

IMPROVING STUDENTS' VOCABULARY BY USING SCAFFOLDING METHOD AT SEVENTH GRADE OF SMP N 2 MUARA IN ACADEMIC YEAR 2022/2023

Nola Yesica Simamora¹, Bonari Tambunan², Juandi Nababan³

nolavesikasimamora@gmail.com

bonaritambunan@gmail.com

juandinababan8@gmail.com

English Study Program, Faculty of English Teacher's Training and Education University of Sisingamangaraja XII Tapanuli

Abstract

This Thesis about the improving students' vocabulary by using scaffolding method at seventh grade of SMP Negeri 2 Muara. To answer the problem, the researcher follows some theories that support the research. The background of this research is to find out whether using the scaffolding method can increase students vocabulary, and this research is expected to be useful to teachers and also useful to students in the teaching and learning process. This research is devoted to grade 7 especially class 7A students at SMP Negeri 2 Muara in Academic Year 2022/2023. The total of the students were 30 students'. The researcher took all of them as the subject of this study. The technique used for collecting data were qualitative and quantitative data. Obtained from the pre-test, post-test cycle 1 and post-test cycle 2. In the pre-test, 4 students passed with a score of 45,66 and 13,33% passed the KKM. In the post test cycle 1, 12 students passed with a score of 63 and 40% passed the KKM. In the post test cycle 2 students who passed were 25 students with a score of 78,16 and 83,33% passed the KKM. The result of this research was the students' progress during teaching and learning activity in Narrative Text by using scaffolding method was good. For more successful, the teacher and the students' must work together in the success of this method during the teaching and learning process.

Keywords: *Vocabulary, scaffolding method*

INTRODUCTION

Background of the Study

Language is a tool to communicate properly. Likewise communication, language is the main thing to do good communication. Thus, the relationship between the two is very close. English as an international language, is the first foreign language the world's language that should be taught from elementary school to university. Most people learn English because they want to communicate better English.

By mastering English, students can easily access information, other people's cultures, develop knowledge, and offer opportunities to develop themselves to get a better chance in the face of competition in this globalization era. Reading is one of the language skills besides listening and speaking and writing. Language skills are skills that have an important role in various aspects of life.

With skilled language we can express ideas, thoughts, ideas and feelings to others both orally and in

writing their topic is read and whether they have background knowledge of the topic or not. It made them fail to understand it.

The researchers try to solve and improve students' reading ability while increasing students' vocabulary. Among many strategy options to improve reading ability, the writer chose scaffolding. According to Abidin (2013: 170) scaffolded reading is a reading learning method that emphasizes efforts to develop students' reading skills through the gradual preparation of reading activities. Because scaffolding provides support to students to become students who feel enthusiasm and comfort in learning, because of the provision of scaffolding supervision and guidance to assist students in teaching and learning. Support for students in completing the learning process in forms of student activity in the learning process, learning strategies, experiential guidance from students, learning facilities, and learning the climate of parents' students' at home and students at school.

Based on support above, the researcher chooses support in learning strategies. The scaffolding method can be used as an alternative strategy to help students improve

vocabulary by using this method the students be active, enjoy, and understand the essence of reading text. Scaffolding from teachers can take various forms, including questions, suggested tasks, resources provided, challenges and class activities.

The Problem of the Study

Based of the background above, a research problem is formulated as follows: Does the scaffolding method improve students' vocabulary at seventh grade students of SMP N 2 Muara in academic year 2022/2023.

The Objective of the Study

Based on the problem of the study, the objective of the study is focused on finding whether scaffolding method can improve students' vocabulary.

The Scope of The Study

In this study, the researcher focuses on reading some vocabulary from narrative text by using scaffolding method to improve students vocabulary for seventh grade students of SMP N 2 Muara in academic year 2022/2023.

The Significance of the Study

The significant of the study was be useful for:

1. The teacher, it was be a valuable information to improve the students vocabulary.
2. The students, by reading this study, they would realize that improving vocabulary can be achieved by using scaffolding method.
3. The readers, who wants enrich their knowledge about learning using scaffolding method.

