THE USE OF SCAFFOLDED READING APPROACH TO IMPROVE STUDENTS’ READING COMPREHENSION

(A Classroom Action Research at the Seventh Grade of SMP Negeri 24 Surakarta in 2015/2016 Academic Year)

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ABSTRACT

The objectives of this research are (1) to find out whether Scaffolded Reading Approach can improve students’ reading comprehension in class 7 E of SMP Negeri 24 Surakarta in 2015/2016 Academic Year, and (2) to describe the class condition when Scaffolded Reading Approach is implemented in teaching learning process in class 7 E of SMP Negeri 24 Surakarta in 2015/2016 Academic Year.

This research method used a Classroom Action Research which was implemented in two cycles by using Scaffolded Reading Approach. It was applied in class 7 E SMP Negeri 24. The number of students was 30 students which consisted of 11 females and 19 males. The data were collected through two steps, (1) Test: pre-test, post-test 1, and post-test 2; and (2) Non-test: observation, interview, questionnaire, document, and documentation. In analyses the data, the researcher used qualitative and quantitative data analyses.

The result of this research based on the mean score of the students in pre-test was 61.93, meanwhile in the post-test 1 of cycle 1, it increased to 73.86. In the post-test 2 of cycle 2 had increased to the average value 80.2. To try the significance of teaching learning reading result in first and second cycle, it was used t-test. The result was compared with the d.b = n-1 = 30-1 = 29, which showed in the table values, the t-table in significance 5% was 2.045 and significance 1% was 2.756. The t-test score between pre-test and post-test 1 Increased. It could be seen from the table values (2.045 < 16.13 > 2.756), while t-test between post-test 1 and 2 also increased. It could be seen from the table value (2.045 < 7.66 > 2.756). Besides, in class condition, the students were motivated and fun in reading comprehension using Scaffolded Reading Approach.

Based on the research finding, it can be concluded that the Scaffolded Reading Approach is a good approach in teaching learning reading to improve students’ reading comprehension. Further, this approach is suggested to be used by the teachers in teaching learning reading in order to be more creative and innovative. The students are suggested to apply it, so that it can help them to be more confidence and fun in learning English. And then, the other researcher who will conduct the same approach can learn and explore more creative on how this approach improves students’ reading comprehension.

Keywords: Reading Comprehension, Scaffolded Reading Approach, Classroom Action Research
ABSTRAK


Tujuan dari penelitian ini adalah (1) untuk mencari tahu apakah pendekatan Scaffolded Reading dapat meningkatkan pemahaman membaca siswa di kelas 7E SMP Negeri 24 Surakarta di tahun ajaran 2015/2016, dan (2) untuk menggambarkan kondisi kelas pada saat pendekatan Scaffolded Reading diterapkan dalam proses belajar mengajar di kelas 7E SMP Negeri 24 Surakarta di tahun ajaran 2015/2016.


Hasil penelitian berdasarkan pada nilai rata-rata pre-tes siswa yaitu 61,93, sementara di post-tes 1 dari siklus 1 naik menjadi 73,86. Di post-tes 2 dari siklus 2 mencapai nilai rata-rata 80,2. Untuk mencoba tingkat signifikansi dari proses belajar mengajar membaca di siklus pertama dan kedua digunakan t-tes. hasilnya dibandingkan dengan d.b=n-1 = 30-1 = 29 yang ditunjukkan dalam nilai tabel, t-tabel dalam taraf signifikansi 5% adalah 2,045 dan sigifikansi 1% adalah 2,756. Nilai t-tes antara pre-tes dan post-tes 1 menunjukkan bahwa t-tes yang diperoleh diatas nilai tabel (2,045 < 16,13 > 2,756), sementara t-tes antara post-tes 1 dan 2 juga menunjukkan bahwa t-tes yang diperoleh diatas nilai tabel (2,045 < 7,66 > 2,756). Selain itu, di dalam kondisi kelas, siswa termotivasi dan senang dalam belajar pemahaman membaca dengan menggunakan pendekatan Scaffolded Reading.

