

Scaffolding Technique in Reading Comprehension in The Junior High School

Luh Rita Narina, Ganesha University of Education, Indonesia

ritanarina6@gmail.com

Abstract

The general objective of this research is to describe and analyze the steps in implementing scaffolding technique in reading comprehension and the students reading comprehension implemented through the scaffolding technique in seventh grade student in SMP Negeri 4 Busungbiu in the 2021/2022 academic year. This research is classroom action research. The research subjects were 31 seventh grade students. The researcher used two methods, namely quantitative (student ability in reading comprehension) and qualitative data (data on the implementation of reading comprehension sessions through scaffolding technique and the teachers' difficulties in implementing reading comprehension sessions through scaffolding technique). The results show that: (1) Scaffolding teaching techniques can improve students' reading comprehension in descriptive and procedure texts, namely: ((a) finding general themes b) finding specific information contained in the text, 3) being able to know the appropriate pronouns in the text (d) students being able to understand the meaning of words in the text. Scaffolding teaching techniques can improve classroom situations, in terms of (a) increasing student participation; (b) creating a more interesting teaching atmosphere (c) increasing students' attention to the lesson; (d) increasing the class of cooperation. From the results of this study, it can be concluded that this technique of scaffolding teaching is effectively used to improve students' reading comprehension.

Key word: Descriptive text, Reading Comprehension, Scaffolding technique.

Introduction

Literacy is a person's ability to process and understand information while doing the reading and writing process this statement also supported Tantra & Padmadewi (2021) Literacy is also a process that involves reading and writing skills. Literacy in reading is one's ability to understand and reflect on written texts to achieve one's goals and to develop reading potential. Frankel et al. (2016) define literacy as a process of reading, writing, and spoken language to combine meaning through interaction and involvement in a text. Reading comprehension refers to the understanding of written text contents explicitly and/or implicitly (Darmayanti, 2021). Good understanding is often related to the reader's schemata, memory, perspective, ability, and other affective aspects like motivation, interest, and self-esteem. Gibbons (2002) explain that understanding specific reading comprehension indicators are often related to good reading comprehension.

Prior observation was conducted on the students' ability in reading comprehension at *Sekolah Menengah Pertama Negeri 4 Busungbiu* (henceforth: *SMPN 4 Busungbiu*). To collect such data, an interview was conducted to the English teachers in the seventh grade. They disclosed some difficulties found by the students in understanding elements of descriptive and procedure texts. First, they explained that some students could not find the general themes after they finished reading the descriptive and procedure texts. The theme of a description is what the author is trying to convey (Hesham Suleiman Alyousef, 2006). In other words, the central idea of the description, usually, the theme is woven all the way through the description. According to Permana, (2020), failure in locating a specific idea might be due to lack of vocabulary. Students who also could not provide corresponding pronouns of nouns represented in the texts. Finding corresponding pronouns is termed as textual reference. Students' inability to correspond a pronoun with the noun referred to might be caused by grammatical complexity of the text (Muzammil & Saifullah, 2021). Some words and expressions have no known literal meaning and/or implications of students. The students' inability to recognize meanings of words and/or expression might be related to poor vocabulary.

The research is different from previous studies. Hikmat (2017) studied the effectiveness of scaffolding technique in teaching reading comprehension for high school students whereas, Abdullah (2019) studied scaffolding technique and found it effective in improving the students' reading comprehension ability at university level. This research specifically aims to find out; 1) What are the steps in implementing scaffolding technique in reading comprehension in SMP Negeri 4 Busungbiu? 2) What are the student's reading comprehension implemented through scaffolding technique in SMPN 4 Busungbiu?

REVIEW OF LITERATURE

1. The definition of Literacy

Literacy is a person's ability to process and understand information while doing the reading and writing process. (Rintaningrum, 2009) Literacy is very important; therefore, everyone should be able to understand literacy because literacy is a small thing but makes us successful only by taking time every day. The definition of reading literacy describes the theory of reading literacy as a process that builds and influences each other. (Frankel et al., 2016) define literacy as the process of reading, writing, and spoken language to combine meaning through interaction and involvement in a text. Literacy contains 5 principles, namely, first, constructive, integrative, and critical process, and critical process situated in social practices. This means how we understand the information contained in a text to create meaning, Second, Fluent reading is shaped by language process and context. an effective method used in reading. Fourth, literacy entails motivation and engagement. This means that readers need motivation from both inside and outside to read. Fifth, literacy continues to develop a set of practices, this means that reading is not only a skill but also a necessary activity that must be implemented in the future.

