

## THE EFFECTIVENESS OF USING SCAFFOLDING STRATEGIES ON STUDENTS' READING COMPREHENSION

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### Abstract

The objectives of this research are to describe the implementation of scaffolding strategies in teaching reading comprehension, and to find out whether or not there is effectiveness of the using scaffolding strategy on students' reading comprehension. This research was conducted through an experimental approach with a quasi-experimental design. The population is 256 students of class VIII SMP N 01 Kota Tegal. The sample is 64 students, 32 students of class VIII H as experimental group and 32 students of class VIII G as control group. Researchers used cluster random sampling with a two-group design, namely the experimental group taught using scaffolding strategies and the control group taught without using scaffolding strategies. Data collection techniques consisted of pre-test and post-test, reading test and observation checklist as instruments. The SPSS 22 program was used to analyze the data. The mean results of the post-test showed that the experimental group was higher than the control group ( $74.06 > 78.44$ ). The Paired Samples T-Test results showed a sig. (tailed) value is  $0.000 < 0.05$ . Which means there is effectiveness on students' reading comprehension in the experimental group compared to the control group. So, scaffolding strategy is effective on students' reading comprehension. Furthermore, the researcher suggested: 1) Teachers should be use scaffolding strategies as a teaching method in teaching reading comprehension, 2) Students to practice a ot of their reading comprehension by independently or with assistance, 3) Future researchers should try and develop the use of scaffolding strategies to teach other English language skills.

Keywords: *scaffolding strategy, reading comprehension, teaching reading.*

## 1 INTRODUCTION

English is an international language that has been used for communication in almost all countries in the world. Indonesia is one of the countries that has used English for both formal and informal purposes. In English, there are four skills that must be mastered. The four skills are: listening, speaking, reading and writing. Reading skills are important in the field of education, students need to be trained in order to have good reading skills. In foreign language learning, reading is a skill that teachers are expected to have. Reading, which is the most important skill for success in all educational contexts, remains a very important skill when we make general language ability assessments.

Jereme Harmer (2005) stated that reading is useful for language acquisition provided that students more or less understand what they read. The more they read, the better they understand it. Reading is one of the most important skills because it allows us to understand information and knowledge. Reading is a basic skill in language learning. Therefore, reading can also improve our language skills. Reading is an activity or interaction between the reader and a text to understand its meaning. David Nunan (2003) states that the goal of reading is comprehension.

Reading comprehension is a process carried out by the reader in building an understanding of the meaning of a text to obtain the information needed by the reader, based on which the reader can make their own words based on their understanding of the text. Mastropieri and Scruggs (1997 cited in Hoffmann, 2010: 18) support the idea of the importance of reading comprehension as an academic skill that includes phonemic awareness, phonics, fluency, vocabulary, and finally, comprehension. Thus, reading comprehension is an important skill in gaining students' understanding.

Many secondary school students in Indonesia face problems when the given text is a complicated text; finding some difficult words or phrases, more words used (long text). They seem reluctant to read and understand the text. Finally they cannot answer the questions related to the text correctly when the teacher asks or they do a reading test. Teaching English in Junior High School is not as simple as we think. It is not only teaching reading and writing texts without communicative purposes, but also

developing students' abilities or skills to negotiate meaning, clarify issues, explore difficulties, problem-solving skills, be independent, etc. Although sometimes most students find it difficult to understand English well because it is their first time learning English in Junior High School.

A lot of students lose interest in reading, with various reasons such as being lazy to start reading because the book looks thick or lazy to read because of the many letters and so on. This situation occurs at all levels of education, especially junior high school students. It makes difficult in the learning process, especially English learning. Thus, it is essential that teachers use a variety of techniques to expose and inspire language learners (Alshumaimeri, 2011).