Berdasarkan hasil penelitian tersebut, maka dapat disimpulkan bahwa pendekatan Scaffolded Reading merupakan sebuah pendekatan yang bagus dalam proses belajar mengajar membaca untuk meningkatkan pemahaman membaca siswa. Lebih lanjut, pendekatan ini disarankan untuk digunakan oleh para guru dalam proses belajar mengajar membaca supaya lebih kreatif dan inovatif. Para siswa disarankan untuk menerapkannya sehingga dapat membantu mereka untuk lebih percaya diri dan senang belajar bahasa inggris. Selanjutnya, peneliti lain yang ingin melaksanakan pendekatan yang sama dapat belajar dan menggali lebih kreatif tentang bagaimana pendekatan ini meningkatkan pemahaman membaca siswa.

Introduction

Language is a means or a tool created by human in order to interact with each other, exchange ideas or opinions, and feelings. In the present era, every country uses a variety of languages in accordance with nationalism and culture respectively. It means that there are many kinds of languages used in human’s life. One of the languages is English.

English is known as an international language which acts as the unifying tool between the countries in the world. Almost countries use the English language in the world of trade. In addition, it is a compulsory subject to be taught in education. Because English is regarded as one of the means to bring the students to know the world and not just the world around them, but also the outside world which is related to science and technology, as well as to prepare them for the world of work.

In Indonesia, English becomes one of the foreign languages. It is directly known as a compulsory subject that is learned by the students of the Junior High School, the Senior High School up to the University. In learning English, the students should master the four language skills such as reading, writing, speaking and listening. One of the important skills is reading. According to Harmer (2007: 99) “Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it”. It is understood as one way to get the information from written text. According to Urquhart and Weir (in Grabe 2009: 14) “Reading is the process of receiving and interpreting information encoded in language form via the medium of print”. Therefore, if one reads constantly, then more and more they will be able to comprehend of what they have read. Practice is the best thing to develop reading comprehension. In teaching learning reading, there must be interaction between the
teacher and the students to make the reading process happen. The teacher should use an appropriate approach and any materials to provide convenience to the students in developing students’ reading comprehension. According to Grellet (1981: 3) “Reading comprehension is an understanding a written text means extracting the required information from it as efficiently as possible”. Besides that, Klingner, Vaughn, and Boardman (2007: 8) says that “Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself. Therefore, through reading comprehension, the students are expected to be motivated to read, more exited, enjoy, and comprehend of what they have read during process in the classroom.

Based on the observation at the seventh grade of SMP Negeri 24 Surakarta, the researcher found some problems which were related with reading comprehension and class condition. In reading comprehension, the problems were as following: (1) the students could not understand about reading comprehension particularly in determining the general idea of the text, identifying the main idea of a paragraph, finding the information either explicit or implicit from the text, determining the references, and guessing the meaning of the word synonym and antonym, and (2) the students rarely used dictionary in order to find the meaning of the word or the text. This was showed through their mean score of English subject which is 65 under the minimum score. In fact, the minimum score or KKM (Kriteria Ketuntasan Minimum) for English is 75. Besides that, in class condition (1) the students got bored during the lesson, (2) the students were afraid of the English teacher, so mostly the class condition was quiet often, and (3) the students were still lack of motivation and monotonous during teaching learning process English.
One of the ways to solve the problem above is the use of learning approach. According to Richards and Rodgers (1986: 16) “approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.” One of a good approach in teaching learning reading is Scaffolded Reading approach. Scaffolded Reading Approach is an approach in scaffold literacy learning to develop students’ reading comprehension (Axford, Harders, & Wise, 2009). The aim of Scaffolded Reading Approach is to help the teacher and the students together in achieving the meaning of text. In conducting Scaffolded Reading Approach, there are 5 steps: Text Selection, Text Orientation, Aural Orientation, Language Orientation, and Fluent Reading. It is very precise when it is applied in the seventh grade (class 7 E) of SMP Negeri 24 Surakarta, because it was appropriate with the students’ characteristics and could make them active in the teaching learning reading process. This article discussed about the problems that appeared in the classroom action research by using Scaffolded Reading Approach as follows: (1) students’ reading comprehension can be improved by using Scaffolded reading Approach especially in class 7 E of SMP Negeri 24 Surakarta in 2015/2016 academic year, (2) the description of class condition when Scaffolded Reading Approach was implemented in teaching learning process in class 7 E of SMP Negeri 24 Surakarta in 2015/2016 academic year.

