



## **AN ANALYSIS OF TEACHERS' PERCEPTION TOWARD SCAFFOLDING MODEL IN TEACHING READING AT SENIOR HIGH SCHOOL (SMA) IN PADANG**

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### **Abstract**

This research is aimed to describe teachers' perception toward Scaffolding Model in teaching reading at Senior high School in Padang viewed from making connection, Graphical Aids Analysis, Vocabulary Enrichment, Reading Aloud, Language Analysis, Prompting activities and Integration Activities. The population of this research was teachers in SMAN 1, SMAN 7, and SMAN 8 Padang. The sample of this research was 6 teachers. Two teachers in each schools. The instrument used in this research was Questionnaire and Interview. The questionnaire and interview made based on seven aspects on Scaffolding Learning Model

**Key words:** Scaffolding, Perceptions

### **A. INTRODUCTION**

Learning English in Senior high school in Indonesia is focused on mastering various types of texts that are taught in four language skills namely listening, speaking, reading and writing. Among the four English language skills, reading is one skill that gets a special attention in learning and in examinations. Based on the syllabus of senior high school, there are some texts, namely advertisement, announcement, letter, narrative, recount, descriptive, procedure, news item, explanation, hortatory exposition, analytical exposition, discussion and review. This text are given in different semester.

Reading skills are not only needed to comprehend various texts in learning process and daily life but also to take exam. Reading is considered a process to understand the implicit in the explicit, to see the thoughts contained within Written words. According to Anderson (1999) reading is an active, fluent process which involves the reader and the reading material to build meaning. In this case the reader should try to understand three types of meaning such as literal meaning, inferential, and evaluational. The problem is the English language skills of high school students are still low and learning English in schools has not been implemented well. Based on preliminary interviews and observations in a number of high schools in Padang City, some students still find many obstacles in reading English. First, They are less involved in the learning process and even tended to be noisy when learning. Second, they are lazy to do

the exercises, and thirdly, the students lack of motivation so they are not interested in learning process.

The problems above was certainly not independent. The teacher as the main actor in learning cannot get out of hand. Teachers have a big contribution to student failure in learning. It could be seen in interviews and observations in the field namely SMA N 7 , SMAN 8, it can be seen that the teachers not yet implemented the teaching learning model that fits the characteristics of the students and still uses conventional learning models.

Sanjaya (2006) reveals that there are four teachers errors in implementing teaching and learning process so that student learning outcomes become low and can even fail. First, the teacher does not try to know the characteristics and initial knowledge of students. Before teaching the teacher should check the extent to which students have initial knowledge about new lessons. Second, the teacher does not invite students to think critically in the learning process. That is, the teacher continues to lecture and explain teaching material without involving students in active learning. Third, the teacher does not try to get feedback. Teachers rarely carry out on-going evaluations so they don't know whether students have understood the lesson or not. Fourth, teachers often assume that they are the most capable and most knowledgeable about the lessons they present . The four mistakes above will bring students to failure in learning.

Based on the problems in learning English, especially reading, currently teachers who hold the predicate of the professional educators are in a central position to apply consistently the scientific approach in teaching and learning process as stated in 2013 curriculum. As demanded by this curriculum, the teachers should be able to apply four teaching models, namely, problem-based learning model, discovery-based learning model, inquiry-based learning model and project-based learning model. They must try to overcome all the problems that arise in the classroom .As the main actors of learning the teacher must find the right way to present the lesson well. Thus the need for teachers to use effective learning models to achieve optimal learning outcomes.

Concerning the scaffolding model in teaching reading to senior high school students, Jufri (2018) conducted the experimental research on the effect of the model at three SMAN in Padang, that is, SMA N 1 ,SMA N 7, and SMA N 8. The findings of the research indicate that the students' reading achievement taught by scaffolding model was better than those who were taught by conventional model. To prove it, the researcher used t-test formula. The result showed that scaffolding model gave significant effect towards the students reading ability compared to the conventional one.

Based on the research done by Jufri (2018), the researcher wants to identify about the perceptions of the teachers who have used the scaffolding model. In this case, the researcher will ensure whether the teachers have positive perceptions towards the model or have negative ones.

## **B. RESEARCH METHOD**

The design of this research is a descriptive one. Gall and Borg (2003:288) state that descriptive method is the most basic of the quantitative research method. It involves describing characteristics of a particular sample of individuals or other phenomena. Descriptive research is concerned primarily with determining “what is”. It is a type of quantitative research that involves making careful descriptions of educational phenomena. It is aimed at describing things as the way and also analyzes the interrelationship of the data. Meanwhile, Gay (2009:176) states that descriptive research involves collecting data in order to get the answer from the research questions concerning the status of the subject of the study. It can be used to gather information about a group’s beliefs, attitudes, behaviors by using questionnaire, interview or other measures.

Arends (2009:517) says that in adopting descriptive research researchers use questionnaire or interview to gather information about the characteristics of some phenomenon or to measure people’s opinions or attitude on some subject. Furthermore, Arikunto (2010:3) says that the descriptive research is meant to investigate or to describe something, like situation, condition, events, activities in which the result of the study can be exposed in research report.

