



Improving the Students Reading Comprehension by Using Scaffolded Reading Experiences (SRE) Strategy

Warni Lesta Putri Ndraha¹, Yaredi Waruwu², Hidayati Daeli³, Afore Tahir Harefa⁴

^{1,2,3,4} (Department, Universitas Nias, Indonesia).

* Corresponding Author : warnilestaputrindraha@gmail.com

Receive: 17/05/2023

Accepted: 17/06/2023

Published: 01/10/2023

Abstrak

Membaca adalah salah satu keterampilan dasar yang penting dalam belajar bahasa Inggris selain Mendengarkan, Berbicara dan Menulis. Kegiatan membaca memiliki salah satu cara untuk menangkap informasi, untuk mengetahui konsep-konsep sains yang cukup, untuk mengetahui lebih banyak pengetahuan, untuk memahami buku-buku ilmiah. Melalui membaca pembaca dapat memperoleh kepuasan dan kenyamanan. Ada beberapa masalah yaitu : Siswa tidak mampu mengidentifikasi struktur teks secara umum, Siswa tidak dapat mengidentifikasi ide pokok teks, Siswa tidak mampu menemukan fungsi sosial teks, Siswa mengalami kesulitan untuk menemukan ciri-ciri teks. . Siswa mengalami kesulitan untuk menemukan ciri-ciri bahasa teks. Untuk mengatasi masalah tersebut, peneliti menerapkan Strategi Scaffolded Reading Experience (SRE). Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman membaca teks naratif siswa dengan menggunakan Strategi Scaffolded Reading Experience (SRE) di kelas X SMA Swasta Kristen BNKP Gunungsitoli tahun ajaran 2022/2023. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) khususnya metode Kuantitatif. Subyek penelitian adalah siswa kelas X SMA Swasta Kristen BNKP Gunungsitoli dengan jumlah siswa 24 siswa. Peneliti melakukan dua siklus. Setiap siklus terdiri dari dua kali pertemuan. Dalam mengumpulkan data, peneliti menggunakan lembar observasi, catatan lapangan dan lembar evaluasi. Hasil data pada Siklus I terdapat 2 siswa (8%) pada taraf gagal, 10 siswa (42%) pada taraf kurang, 6 siswa (25%) pada taraf cukup, 6 siswa (25%) pada taraf baik. tingkat dan 0 siswa pada tingkat sangat baik. Rata-rata nilai siswa adalah 63,58%. Hasil ini menunjukkan bahwa siswa tidak berhasil. Pada Siklus II terdapat 16 siswa (33,34%) pada Tingkat Baik dan 8 siswa (66,66%) pada tingkat sangat baik. Rata-rata nilai siswa adalah 82,50%. Akhirnya, peneliti memberikan beberapa saran sebagai berikut: (1) peneliti menyarankan kepada siswa agar percaya diri untuk menyampaikan teks mereka untuk berbagi ide pengalaman jika guru menerapkan Strategi Scaffolded Reading Experience (SRE) dalam pemahaman pengajaran. (2) guru mengingatkan siswa agar dalam memberikan tanggapan hendaknya melakukannya sendiri tanpa bergantung pada teman yang lain. (3) peneliti menyarankan kepada semua pembaca khususnya kepada peneliti selanjutnya untuk mengeksplorasi bagaimana cara mudah untuk menemukan ide pokok dari teks yang belum dieksplorasi oleh peneliti dalam penelitian.

Kata Kunci : Pemahaman Membaca, Strategi Scaffolded Reading Experience (SRE), PTK, Metode Kuantitatif

Abstract

Reading is one of the important basic skill in learning English besides Listening, Speaking and Writing. Reading activity has one of the ways to catch up information, to know enough science concepts, to know more knowledge, to understand scientific books, Through reading in reader may have satisfaction and comfort. There were some problems namely : The students are not able to identify the generic structure of text, The students can not identify the main idea of text, The students not able to find social function of text, The students had difficulty to find characteristics of text. The students have difficulty to find the language features of text. To overcome the problems, the researcher was implemented Scaffolded Reading Experience (SRE) Strategy. The purpose of the research was to improving the students reading comprehension narrative text by using Scaffolded Reading Experience (SRE) Strategy at the tenth grade of SMA Swasta Kristen BNKP Gunungsitoli in 2022/2023. The research method was Classroom Action Research (CAR) especially Quantitative method. The subject of research was the tenth grade of SMA Swasta Kristen BNKP Gunungsitoli which the total number of the students was 24 students. The researcher has conducted in two cycles. Each cycles consists of two meeting. In collecting the data, the researcher used observation sheet, field notes and evaluation sheet. The result of the data in Cycle I that there were 2 students (8%) in fail level, 10 students (42%) less level, 6 students (25%) in the enough level, 6 students (25%) in the good level and 0 students in the very good level. The average of the students' value was 63.58%. This result showed that the students were unsuccessful. In Cycle II that there were 16 students (33.34%) in the Good Level and 8 students (66.66%) in the very good level. The average of the students' value is 82.50%. Finally, the researcher gave some suggestions as follows: (1) the researcher suggested to the students to be confidence to convey their text to share experience idea if the teacher implement Scaffolded Reading Experience (SRE) Strategy in teaching comprehension. (2) the teacher was to give a reminder to the students that in giving the response they should do it by themselves without depending on the other friends. (3) the researcher suggested all readers especially to the next researchers to explore how to easy to find main idea of the text that had not been explored by the researcher in the research.