2. Definition of Reading and Reading Comprehension

Reading is a basic skill in a language aimed at various information that can be used in aspects of life. Reading as an activity to find the author's experience contained in a book or text. Reading is also a dynamic process in which the reader is active in acquiring knowledge to create new knowledge based on. Reading is a process that requires a lot of practice and skill. Reading is a process of combining the information in the text with the reader's knowledge to build the truth of the story (Elfira. et al., 2019). Reading as a tool that contains information that is disseminated in one mind and another, readers gain knowledge from reading. In other words, reading is defined as the ability to understand the meaning in written text. That is, the reader uses the reading source as information that is recorded in his memory which is used as an interpretation and the author gives influence to the reader regarding the information presented (Abame et al., 2017). There are skills and strategies used by good readers include: 1) reading quickly and accurately 2) readers setting reading goals 3) Paying attention to the structure of the text; 4) understand the reading text 5) make a small note of the information obtained; 6) Make predictions about what will happen, check it over time, and revise and evaluate it as needed 7) take advantage of the information obtained and implement it in learning 8) Draw conclusions; 9) Using visual tools to remember and evaluate the information obtained. Reading is also a process for detailed comprehension, whether looking for detailed information or language (Dewi, 2022). From that statement, it can be concluded that the main point in reading is a process of understanding the meaning of the passage or in other word is find out the factual information from the text.

Reading comprehension is the understanding and interpretation of what is read. The purpose of reading comprehension is getting meaning from written text (Darmayanti, 2021) . A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers. There are six essential skills needed for reading comprehension, they are: 1) decoding information as a vital step in the reading process, 2) fluency, 3) vocabulary, 4) sentence construction and cohesion, 5) reasoning and background knowledge, and 6) working memory and attention.

3. Scaffolding

Hikmat and Nurrisal (2017) stated that scaffolding is a learning strategy that is used to build and perfect the knowledge previously possessed by students. Scaffolding is a tool that teachers use in teaching to build student knowledge and internalize new information. An important aspect of scaffolding is that it is temporary. Scaffolding is applied by people who have more knowledge which is transferred to students to improve and perfect knowledge that is not yet real. Scaffolding is believed to be an effective teaching technique provided and implemented effectively. Ariani and Hikmat (2018) states that scaffolding strategy is a teaching strategy that can encourage students' creativity in the teaching and learning process, by applying this strategy, teachers will be more creative in improving teaching techniques because each student has different problems and situations, therefore the way of solving them is also different. Teachers will maximize providing assistance and direction to students to motivate students to develop their abilities about the problems they face and how they develop learning ideas about problems in understanding texts.

It is important for teachers to implement teaching reading strategy that can motivate students during learning (Arwila, 2022). Hikmat and Nurrisal (2017) states that teaching reading requires the right strategies and skills to achieve learning objectives. There are 3 phases in teaching reading, namely reading skills, approaches, and ways of teaching reading. The purpose of teaching reading is to help students to get information from reading quickly. There are three Phase are stages in reading learning. The pre-reading phase is an initial activity, providing students with preparatory activities to stimulate student comprehension. The phase while reading or during reading activities is to encourage students in the thinking process, this phase helps students to understand the purpose, structure, and context. The post-reading stage is a follow-up activity from pre-reading. Activities at this stage stimulate students to use the information they get then make them think according to the content of the reading they express in the form of ideas. He also presents the principles behind teaching reading:

1. Train students to read frequently to help improve students' reading comprehension.
2. The teacher encourages students to always be involved in the text.
3. Students should be encouraged to respond to the contents of reading texts such as retelling the contents of what they read
4. Prediction is the main factor in reading.
5. Give assignments that are following the text that is read.
6. The teacher makes the reading text into an interesting lesson sequence and uses various activities to bring the text to life.

