

A STUDY ON USING SCAFFOLDED READING EXPERIENCE STRATEGY IN TEACHING READING DESCRIPTIVE TEXTS

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Abstract: *The purpose of this study was to determine how effective the Scaffolded Reading Experience Strategy is in teaching students to read descriptive texts. The analysis used in this research was descriptive. The population of this research was all the first year students of SMA N 1 Reteh in the 2019/2020 Academic Year and one teacher. The sample for this research was 34 students from X MIPA 2 class who had been selected by using the cluster-random-sampling technique. A questionnaire and an interview were used to collect data. The questionnaire consisted of 10 statements and the interview consisted of 10 questions. Based on the result of the questionnaire, the mean score is 4.05, which means that the use of Scaffolded Reading Experience influenced by reading activity in the learning process in English class is high. Based on the result of the interview, the teaching outcomes which used the Scaffolded Reading Experience Strategy were good. The teacher said that the Scaffolded Reading Experience Strategy was easy to use and helped the students to understand the descriptive text more easily. Following comprehension, the teacher stated that some of the students could create their own descriptive text, though some students still struggled with writing the text. But after the students asked for re-explanation, the teacher explained again until the students understood a little more. The teacher thought the quality was good. The teacher stated that she would use the Scaffolded Reading Experience Strategy as her first choice in the classroom teaching and learning process and that she would recommend the Scaffolded Reading Experience Strategy to her peers for teaching other subjects.*

Key Words: *Using, Scaffolded Reading Experience Strategy, Reading, Descriptive Text.*

STUDI TENTANG PENGGUNAAN STRATEGI PENGALAMAN MEMBACA SCAFFOLDED DALAM PENGAJARAN MEMBACA TEKS DESKRIPTIF

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Abstrak: Penelitian ini bertujuan untuk mengetahui seberapa efektif penggunaan Strategi Pengalaman Membaca Scaffolded dalam pengajaran membaca teks deskriptif. Analisis yang digunakan dalam penelitian ini adalah deskriptif. Populasi penelitian ini adalah seluruh siswa kelas X tahun ajaran 2019/2020 di SMA N 1 Reteh dan satu orang guru. Sampel penelitian ini berjumlah 34 siswa kelas X MIPA 2 yang dipilih dengan menggunakan teknik cluster random sampling. Pengumpulan data dilakukan dengan angket dan wawancara. Angket terdiri dari 10 pernyataan dan wawancara terdiri dari 10 pertanyaan. Berdasarkan hasil angket, diperoleh nilai rata-rata 4.05 yang berarti bahwa penggunaan Strategi Pengalaman Membaca Scaffolded berpengaruh baik terhadap aktivitas membaca dalam proses pembelajaran di kelas Bahasa Inggris. Berdasarkan hasil wawancara, hasil pengajaran menggunakan Strategi Pengalaman Membaca Scaffolded adalah tinggi. Guru mengatakan bahwa Strategi Pengalaman Membaca Scaffolded mudah digunakan dan membantu siswa memahami teks deskriptif dengan lebih mudah. Setelah memahami, guru mengatakan bahwa beberapa siswa dapat membuat teks deskriptif sendiri meskipun masih ada beberapa siswa yang masih kesulitan dalam menulis teks. Tetapi setelah siswa meminta penjelasan kembali, guru menjelaskan kembali sampai siswa menjadi lebih paham. Guru mengatakan bahwa kualitas pengajarannya bagus. Guru juga mengatakan bahwa dia akan menerapkan Strategi Pengalaman Membaca Scaffolded sebagai pilihan pertama dalam proses belajar mengajar di kelas dan akan merekomendasikan Strategi Pengalaman Membaca dalam mengajar mata pelajaran lain kepada rekan-rekannya.

Kata Kunci: Menggunakan, Strategy Pengalaman Membaca Scaffolded, Membaca, Teks Deskriptif.

INTRODUCTION

Reading, along with listening, speaking, and writing, is one of the four language skills taught in the English language learning process that allows people to understand information clearly. Reading is an important language skill to teach students because it helps them understand and analyze all written text. Students must also be able to apply it in their daily live. Stone (2009) states that reading is a fundamental goal that children must master in order to be successful in school and life. Student must have a strong desire to read. When they to read, they do reading more often and with more effort. They become engage in reading (Gee, 1999). Successful readers have a positive attitude toward reading, read more and so become better readers. As better readers, they have a large vocabulary.

