THE USE OF SCAFFOLDING STRATEGY FOR TEACHING READING COMPREHENSION AND THE STUDENTS' PERCEPTIONS OF 8TH GRADE IN MTS MA'ARIF NU 2 CILONGOK, BANYUMAS

AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree**

**by
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**ENGLISH EDUCATION STUDY PROGRAM
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2025**

STATEMENT OF ORIGINALITY

Here with I

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Declare that the thesis I have compiled with the title, **"The Use of Scaffolding Strategy for Teaching Reading Comprehension and The Students' Perceptions of 8th Grade in MTS Ma'arif NU 2 Cilongok, Banyumas"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the material from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, March 19, 2025
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APPROVAL SHEET

This thesis, entitled

THE USE OF SCAFFOLDING STRATEGY FOR TEACHING READING COMPREHENSION AND THE STUDENTS' PERCEPTIONS OF 8TH GRADE IN MTS MA'ARIF NU 2 CILONGOK, BANYUMAS

written by Pipih Sofiah (Student Number. 214110404123) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on 17 April 2025 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.

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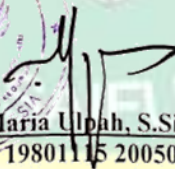Examiner II/ Secretary

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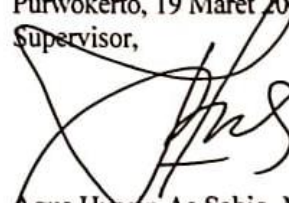*Assalamu'alaikum Warahmatullahi Wabarakatuh*

After conducting guidance, review, direction, and correction, through this letter, I convey that:

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Wassalamu'alaikum Warahmatullahi Wabarakatuh

Purwokerto, 19 Maret 2025
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MOTTO

"Learn to be grateful from the good things in your life. Learn to be strong from the bad things in your life."

(B.J. Habibie)

DEDICATION
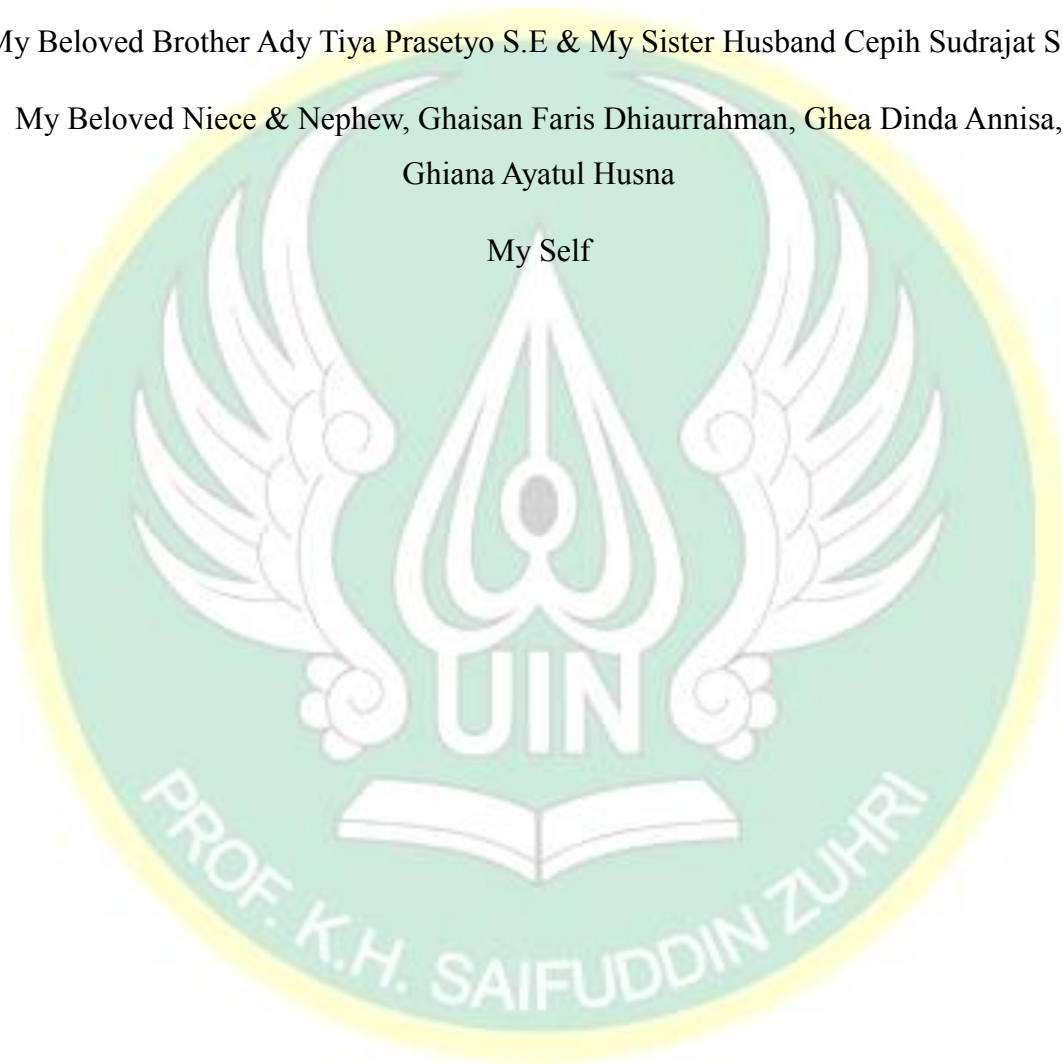
I dedicate this thesis to:

My Beloved Parents, Ujang Syafrudin & Karmiyati

My Beloved Sister & Younger sister Ida Farida, S.Pd, Septia Nur Zahra

My Beloved Brother Ady Tiya Prasetyo S.E & My Sister Husband Cepih Sudrajat S.H

My Beloved Niece & Nephew, Ghaisan Faris Dhiaurrahman, Ghea Dinda Annisa,
Ghiana Ayatul Husna

My Self

PREFACE

Alhamdulillahi rabbil' aalamiin

In the name of Allah, the merciful and benevolent. Thanks to be Allah, the Creator of the Universe, who has enabled the author to successfully complete this thesis. Sholawat and Salam are given upon our prophet Muhammad SAW who has guided us from the darkness to the brightness.

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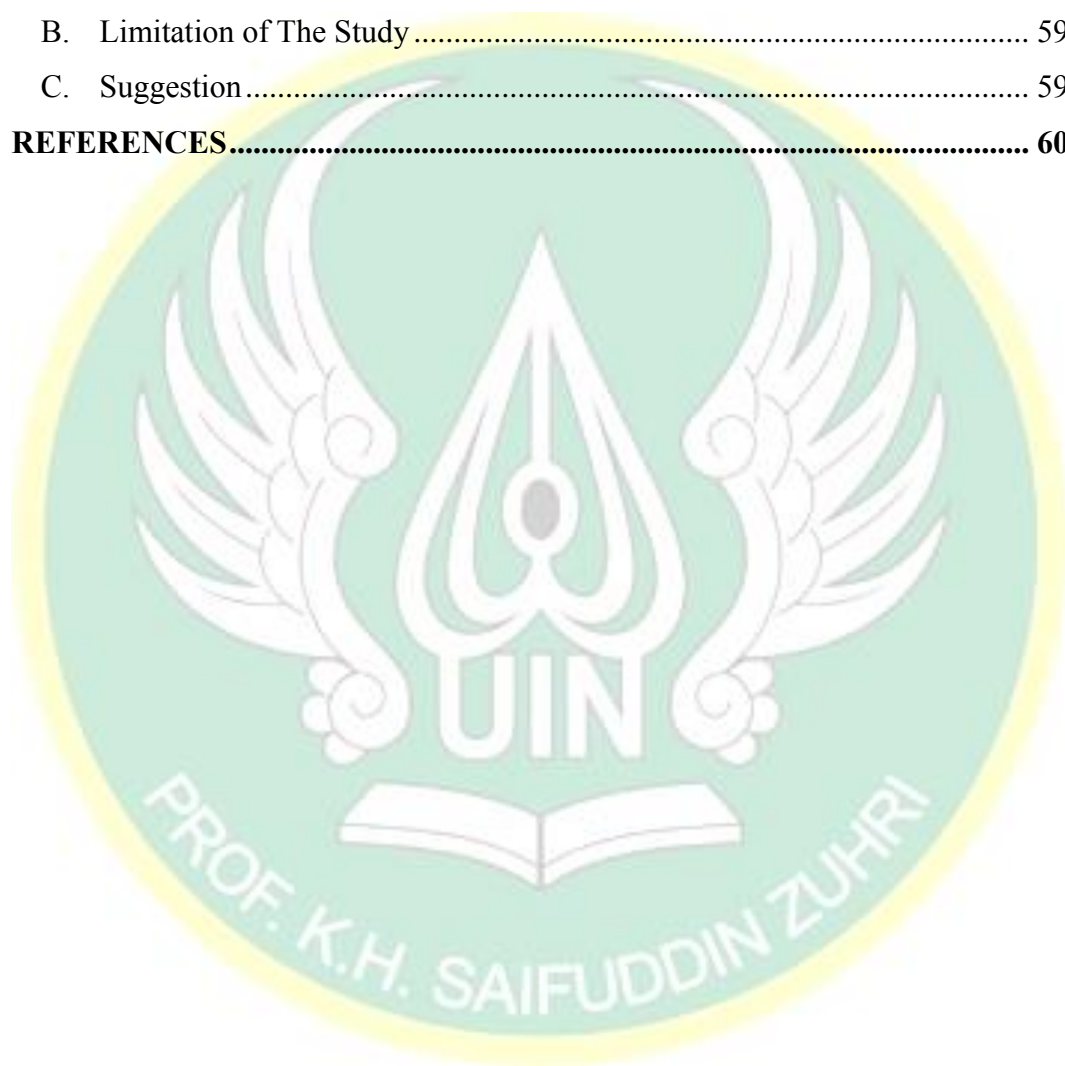
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Abstract: This study aims to analyze the use of scaffolding strategy in teaching reading comprehension among 8th grade students of MTs Ma'arif NU 2 Cilongok, Banyumas and to explore students' responses to this strategy. The research employs both qualitative and quantitative methods. The observation, interviews, Documentation and questionnaires were used as data collection techniques. Then data analysis used include data reduction, data display, conclusions/verification and descriptive quantitative analysis. The result show that implementation of the scaffolding strategy was done through various stages, including pre-reading activities, during reading, and post-reading reflection. Teachers applied techniques such as QAR (Questions Answer Relationships), previewing vocabulary, setting reading goals, and encouraging students to think critically and connect the text to their personal experiences. Mean while Students' perceptions indicated that the implementation of this strategy made a significant difference in their reading comprehension. The average positive response shows 85% that 8-1 students feel significant benefits from this way of learning, which allows them to become more confident and active in learning. The conclusion of this study highlights that scaffolding strategies help students' reading comprehension better. The study recommends that teachers continue to develop these strategies by considering the individual needs of students as well as conduct further research in different contexts to understand more about the application of scaffolding strategies in English language education.

Keywords: Scaffolding Strategy, Reading Comprehension, Students' Perception,

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CHAPTER I
INTRODUCTION

A. Background of The Study

Reading comprehension is crucial for academic success, information access, and developing critical thinking skills. Students face challenges in comprehending texts, such as limited vocabulary, lack of background knowledge, and difficulty with different text structures, which can hinder their ability to navigate complexities in various subjects. To assist learning in English class, Teacher employ a variety of strategies to teach reading comprehension. Reading comprehension Understanding what you read requires a minimal level of word comprehension. in reading comprehension without being able to decipher the meaning, the reader will not be able to understand the whole text. Having a broader understanding in a general sense. Similarly, reading comprehension will be effective and provide proficient language skills (Smith et al., 2021)

Teachers experience difficulties in using English teaching strategies in the classroom due to differences in students' language abilities, individual learning preferences, interests, and abilities in their classes (Nguyen, 2022). The strategies contribute to a more effective teaching approach for reading comprehension in the classroom. They foster an environment where students can actively participate in their learning, leading to better educational outcomes. The scaffolding strategy allows teachers to help students interpret and overcome challenges related to reading comprehension. By breaking down complex texts into manageable parts and providing necessary support, teachers enable students to engage more effectively with the material (Hidayah & Addinna, 2023) . The scaffolding strategy in education involves providing temporary support to students to help them achieve learning goals, gradually removing this support as they develop proficiency. It benefits students by allowing them to build on existing knowledge, encouraging critical thinking, and fostering independence. According to Suryani et al. (2023) shows that

scaffolding strategies help students improve their reading comprehension by providing structured support. These strategies engage students and motivate them to learn, especially in their Zone of Proximal Development (ZPD). Teachers should use different scaffolding activities to assist young learners and boost their academic success. Students have a positive view of these strategies, noting improvements in their reading skills.

This study focuses on teacher strategy in teaching reading comprehension use the scaffolding can be particularly useful for increase reading comprehension skills. Preliminary research has been carried out, from September 03,2024, to September 17, 2024, at 8th grade MTs Ma'arif NU 2 Cilongok, Banyumas during the teaching process. The researcher observed How teacher at MTs Ma'arif NU 2 Cilongok actively apply the scaffolding strategy in teaching reading comprehension to 8th-grade students by employing various techniques such as pre-reading activities, during-reading support, and post-reading reflections. They engage students through methods like previewing vocabulary, setting reading goals, thinking aloud, and encouraging summarization and personal connections to the text.

The study is designed as a descriptive qualitative and descriptive quantitative research, which aims to provide a detailed understanding of the teachers' strategies in teaching reading comprehension with students' perception. The purpose of this research is to describe how the teacher use the scaffolding strategy in teaching reading comprehension especially for students need, How the teacher's strategies are successful in overcoming students' reading comprehension difficulties in class 8 Mts Ma'arif NU 2 Cilongok, and What are the students perception of this scaffolding strategy helps in learning reading comprehension. MTs Ma'arif NU 2 Cilongok is chosen as a research site for studying scaffolding strategies in teaching reading comprehension due to various reasons. Firstly, the diverse reading abilities of 8th-grade students provide an opportunity to observe of scaffolding strategies. Secondly, the school's curriculum may prioritize reading comprehension skills in English

learning, aligning with the study's objectives. Lastly, the supportive teaching environment at the school, with teachers interested in innovative strategies like scaffolding, allows for collaboration, observation of classroom practices, and feedback on implementing scaffolding in reading instruction.

B. Clarfication of Key Terms

To give more understanding and to avoid misconception, the research explains the definition of the terms used in this research are:

1. Reading comprehension

Reading comprehension what is being read is fundamental for academic development as it forms the foundation for understanding and learning the topics covered in various subjects. Improving the flow of a text can help offset the effects of limited prior knowledge. Readers with little knowledge on a topic benefit from a well-connected text because they aren't equipped to make connections between different pieces of information (Smith et al., 2021). When the text is not coherent, it is typically challenging for readers with limited knowledge to link together different ideas in the text. The ability to comprehend reading material is essential for students as it significantly impacts their overall learning experience. Effective reading skills enable students to engage with various texts, from academic materials to everyday writings, thereby enhancing their knowledge and understanding of different subjects (Sholihah, L.2019). In contrast, readers with a high level of knowledge benefit from cohesion gaps because they are required to use their background knowledge to understand the text.

2. Scaffolding Strategy

Scaffolding strategies are essential tools for teachers to support students in understanding complex scientific texts, promoting active participation, and adapting to individual learning needs. Various types of scaffolding, including cognitive scaffolding, which focuses on helping students understand and engage with scientific texts. Effective teachers use non-invasive scaffolding, allowing students to participate actively and construct their knowledge. Scaffolding serves multiple functions, such as

preparing and organizing students' thoughts as they work through reading tasks. This regulatory support helps students develop coherent mental representations of scientific concepts (Rojas et al., 2019). Scaffolding can lead to improved reading comprehension and academic achievement in science. By using appropriate scaffolding techniques, teachers can enhance students' ability to question, analyze, and synthesize information.

3. Students Perception

Perception is the cognitive process of understanding stimuli from an object, shaping how students view their academic environment. According to Zakiyah et al., (2021) Students' perceptions in the context of reciprocal teaching strategies involve how students interpret and respond to their learning experiences. This includes cognitive aspects such as their understanding of the material and development of higher-order thinking skills. Additionally, affective aspects, such as emotional responses and attitudes towards learning, play a role in how students view the effectiveness of reciprocal teaching strategies. Positive perceptions can lead to improved comprehension, retention, and feelings of support, motivation, and accomplishment in overcoming reading difficulties.

C. Reseach Questions

1. How is the Scaffolding strategy implemented by teacher in teaching reading comprehension at 8th grade MTs Ma'arif NU 2 Cilongok, Banyumas?

2. What are the students' perceptions of scaffolding strategy in reading comprehension at 8th grade MTs Ma'arif NU 2 Cilongok, Banyumas?

D. Aims and Significances of The Study

1. The Objective of Research

   a. To describe how teachers implemented the Scaffolding strategy in teaching reading comprehension at 8th grade MTs Ma'arif NU 2 Cilongok, Banyumas.

   b. To analyze the students' perception of scaffolding strategy in reading comprehension at 8th grade MTs Ma'arif NU 2 Cilongok, Banyumas.

2. Significances of The Research

    a. Theoritical Significances

        In this research, it is hoped that other researchers can help or provide information on how to increase students reading interest and their reading comprehension in English classroom.

    b. Practical Significances

        For Teacher: It is hoped that the results of this research will help teachers personalize teaching to meet the needs and interests of each student, there by making learning more interesting.

        For other Researcher: The results of this study research will enable other researchers to gain new insights and conduct further research on teacher strategies for teaching reading comprehension in English class.

E. Previous Studies

    Based on several sources related to this research, the researcher presents several previous studies that have correlation to this research. Here are the results comparison between this research and the previous studies:

1. In the context of the research with the title " Scaffolding strategies to support english language learning in reading comprehension: A case study" Suryani et al., (2023) The research explain that scaffolding strategies significantly help students overcome difficulties in reading comprehension by providing structured support. These strategies enhance students' mental functions within their Zone of Proximal Development (ZPD), allowing them to co-construct knowledge with more capable peers or adults. Implementing scaffolding strategies during pre-reading, reading, and post-reading stages positively affects students' motivation and engagement. Teachers should incorporate various scaffolding activities, such as modeling, bridging, contextualizing, schema building, and metacognition, to help young learners overcome reading challenges and achieve better academic results. Scaffolding is a structured learning support technique that encourages independent learning, particularly at an early stage of education. Students expressed positive perceptions of the scaffolding approach, indicating its

effectiveness in enhancing overall reading skills. The difference between the research and researcher is the research focuses on Elementary School students, while the researcher aims to study Junior High School students. The similarity is the same discussing the teacher strategy use scaffolding strategy to increase comprehension of reading.

