

## SCAFFOLDED READING TO IMPROVE STUDENT READING PERFORMANCE AT SMPN 5 KODI UTARA

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### Abstract

*This study aims to describe whether Scaffolded Reading can improve the reading achievement of grade I students of SMP Negeri 5 Kodi Utara for the 2022/2023. The research method applied in this study is classroom action research (CAR) with a collaborative action research design where the subject of this study is grade I students of SMP Negeri 5 Kodi Utara. The author only focuses on the application of Scaffolded Reading to improve student reading achievement. Data is collected through quantitative and qualitative data. Quantitative data were obtained from the reading scores of pretest and posttest students. Then, the techniques used to collect the data are; The test consists of 30 items with 4 options and is categorized as multiple choice. Then qualitative data were obtained from observation sheets and questionnaires. The findings of this study show that there is a progression in students' reading achievement and improvement. It can be seen from the average score of the pretest is 65.95. and the average posttest score was 83.30. In addition, there were 9 students or 45% of the 25 students who passed the Minimum Completeness Criteria (KKM) in the pretest. Meanwhile, in the first cycle there were 18 students or 90% of the 25 students. Then, from the observation sheet, the results showed that more students responded well to reading independence in teaching reading. Based on the results of percentage data in questionnaires such as Strongly Agree is 18.00%, Agree is 15.60%, Undecided is 4.35%, Disagree is 1.30%, and Strongly Disagree is 0.55%. The authors conclude that students' reading achievement improved very well in learning to read English.*

**Keywords:** *Scaffolded Reading & Reading Performance*

### INTRODUCTION

Scaffolded Reading is a strategy that helps students improve their reading comprehension and fluency by providing them with support before, during and after reading a text. Before reading, the teacher activates the students' prior knowledge, introduces key vocabulary, and concepts, and sets a purpose for reading. During reading, the teacher guides the students through the text, asking questions, modeling strategies, and checking for understanding. After reading, the teacher engages the students in summarizing, discussing, and applying what they have read. Scaffolded Reading can be used with any type of text and across different content areas. It can also be differentiated to meet the needs of diverse learners.

Scaffolded reading is a technique that helps students improve their reading comprehension and fluency by providing them with appropriate support and guidance before, during and after reading a text. The procedure of

scaffolded reading consists of the following steps:

1. Before reading: The teacher activates the students' prior knowledge, introduces the topic and the purpose of reading, previews the text structure and vocabulary, and sets clear expectations and goals for the task.
2. During reading: The teacher monitors the students' progress, provides feedback, prompts questions, clarifies difficulties, models strategies, and encourages self-regulation and metacognition.
3. After reading: The teacher reviews the main ideas and details of the text, checks for understanding, evaluates the students' performance, reinforces the strategies used, and extends the learning to other texts or contexts.

In language, especially English, there are four academic skills that need to be understood by learners, namely listening skills, speaking

skills, writing skills, and reading skills. These skills need to be supported by language elements such as vocabulary, grammar, and pronouns. In this study the authors were interested in investigating students' reading achievement. Because reading turns out to contain a lot of knowledge. By reading students can learn vocabulary, increase knowledge of the text, develop ideas, and can increase student creativity.

According to Furkan, (2007) & Pollard (2008) states that reading is a receptive skill, it involves students interacting with the visual input of language. Reading is inseparable from texts, manuscripts, and topics that contain statements, sentences, and information that make students think what has happened or what will happen in the text itself.

The school's passing score (KKM) is  $\geq 7.5$  where this score is adapted from the school agreement. In addition to the process of obtaining information from written text, reading is the practice of using text to create meaning. If no meaning is created, no reading occurs. Reading is becoming an ever-evolving skill. Like any skill, we get better at reading by practicing. And vice versa, if we don't practice, we won't get better and our skills can deteriorate. In reading we integrate visual and non-visual information. During the act of reading, the visual information found on the page combines with the non-visual information contained in your head to create meaning (Johnson, 2008).

