

IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH SCAFFOLDING READING

Fiqhi Yulianingsih¹, Bahrudin Amin², Radiah Hamid³

^{1,2,3}Universitas Muhammadiyah Makassar, Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: June 21, 2021 Revised: July 5, 2021 Accepted: August 21, 2021 Published: August, 31 2021</p> <p>Keywords: Scaffolding Reading Literal Reading and Critical Reading Comprehension</p>	<p>This pre-experimental research aimed at finding out whether or not the use of Scaffolding Strategy are able to improve the students' literal and critical reading comprehension at the Eleventh Grade Students of SMA Negeri 19 Gowa. The population of this research were the Eleventh Grade Students of SMA Negeri 19 Gowa in academic year 2019/2020. The researcher used a Purposive Sampling and took class XI IPA 1 as the sample of the research which consisted of 24 students. The research used reading comprehension test as instrument. The result of this research found that the use of Scaffolding Reading could improve the students' reading comprehension in term of literal and in term of critical reading comprehension. It based on the research result, the score of the students reading comprehension including the students' literal reading improved (19.17%) from the mean score in the test in pre-test is 69.16 to be 88.33 in post-test. Besides, the students' critical reading skill improved (17.5%) from the total score in pre-test is 69.33 to be 85.83 in post-test. It indicates that the score of the students' reading comprehension in term of literal and critical reading in each indicator in post-test were greater than the pre-test.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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<p>Corresponding Author: Fiqhi Yulianingsih, English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: fiqhiii.yulianingsiih@gmail.com</p>	

INTRODUCTION

English teaching and learning as foreign language in Indonesia is important. It is because English as the International language used as a tool of communication internationally. There are four skills of English that should be mastered by the students who would like to use English effectively both for verbal and nonverbal communication, namely; reading, writing, speaking, and listening. One of the important skills that need to be mastered by the people or even the students is reading. Reading skill in English as a foreign language context is important for students at senior high school students until the university level

because almost all of academic activities in this environment require reading skill. In this sense, as argued by Grabe and Stoller (2002), students' ability in texts comprehension is the key success for academic achievement. Moreover, reading is an essential skill for academic success (Levine, et. al. 2000). Hence, it is a perquisite to almost all graduate programs however most students suffer from deficiencies in reading (Farhady, 2005).

In the teaching and learning process, the teacher needs to implement a strategy in teaching especially in teaching reading. One of the strategies that can be used is scaffolding reading. In this sense, according to Van de Pol, Volman and Beishuizen, (2010:274) stated that scaffolding means support given by a teacher to a student when performing a task that the student might otherwise not be able to accomplish. The teacher provides scaffold assistance when students need it and then gradually reduces and removes it as they learn and develop their knowledge and skills (Wachyunni, 2015).

In line with the various studies have been done to measure the effectiveness of scaffolding in improving students' achievement and reading skills and this research, the researcher found that there are several researchers that carried out about scaffolding reading as a strategy in teaching. As experimented by Wachyunni (2016), Sari (2018) and Sugiharti (2018) found that scaffolding strategy significantly impacts reading comprehension skills in the classroom context. The findings from these studies show the effectiveness of scaffolding in improving students' performance in getting the main idea, making inferences, and summarizing from the text they read in a cooperative learning context.

Moreover, the researcher conducted the preliminary research in SMA 19 Gowa on June 10, 2019 and found that there are several problems faced by the students' in learning English especially in reading. One of the most crucial problem is the students cannot understand the text well especially for their critical reading comprehension. In addition, the students' though that reading is one of the boring skill in English, they do not interest in reading. Therefore, the researcher want to apply the use of scaffolding reading strategy to overcome this problem due to the students' reading achievement in this school is still low the researcher conclude that SMA 19 Gowa is suitable to conduct this research to find out whether the scaffolding reading strategy are able to improve the students' reading skill in term of critical reading comprehension.

RESEARCH METHOD

Research design used in this study was pre-experimental research design. Ary et al (2010:26) states that experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. This research used pre-experimental design because they provided little or no control of extraneous variables in the form of one-group pre-test –post-test design. This research used pre-test and post-test to see the result of the treatment.

There were two variables in this research, namely independent variable and dependent variable those are: (1) Independent variable was Scaffolding Strategy. It was influence or

explained the dependent variable. (2) Dependent variable was the students' reading skill in terms of literal and critical reading comprehension. It was influenced by independent variable. (3) The indicators of this research were literal and critical reading comprehension. In assessing reading, there were some indicators for assessing the students' comprehension. In this research, the researcher analyzed two indicators namely literal reading including the ability to found out and analyzing main idea and supporting details and critical reading including the ability to differentiate between fact and opinion.

The population of this research were the Eleventh Grade Students of SMA 19 Gowa in academic year 2019/2020. There were 2 classes which consisted average of 24 students each classes. The researcher used a Purposive Sampling method to choose the sample because that class was able to fulfill the rules and also they had the characteristics that the researcher wants including the English learning achievement in that class was still low especially to their reading comprehension. Therefore, the research took only class XI IPA 1 as the sample of the research which consisted of 24 students.