2. In the context of the research with the title " The Effect of Teacher Scaffolding and Peer-Scaffolding on Reading Comprehension and Vocabulary Ability " Herdiana & Munir, (2023) The research showed that both teacher and peer scaffolding are effective in improving students' reading comprehension and vocabulary mastery. However, peer scaffolding was found to be superior in improving reading comprehension skills, suggesting that students benefit more from collaborative learning environments. This approach encourages active participation and independence, leading to better understanding of reading material. The findings suggest that educators should incorporate peer scaffolding techniques into their teaching practices to enhance reading comprehension and foster a collaborative learning atmosphere. The study also supports the sociocultural perspective of learning, emphasizing the importance of social interactions in the educational process. The difference between the research and researcher is the research focuses on Elementary School students, while the researcher aims to study Junior High School students. Used the quantitative method. This research aims to compare teacher and peer scaffolding's effects on reading and vocabulary skills. The similarity is the same discussing the teacher strategy use scaffolding strategy to increase comprehension of reading.

3. In the context of the research with the title "Student perceptions of the use of scaffolding method in reading class" Nisa et al., (2020). Based on the research regarding students' perceptions of the scaffolding method in learning to read, it was found that students had a very positive view. Most felt comfortable learning with this method, and many felt increased motivation to read. In addition, students reported that scaffolding made it

easier for them to find the main idea, detailed information, and understand vocabulary. The majority of students also considered this method to be a good and effective approach to reading instruction, highlighting its benefits in improving students' comprehension and interest in reading activities. Scaffolding improves reading comprehension by providing students with gradual support throughout the learning process. It starts with initial support, such as explanations or examples that help students understand the context of the reading. In addition, scaffolding includes the explanation of difficult terms to reduce confusion, as well as the use of directed questions that encourage students to think critically about the text. Group discussions are also held to facilitate knowledge exchange among students. This method encourages a gradual transfer of learning responsibility from the teacher to the students, allowing students to take more control as they feel confident. Finally, modeling of reading by the teacher provides students with practical techniques to apply when reading independently. This study uses a different research design that uses mixed methods and different school levels. The similarity is that both discuss student perceptions related to scaffolding strategies to improve reading comprehension.
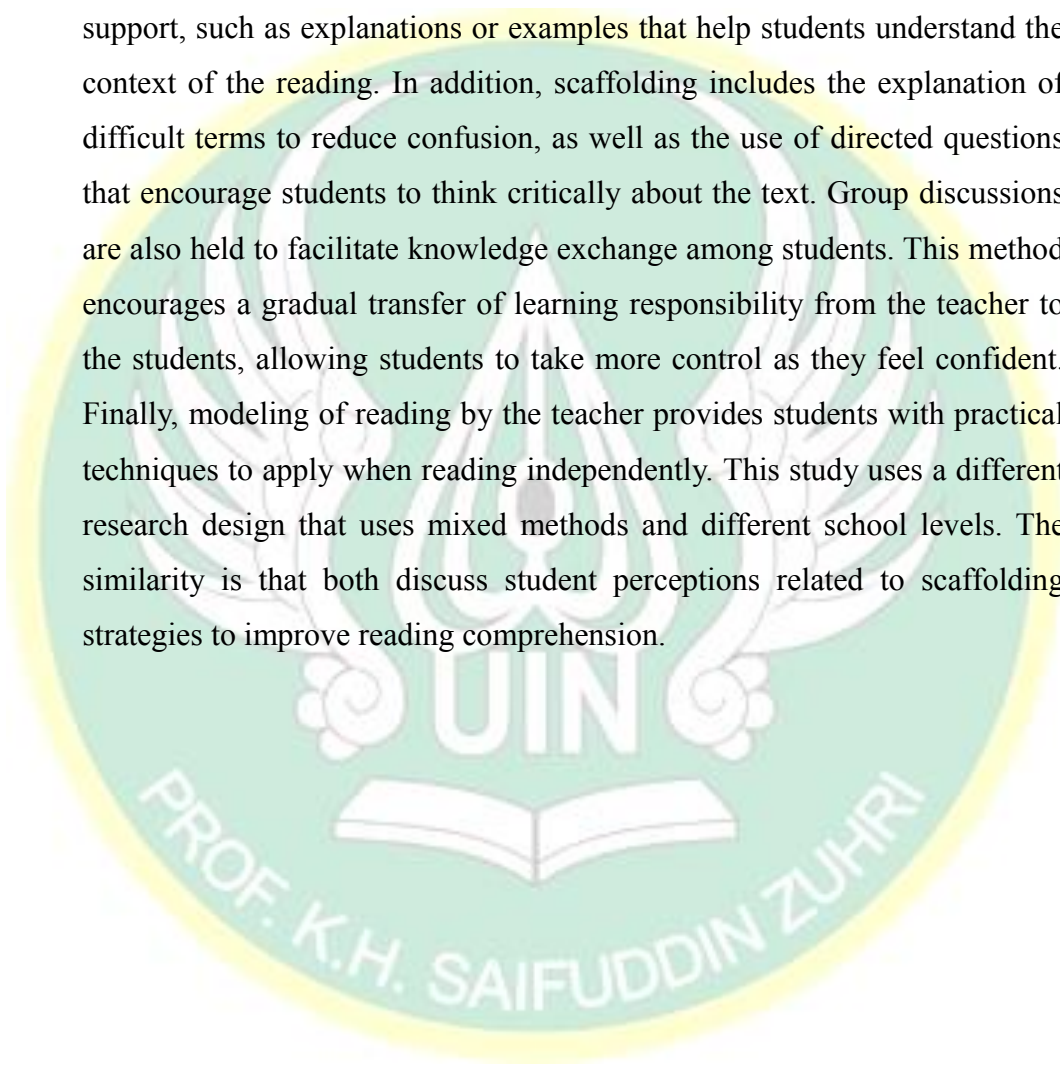
F. Organization of the Paper

To conduct a systematic study, the structure of the study must be classified. This study is structure explained as follows:

Chapter I presents the introduction of the research which composed of background of the study, clarification of key terms, research questions, aims and significances of the study, previous studies, and organization of the paper.

Chapter II presents the theories of teaching reading using scaffolding and strategy which consists of explanations, those are reading, teaching reading, scaffolding strategy and students' perceptions.

Chapter III presents the methodology which consists of research design, research site and participants, object and subject of the research, data collection techniques, and data analysis.

Chapter IV contains the results of the research report which consists of an explanation The Use of Scaffolding Strategy for Teaching Reading Comprehension and The Students' Perceptions of 8th Grade in MTS Ma'arif NU 2 Cilongok, Banyumas.

Chapter V consists of conclusions, research limitations and suggestions.
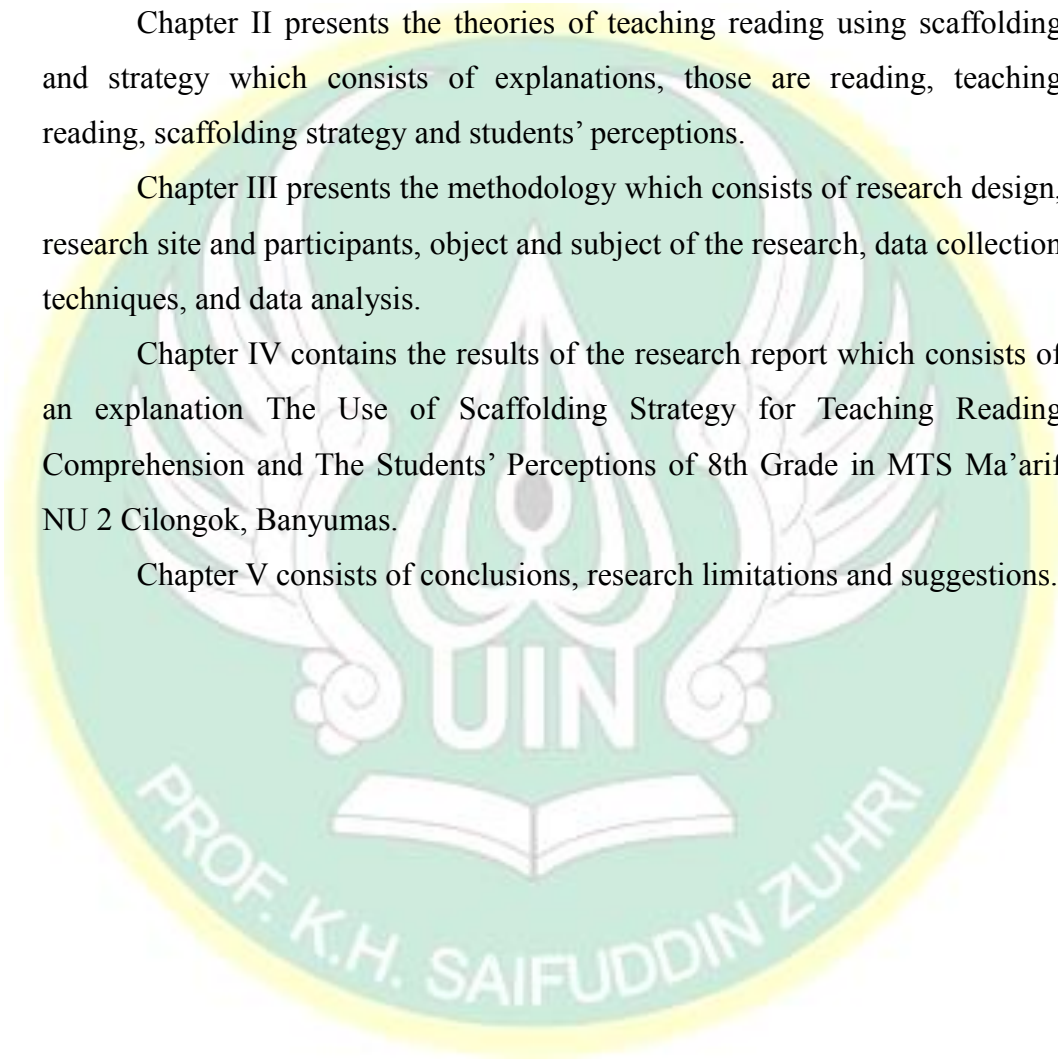
CHAPTER II
LITERATURE REVIEW

A. Reading Comprehension

  1. Definition of Reading Comprehension

Reading is defined as an active process where readers engage with the text to extract meaning. This means that comprehension is not just about recognizing words but involves understanding the author's message and intent. Reading comprehension is the process of understanding and interpreting the meaning of text. It involves combining information from the text with prior knowledge to construct meaning, which is essential for effective communication through written language. According to Fitria, (2019) Reading comprehension is a dynamic process where a reader constructs meaning while interacting with the text. This involves integrating prior knowledge, experiences, and the information presented in the text, along with social interactions related to the reading task.

Reading comprehension is the ability to understand, interpret, and derive meaning from written text. It involves several key components and strategies that enhance a reader's ability to grasp the content effectively (Banditvilai, 2020). According to Lailan Fadila et al., (2024) Reading comprehension involves multiple aspects including decoding skills, vocabulary knowledge, background knowledge, critical thinking, engagement with the text, reading strategies, and practice/exposure to diverse texts. Decoding skills are crucial for accurately understanding words, while a strong vocabulary is essential for grasping context. Background knowledge helps make connections and understand material better. Effective reading comprehension allows readers to not only remember information but also critically engage with the content, draw inferences, and apply the knowledge in new contexts (Kusumawanti & Bharati, 2018). It is a fundamental skill that impacts academic success and lifelong learning, as it enables individuals to process information from various sources and make informed decisions.

Critical thinking aids in analyzing and evaluating information, and engagement through asking questions and summarizing enhances comprehension. Using reading strategies like predicting and questioning is important, as is regular practice and exposure to varied texts. Different teaching methods can help students develop these skills and improve comprehension levels (Smith et al., 2021).

Reading comprehension can be difficult due to slow activation of word meanings, limited vocabulary knowledge, challenges with text structures, and issues with gist memory. Solutions to improve comprehension include vocabulary development, practice with text structures, encouraging active reading, and utilizing the Simple View of Reading framework. Enhancing vocabulary through targeted instruction and activities can help build a richer vocabulary. Teaching students about different text structures can improve their ability to understand and recall information. Encouraging strategies such as summarizing, questioning, and making predictions while reading can engage readers and enhance comprehension (Oakhill et al., 2019). Interventions focusing on improving both decoding skills and language comprehension can lead to better reading outcomes for struggling readers. Understanding these difficulties is crucial for developing effective solutions to improve reading comprehension. According to Fujiono, (2024) Four key types of reading skills are:

a. Perceptive Reading: Focuses on surface-level understanding, recognizing words and phrases without deep analysis.

b. Selective Reading: Involves choosing specific parts of a text to gather information or understand key concepts efficiently.

c. Interactive Reading: Encourages interaction between the reader and text through questions, predictions, and personal connections for deeper comprehension.

d. Extensive Reading: Involves reading large amounts of material for enjoyment and general understanding, improving fluency and fostering a

love for reading. These skills help readers navigate various texts effectively for better comprehension and communication.

2. Teacher Strategies for Teaching Reading comprehension

Teaching reading with strategies is a structured approach that empowers students with the necessary tools to enhance their comprehension and engagement with texts, leading to improved reading outcomes. Effective teaching of reading comprehension requires a combination of active engagement strategies, proper training, and ongoing professional development to ensure that EFL teachers can support their students' learning effectively (Duke et al., 2021). By incorporating these strategies into reading instruction, educators can significantly enhance students' comprehension skills and overall reading success. Teachers employ a variety of strategies to enhance reading comprehension among students, adapting their methods to different stages of the reading process. Teaching reading comprehension is essential for helping students become effective and efficient readers. Here are some strategies identified in English teachers use to enhance reading comprehension among students (Hidayah & Addinna, 2023):

a. Scaffolding: According to Sabiq, (2021)Scaffolding strategy is a teaching method that offers temporary support to students as they learn new skills or knowledge. It helps learners complete tasks they cannot do independently and gradually removes support as they become more competent and confident. Key components include building the field by activating prior knowledge, modeling skills with clear examples, and joint construction where teacher and students work together to complete tasks. This collaborative approach helps students practice skills with guidance and support, leading to independent learning. This strategy involves providing support to students as they learn new concepts. It helps students build their understanding of the text by breaking down complex ideas into manageable parts. Teachers can gradually remove this support as students become more proficient in their reading skills.

b. Think Aloud: This method encourages teachers to verbalize their thought processes while reading. By doing so, students can see how to connect the text to their prior knowledge and experiences. This strategy fosters a deeper understanding of the material and helps students relate information to the context of the text

c. Question Answer Relationship (QAR): QAR is a strategy that allows teachers to assess students' understanding of the material. It involves teaching students how to categorize questions based on the type of information they require (Rahmawati et al., 2023). This helps students become more aware of how to approach different types of questions and enhances their comprehension skills Common strategies include scaffolding, which supports students in building understanding through guided assistance, and the Question-Answer Relationships (QARs) technique, which helps assess comprehension levels (Junita et al., 2023). Overall, these strategies not only improve comprehension but also motivate students and enhance their involvement in the learning process, as evidenced by positive student responses and active participation (Abdul Baqi, 2019). The combination of questioning techniques with visual aids is recommended as a strategy to create a more enjoyable and accessible classroom environment, particularly for low-achieving students. This combination can help facilitate better understanding and engagement with reading materials (Hong, T. D., & Nguyen, H. B. (2019).

B. Scaffolding Strategy

1. Definition of Scaffolding

   Scaffolding strategies are instructional techniques designed to support students in their learning process, particularly in acquiring new skills or knowledge (Arora et al., 2024). These scaffolding strategies are essential for enhancing the learning experience of English language learners, as they provide structured support that can lead to improved critical reading and study skills. By implementing these strategies, educators can create a more

effective learning environment that caters to students diverse needs. The scaffolding approach provided a structured way for students to tackle reading tasks.

According to Muzammil & Saifullah, (2021) Breaking down the reading process into manageable steps, students could gradually build their comprehension skills. This step method was essential in helping students feel more comfortable and eager to engage with authentic reading materials. Effective communication and interaction between teachers and students, such as promoting questions and relating reading tasks to students' experiences, were crucial for maximizing the benefits of scaffolding in the classroom.

Scaffolding strategies serve various key functions in education, including supporting skill development, enhancing engagement and focus, managing tasks effectively, maintaining direction, highlighting critical features of tasks, controlling frustration, and promoting interactive and collaborative learning (Zuo et al., 2023). These strategies aid students in developing necessary skills, gaining confidence, staying focused on tasks, breaking down tasks into manageable parts, staying motivated, recognizing important aspects of tasks, dealing with challenges without becoming overwhelmed, and working collaboratively with others. By incorporating scaffolding techniques, educators can create a supportive learning environment that empowers students to become more independent and successful learners in the future.

Strategies like scaffolding are essential for supporting students in understanding reading texts, enhancing vocabulary and pronunciation skills, promoting engagement, bridging knowledge gaps, fostering autonomy, addressing learning difficulties, and creating a structured learning process (Suryani et al., 2023). Teachers can use scaffolding techniques to provide structured support for students to decode and comprehend complex materials, improve their pronunciation and vocabulary, encourage active participation, fill knowledge gaps, promote independence, and overcome

challenges in comprehension. By gradually shifting the responsibility of learning to students, scaffolding helps them become more self-sufficient in their reading and learning processes. Additionally, the structured learning environment created by scaffolding allows students to progress through different stages of reading activities, reinforcing their learning and comprehension.

2. Types of Scaffolding Strategies

The use of scaffolding strategies has been shown to improve students' reading comprehension skills. It helps them understand the text better, recall important information, and engage more actively in the learning process. Students also develop better pronunciation and vocabulary through these strategies. Here are the several types of scaffolding strategies that can be applied during different stages of reading:

a. Modeling: This technique involves the teacher demonstrating how to read and pronounce words correctly. By providing a clear example, students can learn the correct pronunciation and intonation, which is crucial for language acquisition. This involves the teacher demonstrating how to read with correct pronunciation. The teacher reads aloud while using hand movements and gestures to enhance understanding (Al Hakim & Fitri, 2022).

b. Bridging: Bridging involves connecting students' reading material to their lives or other subjects they know, enhancing understanding and retention. It plays a key role in improving reading comprehension by linking new information to prior knowledge, making the material more relatable and easier to grasp. Bridging strategies can be implemented before, during, and after reading, prompting students to think about their own experiences, make connections while reading, and reflect on these connections (Dorigo, 2023). Encouraging personal connections can deepen students' engagement with the material, making learning more meaningful for them. This strategy connects new information to students' existing knowledge. By relating the reading material to what students

already know, teachers help them make sense of new concepts and enhance their understanding.

c. Contextualization: According to Al Hakim & Fitri, (2022) The teacher relates the reading material to the students' lives, making it more relevant and engaging. For example, discussing topics like class schedules or favorite sports helps students see the connection between their experiences and the reading material. Teachers use this technique to relate the reading material to real-life experiences or familiar contexts. This helps students see the relevance of what they are learning and makes the content more engaging and understandable.

d. Schema Building: This involves helping students organize and structure information. Teachers may use graphic organizers, such as charts or concept maps, to visually represent the relationships between ideas, aiding comprehension. The teacher may discuss the title, have students read the text multiple times, and create charts to visualize the information, aiding comprehension (Al Hakim & Fitri, 2022)

e. Metacognition: Encouraging students to think about their own learning processes is another important technique. Teachers can guide students in reflecting on their understanding and strategies, which fosters self-regulation and independent learning.

