The Effect of Scaffolding Strategy on Students' Reading Comprehension at the Second Grade of SMA Swasta Daerah Kisaran in Academic Year 2021/2022

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peran dalam penerapan Strategi Scaffolding terhadap hasil pada pemahaman membaca siswa di kelas dua SMA Swasta Daerah Kisaran pada Tahun Ajaran 2021/2022. Jenis penelitian ini adalah desain penelitian kuantitatif dengan dua kelompok pre-test dan post-test. Populasi dalam penelitian ini adalah seluruh kelas XI yang terdiri dari 2 kelas. Sampel penelitian terdiri dari seluruh siswa kelas XI IPA dan XI IPS. Pada kelas XI IPS sebagai kelas eksperimen dengan menggunakan Strategi Scaffolding dan pada XI IPA sebagai kelas kontrol dengan menggunakan metode pembelajaran konvensional. Setelah pembelajaran selesai. Post-test diperoleh hasil rata-rata 75,21 untuk kelas eksperimen dan 58,26 untuk kelas kontrol. Hasil uji-t diperoleh t-test = 9,63 > t-tabel = 2,021 maka Ha diterima, dengan demikian diperoleh ada pengaruh hasil belajar siswa dengan menggunakan Scaffolding Strategy terhadap hasil belajar membaca pemahaman siswa di kelas XI IPA SMA Swasta Daerah Kisaran.

Kata Kunci: *Strategi Scaffolding, Pemahaman Membaca, Teks Recount*

Abstract

The purpose of this study was to find out whether there was role in the application of the Scaffolding Strategy to the results on students' reading comprehension at the second grade of SMA Swasta Daerah Kisaran in Academic Year 2021/2022. This type of research is a quantitative research design with two groups pre-test and post-test. The population in this study was all class XI which consist of 2 classes. The research sample consisted of all students' XI IPA and XI IPS. In class XI IPS as an experimental class by using Scaffolding Strategy and in XI IPA as a control class by using conventional learning method. After the learning was completed. The post-test was obtained with an average result 75,21 for the experimental class and 58,26 for the control class. The result of the t-test obtained t-test = 9,63 > t-table=2, 021 then Ha is accepted, thus obtained there is an effect on students' learning outcomes by using Scaffolding Strategy on students' reading comprehension at the second grade of SMA Swasta Daerah Kisaran.

Keywords: *Writing Skill, Students Difficulties, Analytical Exposition Text*

INTRODUCTION

Reading ability is extremely important in today's world, especially in English language. It develops into a means of communication between

human beings. Reading provides humans with a tremendous amount of information. That according to (Muna, 2018) Reading is just as vital as speaking, listening, and writing in the English language. Reading is not only useful for communicating, but it is also useful for remembering information and thinking critically.

Based on the observations that was conducted at SMA Swasta Daerah Kisaran, it was discovered that students' struggle with a variety of issues when studying English, particularly when it comes to reading comprehension. Another significant issue is that students are unable to comprehend the material well, particularly when it comes to their critical reading comprehension. Furthermore, because reading is one of the most dull skills in English, kids have little interest in it. Due to their insufficient reading comprehension skills, students are only able to listen and repeat what the teacher reads, but they are unable to comprehend the information provided by the reading text delivered by the teacher.

Scaffolding strategy is a teaching strategy that may be used to encourage both the creativity of the teacher and the creativity of the students during the teaching-learning process. It is possible that the scaffolding strategy will be effective as an alternate strategy to help students enhance reading comprehension in order for students to get more engaged in the reading texts, enjoy them, and comprehend the primary point of the texts.

The research selected scaffolding as a strategy for improving reading ability from a plethora of alternatives because scaffolding provides support to students in order for them to become enthusiastic and comfortable while studying, and because scaffolding provides supervision and guidance to students in the process of teaching and learning. The research has chosen the tittle The Effect of Scaffolding Strategy on Students' Reading Comprehension at The Second Grade of SMA Swasta Daerah Kisaran in Academic Year 2021/2022. According to (M.Jain, 2008) Reading is the most valuable and significant talent that someone can have. This ability is more crucial than the ability to talk and write. Getting lost in a book is a source of delight. Students who read regularly and for pleasure as well as profit are said to be engaged in good reading.

According to (Dewi, 2016) Reading is an activity that involves acquiring meaning or information through the written word. Students are expected to be able to comprehend the written text they read as a result of the reading instruction and learning they receive.

Reading is a valuable skill in a variety of situations, but it is especially important in educational settings According to Grabe, 2009: 5 in (Yuliani, 2020). Students today are subjected to high demands for reading activity due to the fact that all information is now available in written form. In order to discover the content of the text, the students should have excellent reading skills.