Method

The method chosen by the researcher was Classroom Action Research. Burns (2010: 2), states that “Action Research is related to the ideas ‘reflective practice’ and ‘the teacher as the researcher’.” In here, a self-reflective, critical, and systematic approach is needed in order to explore the teaching context. According to Rust and
Clark (2003: 4), “Action Research is taking action to improve teaching learning plus systematic study of the action and its sequences.” Then, the other term of Action Research is a method used through the use of the approaches or techniques to assess the students accurately and systematically in developing their skills (Ferrance, 2000: 1).

Through those experts’ explanation above about Classroom Action Research, It could be concluded that Action Research is an action taken in the process of teaching and learning in the classroom in a proper way and structured in order to enhance the ability of learners.

**The Place and Time**

The research was conducted at the seventh grade of SMP Negeri 24 Surakarta, particularly in class 7 E of SMP Negeri 24 Surakarta in 2015/2016 academic year which is located at Jl. Dr. Moewardi No. 36, Penumping, Laweyan, Surakarta, Central Java. The Telephone number is (0271) 721333. This research had been conducted on April 2016 until August 2016 in 2015/2016 Academic Year.

**The Subject of the Research**

The research was conducted at the seventh grade of SMP Negeri 24 Surakarta, particularly in class 7 E of SMP Negeri 24 Surakarta in 2015/2016 academic year. The sum of students in the class was 30, with 11 females and 19 males.

There were some reasons why the researcher chose class 7 E as the subject. Based on the observation, the researcher found some problems in class 7 E which were in reading comprehension and class condition. In reading comprehension, the problems were the students still could not able to: 1) determining the general idea of
the text, 2) identifying the main idea of a paragraph, 3) finding detail information in text either explicit or implicit information, 4) determining the references, and 5) guessing the meaning of the word synonym or antonym. Further, in class condition, the problems were lack of motivation and monotonous during the process of teaching learning English.

The Model of Action Research

The Action Research can happen through some process. In the Classroom Action Research, the researcher could solve the problem of the students’ reading comprehension through the cyclical Action Research model based on Kemmis and Taggart. According to Kemmis and Taggart (in Burns, 2010: 9), the model of Action Research is illustrated in the following figure:

![Cyclical AR model based on Kemmis and Taggart](image)

*Figure 1. Cyclical AR model based on Kemmis and Mc Taggart (in Burns, 2010: 9)*
The Procedure of Action Research

The procedure of Action Research is very important for the researcher to succeed in the research. According to Kemmis and McTaggart (in Burns, 2009: 8) “Action Research typically involves four broad phases in a cycle of research.” The four broad phases are planning, action, observation, and reflection which are pictured on Figure 1, the model of action research. These are explained as follows:

1. Planning

In this phase, the researcher made a planning through creating the lesson plan, and the materials such as students’ worksheet, PowerPoint, etc. in order to know the students’ improvement in reading comprehension, the researcher gave the students pre-test, post-test 1, and post-test 2.

2. Action

In this phase, the researcher implemented the planning into action. It was in cycle 1 and cycle 2, each cycle has two meetings which involved the implementation of the Scaffolded Reading Approach in the teaching learning process.

3. Observation

In this phase, the researcher made an observation in implementing the action. It was done after the cycle 1, post-test 1 and cycle 2, post-test 2 as a kind of collecting the data in order to know the class condition and the students’ improvement in reading comprehension by using Scaffolded Reading Approach. These were showed also through the mean scores of the students in post-test 1 and post-test 2.
4. Reflection

In this point, the researcher made the reflection, evaluation and descriptions of the teaching process which helped the researcher had the meaning of what had been taught and understand either the strength and the weaknesses or the problem that had faced by the researcher.

