwise)	32				

Based on the result of the pre -test of the class presented in the table,it can be seen that N 32 the number of student's the highest score was 97 and the lowest 60,score mean of statistic 83.62 with standard deviation of 7.902.

3. The result of data analysis technique

a. Normality test



Based on the chart above, it was observed that the data was normally distributed because normality was met when the data points clustered around a straight line.

b. Homogeneity test

Table 5 test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	2,914	1	62	,093
Based on Median	2,778	1	62	,101
Based on Median and with adjusted df	2,778	1	46,797	,102
Based on trimmed mean	2,831	1	62	,097

Based on the result of the homogeneity test table above, it can be seen that the significance value (0,101) > 0.05. So it can be concluded that the data group comes from a population that has the same variance (homogeneous).

4. The result of t-test

To find out the t-test value, the researcher used SPSS application following is a comparison between the pre-test and post-test.

Table 6 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired sample 1: pretest - posttest	-46,219	9,957	1,760	-49,809	-42,629	-26,258	31	.000

Based on the above, it is known that t-test value is 26.258 and the significant value is 0.000.

5. Testing hypothesis

In this research, the research proposed alternative hypothesis (H_a) and hypothesis (H_o), with explanation as follows :

- H_a . There is the scaffolding technique was effective in teaching reading comprehension at the eighth grade of SMP Negeri 6 Palu.
- H_o . There is the scaffolding technique cannot effective in teaching reading comprehension at the eighth grade of SMP Negeri 6 Palu.

If t counted $> t$ table, so H_a is accepted and H_o is rejected. It means by using scaffolding technique effective in teaching reading comprehension at the eighth grade of SMP Negeri 6 Palu. However, if t counted $< t$ table, H_o is accepted and H_a rejected. It means by using scaffolding technique did not effective in teaching reading comprehension at the eighth grade of SMP Negeri 6 Palu. However, before decides which hypothesis was accepted and rejected, the researcher need to know the critical t -table using 0,05 level significance and the degree of $(df) = 31$.

Based on the result of the data analysis above, it can be seen that t counted was 26.258 and significance value (0.000). It can be conclude that t (26.258) $>$ significance value (0.000) $< \alpha$ (0,05). Meaning that H_a is accepted and H_o rejected. By using the scaffolding technique effective in teaching reading comprehension at the eighth grade of SMP Negeri 6 Palu.

B. Discussion of Research Result

When the researcher made observation at SMP 6 Negeri Palu, the researcher found that the subject of this study was an English subject teacher. In the first stage the researcher gave a permit to research the school and was received directly by the school principal of SMP 6 Negeri Palu. After the researcher was directed to meet the English subject teacher, the teacher suggested conducting research in class VIII C which had 32 students to become the object of this research.

This research was conducted for six meetings in 3 week the first meeting the research conducted pre-test, four treatment and finally post-test. Each meeting consist

This research was conducted for six meetings in 3 weeks. The first meeting the research conducted pre-test, four treatment and finally post-test. Each meeting consists of 2 x 45 minutes, in which case it carried out before using scaffolding technique and after using scaffolding technique.

Based on the result of the data analysis above, it can be seen that t counted was 26.258 and significance value (0.000). It can be concluded that t (26.258) > significance value (0.000) < α (0,05). Meaning that H_a is accepted and H_o rejected. By using the scaffolding technique effective in teaching reading comprehension at the eighth grade of SMP Negeri 6 Palu.

CHAPTER V

CONCLUSION AND SUGESTIONS

A. Conclusion

Based on the result If t counted $> t$ table,so H_a is accepted an H_o is rejected.it means by using scaffolding technique effective in teaching reading comprehension at the eighth grade of SMP Negeri 6 Palu. However,if t counted $< t$ table, H_o is accepted and H_a rejected. It means by using scaffolding technique did not effective in teaching reading comprehension at the eighth grade of SMP Negeri 6 Palu.however,before decides which hypothesis was accepted and rejected,the researcher need to know thr critical t-table using 0,05 level significance and the degree of $(df) = 31$.

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B. Sugestion

To improve the quality of English language teaching, this research aims to provide the following suggestions:

1. It is hoped that English teachers use scaffolding techniques as a means of English language instruction, especially in students' reading comprehension. This is because research has found that the use of scaffolding techniques as a teaching method is highly effective in enhancing students' understanding of reading, particularly in the context of narrative texts. It is expected that teachers can continue to engage and support students by developing scaffolding techniques as a teaching method. Ultimately, this will facilitate and assist students in improving their reading comprehension in English.
2. The researcher hopes that other researchers will conduct similar studies on other factors and different proficiency levels that influence students' reading abilities in English. Additionally, researchers are encouraged to explore the use of scaffolding techniques as a teaching method for enhancing students' reading comprehension in English.

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PRE-TEST

NAME :

CLASS:

Read the following passage about the narrative text "The Adventure of the Honest Dwarf Child" and answer the questions based on your understanding of the text.

Write your answers in complete sentences!

The Adventure of the Honest Dwarf Child

In a distant forest, lived a dwarf child named Timmy. Timmy was a very honest dwarf who always tried to do his best. One day, Timmy heard about a hidden treasure in a mysterious cave in the middle of the forest.

Without hesitation, Timmy decided to search for the treasure. He prepared himself well, bringing an old map and a sparkling flashlight. Timmy entered the dark and winding cave. During his journey, he encountered various obstacles and dangers.

However, Timmy never lied or stole. He always told the truth and helped the people he met inside the cave. Some of his fellow adventurers tried to lie or steal, but they always got into trouble.

Finally, Timmy found an incredible treasure! However, he wasn't so interested in the wealth. For him, the adventure and the friendships he

experienced during the journey were more valuable. He decided to share the treasure with everyone who had helped and been honest during the journey.

Now, answer the following questions:

1. Who is the main character in this story?
2. What motivated Timmy to embark on the cave adventure?
3. How did Timmy prepare himself before entering the cave?
4. What did Timmy encounter during his journey inside the cave?
5. What sets Timmy apart from some of his fellow adventurers?
6. What did Timmy discover at the end of the adventure?
7. What was Timmy's decision regarding the treasure?
8. What moral lesson can be derived from this story?
9. Why is it important to always be honest and help others?
10. Do you agree with Timmy's decision? Why or why not?

POST-TEST

NAME :

CLASS:

Read the following passage about the narrative text "The Adventure of the Slow Snail and the Diligent Rabbit" and answer the questions based on your understanding of the text. Write your answers in complete sentences!

The Adventure of the Slow Snail and the Diligent Rabbit

One day, in a distant forest, there lived a very slow snail and a very diligent rabbit. The snail, who liked to move at a leisurely pace, was always teased by the other animals in the forest. Meanwhile, the diligent rabbit worked hard, constantly gathering food for the future. They were an unusual pair of friends, but they were very close.

One time, winter arrived swiftly, and the forest turned cold and desolate. The food that the diligent rabbit had collected ran out, and he felt panicked. He went to seek the help of the slow snail. Despite moving very slowly, the snail patiently assisted the diligent rabbit in searching for food. They worked together and completed the task.