3. Stages of Scaffolding Strategies

The scaffolding strategy in reading comprehension consists of three main stages, each designed to support students in understanding and engaging with the text effective (Ramsa & Rawian, 2021). Here's a breakdown of these stages:

a. Pre-Reading Stage: This initial stage involves preparing students for reading. The teacher sets the purpose for learning and introduces the specific goals of the reading activity. For example, the teacher may read a descriptive text and write down keywords related to it to help students predict what they will read next. Activities in this stage include predicting content based on keywords and discussing prior knowledge

related to the text. This helps students anticipate the reading material and enhances their engagement.

b. During Reading: In this stage, the teacher models reading by demonstrating how to read the text aloud, which helps students learn correct pronunciation and intonation. The teacher explains difficult vocabulary and encourages students to underline challenging words. The teacher also employs techniques like skimming and scanning to help students locate specific information without reading the entire text. This practice aids in developing students' ability to extract relevant details efficiently.

c. Post-Reading: After reading, the teacher assesses students' understanding by asking questions about the text. This stage reinforces comprehension and allows students to reflect on what they have learned. According to Wahidiyati, (2020) Feedback is seen as a method of instructional design that aids cognitive learning. It not only helps in making immediate corrections but also fosters a understanding of language structure over time. By receiving feedback, students are encouraged to think critically about their writing and develop better writing practices. The teacher provides feedback and encourages discussions among students to enhance their critical thinking and metacognitive skills. This collaborative approach helps solidify their understanding of the text.

C. Student Perception

1. Definition of Perception

Perception involves interpreting sensory information from the environment through our senses like sight and sound. It is influenced by our past experiences and cognitive processes, shaping our subjective reality. In education, perception affects how students engage with learning materials and environments, impacting their motivation. Factors such as attention, context, and emotional state can affect perception, leading to misunderstandings (Muhammad et al., 2023). It is crucial to understand that perception may not always align with reality due to biases. This highlights

the importance of being aware of how our perceptions can shape our understanding of the world around us. perception is a vital aspect of human cognition that influences how we interact with the world and learn from our experiences. Understanding perception can help educators create more effective learning environments by considering how students interpret and engage with information.

2. Component to Involved Perception

According to Zhang, (2019) Perception is a fascinating process that involves how we understand the world around us. It is not just about receiving signals from our senses, like seeing or hearing. Instead, it is a complex activity influenced by many factors. As cognitive functions like perception, attention, and memory are essential for how we interact with the world. They help us understand our surroundings, focus on important tasks, and remember information. Let's explore each of these functions in detail

a. Perception: Perception is how we interpret and make sense of the information we receive from our senses. Our senses include sight, hearing, touch, taste, and smell. For example, when you see a red apple, your eyes send signals to your brain. The brain then processes these signals and helps you recognize that it is an apple. This process is not just about seeing; it also involves understanding what the apple is, its color, and even its texture if you touch it. Perception helps us understand our environment and react to it. For instance, if you hear a loud noise, your brain quickly processes that sound, and you might turn to see what caused it.

b. Attention: Attention is the ability to focus on specific information while ignoring other distractions. It is like a spotlight that shines on what is important at the moment. For example, when you are reading a book in a noisy room, your attention helps you concentrate on the words and ignore the background noise. There are different types of attention, such as selective attention focusing on one thing and divided attention trying to pay attention to multiple things at once. Good attention skills are

important for learning and completing tasks. If you can focus well, you can understand and remember information better.

c. Memory: Memory is the process of storing and recalling information. It allows us to remember things we have learned or experienced in the past. There are different types of memory, such as short term memory holding information for a brief time and long-term memory storing information for a longer period (Aston et al., 2023). For example, when you learn a new phone number, you might remember it for a few minutes short term memory. If you keep using that number, it can become part of your long-term memory, and you will remember it for a long time. Memory is crucial for learning new skills, like riding a bike or playing a musical instrument. The more you practice, the better your memory of those skills becomes.

3. Students Perception as Relate Use Strategy in Reading Comprehension

According to Jumiaty & Kuswoyo, (2019) Student perception refers to how students interpret and understand their experiences in an educational context, particularly regarding their interactions with teachers and the learning environment. Student perceptions refer to the beliefs, opinions, and attitudes that students hold regarding their learning experiences, educational tools, and teaching methods. Students' perception of learning reading comprehension is influenced by factors such as engagement, strategies used, and classroom experiences. They view comprehension as an active process shaped by attitudes, interests, and expectations, impacting outcomes.

Peer interaction enhances understanding of strategies, highlighting the importance of explaining concepts to others. The complexity of comprehension, involving various skills and text structures, affects confidence and abilities (Simbolon, 2021). Familiarity with text structures aids prediction and organization, while struggling readers may face challenges. The teacher's proficiency in strategy instruction influences student engagement. Traditional assessments focusing on recall may not reflect students' interactive and reflective processes, leading to feelings of

inadequacy. Understanding these key points can assist educators in supporting students' comprehension development by promoting active engagement, peer interactions, awareness of text structures, and effective strategy instruction.

Students' perceptions of reading comprehension strategies play a significant role in their learning outcomes. Awareness of strategies varies among students, with some recognizing techniques like summarization, questioning, and predicting, while others may not consciously apply any specific strategies (Fitri Anna Zila & Ayu Rizky Septiana, 2024). This awareness can affect their engagement and effectiveness in reading tasks. Many students believe that certain strategies enhance their understanding of texts, motivating them to use these strategies more frequently and leading to improved comprehension skills.

Personal preferences for specific reading strategies, such as visual aids or auditory methods, can shape students' overall approach to reading and influence their academic performance. Feedback from teachers and peers can also impact students' perceptions, with positive reinforcement encouraging the adoption and refinement of effective strategies. Cultural and contextual factors, such as background and learning environment, can influence attitudes towards reading strategies. When students perceive reading strategies as helpful, their motivation to engage with texts increases, fostering a lifelong love for learning.

4. Students Perception of Scaffolding Strategy

Student perceptions of the scaffolding method in reading classes shows its effectiveness in enhancing reading comprehension. According to Nisa et al., (2020) That the scaffolding method boosts student motivation, with most students feeling motivated when this method is used in class. Additionally, the majority of students reported feeling comfortable learning reading through scaffolding, which is crucial for active engagement in the learning process. All students agreed that scaffolding helped them understand reading vocabulary better, leading to improved overall

comprehension. Students also noted that scaffolding enhanced their reading skills, making it a valuable method for reading instruction. The collaborative nature of the scaffolding method, based on Vygotsky's sociocultural theory, fosters interaction between teachers and students, creating a supportive learning environment.

Students' perceptions of scaffolding strategies play a crucial role in determining their effectiveness in improving reading comprehension. Students generally find these strategies beneficial as they provide necessary support in the learning process, helping them gradually develop independence in reading skills. The process of receiving guidance and transitioning to self-reliance is empowering for students. Scaffolding techniques like modeling and think-aloud are seen as engaging and interactive, fostering a collaborative learning environment that motivates students (Dorigo, 2023). The study shows that students recognize the effectiveness of scaffolding in improving their reading comprehension skills, leading to higher scores in areas like predictions and inferences. While students are at an Approaching Proficiency level, they still value scaffolding strategies for their progress. Their positive perceptions suggest the need for continued innovation and customization of these methods by teachers to further enhance students' learning experiences and capabilities.

According to Yawiloeng, (2022) The majority of students had a positive perception, especially regarding the activation of prior knowledge, which was highly rated. However, the use of visual aids received a lower score compared to other strategies. During reading activities, students found the teacher's scaffolding helpful, particularly with visual texts. Students believed that multimodal texts and peer learning positively impacted their comprehension. It is suggested that teachers should incorporate various scaffolding methods, focusing on activating prior knowledge and using multimodal texts. This approach can create a supportive learning environment, leading to improved understanding and engagement with the material. Overall, students value instructional scaffolding strategies in

enhancing their reading comprehension and believe in the importance of diverse instructional approaches to cater to different learning styles.

CHAPTER III
METHODOLOGY

A. Research Design

Qualitative descriptive methods are used because an explanation about phenomena in a specific way is obtained with the collected data. Additionally the researcher use quantitative descriptive the aim to provide a clear picture of the data. According to Aspers & Corte, (2019) Qualitative research is a method of gathering non numerical data through words, images, and experiences, rather than just numbers. It involves an iterative process where researchers collect and analyze data multiple times to gain a better understanding of the topic. Qualitative descriptive research focuses on describing participants' experiences and perspectives in a straightforward manner without deep interpretation or analysis. Data collection methods such as interviews, focus groups, and observations are used to gather rich information directly from participants (Fadli, 2021). This research is iterative, allowing researchers to refine their understanding of participants' perspectives.

It emphasizes studying phenomena in natural settings to understand the meanings individuals assign to their experiences. The main goal is to provide clear and simple descriptions of data, making it useful for practitioners and policymakers. Qualitative descriptive research contributes to a broader understanding of social phenomena by capturing the essence of participants' experiences and identifying new variables or concepts. It enriches the field of qualitative research by providing accessible and understandable insights (Adlini et al., 2022). Overall, qualitative research plays a crucial role in understanding complex ideas, improving research designs, and enhancing communication among researchers. By utilizing qualitative methods effectively, researchers can gather valuable insights and address critiques to demonstrate the importance and reliability of their work.

B. Research Site and Participant

In this study, the site at 8th grade MTS MA'ARIF NU 2 Cilongok, Banyumas is taken. The participants of this research focus on the English teacher and the 8-1th grade students of MTS MA'ARIF NU 2 Cilongok, Banyumas.

C. Object and Subject of The Research

1. Object of The Research

The focus of the study is determined based on the teacher, which can include the study of an individual, a group of individuals, or the investigation of a particular problem that requires deeper analysis. By concentrating on a single object of study, more thorough and intricate investigations can be conducted. In this study, the focus is placed on investigating the English education learning process at MTS MA'ARIF NU 2 Cilongok, Banyumas using the Scaffolding strategy in learning English.

2. Subjects of The Research

The research data revolves around individuals who are involved in a particular research field that is connected to an institution that is the main focus of the researchers. Additionally, it also includes individual who are capable of providing accurate and reliable information regarding the subject under study. The subject of this study focused on one English teacher who taught eighth grade and students of class 8-1 which amounted to 28 students at MTS MA'ARIF NU 2 Cilongok, Banyumas.

D. Data Collection Techniques

Information was collected by the researcher through observation, interview, documentation, and the use of questionnaires. Observation, interview, and documentation were chosen as data collection methods to find out how scaffolding strategies were used by teachers in teaching reading comprehension to class VIII students at MTs Ma'arif NU 2 Cilongok, Banyumas and questionnaires were used to find out student responses related to scaffolding strategies used in reading comprehension learning. Documentation serves as proof, providing a detailed account of the events that

occurred during the educational experiences. This information confirms the findings collected by the researcher through observations, interviews, and questionnaire. These are the methods that researchers utilize for gathering data:

1. Observation

Observations is a technique to collect data through observation accompanied by various of record of the state. According to Jamshed, (2014) observation is a kind of technique that includes not only participant observation but also ethnography and fieldwork. Observation was conducted as a systematic approach, with the classroom environment and interactions being directly observed by the researcher. A checklist and lesson plan were used to guide the observation, ensuring that various aspects of the scaffolding strategy were recorded and analyzed. The main purpose of the observation was to see how the implementation of the scaffolding strategies used by the English teacher was carried out. By observing the classroom dynamics, the researcher aimed to identify how scaffolding techniques could be used to improve students' reading comprehension.

The observations sought to reveal specific aspects of teaching, including the identification of learning objectives, the selection of themes or topics for reading, alignment of prior knowledge with new materials, and the overall implementation of scaffolding strategies. This focused analysis provided insights into the teaching methods used and their impact on student engagement and understanding. Observations were made during regular English lessons conducted for students in grade 8-1 at MTs Ma'arif NU 2 Cilongok, Banyumas. The observation was conducted on several occasions, specifically at least three times. The first day was on Tuesday, February 18, 2025; the second day was on Wednesday, February 19, 2025, during the first hour; and the third was on Tuesday, February 25, 2025, also in the first hour, with the same material, namely recount text.

The study was located in the classroom of students in grade 8-1 at MTs Ma'arif NU 2 Cilongok, Banyumas, which provided a contextual background for the observation. The focus of this observation is the English

teacher, Miss "s", who has been implementing the scaffolding strategy for about two years and class 8-1, which has also been implementing the scaffolding strategy for two years since they were in grade 7. There were 28 students in class 8-1 who participated in the lesson. The teacher's methods and the students' responses were the main components of the observational study, as both informed the teaching strategies implemented.

2. Interview

Qualitative research interviews are essential for gathering data in qualitative research, focusing on understanding the social and linguistic complexities of the interviewee's experiences. According to Qu & Dumay, (2011) There are various types of interviews used in qualitative research, including structured interviews with predetermined questions for easy comparison of responses limited depth, semi-structured interviews combining predetermined questions with flexibility for in depth understanding, unstructured interviews allowing for free flowing conversation leading to detailed narratives but challenging data analysis, and focus group interviews for discussing specific topics among a small group for diverse perspectives. Regardless of the interview type, follow-up and probing questions are crucial for extending the conversation and uncovering deeper layers of meaning in the interviewee's answers.

Each type of interview serves different purposes and methodologies, contributing to a comprehensive understanding of the subject matter in qualitative research. The interviews were conducted using a semi-structured format, which involves a pre-prepared list of questions that guide the conversation while allowing the interviewer the freedom to explore new topics or ideas that arise during the course of the dialog. The main purpose of the interviews was to collect qualitative data on the application of scaffolding strategies in the teaching of reading comprehension. By providing interviews related to an in-depth understanding of the teacher's experiences, beliefs, and methods, thus providing insight into the implementation of scaffolding strategies in the classroom. The interviews

focused on several key areas: the application of scaffolding strategies in reading comprehension, the perceived benefits of these strategies in English language teaching, and the identification of students' needs in their learning process. In addition, the interviews also aimed to explore students' perceptions regarding their learning experiences with scaffolding strategies. The interviews were conducted at MTs MA'ARIF NU 2 Cilongok, in a comfortable with the teacher S on February 19, 2025 during the students' first break. The main respondent is the English teacher, Miss "S" who has been teaching at MTs MA'ARIF NU 2 Cilongok since 2013 The teacher also has a strong background in teaching and learning English from junior high school to college and where she has also carried out PPG, this interview is to provide insight into the use of scaffolding strategies that have been implemented in class 8-1 for more than two years by Miss "s".

3. Questionnaire

Data from the questionnaire aligns with prior observations and interviews. One aim of the questionnaire was to verify responses from students regarding teacher strategy use scaffolding strategy for enhancing reading comprehension. According to Rossiter, J. R. (2012) a questionnaire is a research tool filled out by subjects as part of a survey design. There are two types: open-ended and close-ended. This study employed a close-ended questionnaire, specifically a Guttman Scale, which aims for decisive responses (Fryling, M. J., & Baires, N. A. 2016). Questionnaires based on the Likert scale are widely used tools in surveys and research to measure respondents' attitudes, opinions, preferences, or behaviors. Likert scale questionnaires provide a structured way to measure subjective opinions and can be powerful tools for research when designed and analyzed correctly (Barua, 2013).

Before distributing the questionnaires, the researcher clarifies the meaning and purpose of each strategy to the eighth-grade students to prevent confusion in their responses. The terminology is derived from the teacher explanations related to strategies for maintaining reading

comprehension during the class. The questionnaire consists of 15 questions, The questionnaire was given to students of grade 8-1 who have been implemented scaffolding strategies by teacher "S" for more than two years, with a total of 28 respondents. The questions are categorized into five indicators: Teacher Strategies Using Scaffolding Strategies to Teach Reading Comprehension, Students Responses to Teacher use scaffolding strategy in teching reading During the Class, Scaffolding strategies provide students understanding of the text, Benefits of Using Scaffolding Strategies in Learning to Read, Scaffolding strategies make it easier for students to understand the task. The questionnaire has three sections: the introduction (requiring students to provide their name, class, and date), the guide with answering instructions, and the main section encompassing the 15 questions, requiring likert responses. It is written in Bahasa Indonesia to minimize misunderstanding. The indicators reflect the teacher strategies employed during the class.

The Indicators of Students'Questionnaire

Variable	Aspect	Indicators	Item Number	Total Item
Students Responses to teacher strategy using scaffolding strategy for teaching reading comprehension (Muzammil & Saifullah, (2021)	Students Responses	1. Teacher Strategies Using Scaffolding Strategies to Teach Reading Comprehension (Suryani et al., 2023)	1,2,3	3
		2. Students Responses to Teacher use scaffolding strategy in teching	4,5,6	3

		reading During the Class (Nisa et al., 2020)		
		3. Scaffolding strategies provide students understanding of the text (Rojas 2019)	7,8,9	3
		4. Benefits of Using Scaffolding Strategies in Learning to Read (Hong&Nguyen 2019).	10,11,12	3
		5. Scaffolding strategies make it easier for students to understand the task (Smith et al., 2021)	13,14,15	3

4. Documentation

According to Morgan (2022), document analysis involves examining various types of documents, such as books, articles, and reports, as well as visual materials such as photographs and videos. This method is useful for qualitative analysis and allows data to be collected without direct interaction with participants. Authentic, credible and representative documents must be selected to ensure meanings and implications can be accurately analyzed. By using document analysis, constraints such as limited time and resources in conducting research that

may be difficult through traditional field research can be overcome. The results of interviews and observations are documented by the researcher. In this study, the documents used were offline classes and the documentation used were lesson plans and photographs taken of classroom activities.

E. Data Analysis

1. Data analysis refers to the systematic examination of data to identify patterns, trends, and relationships. In qualitative research, this often involves interpreting linguistic or visual material to uncover implicit and explicit meanings. According to Mezmir, E. A. (2020) Qualitative data analysis is essential for discovering and describing issues within specific fields or understanding the structures and processes in routines and practices. This helps researchers gain insights into the lived experiences of individuals or groups. Some of the techniques of analysis data that researchers use are as data reduction, data display, data verification and Descriptive Quantitative Analysis.

2. Data Reduction

    According to Waruwu, (2023) Data reduction involves selecting, simplifying, and transforming raw data into a more concise form to make sense of qualitative data like interviews and observations. The purpose is to highlight relevant themes and patterns for researchers to focus on significant findings. Techniques include coding, summarization, thematic analysis, and an inductive approach where categories and themes are built from the data itself. It is an iterative process where researchers revisit and revise their analysis throughout the research. The outcome is a clearer understanding of the data, facilitating interpretation and presentation of findings to draw meaningful conclusions and contribute to knowledge in their field. The researcher recorded all the data generated during the observations. The next step is research to interpret the results of these Field notes with the date, time, location and an explanation to select which data is relevant or not relevant to the strategies, and how implementatiated of scaffolding strategy

use in teaching reading comprehension at 8 grade MTS MA'ARIF NU 2 Cilongok, Banyumas.