Using this type of research, the research had gather information about teacher's opinion on the scaffolding learning model. This research is conducted in several secondary schools in the city of Padang, namely SMAN 1, SMAN 7, and SMAN 8. In addition, this study was involved in collecting data using a questionnaire. Data collected was analyzed to answer research questions. The population of the research was the teachers in three secondary schools in Padang City (Senior High School 1, Senior High School 7, Senior High School 8) The participants were all English teachers in some of these schools. The sample of the research was taken by using purposive sampling. Sugiyono (2008) said that purposive sampling is a technique used in taking sample where the researcher determines the sample according to his own considerations. For this research, there were six teachers to become the sample, that was, 2 teachers in each school. The instrument used in this study were questionnaire and interview. According to Brown (2001) in Dornyei (2003: 6), "The questionnaire is a written instrument that presents respondents with a series of questions or statements that they must respond to either by writing their answers or choosing from the answers that exist". Instruments were arranged based on the purpose of this study. The questionnaire is designed based on the Scaffolding learning model. The instrument given to the teacher consists of a scale statement. The questionnaire was validated by English lecturer in English Department of FBS Universitas Negeri Padang.

The interview is used to verify the teachers’ responses on questionnaire. By interviewing all the teachers taken as sample, it can convince the researcher about the findings of the research. The questions of the interview was validated by English lecturer in English Department of FBS Universitas Negeri Padang. The data of this research was collected by using questionnaire and interview. The next step was given the questionnaire to the teachers. The questionnaire consists of 32 items with 5 –range scale. The scale categories are Always (A), Often (O),

Sometimes (S), Seldom (S) and Never (N).. Then, the students' answers were analyzed by using percentage formula.

Besides the questionnaire, the teachers were interviewed by the researcher. the researcher had gone to SMAN 1, SMAN 7 and SMAN 8 Padang to do the interview. The questions of the interview were prepared before hand.

In analyzing data, the researcher did percentage formula. The formula given to count the percentage of the teachers' responses was taken from Arikunto's formula (2009:324)

In analyzing the data of questionnaire, the researcher uses the following steps:

1. Putting the teachers' answers on tables of distribution.
2. Counting the teachers' answers according to given scales; Always, Often, Sometimes, Seldom, Never.
3. Classifying the teachers' answers according to the given scales: Always, Often, Sometimes, Seldom, Never.
4. Calculating the percentages of the teachers' answers according the scales categories. The percentage formula is taken from Arikunto's formula (2009:324) as follows:

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Percentage of the teachers' answers

F= Frequency of the teachers

N = Total of sample

This part presents the data description and analysis derived from the questionnaire. The questionnaire consists of 5 scale statement; they are SL (*Selalu*), SR (*Sering*), KD (*kadang-kadang*), JR (*Jarang*) and TP (*Tidak pernah*). The data being described and analyzed were used to answer research questions about teachers' perception on the scaffolding model in teaching reading viewed from several activities. The data obtained were divided into seven parts. They are connecting making, graphical aids analysis, vocabulary enrichment, loud reading, language analysis, prompting activities and integration activities. In order to get the description of the data, the percentage of each aspect in the questionnaires is determined and converted into chart. The charts consist of horizontal scale which shows how the teachers' perception is towards the items questioned while the vertical one shows the percentage.

In addition to the questionnaire, the data for research question no 1 were also taken from the written interview conducted to the teachers. In this interview, the teachers were asked to choose a *Yes/No* answer for each question. There were seven questions which represent the seven aspects of activities in scaffolding model. Each question consists of several points related to it.

## C. RESULT AND DISCUSSION

### 1. Research Finding

The data of this research have been collected and analyzed in order to find out teachers' perception on the scaffolding model in teaching reading viewed from

several activities . Based on the data description and data analysis, there are some findings of this research. The findings are presented as follow.

The Teachers' Perception toward Scaffolding Model viewed from Making Connection, In average, the teachers' perception toward scaffolding model viewed from making connection is "very good". Therefore, the teachers demonstrate very good perception toward scaffolding model viewed from making connection, especially to relate students' background knowledge to the text they are going to read. Only one question which reflects an excellent perception from the teachers toward scaffolding model viewed from making connection. This proves that teachers have positive views about scaffolding model if it is viewed from making connection. It means that they are encouraged to apply scaffolding model in teaching reading skills.

The teachers' perception toward scaffolding model viewed from graphical aids analysis range from the degree of "good" to "excellent". In average, the teachers' perception toward scaffolding model viewed from graphical aids analysis is "very good" (66.67%). Therefore, the teachers demonstrate very good perception toward scaffolding model viewed from graphical aids analysis. This proves that teachers have positive views about scaffolding model if it is viewed from graphical aids analysis. It means that they are encouraged to apply scaffolding model in teaching reading skills although a teacher does not show the perception above the average.