Years passed, and they continued to be good friends. The snail learned to move a bit faster to help the diligent rabbit, and the rabbit learned to be patient. They taught each other many important lessons about cooperation and friendship.

Now, answer the following questions:

1. Who are the main characters in the story?
2. Why is the snail often teased by other animals?
3. What happens when winter arrives?
4. Why does the diligent rabbit seek the help of the snail?.
5. What did the snail and rabbit learn from their experience?
6. What is the moral message of the story?
7. Why do the diligent rabbit and the slow snail remain good friends?
8. How does the character of the snail change in the story
9. Why is it important to be patient in life?
10. What lesson can middle school students take from this story?

RIDWON

- 1 the slow and the Diligent rabbit 5
- 2 because it moves very slowly 5
- 3 the food collected by the diligent rabbit runs out, and the forest becomes cold 5
- 4 because the snail is his friend, and he knows the snail will help him. 10
- 5 they learned about cooperation, patience, and the importance of friendship 10
- 6 each individual's nature and strengths have value. Cooperation, patience, and friendship are important 5
- 7 they value each other and learn to overcome their differences 10
- 8 the snail learns to move a bit faster to help his friend 15
- 9 patience helps us overcome challenges and build good relationships. 15
- 10 middle school students can ~~learn~~ ^{learn} the importance of cooperation, appreciating differences, and respecting friendship 15

NAME: Yolanda Paulina-R

ANSWER

1. The slow snail and the diligent rabbit. 5
2. Because it moves very slowly. 5
3. The food collected by the diligent rabbit runs out, and the forest becomes cold. 5
4. Because the snail is his friend, and he knows the snail will help him. 10
5. They learned about cooperation, patience, and the importance of friendship. 10
6. Each individual's nature and strengths have value. cooperation, patience, and friendship are important. 9
7. They value each other and learn to overcome their differences. 19
8. The snail learns to move a bit faster to help its friend. 15
9. Patience helps us overcome challenges and build good relationships
10. Middle school students can learn the importance of cooperation, appreciating differences, and respecting friendships. 15

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KURIKULUM MERDEKA

Nama sekolah : SMP Negeri 6 palu
Mata Pelajaran : Bahasa inggris
Materi Pembelajaran : Narrative text
Alokasi waktu : pertemuan 1 (45 menit)

A. Tujuan Pembelajaran

1. Memahami pengertian teks naratif dan ciri - ciri teks naratif .

B. Indikator Pembelajaran

1. Siswa dapat menjelaskan pengertian teks naratif dan ciri – ciri teks naratif .

C. Model dan metode pembelajaran

1. Model : Scaffolding technique
2. Metode : diskusi,tanya jawab.

D. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none">• Guru mengucapkan salam pembuka.• Guru menanyakan kabar dan memeriksa kehadiran siswa. (Communication)• Guru mengajak siswa untuk berdo’a sesuai dengan keyakinan masing-masing siswa yang dipimpin oleh salah satu siswa. (Religius)• Guru bersama siswa melafalkan Pancasila dengan dipimpin salah satu siswa. (Nasionalis) <p>Apersepsi</p> <ul style="list-style-type: none">• Guru menanyakan tentang materi pembelajaran sebelumnya.• Guru menanyakan tentang pengetahuan siswa seputar materi yang akan dipelajari. <p>Motivasi</p> <ul style="list-style-type: none">• Guru menyampaikan tujuan pembelajaran yang akan dicapai.	10 menit
Kegiatan Inti	<p>Pemaparan Pengertian Teks Naratif</p> <ul style="list-style-type: none">• Guru menjelaskan pengertian teks naratif dan unsur-unsur teks naratif.• Guru memberikan contoh-contoh teks naratif. <p>Diskusi dan tanya jawab</p> <ul style="list-style-type: none">• Guru membagi siswa menjadi beberapa kelompok.• Guru mengajak diskusi tentang contoh-contoh teks naratif yang sudah diberikan dan meminta siswa berbagi pendapat mereka mengenai apa yang membuat cerita-cerita tersebut istimewa.• Guru menjawab pertanyaan siswa terkait pengertian teks naratif. <p>Mari Refleksikan</p> <ul style="list-style-type: none">• Guru memberikan tugas mini berupa membaca di hadapan teman kelas perwakilan perkelompok satu cerita pendek teks naratif yang telah dipilih sebelumnya	20 menit

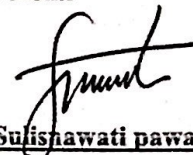
Penutup	Apa yang sudah aku pelajari <ul style="list-style-type: none"> • Guru bersama siswa menyimpulkan materi yang sudah dipelajari. • Guru meminta siswa untuk mempelajari di rumah tentang materi yang akan dipelajari. • Guru bersama siswa berdo'a bersama dengan dipimpin oleh salah satu siswa. • Guru mengucapkan salam penutup. 	15 menit

E. Penilaian Pembelajaran

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubrik penilaian.

Palu, 6 November 2023

Peneliti



Sulisnawati pawata

NIM: 191160049

MATERI BAHAN AJAR

1. Definition of Narrative Text

A narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. It is a telling of some sequence of events, recounted by a narrator.

2. The Purpose of Narrative Text

The use of narrative text itself has several purposes, such as entertaining, educating, telling, conveying the author's experience or as a medium to develop the imagination of the reader. The social function is to amuse, entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution.

3. Kinds of Narrative Text

Narrative text may take many kinds or forms. They are fable, legend, myths, fairytales, etc. The following are brief explanation among them:

a) Fable

A fable is a type of folktale that teaches a lesson. Fables are usually entertaining tales featuring animals that talk and behave as people do. Because they have humanlike qualities, the animals show how foolish or wise people can be. For example, "The Donkey and the Shadow" teach us that when you fight about something, you both get nothing. other examples of fables are The Wolf and the Lamb, The Owl and The Grasshopper, A Fork and A Stork, etc.

b) Fairy Tales

Fairy tales are kind of folk story about magical events and creatures. They often tell about a young person meeting fantastic beings such as Cinderella, Little Red Riding Hood and Sleeping Beauty.

c) Myth

Myths are traditional stories that are created within cultures in order to offer explanations for phenomena. For example: The Story of Rainbow, the Myth of Dewi Sri, etc.

d) Legend

Legend is a traditional story or group of stories told about a particular person or place. They are associated with a particular locality or person and are told as a matter of history. For example, The Legend of Batu Menangis. It teaches that God always grants the prayer of parents, especially a mother who is persecuted by her child, because the mother's prayer will lead us to be successful in the future.

(TEKS NARATIF)

"The Story of the Peacock and the Tortoise"

Long ago, in a lush forest, there lived a very beautiful and colorful peacock. The peacock was always proud and boastful of its beauty. On the other side, there was a tortoise that lived a simple and humble life. One day, the peacock met the tortoise and started to belittle it. "What are you doing here, ugly tortoise? I am a beautiful peacock, while you are just a slow and ugly tortoise!" taunted the peacock.

