Journal of Education, Religious, and Instructions (JoERI)
E-ISSN: 3025-3012
Volume 2 Number 2, December 2024, page 73-83
https://ejournal.stiab-jinarakkhita.ac.id/index.php/joeri

The Influence of Scaffolding Strategy on the Reading Ability of Students: A Study on Teaching and Learning Strategy

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ABSTRACT

This study aims to determine the influence of scaffolding strategies on students' reading ability. The problem at school is that students have difficulty understanding the text they read. Then, students are unable to conclude the content of the reading that has been read. This research uses a quantitative approach with a survey method. The population in this study is 132, with 99 samples obtained using a proportional random sampling technique. This research was conducted in schools with student respondents in the 2023/2024 Academic Year. The results of the study showed that there was a positive and significant influence between scaffolding strategies and students' reading ability.

ARTICLE INFO

Keywords:
Scaffolding strategy, reading materials, reading skill, learning strategy, teaching and learning.

Article History:
Received: 29 November 2023
Revised: 30 December 2024
Accepted: 30 December 2024
Published: 31 December 2024

How to Cite in APA Style:
Karsini. (2024). The Influence of Scaffolding Strategy on the Reading Ability of Students: A Study on Teaching and Learning Strategy. Journal of Education, Religious, and Instructions, 2 (2),73-83.

Introduction

The learning process is essential. Learning is a structured combination of elements such as students, teachers, subject matter, facilities, and learning processes that all play a role in achieving learning goals. Successful learning will help students achieve these learning goals. In addition, successful learning also creates a fun environment, facilitating students' creativity to learn to their maximum potential by providing freedom for them to learn according to their respective learning styles (Dimas, 2022). The reality now is that there are still many students who cannot understand what is being learned by teachers. The difficulty of understanding the material that occurs to students is also related to how the teacher manages the class. Therefore, as a teacher, you must have a good classroom management strategy so that the learning goals can be achieved. Activities carried out by teachers in managing the

classroom include student management activities, student learning place arrangements, selection of activities to be carried out, use of learning media, and assessment during the learning process (Annisaa Khusnul Khotimah, 2022). Learning strategies combine various processes and methods educators and participants use to achieve practical and effective learning goals. It involves the correct sequence of activities, techniques, media, and timing in each learning activity (Indriawati et al., 2021). Learning strategies are several ways to deliver specific subject matter, including the nature, scope, and sequence of activities that can provide a meaningful learning experience for students. A learning strategy is a combination of processes used to achieve learning objectives effectively and efficiently, including suitable activities, methods, media, and timing (Ramdani et al., 2023).

(Uzer 2020) stated that learning strategies are divided into two main categories: direct and indirect. Hands-on strategies include methods that students use to actively engage in the learning process, focusing on mastery of specific materials and skills. There are three types of direct strategies, namely memory strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect strategies support the learning process without a direct focus on mastery of the material and include self-management and emotional regulation, which are divided into three categories: meta-cognitive, practical, and social. One example used in hands-on strategies is the scaffolding strategy, which helps students complete more complex tasks than they would otherwise be able to independently.

The scaffolding strategy is a practice based on the concept of the zone of proximal development introduced by Vygotsky, as explained by (Raynadi 2021). The nearest developmental zone is a condition in which students can still complete the assigned tasks independently or with the help of more experienced teachers or friends. Bruner, as outlined by (Adinda et al. 2024), states that scaffolding is a process in which students are assisted in completing tasks that exceed their abilities, with support from teachers or more expert individuals. Thus, scaffolding serves as an essential initial support for students. This assistance is gradually reduced so students can become more independent and responsible for their tasks.

According to Vygotsky, the steps of the scaffolding strategy, as explained by (Astuti 2022), consist of four stages. First, teachers determine each student's Nearest Development Zone (ZPD) based on previous learning outcomes. Second, after students are grouped according to their respective ZPDs, the teacher designs learning tasks that include detailed elaboration and problem-solving. Third, teachers monitor and guide learning activities by providing full support, then gradually reduce direct assistance. Fourth, teachers check and evaluate the results and learning process to ensure that students are independent and can regulate themselves in learning. Each learning strategy has advantages and disadvantages. According to Bruner, as mentioned by (Mustofa et al. 2023), The benefits of a scaffolding strategy include providing direction to keep students focused on goals, simplifying learning tasks to make them more manageable, showing differences between student work and standard solutions, reducing frustration through teacher

