

**THE EFFECT OF USING SCAFFOLDING STRATEGIES ON STUDENTS'
READING COMPREHENSION OF DESCRIPTIVE TEXT
AT THE SEVENTH GRADE OF MTSN 6 AGAM**

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ABSTRACT

The research was determined to find The Effect Of Using Scaffolding Strategies On Students' Reading Comprehension Of Descriptive Text At The Seventh Grade Of Mtsn 6 Agam. It was done at MTSN 6 Agam. The researcher found some problems, there were the students had limited vocabulary. Then, the students found it difficult to comprehend reading texts, which made them become passive learners in learning English. And the methods used by teacher in teaching are still not able to overcome the problems faced by students. In this research, the design of the research used the quantitative approach with experimental research design by using pretest-post test experimental and control group design. The population was seventh grade. To determine the sample the researcher used simple purposive sampling. The sample were VII.4 as the experiment class and VII.2 as control class. The result of the research indicates that the score of students in post test was higher than the score of pre test experiment. From the data the mean score of pre-test was 49.38, and than the mean score of students post-test was 72.8. It's means these results suggested that the scaffolding strategy significant reading comprehension learning. In addition, from the calculation of the data The significance value (Sig. (2-tailed)) of 0.000, which is smaller than 0.05, indicates that there is a significant difference between the reading comprehension scores in the post-test of the control group and the post-test of the experimental group at MTSN 6 Agam of seventh grade by using scaffolding strategies to the students taught using conventional method. It can be concluded that, scaffolding gave significant effect for students in their reading comprehension.

Keywords: Scaffolding Strategies, Reading Comprehension, Descriptive Text

ABSTRAK

Penelitian ini bertujuan untuk menemukan Pengaruh Penggunaan Strategi *Scaffolding* Terhadap Pemahaman Membaca Siswa di Kelas Tujuh Mtsn 6 Agam. Penelitian ini dilakukan di MTSN 6 Agam. Peneliti menemukan beberapa masalah, yaitu siswa memiliki kosakata yang terbatas. Selain itu, siswa merasa kesulitan dalam memahami teks bacaan, yang membuat mereka menjadi pelajar pasif dalam belajar bahasa Inggris. Dan Metode yang digunakan oleh guru dalam mengajar masih belum mampu mengatasi masalah yang dihadapi oleh siswa. Dalam penelitian ini, desain penelitian menggunakan pendekatan kuantitatif dengan desain penelitian eksperimen dengan menggunakan *pretest-posttest experimental dan control*. Populasi penelitian ini adalah siswa kelas VII. Untuk

menentukan sampel, peneliti menggunakan sampel *purposive sampling*. Sampel penelitian ini adalah kelas VII.4 sebagai kelas eksperimen dan kelas VII.2 sebagai kelas kontrol. Hasil penelitian menunjukkan bahwa nilai siswa pada *post test* lebih tinggi dibandingkan dengan nilai *pre test* eksperimen. Dari data yang ada, nilai rata-rata *pre test* adalah 49,38 dan nilai rata-rata *post test* siswa adalah 72,8. Hal ini menunjukkan bahwa strategi *scaffolding* dapat meningkatkan hasil belajar siswa. Selain itu, dari hasil perhitungan data diperoleh nilai signifikansi (Sig. (2-tailed)) sebesar 0,000 yang lebih kecil dari 0,05 yang menunjukkan bahwa terdapat perbedaan yang signifikan antara skor membaca pemahaman pada *post-test* kelompok kontrol dan *post-test* kelompok eksperimen di MTsN 6 Agam kelas VII yang diajar dengan strategi *scaffolding* dan yang diajar dengan metode konvensional. Dapat disimpulkan bahwa, *scaffolding* memberikan pengaruh yang signifikan bagi siswa dalam signifikan pemahaman membaca mereka.

Kata Kunci: Strategi Scaffolding, Pemahaman Membaca.

