



An Analysis of Students' Perception towards Scaffolding Model in Reading at the First Grade Students of SMAN 7 Padang

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Abstract

This research is aimed to investigate students' perception towards scaffolding model in reading viewed from seven indicators: making connection, graphical aids analysis, vocabulary enrichment, reading aloud, language analysis, prompting activities and integration activities. The accessible population of this research was the first grade of SMAN7 Padang. While, the sample was taken by using cluster random sampling. The number of sample of this research was 36 students of the first grade of SMAN 7 Padang. The research instrument was students' perception towards scaffolding model questionnaire. The finding of the research indicated that majority of students showed positive perception toward scaffolding model viewed from making connection, graphical aids analysis, vocabulary enrichment, reading aloud, language analysis, prompting activities and integration activities perspective. To prove it the researcher used percentage formula and interpreting likert scale of questionnaire.

Key words: scaffolding model, reading ability, students' perception

A. INTRODUCTION

Reading is one of the four important skills that should be mastered by students. Through reading, students will get much knowledge on every aspects of life for example: cultural, educational, humanity, economics, business, politics, medical, technology and so for. Reading is a key word for getting every single of information and knowledge.

As one of the important language skills, reading has been taught in Senior High Schools. Basically, the purpose of the reading is to comprehend what is read. It means that by reading a reader gets some information or knowledge. The students who like reading have more knowledge than the ones who do not. Reading provides the students with a lot of information about the world that will give contribution to their success in study and in the future.

Because of the importance of reading, the National Department of Education includes reading as a skill of English in the educational curriculum of 2013. In this curriculum the students are expected to be able to comprehend the text trough reading. Students learn 13 genres texts such as advertisement, announcement, letter, narrative, recount, descriptive, procedure, news item,



explanation, hortatory exposition, analytical exposition, discussion and review. Those text are given in different semester. In addition, almost in every English exams for example semester exams and final national exams, skill that to be assessed is reading skill. While other 3 skills such as: speaking, writing and listening are not tested as much as reading skill.

On the other hand, the problem is the reading skills of Senior High School students are still low and learning reading in schools has not been implemented well. Based on preliminary observations in a number of high schools in Padang City, majority of students still find many obstacles in reading English text. 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 student's lack of motivation so they are not interested in learning process. Last, the most important thing is majority of students hate English subject and English teacher.

Furthermore, there is model of teaching and learning process that can be used in any subject including reading called Scaffolding. According to Wood and Ross (1976), scaffolding occurs when a more knowledgeable person helps a learner succeed in tasks that beyond their reach. In addition, Chamot, Barnhardt, El-Dinary, & Robbins (1994) believe that the main point of scaffolding is to identify how much support students need and to provide enough support to help student independence.

The indicators of scaffolding model of tis research is explained as below:

1. Making Connection

In making connection stage, Camille and Donna (2008) believe that teacher asks students to make connection about the text with events in real life, students' experience, and the text that students have ever read about. But before doing those three aspects, students must read the text. When they have finished, they should put a bookmark in the text, close their book, and wait others to finish. While waiting they can think back on their real life events, experience and text that they have read.

The goal of this section is make students able to comprehend text based on making connection perspective.

2. Graphical Aids Analysis

In graphical aids analysis stage, teacher ask the students to pay attention to the clue such as illustration and picture in the text so that students find easier to find out what the text about. Even though students have read the text about, still English is foreign language for them so they find obstacles to comprehend the text about. In this term, graphical aids analysis help students a lot to imagine and do the prediction of the text in order to comprehend the text about. In the end of this section, teacher help to get proper prediction from the illustration and picture in the text. The goal of this section is make students able to comprehend text based graphical aids analysis perspective.

3. Vocabulary Enrichment

In vocabulary enrichment, teacher ask students to do the task of developing vocabulary matrix. Each of students write every new and difficult vocabulary in their book. Then, they should find out: part of speech, pronunciation, meaning, synonym, antonym, derivative words, new sentence that

they make from new words that they found in developing vocabulary matrix book. In the end of this section, teacher help to formulate all the new or difficult vocabulary in text. The goal of this section is make students able to comprehend text based on vocabulary development point of view.