SMA N 1 Reteh is one of the schools that apply curriculum 2013 as its guidance in the teaching and learning process. According to the Senior High School syllabus curriculum 2013, there are some texts genres to learn, including narrative text, recount text, descriptive text, procedure text, and report text. The students have to know the definitions, characteristics, and language features of the texts. The researcher used descriptive text in this study. The researcher chooses descriptive text because this text has already been learned by the first year students. In general, descriptive text is a text which describes a person, place, or thing.

The researcher discovered some information about the English problems of SMA N 1 Reteh students. First, some students lack of vocabulary. Second, some students do not enjoy reading. Third, students lose their motivation to learn English. Fourth, the students do not know about Scaffolded Reading Experience Strategy. And fifth, the teacher did not explain the Scaffolded Reading Experience Strategy. In that situation, the teacher should not remain passive or give up all efforts to make improvements. Marzano (2003) stated that the most important role of teachers among the other roles is manager. Teachers should be able to manage classes effectively, create conditions that allow students to learn in order to achieve the desired outcome, and be an effective facilitator in creating and building an effective reading in English class. One first step for teachers to take is to provide materials that are both understandable and interesting. An understandable text prevents students from translating it word for word, and it leads to a contextual understanding of a entire text, or at least of its sentence by sentence.

Therefore, using the Scaffolded Reading Experience Strategy is very important to know. Students facilitate the ability to build on prior knowledge and internalize new information in this activity. This activity is set of pre-reading, during-reading, and post-reading activities specially design to assist a particular group of students in successfully reading, understanding, learning from, and enjoying a particular selection. The Scaffolded Reading Experience Strategy teaches students about many aspects of reading, such as how to use relevant background knowledge, how to broaden their meaning vocabulary, how to use the strengths they already have, how to build background knowledge, and how to become an integral part of the classroom community of learners.

Based on the background above, the researcher is interested in conducting the research about using Scaffolded Reading Experience Strategy activity in English class, entitled "A Study on Using Scaffolded Reading Experience Strategy in Teaching Reading Descriptive Texts".

RESEARCH METHODOLOGY

This is descriptive research. This research consists of one variable that is using Scaffolded Reading Experience Strategy in teaching reading descriptive text. This research is designed to find out how good using Scaffolded Reading Experience Strategy in teaching reading descriptive texts at the first year students of SMA N 1 Reteh. The data for this study was gathered by questionnaires and questionnaires.

The data for this study used questionnaire that was designed by the researcher. The questionnaire consists of 10 items. It is used to know students' perception on the use Scaffolded Reading Experience Strategy in teaching reading descriptive texts to the first year students of SMA N 1 Reteh.

After students filled the questionnaire, the interview was done with English teacher. This research used structure interview in this research. The interview would conduct to gain a spoken respond from participant. The functions of this research are to cross-check the data and to make sure that the data from questionnaire is valid.

The procedure of the data instruments were analyzed by following steps:

1. Questionnaire

The data were analysed by computing the mean score of the Scaffolded Reading Experience Strategy from the students. The objective of computing the mean score of the Scaffolded Reading Experience Strategy from the students is to see the level on strategy with the subjects of the study. As the respondent may rate either the maximum point 5 or the minimum point 1 for certain item, the ideal mean is expected to be 3. Thus the mean value above indicates that the subjects experiencing Scaffolded Reading Experience Strategy whereas the mean value below 3 indicates the level of strategy is low and not helpful for language learning. The calculation of the mean score based on:

$$\text{The mean score} = \frac{\sum fx}{n}$$

f = frequency

x = 5-1(specific value given)

n = total number of students

The mean score were interpreted using the interpretation key suggested by Oxford and Burry-Stock (as cited in Mokhtari & Sheorey, 2002) for general learning strategy usage: (1) high (mean of 3.5 or higher), (2) moderate (mean of 2.5 to 3.4) and (3) low (mean of 2.4 or lower).

2. Interview

Sugiyono (2008:231) stated that the interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and join construction of meaning about a particular topic. Meanwhile Hadi, (1993:39) stated

that interview can be viewed as method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation.

In this research, the researcher used structured interview. The interview was done with the English teacher. The interview was done after finished the teaching and learning process. This interview would conduct to gain a spoken respond from participants. The functions of interview in this research are to cross-check the data and to make sure that the data from the questionnaire is valid.

RESEARCH FINDINGS

The objective of this research was to find out how good using Scaffolded Reading Experience Strategy in teaching reading descriptive texts. The researcher has used sample random sampling by using lottery system in selected the sample and X MIPA 2 class was chosen. To obtain the data, the researcher used questionnaire and interview to analyse how good using Scaffolded Reading Experience Strategy in teaching reading descriptive texts:

1. The Result of Questionnaire

The questionnaire was distributed to students on 25 November 2020 in class X MIPA 2 at SMA N 1 Reteh. The result of questionnaire from students is shown in Table 1.