3. Data Display

Data displays are essential in qualitative research for organizing and presenting findings effectively. Qualitative research focuses on providing a holistic view of the data, emphasizing context and meaning. Data displays in qualitative research are descriptive, using narratives, themes, and patterns to convey depth rather than numerical summaries. Researchers use various formats like tables, charts, and narrative descriptions to organize data systematically. Multiple data sources are integrated through triangulation to offer a comprehensive view of research findings. Interpretative frameworks guide the analysis of qualitative data, reflecting existing theories or concepts. The creation of data displays is an iterative process, allowing for dynamic representation as new insights are gained. Ultimately, data displays aim to facilitate understanding among readers by presenting data clearly and engagingly, helping to communicate the significance of the research findings (Adlini et al., 2022). This data analyzed and explained in a narrative format to summarize the findings related to the studys main focus, which includes strategies, implementation, and student needs at MTS MA'ARIF NU 2 Cilongok, Banyumas.

a. Observation of the teaching and learning process

Observations are made of teaching and learning activities that take place in the classroom. By using scaffolding strategies, it aims to find out how teachers implement scaffolding strategies for students' reading comprehension. By recording the results and collecting data for the next step, this observation is supported by interviews.

b. Interviewing the teacher

To learn more about the overview of the implementation of scaffolding strategies, teacher S was interviewed. The interview findings can be used to support observation data and research conclusions.

c. Documentation

To verify the validity of the data used in the research, documentation will be conducted. The results of observations and interviews are strengthened by documentation which also plays a role as a tool to verify the validity of the data used in the research. Documentation for this study may take the form of lesson plans that helped the teacher implement the scaffolding strategy for teaching reading comprehension.

4. Conclusion Drawing/Verification

Drawing and verifying conclusions in qualitative research involves a careful and systematic approach to data collection and analysis, ensuring that the findings are valid, reliable, and reflective of the participants' true experiences. Qualitative research is focused on understanding relationships, activities, and situations through holistic descriptions rather than comparing effects or attitudes. According to Fadli, (2021) Data collection techniques include observation, interviews, and document analysis to gather rich information for meaningful conclusions. Data analysis methods involve triangulation and member checking to ensure well founded conclusions. Validity refers to the accuracy of participants experiences, while reliability is linked to consistent data collection methods. Qualitative research aims to uncover phenomena in a holistic and contextual manner, interpreting meanings and understanding the context. An inductive approach is often used to draw conclusions rooted in participants lived experiences. The process of drawing and verifying conclusions in qualitative research is essential for ensuring reliable and valid results.

5. Descriptive Quantitative Analysis

Descriptive quantitative methods are research approaches that summarize and describe the characteristics of a dataset. Data is collected through surveys, questionnaires, or existing databases, and analyzed using measures of central tendency and variability. Visualization is often used to make findings more accessible to a broader audience. Descriptive quantitative methods are widely used in fields like social sciences, health

research, and market research, providing baseline data for further research or policy decisions. However, they do not allow for conclusions about cause and effect relationships and focus on what rather than why or how (Rachman et al 2016). The researches used in this research is descriptive quantitative with data analysis using percentages. The research subjects were 8th grade MTs Ma'arif NU 2 Cilongok, Banyumas many as 28 respondents. Data collection in This research use questionnaire as 15 statement items using likert as an alternative choice. The results of the data obtained will be analyzed using quantitative descriptive analysis in the form of percentages. This is to make it easier to read and understand the data. The sequence of steps taken is to calculate the acquisition score of each indicator. Then calculate the percentage of answers from each indicator. After obtaining the percentage results for each indicators, then the researcher draws conclusions about the result.
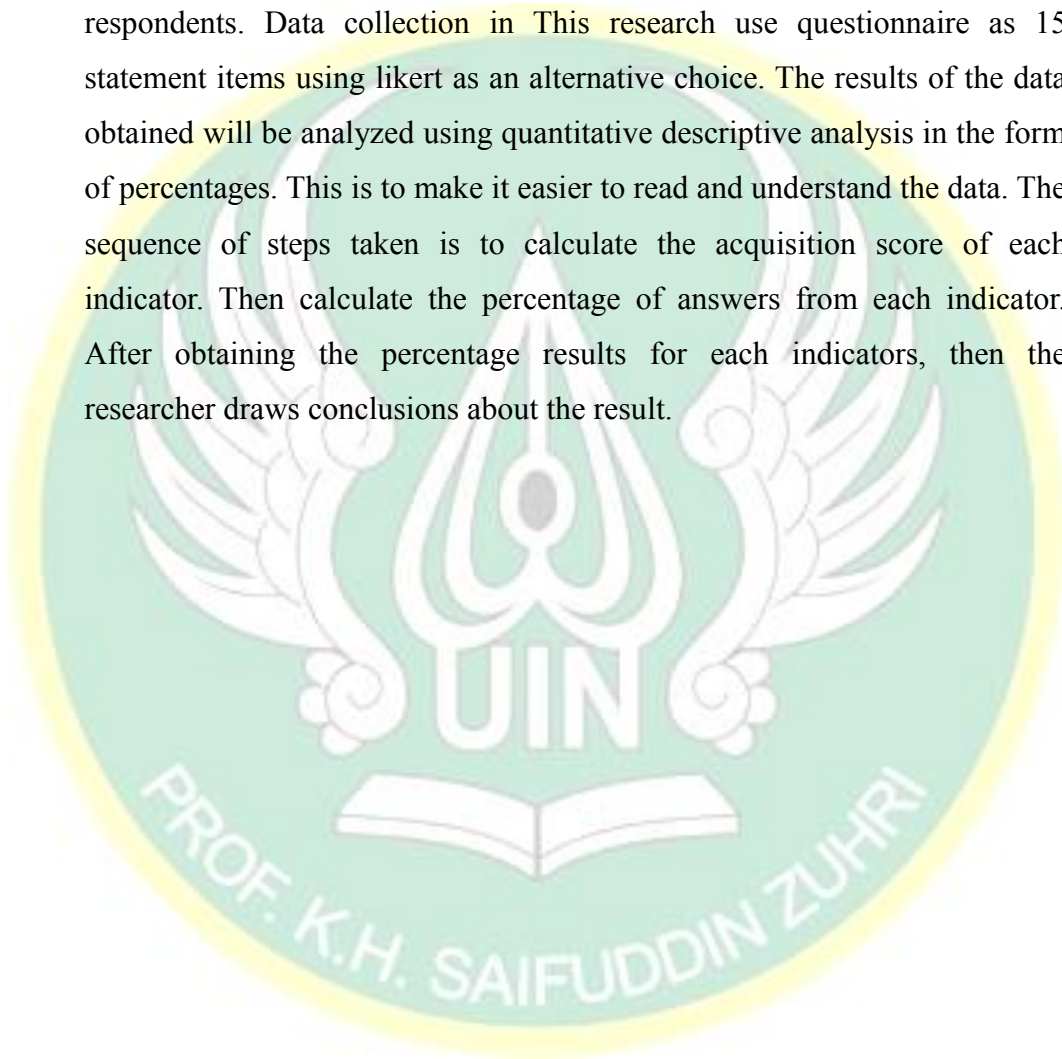
CHAPTER IV
RESEACRH FINDINGS AND DISCUSSION

A. The Implementation of Scaffolding Strategy In Reading Comprehension

The results of this study in implementing scaffolding strategies applied in reading comprehension learning are with various structured methods. such as Pre-Reading Activities Teachers introduce vocabulary and set reading goals to build students' knowledge. Support During Reading, QAR and Think Aloud techniques are used to help students understand the thinking process while reading. Post-Reading Reflection, Students summarize and connect personal experiences with the text to strengthen comprehension. Group discussions are applied to encourage communication and collaboration between students. Constructive feedback is given to increase students' confidence in reading. According to Saputri et al., (2021) The teacher provides guidance to students in understanding text, explaining complex concepts and providing support to help them understand the material. The following are the result of the previously based on observation and interview.

1. Identify learning objectives with scaffolding strategies.

   The learning process is carried out in one class with 28 students and the time allocation for learning is about 80 minutes. The results of observations at the first meeting on Tuesday, February 18, 2025 showed that in the opening activity of the learning process the teacher opened the lesson by greeting the students, followed by praying together then the teacher checked the students' attendance. After that, the teacher asked students about the material that had been learned at the previous meeting. After the teacher asks questions related to the material that has been given, the teacher then conveys the learning objectives at the beginning of each lesson. Which means that the teacher conveys learning objectives not only once in one week meeting but the teacher conveys learning objectives consistently according to the hours and time of learning. This was proven when I made observations on the first day, the second on February 19, 2025 and on the

third day, February 25, 2025. where the teacher explained the learning objectives as follows. For the first day of observation on Tuesday, February 18, 2025 the teacher explained the objectives as follows.

"Teacher": Everyone knows what we're going to discuss today. Now I'm going to explain today's learning objectives. As usual, I will explain the recount text first, then I will ask you to look at and read the text in the book, ask questions related to the text, and discuss the explanation of the recount text again. Understood everyone.

"Students": understand Miss

For the second day of observation on Wednesday, February 19, 2025, the teacher explained the objectives which were not far from the first day of observation because on the first day the explanation related to the recount text material had not been completed which was as follows.

"Teacher": okay well because yesterday's meeting we didn't finish explaining the recount text so we continue yesterday's meeting and for the learning objectives like yesterday's meeting, I will explain the recount text first, then I will ask you to look at and read the text in the book, ask questions related to the text, and discuss the explanation of the recount text again. Understood everyone.

"Students": Understand Miss

For the third day of observation on Tuesday, February 25, 2025, the teacher explained the learning objectives as follows.

"Teacher": Because of the explanation of the material from the recount text so today I will explain the learning objectives today, first, I will ask you to make several groups, each group contains four people, then I will give you the task of matching sentences with pictures, after that you make a recount text from the pictures that you arranged into sentences earlier. Do you understand my directions?

"Students": Understand Miss

As for some things that are not in accordance with the learning objectives in the lesson plan at the first meeting, namely the teacher does

not provide pictures and videos to observe but he gives pictures to observe and match with sentences during the third meeting. The results of this observation are reinforced by the results of the interview on Tuesday, February 19, 2025 which has been conducted, namely

> *"For learning objectives, I usually tell or inform it at the beginning of learning, before we enter new material or new competencies. I first tell them what the goal is, then I relate it to everyday experience. So for example, the purpose of the recount text material, means that the goal is to be able to make a recount text. Recount text is for daily life that has been done. Then give examples of material that is in accordance with students' daily lives."*

Based on the observation, the teacher seemed to convey the learning objectives, however, the teacher only explained what they would learn and do in the lesson. Though the submission of learning objectives are important as according to Hong and Nguyen,(2019) Setting clear learning objectives helps in directing the learning process and provides structure for students in achieving understanding of the material.

2. Selecting the theme/topic in learning to read through scaffolding strategies

Teacher provide answers related to "the importance of theme relevance" selection in learning using strategies that are used very carefully. The teacher effectively introduced relevant themes and topics related to students' daily lives, using engaging questions to encourage participation. For instance, the teacher would ask students to guess the topic based on a sentence, thereby activating their prior knowledge the example in that day is about holiday whit the teacher ask.

"Teacher": Assalamualaikum Wr.Wb, Good morning everyone

"Student": Waalaikumussalam Wr Wb, Morning Miss.

"Teacher": Before I start learning, let's double-check your attendance first, and then pray. everyone is present today. let's pray together before the learning begins.

"Students": Pray

"Teacher": Are you all ready to receive today's material, before that I want to ask, does anyone still remember what this is (writing a simple past tense)?

"Some Students": Remember Miss it's simple past tense

"Teacher": Right, that means you still remember, so we will continue to the next material, okay before that I want to ask again, do you have any interesting about holiday stories?" anyone.

"One of the students": I am miss, during the school holidays I used to take a vacation to menganti, Kebumen with my family, it turns out the beach is really nice mom even though it's far from here but it's worth it mom for photos.

"Teacher": Well does anyone know what we will be discussing today?

"Student": Experience story

"Teacher": Right, so if you tell your experience in the past, it can be called a recount text, so do you know what material we will learn today?

"Students": Recount Text

The above information is from the results of observations in the classroom related to how the teacher provides initial knowledge or aligns topics that are relevant to their activities or daily lives. The implementation and delivery of the teacher is in accordance with the lesson plan that has been made previously by the teacher. As for below, the results of interviews that reinforce the results of observations that discuss Selecting the theme / topic in learning to read through scaffolding strategies. Based on observations that have been made at this stage, the teacher is too fast in discussing what material will be discussed, thus there are some students who do not respond to what the teacher directs.

> *"My main consideration is the relevance of the topic to students' lives, according to the curriculum and the level of difficulty they can deal with. Also the interest of the students to increase their engagement. The theme chosen supports the application of scaffolding techniques Usually the theme is text, because it can be broken down into small parts that are easy to understand, and mixes contexts that are familiar to students. So that later they are easy to connect new knowledge with existing ones."*

The conclusion that can be drawn is that the selection of relevant themes in learning to read using scaffolding strategies is very important since it aims to facilitate students in connecting new knowledge with existing knowledge. The excerpt from Hong and Nguyen (2019) reinforces the results of the study in which explains selecting a theme in learning to read through scaffolding strategies involves focusing on how these strategies can enhance comprehension, promote autonomy, and activate prior knowledge, all of which are supported by teachers' beliefs and practices in the classroom.

3. Aligning prior knowledge and materials using scaffolding strategies

Aligning prior knowledge with instructional materials through scaffolding strategies is essential for improving students' comprehension in science. The teacher provides answers related to the selection of "aligning prior knowledge for the material" in learning by using the strategies used very carefully. During the lessons, the teacher employed technique By asking questions and giving one sentence that has been provided to answer to connect new content with students' existing knowledge. This was achieved by frequently asking open-ended questions that encouraged students to relate the reading material to their own experiences. As when the teacher has taken attendance and prayed together, the teacher asks questions to provoke students' prior knowledge.

"Teacher": Are you all ready to receive today's material, before that I want to ask, does anyone still remember what this is (writing a simple past tense)?

"Some Students": Remember Miss it's simple past tense

"Teacher": Look at the writing on the blackboard, I wrote one sentence if anyone wants to read it (Last Saturday, I went to the beach with my friends. We decided to visit Parangritis Beach in Yogyakarta).

"One of the students" I Miss (Reading)

"Teacher": okay try to pay attention to this sentence on the board, this sentence shows the structure of the recount text part. anyone knows?

"Students: Orientation or introduction

"Teacher: Why is that?

"Some students: The problem is that the sentence introduces who, where, when, what

The above conversation is the result of the first observation conducted on Tuesday, February 18 and also on Tuesday, February 25, 2025. Previous research that strengthens these results is from By employing various scaffolding techniques, teachers can facilitate a deeper understanding of complex scientific concepts, ultimately enhancing students' learning experiences (Rojas et al., 2019). In addition to the observations that have been described, the results of the interviews with teacher that have been carried out also strengthen this research as stated by Miss "S" as a teacher in class 8-1 related to Aligning prior knowledge and materials using scaffolding strategies.

> *"I usually do a pre-test to find out the students' initial knowledge first at the beginning, then listen to the previous group discussion, and adjust the learning material based on the identification results of the pre-test so that I later provide something that is more relevant to them."*

Figure 4. 1Reviewing the prior knowladge that has been discussed

From the above, it can be concluded that it is important to align students' prior knowledge with the material in order to improve

comprehension. Alignment can help teachers customize materials to suit students' needs, thus supporting better comprehension of complex texts.

4. Implementation of scaffolding strategy

In addition, the teacher also provides answers from the explanation of how to Implement Gradual Scaffolding. The learning activity starts with pre-reading activities that aim to build students' prior knowledge about their personal experiences. In the discussion session, the teacher invites students to share their most memorable vacation experiences. Aks questions such as "What is your most memorable vacation experience?" are used to evoke memories and encourage students to share more actively. Next, the teacher explains the learning objective, which is that students will learn how to write a recount text describing their experience during the vacation so that they can understand the structure of the text to be learned.

In the during-reading activities stage, the teacher models by reading an example of a recount text slowly and clearly. During the reading, the teacher marks important parts of the text, such as orientation, record of events, and reorientation, while explaining the function of each part. After that, students are invited to analyze the sample text in a guided practice session. The teacher asks questions to explore students' understanding of the elements contained in the text. As a vocabulary enhancer, the teacher introduces new vocabulary related to the theme of vacation, such as "beach," "vacation," and "explore," to enrich students' language.

After the reading, the activity continues to post-reading activities. In small groups, students are asked to work together to create an outline of a recount text based on their vacation experience. This activity aims to facilitate discussion and collaboration among students. Next, students write their draft recount text with the help of a template provided by the teacher so that they can have a clear direction in writing. After writing, the activity continues with a feedback session, where students give comments and suggestions to each other's drafts, helping them to improve and perfect their writing.

The above description is the result of the observation related to how Teacher "S" implements scaffolding strategies in reading comprehension learning. In addition, the description above is in accordance with the lesson plan made previously with the existence of pree reading during reading after reading, question, answer and feed back which is also included in the steps and techniques in applying the scaffolding strategy. The teacher quotes related to the implementation of scaffolding strategies that support this research are.

> *"I usually apply scaffolding strategies by giving step-by-step instructions, such as starting from reading together, giving specific instructions, and providing questionnaires or notes to help students understand the content of the reading. The concrete example is, I read the text with the students together, then I modify the text by making it simpler, explaining the difficult vocabulary that they don't know, and then I modify the text to make it more understandable. modify the text by making it simpler, explaining difficult vocabulary that they don't know, and then ask the students to read back with my binder."*

Figure 4. 2 Implementation of scaffolding strategy in the classroom

The results of this study are also reinforced by previous research, According to Ramsa & Rawian, (2021) In the pre-reading stage, students

activate background knowledge that helps them understand the new text. In the during-reading stage, interaction with the text using mind maps and summaries helps students process information better. This makes it easier for them to navigate the reading and understand the content of the text. The after-reading stage involves reflection and discussion that measures students' understanding. Quizzes and questions provide opportunities for students to go deeper into the reading and think about what they have learned. The stages in the scaffolding strategy are essential for improving reading comprehension in the classroom. It can be concluded that this systematic approach, with clear steps from pre-reading, during reading, to after reading, creates a supportive learning environment in understanding and exploring reading material, therefore improving students' overall reading comprehension. Based on the results of observations related to this implementation, the teacher has carried out the stages in the scaffolding strategy, except that there are a number of things that have been missed.

5. The use of strategy scaffolding techniques

The teacher also mentioned that there are teaching methods or techniques that encourage students to actively participate through group discussions and open-ended questions are also applied. The teacher S engaged students in discussions that encouraged predictions about the content, helping to activate their prior knowledge before they began reading. As students read, the teacher S offered guiding questions and checkpoints to enhance comprehension. Techniques such as QAR (Question-Answer Relationship) were used to stimulate discussions and encourage students to articulate their thoughts and interpretations. Following the reading, the teacher S give reflection and summarization exercises to help students consolidate their understanding. Constructive feedback was provided to reinforce their learning and boost their confidence in reading skills.

At the second meeting, namely on Wednesday 19 February 2025 after the teacher explained the material the teacher gave directions to answer the questions asked by the teacher.

"Teacher": well now try to look in your book there is a sample text. Observe the text and mark which sentences or vocabulary you don't know or understand, after that we discuss it together

"Students": Yes Miss (reading, observing) Miss

"Teacher": Okay where and in what sentences or vocabulary do you not

understand.

"Student M: Injuries

"Student A": Third paragraph Miss

"Teacher": Explaining the questions of the students and the content of the text into simple language, after that the teacher asks again whether they have understood the text or not when the students have understood the reading the teacher also gives further questions such as, try from the reading which one is orientation, event, and reorientation.