The researcher applied an instrument of this research used reading comprehension test. Reading comprehension test aimed to get information about students' reading ability including students' literal and critical reading comprehension. In pre-test and post-test, the researcher gave teach the students based on the learning material that already prepared by the researcher as a teacher using Scaffolding Strategy then the English teacher in that school helped the researcher as the collaborator.

Procedure of data collection includes pre-test, treatment and post-test. Pre-test was given to found out the students' reading ability and the students' critical reading comprehension before giving treatment. In this stage, the researcher used reading test by using topics related to the material, to find out how well the students' reading ability before the researcher in the treatment.

After giving the pre-test, the students was given a treatment by using Scaffolding Strategy to improve students' reading skill in term of critical reading comprehension. It conducted three times, each meeting take 2x 45 minutes as the regular teaching hour in one meeting in school. After that as a post test, the researcher tested the students' to find out the improvement of the students' reading skill in term of the students' critical reading comprehension after gave the treatment using scaffolding strategy. The researcher gave test to the students to read the text related to the topics and asked the students to made a conclusion based on their own words. Moreover, the teacher asked the students to do the reading task and answer all the questions in written form related to the topic toward students' critical reading comprehension. Here, to measure the students' reading comprehension, the researcher provided question that will cover the critical reading comprehension indicators including the ability differentiate between facts and opinion, the ability to recognize persuasive statements and the ability to judge the accuracy of the information given in the text.

RESULT AND DISCUSSION

Having tested students into pre-test and post-test activity, the researcher had gotten score of student's achievements in reading comprehension. To get the result of data, there was three mentioned here which are followed below:

1. The use of Scaffolding Reading Strategy in terms of Critical and Literal Reading Comprehension

Based on the reading test that administered in pre-test and post-test, the researcher found out the data related to the improvement of the students' critical reading comprehension at the Eleventh Grade Students of SMA 19 Gowa as follows:

Table 1. Mean Score of the Student's Improvement in Literal and Critical Reading Comprehension

No	Indicators	Pre-Test	Post-Test	Improvement (%)
1	Literal Reading Comprehension	69.16	88.33	19.17
2	Critical Reading Comprehension	68.33	85.83	17.5

Table 1 shows that the score of the students reading comprehension improved from the pre-test to the post test. It is proved by the students' literal reading in pre-test was 69.16 to be 88.33 in post-test with improvement 19.17% from 24 students that conducted the reading test. Meanwhile the students' critical reading comprehension in pre-test was 68.33 to be 85.83 with improvement 17.5%.

2. The Classification of the Students' Literal and Critical Reading Comprehension

Based on the data mentioned previously in the students' mean scores then the researcher found the distribution of frequency and percentage score of the students' students' literal and critical reading of the pre-test in and post-test that were presented as follows:

a. Literal Reading

In pre-test and post test the researcher provide a written test that asked the students to find out the main idea and supporting details of the passage. It aimed to find out the students' literal reading comprehension, including:

- 1) The passage mainly discuss
- 2) 3 nouns and 3 adjectives mentioned in the text.

- 3) And some supporting detail including food, building, facilities, etc. (3-5 questions)

Therefore, based on the findings, the researcher found the distribution of frequency and percentage score of students' literal reading comprehension as follows:

Table 2. The Distribution of Frequency and Percentage Score of Students' Literal Reading Comprehension

Classification	Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	96-100	2	8.33	10	41.66
Very good	86-96	0	0	0	0
Good	66-85	8	33.33	14	58.33
Average	56-65	13	54.16	0	0
Poor	36-55	1	4.16	0	0
Very poor	0-35	0	0	0	0
Total		24	100	24	100

Based on the rate percentage in the table 4.2, in pre-test found that there were 2 students got excellent for their literal reading. Besides, none of the students got very good but there were 8 students got good, 13 students got average, and 1 student got poor, none of the students got very poor. Then, the result of the post-test found that there were 10 students got excellent, 14 students got good, and none of the students got the rest classifications.

b. Critical Reading

In pre-test and post test the researcher provide a written test that asked the students to analyse the passage. It aimed to find out the students' critical reading comprehension, including:

- 1) Find out the location discussed in the passage.
- 2) Write down a conclusion based on to the passage, based on the students' own words.
- 3) Rewrite the passage based on students own words.