However, the tortoise just smiled humbly and replied, "Maybe I'm not as beautiful as you, but I live in peace in this world. I am not arrogant and always grateful."The arrogant peacock laughed loudly and said, "Who cares about your peace? I am still more beautiful and valuable!"One day, a powerful storm swept through the forest, knocking down many trees. The weak and lightweight peacock could not withstand the storm, and it was tossed about by the strong winds.

Meanwhile, the tortoise, sheltered inside its shell, survived the storm. When the storm subsided, it came out and found the injured peacock. The tortoise helped the injured peacock with patience and kindness. It was from this experience that the peacock learned about simplicity and humility. It was no longer arrogant and showed humility to all creatures in the forest.



(TEKS NARATIF)

“The Wise Ant Queen”

Once upon a time, in a beautiful forest, there was a colony of ants living happily. Among them, there was a wise and loving ant queen. All the ants in her colony greatly admired and respected their queen, not only for her wisdom but also because she always listened to their complaints and problems.

One day, news came of an impending drought that would soon affect the forest. All the ants were panicking and confused. They didn't know how to save their vital food supplies. The wise ant queen quickly gathered all the ants in her colony. She said, "We are facing a tough time, but together, we can overcome this. Each one of us must work together, and we will share what we find with one another." The ants worked hard, collecting resources and food they needed to survive during the upcoming drought. The ant queen was always there with them, providing encouragement and motivation.

When the drought arrived, the forest turned barren. But thanks to the hard work and cooperation of all the ants, their colony remained strong and able to endure. They had gathered enough food for the entire colony. When the rainy season returned, the forest became green and lush once more. All the ants felt grateful and happy. They also learned valuable lessons about kindness, cooperation, and wisdom from their queen.



(TEKS NARATIF)

"The Rabbit and the Tortoise"

In a beautiful forest, there were two very different friends. One was the Rabbit, who was very agile and loved to run, and the other was the Tortoise, who was always calm and slow in everything. Despite their differences, they were good friends.

One day, they heard about a running race that would be held in the forest. They decided to participate in the race, even though many other animals laughed at the Tortoise because they were sure the Rabbit would win easily. When the race day arrived, all the animals gathered at the starting line. The Rabbit was very confident, while the Tortoise appeared relaxed. The race began, and the Rabbit quickly started running, leaving the Tortoise far behind. The Rabbit laughed and thought he was sure to win.

However, as he approached the finish line, he grew tired and decided to take a rest under a tree. Meanwhile, the Tortoise continued to move slowly but steadily. All the other animals realized that the Rabbit had stopped and began to encourage the Tortoise.

Suddenly, when the Rabbit woke up to continue the race, he realized that the Tortoise was about to reach the finish line. He tried to run as fast as he could, but it was too late. The Tortoise crossed the finish line with his slow and steady steps and won the race. The Tortoise was very happy, and all the other animals gave him applause and praise. The Rabbit felt ashamed and regretted underestimating the Tortoise. They learned that speed is not everything, and perseverance and determination are also crucial.



(TEKS NARATIF)

"The Wise Owl and the Curious Squirrel"

Once upon a time, deep within a lush forest, there lived a wise owl named Ollie. Ollie resided in an old, tall tree, surrounded by many other animals. He was known as an advisor and a wise friend to all the woodland creatures. One of his closest friends was an enthusiastic young squirrel named Sammy.

One day, Sammy went for a walk in the forest and met with his friends. They shared stories about interesting places they wanted to visit, and Sammy, full of curiosity, felt drawn to explore deeper into the forest. Sammy was a good example of someone who was always eager to learn. He wanted to discover more about the world around him and explore new places. This teaches us the importance of having a thirst for knowledge and exploring new things. Curiosity is the key to expanding our knowledge and personal growth.

Even though all of Sammy's friends offered him warnings and advice, Sammy still wanted to venture further into the forest. He decided to go alone to places he had never visited before. In the midst of the forest, Sammy began to feel confused and lost. He searched for his way back home, but the longer he searched, the more bewildered he became. Ollie, the wise owl, heard about Sammy's journey and worried about his well-being. Ollie quickly flew to find Sammy, who was lost deep within the dense forest.

Ollie found Sammy trapped and frightened. Ollie spoke calmly to Sammy and provided him with directions to return home. Sammy learned not to ignore wise advice and was willing to listen to those with more experience. After finding his way back home, Sammy was immensely grateful to Ollie and promised to always listen to wise advice from friends and caring adults.



PENILAIAN

Penilaian terhadap proses dan hasil pembelajaran dilakukan oleh guru untuk mengukur tingkat pencapaian kompetensi peserta didik. Hasil penilaian digunakan sebagai bahan penyusunan laporan kemajuan hasil belajar dan memperbaiki proses pembelajaran. Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubric penilaian sebagai berikut.

A. Teknik Penilaian

- 1. Penilaian Sikap: Observasi
- 2. Penilaian Pengetahuan: Tes tertulis

B. Instrumen Penilaian

- 1. Penilaian Sikap
Petunjuk:
Berilah tanda centang (√) pada sikap setiap siswa yang terlihat!

No	Nama Siswa	Jujur		Disiplin		Tanggung Jawab		Santun		Peduli		Percaya Diri	
		T	BT	T	BT	T	BT	T	BT	T	BT	T	BT
1.													
2.													
3.													

Keterangan:
T : Terlihat
BT : Belum Terlihat

- 2. Penilaian Pengetahuan
Setiap jawaban yang benar diberi skor 10
Skor maksimal = 50
Nilai = (jumlah perolehan skor : skor maksimal) x 100
Nilai maksimal = 100

C. Remedial dan Pengayaan

- 1. Remedial
 - a. Menjelaskan kembali tentang pengertian teks naratif dan ciri-ciri teks naratif .
 - b. Membimbing siswa yang belum bisa memahami pengertian teks naratif dan ciri-ciri teks naratif.
- 2. Pengayaan
 - a. Siswa diarahkan untuk menyebutkan contoh pengertian teks naratif dan ciri-ciri teks naratif.
 - b. Siswa mengembangkan lebih lanjut untuk pengertian teks naratif dan ciri-ciri teks naratif.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KURIKULUM MERDEKA

Nama sekolah : SMP Negeri 6 palu
Mata Pelajaran : Bahasa inggris
Materi Pembelajaran : Narrative text
Alokasi waktu : pertemuan 2 (45 menit)