The term independent reading is most often found in the explanation of reading workshops, where independent reading is an important component. According to (Raharjo & Amung, 2001) explains that in reading workshops, each student engages in reading opportunities while the teacher conducts small group lessons or conferences with other students and is also available to help that may be needed by students reading independently. According to

(Adipati, 2002) states that Scaffolded Reading that occurs during reading workshops is usually silent, except for emerging readers and beginners. Calkins emphasizes that independent readers benefit from book discussions with peers or teachers.

In addition to defining my role in this study, it is also important to clearly establish how the term independent reading will be used for the purposes of this work. There are many terms used by educators and literacy scholars to talk about providing students with (Verspoor et al, 2009). The purpose of Scaffolded Reading is to practice the process of reading smoothly, to practice choice, and to develop an interest in reading. Historically, research on Scaffolded Reading has yielded mixed results (Agita, 2014).

Literacy leaders attribute this to independent reading models that have little or no structure. Scaffolded Reading that offers guided selection, which teaches children how to choose books that are at a reading level that is appropriate for them, and where teachers confer with students produces positive results. It's important to maintain a balance between student choice and text demands. Scaffolded Reading is often referred to as the practice of reading, and the way students interact with the text at this point in a gradual abdication of responsibility should echo that practiced in the context of reading aloud, sharing, and guided (Croft et al, 2010).

The statement about this research is "How can the Scaffolded Reading strategy improve the reading achievement of grade I students of SMP Negeri 5 Kodi Utara for the 2022/2023?"

The purpose of this study is to describe whether the strategy Scaffolded Reading can improve the reading achievement of grade I students of SMP Negeri 5 Kodi Utara for the 2022/2023.

## RESEARCH METHODS

### Research Design

Creswell (2011) states that research design is a research plan and procedure that includes decisions from broad assumptions to detailed methods of data collection and analysis.

The design of this study is Classroom Action Research (CAR). According to (David & Richard, 2008) an action writer uses appropriate interventions to collect and analyze data and to implement actions to address educational problems. The authors use classroom action research with the Kemmis and Mc Taggart model, which consists of four steps: planning, action, observation, and reflection. This research is valid in the spiral action research cycle by (Kemmis & Mc-Taggart, 2014) the picture is as follows:

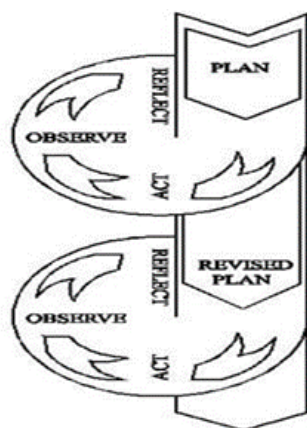


Figure 1. Classroom Action Research Cycle

### Subject and Object of Research

The students in that class consisted of 25 students. The author chose this class because from the facts and pre-observation results, it can be seen that students' interest and reading achievement are still low.

The object of this study is the implementation of *Scaffolded Reading* to improve student reading achievement at SMP Negeri 5 Kodi Utara for the 2022/2023.

### Data Collection Techniques

In measuring students' reading achievement, the authors used tests consisting

of pretest and posttest and other techniques, namely observation sheets and questionnaires:

1. Test.

According to Arikunto & Suharsimi (2010), a test is a set of practice questions or other instruments used to measure the skills, intelligent knowledge or attitudes of individuals or groups. In this study, there are two kinds of tests such as pretests used to measure the ability of first-time students. And it is done before teaching this strategy and a posttest will be done after the teaching process to get information about the results of this strategy.

2. Observation

Observation is a way to gather data when the author finds a problem to study and is interested in studying and measuring some kind Case. According to Suharsimi & Arikunto (2006), observation is one way used to collect data using sight, smell, hearing, touch, and taste. So, observation is part of the data collection done by the observer. The observer has heard, touched, seen, and tasted any developments to measure the success of the learning process studied.