REVIEW OF LITERATURE

Vocabulary

The Defenition of Vocabulary

Vocabulary is a word in English that is familiar to our ears, right? Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Richards and Renandya (2002: 81) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Richards (2000: 70) states that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to.

Hornby (2006: 1645) in *Advance Learners Dictionary of Current English* says that vocabulary is: (1) all the

words that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when they are talking, and (4) a list of words with their meanings, especially in a book for learning a foreign language. According to Nation (2008: 66) says that vocabulary is central to language.

The quotations mean that vocabulary is the main element of language. Language is the expression which is constructed by words or vocabulary. Words are the tools which used to think, to express idea and feeling, and to learn about world. In language learning vocabulary is an essential component. It links to four skills of listening, speaking, reading, and writing. Vocabulary in Indonesian means kosakata. Vocabulary is all the words used in a language in general or a particular field in particular.

The word vocabulary itself comes from the Latin word *vocabulum* which means "to name", "to call" or "name". Vocabulary is also known as wordstock. Vocabulary as all of words are in language. Vocabulary is the all the language and words either used or understood by a person or group of people.

Yunisah, (2007:11), argues that vocabulary mastery is a measure of one's understanding of the vocabulary of a language and his ability to use the vocabulary both orally nor written. Vocabulary mastery is part of mastery language, because if someone masters the language means that person master vocabulary.

Soedjito (2009: 24) explained that vocabulary are: (1) all words contained in one language; (2) wealth a word owned by a speaker; (3) words used in one science field; and (4) a list of words arranged like a dictionary accompanied by a brief and practical explanation. According to Nurgiyantoro (2001: 146), vocabulary is vocabulary or anything that is owned by a language. According to Kridalaksana (2001: 89) states that vocabulary is the wealth of words owned by a reader or writer of a language. Burhan (2010: 213) states that mastery Vocabulary is the ability to use words.

From the defenition above, it can be concluded that vocabulary is the total numbers of words that are needed to communicate ideas and express the speakers meanings. So, if someone has more vocabularies, they was easily communicate with other people. Vocabulary is one of the language aspect which shall be learned. Learning vocabulary is important because would be able to speak, listen and write well. Thus, we have to know vocabulary first

Types of Vocabulary

Generally, some expert distinguish two types of vocabulary: active and passive vocabulary. Jeremy

Harmer (1991) divided vocabulary into two, active vocabulary and passive vocabulary. Active vocabulary is vocabulary that you not only know the meaning of, but you can also easily use it in direct conversation. On the other hand passive vocabulary is vocabulary that you know the meaning of. This vocabulary is obtained from activities such as listening, reading, memorizing, and the other.

Good (1959:644) divided vocabulary into four kinds:

1. Oral vocabulary refers to words which a person employs them in expressing ideas orally and actively.
2. Writing vocabulary refers to words which commonly used in writing.
3. Listening vocabulary refers to words which a person can understand when they heard.
4. Reading vocabulary refers to words which someone can recognize them when he finds them in written form.

Based on the previous explanation it can be concluded that there are two types vocabulary, active and passive vocabulary. Active vocabulary could be defined as the words of which the students understand, use and pronounce constructively in speaking and writing. While passive vocabulary could be defined as the words that the students recognize and understand when they meet them, and they might be able to pronounce constructively in speaking and writing.

The Techniques in Teaching Vocabulary

Vocabulary is acquired through experience and experiential relationships with words (Petty, Herold, & Stoll, 1968). The more experience gained, the more vocabulary mastered. In addition, vocabulary acquisition is a process human nature that depends on the level of intelligence and environment, a process that cannot be denied under normal conditions of human life (Petty, Herold, & Stoll, 1968). This means that, as previously stated, talent and environmental factors greatly influence one's vocabulary acquisition. Vocabulary teaching in schools is generally carried out through

- 1) Teaching vocabulary and its meaning through its use in context
- 2) Process of analysis and synthesis of vocabulary when elements of word meanings are taught
- 3) Direct teaching of word meanings from word lists (Petty, Herold, & Stoll, 1968).