4. Reading Aloud

In vocabulary enrichment, teacher reads aloud to students to help them become emotionally involved with stories and improve and elevate how to pronounce words properly; they also read aloud to control their expression and intonation. In the end of this stage, teacher make sure that every students able to do reading aloud properly. The goal of this section is make students able to comprehend text based on reading aloud point of view.

5. Language Analysis

In language analysis section, teacher help students to analyze the component of the language based on the task they have made in their task of developing vocabulary matrix book and the context of the text. What the researcher mean about the component of the language is grammar, semantic and pragmatic of the text. In the end of this section, teacher make sure all students able to understand the grammar, semantic and pragmatic of the text. The goal of this section is make students able to comprehend text based on language analysisperspective.

6. Prompting Activities

In prompting activities section, teacher help students to reformulation, reconceptualization, and reiteration. First, reformulation is when all students formulate their ideas but actually it is the answer but not in a complete way, so teacher formulate the complete answer so that students know what right answer is. Next, reconceptualization is when students forget the exact concept of study then teacher explain the concept again so that the students understand the concept. Last, reiteration is when the students forget what the subject or object refer to then teacher help the students to refer again to the text so that students comprehend the text fully. Those three aspect automatically strengthen the relationship between students and teacher because without scaffolding model, students tend to hate English subject and English teachers, seldom feel comfortable when English subject take place. However, using scaffolding model students change their paradigm of English because they experience that with teacher's help or assistance they able to comprehend the text easily. The goal of this section is make students able to comprehend text based on prompting activities perspective.

7. Integration Activities

In integration activities section, teacher help students increase their reading ability, at the same time increase students' speaking and writing ability. Writing ability is when students able to write down the different ideas of the same genre of the text as the outcomes of writing ability. Speaking ability is students perform and present their ideas of what they write down is in front of the class. The goal of this section is make students also able to comprehend speaking and writing ability context.

There have been some researchers that discuss about scaffolding model. Scaffolding. One of them is a research done by Jufri (2018) with title “The Effectiveness of Scaffolding Model in Teaching Reading at Senior High Schools in Padang City.” This research contributes on the process of creating the scaffolding indicators and sub indicators of the researcher’s research. This research aimed is identifying the students’ ability in reading by using scaffolding teaching model. The finding of this research indicated that the students’ reading achievement taught by scaffolding model was better than those who were taught by conventional model.

A research done by Arwa et. al. (2017) with title “The Impact of Scaffolding Skills of University Students in Saudi Context.” This study aims to investigate the effectiveness of applying scaffolding strategies in enhancing reading comprehension skills of female students at King Abdulaziz University in the city of Jeddah In Saudi Arabia. The results of the study indicated that there was a statistically significance difference between the pretest and posttest of the experimental group in favor of the posttest.

The research about scaffolding also done by Ling-Wu et.al (2016) with title “Effects of Scaffolds and Scientific Reasoning Ability on the Web-Based Scientific Inquiry.” This study examined how background knowledge, scientific reasoning ability, and various scaffolding forms influenced students’ scientific inquiry achievements. Results indicated that student knowledge and scientific reasoning can predict scientific inquiry ability development. Students who uses the online program benefitted from direct scaffolding, which help them make hypotheses and draw reasoning skills.

Above all, there is lack of research that find out students’ perception towards scaffolding model in reading. The previous researches mostly observe the impact of scaffolding model in every area of study. In fact, the research that explores about students’ perception towards scaffolding model in reading comprehension skill is needed for the further research. Because of this case, it is essential to do research on how students perception toward scaffolding model in reading in EFL context.

In response with the studies explained, this research pays more attention on how students perception toward scaffolding model that viewed from seven indicators, they are, making connection, graphical aids analysis, vocabulary enrichment, reading aloud, language analysis, prompting analysis and integration activities at the first grade students of EFL learners of SMAN7 Padang. They are chosen because of the implementation of scaffolding model in their classrooms. The implementation of scaffolding model is getting difficult which have more indicators of study: making connection, graphical aids analysis, vocabulary enrichment, reading aloud, language analysis, prompting analysis and integration activities. In relation with these increase difficulties, students’ perception will be also changed. Since they are in the transactional stage of reading, they have been a proper target to be observed.