A. Tujuan Pembelajaran

1. Memahami struktur teks naratif

B. Indikator Pembelajaran

1. Siswa dapat mengidentifikasi struktur teks naratif .

C. Model dan metode pembelajaran

1. Model : Scaffolding technique
2. Metode : diskusi,tanya jawab

D. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none">• Guru mengucapkan salam pembuka.• Guru menanyakan kabar dan memeriksa kehadiran siswa. (Communication)• Guru mengajak siswa untuk berdo'a sesuai dengan keyakinan masing-masing siswa yang dipimpin oleh salah satu siswa. (Religius)• Guru bersama siswa melafalkan Pancasila dengan dipimpin salah satu siswa. (Nasionalis) <p>Apersepsi</p> <ul style="list-style-type: none">• Guru menanyakan tentang materi pembelajaran sebelumnya.• Guru menanyakan tentang pengetahuan siswa seputar materi yang akan dipelajari. <p>Motivasi</p> <ul style="list-style-type: none">• Guru menyampaikan tujuan pembelajaran yang akan dicapai.	10 menit
Kegiatan Inti	<p>Pemaparan materi</p> <ul style="list-style-type: none">• Guru menjelaskan Struktur narrative teks dengan contoh-contoh yang relevan. <p>Diskusi tanya jawab</p> <ul style="list-style-type: none">• Guru mengajukan pertanyaan kepada siswa berdasarkan penjelasan yang telah diberikan, misalnya: "Apa struktur yang biasanya ada dalam sebuah narrative teks?"• Siswa menjawab pertanyaan tersebut berdasarkan penjelasan pendidik. <p>Lakukan Bersama</p> <ul style="list-style-type: none">• Guru membagi siswa menjadi beberapa kelompok.• Setiap kelompok diberikan satu contoh teks naratif yang berbeda.• Masing-masing kelompok menganalisis teks yang diberikan dan mengidentifikasi struktur naratif yang terdapat dalam teks tersebut. <p>Mari Refleksikan</p> <ul style="list-style-type: none">• diskusi tentang struktur dalam teks naratif yang telah dianalisis oleh kelompok.	20 menit

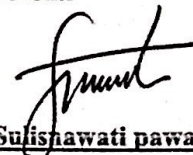
Penutup	Apa yang sudah aku pelajari <ul style="list-style-type: none"> • Guru bersama siswa menyimpulkan materi yang sudah dipelajari. • Guru meminta siswa untuk mempelajari di rumah tentang materi yang akan dipelajari. • Guru bersama siswa berdo'a bersama dengan dipimpin oleh salah satu siswa. • Guru mengucapkan salam penutup. 	15 menit

E. Penilaian Pembelajaran

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubrik penilaian.

Palu, 6 November 2023

Peneliti



Sulisnawati pawata

NIM: 191160049

MATERI BAHAN AJAR

Generic Structure five steps in constructing a narrative text. They are orientation, complication, sequence of events, resolution,coda.

a) Orientation

The narrator tells the audience who is in the story, when it is happening, where it is happening, and what is happening.

b) Complication

The narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

c) Sequence of events

The narrator tells how the characters react to the complication. The feeling of the character and what they do are included. The events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator’s point of view.

d) Resolution

Complication is sorted out or the problem is solved.

e) Coda

Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story.

As the following table shows:

Text	Generic structure
The Elephant and the Sparrows	Title
A sparrow couple had a beautiful nest with eggs, on a tall, strong tree, and were expecting their little ones soon. However, an arrogant elephant soon visited the area and shook the tree so hard, that he managed to destroy the nest and the eggs. Angered and saddened by this, the sparrows decided to seek revenge.	Orientation
They asked their woodpecker friend to help them. The woodpecker, along with his friends, the fly and the frog, devised a plan. The frog asked the fly to buzz near the elephant’s ear. He said, “When the elephant closes his eyes, woodpecker, you must pierce his eyes. The elephant will stand up and try to find water. I will croak far away and the elephant will think there’s water around and reach the place. We will create a big pit and the elephant will fall into it.”	Complication
At sunset, they worked as per the plan, and the elephant fell into the pit and died.	Resolution

LAMPIRAN 1

(TEKS NARATIF)

"The Magic Tree"

In a small village, there lived a boy named Malik. Malik lived with his mother in their simple home. They led a humble yet happy life. Every day, Malik enjoyed playing in the forest near the village with his friends. One day, while they were playing, Malik heard a story about a magic tree deep in the forest. Allegedly, the tree could grant any wish to whoever found it. Malik was very curious and determined to find the tree.

Malik and his friends explored the forest eagerly. However, they faced various obstacles and difficulties. While crossing a swift river, one of Malik's friends slipped and almost fell. That was when Malik realized that obtaining a wish was not an easy task. Despite the challenges, Malik and his friends persevered. They worked together to overcome the obstacles in front of them. Malik also learned that a selfless wish for everyone is more valuable than personal desires.

After facing various trials, they finally found the magic tree. However, when Malik stood in front of it, he decided not to wish for anything. Instead, he wished for his village to always be prosperous and happy.



LAMPIRAN 2

(TEKS NARATIF)

"The Adventure of the Little Prince and the Beautiful Fairy"

In a distant kingdom, there lived an enthusiastic little prince named Rama. He resided in the palace with his father, King Arjun, and always felt curious about the outside world. However, there was one prohibition from his father: never leave the palace without permission. One day, Rama's curiosity overcame this prohibition. He ventured into the forbidden and mysterious forest.

In the forest, Rama encountered a beautiful fairy named Sita. Sita informed Rama that the forest held a magic capable of turning desires into reality. However, there was a consequence to be faced. Rama, tempted by the desire for magical powers, without much thought, expressed his wish. Unbeknownst to him, Rama opened the door to significant problems. After making the wish, Rama began to realize its consequences. Unexpected events unfolded, and Rama felt deep regret. Sita, as a true friend, helped Rama navigate through each obstacle and find solutions.

Finally, with Sita's assistance, Rama managed to resolve the problems he created. He learned that curiosity must be balanced with responsibility, and wishes must be made wisely.



LAMPIRAN 3

(TEKS NARATIF)

"The Adventure of the Magical Flowers"

In a bygone era in a small village, lived a princess named Bella. She possessed a million happiness due to her kindness. The village was renowned for the beauty of magical flowers that grew in the forest on the outskirts of the village. Every year, the villagers held a festival to celebrate the wonders of these magical flowers.

One day, an evil sorcerer arrived and stole the magical flowers that were the pride of the village. These flowers were a source of joy and good fortune for everyone. Bella, filled with kindness, felt compelled to rescue the magical flowers. The sorcerer challenged Bella: she had to pass a series of tests to regain the magical flowers. With strong determination, Bella embarked on an adventure through the dark and dangerous forest. During her journey, she encountered various magical creatures that helped her through the trials. Each trial taught Bella about courage, honesty, and love.

After passing all the tests, Bella arrived at the palace of the evil sorcerer. With kindness and wisdom, she managed to persuade the sorcerer to return the magical flowers. Bella brought the flowers back to the village, and happiness once again crept into the hearts of everyone.



(TEKS NARATIF)

"The Adventure of the Little Princess and Learning Honesty"

In a small village, there lived a little princess named Lina. Lina lived with her kind-hearted mother in a small house on the edge of the forest. They lived a simple yet happy life. One day, Lina discovered an old book in her grandmother's ancient wardrobe. The book contained ancient fairy tales about magic and justice. Lina was very interested and decided to read one fairy tale every night before bedtime.

