

THE EFFECTIVENESS OF SCAFFOLDING TECHNIQUE TO IMPROVE READING COMPREHENSION IN NARRATIVE TEXT FOR EIGHTH GRADERS OF SMPN 43 SURABAYA

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Abstrak

Membaca adalah salah satu skil yang harus dikuasai oleh siswa. Akan tetapi, di dalam kelas membaca, terutama membaca narrative text, siswa kurang motivasi dan merasa jenuh. Akibatnya, mereka kesulitan memahami teks yang mereka baca. Untuk mengatasi masalah ini, peneliti perlu menggunakan pemahaman membaca yang dapat memotivasi siswa untuk meningkatkan kemampuan membaca. Dalam hal ini, peneliti dapat menggunakan sebuah teknik yang dinamakan Scaffolding. Penelitian ini dirancang untuk mengetahui keefektifan teknik scaffolding untuk meningkatkan pemahaman membaca teks naratif kepada siswa kelas delapan. Pokok permasalahan dalam penelitian ini adalah “apakah ada signifikan perbedaan pada kemampuan siswa membaca naratif teks diantara siswa yang diajarkan menggunakan scaffolding dan yang diajarkan tanpa menggunakan scaffolding?”

Dalam melakukan penelitian, peneliti menggunakan eksperimental kuantitatif dengan mengumpulkan data melalui pemberian pretes, pemberian dua tritmen, kemudian pemberian postes setelah tritmen untuk mendapatkan nilai siswa di dalam tritmen. Tetapi, sebelum pretes dilaksanakan, peneliti memberikan sebuah percobaan kepada kelas lain tidak untuk kelas yang mana dipilih sebagai eksperimen dan kontrol grup. Percobaan ini dilakukan untuk mengetahui apakah tes bisa menjadi tes yang baik atau tidak sebelum diberikan sebagai pretes dan postes. Ada dua variabel dalam penelitian ini. Penggunaan teknik scaffolding dipilih sebagai variabel independen dan pemahaman membaca siswa adalah variabel dependen dari penelitian ini. Populasinya adalah siswa kelas delapan SMP Negeri 43 dan sampel penelitian ini adalah dua kelas yang dipilih secara tidak acak sebagai kelompok kontrol dan kelompok eksperimen. Untuk instrumen adalah tes dan uji coba.

Peneliti menganalisis secara kuantitatif dengan menggunakan t-test untuk mengetahui perbedaan yang signifikan dalam penguasaan membaca antara kelas delapan yang diajarkan menggunakan scaffolding dalam teks naratif dan mereka yang tidak. Peneliti menemukan bahwa skor kelompok eksperimen (80,00) dan kelompok kontrol (72,75). Ini berarti bahwa ada makna yang berbeda dalam penguasaan membaca antara siswa kelas delapan yang diajarkan menggunakan scaffolding dalam teks naratif dan mereka yang tidak. Siswa mendapatkan kemajuan yang tinggi karena mereka mendapatkan tritmen menggunakan teknik scaffolding. Penguasaan membaca mereka meningkat dan juga membuat mereka mendapatkan skor yang lebih tinggi dari sebelumnya. Berdasarkan hasil penelitian, teknik scaffolding cocok digunakan untuk mengajarkan pemahaman membaca dalam teks naratif untuk kelas delapan dalam meningkatkan kemampuan membaca mereka.

Kata Kunci: *Teknik Scaffolding, Pemahaman Membaca, Teks Naratif.*

Abstract

Reading is one of four skills that students have to master. However, in reading class, especially reading of narrative text the students lack of motivation and get bored. As a result, they feel difficult to comprehend the text they read. To solve this problem, the researcher needs to use reading comprehension which can motivate the students to improve their reading ability. Due to the need, the researcher can use a technique named Scaffolding. This research is designed to know the effectiveness of scaffolding technique to improve reading comprehension in narrative text to the eighth graders. The point of this research is on “Is there any significant difference in the students’ reading ability of narrative text between the students who taught by using scaffolding and those who are taught without using scaffolding?”