A. INTRODUCTION

Reading is one of the important components in the curriculum that students must master to get information, knowledge and find inspiration about the things they need. Reading is not only an activity read in the text, but reading is the process of interpreting and understanding text or written information contained in a book, article, or other written material. In addition, Alajlan (2023) states in reading there are five components; Phonics, Phonemic Awareness, Vocabulary, Fluency, Reading Comprehension. One of the components important of reading is reading comprehension. Nunan (2003) states the goal of reading is

comprehension. . According to Nunan (2003), reading comprehension refers to reading for meaning, understanding and entertainment. Reading comprehension is very important in learning because it trains students for the purpose of reading. According to (Jeng, 2005) comprehension is the process of understanding the meaning of related words, which is more important in reading. In conclusion, reading comprehension is the ability to understand a context or text.

There are various types of texts, such as narrative texts, recount texts, and descriptive texts. Descriptive text is one of the genres that need to be taught in

Junior High School in Indonesia. As stated by Harmer (2007), descriptive texts aim to create a vivid picture of a person, place, object, or experience in the reader's mind. In Indonesia, where Junior High School students are still developing their English language proficiency, teaching descriptive texts can be a challenging task. In terms of comprehension tasks, students may find it challenging to determine the main idea, locate specific information, and make inferences, as these tasks require higher-level thinking and critical skills (V. J. Caiozzo, F. Haddad, S. Lee, M. Baker et al., 2019). Furthermore, students may lack effective reading strategies, such as skimming and scanning, which can lead to frustration and a lack of motivation (Al-Jarrah & Ismail, 2018). Additionally, vocabulary limitations can also hinder reading comprehension, as students may struggle to understand words, phrases, and grammatical structures (Faudah, 2018). Overall, the difficulties faced by students in reading comprehension tests are complex and interconnected,

requiring a comprehensive approach to address these challenges.

There are a lot of strategies that can be used to comprehend reading, one of which is scaffolding strategies. According to (Hattan & Alexander, 2018) Scaffolding is a familiar term to literacy educators and researchers as a pedagogical technique, scaffolding entails external support that enables students to perform tasks they could not independently accomplish. This means that the teacher provides temporary guidance and support to facilitate students' learning, gradually releasing responsibility to the students as they become more confident and proficient.

B. METHOD

In this research, the design of the research used the quantitative approach with experimental research design. According to Donal (2010), experimental research design is a scientific investigation in which the researcher manipulates one or more independent variables, and observes the effect of a manipulation on the

dependent variable (s). The population consists of every subject and subject that the researcher used in research. According to Sugiyono (2013) population is a generalization area consisting or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw conclusion. In this research, the researcher used purposive sampling. The researcher chooses VII.2 and VII.4 students as information of this research.

Collecting data is an essential part of conducting research. The data collection consisted of pretest and post test during the treatment. The researcher gave a pretest to students both experimental group and control group before the teaching process. After gave the pretest the experimental and control groups given the treatment, while the experimental group taught using scaffolding strategies and the control group taught using conventional method. The post test was given after the treatment in the last meeting for the both group. post test was a process measure students

achievement in after students given the treatment to see the result.

According to Arikunto (2014), the t-test in analyze the data in experimental research. In analyzed the data, the researcher analyzed used SPSS to analyzed the data for both classes, experimental and control class. The researcher used SPSS 25 to analyze the data

After pretest and post-test data had been collected, SPSS 25 applications were used to analyze research data with 3 types there are paired sample test, independent sample test and statistic.

C RESULT AND DISCUSSIONS

Data Description

- a. Based on the first hypothesis, to find whether the researcher would accept or reject the hypothesis, the researcher used the formula tail test to find whether H_0 or H_a accepted or rejected through comparing the pretest and posttest of experimental class. the value of the obtained was compared with the value of t - table as explanation below;

The Mean Score, StandarDeviation, Variant And Sum Square of Pre Test and Post Test f Experimental Class

The Mean Score, Standard Deviation, Variant And Sum Square of Pre Test and Post Test f Experimental Class

Descriptive Statistics					
	N	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Std. Error	Statistic	Statistic
pre test experiment	32	49.38	2.738	15.489	239.91
post test experiment	32	72.81	1.401	7.925	62.80
pre test control	32	47.81	2.569	14.532	211.19
post test control	32	56.56	1.594	9.019	81.35
Valid N (listwise)	32				

paired sample test

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
			n	Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	pre test experiment - post test experiment	23.43	12.854	2.272	-28.072	-18.803	-10.315	31	.000