3. Questionnaire

Basically, questionnaires are used only to complement and reinforce students' opinions. Questionnaire is used to gather information about input factors that might affect an instructor's plans. According to Arikunto & Suharsimi (2010) a questionnaire is a group of written questions used to obtain information from respondents about themselves or others. Questionnaires can be multiple choice, essays, checklists, and grading scales so that respondents will choose only one of the answers provided in them. In this study, the author used a questionnaire in the form of a check list, where respondents only chose one of the answers given by crossing (SA = Strong Agree, A= Agree, U= Undecided, D=Disagree, and SD= Strong Agree) on each question (Sudjana, 2004).

**Data Analysis Procedure**

**1. Quantitative Data**

The author uses quantitative data in the form of reading scores. Data are given by students' scores of action at the beginning of the study and tests are given after teaching and learning using the *Scaffolded Reading strategy*.

Second, the author tried to get the percentage of classes that passed KKM 7.5. It uses the following formula from Sudjiono, (2008):

$$P = \frac{F}{N} \times 100\%$$

Where:

- P = Class percentage
- F = Total percentage score
- N = Number of students

**2. Qualitative Data**

Qualitative data were taken from observations and questionnaires, observations were taken during the teaching and learning

process in class, while questionnaires were carried out after the pretest and posttest were completed. The questionnaire consists of 10 questions. It aims only to get data from student responses about the technique strategies applied.

**a. Analyzing Questionnaires**

In this study, questionnaires were used to support key data using description methods involving data description and interpretation. Before describing and interpreting into sentences, the questionnaire was analyzed with the following steps from Sudjana, (2004) in Tabel 1 this below:

- 1) Assessing questionnaire items
- 2) Tabulation of data questionnaires
- 3) Find the average score of a questionnaire
- 4) Determine the scored score
- 5) Match the average to criteria
- 6) Summing up the results of the questionnaire.

**Table 1.** Stage Scale Score

Statement	Agree Strongly (SA)	Agree (A)	Hesitate (U)	Disagree (D)	Strongly Disagree (SD)
Positive	5	4	3	2	1
Negative	1	2	3	4	5

**FINDING AND DISCUSSION**

**Finding**

In the findings of this study, the author presented the results of the research that had been conducted. In this chapter, the author shows the results of data analysis obtained from the investigation.

**1. The Result of Pretest**

The students carry out a test consisting of 30 (thirty) items for 45 (forty-five) minutes. It aims to ascertain whether they have problems in their reading achievement.

Based on students' pretest scores, the average pretest score is 65.95 and there are 9 students or 45% of 25 students who score above the success criteria while the remaining 11 students fail and score below the criteria. In addition, it shows they are lacking in any indicator reading where a high score should be 100 (one hundred) each indicator.

**2. Cycle I**

Action research runs in only one cycle followed by these four stages;

**a. Plan**

At this stage, the author uses the time to consult the learning preparations he has made such as teaching materials including lesson plans for each meeting, teaching media, pretest and posttest instruments, observation sheets that must be filled in during the teaching and learning process, and student attendance lists. In addition, the author also informs collaborators about success criteria which are then agreed upon as success indicators.

**b. Action**

The action stage of action research is carried out for three weeks; The first week consists of two meetings until the last

meeting. So, the total meetings in this study were five meetings. A lesson plan is prepared for each meeting.

#### 1. First meeting

The first activity, the teacher greets students and asks students who are absent from class while checking the students' attendance list. After that, he asked the students who had studied at home. Before giving the pretest, the author assigned students to be enough in class. As an apperception, the author asked students to pray together before taking the test and then the teacher gave the test to all students. And the pretest is run quietly. In closing, the author asks students to study at home at all times, before leaving the classroom, the teacher asks students to pray.