There are three stages in implementing scaffolding, namely: pre-reading, during-reading, post-reading

1. Pre-reading activity works as a hook for students to engage in the reading process before reading. In addition, they activate prior knowledge and help students enjoy and manage difficult reading choices, this includes activities such as activating or building background knowledge, building text-specific knowledge, connecting reading to students' lives, pre-teaching vocabulary, pre-teaching concepts, pre-questing, predicting and setting direction, predicting, ordering illustrations, reader questions, and tell stories.
2. Activities during reading include reading silently, reading to students, modifying text, reading models, rereading for details, reading images, and summarizing texts.
3. Post-reading activities are important and provide opportunities for second language students to remember important information from the text. They also help students respond to the author's message by reflecting or thinking critically. Post-reading activities include discussion, connection building, re-teaching, cartoon strips, story maps, and hot seats.

Method

The research design is a Classroom Research. A classroom research is a teacher-driven activity that aims to find out what works best in the classrooms and to improve reading comprehension activities more effectively and beneficially. The purpose of classroom research is to help the teacher evaluate his or her effectiveness as a teacher and to foster

intellectual stimulation and professional renewal. The research subjects will be the seventh grade students in SMPN 4 Busungbiu. The subjects will be selected from one class purposively. The objects of research or problems studied are 1) the steps in implementing scaffolding technique in reading comprehension, 2) the student's reading comprehension implemented through scaffolding technique.

Three instruments were used to collect data based on research questions, namely (1) First, the steps in implementation scaffolding technique in reading in SMP Negeri 4 Busungbiu observed. The syntax and lesson plan through scaffolding guided to do the classroom research; (2) a reading comprehension test was conducted to measure the student's reading comprehension implemented through scaffolding technique at SMP Negeri 4 Busungbiu. There are two Data Collection Procedures namely data on the implementation of teachers' reading comprehension through the Scaffolding technique were observed in six consecutive learning processes and data on students' reading comprehension in the descriptive and procedure text were collected using a reading comprehension test. Data Types and Sources namely; data on the teachers' implementation of reading comprehension through the Scaffolding technique are qualitative data. Such data source is classified as primary since they are obtained first hand from the learning activities in reading comprehension through the Scaffolding technique. Data on the student's reading comprehension is quantitative. The two data sets were analyzed descriptively qualitatively and quantitatively, data on the implementation of reading comprehension through the Scaffolding technique were analyzed descriptively based on Lesson plan and learning syntax, data on students' reading comprehension were administered statistically in a quantitative term

Findings & Discussions

To find out the improvement of research, this study compares the condition of students' reading skills from cycle 1 to cycle 3 and the classroom situation with the conditions after the study from observations and interviews. The results of the research data will answer all research questions

- 1) What are the steps in implementing scaffolding technique in reading comprehension in SMP Negeri 4 Busungbiu?

Table 1. Step in implementing scaffolding technique

Text	Scientific approach	Phases
Descriptive	Observation	pre-activity
Procedure	Questioning	while activity
	Exploration	post-activity
	Association	
	communication	

Data on the implementation of scaffolding in reading were collected using a learning scenario or syntax in which the steps and descriptions of the learning process used scaffolding techniques. This describes the implementation process following systematically using 1) five

aspects of a scientific approach, namely observation, questioning, exploration, association, communication 2) three phases of learning namely pre-activity, while activity, post-activity, 3) reading indicators, namely main ideas, information specific, the meaning of words or phrases, textual references, and 5) classroom interaction namely student responses and engagement) Therefore, the data were described qualitatively following the process of implementing scaffolding in reading for class VII students of *SMPN 4 Busungbiu*.

- 2) What are the student's reading comprehension implemented through scaffolding technique in *SMPN 4 Busungbiu*?

Data on the students' reading comprehension of the four indicators, namely main idea, specific information, word/phrase meaning, and textual reference are shown in Figure 1.