Keywords : Reading Comprehension, Scaffolded Reading Experience (SRE) Strategy, CAR, Quantitative Method

Introduction

Reading is a fundamental learning tool that is practically indispensable both in school and out. Reading is the reader's interaction with a printed message across a range of thinking operations as guided by a purpose for reading. Learning English involves the mastery of four language skills; they are listening, speaking, reading and writing. Speaking and writing are productive ability to produce language, listening and reading are receptive skill to comprehend information (Syafitri, Budiarti, & Derin, 2019).

Beside the four language skills above, reading is of great importance to students whose mother tongue is not English, because they almost do not have opportunity to hear or to speak that language. Comprehending English is a difficult thing for students if they do not have basic knowledge, especially in comprehending reading text. Reading is an active process of identifying important ideas, comparing and applying them. Therefore in reading paragraph we have to try to comprehend the main idea of the reading material. Without comprehending the paragraph, it will be very difficult to understand what we have or what the writer means in the reading material. Reading comprehension is about relating prior knowledge contained in written texts. Relating prior knowledge to new knowledge means relate the experience to new knowledge which contained in written text or reading text. Stated of Pang (2003:10) in Herawati (2019:61)

In the 2013 syllabus for SMA Swasta Kristen BNKP Gunungsitoli, it is hoped that the students are able to comprehend the text of narrative material text especially the legend story. Some of the expectations such as: the students are able to find the text characteristics of text, main idea, social function, generic structure and language features correctly in context. The students have to know characteristics of the text

namely the happened in the story, goals of the story, are able to find the part of generic structure about orientation, complication and re-solution, and to apply tenses in particular the simple past tense in legend story.

Moreover, related to the students' achievement in learning especially in the English Subject, the students' Minimum Competence Criteria (MCC) that is determined by the school is seventy five (75). To achieve the target in syllabus, the school has set MCC for X-Grade English subject with a standard score of 75. The MCC that has been set is expected for students to be able to achieve an MCC score of 75 to succeed in English lessons. In other words, the syllabus expects the students to be able to comprehend the text especially in legend story, such as: characteristics of text, main idea, generic structure, social function and language features of the text correctly and contextually.

In fact, there was a gap between the expectations and the reality. It is shown by the result of previous observations done by the researcher. The students do not achieve the target in syllabus, the students are not able to comprehend the text especially in legend story.

The students' problem is affected by some roots of the problem, such as: the students are not able to identify the generic structure of text, the students cannot identify the main idea of text, the students are not able to find the social function of text, the students had difficulty to find characteristics of text, the students have difficulty to find the language features of text. One solution is to apply the scaffolded reading experience (SRE) strategy. Especially in understanding the reading of the text, scaffolded reading experience is not a preset or largely preset plan for dealing with a text. Instead, a scaffolded reading experience is a flexible plan that you tailor to a specific situation. It has two parts. The first part, the planning phase, takes in to

consideration the particular group of students doing the reading, the text they are reading, and their purpose or purposes for reading it. The second phase, the implementation phase, provides a set of pre-reading, during-reading, and post-reading options for those particular readers, the selection being read, and the purposes of the reading.

Due the problems above, the researcher gave solution in choosing. The researcher choose scaffolded reading experience strategy the method to solve students problem in reading comprehension especially in narrative text. It is suitable for narrating events likes legend story, principally in the simple past tense.

The method can be used to solve students problems during reading comprehension process, but the researcher used the technique in making the learning process become structurally and effectively in each step of the reading comprehension itself. Which is one of an effective strategy to help the students comprehend the texts. The students can understand and find the detail information of the texts. Therefore, through scaffolding reading experience the teacher can make reading more interesting, enjoyable, and meaningful for the students. Therefore, based on the explanation above, the researcher used this strategy to improve reading comprehension. Furthermore, the researcher was very interested in conducting the research entitled "Improving The Students Reading Comprehension By Using Scaffolded Reading Experience (SRE) Strategy At Tenth Grade of SMA Swasta Kristen BNKP Gunungsitoli in 2022/2023.