Therefore, based on the findings, the researcher found the distribution of frequency and percentage score of students' literal reading comprehension as follows:

Table 3. The Distribution of Frequency and Percentage Score of Students' Critical reading comprehension

Classification	Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	96-100	2	8.33	9	37.5

Very good	86-96	0	0	0	0
Good	66-85	10	41.66	13	54.16
Average	56-65	8	33.33	1	4.16
Poor	36-55	4	16.66	1	4.16
Very poor	0-35	0	0	0	0
Total		24	100	24	100

Based on the rate percentage in the table 4.3, it can be known that in reading test in pre-test, there were 2 students got excellent and none of the students got very good. Moreover, there were 10 students' got good and 8 of the students got average. Beside there were 4 students got poor but none of the student got very poor. Furthermore, there were an improvement in post-test related to the students critical reading, the researcher found that there were 9 students' got excellent but none of the students got very good, 13 students got good and 1 students got average. Moreover, the number of students that got poor was 1 and none of the students got poor.

Sub Section 1 The Improvement of the students' literal reading comprehension through the use of Scaffolding Reading Strategy

Literal reading refers to the ideas and fact that directly stated on the passages that presented to the students. Literal reading is the skill of getting on the primary direct literal meaning of a word, main ideas or sentences in context. The basic of literal comprehension are recognizing is fundamental to all reading skill at any levels because a reader must first understand what the author said before he can draw an inference or make an evaluation.

While, according to Rachel & Van Der (2002) scaffolding is a strategy that emphasizes in giving some kinds of helps by more competent peers for the students in order to support their learning competent. Based on the finding of the research, it was found that the students who were taught by using Scaffolding Strategy have been improved of reading comprehension especially their literal because the students who were taught by using Scaffolding Strategy by making a group to help students identify the main idea and the related supporting idea of the text by working together and share their idea. So that the students easily to absorb the material. Even though some of the students still confused related to read critically but the use of this strategy is a good fundamental to build the students critical reading?

Based on the result of the pre-test before Scaffolding Strategy was implemented, the ability of students to comprehend the text was lower than after Scaffolding Strategy was implemented. After getting the treatments and post-test was conducted, it found that there was significant difference between the students' pre-test and the post-test score. Furthermore, the findings of this research is related to the previous researches that carried out by some researcher including Wachyunni (2016), Rahman and Abdullah (2017), Sari (2018), Aini (2015) Sugiharti (2018) and Salem (2016) where the strategy was able to improve students' reading comprehension especially for the students' literal reading comprehension.

Based on the explanation mentioned previously it can be conclude that there are improvement of the students' literal reading comprehension through the use of Scaffolding Reading Strategy at the Eleventh Grade Students of SMA 19 Gowa.

2. The Improvement of the students' Critical Reading Comprehension through the use of Scaffolding Reading Strategy

According to Djiwandono (2008:116) for literal comprehension, the reader needs only to clay what it is a state to receive the author literal massage. For higher level of comprehension (critical reading), the reader is involved in an interchange of ideas with the author and applies reading to life situation.

It can be seen from the result of the pre-test before Scaffolding Strategy was implemented, the ability of students to comprehend the text was lower especially for the students' critical reading comprehension than after Scaffolding Strategy was implemented. After getting the treatments and post-test was conducted, it founded that there was significant difference between the students' pre-test and the post-test score toward the students' critical reading comprehension.

Furthermore, the findings of this research is related to the previous researches that carried out by some researcher including Wachyunni (2016), Rahman and Abdullah (2017), Sari (2018), Aini (2015) Sugiharti (2018) and Salem (2016) where the strategy was able to improve students' critical reading comprehension. It is because the students are able to differentiate between facts and opinion and able to judge the accuracy of the information given in the text when the teacher presented reading text in the class.

To sum up, there was improvement of the students' critical reading comprehension through the use of Scaffolding Reading Strategy at the Eleventh Grade Students of SMA 19 Gowa. This strategy was able to improve students' reading comprehension by giving some activities that can make the students active and work at much higher level than is possible on their own. Moreover it can be known that: 1) Scaffolding can encourage and motivate students to learn reading. Scaffolding make teachers easier to teach reading because the students have been encouraged already; 2) the types of scaffolding in this study found: teacher talk, teaching media, task division, classroom management which includes eye contact, gesturing, appraisal, jokes and intermezzo, and explanation, clarification, instruction, corrective feedback, initiation (asking about previous topics and greeting), brainstorming, topic selection (selecting interesting topic and related to the syllabus) asking question, translation and giving motivation.

CONCLUSION

After completing this research, the researcher draws some conclusions in terms of the use of Scaffolding Reading Strategy in improving students' reading comprehension at the Eleventh Grade Students of SMA 19 Gowa.

1. Based on the research result, the score of the students reading comprehension in terms of literal reading improved. It is proved by the students' score in pre-test was 69.16 to be 88.33 in post-test with improvement 19.17%. It means there was a significant improvement toward the students' reading comprehension ability after applied the use of Scaffolding Reading Strategy in the English teaching and learning process.
2. The students' reading comprehension in terms of critical reading. It is proved by the students' score in pre-test was 68.33 to be 85.83 in post-test with 17.5% improvement. It means there is a significant improvement toward the students' reading comprehension ability after applied the use of Scaffolding Reading Strategy in the English teaching and learning process.

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