guidance, providing explicit models and expectations, and motivating students by Linking learning to their interests. However, scaffolding strategies also have drawbacks, such as the need for teachers to be more intensive in guiding, the time required for students to find ideas independently, and the risk of difficulties if the teacher does not understand its application, which generally takes a long time. Based on experts' opinions, it can be concluded that the scaffolding strategy significantly influences students' reading ability. Reading is a gateway for students to gain knowledge from various fields. By reading regularly, individuals can expand their knowledge and improve their ability to deal with situations (Dhenada Aprillya Saputri, 2024). In addition, reading can also help improve language skills by absorbing information from various fields of science contained in books. In line with (Azkiatun Nabila 2023), reading is an activity that aims to find different information contained in writing. This activity is a thinking process that seeks to understand the text being read. Therefore, diligent reading can improve a person's quality of life and make them more effective in dealing with various complex situations. Reading has many benefits, such as improving brain function, increasing empathy, reducing chronic stress, improving sleep quality, increasing knowledge and insight, improving focus and concentration, expanding vocabulary, reducing stress, and improving mental health. In addition, reading books also helps improve writing skills by enriching insights and vocabulary (Syifa Faujiah, 2021). Therefore, reading can broaden one's horizons and knowledge.

Based on the results of interviews with teachers and students at the research site, some problems students face in reading are that they do not understand the text read, cannot summarize the content after reading it, and cannot explain the text read again. To anticipate and provide solutions to this problem, it is necessary to provide the right learning strategies. Thus, students can improve their reading skills and overcome issues they face in reading. The assistance provided to students who experience reading learning problems can be in pictures, pointers, motivation, encouragement, warnings, describing the problem into problem-solving steps, examples, and other actions that can help students learn independently. The purpose of this assistance is for students to overcome their learning problems. Assistance with scaffolding strategies for students who experience difficulties in reading can be provided through groups or individuals. Group help is given when students in the same group are experiencing similar challenges, whereas individual help is provided when students are experiencing different difficulties with other students.

With the success of educators in overcoming learning problems related to reading ability, the researcher wants to know about what kind of scaffolding is applied by teachers at one private junior high school because each educational institution must have a different application based on this information, the author is interested in conducting research with the theme of the influence of scaffolding strategies on the reading ability of junior high school students.

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https://ejournal.stiab-jinarakkhita.ac.id/index.php/joeri

Method

This study uses a quantitative approach with a survey method to test the influence of scaffolding strategies on students' reading ability. The location of the research is a Junior High School. With a population of 132 6th-grade students in 2023/2024. A sample of 33 students used the proportional random sampling technique, calculated using the Slovin formula. Data were collected through the distribution of questionnaires with 54 statement items, which were compiled based on a 5-point Likert scale (1-5). This questionnaire instrument measures research variables: scaffolding strategies and students' reading ability. Data analysis was done using a simple regression statistical method to determine how much scaffolding strategy affects students' reading ability. Data processing was carried out with the help of Statistical Program for the Social Sciences (SPSS) version 26 software to ensure the reliability and validity of the analysis results. The data from the analysis is then presented descriptively, followed by a discussion and conclusion from this study.

Findings

From the validity test results on the scaffolding strategy variable from 30 statement items, 3 statement items were invalid, while the remaining valid 27 question items were obtained. Five items of invalid statements were obtained in the variable of the student's reading ability from 30 statement items, while the remaining 27 valid question items were received. The item was declared valid because the r value calculated ≤ r table was 0.344 based on 33 respondents with a significance level of 0.05. The researcher issued the invalid items because the other items were sufficiently representative of the statement indicators, so out of 60 items, 54 items were still used in the study. From the results of the calculation of the instrument's reliability of the influence of the scaffolding strategy on students' reading ability on the variable of the scaffolding strategy, the reliability value of the Cronbach instrument alpha = 0.726 in 27 valid items.

Meanwhile, in the variable of students' reading ability, the reliability value of the Cronbach instrument alpha = 0.711 was obtained on 27 valid items. Thus, it can be concluded that the instrument that influences the scaffolding strategy on the reading ability of students tested is reliable and can be used in research. From the quantitative analysis, the normality test showed a residual significance value of 0.200. Because the residual significance value is more significant than 0.05, it can be concluded that the data population is normally distributed. The results of the homogeneity test showed an essential value of 0.594. Because the significant value is greater than 0.05, it can be concluded that the data on scaffolding strategies on students' reading ability have the same variation. The positive regression coefficient shows that a constant of 25.652 means that if the scaffolding strategy (X) is worth 0, the student's reading ability (Y) is predicted to be 25.652. The regression coefficient of 0.768 shows that increasing the scaffolding strategy will improve students' reading ability by 0.768 units.