"Students": The orientation is the first paragraph, the event is the second and third paragraphs, the last paragraph is the reorientation, Miss.

"Teacher: Okay right, okay the next question is why the tortoise had to be helped.

"Some students": Because the turtle was injured and then caught by the fishing net and then he was stranded so he had to be helped Miss so that he wouldn't become extinct.

"Teacher": Yes, the story tells of a turtle that was stranded because it was injured and was found by fishermen and then handed over to volunteers after the turtle had recovered, it was released back into the sea in order to preserve it.

This can be concluded that asking students questions can develop critical thinking skills, which deepens their understanding of the material. Often used by teacher in helping scaffolding strategies, one of them is QAR (question answer relationship). Encouraged by previous research in

whichThe QAR (Question-Answer Relationship) is an instructional approach designed to improve students' reading comprehension by helping them understand the types of questions that can be asked about a text and how to find the answers (Rahmawati et al., 2023). Interview excerpts that complement the observations where the teacher provides answers.

> *"I usually use the group discussion method and ask questions questions that encourage them to communicate and collaborate between students. So that later they will actively contribute or perhaps exchange ideas about the material being discussed and learned. being discussed and learned. Usually what I often use is Question Answer Relationship, that technique usually shows students how to think while reading, as well as using open questions, so as to encourage discussion and reflection."*

Figure 4. 3 Teacher asks open-ended questions related to the material

6. Students actively participated in class during reading comprehension with scaffolding strategy.

   In this research, it was found that scaffolding strategies proved effective in improving students' reading comprehension. Teacher S reported that students experienced significant differents in reading ability as well as

showing higher confidence when faced with more complex texts. With the teacher providing reference questions and group discussions and guessing the pictures that have been provided by turning them into text. As observations have been made where when the teacher gives questions and assignments, students in class 8-1 fully participate in the discussion that is being studied, even many of them want to add to their assignments, such as when ordered to make recount text according to the pictures given to one group they want to ask for 2 pictures to be used as recount text. The help and motivation from the teacher gives their enthusiasm for learning itself to be more enthusiastic and excited. As the results of the interview conveyed by the teacher Miss "S" who gave more explanation regarding the observations that had been carried out.

> *"I see quite a noticeable change in students' reading ability. Many students who used to struggle, are now more willing, continue to be able to analyze and understand the text better, continue to show improvement in their reading skills. I usually use the group discussion method and give questions that encourage them to communicate and collaborate between students. So that later they actively contribute or perhaps exchange ideas about the material being discussed and studied."*

According to Al Hakim & Fitri, (2022) Through strategy scaffolding, students are not only taught how to read but are encouraged to interact and think critically about the reading text, thus improving their overall understanding and helping them become more independent in understanding the learning material .

7. Evaluation and feedback on students' reading comprehension after using the scaffolding strategy.

The teacher S reviews the questions that have been given by correcting the wrong answers and correcting the reading of a vocabulary.

"Teacher": good for those who have finished making a recount text from the picture that I have given you. I will correct it first and then we will discuss it together by exchanging the results of your respective groups.

"Students: Yes, miss.

The discussion above is reinforced by the results of interviews conducted on Wednesday, February 19, 2025 during the break time where the teacher gave interview answers related to evaluation and feedback.

> *"I use a combination of quizzes, then reading assignments, as well as direct observation when students are discussing. This usually gives a comprehensive picture of their understanding. I give positive feedback, for example by correcting with suggestions, improvements, and then constructive feedback as well, helping students know which areas need improvement, while I keep motivating them to learn more."*

As for previous research related to evaluation and feedback. This creates a more effective and enriching educational experience for students. Feedback is vital because it not only corrects errors but also guides improvement, enhances motivation, promotes reflective thinking, builds confidence, and facilitates learning (Wahidiyati, 2020). It can be concluded that feedback from teachers is very important in the learning process, especially in correcting errors and helping students understand vocabulary better. Through positive and constructive feedback, teachers help students know the areas that need improvement while still motivating them to learn more.

Figure 4. 4 Evaluation and feedback

B. **Students Perseptions on Scaffoding Strategy for Teaching Reading Comprehension**

Students perceiving the scaffolding strategy to teach reading comprehension stated that it significantly helped their engagement during reading activities by providing structured support, which helped them feel more connected to the material. The strategy fosters motivation and confidence, encouraging stronger participation and understanding in learning. The emphasis on feedback and reflection in this strategy assists students in recognizing their progress and identifying areas for improvement, thus enriching their overall learning experience.

This questionnaire was conducted in one class 8-1 of MTs Ma'arif NU 2 Cilongok, Banyumas. This questionnaire was used to collect data regarding students' responses to the use of scaffolding strategies applied by the teacher during the reading learning process. This study aims to analyze of the scaffolding strategy in helping students understand the reading material in their reading comprehension. The questionnaire was designed to provide insight into students' attitudes towards teaching, their motivation, participation and understanding related to scaffolding-based teaching.

The following is a table of the results of the answers from the student response questionnaire to the teacher's strategy of using scaffolding strategies in learning reading comprehension during class. Furthermore, the results are explained The questionnaire data is divided into several indicators that reflect various aspects of students' learning experience using scaffolding strategies.

Table 4.1 The Result of Questionnaire to Students Perception
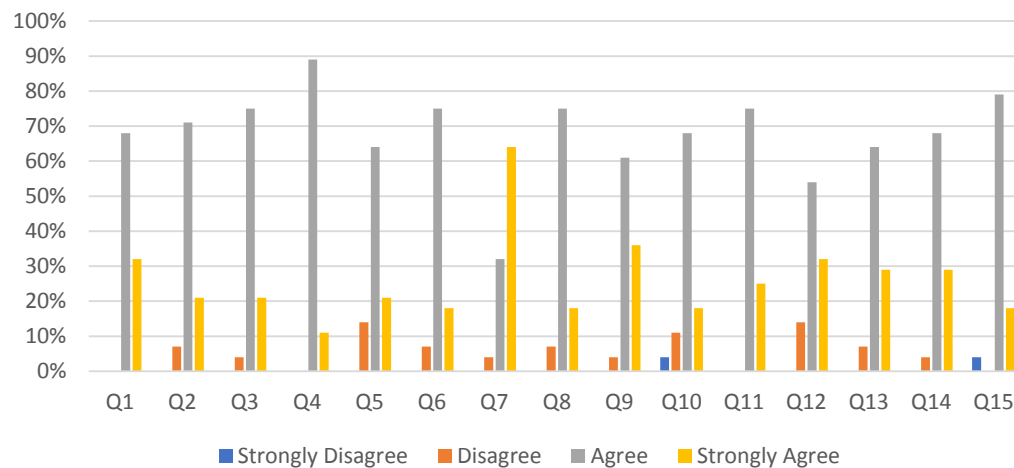
Table 4.1 shows the percentage of students' perceptions of teacher strategies in using scaffolding strategies to teach reading comprehension in class. This can be explained from the results of statement Students perceived a positive change in their reading ability after implementing scaffolding strategies. The explanation of the table of questionnaire results separated based on each indicator and each indicator divided into tree questionnaires with a total of 15 questionnaires. The first indicator about Teacher Strategies Using Scaffolding Strategies to Teach Reading Comprehension. Specifically, 81% and about 23 students agreed that teacher provided clear instructions, encouraged them to ask questions, and applied questioning techniques during reading lessons. This indicates that the scaffolding strategy implemented by the teacher went well and contributed significantly to students' understanding of the reading material. Good learning and support in learning generate greater confidence and motivation in students, thus supporting the development of their reading skills.

While the second indicator that Students Responses to Teacher use scaffolding strategy in teaching reading During the Class. The 78% result from 22 students shows that most students felt engaged, motivated, and

more comfortable to participate in class discussions when the scaffolding strategy was applied by the teacher.

This reflects the effectiveness of the strategy in creating a supportive learning environment, where students feel safe to share ideas and opinions. With such high engagement, students are also better able to understand the material being taught and find the learning process more interesting. This high level of understanding and participation creates a positive classroom atmosphere, which is very beneficial in the learning process.

Additionally, The third indicator about Scaffolding strategies provide students understanding of the text. Almost the majority of students with a total of 23 students with a result of 80% showed that the majority of students felt that the scaffolding strategy really helped them in understanding the reading material. This can be seen from the high percentage of students who agreed that this strategy not only made it easier for them to understand the material, but also helped them in summarizing the main ideas and linking new information with existing knowledge.

The fourth indicator discusses Benefits of Using Scaffolding Strategies in Learning to Read. A result from the questionnaire revealed that 76% around 21 students indicated that the scaffolding strategy provided not only academic benefits but also emotional support, helping to boost students' confidence in their reading ability. The fifth indicator is Scaffolding Strategies Make Easier for Students to Understand the Task, where the results of the questionnaire on this indicator are 80% with 23 students. From the results, it can be seen that the majority of students agreed that the scaffolding strategy helped them understand the task better, made the reading task more interesting and relevant, and improved their comprehension skills. By getting proper feedback through this strategy, students can not only complete the task better but also develop higher comprehension skills. The following is an explanation and table of questionnaire results based on the previously mentioned indicators.

1. Teacher Strategies Using Scaffolding Strategies to Teach Reading Comprehension

This indicator assesses the techniques applied by the teacher when using scaffolding strategies in teaching reading comprehension.

Table 4.2 The Result Of Teacher Strategies Using Scaffolding Strategies to Teach Reading Comprehension
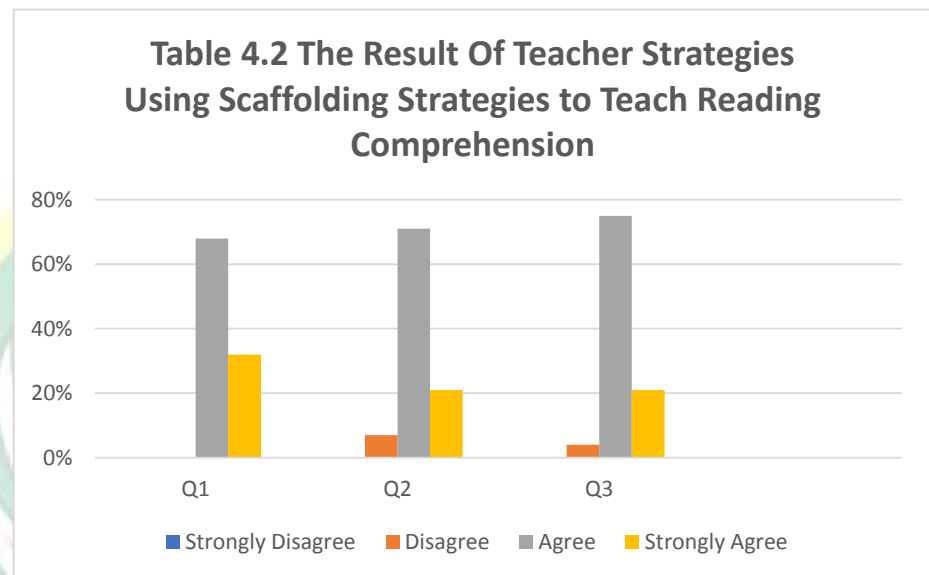
Table 4.2 presents the results of a questionnaire that assessed student perceptions regarding the teacher strategies using scaffolding in reading comprehension. Which of these indicators has three questions which will be explained as follows. Each indicator has three questions which will be explained as follows. The first statement is whether students feel the teacher gives clear instructions when using scaffolding strategies in reading lessons. A significant majority of students (68%) agreed that the teacher provided clear instructions when implementing scaffolding strategies. Clear guidance allows students to understand what is expected of them, facilitating better engagement and comprehension. The second statement explains that students felt the teacher encouraged me to ask questions and express my thoughts while reading. The results also showed that 71% of students felt encouraged by the teacher to ask questions and share their thoughts during reading activities.

This support encourages a more interactive classroom environment where students feel appreciated and contribute more to the discussion. The third statement discusses whether students felt the teacher effectively used various scaffolding (questioning) techniques during the reading lesson. Regarding the use of various scaffolding techniques, particularly questioning techniques, 75% of students agreed that the teacher applied these methods effectively during reading lessons. These techniques also encourage students to think critically and reflect on the material, thus deepening their understanding. The results of the three questionnaires already described show that the scaffolding strategy was well received by the students. They received clear instructions, felt encouraged to ask questions, and believed that the teacher was effective. Effective scaffolding is conditional upon the teacher's ability to guide students systematically, using techniques such as prompting questions and phased instructions to support their learning journey. This is corroborated by previous research According to Suryani et al. (2023), the effectiveness of scaffolding depends on the teacher's ability to provide clear instructions and guide students in the learning process. Strategies such as providing guiding questions, phased instructions, and debriefing basic competencies before teaching can help students understand texts better.

2. Students Responses to Teacher use scaffolding strategy in teching reading During the Class

This indicator focuses on students' responses to the use of scaffolding strategies by teacher in the classroom.

Table 4.3 Students Responses to The Teacher Use Scaffolding Strategy in Teaching Reading During The Class
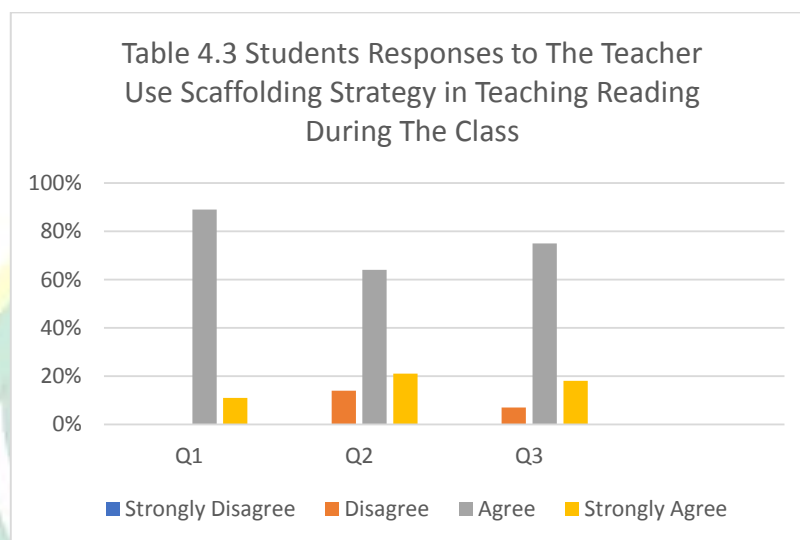
Table 4.4 The result of this indicator which consist of three statement, Responses to the first statement "I feel engaged and motivated when the teacher uses the scaffolding strategy in class" showed strong positive perceptions, with 89% of students agreeing or strongly agreeing. This high percentage illustrates that the scaffolding strategy significantly contributes to students' interest and motivation during reading lessons. By providing structured support, this strategy makes students more engaged in the learning process. Regarding the second statement, "I actively participated in class discussions when the scaffolding strategy was applied," 85% of the 24 students indicated that the scaffolding technique encouraged a more collaborative classroom atmosphere where students felt comfortable and confident to share their thoughts and ideas. Such active participation is essential for a deeper understanding of the reading material. The third statement on this indicator which is "Students Responses to Teacher Use Scaffolding Strategy in Teaching Reading During The Class" shows that the result is 93%

almost all students feel easier to express their thoughts when the scaffolding strategy is used, and the scaffolding approach not only improves comprehension, but also fosters a supportive environment where students can understand their opinions and engage meaningfully with the text.

Overall, it can be concluded that these results confirm that scaffolding strategies not only helped text comprehension, but also facilitate connections between learning materials and students' prior knowledge. This is very important in improving deep understanding of texts, as students learn to interpret and analyze information in a more effective way. Previous research reinforces this indicator, namely That strategies such as modeling, open-ended questions, and group discussions allow students to connect new information with pre-existing knowledge (Rojas, 2019).

3. Scaffolding strategies provide students understanding of the text

This indicator refers to the ability of scaffolding strategies to help students understand the text they read.

Table 4.4 Scaffolding Strategies Provide Student Understanding of The Text
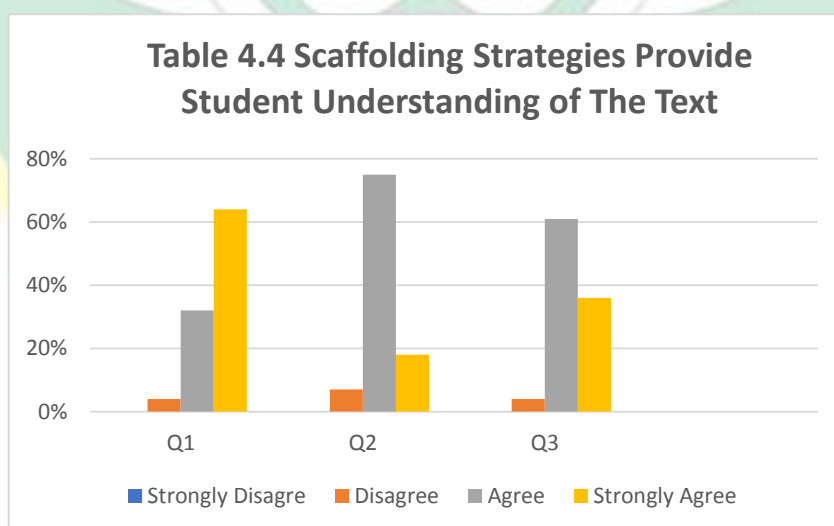
Table 4.4 presents the findings regarding the scaffolding strategies that provided students' understanding of the text. The results of the questionnaire indicated that the strategies were

effective in enhancing comprehension and facilitating connections with prior knowledge. The following are the results of the above indicators which are divided into three questions. In the first statement, The scaffolding strategy helped me understand the reading material better. showed results with 96% of 27 students stating that the use of scaffolding strategies implemented by teacher 'S' significantly improved students' understanding of the reading material by providing gradual support, encouraging active engagement, improving critical thinking skills, and providing constructive feedback that reinforced their understanding. For the second question, it is related to I found it easier to summarize the main ideas of the text after using the scaffolding strategy.

This result statement shows that 93% of almost all students felt that the scaffolding strategy implemented by Teacher "S" helped them summarize the key concepts, which confirms its effectiveness in simplifying complex texts. These strategies include separation of information into small parts for easy understanding, provision of clear examples, use of open-ended questions for critical thinking, group discussion for collaboration, feedback for improvement, and preparation of students for future learning with better understanding. The third statement on this indicator is related to "The scaffolding strategy helped me make connections between the text and my prior knowledge." A total of 97% of the students felt that the scaffolding strategy implemented by teacher "S" helped them to connect new information with what they already knew by providing questions and discussions.

The teacher helped students build on their existing knowledge so that students were encouraged to think critically. This statement is supported by previous research According to Rojas, (2019) That strategies such as modeling, open-ended questions, and group discussions allow students to connect new information with

pre-existing knowledge. Overall, it can be concluded that these results confirm that scaffolding strategies not only helped text comprehension, but also facilitate connections between learning materials and students' prior knowledge.

4. Benefits of Using Scaffolding Strategies in Learning to Read

They noted that the use of scaffolding can increase students' confidence, facilitate a more enjoyable learning experience, and show a significant improvement in reading ability after the implementation of this strategy.