In conducting the research, the researcher used an experimental quantitative by collecting the data through giving pretest, giving two treatments, then giving posttest after treatment to get the students’ score in treatment. But, before pretest was held, the researcher gave a tryout to other class not for classes which were

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chosen as experimental and control group. This tryout was done to know whether the test could be the good test or not before it was given as pretest and posttest. There were two variables in this research. The use of scaffolding technique were chosen as independent variable and students' reading comprehension were dependent variables of this research. The population was the eighth graders of SMP Negeri 43 and the samples of this research were two classes which were chosen not randomly as an experimental group and control group. For the instruments were test and tryout.

The researcher analyzed quantitatively by using t-test to find out the significant difference in reading mastery between eighth graders who are taught using scaffolding in narrative text and those who are not. The researcher found that the score of experimental group (80.00) and Control group (72.75). It means that there was significance different in reading mastery between the eighth graders who are taught using scaffolding in narrative text and those who are not. The students' get high progress since they got treatment using scaffolding technique. Their reading mastery was increased and also make them get higher score than before.

Based on the result of the research, scaffolding technique is appropriate to be used to teach reading comprehension in narrative text to the eighth graders to improve their reading ability.

Key Words: *Scaffolding Technique, Reading Comprehension, Narrative Text*

INTRODUCTION

Reading is worth-noted for English learners. Harmer (2007:99) states that it is fruitful not only for careers, study, and pleasure, but also for language acquisition. He further states that reading provides good model for English writing, provides opportunities to study vocabulary, grammar, and punctuation, and demonstrates the way to construct sentences, paragraphs, and whole texts. According to Jeremy Harmer (2004), 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.

Reading is a very important skill. Reading is multifaceted process involving word recognition, comprehension, fluency, and motivation. In reading, a teacher should encourage students to improve their reading ability in comprehending the language in the texts.

However, there are some problems that are found by the teacher. The first problem is the students try to avoid reading because they look the text is excessive and some of them do not understand the vocabulary of the text. Moreover, reading process will make students easily get bored. Here, the teachers are needed to maintain students' motivation in order to keep students' interest in reading.

Of course, comprehending a text is not easy for them. As a teacher, they have to do everything in reading to be successful for the students'. It is important as the students' to understand what they read, get knowledge based on the text, learn and realize that they have learned and they can enjoy from the experience based on the text from what they have been read. Reading comprehension is the act of understand what the student's read because reading comprehension is the ability to understand a written passage of text. It allows to interact with the text in a meaningful way. It is bridge from passive reading to

active reading. Active readers will not read letters and words but from characters and contents. Pardo (2004) says that comprehension is a process in which readers construct meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

Students' inability to comprehend texts is also seen in Junior High School of 43 Surabaya. Where most first year students still encounter difficulty in dealing with reading English texts. They, therefore, need appropriate instruction from the teachers. In this case, teachers should play a role as an additional power to gear students' ability in improving their reading ability. They should assist the students from the very beginning level. They should help students to move toward a new skill, concept, or level of understanding by considering their current ability. They are responsible to initiate each new step of learning, building on what students currently able to do alone. It is a *scaffolding*.

According to Wood, Bruner, and Ross (1974), the term scaffolding is tutoring or other assistance provided in a learning setting to assist students with attaining levels of understanding impossible for them to achieve without assistance. The process of scaffolding in educational context, the teacher just helps the mastery of tasks or concepts that are difficult for the students'.

Teachers can help students to provide direction or media when doing the tasks that are difficult, but the main responsibility of fixed tasks are on the students.

Scaffolding can be used to learn kinds of English text. One of them is Narrative Text. Narrative text is to amuse or entertain the readers with actual or imaginary experiences in different ways. Narrative always deals with some problems which lead to the climax and they turn into a solution to the problem. Roberts (1977:3) defines narrative as chronological account of a series of events, usually fictional, although sometimes fictional

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events may be tied to events which are genuinely historical. Moreover, Anderson and Anderson (1997:8) define narrative text as a piece of text that tells a story and entertains or informs the reader or listener.