According to Klesius & Searls (1991) teaching vocabulary includes indirect teaching to increase general vocabulary and direct teaching of specific vocabulary for certain topics or discourses to be read.

Beck & McKeown (1991) also consider various sources that should receive attention in vocabulary research during lessons at school, namely the written context and direct teaching in the classroom. Thus, this study will discuss two models of teaching vocabulary that are generally known in language teaching, namely the direct method and the indirect method.

Scaffolding Method

Definition of Scaffolding Method

Scaffolding is a term put forward by an expert contemporary cognitive developmental psychologist, Jerome Bruner, namely process which adults use to lead children through the zones proximal development. The scaffolding method is based on theory Vygotsky.

According to Vygotsky (in Trianto, 2007: 76) that learning occurs when children work or learn to handle tasks that have not been studied but the tasks are in the Zone of Proximal Development (ZPD), namely development slightly above development someone right now. Vygotsky believed that the higher mental functions generally appears in conversations or collaboration between individuals, before those higher mental functions are absorbed into the individual. A learning model based on this concept suggests two things about language learning. If a teacher only concerns with what students can already do with language, then the students has been never progress and if the teacher supports the students so that they move through the zone of proximal development to their potential level of performance, good strategy for the teachers to apply it in the classroom. This strategy can categorized as one of the visual aids that related to pictures, photos and any nonverbal tools the teacher uses during teaching and learning.

Gibbons in Anja (2009:4) states that literally, scaffolding is something placed around buildings, thus enabling the builders to access the emerging structure. As soon as the building can support itself, the scaffolding is removed. However, the term of scaffolding has been used as a metaphor in some fields. According to Gibbons, Wood et al. were the first to apply it to describe the nature of parental tutoring in young children's language development. Besides its initial use in the context of parent-child scaffolding, Mercer (in Anja, 2009:3) has later on taken up the metaphor in the context of classroom interaction, where it portrays the assistance teachers provide for their students to help them to accomplish a task they would not have been able to solve on their own, so that they has been eventually be enabled to complete such tasks alone. It is this kind of scaffolding often called

“instructional scaffolding”. Bruner used the term “scaffolding” to describe young children's oral language acquisition. Helped by their parents when they first start learning to speak, young children are provided with instinctive structures to learn a language. Bed-time stories and read aloud are classic examples (Daniels, 1994).

The Step of Scaffolding

Vygotsky identifies four steps of instructional scaffolding (Byrnes, 2001, 37), they are:

a. Modeling

The first phase is modeling, with verbal commentary. Modeling is generally the first step in instructional scaffolding. Hogan and Pressley in Lange (2002: 3) define it as “teaching behavior that shows how one should feel, think or act within a given situation”. There are three types of modeling: think-aloud modeling, talk-aloud modeling and performance modeling. Think-aloud modeling is verbalization of the thought process used to solve a particular problem. For example, an instructor might verbalize his or her strategies for finding the main idea of a paragraph.

By contrast, talk-aloud modeling is a demonstration of task completion accompanied by verbalization of the thought process or problem solving strategy that brought the modeler to her conclusion. For example, an instructor might verbally describe her strategies as she demonstrates the written solution to a word problem. Finally, performance modeling is simply demonstration of the task to be completed.

For example, an instructor might model sustained silent reading by reading a book and either moving her lips, smiling at a funny part of the story, running her finger along the lines of text as she reads, etc. Performance modeling does not involve any verbal explanation (Hogan and Pressley, 1997:20). In addition to modeling, it is extremely important for the instructor to offer explanations, which should be “explicit statements adjusted to fit the learners’ emerging understandings about what is being learned (declarative or propositional knowledge), why and when it is used (conditional or situational knowledge), and how it is used (procedural knowledge)” (Hogan and Pressley, 1997, 17).

b. Imitating

In this phase, students imitate of the skill they’ve seen modeled by their instructor, including the commentary. Having observed their instructor’s model, the students begin guided practice by performing parts of the task independently. The instructor assists his or her students with their early practice and continuously

assesses their learning (Turnbull 1999: 641-642). During this phase, the instructor must constantly assess student understandings and offer frequent assistance and feedback.