Discussions about learning strategies are important in language learning and teaching. Many language teachers rely on their belief that learners who have strategic knowledge about language learning become more successful because they can learn the language efficiently; thus they can learn the language more easily. So the way teachers present reading comprehension materials must evolve. Brown (2001:57) recommends that teachers become facilitators who provide guidance to students in creating interesting and motivating lessons. Therefore, teachers must be creative in preparing materials and activities to make the learning and teaching process more interesting. Thus, the writer proposes to use the scaffolding strategies in teaching reading comprehension.

The use of scaffolding method in learning reading comprehension is one of the alternatives that can be done in overcoming the problems experienced by students. Scaffolding strategy is considered as a learning process that can support and improve students' understanding in reading comprehension. Scaffolding is used to provide learners with the necessary assistance to enable them "to accomplish tasks and development understandings that they would not be able to manage on their own" (Hammond & Gibbons, 2005). Thus, after gaining assistance from the teacher, the learner will be able to engage in the learning tasks independently.

Based on the researcher's observation in the eighth grade of SMP N 01 Kota Tegal, it was found that students had difficulty with reading comprehension. This problem often occurs due students are lazy to start reading and their thoughts about reading must be boring compared to doing other things, so that students quickly feel bored when reading, especially reading long texts, and due to a lack of visualization. In addition, the lack of vocabulary makes it difficult for students to understand the meaning of the text in learning English, especially in terms of reading, most students tend to have a limited vocabulary from only the learning materials at school. Another problems were students feel shy, not confident to read English texts because their pronunciation is less fluent and still confused then the lack of practice learning to reading English text. So that students have difficulty with reading comprehension in their English learning.

Based on the reasons above, it would be useful to carry out a study with a title "The Effectiveness of Using Scaffolding Strategies on Students' Reading Comprehension (An Experimental Study at Eighth Grade of SMP N 01 Tegal)". The researcher hopes that by using the scaffolding strategy will get the best results as an output in the learning and teaching process and improve students' reading comprehension.

## **2 METHODOLOGY**

This research used quantitative research, according to Sugiyono (2009) quantitative research is defined as a research method that are based on the philosophy of positivism, is used to examine the population or a particular sample, the technique is generally carried out at random, using a data collection instrument of research, quantitative data analysis or statistics in order to test the hypotheses that have been established. The researcher type used quasi-experimental research. This study took two groups an experimental class dan control class. The researcher used three steps in the study, there were pre-test, treatment and post test.

This study was employed to students of SMP N 01 Kota Tegal, the population was 256 students of class VIII. And the total of sample was 64 students, 32 students of class VIII H as experimental group and 32 students of class VIII G as control group. Researchers used cluster random sampling with a two-group design, namely the experimental group taught using scaffolding strategies and the control group taught without using scaffolding strategies.

Data collection techniques consisted of pre-test and post-test and observation checklist during the treatment. The researcher taught for eight meetings (include pre-test and post-test) in each class during conducting this research. The researcher gave a pre-test to students both experimental group and control group, to find out the basic ability of students in reading comprehension before being given treatment. The type of pre-test is reading test given was multiple choice with four answer options a, b, c, and d. The test consisted of 20 questions. After the pre-test, the experimental group and control

group given the treatment. The experimental group taught using scaffolding strategies, while the control group taught using conventional method. In the experimental group, students were not only given regular reading but also more in-depth reading comprehension guidance, with group and individual activities in English learning process. The post-test was given after the treatment in the last meeting for both group. This test was given to find out is there effect of the treatment or not. Researcher gave the same test to the students. The type of post-test is reading test given was multiple choice with four answer options a, b, c, and d. The test consisted of 20 questions. After pretest and post-test data had been collected, IBM SPSS 22 applications were used to analyze research data with five stages: 1) Normality Test; 2) Homogeneity; 3) Descriptive Statistics; and 4) Paired Sample t-test.

