
The Use of Scaffolding Reading Experience in Improving Students' Literacy Development

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Abstract

Literacy movement becomes the big issue today in Indonesia. It has been raised because the level of literacy skills is considered low. Consequently, it has led to the teaching and learning of second or foreign language becoming an important element in improving literacy skills, especially through reading. The objective of this research was to get empirical evidence of the effectiveness of scaffolding reading experience in improving students' literacy development. This research used a quasi-experimental method. The subjects were 55 students in a private Islamic Junior High School (27 students for the experimental class and 28 students for the controlled class). Both classes were given different treatments. The experimental class was taught by using scaffolding reading experience and the controlled class was taught using a traditional way. The research procedure: pre-test, applying treatment and giving post-test. The result of this research showed a significant effect performed by the students of the experimental class which was treated by scaffolding reading experience. Their post-test mean score was greater than the post-test mean score of the controlled class. In addition, the application of scaffolding reading experience is effective towards the students' literacy development.

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INTRODUCTION

Literacy movement becomes the big issue today in Indonesia. It has been raised because the level of literacy skills is considered low. Our students aren't being taught to read or write in ways that line up

with what scholars have discovered about how students actually learn. In USA, it becomes a problem that has been hiding in plain sight for decades. The National Assessment of Educational Progress confirmed that more than six in ten fourth

graders aren't proficient readers (Hanford, 2018). The concept of literacy is often defined as a set of social practices (Barton & Hamilton, 2000) inferable through written texts which capture social events. Clark (2013) states that literacy is central to the curriculum for English, from the initial teaching of reading and writing at primary stages of schooling through to the ability to read and write the range of academic genres or styles through which the subject knowledge of all subjects is realized at secondary level and beyond. In other words, literacy can be defined differently based on the social context of certain communities who engage in it (Herdiawan, 2017).

In case of Indonesia, the country is the second-least literate nation in the world in a list of 61 measurable countries, besting only Botswana, according to latest research that ranks the five Nordic states (Finland, Norway, Iceland, Denmark and Sweden) as the top five (Arif, 2016). Patience (2017) stated that Indonesia has a reading problem. Despite a reported 95% adult literacy rate, most available evidence suggests that the ability of the average Indonesian adult to understand and make use of written information is shockingly low. He added that Indonesia's reading problem matters because literacy is vital for navigating daily life, accessing jobs and services, and participating in political processes, and also because of the sheer pleasure and enrichment that reading can bring. Consequently, it has led the teaching and learning second or foreign language becomes the important element in

improving literacy skills especially through reading.

As stated by Stone (2009) reading is fundamental goal that children must master in order to be successful in school and in life. It is most important skills between one's being literate and illiterate. Reading is an activity that has a purpose (Klingner, 2007). Smith (2004) defines reading is a thought-full activity which has relationship between print and meaning. In other word, reading is an activity that has relationship between brain and eyes, eyes seeing the print of text and the brain translated the word become a meaning. This is in line with Grabe and Stoller (2002: 13) who define reading as the ability to draw meaning from the printed page and interpret the information appropriately. Alsalmi (2011) considered reading comprehension as an interaction between what the text provides and what the reader brings to it when he reads. The readers' own previous experience is crucial to achieve reading comprehension. While, according to Blachowicz and Olge (2008) reading comprehension is process that is motivated and purposeful, skillful and strategic, and constructive. Based on those explanations, it can be concluded that reading is a process of literacy skill by which one gains knowledge by receiving and interpreting some text to get new idea from the text.

In improving literacy development, it is necessary that teachers should employ alternative strategies. The use of strategies in reading requires the reader to think about how to approach the text in order to decode and retain information (Roe and

Ross, 2006). One of the strategies in reading is scaffolding reading experience. Graves (2003) states scaffolding reading experience strategy is an effective strategy in assisting students in understanding, learning from, and enjoying what they read. Scaffolding reading experience has purpose to make the students enjoy while their doing reading text. While, McNamara (2007) states that effective teachers are likely to scaffold for engagement just as they do for cognitive strategies by providing modeling and then releasing responsibility to students. There are three sets of scaffolding reading experience, they are: pre-reading activities, during-reading activities, and post-reading activities. It is a set of activities specifically designed to assist a particular group of students in successful reading, understanding, learning from, and enjoying the particular selection (Graves and Graves, 2003).