c. Removing

The third phase is the period when the instructor begins to remove her scaffolding. She offers progressively less assistance and feedback to her students as they begin to master new content and/or process.

d. Achieving

In this final phase, the students have achieved an expert level of mastery. They can perform the new task without any help from their instructor (Byrnes, 2001, 37). Supporting to Vygotsky’s idea, Herber and Herber in Lange Paper (1993, 138-139) states that the scaffolding strategy consists of teaching new skills by engaging students collaboratively in tasks that would be too difficult for them to complete on their own. The instructor initially provides extensive instructional support, or scaffolding, to continually assist the students in building their understanding of new content and process. Once the students internalize the content and/or process, they assume full responsibility for controlling the progress of a given task. The temporary scaffolding provided by the instructor is removed to reveal the impressive permanent structure of student understanding.

In addition, Hogan and Pressley (1997: 17-36) in Lange paper say that there are actually five different instructional scaffolding techniques: modeling of desired behaviors, offering explanations, inviting student participation, verifying and clarifying student understandings, and inviting students to contribute clues. These techniques may either be integrated or used individually, depending on the material being taught. The instructor’s goal in employing scaffolding techniques is offering just enough assistance to guide the students toward independence and self-regulation.

The Goal of Scaffolding

Henry (2002: 6) says that the ultimate goal of instruction is covert, independent self-regulatory learning. It is expected that errors will occur. The knowledge that students bring to the classroom is not always accurate, but it is possible to correct, gradually, through teacher re-direction and feedback. Although the teacher initially assumes much of the control during scaffolding instruction, when implementing scaffolding instruction, teachers must be sure not to provide too much support.

Excessive support undermines the increased competence that should be acquired and maintained.

There is no self-regulation and sole responsibility is not being passed on to the student. When executed correctly, theory suggests that instructional scaffolding leads to a number of desirable educational outcomes. First, scaffolding children's learning allows them to reach levels of mastery that might be impossible for them to achieve without it. In line with Vygotsky's theory, The scaffolding provided by an instructor can elevate a child's understanding of a concept from the naïve level to the scientific level, whereas the child might never have progressed beyond a naive understanding without adult intervention (Byrnes, 2001: 34-37). In line with modern theory, effective scaffolding should help students to achieve an expert level of understanding of a subject, characterized by organized and conditionalized knowledge of content, fluent retrieval and positive transfer (Bransford 2000 : 31-48).

Another desirable outcome of scaffolding student learning is the development of the students as independent learners (Vygotsky and Social Cognition, "How Vygotsky Impacts Learning"). Providing students with scaffolds such as graphic organizers, outline templates, note taking guides and strategies for remembering helps them not only with the task at hand, but also later on in their educational careers.

The goal of any educator, in any subject, is to help students develop skills that will make them self-directed, self-regulated learners. Instructional scaffolding is the type of teaching strategy that contributes to this development. Finally, scaffolding student learning should result in elimination of problems such as disengagement and boredom (Byrnes, 2001: 37). If a teacher adjusts the level of instruction to meet her students in their zones of proximal development, she should find that the students are focused and able to stay on task.

Teaching Using the Scaffolding Method

To understand how to apply the Scaffolding method, it will be easier if we compare it with the teaching method that is commonly applied in universities in Indonesia. Lecturers ask students to read certain pages from a book, then assign them to make papers from the topics discussed in the book. Unlike the method above, in Scaffolding the teacher will explain a material or present information at a level that all students can understand. Next, the teacher will explain a problem related to the subject matter and solve it. To explain the process, the teacher will share how to find solutions through explanations or through pictures. In general, the following are the techniques used in

scaffolding:

- a) Divide the material into chunks and provide structure for each one.
- b) Suggest doing joint study through discussion between students.
- c) Sharing tips, knowledge and background material.
- d) Separate the material into several part and provide structure for each of those small parts
- e) Recommended learning together through discussion between students'.