One of the tales that captured Lina's heart was the story of a boy who found a magical lamp. The lamp granted him three wishes, but with the condition that he must always be honest. Lina felt challenged and thought, "What if I could have a magical lamp like that?" That night, in her dream, a fairy appeared and gave Lina a magical lamp. Lina was overjoyed, but the fairy gave her an important warning, "Remember, honesty is the key to your happiness." Lina began using her first wish to fulfill her own desires. She became rich and lived in luxury. However, over time, her happiness started to fade due to the guilt that haunted her. In her journey, Lina met various characters and experienced different adventures. She learned that honesty has an invaluable value. Although it was difficult to speak the truth, Lina decided to reveal the truth and rectify her mistakes.

Lina used her last wish to restore everything to its original state and correct her mistakes. Although her life returned to simplicity, Lina felt happy and relieved because her heart was free from the burden of wrong doing.



PENILAIAN

Penilaian terhadap proses dan hasil pembelajaran dilakukan oleh guru untuk mengukur tingkat pencapaian kompetensi peserta didik. Hasil penilaian digunakan sebagai bahan penyusunan laporan kemajuan hasil belajar dan memperbaiki proses pembelajaran. Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubric penilaian sebagai berikut.

D. Teknik Penilaian

- 1. Penilaian Sikap: Observasi
- 2. Penilaian Pengetahuan: Tes tertulis

E. Instrumen Penilaian

- 1. Penilaian Sikap
Petunjuk:
Berilah tanda centang (√) pada sikap setiap siswa yang terlihat!

No	Nama Siswa	Jujur		Disiplin		Tanggung Jawab		Santun		Peduli		Percaya Diri	
		T	BT	T	BT	T	BT	T	BT	T	BT	T	BT
1.													
2.													
3.													

Keterangan:
T : Terlihat
BT : Belum Terlihat

- 2. Penilaian Pengetahuan
Setiap jawaban yang benar diberi skor 10
Skor maksimal = 50
Nilai = (jumlah perolehan skor : skor maksimal) x 100
Nilai maksimal = 100

F. Remedial dan Pengayaan

- 1. Remedial
 - a. Menjelaskan kembali tentang struktur teks naratif .
 - b. Membimbing siswa yang belum bisa memahami struktur teks naratif .
- 2. Pengayaan
 - a. Siswa diarahkan untuk menyebutkan contoh struktur teks naratif .
 - b. Siswa mengembangkan lebih lanjut untuk menceritakan contoh struktur teks naratif .

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KURIKULUM MERDEKA

Nama sekolah : SMP Negeri 6 palu
Mata Pelajaran : Bahasa inggris
Materi Pembelajaran : Narrative text
Alokasi waktu : pertemuan 3(45 menit)

- A. Tujuan Pembelajaran
1. memahami unsur kebahasaan teks naratif

- B. Indikator Pembelajaran
- 1.Siswa dapat memahami unsur kebahasaan teks naratif

- C. Model dan metode pembelajaran
1. Model : Scaffolding technique
2. Metode : diskusi,tanya jawab

D. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none">Guru mengucapkan salam pembuka.Guru menanyakan kabar dan memeriksa kehadiran siswa. (Communication)Guru mengajak siswa untuk berdo’a sesuai dengan keyakinan masing-masing siswa yang dipimpin oleh salah satu siswa. (Religius)Guru bersama siswa melafalkan Pancasila dengan dipimpin salah satu siswa. (Nasionalis) <p>Apersepsi</p> <ul style="list-style-type: none">Guru menanyakan tentang materi pembelajaran sebelumnya.Guru menanyakan tentang pengetahuan siswa seputar materi yang akan dipelajari. <p>Motivasi</p> <ul style="list-style-type: none">Guru menyampaikan tujuan pembelajaran yang akan dicapai.	10 menit
Kegiatan Inti	<p>Pemaparan materi</p> <ul style="list-style-type: none">Guru menjelaskan unsur kebahasaan dalam teks naratif, seperti karakter, plot, setting, dan konflik. <p>Diskusi</p> <ul style="list-style-type: none">diskusikan pentingnya penggunaan bahasa yang sesuai dalam menyusun teks naratif. <p>Lakukan Bersama</p> <ul style="list-style-type: none">Perlihatkan teks naratif sederhana kepada siswa.Anjurkan siswa untuk membaca dengan fokus pada unsur kebahasaan, seperti karakter, plot, setting, dan konflik. <p>Mari Refleksikan</p> <ul style="list-style-type: none">diskusi mengenai unsur kebahasaan bersama-sama.	20 menit

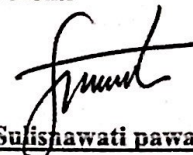
Penutup	Apa yang sudah aku pelajari <ul style="list-style-type: none"> • Guru bersama siswa menyimpulkan materi yang sudah dipelajari. • Guru meminta siswa untuk mempelajari di rumah tentang materi yang akan dipelajari. • Guru bersama siswa berdo'a bersama dengan dipimpin oleh salah satu siswa. • Guru mengucapkan salam penutup. 	15 menit

E. Penilaian Pembelajaran

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubrik penilaian.

Palu, 6 November 2023

Peneliti



Sulisnawati pawata

NIM: 191160049

MATERI BAHAN AJAR

Language Features in Narrative

The language features in narrative, Here are these elements:

1. **Characters:** Individuals or creatures involved in the story.
2. **Setting:** Place and time where the story takes place.
3. **Plot:** Sequence of main events in the story.
4. **Conflict:** Primary challenges or problems faced by characters.

(TEKS NARATIF)

Adventure on the Mysterious Island

On a bright day, four friends, Rizki, Maya, Adi, and Nia, planned an unforgettable adventure to a secluded mysterious island in the middle of the ocean. This island is known for its natural beauty that remains untouched and the mysteries that envelop it. As they landed on the island, the sun shone brightly in the blue sky, illuminating the dense forest and white sandy beaches that captivated their hearts. They decided to settle on the edge of the forest, set up tents, and gather around a campfire.

With leadership enthusiasm, Rizki led discussions about their adventure plans. Maya, a nature adventure enthusiast, voiced her excitement, while Adi, the clever explorer, examined the ancient map they found. Nia, full of courage, encouraged the group. The adventure began when they discovered an ancient map that supposedly led to hidden treasure within the island. They followed the trails in the lush forest, crossed winding rivers, and strolled along the beautiful coastline. As the sun began to set, they gathered to plan their night strategy.

However, on the third night, tension filled the air. Strange sounds echoed from the forest, making them uneasy. Conflict arose among them. Was there something lurking in the darkness, or were these just natural sounds? Their language style enriched the story. They described the island's beauty in vivid detail: towering trees, melodious bird sounds, and the refreshing scent of wildflowers. Dialogues around the campfire depicted their camaraderie and close relationships.

During their journey, they discovered ancient ruins that heightened the island's mystery. With proper grammar, they described what they saw, creating a lively picture of past events. Time adverbs added a temporal dimension to their adventure. As the sun set, they found a secret cave visible only at night, adding to the island's wonders.