Table 1. The Result of Questionnaire from Students.

STUDENTS	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	MEAN
1	4	3	4	4	4	5	4	4	4	3	3.9
2	5	4	4	5	4	5	4	4	3	3	4.1
3	4	5	5	5	4	5	5	4	3	2	4.2
4	4	5	5	4	3	4	5	5	4	4	4.3
5	4	4	5	4	3	4	5	4	3	3	3.9
6	4	5	5	4	4	4	4	4	3	3	4.0
7	5	4	5	3	4	3	4	4	3	4	3.9
8	5	4	5	4	3	4	4	5	4	4	4.2
9	4	5	5	5	4	5	4	5	5	5	4.7
10	4	3	4	4	4	5	4	4	4	3	3.9
11	4	4	5	4	3	4	5	4	3	3	3.9
12	4	5	5	4	5	3	4	5	4	5	4.4
13	4	4	4	5	4	4	4	5	5	5	4.4
14	4	4	4	5	4	4	4	4	3	4	4.0
15	4	3	4	4	4	5	4	4	4	3	3.9
16	4	3	4	4	4	5	4	4	4	3	3.9
17	4	4	5	4	3	4	5	4	3	3	3.9
18	4	4	5	4	3	4	5	4	3	3	3.9
19	5	5	4	5	5	4	5	4	4	5	4.6
20	5	3	4	5	4	4	5	5	4	4	4.3
21	5	3	4	5	4	5	5	5	4	5	4.5

22	5	4	5	4	3	4	4	4	3	3	3.9
23	4	3	4	4	4	5	4	4	4	3	3.9
24	4	3	4	4	4	5	4	4	4	3	3.9
25	4	3	4	4	4	5	4	4	4	3	3.9
26	4	4	4	4	4	4	5	5	4	4	4.1
27	4	3	4	4	4	5	4	4	4	3	3.9
28	4	4	4	4	3	4	4	3	4	3	3.7
29	4	3	2	3	4	4	4	5	4	4	3.7
30	4	5	4	4	5	5	4	4	5	4	4.4
31	4	5	4	3	5	5	5	5	4	4	4.4
32	4	4	3	4	3	4	3	4	3	3	3.5
33	5	4	5	5	5	4	4	3	4	5	4.4
34	4	3	3	3	3	3	4	4	3	3	3.3
TOTAL											137.8

The respondents may rate either the maximum point 5 or the minimum point 1 for certain items, the ideal mean is expected to be 3. Thus the mean value above indicates that the subjects experiencing Scaffolded Reading Experience Strategy whereas the mean value below 3 indicates the level of strategy is low and not helpful for language learning.

From the result of the student questionnaire above, there is no mean score of students below 3 which means the mean result is all above ideal. After the result of the questionnaire from students obtained, the total results were calculated using the mean score formula:

$$\begin{aligned}
 \text{The mean score} &= \frac{\sum fx}{n} \\
 &= \frac{137.8}{34} \\
 &= 4.05
 \end{aligned}$$

From the calculation above, it has obtained the mean score was 4.05. The mean score were interpreted using interpretation key suggested by Oxford and Burry-Stock (as cited in Mokhtari & Sheorey, 2002) for general learning strategy usage: (1) high (mean of 3.05 or higher), (2) moderate (mean of 2.4 to 3.04) and (3) low (mean of 2.4 or lower). Based on the mean result of the calculation, the mean score was 4.05 which is the interpretation key for using Scaffolded Reading Experience Strategy is high (mean of 3.05 or higher). Based on the result of the questionnaire, it can be concluded that the use of scaffolded in reading experience influenced for reading activity in learning process in English class was good.

2. The Result of Interview

This interview was done on 25 November 2020 after the questionnaire was distributed. The interview was conducted in the office room of SMA N 1 Reteh with

one teacher as first year students' English teacher and as the person to be interviewed. The interview was about learning with Scaffolded Reading Experience Strategy. The following is the result of the interview:

1) What do you think about Scaffolded Reading Experience Strategy before using it as a teaching strategy in class?

Response:

"I think Scaffolded Reading Experience Strategy is good for use in teaching in SMA N 1 Reteh. But because I never heard it before, this strategy was still foreign to me. But after knowing how this strategy is carried out, I actually already know about the teaching steps of this strategy, but I don't know that it is this strategy".