More specifically, here are a number of ways to implement scaffolding as you teach:

- a). Show and Explain
Modeling is one of the best ways to teach because students can learn from an example. By showing and explaining, you can solve a problem by giving students an explanation of the steps. To be more effective, then you can practice the fishbowl activity. Divide the class into small groups and place them in a concentric circle formation. Then select a group of students who have mastered the material and place them in the center of the circle. The group of students in the center of the circle can then explain how to solve the problem to everyone.
- b). Explain What They Experienced
Scaffolding can be done by providing explanations by starting with what they know, or they experience in their daily life. In this way, a student can directly correlate the subject matter with their own life.
- c). Always Allow Time for Discussion
Give your students time to absorb the material and talk about it. Divide your students into small groups and then encourage them to verbally share what each one of them has learned.
- d). Peel Difficult Vocabulary Before Starting Learning

As previously explained, the scaffolding method in teaching is synonymous with dividing the subject matter into small parts, where the teacher then provides structure for each of these parts. For example when discussing a book or text that is filled with complex terms that are rarely used in everyday conversation. The teacher was first collect these terms and provide special time to explain the meaning of the terms with the help of pictures, as well as contexts that are easier for students to understand. So, when they read the book or text, they already have basic knowledge that helps them more easily understand the

information contained in the book or text.

e). Use Visual Material

Interactive videos, pictures and charts are the tools used in the scaffolding method. The use of visual tools is also very helpful for students who have difficulty learning by reading. By using visual tools, the teacher would be better at explaining. At the same time, encourage your students to illustrate their own concepts. In this way, you can verify the extent to which students understand the subject matter you are teaching.

RESEARCH METHODOLOGY

Method of Research

This research applied classroom action research method. By using four stages such as; planning, implementation of action, observation, reflection. Cohen

Et (2007:304) states that classroom action research is used to investigate where the benefits of this type of research are to change learning attitudes, improve teacher competence, raise self-confidence and develop knowledge of research subjects. This research called classroom action research because this type of research offers a method and procedure to improve and enhance the quality of learning in the classroom. In this study, researchers offers the application of the scaffolding method to improve students' vocabulary.

Design of the Research

This research used a classroom action research (CAR). It covered research location and sample, research time and classroom action research cycle as follow, if the first cycle has improved the student vocabulary then the study has ceased, but if the student's learning has not increased and will continue to the second cycle.

Population and sample1

Population

According to Arikunto (2017: 173) the population is the whole subject study. If researchers want to examine all the elements that exist in the research area, the research is a population study. Object in the population studied the results were analyzed, concluded and concluded applies to the entire population.

The research population of this study the researcher decides to choose the seventh grade students of SMP N 2 Muara in academic year 2022/2023. The total population are 90 students.

Sample

Sudjana (2005: 6) states that "The sample is part taken from the population." In line with Sudjana's opinion, Sugiyono (2013: 118) argues that "the sample is part of the amount and characteristics possessed by the population. Based on this statement, the sampling must come from the selected population.

By using purposive sampling, sample determined deliberately by researchers based on criteria or certain considerations so that they do not go through the selection process as carried out in a random technique (Faisal, 2008:67). The researcher choose class VII A students whose total is 30 students from the population that had previously determined as a sample to be studied.

Instrument of Collecting Data

Procedure

to collect data, the authors use the steps below:

- A. Interview: to determine the level of success of the scaffolding method in learning vocabulary Test: to find out the value of students, there are some vocabulary words in narrative text and the students fill the correct answer.
- B. Observation: to determine student participation during learning by using the scaffolding method.
- C. Test: to find out the value of students, there are some vocabulary words in narrative text and the students fill the correct answer.

Instrument

The instrument used to collect data in this class action research is:

- a. Vocabulary test: students are given a vocabulary list from narrative text to fill out vocabulary they learned before.
- b. Observation list: used when observing student participation during the use of learning with a scaffolding method in teaching vocabulary and that is the basis the instruments used in the discussion section between researchers and collaborators as a way to reflect on each cycle.
- c. List of Guided Interviews: to determine the success rate of implementing the scaffolding method in teaching vocabulary.