Based on the e x p l a n a t i o n above, can be concluded reading is an important activity in any language class, regardless of the subject matter. Reading serves not only as a source of information and a pleasurable activity, but it also serves as a means of consolidating and expanding one's knowledge of the language in which it is performed.

According to Somadayo, 2011 in (Rombot et al., 2020) Reading comprehension is a complex intellectual process that is comprised of two primary abilities mastery of word meanings and the ability to think about verbal concepts. In this context, this point of view believes that reading comprehension occurs simultaneously in the reader's mind as a result of a two-way concentration. According to (Yulianingsih, 2020) Reading comprehension is the ability to analyze literature, comprehend its meaning, and integrate it with what the reader already knows.

According to (Hanafi, 2019) A recount is a type of writing whose objective is to retell events with the intent of informing or entertaining the reader. A recount is a text that recounts events or experiences that occurred in the past. Its objective is either to inform or to entertain the audience, depending on the situation. There is no intricacy among the participants, which distinguishes it from a story. Orientation, a succession of events in chronological order, personal reflections on the occurrences, and reorientation that "rounds off" the sequence of events are all elements of a recount text.

According to (Anggini & Kurniawan, 2020) Recount text is a genre that students are familiar with because they have been exposed to it since junior high school, and it is regarded as an easy genre to create because students write about their real-life experiences.

Based on the explanation, recount text is recount text is a kind of text that includes stories about our past experiences that we have shared with others. According to (Zurek et al., 2014) define a scaffolding is A teaching strategy that involves offering children's learning support that is well-timed and well-matched to the environment and the child, and that results in the child being more successful than they would have been without support is known as scaffolding. Scaffolding helps children by giving them enough help to keep learning on their own or with others.

According to (Wood et al., 1976) define a scaffolding is "A strategy that helps a child or novice to solve a problem, carry out an activity, or accomplish a goal that would be impossible for his to accomplish on his own". This scaffolding consists primarily of the adult "controlling" those components of the task that are initially outside the learner's ability, allowing the learner to concentrate on and finish just those elements of the task that are within his or her range of competence. Based on the explanation above, can be concluded Scaffolding is a strategy of learning that is participatory. At each stage of this process, a teacher directs and encourages the student's ability to learn by asking questions, making observations, and issuing new challenges in response to the student's responses.

METHODOLOGY

Quantitative method that was employed in this research. Research is as vital for social scientists in the study of social interactions as in the quest for answers to varied social problems. According to (Agung Widhi Kurniawan, 2016) Quantitative research is systematic research that quantifies data so that it can be generalized. The numerical data that has been acquired calculated in this research using statistical analysis, and the results was reviewed using correlation analysis and other approaches, among others. An experimental design was utilized in this study to determine whether or not students can comprehend what they are reading. The scaffolding approach will be used to determine this. Specifically, there are two classes of students: the experimental class, which is taught through the scaffolding strategy, and the control class, which is taught through the conventional method.

The population of this research were The second grade student, it had a total of 46 students. In the second grade, there were two classes to choose from. The number of students in X IPA is 23, while the number of students in X IPS is 23.

The research was taking the sample by used total sampling. Two classes used as research samples. Those in the experimental class consist of 23 students from XI IPS, while those in the control class consist of 23 students from XI IPA. As a result, the number of students in the sample is 46.

RESULT AND DISCUSSION

The students' pre-test and post-test scores in the control group of XI IPA, as well as the students' pre-test and post-test scores in the experimental group of XI IPS had different scores. Based on the data collected and calculated by the research, it showed that students' score in pre-test was lower than post-test. The mean of students' score in pre-test was 46,30. After giving treatment by using conventional way, it just increased 11,96% and score in post-test was 58,26. Therefore, the mean score of the students' on the post-test in the control group was lower than the minimum learning mastery standard value in SMA Swasta Daerah Kisaran, which was 58,26 ≤ 75.

Based on the data collected and calculated by the research, it showed that student's score in pre-test was lower than post-test. The mean of student's score in pre-test was 57,39, After giving treatment of Scaffolding Strategy, it was increased 17,82% and the score mean was being 75,21 in post-test. The minimum learning mastery standard value in the SMA Swasta Daerah Kisaran was 75. Therefore, the mean score of the students' on the post-test in the experimental group was higher than the minimum learning mastery standard value in SMA Swasta Daerah Kisaran, which was 75,21 ≥ 75.

CONCLUSION

Based on the result of the previous chapter's data analysis, it was that Ha is approved and Ho is refused, which suggest that the scaffolding method significantly affects students' on reading comprehension in the recount text at the second grade of SMA Swasta Daerah Kisaran. The study's findings support the scaffolding strategy's effectiveness in improving reading comprehension of recount text. The research concludes that the Scaffolding Strategy can make learning more exciting based on the data analysis. The learning process will be enjoyable for the students and not boring. Sttudents become more interactive and enthuastic as a result of this strategy.

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