Tension peaked when they discovered a mysterious gate within the cave. What lay behind that door? This question added a new push to their adventure. Finally, with hearts full of courage, they opened the door and discovered unexpected wonders. The story's resolution brought happiness and satisfaction. Their adventure, full of conflict and mystery, left unforgettable memories on the mysterious island.

Characters: These four friends are the main characters in this adventure. Each has their own uniqueness. Rizki, the enthusiastic leader. Maya, who loves nature adventures. Adi, the clever explorer, and Nia, the brave one.

Setting: The island is filled with dense forests, rushing rivers, and beautiful sandy beaches. The sun shines brightly, and fresh air fills every corner of the island. They decided to camp on the edge of the forest to start their adventure.

Plot: The adventure begins when they discover an old map leading to a mysterious place within the island. They walk through the lush forest and cross winding rivers. At night, they gather around a campfire, mapping out their plan to reach this mysterious destination.

Conflict: On the third night, they hear strange sounds from the forest that make them anxious. Conflict arises when they have to decide whether to continue the journey or return to the camp.

PENILAIAN

Penilaian terhadap proses dan hasil pembelajaran dilakukan oleh guru untuk mengukur tingkat pencapaian kompetensi peserta didik. Hasil penilaian digunakan sebagai bahan penyusunan laporan kemajuan hasil belajar dan memperbaiki proses pembelajaran. Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubric penilaian sebagai berikut.

G. Teknik Penilaian

- 1. Penilaian Sikap: Observasi
- 2. Penilaian Pengetahuan: Tes tertulis

H. Instrumen Penilaian

- 1. Penilaian Sikap
Petunjuk:
Berilah tanda centang (√) pada sikap setiap siswa yang terlihat!

No	Nama Siswa	Jujur		Disiplin		Tanggung Jawab		Santun		Peduli		Percaya Diri	
		T	BT	T	BT	T	BT	T	BT	T	BT	T	BT
1.													
2.													
3.													

Keterangan:
T : Terlihat
BT : Belum Terlihat

- 2. Penilaian Pengetahuan
Setiap jawaban yang benar diberi skor 10
Skor maksimal = 50
Nilai = (jumlah perolehan skor : skor maksimal) x 100
Nilai maksimal = 100

I. Remedial dan Pengayaan

- a.RemedialMenjelaskan kembali tentang menjelaskan unsur kebahasaan dalam teks naratif, seperti karakter, plot, setting, dan konflik.
 - b.Membimbing siswa yang belum bisa memahami unsur kebahasaan dalam teks naratif seperti karakter, plot, setting, dan konflik.
- 1. Pengayaan
 - a. Siswa diarahkan untuk menyebutkan contoh karakter, plot, setting, dan konflik.
 - b. Siswa mengembangkan lebih lanjut untuk menceritakan contoh karakter, plot, setting, dan konflik.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KURIKULUM MERDEKA

Nama sekolah : SMP Negeri 6 palu
Mata Pelajaran : Bahasa inggris
Materi Pembelajaran : Narrative text
Alokasi waktu : pertemuan 4 (45 menit)

A. Tujuan Pembelajaran

1.mengidentifikasi simple past tense pada naratif teks

B. Indikator Pembelajaran

1.siswa mampu mengidentifikasi simple past tense pada naratif teks.

Model dan metode pembelajaran

- 3. Model : Scaffolding technique
- 4. Metode : diskusi,tanya jawab

C. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none">• Guru mengucapkan salam pembuka.• Guru menanyakan kabar dan memeriksa kehadiran siswa. (Communication)• Guru mengajak siswa untuk berdo’a sesuai dengan keyakinan masing-masing siswa yang dipimpin oleh salah satu siswa. (Religius)• Guru bersama siswa melafalkan Pancasila dengan dipimpin salah satu siswa. (Nasionalis) <p>Apersepsi</p> <ul style="list-style-type: none">• Guru menanyakan tentang materi pembelajaran sebelumnya.• Guru menanyakan tentang pengetahuan siswa seputar materi yang akan dipelajari. <p>Motivasi</p> <ul style="list-style-type: none">• Guru menyampaikan tujuan pembelajaran yang akan dicapai.	10 menit
Kegiatan Inti	<p>Pemaparan materi</p> <ul style="list-style-type: none">• Guru menjelaskant Simple Past Tense (positive, negative, interrogative) dan contoh penggunaannya. <p>Diskusi tanya jawab</p> <ul style="list-style-type: none">• Diskusikan kata keterangan waktu yang sering digunakan dalam Simple Past Tense. <p>Lakukan Bersama</p> <ul style="list-style-type: none">• Guru memberikan teks naratif pendek kepada siswa• Membaca teks bersama-sama dan identifikasi kalimat-kalimat yang menggunakan Simple Past Tense.• Diskusikan alasan pemilihan tense tersebut dan bagaimana itu membantu menyampaikan cerita. <p>Mari Refleksikan</p> <ul style="list-style-type: none">• Guru mendiskusikan bersama siswa mengenai pemahaman Dalam mengidentifikasi simple past tense ini.	20 menit

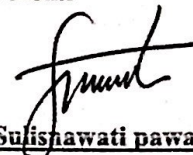
Penutup	Apa yang sudah aku pelajari <ul style="list-style-type: none"> • Guru bersama siswa menyimpulkan materi yang sudah dipelajari. • Guru meminta siswa untuk mempelajari di rumah tentang materi yang akan dipelajari. • Guru bersama siswa berdo'a bersama dengan dipimpin oleh salah satu siswa. • Guru mengucapkan salam penutup. 	15 menit

E. Penilaian Pembelajaran

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubrik penilaian.

Palu, 6 November 2023

Peneliti



Sulisnawati pawata

NIM: 191160049

MATERI BAHAN AJAR

Simple Past Tense is used to express actions or events that have occurred and concluded in the past. In the context of narrative texts, this tense helps organize the chronology of events and provides clarity about the timing in the story.

Elements of Simple Past Tense:

1. Sentence Patterns:

- Positive: S + Verb (ed) / Verb (2nd form) + Object
- Negative: S + did not + base form of the verb + Object
- Interrogative: Did + S + base form of the verb + Object?

Examples:

- Positive: She visited the museum last week.
- Negative: They did not watch the movie.
- Interrogative: Did you finish your homework?

2. Time Adverbs:

- Time adverbs such as yesterday, last week, two days ago, in 2005, etc., are often used to indicate when an event occurred.

Examples:

- We went to the beach last summer.
- He traveled to Paris two years ago.

3. Regular and Irregular Verbs:

- Regular verbs form the Simple Past Tense by adding -ed to the end of the word.
- Irregular verbs have special forms that need to be memorized.

Examples:

- Regular: She played tennis yesterday.
- Irregular: He ate lunch an hour ago.

Identifying the Use of Simple Past Tense in Narrative Texts:

1. Observe Verbs:

- Pay attention to verbs in the sentence. Are they in the base form or the second form (past form) of the verb?

Examples:

- Base Form: She always enjoys hiking in the mountains.
- Second Form: Yesterday, she hiked to the mountain peak.