Method

In the research the researcher searched about the students reading comprehension through scaffolded reading experience strategy. defined or largely predefined scheme for text processing.

Instead, a staged reading experience is a flexible plan that you tailor to a particular situation. It has two parts. The first part, the planning phase, looks at the specific group of students reading, the text they are reading, and their reading purpose(s). The second phase, the implementation phase, provides a set of pre-read, during-read, and post-read options for those specific readers, the currently playing selection, and the reading goal.

Scaffolded Reading Experience (SRE) Strategy

According to Vygotsky (1978) in cut herawati et all (2020:106) the idea of teaching scaffolding as a teaching strategy comes from Vygotsky's (1978) learning theory and his concept of the proximal zone of development. Country of scaffolding was first used to describe caregivers' verbal interactions with their children when helping them learn to read Fitzgerald & Graves, (2004) in cut herawati et all (2020:106) and can be defined as a process that allows a child or novice to solve a task or achieve a goal for which they should have worked hard. The zone of proximal development refers to the range between what a child can do independently and what he or she can do with the help of another more capable person.

In scaffold instruction, teachers provide scaffolding or support to facilitate students' ability to build on previous skills and absorb new information. The scaffolded reading experience is divided into two main phases. The first stage is planning that takes into account three important factors; students, reading choices and purposes of reading. In other words, the teacher's customer will always fluctuate depending on the 3 factors mentioned above.

According to Gibbons (2002) in cut herawati et all (2020:106) the second phase is the application phase as a result of

planning and reading divided into three parts. Each section includes several activities that the teacher can choose from depending on the needs of the students. The first part is a pre-reading activity that aims to prepare students to face the reading material by activating their prior knowledge.

The researchers conducted Classroom Action Research (CAR) which help the teachers to be more effective and they care more about their teaching and the development of their students. The action research process provides opportunity for teachers to self-assess their practice and make timely instructional based on students outcomes, as teachers-educator. Classroom action research as one form of teacher-research, which has emerged as a methodology in educational research to help teachers engage in inquiry.

According to Pinnegar (2009) in Lina Herlina (2018:47) state the meaning of action research, Action research is emancipatory because it “demands that practitioners take a hard look at the structures and social arrangements that dominate segments of the population”.

According to Lawrence (2011) in Lina herlina (2018:47) state that the meaning of action research, Action research in teachers education, classroom inquiry, reflection, and data decision making.

According to Garpez & Uktolseja in Marsevani & Habeebanisya (2022) states that classroom action research is reflective research by conducting a certain actions purpose to improve the learning practices in the classroom professionally and has an essential role in scientific research because it determines the quality of research result. It means that the classroom action research is an action that purpose to improve the learning practice in the classroom.

Steps of action research have five aspect consisting of identifying the problem area, gathering the data, interpreting the

data, action, and evaluation. English teachers must follow up the whole aspects to obtain the benefit of action.

It is to form making as teachers profesional development, to build interaction with others colleges through action research, to impact school change potentially and own practice. (Ferrance, 2000) in Lina Herlina (2018). Classroom action research is statement a teacher reflection or teacher initiated research which purpose to improve or develop in learning process more successful in the classroom. The classroom action research which involved a cycle of planning, action, observation, and reflection.

The research procedures involved in this study were plan, action, observation, and reflection.

Result and Discussion

The location of research is SMA Swasta Kristen BNKP Gunungsitoli, which was It was located at Gunungsitoli city. The environment of the school supported the teaching-learning activity to run well. The school consisted of 11 rooms. There were seven classes; tenth class consisted of two classes, each eleventh and twelve class consisted of two classes and one teachers' office, one library, and one laboratory. The total numbers of the teachers consisted of 22 persons included the English teacher; the English teachers consisted of two persons. Among of the teachers there were two persons civil servant but others were honorary teacher. The total numbers of students is 185. In the research, the researcher chose the students of Tenth Grade. It consisted of one class only (24 students). The reason of the researcher choose tenth class because most of the students' were are not able to comprehend the text about narrative text especially legend story. based on the information got

by the researcher from the English teacher-collaborator and from the observation.