The problems elaborated in the previous paragraphs are also experienced by the students of SMPN 43 Surabaya. The students, especially the eighth graders, have a difficulty on reading. They cannot understand a text that they read well. When they are asked to read the text, they spend much time only thinking about what the meaning vocabulary of the text and they do not get enough stimuli to develop ideas and transform them into a narrative text. They are still confused since they only get instruction to write without any guidance based on the technique.

Because of the above facts, a teacher needs to encourage students to improve their reading ability. A teacher should have creative way in teaching narrative text. One effective way that can be used to help students build up their ideas is through scaffolding technique.

Based on the background of the study above, the researcher formulates the research question, as follow:

- a) Is there any significant difference in the students' reading ability of narrative text between the students who are taught by using scaffolding and those who are taught without using scaffolding?

RESEARCH METHOD

Based on the research question which has been told before, this study was conducted two-group experimental research with quantitative approach. There were two groups, experimental and control group, which were assigned not randomly. Pretest and posttest were given to both groups, while scaffolding technique was applied to the experimental group only. The control group was taught without using scaffolding.

In this study, a quasi-experimental was chosen to draw the sample of the study. Quasi experiment is natural experiment, because membership in the treatment level is determined by condition beyond the control of the experimenter. An experiment may seem to be a true experiment, but if the subjects have not been randomly assigned to the treatment condition, the experiment is a quasi-experiment.

3.1 Design of Experimental research

<i>Group</i>	<i>Pretest</i>	<i>Independent Variable</i>	<i>Post-test</i>
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<i>E</i>	Y_1	X	Y_2
<i>C</i>	Y_1	-	Y_2

Design are follows:

E: experimental group which is given treatment

C: control group which is not given treatment

Y_1 : observation 1-pre test

X : the treatment

Y_2 : observation 2- post test

The population of this study is all of eight graders of SMPN 43 Surabaya which are studying within 2014-2015. There are eight classes in the eighth grade of SMPN 43 Surabaya. From population, the researcher chose some of them as sample. Since it is quantitative research, the researcher chooses two class as a sample because the researcher use quasi experiment which is need comparison. In quasi experimental the sample are not randomly and unregulated because there are 6 classes which is conducted disabilities students. There were two groups selected, one group will be experimental group, it is VIII H and other is control groups that is VIII B.

The data of this study collected through of test, tryout, pre-test, and post-test, to find out the students' significance different between experimental and control group in reading comprehension narrative text by using scaffolding technique. The first step that was done by the researcher is tryout which was conducted in the other class except control and experimental class. Then, the researcher conducted a pre-test. in both of control and experimental class. After that, the researcher gave some treatments to an experimental group by using scaffolding as a technique, but not to a control group. However, the control group was taught the same material with an experimental group without using scaffolding as a technique in teaching and learning activity. The last step is post-test, post-test was done after giving treatments in experimental group and the test was same as in pre-test. It was done in both of experimental and control group. The purpose of post-test is to find out if there will be a significance differences both of experimental and control group. The test which was used here is same with the test which was used in pre-test, that the students were asked the questions about narrative text.

All of the data that have been gotten in this study. The researcher will use used statistical measurement using SPSS 20 to compare the mean score of both experimental and control groups in pre-test and post-test to know whether there is a significant difference or not between

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the seventh graders students who are taught by using personal photographs and who are not.

The first analysis is experimental and control group score. The researcher used independent sample T-test to find out the significant difference between these groups' score in pretest. Then, this comparison was used to see the quality of these groups reading ability. Pallant (2010) said independent sample T-test is used to compare two different subjects and in this study the two different subjects are Experimental and Control groups.

If the Sig (2-tailed) is lower than 0.05, it means that there is a significance different between students who are taught by using scaffolding or not. The procedures of independent-samples t-test have been explained by Pallant (240: 2010).

RESULT OF THE STUDY

The result of the first step in this research which called pretest, it can be seen from the table below:

Group Statistics

	Grup	N	Mean	Std. Deviation	Std. Error Mean
pretest	control	40	59.03	7.718	1.220
	Exp	38	58.95	5.831	.946

From the table above, it shows that the mean score of control group in pretest was 59.03 (SD = 7.718) and experimental group was 58.95 (SD= 5.831).