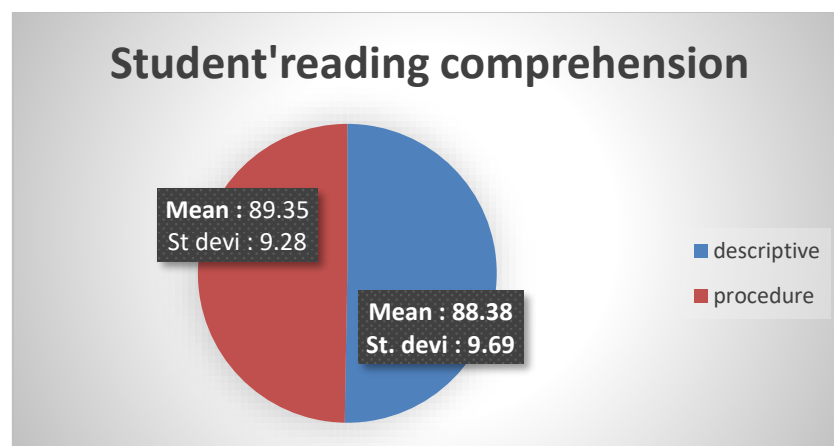


Figure 1. Student' reading comprehension

Table above shows the students' average ability in understanding main idea, specific information, word or phrase meaning and textual reference of descriptive text n are: Mean = 89.35 and Standard Deviation = 9.28 Procedure texts are: Mean = 88.38 and Standard Deviation = 9.69. Total accumulated reading comprehension in descriptive and procedure text: Mean = 88.87 and Standard Deviation = 9.49. When compared the average abilities on the descriptive and procedure text in a graphical representation, the two average abilities are shown in the Figure 2 and Figure 3.

- 1) Descriptive Text

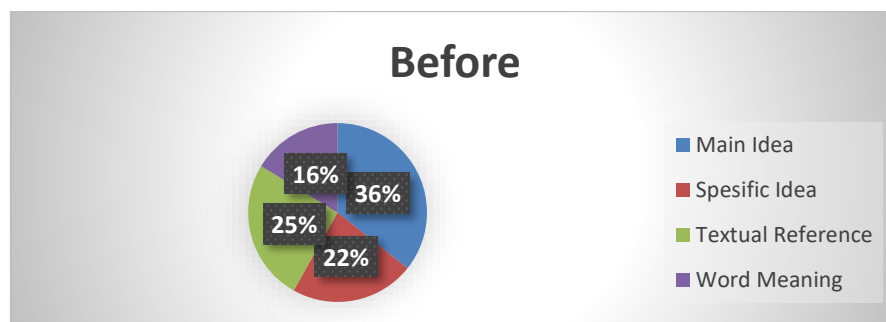


Figure 2. Descriptive Text Before the Implementation

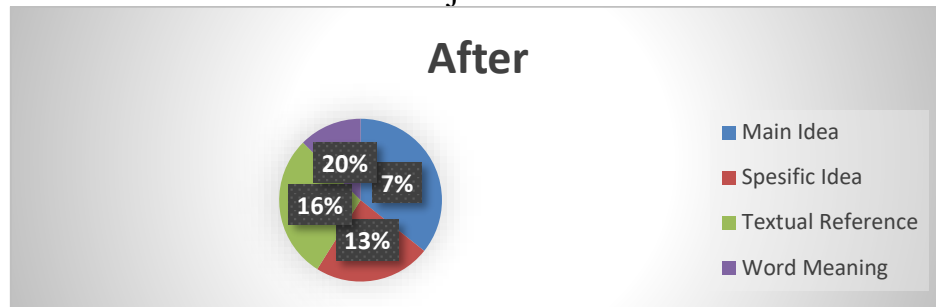


Figure 3. Descriptive Text After the Implementation

From Figure 2 and Figure 3 above, it can be seen that there is a decrease in the number of students who have difficulty understanding indicators in reading comprehension. Previously, 35% of students had difficulty finding the main idea in the text, after applying the scaffolding technique it was reduced to 20%. There are 22% of students who cannot find specific information contained in the text after being treated using scaffolding to 13%. Likewise with textual references from 25% to 16% and there are 16% who have difficulty understanding the meaning of the word reduced to 7%.

