

ABSTRACT

DWI LISDAYANI. 2019. The Use of Scaffolding Techniques through Short-Stories Reading in Enhancing Students' Vocabulary. (Pre-Experimental Research at the Ninth Grade Students of SMPN 1 Paseh, Bandung Academic Year 2019/2020)

Vocabulary is an important aspect in a foreign language teaching process. Based on my preliminary observation, the students' were still lack of vocabulary knowledge. To overcome the problem, teachers need to refine their teaching technique to make students learn English easily. One of the alternative techniques is scaffolding technique. Scaffolding technique is the processes of preparing the situation to make students are easy and successful gradually in building on prior knowledge and internalize new information. The teacher enables students to complete the task or master the concepts independently and self-regulating learners as the problem solvers.

The research was aimed (1) to find out the students' vocabulary mastery before being taught by using Scaffolding Technique, (2) to find out the students' vocabulary mastery after being taught by using Scaffolding Technique, (3) to reveal the significant difference between students' vocabulary mastery before and after being taught by using Scaffolding Technique.

This research uses quantitative study, which is designed as a Pre-Experimental study, employing one-group pre-test and post-test. The samples include 35 students of Class IX-D. To collect the data and to measure students' vocabulary mastery achievements, the samples are given pre-test, treatment, and post-test.

The analysis result proves that the use of scaffolding technique can improve students' vocabulary mastery. It can be seen in t_{count} is 9.329; meanwhile the t_{table} of df (34) insignificance 5% is 2.032 (t_{count} 9.329 > t_{table} 2.032) It means t_{count} is higher than t_{table} . The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. There is a significant difference in students' scores between pre-test and post-test score. Moreover, the mean N-Gain score is 0,42. It means that the score is $0,3 \geq 0,7$ with the "medium" category. It can be inferred that scaffolding technique has effected to students' vocabulary mastery.

Finally, it can be concluded that scaffolding technique provides two merits. It can improve student's vocabulary mastery and make students' work independently and collaborates with other students' notes.

Keywords: Scaffolding, Reading, Short-story, Vocabulary