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Instrument Validity Test Results

The instrument trial involved 33 respondents and comprised 60 statement items. The items were divided into two variables, namely, 30 items for the scaffolding strategy variable and 30 for the student's reading ability variable. In the variable of the scaffolding strategy, of the 30 statements tested and after the validity test analysis, three statements did not meet the requirements, so they were issued. The omitted statements were numbers 5, 15, and 21, while the rest amounted to 27 valid statements. In the variable of students' reading ability, out of 30 statements, three statements did not meet the requirements, so they were issued. The omitted statements were numbers 10, 14, and 27, while the rest amounted to 35 valid statements. The item was declared valid because the r value calculated ≤ the r-value of the table was 0.344 based on 33 respondents with a significance level of 0.05. The researcher issued invalid items because the other items were sufficiently representative of the statement indicators, so out of 60 items, 54 items were retained for research.

Instrument Reliability Test Results

The Reliability Statistics table shows that Cronbach's Alpha value for the Scaffolding Strategy variable is 0.726, and the Student's Reading Ability is 0.711, with 27 items indicating good reliability. This value shows that the items in both variables consistently measure the concept in question, with a Cronbach's Alpha value above 0.7 is considered reliable enough for research.

Table 1. Instrument Reliability Test

Reliability Statistics		
Variable	Cronbach's Alpha	N of Items
Scaffolding Strategies	.726	27
Students' Reading Ability	.711	27

Source: SPSS 26 data processing results

Thus, it can be concluded that the scaffolding strategy instruments and students' reading skills that have been tested are reliable. Therefore, the instrument can be used in research.

Normality Test Results

This normality test was carried out using the One-Sample Kolmogorov-Smirnov method. The sample data is considered to be from a normally distributed population if the significance level is 0.05 or 5%. Based on the normality test results on 99 respondents, a significance value (2-tailed) of 0.200 was obtained. Because the value is more significant than 0.05 (0.200 > 0.05), then it can be concluded that the data is typically distributed. The results of the normality test calculation using the One-Sample Kolmogorov-Smirnov method are presented in the table below.

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Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
	N	99
Normal Parameters,b	Mean	.0000000
	Std. Deviation	9.29156580
Most Extreme Differences	Absolute	.068
	Positive	.068
	Negative	-.062
Test Statistic		.068
Asymp. Sig. (2-tailed)		.200c,d
a. Test distribution is Normal.		

Source: SPSS 26 Data Processing Results

Homogeneity Test Results

The homogeneity test was carried out as a condition in analyzing independent sample tests using the ANOVA Compare Means One Way method. The basic assumption in the ANOVA analysis is that the variance of the population must be the same. The test criterion is that if the significance value is more significant than 0.05 or 5%, then the variance of both data groups is considered the same. Based on the results of the homogeneity test, seen from the output of the variance homogeneity test, the significance value of the variables of scaffolding strategy and students' reading ability was obtained at 0.676. So, it can be concluded that the two data groups are homogeneous. More detailed results can be seen in the table below.

Table 3. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Scaffolding Strategies on Students' Reading Ability	Based on Mean	.175	1	196	.676
	Based on Median	.165	1	196	.685
	Based on the Median and with adjusted df	.165	1	195.992	.685
	Based on trimmed mean	.185	1	196	.667

Source: SPSS 26 data processing results

The variance homogeneity test was carried out using the Levene test to ensure the equivalence of variance between groups in the variables of the scaffolding strategy on students' reading ability. Levene's statistical value for all approaches shows a p-value of 0.05 based on the results obtained. The highest significance value was found in the median approach with a p-value of 0.344, while the lowest value in the mean approach was obtained with a p-value of 0.676. Since the whole p-value is greater at 0.05, it can be concluded that the variance between groups is homogeneous. This satisfies the assumption of homogeneity of variance required for further analysis.

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Table 4. Regression Equation

Coefficientsa						
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	25.652	7.027		3.651	.000
	Scaffolding strategy	.768	.070	.745	11.009	.000

a. Dependent Variable: students' reading ability

Source: SPSS 26 data processing results

Based on the regression analysis output results, a constant value of 25,652 was obtained. This means that if the value of the scaffolding strategy (independent variable) is 0, the student's reading ability score (dependent variable) is predicted to be 25,652. The testing criteria for Ho's hypothesis were rejected, and Ha was accepted. Coefisein has a negative value, meaning the scaffolding strategy affects students' reading ability. Seeing these results implies that Ho is rejected and Ha is accepted, so it can be concluded that the scaffolding strategy negatively and significantly affects students' reading ability.