2. **Notice Time Adverbs:**

- Searching for time adverbs like yesterday, last year, two days ago helps identify the use of Simple Past Tense.

Example:

- Last night, they watched a thrilling movie.

3. **Consider the Sequence of Events:**

- When reading narrative texts, observe the sequence of events. Use time adverbs and sentence patterns to determine the tense used.

Example:

- They traveled to Europe and explored many historical sites.

(TEKS NARATIF)

The Brave Struggle of a Child''

In a small village, there lived a young boy named Arif. Arif came from a humble family that always emphasized honesty and perseverance. Despite living a simple life, Arif grew up to be a cheerful and spirited child.

One day, while playing in the backyard forest, Arif found a small injured bird. Without hesitation, Arif brought the bird home and cared for it with utmost tenderness. Every day, Arif provided food and medicine to the bird, until it finally healed.

On another day, as Arif walked home from school, he witnessed a group of children mocking a classmate who was less fortunate. His heart moved to defend his friend, and with courage, Arif spoke up, stating that happiness does not depend on material wealth.

News of Arif's bravery spread throughout the village. Parents and teachers at the school were immensely proud of him. They awarded Arif as an example of kindness and courage for all the children in the village.

From Arif's story, we learn that kindness and courage can bring about positive change. A small act, such as defending a friend, can have a significant impact. All the children in the village also learned to appreciate differences and strive for goodness together.



PENILAIAN

Penilaian terhadap proses dan hasil pembelajaran dilakukan oleh guru untuk mengukur tingkat pencapaian kompetensi peserta didik. Hasil penilaian digunakan sebagai bahan penyusunan laporan kemajuan hasil belajar dan memperbaiki proses pembelajaran. Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubric penilaian sebagai berikut.

J. Teknik Penilaian

- 1. Penilaian Sikap: Observasi
- 2. Penilaian Pengetahuan: Tes tertulis

K. Instrumen Penilaian

- 1. Penilaian Sikap
Petunjuk:
Berilah tanda centang (√) pada sikap setiap siswa yang terlihat!

No	Nama Siswa	Jujur		Disiplin		Tanggung Jawab		Santun		Peduli		Percaya Diri	
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3.													

Keterangan:
T : Terlihat
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- 2. Penilaian Pengetahuan
Setiap jawaban yang benar diberi skor 10
Skor maksimal = 50
Nilai = (jumlah perolehan skor : skor maksimal) x 100
Nilai maksimal = 100

L. Remedial dan Pengayaan

- 1. Remedial
 - a. Menjelaskan kembali Simple Past Tense (positive, negative, interrogative) dan contoh penggunaannya
 - b. Membimbing siswa yang belum bisa memahami Simple Past Tense (positive, negative, interrogative) dan contoh penggunaannya
- 2. Pengayaan
 - a. Siswa diarahkan untuk menyebutkan contoh Simple Past Tense (positive, negative, interrogative) dan contoh penggunaannya
 - b. Siswa mengembangkan lebih lanjut untuk menceritakan teks naratif Simple Past Tense (positive, negative, interrogative) dan contoh penggunaannya

Appendix Title of Submission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

PENGGAJUAN JUDUL SKRIPSI

Nama	: SULISNAWATI PAWATA	NIM	: 191160049
TTL	: KINOM, 26 Februari 2001	Jenis Kelamin	: Perempuan
Program Studi	: Tadris Bahasa Inggris	Semester	: 7
Alamat	: Jl. Dewi Sartika	HP	: 082296060739
Judul			

☒ Judul I
The use of Cooperative Learning in teaching Reading Comprehension
of the Seven grade at SMP 6 Palu

☒ Judul II
The analysis of teacher strategies in teaching reading comprehension
in at SMP 6 Palu

☒ Judul III
Improving reading comprehension through directed reading comprehen-
sion thinking strategies for the seven grade student SMP 6 Palu

Palu, 2022
Mahasiswa,

Nama... Sulisnawati Pawata
NIM... 191160049

Telah disetujui penyusunan skripsi dengan catatan:

The effect of scaffolding technique on expository
reading texts towards ~~students~~ ^{reading} comprehension of
~~students~~

Pembimbing I : Anbi Muhamad the seventh grade at SMP 6 Palu.
Dakhlau, M.Pd.I.

Pembimbing II : Yuni Amelia, S.Pd., M.Pd.

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan

Dr. Arifuddin M. Arif, S.Ag., M.Ag.
NIP. 19751107 200701 1 016

Ketua Program Studi,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013

Appendix Title Decree

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 1516 TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU : Menetapkan saudara :
1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
2. Yuni Amelia, S.Pd., M.Pd.
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Sulisnawati Pawata
- NIM : 191160049
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : THE EFFECT OF SCAFFOLDING TECHNIQUE IN STUDENTS' READING COMPREHENSION OF THE EIGHT GRADE AT STUDENT SMP 6 NEGERI PALU
- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Sigi
Pada Tanggal : 31 Oktober 2022

Dekan,

Dr. H. Askar, M.Pd.
NIP. 198705211993031005

Appendix Consultation Book

Buku Konsultasi Pembimbingan Skripsi

JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Salsanawati Ramata
NIM : 1911640049
Program Studi : TAGES BAHASA INGGRIS
Judul : THE EFFECT OF SCAFFOLDING
TECHNIQUE IN STUDENTS' READING
COMPREHENSION OF THE RIGHT GRAPES
AT STUDENT SMP 6 NEGERI 6 PALU

Pembimbing I : Pustlin, S.Pd, M.Pd, M.Sc, Ph.D
Pembimbing II : Yuni Amelia, S.Pd, M.Pd

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1.	Kamis/11 Mei 2023		1. Referensi Pustaka Mendukung Sekundary Pustaka Need Questioner Read More Educational Research	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
2.	Senin/23 Mei 2023		Pending comprehension definition Pustaka bab 1 Bukan referensi dari skripsi skripsi problem sentence di Ubra	
3.	Selasa/16 Juni 2023		the use of capital letter only be in the beginning of sentences Tenses in the chapter 3, must be in Future Tense + learn the methodology + all of the chapter 3	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
4.			Correct your reference	Yusuf
5.	Rabu, 13 Januari '24		1. correct your abstract 2. attach the appendix sheet 3. correct some of your references 4. attach see your capital letter use 5. fix the some of your sources inputment.	Yusuf

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan

Appendix Invitation of Proposal Seminar



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460793 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 568/Un.24/F.I/PP.00.9/09/2023 Palu, 7 September 2023
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. (Pembimbing I)
2. Yuni Amelia, S.Pd., M.Pd. (Pembimbing II)
3. Dzakiah, M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Sulisnawati Pawata
NIM : 19.1.16.0049
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Effect of Scaffolding Technique in Students' Reading Comprehension of the Eighth Grade at SMP Negeri 6 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jum'at, 13 September 2023
Waktu : 14.00 Wita - Selesai
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh



Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

Appendix Proposal Seminar Assessment Sheet



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA UJIAN PROPOSAL SKRIPSI

Pada hari ini Jum'at, tanggal 22 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Sulisnawati Pawata
NIM : 19.1.16.0049
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Effect of Scaffolding Technique in Students' Reading Comprehension of the Eighth Grade at SMP Negeri 6 Palu
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
Pembimbing II : Yuni Amelia, S.Pd., M.Pd.
Penguji : Dzakiah, M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	80	- reconsider the scoring system. - Explain the steps of how you conduct the treatment.
2.	BAHASA & TEKNIK PENULISAN	80	- Analyze the data using SPSS. - Provide the tests you're going to use in the treatment.
3.	METODOLOGI	78	- Consider the moral value when choosing the text you'll provide for the students. - Make sure you validate the tests before using them.
4.	PENGUASAN	78	
	Jumlah		
	Nilai Rata-rata	79.	