The Procedure of Data Collection

The researcher was take two cycles in this research, every cycles consists of one meetings. After the first cycle is done, the second cycle follows the first cycle and hope it can improve the activities of the first cycle. The designs of activities that will be done by

researcher according Kemmis and Mc Taggart, as follows:

Planning

At this stage, researchers need to prepare supporting instruments learning process, namely:

- 1) Formulate learning objectives, make lesson plans, and design the steps in the class action.
- 2) Prepare materials, such as about the material in the form of narrative text as many as 20 questions and there is multiple choices.
- 3) Prepare data collection instruments such as dictionary..
- 4) Prepare a pre test to measure students' vocabulary.

Action

The action stage in principle is the realization of the actions that have been done planned in advance as to what strategy to use, what materials would be used taught etc. In this step, students be taught how to understand vocabulary mastery by using scaffolding to improve their vocabulary mastery and researchers was carry out action research and perform some actions they are:

- a. The teacher greets all students in the class, prays together, and checks attendance list of students before starting the main activity.
- b. The teacher explains the material using the scaffolding method that would be used in each lesson cycles as a technique to increase students'vocabulary.
- c. The teacher determines the class rules when teaching and learning process is running.
- d. he teacher gives vocabulary to students related tothe lesson.
- e. Opening the session to students to ask aboutdifficulties or problems.
- f. Asking several questions to students orally andgiving a post test.

Observation

Observation is the next step to monitor and closely observe teaching and learning process and collect data from the results of the action. Researcher prepare paper and asking during the observation what are the strengths and weaknesses of each student and with the school teacher.

Reflection

This phase is aimed to reflect or evaluation from three phases before, it is done based on data that have been collected to hold evaluation for completing the next cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solve.

Technique of Data Analysis

In analyzing the qualitative data of this research, the researcher use monitor student activities during the teaching and learning process. Pre test and post test was analyzed using a written test descriptively through the proportions techniques and taking into account the trends that occur during the learning process. This is the Vocabulary Test Result : students' score of vocabulary test is counted by using the formula, as follow:

RESEARCH FINDINGS

The Result of Pre-Test

The Pre-Test was conducted 24 juli 2023 to measure students ability in vocabulary at first, and it was done before implementing Classroom Action Research. At pre-test, the students ability in vocabulary was not so good. And this the data:

NO	Name of Students VII A	The Test	Score
1.	Ade P Togatorop	4	20
2.	J. Mariana Silaban	5	25
3.	Echa L Napitupulu	7	35
4.	Tri Putri Siregar	5	25
5.	Wanri sianturi	10	50
6.	Aprilya S Simaremare	15	75
7.	Jesika Ompusunggu	8	40
8.	Agnes L Togatorop	15	75
9.	Alvin Sianturi	10	50
10.	Sonang N Togatorop	4	20
11.	Oktiara Nainggolan	13	65
12.	Sasnit A Siburian	9	45
13.	Beta M Siburian	15	75
14.	Ronatio Rajagukguk	12	60
15.	John P Sianturi	11	55
16.	Artauli N Ompusunggu	9	45
17.	Pinta Togatorop	15	75
18.	Betnand Julianson S	7	35
19.	Issabel Rajagukguk	9	45
20.	Henry P Lumbangaol	12	60

Calculating the mean scope of students vocabulary test by using the following formula:

$$X = \frac{\sum X}{N}$$

$$X = \frac{\sum X}{N}$$

$$X = \frac{1370}{30}$$

$$X = 45,66$$

Where :
 X : Mean
 Σx : IndividualScore
 N : Number of Students

The researchers try to get the minimum proportion of classes that pass mastery level criteria (KKM).

Look for percentage value of student ability

$$P = \frac{f}{n} \times 100$$

Where :
 P : The Class Percentatge
 f : Total Percentage Score
 N : Number of students

To achieve good grade, students are required to be able to achieve KKM scores. The reason is, for public school it is determined that the KKM must reach 75 as category good.