The teacher said that she didn't know about Scaffolded Reading Experience Strategy, but she knows about teaching steps in this strategy. The procedures of Scaffolded Reading Experience Strategy in Teaching Reading are:

- First, the teacher does it.

The teacher models how to perform a new or difficult lesson or task, such as what is descriptive text, for example, the teacher may have partially complete descriptive text on an overhead transparency and scaffold as she describes how the meaning, generic structure, illustrates and relationship on descriptive text among the information contained on it.

- Second, the class does it.

The teacher and students work together to perform the task or lesson. The students may suggest information to be added the graphic organizer on descriptive text. As the teacher writes the suggestions on the transparency, students fill in their own copies of the descriptive text.

- Third, the group does it.

Students work with a partner or a small cooperative group to complete a graphic of descriptive text.

- Fourth, the individual does it.

This is the independent practice stage where individual students can demonstrate their lesson or task, successfully completing a graphic on descriptive text to demonstrate appropriate relationships among information and receive the necessary practice to help them to perform the task or lesson automatically and quickly (Larkin, 2002).

The teacher said that she did not know that these teaching steps were called Scaffolded Reading Experience Strategy. After the researcher told about this strategy, then the teacher knew it. By the end, the teacher said that this strategy was good to use in teaching.

2) Is it easy for students to understand Scaffolded Reading Experience Strategy?

Response:

“I think it’s easy enough because the result of student’s worksheet is good. Students who score below KKM are only 10% of all students in class X MIPA 2”.

The teacher said that Scaffolded Reading Experience Strategy was easy to use. It was proved by the worksheet of students whose results are good. According to Chang, Sung & Chen (2002) an important aspect of scaffolding instruction was that the scaffolded are temporary. As the learners’ abilities increase the scaffolding provided by the more knowledgeable other was progressively withdrawn. Finally the learner was able to complete the task or master the concepts independently. Based on the students’ worksheet results, only 10% of all students whose scores were below the KKM.

3) With Scaffolded Reading Experience Strategy, does it help students understand descriptive text more easily?

Response:

“Yes, it helps students to understand descriptive text more easily. Because from the beginning of the lesson it was explained and given examples of how descriptive text is, so students are easy to understand”.

The teacher said Scaffolded Reading Experience Strategy helped students understand descriptive text more easily. Scaffolded Reading Experience Strategy could make the students enjoyed the materials by reading instruction, the reading selection, and the reading purpose. That’s why students could understand descriptive text more easily by using Scaffolded Reading Experience Strategy.

4) After understanding descriptive text, can students make their own descriptive text without the help of others?

Response:

“Yes, some of them can make their own descriptive text by themselves. But there are about 6-8 students who still find it difficult to make their own descriptive text. It is evident from the result of the worksheet that the part of creating a descriptive text is structurally wrong”.

The teacher said that some of the students could make their own descriptive texts although there were still some students who had difficulty. Meanwhile, Scaffolding was a means of instruction whereby students received assistance in completing academic tasks until they possessed the skills to accomplish these tasks on their own (Graves & Avery, 1997); (Martin & Martin, 2001); (Fournier & Graves, 2002). This proves that the use of Scaffolded Reading Experience Strategy in teaching reading descriptive text was good.

5) How do students react after you ask them to make their own descriptive text?

Response:

“They respond positively. They do what I told them to do. When they don’t understand, they ask through group chat”.

Marzano (2003) stated that the most important role of teacher among the other roles was as a manager. A beginning step for teachers to do was by providing understandable and interesting materials. With interesting material that was easy to understand, students would enjoy the learning process and would respond to learning better.

6) Are there still any students who do not understand about descriptive text after being explained using Scaffolded Reading Experience Strategy?

Response:

“Maybe about 10% can’t understand it. But after they asked, I explained again. In the end, they understood it a little more. Although there are still some students who until the end are still lacking in understanding it”.

The teacher said that there were still around 10% of students who still did not understand about descriptive text using Scaffolded Reading Experience Strategy. But after the students asked for a re-explanation, the teacher explained again until the students understood a little more. Until the end of the lesson, there were still some students who still did not understand descriptive text using Scaffolded Reading Experience Strategy.

Many of students had also been in a cycle of failure. Scaffolding provided these students with a method of being successful. It allowed the students to have enough support to accomplish the task. Gradually the students began to achieve on their own the amount of teacher assistance could be reduced. In this process special students could become more independent, as their skills improve (Larkin, 2001); (Warwick & Maloch, 2003).