Table 5. ANOVA Analysis

ANOVA					
Scaffolding Strategies on Students' Reading Ability					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	315.657	1	315.657	1.675	.000
Within Groups	36941.838	196	188.479		
Total	37257.495	197			

Source: SPSS 26 data processing results

From the results of the ANOVA analysis, an F value of 1,675 was obtained with a significance level of 0.000. A significance value of 0.000 less than 0.05 indicates that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This shows that the scaffolding strategy affects students' reading ability. This study indicates that scaffolding strategies positively influence students' reading ability. Scaffolding strategies are measured through five indicators: concept comprehension, detail comprehension, involvement in reading, independence in reading, and ability to answer reading questions. Meanwhile, students' reading ability is measured by five indicators: language ability, cognitive ability, experience and knowledge, eye health, and interest and motivation.

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Discussion

Scaffolding strategy is a teaching method that provides gradual support to students, which is gradually reduced along with their increased independence in understanding the text. This method is similar to the values in the Sigalovada Sutta, which emphasizes the responsibility of teachers in providing educational support that is appropriate to the needs of students (D.III.31). This is also in line with the Kalama Sutta, which teaches the importance of critical and independent understanding (A.III.65). In the context of education, research shows that students who receive scaffolding support can focus more on reading, better understand the content of the reading, and be more involved in the learning process.

The results of the study showed that there was a positive influence between scaffolding strategies and students' reading ability. With scaffolding strategies, students can significantly improve their reading skills. The support provided gradually and tailored to the student's individual needs becomes a strong foundation for developing more effective reading skills. The strength of the relationship between scaffolding strategies and students' reading ability can be seen from the correlation test results, which showed a coefficient value of 0.555. This means that the variation in students' reading ability can be explained by applying the scaffolding strategy, which contributes 55.5%, while other factors outside the strategy influence 44.5%.

These results align with research conducted by (Ismayanti 2021), in her study on using scaffolding reading experience strategies to improve students' reading skills. The study found that the scaffolding strategy significantly improved students' reading ability gradually and effectively. Other findings from (Dimas 2022) supporting these results suggest that the scaffolding strategy reinforces reading comprehension through support tailored to each student's level of understanding. The scaffolding strategy used in this study has roots in Buddhism, especially in Anguttara-Nikaya (A.V.136). In the text, the Buddha often repeated his teachings through stories and verses and used relevant parables and examples to facilitate understanding. This approach is similar to scaffolding, where support is provided gradually and aims to build a deeper understanding.

In addition, the Buddha also allowed the use of language understood by his followers, as mentioned in the Vinaya Pitaka (Vin.II.136). This aims to make it easier for people to understand and memorize the teachings. Thus, there are similarities between Buddhist teaching methods and scaffold strategies, emphasizing the importance of emphasizing strategies practice to produce e deep understanding. Therefore, the application of scaffolding strategies has a positive effect on students' reading ability and reflects the values in Buddhist teachings that prioritize a thorough and in-depth understanding. This study provides evidence that the support provided to students in the form of scaffolding is very effective in improving reading skills, while being rooted in the pedagogical principles that have existed in Buddhism.

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Table 6. R Square Coefficient of Determination Value

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.745a	.555	.551	9.339
a. Predictors: (Constant), Scaffold Strategies				
b. Dependent Variable: students' reading ability				

Source: SPSS 26 data processing results

Based on the results of regrThesis, it showthe s that the R Squarevshow55.5%. This means that 55.5% of the variation in students' reading ability can be explained by applying the scaffolding strategy, thus showing a considerable influence of this strategy on students' reading ability. In other words, almost half of the improvement in students' reading ability is influenced by how scaffolding strategies are applied in the learning process. Meanwhile, the remaining 44.5% were influenced by other factors such as different teaching methods, learning environment, or student motivation.

This figure of 55.5% confirms that the scaffolding strategy significantly contributes to improving students' reading skills. These findings align with various studies that show that interventions through scaffolding strategies can provide positive outcomes in education, especially in reading skills. This equation indicates that increasing one unit in the scaffolding strategy will improve students' reading ability by 0.768 units. This means the more often the scaffolding strategy is applied, the more significant the impact on students' reading ability. These results show that consistently applying scaffolding stages in the educational curriculum can effectively develop students' reading skills. With the exemplary implementation, this strategy will help students better understand texts, improve reading skills, and achieve better learning outcomes.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that there is an influence of scaffolding strategies on the reading ability of grade VII junior high school students, concluding that there is a positive and significant influence of the application of scaffolding strategies on students' reading ability. This is indicated by an R Square value of 55.5%, which suggests that the scaffolding strategy contributes to reading ability, while the remaining 45.5% is influenced by other factors that were not studied.

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