21.	Bintang T Sianturi	14	70
22.	Kristian A Siregar	7	35
23.	Natal Togatorop	10	50
24.	Dicky Rajagukguk	8	40
25.	Rizky J Sianturi	5	25
26.	Sinta M Siregar	10	50
27.	Tiona A Togatorop	8	40
28.	Rendy C Togatorop	8	40
29.	Tresia S Togatorop	6	30
30.	Rachel N Manik	11	55
	Total		1370

Important note made by the researcher, namely that out of 20 questions in narrative text the author determines that each question is worth 5 so the total is 100. If each group answers 10-20 then the group would be declared passed. Based on the data above we can conclude that to get the result of pre- test , firstly the researcher calculated the mean score by employing the formula that has already been previously pointed out.

Based on the result of pre-test, the data showed that the mean score of pre-test was 45,66. There was only four students or 13,33% of students who got scorepassed the minimal mastery level criterion (KKM).

After analyzing the result of pre-test we can cocclude that most of students at seventh grade of SMPN 2 Muara had difficulty to understanding the test. Beside that the researcher used narrative text in every cycle of Classroom Action Research to overcome the problem and to develop students vocabulary ability.

The Result of Post –test Cycle I

To know the result of post test, we can see from the table here data:

NO	Name of Students VII A	The Test	Score
1.	Ade P Togatorop	8	40
2.	J. Mariana Silaban	7	35
3.	Echa L Napitupulu	10	50
4.	Tri Putri Siregar	8	40
5.	Wanri sianturi	15	75
6.	Aprilya S Simaremare	16	80
7.	Jesika Ompusunggu	12	60
8.	Agnes L Togatorop	16	80
9.	Alvin Sianturi	15	75
10.	Sonang N Togatorop	7	35
11.	Oktiara Nainggolan	15	75
12.	Sasnita A Siburian	13	65
13.	Beta M Siburian	16	80
14.	Ronatio Rajagukguk	15	75
15.	John P Sianturi	14	70
16.	Artauli N Ompusunggu	13	65
17.	Pinta Togatorop	16	80
18.	Betnand Julianson S	10	50
19.	Issabel Rajagukguk	13	65
20.	Henry P Lumbangaol	15	75
21.	Bintang T Sianturi	15	75
22.	Kristian A Siregar	10	50
23.	Natal Togatorop	15	75
24.	Dicky Rajagukguk	11	55
25.	Rizky J Sianturi	9	45
26.	Sinta M Siregar	15	75
27.	Tiona A Togatorop	11	55
28.	Rendy C Togatorop	13	65
29.	Tresia S Togatorop	10	50
30.	Rachel N Manik	15	75
	Total		1890

At the second cycle of CAR, the writer calculated mean of students scoe, the percentage of the students who passed the minimum mastery level criterion (KKM), and improvement of students score in writing

from the pre-test to post-test.

From the calculation, the researcher found that the students post test result is 63 it also showed that twelve students (40%) who passed the minimal mastery level criterion (KKM). In this case, those scores showed the succesful of the classroom action research towards seventh grade students of SMP N 2 Muara.

The Result of Post-test Cycle II

NO	Name of Students VII A	The Test	Score
1.	Ade P Togatorop	8	40
2.	J. Mariana Silaban	7	35
3.	Echa L Napitupulu	15	75
4.	Tri Putri Siregar	8	40
5.	Wanri sianturi	16	80
6.	Aprilya S Simaremare	17	85
7.	Jesika Ompusunggu	15	75
8.	Agnes L Togatorop	17	85
9.	Alvin Sianturi	16	80
10.	Sonang N Togatorop	7	35
11.	Oktiara Nainggolan	17	85
12.	Sasnita A Siburian	15	75
13.	Beta M Siburian	17	85
14.	Ronatio Rajagukguk	16	80
15.	John P Sianturi	16	80
16.	Artauli N Ompusunggu	15	75
17.	Pinta Togatorop	17	85
18.	Betnand Julianson S	15	75
19.	Issabel Rajagukguk	15	75
20.	Henry P Lumbangaol	16	80
21.	Bintang T Sianturi	16	80
22.	Kristian A Siregar	15	75
23.	Natal Togatorop	16	80
24.	Dicky Rajagukguk	15	75
25.	Rizky J Sianturi	14	70
26.	Sinta M Siregar	16	80
27.	Tiona A Togatorop	15	75
28.	Rendy C Togatorop	15	75
29.	Tresia S Togatorop	15	75
30.	Rachel N Manik	16	80
	Total		2345

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of data analysis the researcher concluded that teaching vocabulary to students using the scaffolding method can increase students' vocabulary. We can see this conclusion from the results of the pre-test and post-test cycle 1 and post-test cycle 2.