**The Technique of Collecting Data**

According to Burns (2009:54) “collecting data in Action Research is always mixed in with the strategies or action you put in place to change or improve the situation you have decided to focus on.” Therefore, the techniques which were used by the researcher for collecting the data based on Burns as following:

1. Test

   According to Overton T. (in Kizlik B., 2012: 3), “test is a method to determine a student’s ability to complete certain tasks or demonstrate mastery of skill or knowledge of content”. It means that a test becomes a part of assessment. The researcher used multiple choices for each type of the test (Pre-test, Post-test 1 and Post-test 2) in measuring the student’s ability in reading comprehension. It consists of 50 multiple choice questions for each type of test.

2. Non-test

   The other technique is non-test. It can be done through some process such as: observation, interviews, questionnaires, documents and documentations.
The Technique of Data Analyses

The researcher used qualitative data and quantitative data as the technique of data analysis. There were two techniques in analyzing the data of the research, as follows:

1. Qualitative data analyses

   According to Miles and Huberman (1994:12), there are components of data analyses, which are data collection, data reduction, data display, and conclusion drawing/verifying. The below is the model of qualitative data analysis:

   ![Figure 2. Components of Data Analysis: Interactive Model](Miles & Huberman, 1994: 12)

2. Quantitative data analyses

   The quantitative data analysis was used by the researcher for the data analyzing which got from pretest and post-test. The researcher also used t-test which based on Ary, Jacobs, and Razavieh (1979: 150); they mentioned that t-test is the t-value for non-independent means that can be used by the researcher to find the test result.
The formula is as following:

a. Pretest and post-test results could be calculated through the formula below in order to find the mean score.

The formula is as following:

\[ \bar{X} = \frac{\sum X}{n} \]

\[ \bar{Y} = \frac{\sum Y}{n} \]

Where

\( \bar{X} \) = mean of pretest score

\( \bar{Y} \) = mean of post-test

\( n \) = the number of students

\( \sum X \) = sum of pretest score

\( \sum Y \) = sum of post-test score

b. The formula of t-value after finding the mean of the pretest and post-test was as follows:

\[ t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N (N - 1)}}} \]

Where

\( t \) = the t-value for non-independent (correlated) means

\( D \) = the difference between the paired scores

\( \bar{D} \) = the mean of the differences

\( \sum D^2 \) = the sum of the squared difference scores

\( N \) = the number of pairs.

(Ary, Jacobs, and Razavieh, 1979:108-177)
Result and Discussion

1. Result

By using the Scaffolded Reading Approach, the researcher was able to analyze the result of pre-test, post-test 1, and post-test 2. The researcher compared the mean score of pre-test, post-test 1 and post-test 2 which showed in the table, as follows:

Table 1. Result of Pre-test, Post-test 1, Post-test 2, and T-test.

<table>
<thead>
<tr>
<th>The Mean Score of Pre-test</th>
<th>The Mean Score of Post-test 1</th>
<th>The Mean Score of Post-test 2</th>
<th>t-value of cycle 1</th>
<th>t-value of cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>61,93</td>
<td>73,86</td>
<td>80,2</td>
<td>16,13</td>
<td>7,66</td>
</tr>
</tbody>
</table>

In the table 1, it showed that the result of the mean score of pre-test was lower than post-test 1, from pre-test was 61,93 and post-test 1 was 73,86. But the mean score of reading increased in post-test 1 of cycle 1, although it was still under the KKM (*Kriteria Ketuntasan Minimum*), because there was the implementation of Scaffolded Reading Approach in teaching learning process in the classroom. This mean score was more and more increased when performing the post-test 2 and the result increased above KKM. The mean score of post-test 2 increased to 80,2.

From the same table, the researcher could analyze the computation of non-independent test or the t-test in cycle 1 and cycle 2. The result of t-test between pre-test and post-test 1 was 16,13. Then this result of pre-test and post-test 1 could be compared with the d.b = n-1 = 30-1 = 29, and based on the table values, the t-table in significance 5% was 2,045 and significance 1% was 2,756, it was $t_0 > t_i$ in significance 5% and 1% ($2,045 < 16,13 > 2,756$). The conclusion was that the students’ reading comprehension was significantly improved after using the Scaffolded Reading Approach.
Furthermore, the result of t-test between post-test 1 and post-test 2 was 7.66. Then, the result of post-test 1 and post-test 2 could be compared with $db = n-1 = 30-1 = 29$, and based on the table value, the t table in significance 5% was 2.045 and significance 1% was 2.756, it was $t_0 > t_i$ in significance 5% and 1% ($2.045 < 7.66 > 2.756$). The conclusion is that by using Scaffolded Reading Approach, the students’ reading comprehension was significantly improved again. So it really happened that this approach could be a suitable way in improving students’ reading comprehension.