#### 2. Second meeting

In the opening activity, the teacher greets the students and asks the students who are absent from class while checking the attendance list of the students. While the activity, the teacher explains to the students what a descriptive text is first. The students seemed enthusiastic in following the teacher's explanation even though they were not entirely correct. After he got in touch with the students, he began to introduce the teaching strategies to be used. The teacher asked the students to create several groups for discussion next week and he gave the students four different texts, each group leader holding four texts.

In the closing activity, the teacher asked again about the students' difficulties whether in the material or *the Scaffolded Reading activity* and they said the material. Finally, the teacher concludes that, the difficulty of students is in the material. Before closing class, he asked the students to pray.

#### 3. Third meeting

The third meeting aims to enable students to identify the main idea of the text

using teaching strategies (*Scaffolded Reading*). The observation sheet was prepared by the author as an observer.

In the opening activity, the teacher greets the students and checks the attendance list of the students. All the students were present at the time. After that, he asked the students who had studied at home last night. Before entering the material, the students arrange their chairs based on their group.

In the temporary activity, students select one of the texts given by the teacher, then they will translate it first, then they summarize the text. The next teacher has the group leader read their text in front of the class with meaningful context, so that other students will understand what the words in the story are about. The teacher invites students to ask some questions based on the story, so that students can give their opinion about the story and, they will contribute in the teaching and learning process. After that, the teacher asks the students what they have done during the activity.

In the closing activity, the teacher concluded the material at the third meeting. The teacher gave some text to each group as their homework. Before leaving the classroom, the teacher asks students to pray.

#### 4. Fourth meeting

The fourth meeting is conducted so that students can know the main idea, get more vocabulary and find out how far they are understood about this strategy. In the opening activity, the teacher greets the students and checks the attendance list of the students. Then he asked the students who had studied at home.

In temporary activities, students will write down the teacher's explanation and then continue the material that has been given by the teacher. Each leader in the group will present their homework in front of the class. After that, the teacher asks all the students to



compose a difficult word and the teacher explains the meaning one by one.

In the concluding activity, the teacher asks students about what they have gained from the material, and then they conclude what they have learned. Teachers also ask students to study at home, and prepare for the next posttest meeting. Before leaving the classroom, the teacher asks students to pray.

#### 5. Fifth meeting

The fifth meeting aims to understand students in the *Scaffolded Reading strategy* during the teaching and learning process. In the opening activity, the author greeted the students and checked the students' attendance list. All the students were present at the time. Before giving the test, the teachers assigned students did not cheat on each other. Leave the teacher's seat at the front of the classroom. As an apperception, the teacher asks the students to pray together before doing the test and then the teacher gives the test to all the students.

In closing, the teacher asks the students to study at home every time, and then the teacher gives suggestions to the students. Before leaving the classroom, the teacher asked the students to pray and at the next meeting the authors gave a questionnaire, but did not include all six meetings in this procedure.

In closing, the teacher asks the students to study at home every time, and then the teacher gives suggestions to the students. Before leaving the classroom, the teacher asked the students to pray and at the next meeting the authors gave a questionnaire, but did not include all six meetings in this procedure. The author gives the chairman in class VII.

#### 6. Collecting Student Post Test

Based on students' posttest scores, the average posttest score is 83.30 (eighty-three point thirty) and there are 90% or 18 out of 25 students who score above the research

success criteria while the remaining 2 students fail and score below the criteria. In addition, they are able to achieve high achievements in each indicator of reading elements. These achievements can be seen in the following table.

From the calculation results, the percentage of student grades is 90%. This means that there are 23 students who pass KKM (75) and there are 2 students who are still under KKM. Thus, it can be concluded that by using *Scaffolded Reading* in teaching and learning English, students' reading achievement can be improved.

#### c. Observation

The observation stage is carried out when the teaching and learning process is in progress. The following is an explanation of the results of the analysis of the observation sheet that has been filled in. There are two observation sheets in this study, namely teacher activity observation sheets, and student activity observation sheets.