7) How is the quality of teaching with Scaffolded Reading Experience Strategy? Is the same as teaching that does not use Scaffolded Reading Experience Strategy?

Response:

“Learning with Scaffolded Reading Experience Strategy, I think the quality is good. I think it is not same as learning without using Scaffolded Reading Experience Strategy. Because we know that we use this strategy from the beginning of the learning. Of course it was different from ordinary learning”.

Teacher said that the quality teaching using Scaffolded Reading Experience was not the same as not using it. A Scaffolded Reading Experience Strategy differed markedly from these other instructional frameworks in that Scaffolded Reading Experience Strategy was not a preset or largely preset plan for dealing with a text. Instead, a Scaffolding Reading Experience Strategy was a flexible plan that you tailor to a specific situation.

8) What is your opinion after teaching descriptive text using Scaffolded Reading Experience Strategy?

Response:

“I think I can teach more easily with Scaffolded Reading Experience Strategy”.

Teacher said that she taught easier by using Scaffolded Reading Experience Strategy. It would be easier teaching by using Scaffolded Reading Experience Strategy because from the beginning the teacher already knew the goal of learning where students must be able to make descriptive text independently without the help of others.

9) Will you apply Scaffolded Reading Experience Strategy as the first choice in teaching and learning in the classroom?

Response:

“Yes, I will. Especially in a pandemic like now. It will be useful for students, because they have to do assignments independently”.

Teacher said that she would apply Scaffolded Reading Experience Strategy as the first choice in teaching and learning in the classroom. She said Scaffolded Reading Experience Strategy would be useful in teaching and learning, especially during a pandemic like now because students could do assignments independently. Therefore the goal of educator when using the scaffolding teaching strategy was for student to become an independent and self-regulating learner and problem solver (Hartman, 2002). By using Scaffolded Reading Experience Strategy, at the end of the lesson students were expected to be able to make descriptive text independently without help of others. If students succeed in making descriptive texts independently, it could be concluded that Scaffolded Reading Experience Strategy had good result in teaching reading descriptive text.

10) Will you recommend this teaching and learning strategy of to be applied to other appropriate subject?

Response:

“Yes, I will recommend this strategy to my peers in other subjects. Because it can support students to understand and do their assignments independently”.

Teacher said that she would recommend Scaffolded Reading Experience Strategy in teaching other subjects to her peers. Scaffolded Reading Experience Strategy was good to use in other subjects because reading skills were present in all subjects.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This was a descriptive research which main purpose was to find out how good using Scaffolded Reading Experience Strategy in teaching reading descriptive texts especially students of SMA N 1 Reteh. Based on the mean score of the questionnaire

result then interpreted using interpretation key suggested by Oxford and Burry-Stock for general learning strategy usage, the final mean score result was 4.05 (high). And supported by the result of interview for make sure that the data from questionnaire was valid. The result of interview was the use of Scaffolded Reading Experience Strategy in teaching reading descriptive text was good. The teacher said that Scaffolded Reading Experience Strategy helped students understand descriptive text more easily. After understanding, the students could make their own descriptive text without any help from others. For the quality, the teacher said it was good because she could teach more easily by using Scaffolded Reading Experience Strategy. Also she said she would apply Scaffolded Reading Experience Strategy as the first choice in teaching and learning process and would recommend Scaffolded Reading Experience Strategy in teaching other subject to her peers. Based on the result of interview, it would make sure that the data from questionnaire was valid. It could be concluded that the quality of teaching reading descriptive text using Scaffolded Reading Experience Strategy to the first year students of SMA N 1 Reteh was high.

Recommendation

Based on the previous conclusion, the researcher will offer some suggestions. Teachers are recommended to inform the students about the purposes or goals of the teaching and learning process before the class starts. It makes students more understand the goal that they have to achieve clearly. With Scaffolded Reading Experience Strategy, it would be easier for teacher to teaching reading descriptive text and to help students achieve the purpose or goals in learning. And it would also be better if the teacher uses English in the class so that students are accustomed to use English. And for the students, the students of SMA N 1 Reteh are recommended to keep on improving their reading comprehension more intensively, motivating themselves to learn more seriously, and enrich their vocabulary through reading a lot of books. Because from the research process the researcher saw that there were still students who were still lacking in interest in learning English, they did not take the teacher seriously and still do not understand when teacher spoke in English. And also for other researcher, the findings of this research can be used as consideration of reference to conduct a further research dealing with the same topic by using different research are and different research design such as a classroom action research to improve students' reading by using Scaffolded Reading Experience Strategy.

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