There have been several studies revealed the strategies to improve students' reading comprehension and literacy development. Kong (2006) examined the reading strategies employed by four Chinese adult readers (all Chinese native readers and ESL learners). He reported that in general, the participants exerted a variety of strategies. Richardson (2010) conducted research investigated which guided reading strategies should be implemented to help develop comprehension skills. His research resulted that over the course of eleven weeks multiple lessons and activities tailored and implemented to fit the needs of a struggling reader, pre-reading

strategies were found to have the greatest impact on comprehension. Another result can be seen in Pishghadam and Ghardiri's (2011) research, in which they compared the effect of Symmetrical (S) and Asymmetrical (AS) scaffolding on reading comprehension of adult learners of English as a foreign language (EFL). The results of the research revealed that the groups' performance varied on reading comprehension and results indicated better performance of students who received instruction through the AS scaffolding strategy.

Similar to recent research, Safadi (2012) investigated the effect of scaffolding instruction on reading comprehension skills on 11th grade Jordanian EFL Learners. Results of the research show that there are significant differences in the subjects' achievement in reading comprehension skills, in favor of the experimental group. Moreover, Papatga and Ersoy (2016) improved literacy skill by reveal how reading comprehension skills of elementary fourth graders who have problems in reading comprehension can be improved by means of the SCRATCH program. As a result of the analyses, it was found that the reading level of the eight students who had problems in reading comprehension went up from the anxiety level to the instructional level in some forms, and even to the independent reading level in other forms; in other words, there was an improvement in the reading comprehension skills of all eight students.

Therefore, based on the explanation above, the researcher used this

kind of strategy to improve literacy development. The researcher was very interested in conducting the research entitled “The use of scaffolding reading experience in improving students’ literacy development”. Moreover, to focus the research, this research proposed research question: How is the effectiveness of scaffolding reading experience in improving students’ literacy development?

METHOD

This research used quasi experimental design with two samples, experimental class and controlled class. The researcher conducted the research at a Private Islamic Junior high School (MTS) Bina Cendekia in Cirebon. The researcher took the two classes and uses pre-test and post-test to see the result of the treatment. There are three steps of this design that are: Administering a pre-test measuring the dependent variable, applying the treatment using scaffolding reading experience to the experimental group, and administering a post-test.

The researcher used purposive sampling where the researcher chose VIII A as experimental class and VIII B as control class. Each class consists of 30 students. The researchers developed a multiple choice pre- and post-reading comprehension test. The purpose of this test was to measure the performance of the research groups in reading comprehension. Narrative texts of equivalent length (300-400 words per passage) were selected. To meet the appropriate readability level for the students, the two texts were purposefully adopted from the students’

Reading Comprehension texts presented in Student’s Book for the second semester.

Quantitative method used in this research. It made use of a collection of experimental research design. To accumulate the data, the researcher was accumulating by carrying pre-test, treatment and post-test. To know more the details of the test accomplished, as follows: in the pre-test, there were 20 items of multiple choices. The score per item was 5.0 for correct answer. The students could get 100 point if they could answer correctly to the entire question.

After conducting pre-test, the researcher gave the treatment as much as three meetings to the students in experimental and controlled with different treatment. In experimental class the researcher used scaffolding reading experience while in controlled class the researcher used grammar translated method. Similar with pre-test, the post-test also contained of 20 items of multiple choices question. The score per item was 5.0 for correct answer. From the score of this test, the researcher designed to find out the effectiveness of scaffolding reading experience as strategy in reading comprehension. Then, the findings of score in post-test compared with pre-test. In this case, the researcher will be knowing how far is the effectiveness of the class that using scaffolding reading experience and the class without using scaffolding reading experience. The data acquire from research is the results of students’ test that were analyzed quantitatively. The analysis of quantitative is using statistics which is called statistical analysis or inferential

statistics. The data of this research was analyzed by using statistical computation.

RESULTS AND DISCUSSIONS

RESULT

The result of the research showed the different effect of the students’ score in reading comprehension by using scaffolding reading experience strategy and without using scaffolding reading experience strategy. The data in form of students’ score gained from post-test treatment and controlled class. The result can be seen as follows:

Table 1 Descriptive group statistic of Experimental and Controlled class
Group Statistics

Group	N	mean	SD	Standard
				error mean
Experimental	30	75	11.371	2.07614
Control	30	63	12.351	2.25505

The table 1 above shows mean of post-test experimental class score (75) and post-test-controlled class score (63), whereas N for number of students is 30, standard Deviation for treatment (11.371) and controlled (12.351). Standard Error Mean for experimental (2.07614) and controlled (2.25502). There are significant differences between post-test in experimental class and controlled class score where mean of experimental class is 75.0000 higher than mean controlled is 63.1667. Therefore, teaching learning reading comprehension through using scaffolding reading comprehension strategy is effective. The mean of total

reading comprehension test score of 30 students before being taught using scaffolding reading comprehension is (63). After getting treatment, the means score of students’ reading is (75). Whereas, the mean of students without using scaffolding reading experience from (55) to (63). Therefore, the students’ score is improved.