Table 3
THE STUDENTS ABILITY IN READING COMPREHENSION BY USING SCAFFOLDED READING EXPERIENCE (SRE) STRATEGY IN CYCLE I

| MCC | The Students' Value | Level | Frequency | Percentage |
|-----|---------------------|-----------|-----------|------------|
| 75 | 85-100 | Very good | 0 | 0 % |
| | 74-84 | Good | 6 | 25 % |
| | 63-74 | Enough | 6 | 25% |
| | 43-62 | Less | 10 | 42 % |
| | 0-42 | Fail | 2 | 8 % |
| | Total | | | 24 |

The data from the table above explains' ability in reading comprehension through the implementing Scaffolded Reading Experience (SRE) Strategy in cycle I was fail.

The explanation from the table above showed that there were 2 students (8%) in fail level, 10 students (42%) less level, 6 students (25%) in the enough level, 6 students (25%) in the good level and 0 students in the very good level. The average of the students' value was 63.58. this result showed that the students were unsuccessful in comprehending the text by using scaffolded reading experience (SRE) Strategy for first cycle because most of the students' values were very less level or under the MCC as the target of the research. The result of the students' to improvment the value in Cycle I could be viewed in the graphic below the next page:

Table 5
THE STUDENTS ABILITY IN READING COMPREHENSION BY USING SCAFFOLDED READING EXPERIENCE (SRE) STRATEGY IN CYCLE II

| MCC | The Students' Value | Level | Frequency | Percentage |
|-----|---------------------|-----------|-----------|------------|
| | 85-100 | Very good | 8 | 33.34% |

| | | | | |
|----|--------------|--------|----|-----------|
| 75 | 74-84 | Good | 16 | 66,66% |
| | 63-74 | Enough | - | - |
| | 43-62 | Less | - | - |
| | 0-43 | Fail | - | - |
| | Total | | | 24 |

The data from the table above explains that the students were able to comprehend the reading text, especially the legend story through Scaffolded Reading Experience (SRE) Strategy. The students can pass the MCC, as stated at the school is 75. The explanation from the table above showed that there are 16 students (33.34%) in the Good Level and 8 students (66.66%) in the very good level. The average of the students' value is 82.50.

This result showed that the students were successful in comprehending the text by using Scaffolded Reading Experience (SRE) Strategy for the second cycle because most of students' values are in the good level or pass the MCC as the target of the research.

Table 6
THE STUDENTS' ABILITY IN READING COMPREHENSION BY USING SCAFFOLDED READING EXPERIENCE (SRE) STRATEGY

| No | Cycle | Level | Quantit y | % | Classificati on |
|----|-------|-----------|-----------|---------|-----------------|
| 1 | I | Very Good | 0 | 0% | Suksesfull |
| | | Good | 6 | 25% | |
| | | Enough | 6 | 25% | Unsuksesfull |
| | | Less | 10 | 42% | |
| | | Fail | 2 | 8% | |
| 2 | II | Very Good | 8 | 33,34 % | Suksesfull |
| | | Good | 16 | 66,66 % | |
| | | Enough | - | - | Unsuksesfull |
| | | Less | - | - | |
| | | Fail | - | - | |

The table above in the previous page explains that in Cycle I, there were 2 students (8%) categorized in the fail level, 10 students (42%) categorized into the less level, 6 students (25%) categorized into the enough level, 6 students (25%) categorized into the good level.

While in Cycle II, there were not students categorized into the fail, less, and enough level, there were 8 students (33,34%) categorized into good level and

16 students (66,66%) categorized into the very good level. From the data, it showed that the students' improvement the reading comprehension in Cycle II is better than Cycle I. All students pass from the Minimum Competence Criterion in Cycle II is 75.

Conclusion

Based on the result of data analysis of the research, the students' achievement in Cycle I showed the highest was 80 and the lowest mark was 40. The average of the students' marks in Cycle I was 63.58. while the Minimum Competence Criteria has been decided as 75. It means that the students could not pass the MCC. So, the researcher continues to Cycle II.

The students' achievement in Cycle II showed the highest mark was 96 and the lowest mark was 75. The average of the students' marks in Cycle II was 82.50. So, all the students pass on the MCC, or students ability in Cycle II in reading comprehension was an improve. As the result, the researcher does not continued in the next Cycle. The students' achievement in cycle is higher.

In addition, the average of the students' score shows that the students of SMA Swasta Kristen BNKP Gunungsitoli were able to comprehend the reading test especially in narrative text to achieve comprehension level. The students' average score is higher than the MCC that is 75 points. It can be said that the students are successful. Therefore this research is stopped by the researcher in this cycle.

Based on the explanation above, the researcher could conclude that the Scaffolded Reading Experience (SRE) Strategy can improve the students' reading comprehension in narrative especially legend story at the tenth grade of SMA Swasta Kristen BNKP Gunungsitoli.