The teachers' perception toward scaffolding model viewed from vocabulary enrichment. The perception from the teachers lies between the degree of "good" to "excellent". In average, the teachers' perception toward scaffolding model viewed from making connection is "very good". Therefore, the teachers demonstrate very good perception toward scaffolding model viewed from vocabulary enrichment. Only one question which reflects an excellent perception from the teachers toward scaffolding model. This proves that teachers have positive views about scaffolding model if it is viewed from vocabulary enrichment. It means that they are encouraged to apply scaffolding model in teaching reading skills.

The teachers' perception toward scaffolding model viewed from reading aloud. From the table, it can be seen that the perception from the teachers lies between the degree of "good" to "excellent". In average, the teachers' perception toward scaffolding model viewed from reading aloud is also "very good". Therefore, the teachers demonstrate very good perception toward scaffolding model viewed from vocabulary enrichment. This implies that the use of scaffolding model is effective to improve students' reading skills. As a result, the teachers also show very good perspective toward scaffolding model.

The teachers' perception toward scaffolding model viewed from reading aloud. it can be seen that the perception from the teachers lies between the degree of "good" to "excellent". In average, the teachers' perception toward scaffolding model viewed from reading aloud is also "very good". Therefore, the teachers demonstrate very good perception toward scaffolding model viewed from vocabulary enrichment. This implies that the use of scaffolding model is effective to improve students' reading skills. As a result, the teachers also show very good perspective toward scaffolding model.

Teachers' perception toward scaffolding model viewed from prompting activities, based on the data analysis, it is found that generally teachers significantly have a very good perception towards the use of scaffolding model in teaching reading. It can be seen from the table that the perception from the teachers lies between the degree of "very good" to "excellent". In average, the teachers' perception toward scaffolding model viewed from prompting activities is "very good". This implies that the use of scaffolding model is effective to improve students' reading skills.

The result of the data analysis found that generally teachers significantly have a very good perception towards the use of scaffolding model in teaching reading if it viewed from integration activities. Integration activities covers integrating reading skill to other skills in English such as speaking and writing. It can be seen from the table that the perception from the teachers lies between the degree of "very good" to "excellent". In average, the teachers' perception toward scaffolding model viewed from prompting activities is "very good". The teacher admit that scaffolding model often help them to intergrate reading to writing and speaking skills to the students. This implies that the use of scaffolding model is effective to improve students' reading skills.

## **2. Discussion**

The findings of this research confirm that there are seven aspects regarded in order to find out the teachers' perception toward the scaffolding model in teaching reading. Those aspects cover the activities of how the teachers make connection about students' background knowledge with the topic they learn in the classroom, how the graphical aids help the students understand the text, how the teachers help students build their vocabulary knowledge, how they help students improve their pronunciation, how the teachers help students understand the language aspects found in the text, how teachers provides some prompting activities, and how the teachers integrate reading skills with other skills. Based on these views, it was found that teachers gave very positive perception towards scaffolding model in teaching reading.

In addition, based on the findings from the interview, it can be concluded that all teachers admitted that scaffolding model succeeds in several aspects. The teachers confirmed that the model succeed to increase students' vocabulary, ease the teachers to discuss about tenses and sentences, and integrate reading activities to writing and speaking activities. Moreover, this model also works well to facilitate teachers to do activities such as reformulation, reconceptualization, literation and reiteration.

From the findings of this research, it is revealed that the implementation of scaffolding model in teaching reading was perceived as very positive and beneficial by the teachers. The results of this research indicate that the teachers gave very good responses for the statement, and they even gave excellent responses. Hence, it is considered that the supports provided by the teachers are very important and highly needed by the students. This is in line with the findings from a study conducted by Padmadewi and Artini (2018). In they study, they found that the use of scaffolding strategies results in the positive perception from

the teachers at North Bali Bilingual School. In addition, this study also revealed that teachers' perception was in line with the students' skills.

The positive perception is due to the reason that the use of scaffolding model in teaching reading give significant effects on students' ability. This is supported by several studies. Based on a study conducted by Padmadewi and Artini (2018), scaffolding strategies significantly improve not only students' ability but also students' attitude and interests. In this study, they concluded that the quality of scaffolding has beneficial contributions to students' competency. A similar study conducted by Jufri (2018) also found that scaffolding model gave significant effect towards the students' reading ability compared to the conventional one. The findings of the research indicated that the students' reading achievement taught by scaffolding model was better than those who were taught by conventional model.

#### **D. CONCLUSION AND SUGGESTIONS**

Based on the findings of this research which were conducted to the teachers of SMA N 1, SMAN 7, and SMAN 8 Padang, there is conclusions which can be made. The teachers gave positive responses towards Scaffolding Model in teaching reading viewed from making connection, Graphical Aids Analysis, Enrichment Vocabulary, Reading aloud, Language Analysis, Prompting Activities and Integration Activities.

Based on the conclusions above, some suggestions can be derived as follows. It is suggested for teachers to apply scaffolding model in teaching reading. Through this model, the teachers can be more creative in managing classroom. And It is suggested to conduct an oral interview to get more accurate data about the perceptions. They can also investigate the students perception toward scaffolding model presented by teachers.

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