DISCUSSION

This research aimed to find out whether the scaffolding reading experience strategy can improve the students’ literacy development, especially reading comprehension ability with scaffolding reading experience strategy and without scaffolding reading experience strategy in narrative text. After gaining the result of the data collection, the researcher discussed the implication of the research. The discussion in this case, deals with the research problems which discussed details as follows:

Activities in experimental group was doing pre-test, it was conducted before treatment by giving reading comprehension test. It is used to know the students’ earlier reading comprehension level before the students get treatment. As experimental group, treatment was taught by scaffolding reading experience. Besides, controlled group was taught without scaffolding reading experience. Afterwards, treatment was given to the students. It is teaching reading comprehension by using scaffolding reading experience strategy. The subject was taught is about narrative text. After the students got treatment, they were more enthusiastic and enjoy learning reading comprehension. The last step was giving

post-test to the students after they got treatment. It showed that the students felt easy to answer the test than pretest. Although, there were some students still face difficulty.

The findings of posttest in experimental class were higher than posttest in controlled class although there were some students got unsatisfactory scores or some scores. It showed in the output data of statistics shows mean of post-test is 63 without using scaffolding reading experience and post-test by using scaffolding reading experience is 75 ha increased and if compared the differences both of value is 19.13. It was found the students' reading comprehension achievement being taught by scaffolding reading experience strategy had better than the students' reading comprehension achievement without being taught by scaffolding reading experience. Based on the data gained, it can be concluded that there is significant differences in the students' achievement of reading comprehension means. Accordingly, the teaching reading comprehension through scaffolding reading experience strategy is effective.

The standard deviation is to measure how much the variance of the sample. The standard deviation of post-test in experimental class is 11.37 < 75 11.37 and post-test in controlled class is 12.35 < 62.8 where if the standard deviation is getting higher than the mean is not homogeneity and if the standard deviation is getting smaller than the mean is homogeny. Thus, it could be concluded that standard deviation of post-test in

experimental and controlled group was homogeny because of the sample of this research almost has the same means. While the standard error means to measure the accuracy with which a sample represents a population. The standard error mean of post-test ion experimental class is 2.076 < 75 and post-test in controlled class is 2.255 < 62.8 where if standard error mean is getting higher than the mean is it the sample is not representative and if standard error mean is getting smaller than the mean is it the sample is representative. Hence, the sample of this research indicated good sample or representative from population.

Based on the result of research findings and explanation above, it could be concluded that using scaffolding reading experience strategy is effective in teaching reading comprehension and literacy development as well. It proved that scaffolding reading experience strategy has significant effect to the students' reading comprehension achievement. Scaffolding reading experience is a strategy that takes the concept of scaffolding and incorporates it in a framework for guiding students' reading (Fournier and Graves, 2002: 31). Furthermore, the scaffolding reading experience is useful for curriculum 2013 where the steps of scaffolding reading experience more individual work as curriculum 2013 which focuses on students' activity.

CONCLUSION

Using scaffolding reading experience strategy in reading

comprehension text is effective and could help develop student's literacy skills. In this research showed that the significant effect was proved by the students' posttest mean score (75) of the experimental class which has treated by scaffolding reading experience strategy was greater than posttest mean score (63) of the controlled class which was not treated by scaffolding reading experience. It can be concluded that there was a positive effect of using scaffolding reading experience towards students' reading comprehension and literacy development.

Based on the conclusion above, there is any significant difference between teaching reading using and without using scaffolding reading experience at Islamic Junior School. Hence, this research could give benefit for students, teacher and the next researcher. It suggested that this research can be used as a way to improve the students' ability in comprehending a reading text. The students' should practice more, because the ability to comprehending text is not gained by a short period. It is need a long time journey to be a good. The teachers should be aware to reading ability in each student in order to the teacher can give a good solution to fix the students' difficulties in reading text. The scaffolding reading experience is one of the alternative ways to improve the students' comprehension in reading narrative text. It is useful when the strategy used by doing well steps of strategy.

For other researchers who conduct the similar field. The result of this research can be used as reference or basic information to do the further investigation.

The researcher suggests to the other research to be more creative in implementing this strategy and setting up the maximum time to get better result on the next research.

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