Teachers teach students based on lesson plans and teachers implement *Scaffolded Reading* strategies. He focuses on how to teach students to read descriptive texts using *the Scaffolded Reading* strategy. He taught them by using the *Scaffolded Reading* strategy to make it easier for students to read and analyze about the main idea of the text. Teachers focus on outlining strategies and texts. Teachers ask students to apply *Scaffolded Reading strategies* in reading descriptive texts and representing them in their own groups. The teacher monitors all the work of students individually and in groups.

#### d. Questionnaire

Data taken from questionnaires are tabulated and analyzed in percentage terms of each item. The purpose of the questionnaire is to find out the students'

responses in teaching strategies. The questionnaire has been given by the teacher at the fifth meeting. The author gives the chairman in class VII. The percentage of students who voted for SA (Strong Agree) was 18.00%, A (Agree) was 15.60%, U (Undecided) was 4.35%, D (Disagree) was 1.30%, and SD (Strongly Disagree) was 0.55%. Based on the results of the questionnaire above, it can be concluded that the percentage of second-year students of SMP Negeri 5 Kodi Utara is very much in line with the *Scaffolding Reading strategy*.

#### e. Reflection

The reflection stage is carried out after conducting action research; It aims to analyze the findings of research data from test sheets and observations.

Based on the test results, it was found that in the pretest there were 45% or 9 of 25 students who passed and 11 students under the success criteria with an average score of 65.95, while in the posttest there were 90% or 23 students who passed and 2 students under the success criteria with a score of 83, 30 as the average score. This shows an improvement between pretest and posttest in achieving research success criteria.

### Discussion

Reading is a process used by readers to get messages conveyed through the medium of written language. In this study the author concludes that the reader will be able to make meaning from the written text. By reading students can learn vocabulary, increase knowledge from the text, develop ideas, and can also increase student creativity.

Scaffolding Reading is a reading activity that provides an opportunity for students to determine for themselves the material they want to read (Billman, 2009). Scaffolding reading is an important strategy for improving student reading achievement. There are many terms used by educators and literacy scholars to talk

about providing students with Billman, AK 2009 In Scaffolding Reading students are responsible for the selected reading so that the role of the teacher changes from initiator, model, and provide guidance to observer, facilitator, and response provider. In addition, by using Scaffolding Reading, students can practice a reading process that runs smoothly, directing students to improve vocabulary development, build student fluency, build student background knowledge, and develop reading interest in reading achievement.

In addition, the results of data calculations showed in cycle I with an average pretest score of 65.95 and posttest was 83.30. We can see a comparison between before and after teaching reading using Scaffolding Reading. This result shows that there is an increase in reading achievement of grade I students of SMP Negeri 5 Kodi Utara in the 2022/2023. Most students were able to answer the test given by the author after applying Scaffolding Reading in teaching reading and there were two students who failed the test.

Furthermore, the observation data showed that there was an increase in student significance after Scaffolding Reading was carried out as indicated by the students' responses during the teaching and learning process they were active, motivated, fun and interested in participating in teaching and learning activities.

Then, improvements are also seen in the teaching and learning process. The participation of students is active in participating in activities. They tried to answer the questions that the author gave. Attention to lessons has also increased.

Finally, based on the explanation above, the author concludes that the use of Scaffolding Reading can improve the reading achievement of grade I students of SMP Negeri 5 Kodi Utara in the teaching and learning process. This can be seen from the test results where the score for the

posttest is higher than the pretest after the Scaffolded Reading strategy is applied.

## CONCLUSION

Based on the results of this study, the author concludes that this study succeeded in increasing students' reading achievement by using the Scaffolded Reading strategy at SMP Negeri 5 Kodi Utara in the 2022/2023. This is shown by the average posttest score higher than the pretest where the posttest score is 83.30 and the pretest score is 65.95. In addition, the students are more active and participate in the teaching and learning process. Therefore, the Scaffolded Reading strategy can be an alternative strategy for teachers in teaching reading that can make students interested in reading texts.

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