Palu, 13 September 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Penguji

Dzakiah, M.Pd.
NIP. 19920629 201903 2 017

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0-49	E (Gugur)

Keterangan

Harap memberikan nilai dalam bentuk angka



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Juma'at, tanggal 22 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Sulisnawati Pawata
NIM : 19.1.16.0049
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Effect of Scaffolding Technique in Students' Reading Comprehension of the Eighth Grade at SMP Negeri 6 Palu
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
Pembimbing II : Yuni Amelia, S.Pd., M.Pd.
Penguji : Dzakiah, M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	B3	
2.	BAHASA & TEKNIK PENULISAN	B3	
3.	METODOLOGI	B3	
4.	PENGUASAN	B3	
Jumlah			
Nilai Rata-rata		B3	A-

Palu, 13 September 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing I,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0-49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-400798 Fax. 0451-450165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Jum'at, tanggal 22 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Sulisnawati Pawata
NIM : 19.1.16.0049
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Effect of Scaffolding Technique in Students' Reading Comprehension of the Eighth Grade at SMP Negeri 6 Palu
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
Pembimbing II : Yuni Amelia, S.Pd., M.Pd.
Penguji : Dzakiah, M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	84	
2.	BAHASA & TEKNIS PENULISAN	80	
3.	METODOLOGI	84	
4.	PENGUASAN	80	
Jumlah		328	
Nilai Rata-rata			

Palu, 13 September 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing II,

Yuni Amelia, S.Pd., M.Pd.
NIP. 19900629 201801 2 001

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0-49	E (menunggu)	

Appendix List of Attendances of the Proposal Seminar



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI TAHUN AKADEMIK 2023/2024

Pada hari ini Jum'at, tanggal 22 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Sulisnawati Pawata
NIM : 19.1.16.0049
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Effect of Scaffolding Technique in Students' Reading Comprehension of the Eighth Grade at SMP Negeri 6 Palu
Tgl / Waktu Seminar : 22 September 2023/14.00 Wita

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1.	Ratu Balgis Mang	211160019	5 / TBIG 1		
2.	Rifka Inara	211160005	5 / TBIG 1		
3.	Nur Aida Kasi Nanda	211160015	5 / TBIG 1		
4.	Windani	211160010	5 / TBIG 1		
5.	Siti Zahratul Jaunah	211160001	5 / TBIG 1		
6.	Zabirah Masruha	191160059	5 / TBIG 2		
7.	Silvon	191160017	5 / TBIG 2		
8.	Nuz AINUN	191160070	TBIG 2		
9.	MIFTAHUL JANNATI	191160060	TBIG 2		
10.	Elsa Windiana	191160023	TBIG 1		
11.	Siti Lailatul Zahro	211160007	5 / TBIG 1		

Pembimbing I,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing II,

Yuni Amelia, S.Pd., M.Pd.
NIP. 19900629 201801 2 001

Palu, 13 September 2023

Pengaji,

Dzakiah, M.Pd.
NIP. 19920629 201903 2 017

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013



Dipindai dengan CamScanner

Appendix Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Birmanu Telp. 0451-490798 Fax. 0451-490165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 1077 /Un 24/F.I/PP.00.9/11/2023 Palu, 15 November 2023
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Yth. Kepala SMP Negeri 6 Palu

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Sulisnawati Pawata
NIM : 191160049
Tempat Tanggal Lahir : Kintom, 26 Februari 2001
Semester : IX (Sembilan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Batu Bata Indah
Judul Skripsi : The Effect Of Scaffolding Technique In Students' Reading
Comprehension Of The Eight Grade At SMP Negeri 6 Palu
No. HP : 082296069739

Dosen Pembimbing :
1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
2. Yuni Amelia, S.Pd., M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,


Dr. Saepudin Mashuri, S.Ag., M.Pd.
NIP. 197312312005011070

Appendix Certificate of Completion Research



SURAT KETERANGAN

Nomor: MN.15/325/421.3/DIKBUD

Yang bertandatangan dibawah ini Kepala SMP Negeri 6 Palu, menerangkan bahwa:

Nama : Sulisnawati Pawata
No Stambuk : 191160049
Jurusan : Bahasa Inggris
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Penelitian di SMPN 6 Palu sejak tanggal 6 s/d 25 November 2023 dalam rangka menyelesaikan Skripsi dengan judul "The Effect Of Scaffolding Technique In Students' Reading Comperhension Of The Eight Grade At SMP Negeri 6 Palu"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana perlunya.

Palu, 20 November 2023
Kepala Sekolah,

Drs. Arief, M.M
Nip. 19680602 199512 1 003

Appendix Invitation of final examination



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة دانوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id email : uindatokarama.ac.id

Nomor : 483 /Un.24/F.I/PP.00.9/02/2024
Sifat : Penting
Lampiran : -
Perihal : Undangan Menghadiri Ujian Skripsi

Sigi, 22 Februari 2024

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu
1. Zuhra, S.Pd., M.Pd.
2. Prof. H. Nurdin, S.Pd., S.Sos., M.Com., Ph.D
3. Dzakiah, M.Pd
4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
5. Yuni Amelia, S.Pd., M.Pd.

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahaiswa Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Datokarama Palu :

Nama : Sulisnawati Pawata
NIM : 191160049
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECT OF SCAFFOLDING TECHNIQUE IN STUDENT READING
COMPREHENSION OF THE EIGHT GRADE AT SMP NEGERI 6 PALU

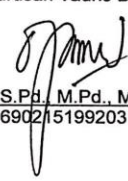
dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan
dilaksanakan pada :

Hari/tanggal : Senin, 26 Februari 2024
Jam : 14.00 - 16.00
Meja Sidang : C
Tempat : Gedung FTIK Kampus II

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 196902151992031014

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Hitam Putih dan Almamater + Kopiah (Pria).
2. Berpakaian Hitam Putih dan Almamater (Wanita).

DOCUMENTATION OF PRE-TEST



DOCUMENTATION OF TREATMENT





DOCUMENTATION OF POST-TEST



CURRICULUM VITAE

Name : Sulisnawati Pawata

Place of birth date : Kintom, 26 February 2001

Address of residence : Kintom, Kec. Kintom

Education : -TK Dharma Kintom
-SDN 1 Pembina Kintom
-MTS Al-Khairaat Kintom
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