2. Discussion

The researcher found some problems based on the observation during teaching learning process and interviewed with the teacher and the students in the seventh grade of SMP Negeri 24 Surakarta, especially in class 7 E. The problems were in reading comprehension: (1) the students could not understand about reading comprehension particularly in determining the general idea of the text, identifying the main idea of a paragraph, finding the information either explicit or implicit from the text, determining the references, and guessing the meaning of the word synonym and antonym, and (2) the students rarely used dictionary in order to find the meaning of the word or the text. Besides that, in class condition, there were some findings: (1) the students got bored during the lesson, (2) the students were afraid of the English teacher, so mostly the class condition was quiet often, and (3) the students still lack of motivation and monotonous during teaching learning process in English.

In order to know how far the students understood the reading comprehension before implementing the Scaffolded Reading Approach, the researcher conducted pre-test for the students of class 7 E. The test consisted of 50 multiple choices. Therefore the mean score for pre-test was 61.93. Through the mean score of pre-test,
the researcher found that the students’ mean score was not able to reach the KKM (Kriteria Ketuntasan Minimum) that is 75.

From those problems, the researcher applied the Scaffolded Reading Approach in teaching learning reading which was implemented through Classroom Action Research. The researcher performed it in two cycles which each cycle had two meetings. After the cycle 1 and cycle 2, the researcher held post-test 1 and post-test 2 which each post-test consisted of 50 multiple choices. Every cycle had the steps, such as: identifying the problem, planning the action, implementing the action, observing the action, reflecting the result, and revising the plan.

During the first observation on the cycle 1, the researcher found that the students still felt difficulties in determining the general idea of the text, identifying the main idea of a paragraph, finding the information of the text either explicit or implicit, determining the references, and guessing the meaning of the word, synonym and antonym. This was showed by the mean score in post-test 1. It was 73,86. More than that, the classroom condition was still passive and each student was still busy with themselves or with their friends. After the cycle 2, the researcher found that the students showed a good improvement either in reading comprehension or in classroom condition. They were able to comprehend their reading which was showed through the mean score in post-test 2. It was 80,2. And then, they also felt enjoy and fun in the teaching learning process which was showed through the questionnaire and the observation after the cycle 2. It was 86,6% (according to the calculation of Likert Scale). After implementing this Scaffolded Reading Approach in teaching learning process, it has advantages as follows: (1) the students were able to understand easily the text given by the teacher, (2) the students were easily determining the general idea of the text, identifying the main idea of a paragraph, finding the information,
determining the references, and guessing the meaning of the word, (3) the students became fun in learning English in class, and (4) the students became more active and brave during teaching learning process.

**Conclusion**

Based on the result, the researcher came to the conclusion that:

1. The use of Scaffolded Reading Approach could improve students’ reading comprehension at the seventh grade of SMP Negeri 24 Surakarta in 2015/2016 academic year, especially in class 7 E. These showed through the result of the mean score of pre-test was 61,93 and post-test 1 was 73,86 which it meant that it was still below the minimum score (75). But after the post-test 2, the result was 80,2, so this automatically reached the minimum score which is 75. There were also the results of the t-test between pre-test and post-test. It was 16,13, then between post-test 1 and post-test 2 was 7,66.

2. In class condition, by using the Scaffolded Reading Approach, the students were motivated during the teaching learning English particularly in reading activity. Based on the result of the questionnaires, there showed 86,6%, that the students felt fun in English lesson after implementing the Scaffolded Reading Approach. It meant that they were exciting and enthusiast during the lesson. Then through the observation, there were collaboration between the researcher and the students, they worked together to find the information from the text and to find the answer of the exercises. Therefore, the class condition was improved after using the Scaffolded Reading Approach in the seventh grade of SMP Negeri 24 Surakarta in 2015/2016 academic year, especially in class 7 E.
Bibliography