The results of the pre-test, the result was 45,66. Furthermore, the researcher calculates the percentage of students' writing scores to determine students who pass the KKM. In the pre-test, it can be seen that the percentage that passed the KKM was around 13,33%. This means that there are 4 students who pass the KKM. The results of the post-test cycle I with the average value of students in the post-test cycle I is 63 and the number of students who pass the KKM score was 40 % and as many as 12 students succeeded in obtaining the KKM score.

In the post test cycle II, the result is 78,16. Next, the researcher calculates the percentage of students who pass the KKM. In the post test cycle II, it can be seen that the percentage of students who passed the KKM was around 83,33%, and this shows that this scaffolding method was successfully applied to students because they got significantly increased results.

Then by using the scaffolding method especially in increasing student vocabulary by using narrative text media as a test, and the method is suitable for use by the teacher as a teaching method because students are given the freedom to think and solve problems on their own by being given assistance such as directions and support so that learning can be more focused and purposeful learning is achieved.

Suggestion

Based on the finding, it is suggested that:

- a. English teachers can apply or use this scaffolding method in learning because this method is rarely applied among teachers and this method is very suitable for students because it allows students know their abilities personally.
- b. Students must be more diligent in reading narrative texts because directly in narrative texts there are many vocabularies and it is likely that students will have a large stock of words.

REFERENCES

- Dewi Supraba, Dewi. *Improving students' vocabulary through word wall media at the eleventh grade of vocational high school number 1 PALOPO*. 2020. PhD Thesis. Institut Agama Islam Negeri (IAIAN Palopo). <http://repository.iainpalopo.ac.id/id/eprint/2658/>
- Harmin, Wa. *Penerapan Metode Pembelajaran Scaffolding Untuk Meningkatkan Hasil Belajar Siswa pada Materi Perpangkatan dan Bentuk Akar*. 2021. PhD Thesis. IAIN Ambon. <http://repository.iainambon.ac.id/2076/>
- Iswara, Nadia. *Penerapan Metode Pembelajaran Scaffolding dalam Pembelajaran Matematika Sebagai Upaya Peningkatan Hasil Belajar Matematika Siswa Kelas VII SMP Negeri 1 Polokarto Tahun Ajaran 2011/2012*. 2012. PhD Thesis. Universitas Muhammadiyah Surakarta.
- Iwanti, Mehnaz. *Improving Students' Vocabulary Mastery through Make A Match Technique At The First Grade Students Of MTs. Aisyiyah Medan*. 2020. PhD Thesis. Universitas Islam Negeri Sumatera Utara.
- Muna, Nailul. *The effectiveness OF SCAFFOLDING TO STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT (An Experimental Research at the Second Grade of SMPN 4 Pandeglang-Banten)*. 2018. PhD Thesis. Universitas Islam Negeri "SMH" Banten. http://repository.uinbanten.ac.id/2712/2/PAP_ER.pdf
- Munawar, Munawar. *Using scaffolding technique to improve students' speaking skill at eleventh grade of SMA Negeri 1 Labuapi in Academic Year 2019/2020*. 2019. PhD Thesis. UIN Mataram. <http://repository.uinbanten.ac.id/2712/2/PAPER.pdf>
- Ningsih, Ria Setia; ISNAINI, Zuli Laili; WIDIATI, Sri Wahyu. *Peningkatan Penguasaan Kosakata Dengan Metode Cooperative Learning Tipe Make a Match Pada Siswa Kelas XI IPA SMA Taruna Mandiri Pekanbaru*. *Jurnal Online Mahasiswa (JOM) Bidang Keguruan dan Ilmu Pendidikan*, 2017, 4.2: 1-12.