B. RESEARCH METHOD

This research was a quantitative descriptive research because it described students' perception towards scaffolding model in reading. Singh, Fook, and Sidhu (2006) believe that descriptive research or survey research aimed to describe the subject and reported the data using table of frequency or percentage. Moreover, Gay, Mills, and Airasian (2012) use term of survey research which is used to report the data as what they are. In addition, 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. In this research, the data described and reported students' perception towards scaffolding model in reading based on the research questions.

C. RESULT AND DISCUSSION

1. Research Finding

It was found that the perception of the first grade students of SMN 7 Padang is positive. Then, it was also found that majority of students have positive perception toward scaffolding model viewed from making connection, graphical aids analysis, vocabulary enrichment, reading aloud, language analysis, prompting activities, and integration activities. However, minority of students the students cannot define their perception toward scaffolding model in reading or categorized into neutral response. Very small amount of students have negative perception towards scaffolding model.

The Positive students' perception towards scaffolding model in reading at the first grade of SMAN 7 Padang make certain conditions change drastically. First, students show the interest of studying English, English is no longer killer subject of the class. They enjoy learn reading because teacher always there to help them to comprehend the text with every aspect of scaffolding model. Second, students show highly enthusiastic to learn reading because in all aspect of scaffolding model teacher always make sure that student able to comprehend the text. Third, students show some respects to the teacher, because scaffolding model straighten the relationship of teacher and students. Teacher no longer shows anger and throwing temperamental if students have no ideas what the lesson about but teacher help them until independently comprehending the text.

2. Discussion

The three research questions have been answered. It was found that the perception of the first grade students of SMAN 7 Padang is positive. Further discussion will be explained below one by one based on the research questions.

The first research question is about students' writing attitude. It is found that students' attitude toward writing is positive. They demonstrates positive attitude because the students are dominantly have positive attitude in cognitive component

The first research question is about students' perception toward scaffolding model in reading viewed from making connection perspective. It is found that students' perception towards scaffolding model in reading viewed from making connection is positive. They demonstrates positive perception because the students are dominantly have positive perception in making connection

component. Camille and Donna (2008) believe that teacher asks students to make connection about the text with events in real life, students' experience, and the text that students have ever read about. There are three activities requires this perspective. First, give the students paper and pencil so they can draw the ideas. Second, there are no such wrong answer in this activity. Good thinking is what is required. Third, students' should listen each other's ideas. Last, teacher initiate proper remaking connection so that all students find out what the text about. The goal of this section is make students able to comprehend text based on making connection perspective.

The second research question is about students' perception toward scaffolding model in reading viewed from graphical aids analysis perspective. It is found that students' perception towards scaffolding model in reading viewed from graphical aids analysis is positive. They demonstrates positive perception because the students are dominantly have positive perception in graphical aids analysis component. In graphical aids analysis stage, teacher ask the students to pay attention to the clue such as illustration and picture in the text so that students find easier to find out what the text about. Even though students have read the text about, still English is foreign language for them so they find obstacles to comprehend the text about. In this term, graphical aids analysis help students a lot to imagine and do the prediction of the text in order to comprehend the text about. In the end of this section, teacher help to get proper prediction from the illustration and picture in the text. The goal of this section is make students able to comprehend text based graphical aids analysis perspective.

The third research question is about students' perception toward scaffolding model in reading viewed from vocabulary enrichment perspective. It is found that students' perception towards scaffolding model in reading viewed from vocabulary enrichment is positive. They demonstrates positive perception because the students are dominantly have positive perception in vocabulary enrichment component. In vocabulary enrichment, teacher ask students to do the task of developing vocabulary matrix. Each of students write every new and difficult vocabulary in their book. Then, they should find out: part of speech, pronunciation, meaning, synonym, antonym, derivative words, new sentence that they make from new words that they found in developing vocabulary matrix book. In the end of this section, teacher help to formulate all the new or difficult vocabulary in text. The goal of this section is make students able to comprehend text based on vocabulary development point of view.

