

ABSTRACT

Annisa Syabariah. The Use of Visual Scaffolding Technique to Improve Students' Achievement in Reading Narrative Text (An Experimental Study of The Eight Grade Junior High School Students of Mts Yasti 1 Cisaat Kabupaten Sukabumi in Academic Year 2016/2017)

English as a foreign language is taught in all schools especially in Indonesia. In learning English, there are four language skills and reading is one of the four language skills, which is important that should be mastered by students. Reading is about how the reader understand written in a texts. In reading, a teacher should encourage students to improve their reading ability in comprehending a texts. Therefore, the researcher is interested in researching about the use technique to improve student in reading a texts. Visual scaffolding technique is one of innovation technique which may be the alternative to guide teacher in implementing a text with English Language Learners.

The purposes of this research are to know (1) the students' achievement in reading narrative text by using visual scaffolding technique, (2) the students' achievement in reading narrative text by using three-phase technique,

(3) significant difference between students' achievement in reading narrative text using visual scaffolding technique and using three-phase technique.

This paper is quantitative research. The research was conducted in Mts Yasti 1 Cisaat. The population of eight grade was 60 and all the students were taken to be a sample. Two classes were taken as sample; class VIII-8 as the sample of experimental class and class VIII-7 as the control class. This research applied tests to find the scores of students' achievement in reading narrative text. Therefore, the instruments used in this research were reading narrative text pre-test and post-test.

Result of this research shows the statistical analysis of the mean of post-test score in both experimental and control classes. It confirmed that visual scaffolding technique could improve students' achievement in reading narrative text. This was supported by the post-test mean in the experimental class (70.0) was greater than the control class (60.1). Then, the result of t-test showed the calculated value of t_{count} was 5.69 and t_{table} with significance level 5% was 2.00. It indicated that t_{count} was greater than t_{table} ($5.69 > 2.00 = t_{count} > t_{table}$). In other words, H_a is accepted and H_0 is rejected. In conclusion, it was clear that students' achievement in reading narrative text by using visual scaffolding was more significant than the students' with use three-phase technique. Based on the results in this research, visual scaffolding technique can be applied in teaching reading.



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