References

- (1) Aryani Ridha.et all. (2021). A Study On Using Scaffolded Reading Experience Strategy In Teaching Reading Deskriptive Text. JOM-FKIP. Universitas Riau. Hal.3
- (2) Daulay Hamidah Sholihatul. (2019). Students Reading Comprehension Achievement In Narrative Text Through Team Practice Technique.Ijlres-International Journal On Language, Research And Education Studies.
- (3) Esti Nona Maria. (2018). The Implementation Of Scaffolded Reading Experience (SRE) Strategy To Improve The Tenth Grade Students Reading Comprehension On Narrative Text At Sman 1 Maumere. Undergraduate Student Of Nusa Nipa Indonesia University.
- (4)Hasan hasan.(2020). The Effectiveness Of Material Based Stories In Improving Students Reading Comprehension. Majesty. Maspul Journal Of English Studies. (41).
- (5)Hasnah.(2016). The Use Scaffolded Reading Experience (Sre) Strategy To Improve The Students Reading Comprehension.(Thesis).Makassar Muhammadiyah University.
- (11)Herawati. (2019). Using Scaffolded Reading Experience (SRE) In Teaching Reading Comprehension. Journal Of Reading Education. Universitas Musi Rawas.
- (12)Hidayat Ihwal. (2020). Reading Narrative Text Of The Students' Man Nagasaribu. IAIN PADANGSIDEMPUAN, Indonesia: International Online Conference On English And Education. (41).
- (13)Hidayat Dadan. (2020). The Effect Of Extensive Reading On Students Reading Comprehension. Universitas Bina Sarana Informatika. Wanastra : Jurnal Bahasa Dan Sastra.

- (14) Herlina Lina. (2018). Teachers' Perception On Classroom Action Research In English Education Among English Teachers In Ciamis West Java. Galuh University: Journal Of Applied Linguistics And Literacy.
<https://www.celebrities.id/read/contoh-narrative-text-singkat-F5Z08m>
<https://www.google.com/search?q=story+about+legend&oq=story+about+legend&aqs=chrome..69i57j0i512j0i22i3018.6926j0j15&sourceid=chrome&ie=UTF-8>
- Kenedy Uthumporn. (2020). Effect Of The Scaffolded Reading Experience Using A Graphic Novel On The English Reading Comprehension And Reading Motivation Of Thai EFL students. LEARN Journal (160-161)
- (6) Latifa Nurul. et all. (2018). Teaching Narrative Text By Using Preview, Question, Read, State And Test (Porst) Technique. Syiah Kuala University : Banda Aceh. English Education Journal (EJJ). (247).
- (7) Mogeia Tini. (2023). Improving Students Ability In Reading Narrative Text By Using Reading Aloud And Question And Answer Technique At Smp Negeri 1 Langowan. Jurnal Jupensi.
- (8) Nasir Hi Rusdi. et all. (2021). Improving Students Ability In Writing Narrative Text Through Genre Based Approach. Universitas Negeri Gorontalo.
- (9) Nurdianti. santi. 2019. Improving Students Reading Comprehension Through Reciprocal Teaching Strategy On Narrative Text. Ikip Siliwangi. Project.
- (10) Purba Rodearta. (2018). Improving The Achievement On Writing Narrative Text Through Discussion Starter Story Technique. Advances In Language And Literacy Studies (ALS). (30).
- (15) Sinaga parasian tua Rony. (2020). The Students Difficulties In Writing A Narrative Text At Grade Ten Of SMA NEGERI 4 Pematang Siantar. Nommensen Journal Of English Studies (Nojes).
- (16) Wardani Kusuma Hanny. (2022). Improving Student Reading Comprehension Using Narrative Question And Answer Method. Universitas Muhammadiyah Jakarta, Indonesia (152-153).

Profil Penulis

Warni Lesta Putri Ndraha was born in Sisobalauru on Desember 07th 2000. She is the second child from Alm. **Mr. Yanufati Ndraha (Father)** and **Mrs. Desiani Waruwu (Mother)**. She has 1 brother (Jeffrin Ndraha) and 1 sister (Indah Ndraha). She started her education from elementary school in **SD Swasta Kita Membangun Tapanuli Selatan in 2008**. Then after graduated from elementary school in 2013, she continued her education to junior high school in **SMP Swasta Kita Membangun Tapanuli Selatan** in the same year. She graduated in junior high school in 2016. After graduated from junior high school, she continued her education in **SMA Negeri 3 Gunungsitoli**. She studied for 3 years and graduated in 2019. After graduated from senior high school. She continued her education in **Universitas Nias** and choosing **English Education Study Program** and finally success to finished her study on Agustus 2023.