From the table above, the mean of score of the post test was 72.81. it was bigger than the mean score of the pre test 49.38. it was found that $t_{obtained}$ is 10.315 and the table for degrees of freedom (df)= 31. The significance value of 0.000 was smaller than 0.05, indicating a significant difference in reading comprehension scores between the pre-test and post-test data. Therefore, these results suggested that the scaffolding strategy significant in learning reading comprehension.

b. Based on the second hypothesis, to find whether H_a is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table} . $t_{obtained}$ is higher than the value of the t_{table} the descriptive H_a is accepted. However, if the value $t_{obtained}$ is the same or less than the value of t_{table} , the null hypothesis H_o is accepted. Then, the calculation of post test score of experimental class and post test of the score control class were explained below:

Table independent sample test

t-test for Equality of Means						
			Mean	Std. Error	95% Confidence Interval of the Difference	
T	Df	Sig. (2-tailed)	Difference	Difference	Lower	Upper
-7.656	62	.000	-16.250	2.122	-20.493	-12.007
-7.656	60.990	.000	-16.250	2.122	-20.494	-12.006

From the table above, the mean score of the post test experiment class 72,81. It was higher than the mean score of the post-test control 56.56. it was found that $t_{obtained}$ is 0,7656 and the t_{table} for degree of freedom (df)=62. The significance value (Sig. (2-tailed)) of 0.000, which is smaller than 0.05, indicates

that there is a significant difference between the reading comprehension scores in the post-test of the control group and the post-test of the experimental group. Scientifically, this means that the null hypothesis (H_0), which states that there is no significant difference between the two groups, can be rejected. In other words, the intervention or treatment given to the experimental group has a significant impact on reading comprehension compared to the control group, which did not receive the treatment.

- c. The researcher began to compare the posttest of experiment class and control class which consisted of the mean score, higher score, and the lowest score in reading comprehension after the researcher using of scaffolding strategies in the experiment class and using conventional method in control class. The comparison both of class was described in the table below:

Comparison

	N	Mean	
	Statistic	Statistic	Std. Error
post test experiment	32	72.81	1.401
post test control	32	56.56	1.594

Based on the table above, it can be seen that the students in experiment group achieved higher reading comprehension than the students in the control group ($72,81 > 56.56$). This means H_a is accepted and H_0 is rejected. In other word, reading comprehension of the students who taught by using scaffolding strategies better than the reading comprehension of the using conventional methods.

E. Conclusion

The findings of this research showed that scaffolding strategies significantly affected students' reading comprehension of descriptive texts. The experimental group, which was taught using scaffolding techniques, achieved a mean score of 72.81 in the post-test, compared to the control group's 56.56. So, scaffolding is part of the teacher's interaction that

occurs during language class activities, aiming to provide guidance and support to students. This help students understand the tasks they need to complete. Teachers usually use clear and concise language to help students what needs to be done. At the beginning of learning, teachers provide encouragement or assistance, then give students the opportunity to take responsibility independently. So, Scaffolding can make students comfortable on learning because teacher always give supervisions for students.

Based on the research presented and analyzed in the previous chapter, the researcher concluded that:

1. There is significant effect taught by scaffolding strategies on students reading comprehension. The value of sig. (2-tailed) $< 0,05$. Based on the calculation by using paired sample t-test the value of sig. $0.00 < 0.05$. it can be concluded that there is significant effect of using scaffolding

strategies on students' reading comprehension.

2. The finding of independent sample t-test that calculated by SPSS 25. The value of sig (2-tailed) < 0.05 that was $0,000 < 0,05$. Its means that there is the different of mean by students' reading comprehension on pretest and posttest in experimental class. That was means there was significant of students' reading comprehension by using scaffolding strategies.
3. The output comparing the result of posttest from experiment and control class ($72,81 > 48,81$). It can be seen the students' experiment group higher than the students' control class. This means H_a is accepted and H_o is rejected. So, reading comprehension in descriptive text of the students' who taught by using scaffolding

strategies better than taught by using conventional method in control class.

Finally, the researcher concluded that scaffolding strategies was effective in improving students' reading comprehension in descriptive text.

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