The researcher found out that control group scored was higher than experimental group in pre-test. Even though, control group had a higher score than experimental group in pre-test, but their reading ability were equal. In order to make sure, the researcher shows Independent-samples T-test analysis that has been used to analyze of pre-test scores both of experimental and control groups in this table below.

Independent Sample T-test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Pretest	Equal variances assumed	.984	.324	.050	76	.960	.078	1.555	-3.019	3.175
	Equal variances not assumed			.050	72.396	.960	.078	1.544	-3.000	3.155

Based on the table above that there is no significant difference between these groups with (M=

0.078 and SD= 1.555) for control. While, for experimental group the result are (M= 0.078 and SD= 1.544); t= 0.050 and 0.050 p= 0.960 two tailed. The t value of these group is same because the amount of the subject in these group are same.

Based on the p value = .960 it is higher than .05 means that there is no significant difference. According to Pallant (2010:241) stated that if the p value higher than .05 means that the equal variance assumed.

From all of explanation above, it can be concluded that the reading skill ability between two groups here (control and experimental group) were same or equal at the beginning of the study.

The second step in this research which called The analysis of pretest and posttest between control and experimental group, it can be seen from the table below:

Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	58.99	78	6.820	.772
	posttest	76.28	78	7.831	.887

From the table above, it shows that the mean score of control and experimental group in pretest was 58.99 (SD= 6.820) and the mean score in posttest was 76.28 (SD= 7.831).

In order to make sure that the effect was significant, the researcher shows the Paired Sample Test on SPSS 20 result in this table below:

Paired Sample Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	-17.295	10.104	1.144	-19.573	-15.017	-15.118	77	.000

From the table above, The researcher use the result of this comparison to measure the improvement of students' reading ability after teaching learning proses by using scaffolding technique. Moreover, the result shows that there is significant differences on the students' score between pretest and posttest with p value= 0.00 two tailed, it is less than .05 with 95% confidence interval of difference from the lower - 19.573 to the upper - 15.017 (df = 77, mean difference = -17.295).

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After applying some treatments in experimental group, the researcher conducted post-test in both of group control and experimental group in order to find out the significant difference of the students' reading ability of narrative text in experimental group after giving some treatments. Here is the Independent Sample T-test analysis that has been used to analyze of posttest scores both of experimental and control groups:

Group Statistics

	Grup	N	Mean	Std. Deviation	Std. Error Mean
posttest	control	40	72.75	7.675	1.214
	Exp	38	80.00	6.151	.998

From the table above, it can be known that the mean score of control group in post-test is 72.75 (SD = 7.675) and experimental group is 80.00 (SD = 6.151). Based on the table above, the researcher concludes that experimental group has a higher of mean score than control group in posttest. In order to make sure that the effect was significant, the researcher shows the Independent-samples T-test on SPSS 20 result in this table below:

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.637	.205	-4.588	76	.000	-7.250	1.580	-10.397	-4.103
Equal variances not assumed			-4.614	73.938	.000	-7.250	1.571	-10.381	-4.119

By taking a look at the table above, it can be seen that the Sig. (2-tailed) is .000 or less from .05, it means that that the mean scores of post-test of control and experimental groups are significantly different with 95% confidence interval of difference from the lower – 10.397 to the upper – 4.103 (df = 76, mean difference = -7.250). If the value in the Sig. (2-tailed) column is equal or less than .05 (e.g. .03, .01, .001), there is significant difference in the mean scores on your dependent variable for each of the two groups (Pallant: 2010: 242). Based on the result above, it can be concluded that there was a significant difference of the mean scores in both of control and experimental groups on the students' reading ability after taught scaffolding as a technique for

teaching reading comprehension narrative text. In order to make sure about the effect size of some treatments. The researcher used Eta Squared to calculation of the effect size which has three scales based on Pallant. Pallant (2010:243) states that .01 is small effect; .06 is moderate effect; and .14 or above is large effect. Calculation of Eta Squared was analyzed by the researcher and it is presented below:

$$\begin{aligned}
 &= \frac{t^2}{t^2 + (N1+N2-2)} \\
 &= \frac{-4.588^2}{-4588^2 + (78-2)} \\
 &= \frac{21.049744}{21.049744 + 76} \\
 &= \frac{21.049744}{21.049820} \\
 &= 0.99 \longrightarrow \text{high effect}
 \end{aligned}$$

From this calculation, it can be found out that the eta squared value is 0.99 and it is higher than .14, it can be concluded that the magnitude of the difference mean scores both of control and experimental group is very large.