Table 4.5 Benefits of using Scaffolding in Learning to Read
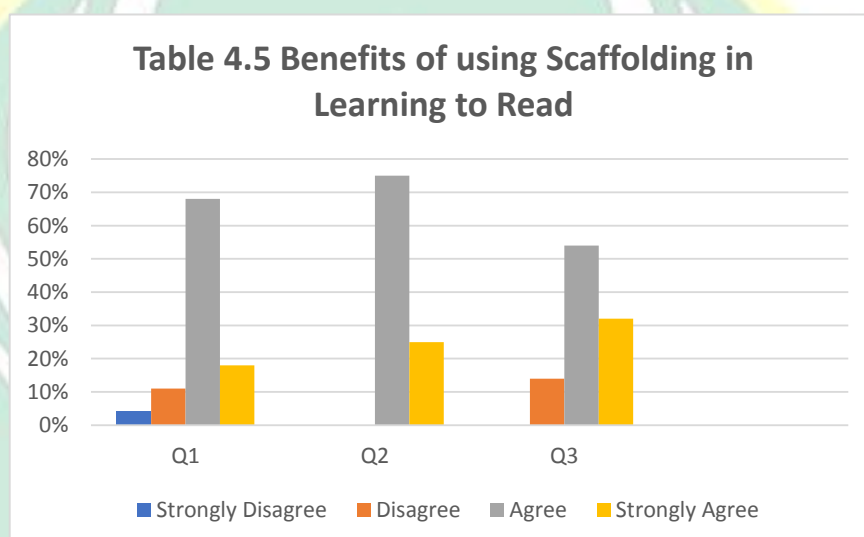
Table 4.4 reflects the benefits of scaffolding strategies in reading learning from the students' perspective. For further explanation of the three statements of the indicator above with the first statement which is "The support provided through the scaffolding strategy made me feel more confident in my reading ability". The results of the questionnaire showed that 86% of students thought that the scaffolding strategy encouraged by teacher 'S' helped increase their confidence. The scaffolding implemented by teacher 'S' includes various forms of assistance, such as direct instruction, guiding questions, and constructive feedback, all of which help students feel more capable in the learning process. With increased self-confidence, students are more likely to actively engage in learning

and try to understand more difficult texts, increasing their confidence.

With this approach encouraging and helping students to deal with more complex texts. With the second statement, "I enjoy learning to read more by using scaffolding strategies." The implementation of this scaffolding strategy where the teacher provides the use of examples that are relevant to everyday life and an approach that focuses on collaboration in groups can contribute to a positive learning experience until the results of this questionnaire show 100% with all 8-1 students totaling 28 children giving the opinion that an enjoyable learning experience is very important because it makes them enjoy learning more, easily digest what is conveyed by the teacher and they are more motivated to learn and improve their skills for example in making a recount text where the teacher gives a picture to be made into a recoun text with pleasure they accept the order.

Scaffolding strategies not only allow students to learn more effectively, but also make the process more interactive and interesting. For the third statement related to "There was an improvement in my reading ability after using the scaffolding strategy." where the student responses related to this statement showed a result of 86% that the majority of students felt the real benefits of the scaffolding approach. With the right support they felt more confident and motivated to learn further. This can conclude by showing that scaffolding strategy is not only beneficial academically, but also emotionally, building students' confidence in their reading ability. According to Hong and Nguyen (2019), the benefits of using scaffolding strategies in reading learning were comprehensively outlined.

5. Scaffolding strategies make it easier for students to understand the task

This indicator explores how much the scaffolding strategy helps students with tasks related to reading learning.

Table 4.6 Scaffolding Strategies Make it Easier for Student to Understand The Taks
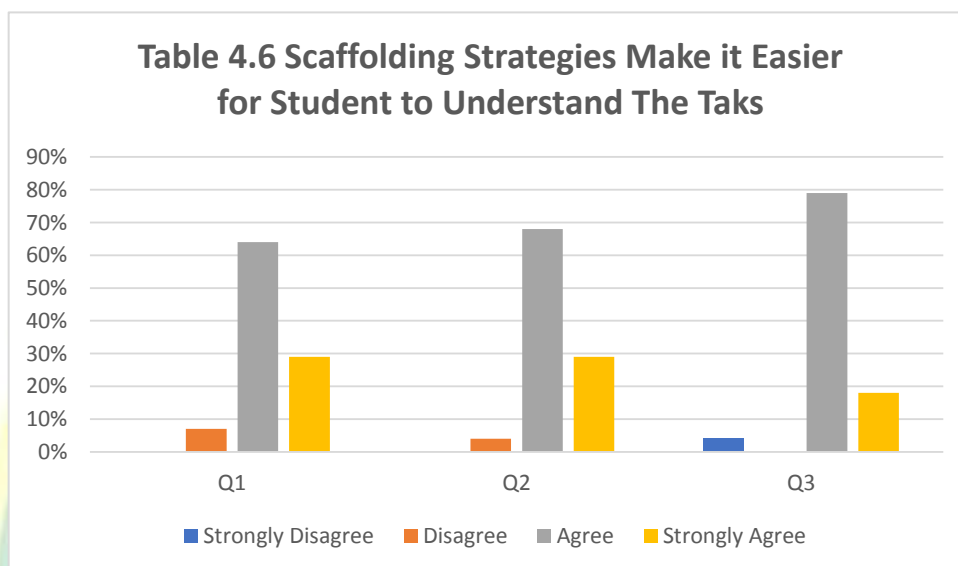
Table 4.6 The results of the last indicator concluded that by using scaffolding techniques, the complexity of the task can be managed, so that students can focus more on understanding the material rather than feeling overwhelmed. The first statement about "The scaffolding strategy helped me in the tasks given after reading to strengthen my understanding of the text." A significant majority 93% of students either agreed or strongly agreed that scaffolding strategies were beneficial in helping them understand the tasks related to the reading material. Where Teacher 'S' provides clear directions and presentation of material that is easy to understand, it makes working on assignments and guessing the questions given easy to understand and answer. In addition, the second statement explains "I found the reading tasks related to the material interesting and relevant using the scaffolding strategy." The high percentage (97%) of students who found the tasks interesting and relevant

suggests that scaffolding strategies not only aid comprehension but also make the learning process more engaging.

This aligns with the idea that scaffolding creates a supportive learning environment, fostering motivation and participation among students are given by teacher. And the last statement from this indicator related to "The use of scaffolding strategies that provide feedback on reading tasks helps me improve my comprehension skills." With a result of 97% around 27 students indicated that the feedback from the scaffolding strategy improved their comprehension ability. Which is where they receive feedback from the teacher well when the teacher implements this scaffolding strategy in a structured manner and provides questions that are relevant to what they have learned. This shows the importance of feedback in the scaffolding process, as it allows students to recognize progress and areas for improvement, thus enriching their overall learning experience. According to Smith et al (2021), scaffolding serves to provide the guidance needed to complete tasks more effectively. Through clear instructions and consistent feedback, students feel more confident and capable of completing tasks related to text comprehension.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data collections Research on the application of scaffolding strategies in reading learning at MTs Ma'arif NU 2 Cilongok, Banyumas resulted in several conclusions. First, teacher implemented scaffolding strategies through various techniques that include pre-reading, during-reading, and post-reading activities. Teachers use QAR (question answer relationship) techniques to demonstrate the thinking process and encourage students to be actively involved in discussions. This approach helped students' understanding of the text and make better their engagement in learning. Through discussion, reflection and feedback, students gradually build their knowledge and gain confidence in their reading skills. Secondly, students' have a positive perception of the scaffolding strategy. From the results of the questionnaire process, it appears that the implementation of scaffolding strategies by teachers is very beneficial in improving reading comprehension and active involvement of students. On average, more than 85% of students agreed or strongly agreed with statements related to various aspects of using scaffolding strategies, ranging from clear instructions, encouragement to participate, to increased understanding and confidence. This confirms that scaffolding strategies are effective in improving students' reading skills and learning experience. Students reported improvement in their reading skills, especially in understanding new vocabulary, summarizing main ideas, and relating the reading to their experiences, creating an enjoyable learning environment that encouraged further exploration of the material.

B. Limitation of The Study

Although this study provides important insights into the use of scaffolding strategies in reading instruction, there are several limitations that need to be considered. the first is from the Scope of Research, this study was only conducted in one location at MTs Ma'arif NU 2 Cilongok, which may not be able to represent conditions in other schools with different backgrounds. the second is from the Number of Participants, The number of participants in this study was limited so that it could affect the generalization of the research results. The results obtained may be different if conducted with a larger number of students or in different classes.

C. Suggestion

After conducting research and obtaining findings regarding the use of scaffolding strategies for teaching reading comprehension in class VIII MTs Ma'arif NU 2 Cilongok, Banyumas. The researcher gave some suggestions to teachers and other researchers.

1. For Teacher

It is suggested that teachers continue to apply and develop scaffolding strategies in reading instruction, by adjusting techniques and approaches based on students' needs. Professional training and collaboration among teachers are also highly recommended to share best practices.

2. For Other Researcher

Further research is recommended to be conducted in different locations and contexts, in order to gain a deeper understanding of the effects and application of scaffolding strategies in English language education. Future research could explore other techniques that can be used in conjunction with scaffolding, or consider other factors that may influence the effectiveness of teaching strategies in reading learning. This research is also expected to be a reference for teachers and researchers to continue to innovate and adapt in facing educational challenges in an ever-changing era.

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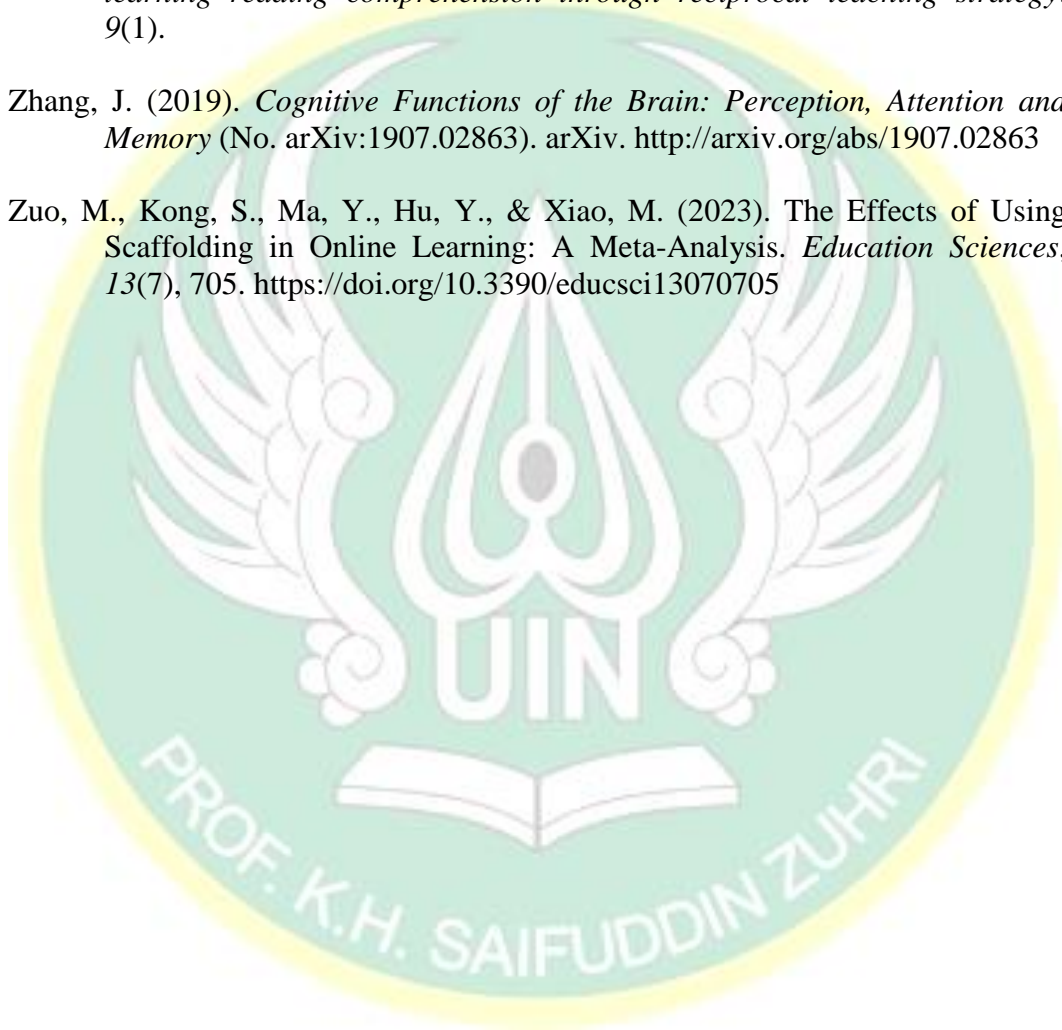
Appendix I Observation Checlist

OBSERVATIONS CHECKLIST

THE USE OF SCAFFOLDING STRATEGY FOR TEACHING READING COMPREHENSION IN 8TH GRADE OF MTS MA'ARIF NU 2 CILONGOK, BANYUMAS

Name   :

Teacher of :

Class   :

Date   :

No	Observed Aspects	Appears		Note
		Yes	No	
1	Identify learning objectives with scaffolding strategies.			
2	Selecting the theme/topic in learning to read through scaffolding strategies			
3	Aligning prior knowledge and materials using scaffolding strategies			
4	Implementation of scaffolding strategy			
5	The use of strategy scaffolding techniques			
6	Students actively participated in class			

	during reading comprehension with scaffolding strategy.			
7	Evaluation and feedback on students' reading comprehension after using the scaffolding strategy.			

Appendix II The Result of Observation Checklist

OBSERVATIONS CHECKLIST

THE USE OF SCAFFOLDING STRATEGY FOR TEACHING READING
COMPREHENSION IN 8TH GRADE OF MTS MA'ARIF NU 2 CILONGOK,
BANYUMAS

Name   : Susmiarti, S.Pd

Teacher of   : English Lesson

Class   : 8-1

Date   : 18 & 19 Februari 2025

No	Observed Aspects	Appears		Note
		Yes	No	
1	Identify learning objectives with scaffolding strategies.	✓		The teacher tells the students about learning objectives and what activities will be done in the class that day after reviewed the material that had been discussed.
2	Selecting the theme/topic in learning to read through scaffolding strategies	✓		The teacher tells the students what topic will be discussed by giving one sentence for the students to answer and guess.(Related to daily activities)
3	Aligning prior knowledge and materials using scaffolding strategies	✓		By asking questions and giving one sentence that has been provided to answer.
4	Implementation of scaffolding strategy	✓		The steps used in learning such as pree reading, during reading and after reading. Open questions and

				discussion to encourage students' activeness. Teacher also provide modeling and metacognitive to help students in learning.
5	The use of strategy scaffolding techniques	✓		The technique that teachers often apply to support the strategies used is QAR (question answer relationship) so that students play an active role in class.
6	Students actively participated in class during reading comprehension with scaffolding strategy.	✓		Not all but most of the students are active in reading activities, one of which is when the teacher asked the students to read, translate and guess the content of the reading.
7	Evaluation and feedback on students' reading comprehension after using the scaffolding strategy.	✓		The teacher reviews the questions that have been given by correcting the wrong answers and correcting the reading of a vocabulary.

Appendix III The Result of Observation Checklist

OBSERVATIONS CHECKLIST

THE USE OF SCAFFOLDING STRATEGY FOR TEACHING READING COMPREHENSION IN 8TH GRADE OF MTS MA'ARIF NU 2 CILONGOK, BANYUMAS

Name   : Susmiarti, S.Pd

Teacher of   : English Lesson

Class   : 8-1

Date   : 25 Februari 2025

No	Observed Aspects	Appears		Note
		Yes	No	
1	Identify learning objectives with scaffolding strategies.	✓		The teacher tells the students about learning objectives and what activities will be done in the class that day after reviewed the material that had been discussed.
2	Selecting the theme/topic in learning to read through scaffolding strategies	✓		The teacher tells the students what topic will be discussed by giving one sentence for the students to answer and guess.(Related to daily activities)
3	Aligning prior knowledge and materials using scaffolding strategies	✓		By asking questions and giving one sentence that has been provided to answer.
4	Implementation of scaffolding strategy	✓		The steps used in learning such as pree reading, during reading and after reading. Open questions and

				discussion to encourage students' activeness. Teacher also provide modeling and metacognitive to help students in learning.
5	The use of strategy scaffolding techniques	✓		The technique that teachers often apply to support the strategies used is QAR (question answer relationship) so that students play an active role in class and make a small group for discussion
6	Students actively participated in class during reading comprehension with scaffolding strategy.	✓		Not all but most of the students are active in reading activities, one of which is when the teacher asked the students to read, translate and guess the content of the reading.
7	Evaluation and feedback on students' reading comprehension after using the scaffolding strategy.	✓		The teacher reviews the questions that have been given by correcting the wrong answers and correcting the reading of a vocabulary.

Appendix IV Teacher Interview Guidlines

INTERVIEW GUIDELINES

THE USE OF SCAFFOLDING STRATEGY FOR TEACHING READING COMPREHENSION IN 8TH GRADE OF MTS MA'ARIF NU 2 CILONGOK, BANYUMAS

A. **Respondent Data**

Name   :

Teacher of   :

Date   :

Place   :

B. **The List of Question for Teacher**

1. Bagaimana pengalaman Ibu dalam mengajar membaca kepada siswa kelas 8?

2. Apa pemahaman Ibu sendiri tentang strategi scaffolding dalam pengajaran membaca?

3. Bagaimana Ibu menginformasikan tujuan pembelajaran ini kepada siswa agar mereka memahaminya dengan jelas?

4. Dalam pengalaman Ibu, seberapa efektif tujuan pembelajaran yang diarahkan melalui scaffolding dalam meningkatkan pemahaman membaca siswa?

5. Apa pertimbangan utama Ibu dalam memilih tema atau topik yang akan diajarkan dengan menggunakan strategi scaffolding?

6. Bagaimana tema atau topik yang dipilih mendukung penerapan teknik scaffolding dalam membaca?

7. Apa langkah-langkah yang Ibu ambil untuk menyelaraskan materi pembelajaran dengan pengetahuan awal siswa?

8. Bagaimana Ibu mengevaluasi pengetahuan awal siswa sebelum memulai pembelajaran menggunakan strategi scaffolding?

9. Bagaimana Ibu menerapkan strategi scaffolding dalam pengajaran membaca di kelas?

10. Dapatkah Ibu memberikan contoh konkret dari kegiatan pembelajaran yang menggunakan strategi scaffolding?

11. Teknik scaffolding apa yang paling sering Ibu gunakan?

12. Bagaimana Ibu menyesuaikan strategi scaffolding untuk memenuhi kebutuhan siswa yang berbeda?

13. Apakah Ibu melihat perubahan dalam kemampuan membaca siswa setelah menerapkan strategi ini? Jika ya, bisa dijelaskan?

14. Apa metode yang Ibu gunakan untuk mendorong partisipasi aktif siswa dalam kelas saat menggunakan strategi scaffolding?