### 3 RESULTS

#### 3.1 Test Instrument Data Analysis

##### 3.1.1 Normality Test

**Table.1** Normality Test Result

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Reading Comprehension Score	1	.149	32	.069	.938	32	.067
	2	.141	32	.103	.944	32	.096
	3	.151	32	.062	.934	32	.051
	4	.145	32	.084	.952	32	.166

a. Lilliefors Significance Correction

The normality test aims to determine whether the data is normally to distributed or not, the researcher used both Kolmogorov- Smirnov and Saphiro- Wilk fo th normality test. Based on the normality test table above, the significant results of the pre-test for the experimental group were 0.069 (Kolmogorov- Smirnov) and 0.067 (Saphiro- Wilk), and the control group were 0.064 (Kolmogorov- Smirnov) and 0.051 (Saphiro- Wilk),. In addition, the post-test for the experimental group were 0.103 and 0.096 (Saphiro- Wilk), and the control group were 0.084 (Kolmogorov- Smirnov) and 0.166 (Saphiro- Wilk). It means that the data is normally distributed because the all results of the two groups are more than 0.05.

##### 3.1.2 Homogeneity Test

**Table.2** HomogeneityTest Result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student Reading Comprehension Score	Based on Mean	.362	1	62	<b>.549</b>
	Based on Median	.279	1	62	.599

Based on Median and with adjusted df	.279	1	61.595	.599
Based on trimmed mean	.301	1	62	.585

The homogeneity test is used to determine whether the two research groups are the same group. The criterion of this test is if the significance value is more than 0.05 then the data is said that the two research groups are the same and the results of the homogeneity test of the post-test questions for the two research groups using the variance homogeneity test. Based on the homogeneity test table above, it can be seen that the significant result based on the mean is 0.549. It means that the data is homogeneous because the significance result is greater than 0.05.

### 3.1.3 Descriptive Statistics

**Table 3.** Descriptive Statistics Result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreEx	32	50	80	68.75	7.405
PostEx	32	60	90	78.44	7.874
PreCon	32	55	80	69.06	6.530
PostCon	32	60	90	74.06	7.233
Valid N (listwise)	32				

Based on the descriptive statistics table above, it is clear that there are 32 total samples (N) in the experimental group. In the experimental group, the lowest score in the pre-test was 50, and the highest score was 80. The pre-test had mean score of 68.75 with a standard deviation of 7.405. After being given treatment using scaffolding strategies in the learning process, in the experimental group's post-test, the lowest score in the post-test was 60 and the highest score was 90. The mean score of the experimental group was 78.44 with a standard deviation of 7.874.

The number of samples (N) in the control group was 32 people. , In control group, the lowest score in the pre-test was 55, and and the highest score was 80. The standard deviation was 6.530, and the mean score was 69.06. Then in the control group's post-test, the lowest score in the post-test was 60 and, the highest score was 90. The standard deviation was 7.233, and the mean score was 74.06.

### 3.1.4 Paired Sample T-Test

**Table 4.** Paired Sample T-Test Result

Paired Samples Test								
	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper

Pair 1	PreEx - PostEx	- 9.688	1.768	.313	-10.325	-9.050	-31.000	31	.000
Pair 2	PreCon - PostCon	- 5.000	2.200	.389	-5.793	-4.207	-12.858	31	.000

Based on the results of Pair 1, the value of sig (2-tailed) was 0.000, which means there is a difference between the mean score on the pre-test and the mean score on the post-test in the experimental group. This means that there is an effectiveness of using scaffolding strategies in learning process that improved students' reading comprehension skills. So, the research hypothesis (Ha) can be accepted and the null hypothesis (H0) can be rejected.

### 3.2 The Analysis of Checklist Observation

In this study, the checklist observation was carried out by the observer during the treatment in the experimental class. There are nine statements in the observation checklist. The researcher explain the checklist observation: the first statement "provides opportunities to practice with teacher support and guidance", the teacher giving students opportunities to practice using their newly learned knowledge and skills, it will help ensure that they will remember and apply them. For example, in practicing reading recount texts, they have understood the correct reading intonation, so that when reading they are like re—telling stories that they have experienced with good intonation so the story feels alive. And providing opportunities to apply what they have learned to real-world problems will prepare students for challenges they may face in their work.