The fourth research question is about students' perception toward scaffolding model in reading viewed from reading aloud perspective. It is found that students' perception towards scaffolding model in reading viewed from reading aloud is positive. They demonstrates positive perception because the students are dominantly have positive perception in reading aloud component. In vocabulary enrichment, teacher reads aloud to students to help them become emotionally involved with stories and improve and elevate how to pronounce words properly; they also read aloud to control their expression and intonation. In the end of this stage, teacher make sure that every students able to do reading

aloud properly. The goal of this section is make students able to comprehend text based on reading aloud point of view.

Pearson and Gallagher (1983) described this teaching process as the “gradual release of responsibility.” The goal is that eventually students will internalize and employ the active engaged process of reading independently. Some students may need little support to do reading aloud. Others may need considerable practice and support.

The fifth research question is about students' perception toward scaffolding model in reading viewed from language analysis perspective. It is found that students' perception towards scaffolding model in reading viewed from language analysis is positive. They demonstrates positive perception because the students are dominantly have positive perception in language analysis component. In language analysis section, teacher help students to analyze the component of the language based on the task they have made in their task of developing vocabulary matrix book and the context of the text. What the researcher mean about the component of the language is grammar, semantic and pragmatic of the text. In the end of this section, teacher make sure all students able to understand the grammar, semantic and pragmatic of the text. The goal of this section is make students able to comprehend text based on language analysis perspective.

The sixth research question is about students' perception toward scaffolding model in reading viewed from prompting activities perspective. It is found that students' perception towards scaffolding model in reading viewed from prompting activities is positive. They demonstrates positive perception because the students are dominantly have positive perception in prompting activities component. In prompting activities section, teacher help students to reformulation, reconceptualization, and reiteration. First, reformulation is when all students formulate their ideas but actually it is the answer but not in a complete way, so teacher formulate the complete answer so that students know what right answer is. Next, reconceptualization is when students forget the exact concept of study then teacher explain the concept again so that the students understand the concept. Last, reiteration is when the students forget what the subject or object refer to then teacher help the students to refer again to the text so that students comprehend the text fully. Those three aspect automatically strengthen the relationship between students and teacher because without scaffolding model, students tend to hate English subject and English teachers, seldom feel comfortable when English subject take place. However, using scaffolding model students change their paradigm of English because they experience that with teacher's help or assistance they able to comprehend the text easily. The goal of this section is make students able to comprehend text based on prompting activities perspective.

The seventh research question is about students' perception toward scaffolding model in reading viewed from integration activities perspective. It is found that students' perception towards scaffolding model in reading viewed from integration activities is positive. They demonstrates positive perception because the students are dominantly have positive perception in integration activities component. In integration activities section, teacher help students increase their reading ability, at the same time increase students' speaking and writing ability.

Writing ability is when students able to write down the different ideas of the same genre of the text as the outcomes of writing ability. Speaking ability is students perform and present their ideas of what they write down is in front of the class. The goal of this section is make students also able to comprehend speaking and writing ability context

D. CONCLUSION AND SUGGESTIONS

The purposes of this research are to find out the three research questions which are to find out students' perception towards scaffolding model in reading viewed from: making connection, graphical aids analysis, vocabulary enrichment, reading aloud, language analysis, prompting activities and integration activities. The instruments used closed-ended questionnaire to find out students perception towards scaffolding model in reading viewed from: making connection, graphical aids analysis, vocabulary enrichment, reading aloud, language analysis, prompting activities and integration activities.

Based on the collected data and analysis of the data, it is found that the first grade students of SMAN 7 Padang have positive perception of scaffolding model in reading viewed from: making connection, graphical aids analysis, vocabulary enrichment, reading aloud, language analysis, prompting activities and integration activities.

Based on the data analysis, findings, and discussion, the researcher gives some suggestions. First, for the next research, a research that find out students 'perception towards scaffolding model in reading of the teachers in needed. It is because teachers may have influence on the students' perception towards scaffolding model in reading. When teachers do not have a good perception how they can teach a good comprehending the text to the students is. Thus, a research about teachers' perception towards scaffolding model in reading in needed for further research. Second, for the next research, a research that find out factors of students' positive perception towards scaffolding model in reading in needed. It is because factors obviously influence the students' perception whether positive or negative. Thus, a research about factors influencing students' perception towards scaffolding model in reading in needed for further research. Last, the English teacher is suggested to use scaffolding model with seven indicators in the English classroom especially in reading so that students able to comprehend the text fully.

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