2) Procedure text

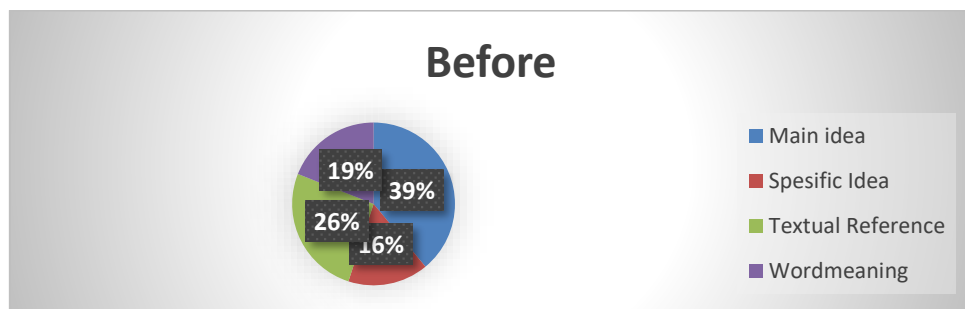


Figure 5. Procedure Text Before the Implementation

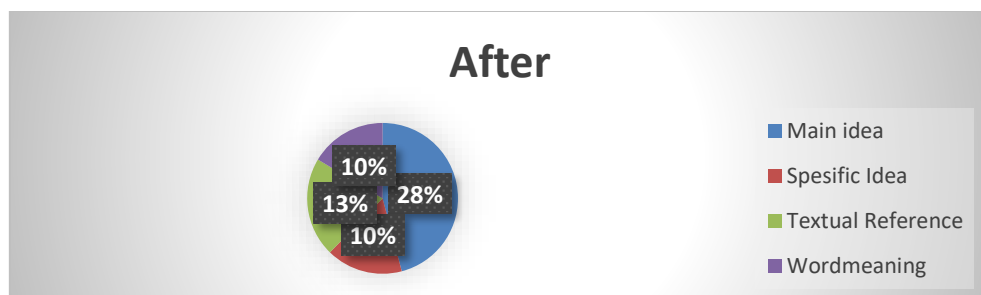


Figure 6. Procedure Text After the Implementation

In the descriptive text of procedure as shown in Figure 5 and Figure 6, a decrease occurred after the scaffolding technique was applied. Previously, 39% of students had difficulty finding the main idea in the text, after applying the scaffolding technique it decreased to 28%. There were 16% of students could not find the specific information

contained in the text after being treated using scaffolding to 10%. Likewise with textual references from 26% to 13% and 19% had difficulty understanding the meaning of the word reduced to 10%.

The results of initial observations showed that students had low abilities in this reading comprehension descriptive and procedure texts. The student does not understand reading indicators namely main idea, specific idea textual references, and word meaning. Scaffolding techniques help improve students' reading comprehension, this can be seen in the results of the student reading comprehension in descriptive and procedure text. Scaffolding technique to help the student to understand reading indicators namely main idea, specific idea, textual reference, and word meaning

The above results prove that the effectiveness of scaffolding techniques in teaching reading comprehension. Students' reading comprehension increased after the scaffolding technique was applied. Scaffolding technique is an appropriate method to develop important skills to understand the meaning of the text. Comprehension skills are taught and strengthened in several ways (Salem, 2016). Scaffolding can change student learning situations where students can be more active in the learning process (Wachyunni, 2017). Based on the results of implementation, shows that there is a significant difference before and after the implementation of scaffolding techniques, this can be seen in the students' average after being implemented, which is higher than the previous score obtained during the initial observation. It is clear that the scaffolding technique is effective for teaching reading comprehension in descriptive and procedure texts.

Conclusion & Suggestion

The implementation scaffolding technique in reading comprehension at *SMPN 4 Busungbiu* showed a good improvement in students' reading comprehension. The steps in implementing scaffolding technique in reading comprehension in SMP Negeri 4 Busung Biu. The data were described qualitatively following the process of implementing scaffolding in reading for class VII students of SMPN 4 Busungbiu were collected using a learning scenario or syntax in which the steps and descriptions of the learning process. The implementation process following systematically using five aspects of a scientific approach, namely observation, questioning, exploration, association, communication with 3 phases namely pre-activity, while activity, post-activity. Learning activities are made by paying attention to each indicator in reading, namely main ideas, specific information, textual references, the meaning of words or phrases. Scaffolding technique can improve students' reading comprehension. This increase can be seen from the results of students' reading skills scores in descriptive and procedure text from 3 sessions by looking at the mean and standard deviation. Obtained 88.87 and Standard Deviation is 9.49. So, from these results it can be seen that students: (a) can find main idea in the text (b) find specific information that contained in the text (c) able to use appropriate pronouns in the text (d) able to understand the meaning of words or phrases.

Teachers must be able to create an appropriate strategy in the learning process so that students can accept learning in an easy way, this aims to foster student interest in learning. Scaffolding technique is the right technique to use and can be applied by teachers to improve students' reading comprehension. This research focuses on the application of engineering

scaffolding. Actually, there are still many techniques that can be created to apply students' reading comprehension.

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