The checklist next step is, the second statement is "matches level of materials to student's instructional need" when selecting materials based on student's instructional need, this is quite difficult because there are many students so the students are tested in the reading section and understanding of english, and grouped into those who read quite good and those who are lacking. Because identifying students one by one with what the students can do in language learning or likes will take a lot of time. Third statement is "incorporates manipulatives, graphic organizers, an/or hands-on activities". In this part, the teacher used a simple method of graphic organizers. Since the learning material studied is a recount text, students change the paragraph form of the recount text into a concept map form. Students also in group work on the task. Fourth statement is "checks understanding with prompts", this is the part which the teacher ask questions and answers session with students about the material that has been learned during the learning process or at the end of learning. Fifth statement is "clarifies misconception/reteaches in necessary". In this section, the teacher is more concerned with recalling previous learning by asking question to students, and if misconceptions occurs the teacher gives more clues to students so there is no need to re-teach from the beginning.

Then, the checklist next step is, the sixth statement is "use positive motivating feedback". Of course the teacher always give positive feedback to students, even when students make misunderstandings the teacher will give it in a good way so that students can understand it well. When students come forward to the front of the class either individually or in groups to present, after that the teacher gives feedback to students, what is missing from the result of student work, what needs to be corrected, added and so on. Seventh statement is "provides multiple opportunities for teachers supported and independent practice to promote automaticity". As explained in the first statement, teacher provide opportunities for students to learn and support them. In this section, the difference is that students must learn independently, teacher allowing students to explore the material based on the understanding of their knowledge. Students learn more independently when given the task to create a recount text based on their experienced so that students can think critically and develop their own knowledge.

The checklist next step is, the eighth statement is "makes connection across the material" the teacher connects the material with the daily activities of the students so that they can understand more about the material that being studied. For example, the material being studied is recount text which is the recount text is a story about the past or something that has happened. Here the students make their recount text based on their respective experience. And the last statement is "frequently monitors students working independently to minimize opportunities for practicing incorrectly". When doing the assignments (for example when students by finding the difficult words or understand the

texts and when they make their recount text) the teacher always monitoring the students by going around the class, checking one by one if there are difficulties or questions.

Based on the the results obtained, it can be concluded that the use of scaffolding strategies has a good effect on the learning process, especially reading comprehension, because the teachers as facilitator become more aware and always support to students so that its also help students to understand the material better, students be able to do their tasks independently and getting higher score.

## 4 CONCLUSIONS

After the researcher experimented with and teaching of reading comprehension using Scaffolding strategies and without using Scaffolding strategies, then the researcher analyzed the data of this research and conducted a conclusion to answer the objective of the study, whether any significant effect of students' reading comprehension who are taught using Scaffolding strategies and who are taught without using Scaffolding strategies.

This experimental research was conducted to the eight grade students of SMP N 01 Kota Tegal. The purpose of this study to find out whether or not there is effectiveness of the using scaffolding strategy on students' reading comprehension and to describe the implementation of scaffolding strategies in teaching reading comprehension. Based on the results of data analysis that have been discussed, descriptive statistics showed that the mean scores of the post-test in the experimental group are higher than control group. And paired sample t-test results show that the sig (2-tailed) value is  $0.000 < 0.05$ , which means there is effectiveness on students' reading comprehension in experimental group. It shows that the alternative hypothesis is accepted and hypothesis null is rejected. Furthermore, from the the checklist observation it can be conclude that the implementation of scaffolding strategies has a good effect on the learning process, because the teachers as facilitator become more aware and always support to students so they understood the material better, feeling comfortable in learning process and students be able to do their tasks independently. So, the implementation of scaffolding strategies are effective for teaching reading comprehension.

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