15. Bagaimana Ibu melakukan evaluasi terhadap pemahaman membaca siswa setelah menggunakan strategi scaffolding?

16. Jenis umpan balik apa yang Ibu berikan kepada siswa untuk meningkatkan pemahaman mereka setelah pembelajaran?

Appendix V The Result of Teacher Interview

INTERVIEW GUIDELINES

THE USE OF SCAFFOLDING STRATEGY FOR TEACHING READING
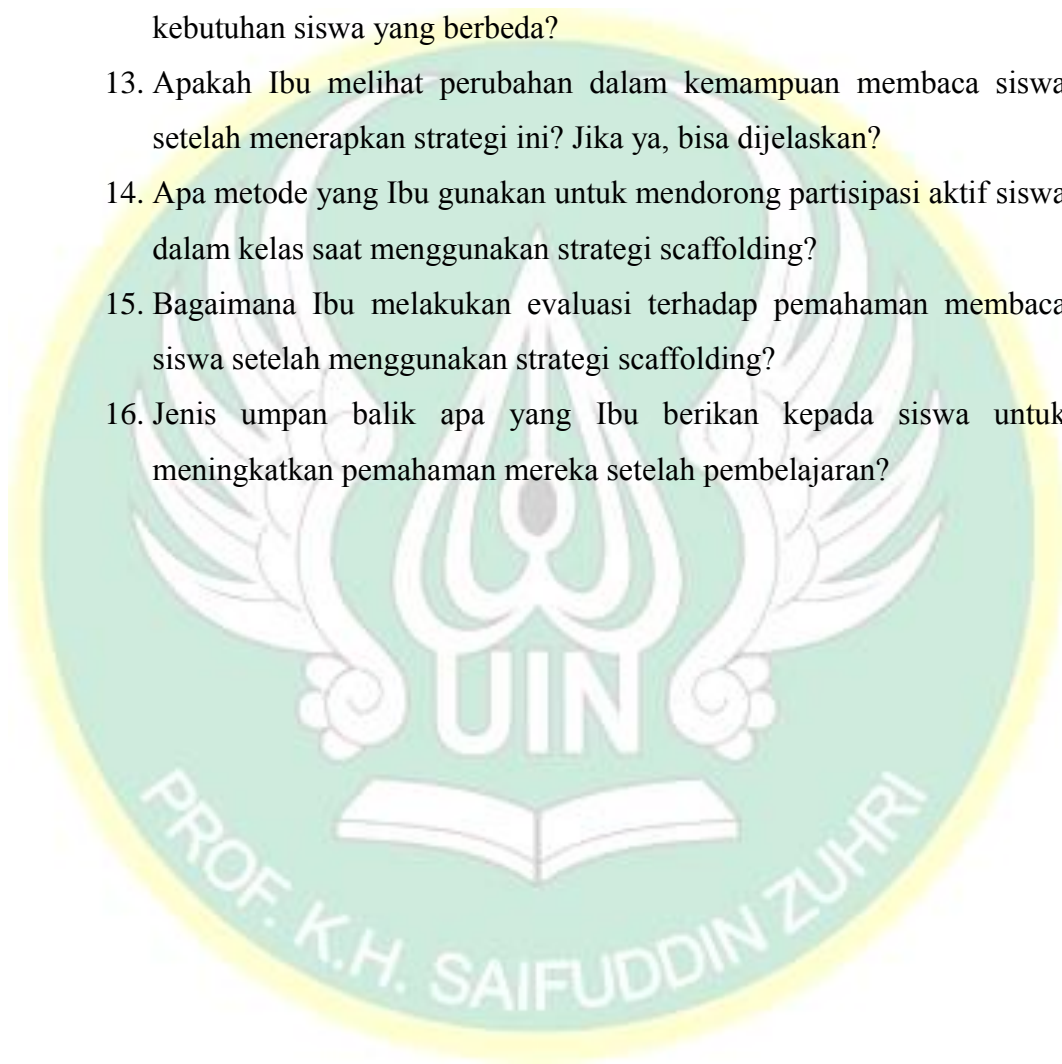COMPREHENSION IN 8TH GRADE OF MTS MA'ARIF NU 2 CILONGOK,
BANYUMAS

C. **Respondent Data**

 Name   : Susmiarti, S.Pd

 Teacher of : English Lesson

 Date   : 19Februari 2025

 Place   : MTS Ma'arif NU 2 Cilongok, Banyumas

D. **The List of Question for Teacher**

1. **Bagaimana pengalaman Ibu dalam mengajar membaca kepada siswa kelas 8?**

 "Pengalaman saya dalam mengajar membaca sangat positif . Saya merasa siswa itu antusias ketika menghadapi materi yang hubungannya dengan teks membaca. Dan mereka mengalami kemajuan yang cukup signifikan dalam kemampuan membaca mereka setelah menerapkan strategi yang saya terapkan"

2. **Apa pemahaman Ibu sendiri tentang strategi scaffolding dalam pengajaran membaca?**

 "Yang saya tau strategi scaffolding adalah pendekatan yang memberikan dukungan bertahap kepada siswa saat mereka belajar membaca. Ini mencakup memberikan petunjuk, bahanbacaan yang sesuai, serta membantu mereka memahami teks secara bertahap sehingga mereka dapat mandiri dalam memahami bacaan."

3. **Bagaimana Ibu menginformasikan tujuan pembelajaran ini kepada siswa agar mereka memahaminya dengan jelas?**

"Untuk tujuan pembelajaran, saya biasanya memberitahukan atau menginformasikan itu di awal pembelajaran, sebelum kita masuk materi baru atau kompetensi baru. Itu saya memberitahukan dulu tujuannya apa, kemudian saya kaitkan dengan pengalaman sehari-hari. Jadi misalnya tujuan materi recount text, berarti tujuannya kan bisa membuat teks recount. Teks recount kan untuk kehidupan sehari-hari yang sudah dilakukan.Terus memberi contoh tentang materi yang sesuai dengan kehidupan sehari-hari siswa."

4. **Dalam pengalaman Ibu, seberapa efektif tujuan pembelajaran yang diarahkan melalui scaffolding dalam meningkatkan pemahaman membaca siswa?**

" Selam saya mengajar sejauh ini saya menemukan bahwa tujuan pembelajaran yang diarahkan melalui scaffolding sangat efektif. Dengana adanya Siswa menunjukkan peningkatan dalam kemampuan membaca dan kepercayaan diri mereka dalam memahami teks yang lebih kompleks."

5. **Apa pertimbangan utama Ibu dalam memilih tema atau topik yang akan diajarkan dengan menggunakan strategi scaffolding?**

"Pertimbangan utama saya, relevansi topik dengan kehidupan siswa, sesuai dengan curriculum dan tingkat kesulitan yang dapat mereka hadapi itu yang saya pertimbangkan. Juga minat siswa untuk meningkatkan keterlibatan mereka."

6. **Bagaimana tema atau topik yang dipilih mendukung penerapan teknik scaffolding dalam membaca?**

"Biasanya temanya itu teks, karena dapat dipecah menjadi bagian-bagian kecil yang mudah dipahami, dan mencampur konteks yang

familiar bagi siswa. Sehingga nantinya mereka itu mudah untuk melihatkan pengetahuan baru dengan yang sudah ada."

7. **Apa langkah-langkah yang Ibu ambil untuk menyelaraskan materi pembelajaran dengan pengetahuan awal siswa?**

"Saya biasanya melakukan pre-test untuk mengetahui pengetahuan awal siswa dulu di awal, kemudian mendengarkan diskusi kelompok sebelumnya, dan menyesuaikan materi pembelajaran berdasarkan hasil identifikasi dari pre-test tersebut Sehingga saya nanti memberikan sesuatu yang lebih relevan bagi mereka."

8. **Bagaimana Ibu mengevaluasi pengetahuan awal siswa sebelum memulai pembelajaran menggunakan strategi scaffolding?**

"Biasanya saya menggunakan quiz singkat, tanya jawab, diskusi kelompok, atau mungkin mengevaluasi atau menanyakan tentang pengetahuan awal siswa. Menurut saya pendekatan ini memberikan gambaran yang jelas banget tentang apa yang sudah mereka tahu dan apa yang perlu diperkuat atau apa yang belum tahu."

9. **Bagaimana Ibu menerapkan strategi scaffolding dalam pengajaran membaca di kelas?**

"Biasanya saya menerapkan strategi Scaffolding dengan memberi instruksi tahap, seperti mulai dari membaca bersama, memberikan petunjuk khusus, dan menyediakan questionnaire atau catatannya untuk membantu siswa memahami isi bacaan."

10. **Dapatkah Ibu memberikan contoh konkret dari kegiatan pembelajaran yang menggunakan strategi scaffolding?**

"Contoh konkretnya itu, saya melakukan pembacaan teks dengan siswa bersama, kemudian saya memodifikasi teks dengan menjadikannya lebih sederhana, menjelaskan kosa kata sulit yang

mereka tidak tahu, lalu baru meminta siswa untuk membaca kembali dengan dindingan saya."

11. **Teknik scaffolding apa yang paling sering Ibu gunakan?**

"Biasanya yang sering saya gunakan itu QAR, Question Answer, Relationship, and Think Aloud.Strategi itu biasanya menunjukkan siswa bagaimana berpikir saat membaca, serta menggunakan pertanyaan terbuka, sehingga mendorong diskusi dan refleksi."

12. **Bagaimana Ibu menyesuaikan strategi scaffolding untuk memenuhi kebutuhan siswa yang berbeda?**

"Biasanya saya menyesuaikan strategi dengan memperhatikan berbagai tingkat membaca siswa. Ini bisa mencampur memberikan teks dengan tingkat kesulitan yang berbeda pada siswa, atau memberikan dukungan tambahan kepada siswa yang mengalami kesulitan."

13. **Apakah Ibu melihat perubahan dalam kemampuan membaca siswa setelah menerapkan strategi ini? Jika ya, bisa dijelaskan?**

"Saya melihat perubahan yang cukup nyata dalam kemampuan membaca siswa. Banyak siswa yang dulunya itu kesulitan, sekarang lebih bersedia, terus mampu menganalisa dan memahami teks dengan lebih baik, terus menunjukkan peningkatan dalam keterampilan membaca mereka."

14. **Apa metode yang Ibu gunakan untuk mendorong partisipasi aktif siswa dalam kelas saat menggunakan strategi scaffolding?**

"Biasanya saya menggunakan metode diskusi kelompok dan memberikan pertanyaan yang mendorong mereka untuk berkomunikasi dan berkolaborasi antar siswa. Sehingga nantinya mereka aktif

berkontribusi atau mungkin bertukar ide mengenai materi yang sedang dibahas dan dibelajari."

15. **Bagaimana Ibu melakukan evaluasi terhadap pemahaman membaca siswa setelah menggunakan strategi scaffolding?**

"Saya menggunakan kombinasi kuis, terus penugasan membaca, serta observasi langsung saat siswa berdiskusi. Biasanya ini memberikan gambaran menyeluruh mengenai pemahaman mereka."

16. **Jenis umpan balik apa yang Ibu berikan kepada siswa untuk meningkatkan pemahaman mereka setelah pembelajaran?**

"Saya memberikan umpan balik yang positif, misalnya dengan mengoreksi dengan memberikan saran, perbaikan, terus umpan balik yang konstruktif juga, membantu siswa mengetahui area mana yang perlu ditingkatkan, sambil saya tetap memotivasi mereka untuk belajar lebih lanjut."

Appendix VI The Indicator of Questionnaire

The Indicators of Students'Questionnaire

Variable	Aspect	Indicators	Item Number	Total Item
Students Responses to teacher strategy using scaffolding strategy for teaching reading comprehension (Muzammil & Saifullah, (2021)	Students Responses	6. Teacher Strategies Using Scaffolding Strategies to Teach Reading Comprehension (Suryani et al., 2023)	1,2,3	3
		7. Students Responses to Teacher use scaffolding strategy in teching reading During the Class (Nisa et al., 2020)	4,5,6	3
		8. Scaffolding strategies provide students understanding of the text (Rojas 2019)	7,8,9	3
		9. Benefits of Using Scaffolding Strategies in Learning to Read	10,11,12	3

		(Hong&Nguyen 2019).		
		10. Scaffolding strategies make it easier for students to understand the task (Smith et al., 2021)	13,14,15	3

Appendix VII The Questinnaire for Students

KUISIONER PENELITIAN SKRIPSI

Nama   :

Kelas   :

Tanggal   :

- Pengantar:

  Tujuan dari kuesioner ini adalah untuk mengetahui tanggapan siswa terhadap strategi scaffolding yang digunakan oleh guru untuk membantu siswa memahami cara membaca. Ini juga bertujuan untuk mengetahui bagaimana pemahaman membaca dapat dipertahankan selama pembelajaran berlangsung. Semua informasi yang Anda berikan tentang kuesioner ini tidak akan diketahui oleh orang lain. Setiap data dan tanggapan akan digunakan hanya untuk melanjutkan penelitian skripsi ini.

- Petunjuk:

  1. Tulislah nama, kelas dan tanggal di tempat yang telah disediakan!

  2. Berilah tanda checklist (✔) pada skala untuk menunjukkan tingkat persetujuan Anda terhadap pernyataan di bawah ini, di mana dengan keterangan:

     STS(1)   = Sangat Tidak Setuju

     TS (2)   = Tidak Setuju

     S (3)   = Setuju

     SS(4)   = Sangat Setuju

  3. Jawablah peryataan di bawah ini dengan jujur sesuai dengan keadaan yang sebenarnya terjadi!

  4. Jawaban Anda tidak akan berpengaruh terhadap nilai mata pelajaran Bahasa Inggris dan Anda tidak diperkenankan untuk

bekerja sama dengan siswa lain ketika menjawab peryataan di bawah ini!

No	Peryataan	Pilihan			
		STS	TS	S	SS
1	Saya merasa guru memberikan instruksi yang jelas ketika menggunakan strategi scaffolding dalam pelajaran membaca.				
2	Saya merasa guru mendorong saya untuk mengajukan pertanyaan dan mengekspresikan pikiran saya saat membaca.				
3	Saya merasa guru secara efektif menggunakan berbagai teknik scaffolding (pertanyaan) selama pelajaran membaca.				
4	Saya merasa terlibat dan termotivasi ketika guru menggunakan strategi scaffolding di kelas.				
5	Saya berpartisipasi aktif dalam diskusi kelas ketika strategi scaffolding diterapkan.				
6	Saya merasa lebih mudah untuk berbagi ide dan pendapat selama kegiatan membaca Ketika guru menggunakan scaffolding strategi.				
7	Strategi scaffolding membantu saya memahami materi bacaan dengan lebih baik.				
8	Saya merasa lebih mudah merangkum ide-ide utama teks setelah menggunakan				

	strategi scaffolding.				
9	Strategi scaffolding membantu saya menghubungkan antara teks dan pengetahuan saya sebelumnya.				
10	Dukungan yang diberikan melalui strategi scaffolding membuat saya merasa lebih percaya diri dengan kemampuan membaca saya.				
11	Saya lebih menikmati belajar membaca dengan menggunakan strategi scaffolding.				
12	Ada peningkatan dalam kemampuan membaca saya setelah menggunakan strategi scaffolding.				
13	Strategi scaffolding membantu saya dalam tugas-tugas yang diberikan setelah membaca untuk memperkuat pemahaman saya terhadap teks.				
14	Saya merasa tugas-tugas membaca yang berkaitan dengan materi menarik dan relevan dengan menggunakan strategi scaffolding.				
15	Penggunaan strategi scaffolding yang memberikan umpan balik pada tugas membaca membantu saya meningkatkan kemampuan pemahaman saya.				

Appendix VIII The Result of Questionnaire for Student

The Result of Questionnaire

No	Peryataan	Pilihan							
		STS		TS		S		SS	
1	Saya merasa guru memberikan instruksi yang jelas ketika menggunakan strategi scaffolding dalam pelajaran membaca.	0	0%	0	0%	19	68%	9	32%
2	Saya merasa guru mendorong saya untuk mengajukan pertanyaan dan mengekspresikan pikiran saya saat membaca.	0	0%	2	7%	20	71%	6	21%
3	Saya merasa guru secara efektif menggunakan berbagai teknik scaffolding (pertanyaan) selama pelajaran membaca.	0	0%	1	4%	21	75%	6	21%
4	Saya merasa terlibat dan termotivasi ketika guru menggunakan strategi scaffolding	0	0%	0	0%	25	89%	3	11%

	di kelas.							
5	Saya berpartisipasi aktif dalam diskusi kelas ketika strategi scaffolding diterapkan.	0	0%	4	14%	18	64%	6	21%
6	Saya merasa lebih mudah untuk berbagi ide dan pendapat selama kegiatan membaca Ketika guru menggunakan scaffolding strategi.	0	0%	2	7%	21	75%	5	18%
7	Strategi scaffolding membantu saya memahami materi bacaan dengan lebih baik.	0	0%	1	4%	9	32%	18	64%
8	Saya merasa lebih mudah merangkum ide-ide utama teks setelah menggunakan strategi scaffolding.	0	0%	2	7%	21	75%	5	18%
9	Strategi scaffolding membantu saya menghubungkan antara teks dan pengetahuan saya	0	0%	1	4%	17	61%	10	36%

No	Pernyataan							
	sebelumnya.								
10	Dukungan yang diberikan melalui strategi scaffolding membuat saya merasa lebih percaya diri dengan kemampuan membaca saya.	1	4%	3	11%	19	68%	5	18%
11	Saya lebih menikmati belajar membaca dengan menggunakan strategi scaffolding.	0	0%	0	0%	21	75%	7	25%
12	Ada peningkatan dalam kemampuan membaca saya setelah menggunakan strategi scaffolding.	0	0%	4	14%	15	54%	9	32%
13	Strategi scaffolding membantu saya dalam tugas-tugas yang diberikan setelah membaca untuk memperkuat pemahaman saya terhadap teks.	0	0%	2	7%	18	64%	8	29%
14	Saya merasa tugas-tugas membaca yang	0	0%	1	4%	19	68%	8	29%

	berkaitan dengan materi menarik dan relevan dengan menggunakan strategi scaffolding.							
15	Penggunaan strategi scaffolding yang memberikan umpan balik pada tugas membaca membantu saya meningkatkan kemampuan pemahaman saya.	1	4%	0	0%	22	79%	5	18%

Appendix IX Documentations

Obsevation in Class 8-1 on Tuesday, February 18, 2025

Obsevation in Class 8-1 on Rabu February 19, 2025

Obsevation in Class 8-1 on Selasa February 25, 2025

Appendix X Teacher Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan　　　　: MTs Ma'arif NU 2 Cilongok

Mata Pelajaran　　　　　: Bahasa Inggris

Materi Pokok　　　　　: ***Recount Text***

Kelas/Semester　　　　　: VIII/Genap

Tahun Pelajaran　　　　: 2021/2022

Alokasi Waktu　　　　　: 4 JP (2 Pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung,menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Mengidentifikasi kosa kata (*Vocabulary*) terkait teks personal recount lisan dan tulis (C1) 3.11.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks personal recount lisan dan tulis (C2)
4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4. 11. 1 Menganalisa teks berbentuk recount tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan (C4) 4.11. 2 Membuat teks recount tulis dan lisan, sangat pendek, dan sederhana, terkait pengalaman pribadi di waktu lampau (C6)

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran dengan metode ceramah, diskusi, tanya jawab dan penugasan peserta didik dapat:

1. Mengidentifikasi kosakata terkait teks personal recount tulis dan lisan dengan tepat
2. Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks recount dengan benar
3. Menganalisa dua teks recount tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar
4. Membuat teks recount tulis, sangat pendek, dan sederhana, terkait pengalaman pribadi di waktu lampau dengan benar

D. MATERI PEMBELAJARAN

- Fakta: Teks recount tentang pengalaman pribadi
- Konseptual:

  fungsi sosial: to retell past event
- Prosedural:

  Struktur teks:
  - Orientation
  - Events
  - Re-orientation
- Metakognitif; informasi penting yang tertulis dalam teks recount

E. METODE PEMBELAJARAN

1. Pendekatan   : *Scaffolding*

2. Model   : *Genre-Based Learning / Text-Based Instruction*

3. Metode   : Ceramah, diskusi, tanya jawab dan penugasan

F. MEDIA, ALAT DAN SUMBER BELAJAR

1) Media / Alat/ Bahan

✓ Media   **:** video

✓ Alat   : Komputer/Laptop, papan tulis, spidol

✓ Bahan : PPT dan LKPD

2) Sumber Belajar

✓ Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell,* Kementerian Pendidikan dan Kebudayaan, Jakarta :2014

✓ Erlangga. 2017. Bahasa inggris Bright An English/SMP/Mts Kelas VIII. Jakarta: PT.Gelora Aksara Pratama

G. KEGIATAN PEMBELAJARAN

Pertemuan Pertama: 2 JP (2 X 30 menit)

Kegiatan Pendahuluan (5 Menit)	
❖ Guru menyapa peserta didik dengan salam pembuka ❖ Guru mengecek kehadiran peserta didik dan memastikan kesiapan peserta didik ❖ Guru mengajak peserta didik untuk berdoa sebelum pembelajaran dimulai ❖ Guru memberikan motivasi dan menyampaikan pentingnya materi yang akan dipelajari ❖ Guru mengaitkan materi /tema kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik ❖ Guru menyampaikan tujuan pembelajaran untuk pertemuan hari ini	
Kegiatan Inti (50 menit)	
Building Knowledge of The Field	❖ Peserta didik diminta untuk mengamati gambar tentang tempat wisata ❖ Peserta didik bersama guru melakukan

	tanya jawab terkait gambar yang disediakan
	❖ Peserta didik diminta untuk mengamati video yang diberikan oleh guru lewat *slides* PPT
	❖ Peserta didik mencocokkan kata sulit yang ada dalam video dengan gambar yang ada dalam LKPD
	❖ Peserta didik bersama guru melakukan tanya jawab terkait video yang disediakan *(critical thinking)*
	❖ Guru bersama peserta didik menyimpulkan definisi dari *recount text*
Modelling of Text	❖ Peserta didik membaca dan mengamati teks yang diberikan oleh guru di *slides* PPT. **(kegiatan literasi)**
	❖ Peserta didik diminta untuk menemukan arti kata-kata sulit yang ada dalam teks.
	❖ Peserta didik bersama guru mebahas teks *recount* tulis terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan
	❖ Peserta didik diberi pertanyaan yang berkaitan dengan teks yang dibahas
	❖ Peserta didik bersama guru membahas jawaban dari pertanyaan yang ada dalam teks
Kegiatan Penutup (5 menit)	
❖ Peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami	
❖ Guru dan peserta didik membuat kesimpulan tentang hal-hal	

yang dipelajari

❖ Guru bersama siswa melakukan refleksi terhadap kegiatan pembelajaran.

❖ Guru menginformasikan rencana kegiatan pembelajaran berikutnya dengan meminta peserta didik bekerja berpasangan untuk mengerjakan tugas yang ada di LKPD

❖ Guru mengakhiri kegiatan pembelajaran dengan berdoa dan salam

Pertemuan Kedua : 2 JP (2 X 30 menit)

Kegiatan Pendahuluan (5 Menit)
❖ Guru menyapa peserta didik dengan salam pembuka ❖ Guru mengecek kehadiran peserta didik dan memastikan kesiapan peserta didik ❖ Guru mengajak peserta didik untuk berdoa sebelum pembelajaran dimulai ❖ Guru mereview materi dan tugas di pertemuan sebelumnya ❖ Guru menyampaikan tujuan pembelajaran untuk pertemuan hari ini

Kegiatan Inti (50 menit)	
Joint Construction of The Text	❖ Guru meminta peserta didik untuk bekerja sama dalam kelompok yang terdiri dari lima sampai enam anggota *(collaboration)* ❖ Guru memberikan sebuah amplop berisi kalimat acak untuk dicocokkan dengan gambar yang berada dalam LKPD, tiap kelompok mendapatkan teks yang berbeda-beda. ❖ Tiap-tiap kelompok bekerja sama menyusun kalimat dengan

	mencocokannya dengan gambar yang tepat
	❖ Peserta didik diminta untuk menganalisa teks tersebut dengan cara mengisi tabel yang sudah disediakan
	❖ Guru meminta perwakilan tiap kelompok untuk maju dan mempresentasikan hasil kerjanya *(communication)*
	❖ Guru meminta kelompok lain untuk menanggapi hasil kerja temannya
	❖ Peserta didik menerima umpan balik dan penguatan tentang hal yang dipresentasikan
Independent Construction of The Text	❖ Guru meminta peserta didik untuk bekerja secara mandiri membuat teks recount dengan langkah-langkah yang ada di LKPD *(creativity)*
	❖ Peserta didik dengan bimbingan guru memilih dan menentukan topik dari teks recount yang akan mereka tulis
	❖ Dengan bimbingan guru peserta didik menuliskan pointer-pointer informasi dari teks recount yang akan mereka tulis dengan bantuan *recount writing frame* yang ada di LKPD
	❖ Pada tahap ini peserta didik mengembangkan setiap pointer menjadi kalimat atau paragraf
	❖ Peserta didik diminta untuk membaca ulang draf yang sudah mereka buat dan merevisi kembali agar menjadi lebih baik

	meliputi struktur dan unsur kebahasaan teks
Kegiatan Penutup (5 menit)	
❖ Peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami ❖ Guru dan peserta didik membuat kesimpulan tentang hal-hal yang dipelajari ❖ Guru bersama peserta didik melakukan refleksi terhadap kegiatan pembelajaran. ❖ Guru menginformasikan rencana kegiatan pembelajaran berikutnya ❖ Guru mengakhiri kegiatan pembelajaran dengan berdoa dan salam	

H. PENILAIAN

1. Sikap

No.	Teknik	Bentuk Instrumen	Instrumen Penilaian	Waktu Pelaksanaan	Keterangan
1	Observasi	Jurnal	Lihat Lampiran	Saat pembelajaran berlangsung	Penilaian untuk *learning*)

2. Pengetahuan

No.	Teknik	Bentuk Instrumen	Instrumen Penilaian	Waktu Pelaksanaan	Keterangan
1	Tulis	Menjawab pertanyaan berupa pilihan ganda	Lihat Lampiran	Setelah pembelajaran selesai	Penilaian dari pembelajaran (*assessment of learning*)

3. Keterampilan

No.	Teknik	Bentuk Instrumen	Instrumen Penilaian	Waktu Pelaksanaan	Keterangan
1	Unjuk kerja	Tugas (keterampilan menulis)	Lihat Lampiran	Saat pembelajaran berlangsung	Penilaian untuk, sebagai, dan/atau pencapaian pembelajaran (*assessment for learning*)

Mengetahui   Cilongok,   Januari 2022
Kepala MTs Ma'arif NU 2 Cilongok   Guru Mata Pelajaran

H.NADLIR, S.Pd.I, M.Pd   **SUSMIARTI, S. P**

Appendix XII Thesis Research Certificate From The School

LEMBAGA PENDIDIKAN MA'ARIF NU PCNU KAB. BANYUMAS
MTs MA'ARIF NU 2 CILONGOK
Alamat: Jl. Cileweng Desa Panembangan 53162 (0281) 656003
Email: mtsmaarifcilongok@gmail.com Website: mtsmanudacilongok.sch.id

SURAT KETERANGAN
Nomor : 72/LPM/33.08/MTs-09/E/XI/2024

Yang bertanda tangan di bawah ini Kepala MTs Ma'arif NU 2 Cilongok, dengan ini menerangkan dengan sebenarnya bahwa mahasiswa Universitas Negeri Islam Prof K.H Saifudin Zuhri Purwokerto di bawah ini:

Nama : Pipih Sofiah

NIM : 214110404123

Semester : 7 (Tujuh)

Fakultas / Program Studi : Pendidikan Bahasa Inggris

Yang bersangkutan telah melakukan Observasi Pendahuluan untuk keperluan penyusunan skripsi di MTs Ma'arif NU 2 tanggal 03 – 17 September 2024.

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.

Cilongok, 01 November 2024
Kepala Madrasah,

H. NADLIR S.Pd.I., M.Pd.

Appendix XIII Thesis Reseacrh Certificate From The University

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor   : B.m.3573/Un.19/D.FTIK/PP.05.3/09/2024   02 September 2024
Lamp.   : -
Hal   : **Permohonan Ijin Observasi Pendahuluan**

Kepada
Yth. KEPALA MTS MA'ARIF NU 2 CILONGOK
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama   : Pipih Sofiah
2. NIM   : 214110404123
3. Semester   : 7 (Tujuh)
4. Jurusan / Prodi   : Tadris Bahasa Inggris
5. Tahun Akademik   : 2024/2025

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek   : Observasi untuk seminar proposal terkait THE TEACHER STRATEGIES FOR TEACHING READING COMPREHENSION IN 8TH GRADE MTS MA'ARIF NU 2 CILONGOK
2. Tempat / Lokasi   : MTS MA'ARIF NU 2 CILONGOK
3. Tanggal Observasi : 03-09-2024 s.d 17-09-2024

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Appendix XIV Curiculum Vitae

Curiculum Vitae

A. Personal Identify
1. Name   : Pipih Sofiah
2. Student Number : 214110404123
3. Gender   : Female
4. Address   : Gang H Mansyur, RT.3/RW.6, Kampung Tajurhalang, Karangtengah (Rumah mba sayur), KAB. CIANJUR, KARANGTENGAH, JAWA BARAT, ID, 43281
5. Email   : 214110404123@mhs.uinsaizu.ac.id
6. Father's Name   : Ujang Syafrudin
7. Mother's Name   : Karmiyati

B. Educational Background
1. TK   : TK Baitul Al-Qur'an
2. SD/MI   : SDN Sukamanah
3. SMP/MTS   : Pondok Modern Darussalam Gontor Putri Kampus 3
4. SMA/MA   : Pondok Modern Darussalam Gontor Putri Kampus 3

C. Organizational Experience
1. 2017-2018   : Language Committee of Syanggit Building Gontor Putri 3
2. 2018-2019   : Vice Chairman of the Waqf Section Class of 2019 Gontor Putri 3
3. 2019-2020   : Head of Girls' Boarding School As-sakinah Majalengka
4. 2020-2021   : Head of Girls' Boarding School Al-Kautsar Cianjur
5. 2021-2022   : Member of PMII

Purwokerto, March 19, 2025

Pipih Sofiah
S.N 214110404123

Appendix XV Students' Transcript

UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI
PURWOKERTO

Jl. A. Yani No.40A, Karanganjing, Purwanegara, Kec. Purwokerto Utara, Kab. Banyumas, JawaTengah
Website : www.uinsaizu.ac.id / Email : akademik@uinsaizu.ac.id / Telepon : (0281) 635624

TRANSKRIP SEMENTARA

Program Studi	: Tadris Bahasa Inggris		
NIM	: 214110404123	Jenjang Pendidikan	: Strata Satu
Tempat Lahir	: CIANJUR	Nama	: PIPIH SOFIAH
Tanggal Lahir	: 19 Desember 2000	Tahun Masuk	: 2021

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
1	TBI 61101	Listening for Daily Communication	A	4.00	2	8
2	TBI 61104	Literal Reading	B-	2.60	2	5.2
3	TBI 61107	Speaking for Daily Communication	B+	3.30	2	6.6
4	TBI 61110	Sentence-based Writing	A	4.00	2	8
5	TBI 61113	Basic English Grammar	A	4.00	2	8
6	TBI 61116	English Phonology and Phonetics	A-	3.60	2	7.2
7	MKU 61102	Bahasa Arab	A	4.00	2	8
8	TBI 61102	Transactional Listening	A	4.00	2	8
9	TBI 61105	Interpretive Reading	C+	2.30	2	4.6
10	TBI 61108	Transactional Speaking	A	4.00	2	8
11	TBI 61111	Paragraph-based Writing	B	3.00	2	6
12	TBI 61114	Intermediate English Grammar	A	4.00	2	8
13	TBI 61117	Pronunciation Practices	A-	3.60	2	7.2
14	TIK 61102	Dasar-Dasar dan Teori Pendidikan	A	4.00	2	8
15	TIK 61113	Literasi Media	B+	3.30	2	6.6
16	MKU 61104	Bahasa Inggris	A	4.00	2	8
17	MKU 61105	Ulumul Qur`an	B	3.00	2	6
18	TBI 61103	Listening for Academic Purposes	B-	2.60	2	5.2
19	TBI 61106	Critical Reading	A-	3.60	2	7.2
20	TBI 61109	Speaking for Academic Purposes	A	4.00	2	8
21	TBI 61112	Academic Writing	B+	3.30	2	6.6
22	TBI 61115	Advanced English Grammar	A	4.00	2	8
23	TBI 61118	Introduction to Linguistics	A-	3.60	2	7.2
24	TBI 61119	Theories of Translating and Interpreting	A-	3.60	2	7.2
25	TIK 61103	Ilmu Pendidikan Islam	A-	3.60	2	7.2
26	TIK 61105	Psikologi Perkembangan Peserta Didik	B	3.00	2	6
27	MKU 61107	Ilmu Kalam	A	4.00	2	8
28	MKU 61109	Fikih	A-	3.60	2	7.2
29	MKU 61110	Sejarah Kebudayaan Islam dan Lokal	A	4.00	2	8
30	MKU 61111	Ushul Fikih	A-	3.60	2	7.2
31	MKU 61113	Filsafat Ilmu	A-	3.60	2	7.2

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
32	TBI 61120	Translation Practices	A	4.00	2	8
33	TBI 61121	Introduction to Literature	A-	3.60	2	7.2
34	TBI 61123	Teaching English as Foreign Language	A	4.00	2	8
35	TBI 61124	Developing Material Design for English	A-	3.60	2	7.2
36	TBI 61125	Instructional Media for English	A	4.00	2	8
37	TBI 61126	Language Testing & Evaluation	A	4.00	2	8
38	TIK 61107	Pengembangan Kurikulum	A	4.00	2	8
39	TIK 61109	Teknologi Pendidikan	A	4.00	2	8
40	TIK 61111	Statistika Pendidikan	B-	2.60	2	5.2
41	MKU 61108	Ilmu Akhlak dan Tasawuf	A	4.00	2	8
42	MKU 61112	Metodologi Studi Islam	A	4.00	2	8
43	TBI 61122	Cross Cultural Understanding	A	4.00	2	8
44	TBI 61127	Technology Enhanced Language Learning	A	4.00	2	8
45	TBI 61128	Innovative Learning on ELT	A	4.00	2	8
46	TBI 61130	Sociolinguistics	A	4.00	2	8
47	TBI 61131	Seminar Proposal	A	4.00	2	8
48	TBI 61132	Microteaching	A	4.00	2	8
49	TIK 61106	Sosiologi Pendidikan	A	4.00	2	8
50	TIK 61108	Administrasi Pendidikan	A-	3.60	2	7.2
51	TIK 61110	Sejarah Pendidikan Islam	A	4.00	2	8
52	TIK 61112	Metodologi Penelitian Pendidikan	A-	3.60	2	7.2
53	TBI 62101	English for Young Learners	A-	3.60	2	7.2
54	TBI 62102	English for Tourism	A	4.00	2	8
55	TBI 62103	English for Broadcasting	A-	3.60	2	7.2
56	TBI 62104	English for Journalism	A-	3.60	2	7.2
57	TBI 62105	English for Difable	B+	3.30	2	6.6
58	TBI 62106	Educational Entrepreneurship	A-	3.60	2	7.2
59	TBI 62107	Bussiness English	A	4.00	2	8
60	TBI 62108	Textbook Analysis	A	4.00	2	8
61	TBI 62109	Language Learning and Acquisition	B	3.00	2	6
62	TBI 62110	TOEFL Preparation	A-	3.60	2	7.2
63	TBI 61133	Praktek Pengalaman Lapangan	A	4.00	4	16
64	MKU 61114	Kuliah Kerja Nyata	A	4.00	4	16
65	MKU 61101	Pancasila dan Kewarganegaraan	A-	3.60	2	7.2
66	MKU 61103	Bahasa Indonesia	A-	3.60	2	7.2
67	MKU 61106	Ulumul Hadis	B+	3.30	2	6.6
68	TIK 61101	Filsafat Pendidikan	A-	3.60	2	7.2
69	TIK 61104	Psikologi Pendidikan	A	4.00	2	8

Judul Skripsi :

KETERANGAN

SKS	: Satuan Kredit Semester	Jumlah SKS Yang Diambil	: 142
HM	: Huruf Mutu	Jumlah SKS Yang lulus	: 142
AM	: Angka Mutu	Jumlah Mutu	: 524.4
M	: Mutu	Index Prestasi Kumulatif (IPK)	: 3.69

Purwokerto, 10 Februari 2025
Wakil Dekan 1
Fakultas Tarbiyah Ilmu Keguruan

SUPARJO
NIP. 2017077303

Appendix XVI Minutes of Munaqasyah Session

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

BERITA ACARA SIDANG MUNAQASYAH

Nama : Pipih Sofiah

NIM : 214110404123

Program Studi : TBI

Tanggal Ujian : 17 April 2025

Judul Skripsi : The use of Scaffolding Strategy for Teaching Reading Comprehension and Students' Perceptions of 8th Grade in MTS MA'ARIF NU 2 Cilongok, Banyumas

Berdasarkan hasil sidang penguji, Skripsi Saudara dinyatakan **LULUS/~~TIDAK LULUS~~**
dengan nilai .....83. / .A-...........

CATATAN:

- Avoid to use "the researcher" "the author" "the writer" use positive form.
- Explain your methodology in detail : 1) subject of the study , 2) data collection techniques, 3) data analysis.
- Re-write chapter 4. Put the clear explanation about the observation result and etcr.
- Change the table format.
- Re-write the abstract.

Batas Akhir Penyelesaian Skripsi : Maksimal • **1 Bulan**

Peserta Ujian

Purwokerto, 17 April 2025
Ketua Sidang/Pembimbing/Penguji I

Pipih Sofiah
NIM. 214110404123

H. Agus Husem As Sabiq M.Pd

Sekretaris Sidang/Penguji II

Penguji Utama

Khairunnisa Dwinalida, M.Pd

Muflihah, S.S., M.Pd

Keterangan : Batas akhir penyelesaian mahasiswa dipilih berdasarkan pertimbangan sidang. Jika melampaui batas akhir sebagaimana di atas, maka hasil munaqosyah **dibatalkan** dan mahasiswa **wajib munaqosyah ulang**