DISCUSSION

The above results of this proved and support the theory that the effectiveness of scaffolding technique in teaching reading comprehension. The students in the experimental group showed a great progress and score significantly different with these control group. this is so based on the fact that that in scaffolding, learners receive support and assistance to successfully perform certain tasks and move to more complex ones (Reiser, 2004). The researcher favored scaffolding technique as an alternative way to improve the performance of students before, during, and after reading as develop essential skills for understanding and extracting meaning from text and boost their performance on reading comprehension assessments. Comprehension skills are taught and reinforced in a number of ways. When approaching a text, teachers guide students to think of the title and build ideas about what the text will say. Teachers help their students master the habit of evoking their prior knowledge and information on a subject when they read to enhance comprehension (Walqui, 2006). Based on students' score of the posttest between two groups, it can be stated that scaffolding technique can be an effective technique for teaching reading comprehension narrative text. However,

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the result of this study shows that whether there is a significant difference of ability to read a narrative text between students who are taught using scaffolding technique and those who are not.

The first analysis shows that there is no significant differences between them. It means that the two groups have equal ability.

The second analysis is about after the treatment that was the posttest score for experimental group and control groups. It shows that the mean of posttest score for experimental group was higher than that of the control group. Furthermore, the calculation of the t-test showed that there was a significant difference of posttest score of experimental and control group. It seems that the treatments given to experimental group was successful. It also describe clearly that scaffolding technique is affective for teaching reading comprehension in narrative texts. It is supported by the result showed that the score between experimental and control group were significantly different. It caused by the treatment given to experimental groups affected to the students' reading ability.

In conclusion, the calculation of the posttest from experimental and control groups using t-test showed that there was significant difference between them. Moreover the score of experimental group increased rapidly. It is statically proved that Scaffolding technique is effective for eight graders in SMP Negeri 43 Surabaya to improve their ability to read the Narrative text.

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

According to the result of this study which stated in the previous chapter, it can be conclude that there is a significant differences on the students' reading ability of narrative text between the students who taught by using scaffolding on the narrative text (experimental group) and those who are taught without using scaffolding on the narrative text (control group). The inferences can be drawn that there is significant differences because based on the finding of the study showed that the score of experimental group (80.00) and Control group (72.75). Based on the independent sample T-test analysis on SPSS the mean value of the experimental group is 80.00 with SD= 6.151, and the p value of this analysis is .000. The p

value was less than 0.05 it means that there is a significant difference between these two groups. In can conclude, the finding of this study by using scaffolding technique was effective for teaching reading comprehension in narrative text to the eight graders of SMP Negeri 43 Surabaya.

Based on the alternative hypothesis (Ha) which stated that there is significant difference on the students' reading ability of narrative text between the students who taught by using scaffolding on the narrative text and those who are taught without using scaffolding on the narrative text is accepted. The Null Hypothesis (Ho) which stated that there is no significant difference on the students' reading ability of narrative text between the students who taught by using scaffolding on the narrative text and those who are taught without using scaffolding on the narrative text is rejected. It means that students' comprehension can increase by using scaffolding technique and it was better than using top-down technique.

In addition, the effectiveness of Scaffolding technique is can improve the students' reading ability. This technique also can be a simple alternative to maximize the ability of students' and manage the class.

SUGGESTION

Based on the researcher would like to give some suggestion:

For the English teacher should be more creative in creating attractive and interesting class for teaching reading narrative text. Besides, the teacher also has to pay attention to the students' ability. Scaffolding is one of the technique that can improve the performance of students before, during, and after reading as develop essential skills for understanding and extracting meaning from text and boost their performance on reading comprehension assessments.

For the next researcher, it might conduct the same research to the different skills, grade and for different kinds of text, and the measurement instrument. There are so many other technique that can be implemented in teaching reading, so the creativity also really important to create the new techniques in doing research.

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