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The Use Of Scaffolding Strategy On Students' Reading Comprehensions At The Seventh Grade Of SMP N 12 Pematangsiantar

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh strategi scaffolding terhadap pemahaman membaca teks prosedur pada siswa kelas VII di SMP N 12 Pematangsiantar. Strategi scaffolding digunakan untuk memberikan dukungan bertahap kepada siswa dalam memahami teks yang lebih kompleks. Penelitian ini menggunakan desain kuasi-eksperimental dengan dua kelas sebagai sampel: kelas eksperimen yang diajarkan menggunakan strategi scaffolding dan kelas kontrol yang diajarkan dengan metode konvensional. Pengumpulan data dilakukan melalui tes pre-test dan post-test. Hasil analisis menunjukkan bahwa terdapat peningkatan signifikan dalam skor pemahaman membaca siswa kelas eksperimen setelah diberikan perlakuan. Rata-rata nilai pre-test kelas eksperimen adalah 41,8 dan meningkat menjadi 60,9 setelah perlakuan. Sedangkan kelas kontrol hanya mengalami peningkatan sedikit, dari 43,1 menjadi 48,5. Uji t menunjukkan nilai t-test sebesar 11,929, yang lebih besar dari t-table 1,670, yang berarti hipotesis alternatif diterima dan hipotesis nol ditolak. Penelitian ini menyimpulkan bahwa strategi scaffolding efektif dalam meningkatkan pemahaman membaca siswa, khususnya dalam teks prosedur.

Kata Kunci: *Strategi Scaffolding, Pemahaman Membaca, Teks Prosedur, Kelas VII, Kuasi-Eksperimental*

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Abstract

This study aims to determine the effect of the scaffolding strategy on reading comprehension of procedural texts among seventh-grade students at SMP N 12 Pematangsiantar. The scaffolding strategy was used to provide gradual support to students in understanding more complex texts. This research employed a quasi-experimental design with two groups: the experimental group taught using the scaffolding strategy and the control group taught using conventional methods. Data were collected through pre-test and post-test assessments. The analysis showed a significant improvement in the experimental class's reading comprehension scores after the treatment. The average pre-test score for the experimental class was 41.8, which increased to 60.9 after the treatment. In contrast, the control class only showed a slight improvement, from 43.1 to 48.5. The t-test result was 11.929, which is higher than the t-table value of 1.670, indicating that the alternative hypothesis was accepted and the null hypothesis was rejected. This study concludes that the scaffolding strategy is effective in improving students' reading comprehension, especially in procedural texts.

Keywords: *Scaffolding Strategy, Reading Comprehension, Procedural Texts, Seventh Grade, Quasi-Experimental*

INTRODUCTION

Education plays a very important role in shaping a person's character and skills (Setya et al, 2024). One important aspect of education is reading comprehension. According to Tarigan (2008) cited in (Wahyuni, 2021), states that Reading Comprehension is a type of reading that aims to understand literary norms or standards, critical observations, drama scripts, and fictional patterns. That way, readers not only understand and appreciate the contents of the reading, but are also able to examine the contents of the reading and provide assessments by listening to it based on their experience and knowledge so that a deeper understanding is created (Afflerbach, 2025).

English as a field of study directly affects reading comprehension through various aspects such as vocabulary mastery, grammar understanding, and critical thinking development (Rahmah et al, 2023). In the context of English learning, one of the main types of texts that students need to master is procedural text. Procedural texts provide step-by-step instructions for completing a task (Tahapary & Anaktototy, 2025). The ability to understand texts is essential for students to follow instructions accurately and apply them in real-life situations (Wuryaningrum et al., 2020). This statement emphasizes that the ability to understand text is very important for students because it allows them to follow instructions correctly and apply them in real-life situations. Simply put, if students do not

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understand what they read, they will have difficulty following directions and using the information in their daily lives (Sunardi et al, 2025).

Reading is one of the substances that plays a major role in the world of education. This means that people who often read have broad insights (Tsang, A., 2023). Reading also plays a role and has important benefits in everyday life. Good reading skills can be the basis for obtaining information in society and developing oneself in today's modern era (Laličić & Dubravac, 2021). Everything related to the information that is present cannot be separated from the dominance of words. In addition, reading skills cannot be separated from the world of education (Lestari et al, 2024). Reading skills themselves consist of several types. One of them is reading comprehension skills. In this way, readers not only understand and understand the contents of the reading, but are also able to examine the contents of the reading and provide assessments by listening to it based on their experience and knowledge to create a deeper understanding (Ardhian et al, 2020). Reading and comprehension skills are very important for students because these skills will continue to be needed as a tool for studying scientific fields (Fudhaily, 2020).

However, based on the results of observations and interview experiences of researchers while implementing an internship program at SMP N 12 Pematangsiantar, researchers identified problems that would be problems in this study. Researchers found several difficulties experienced by students in reading and understanding English texts, especially procedure texts. According to Intiana (2014: 179) cited in Sholikha & Pujiyanti, 2023), procedure text is a text that provides instructions on how to do something through a series of actions or steps shows several stages according to predetermined steps. The purpose of the procedure text is to explain how something is made or done with sequential steps (Priyatni, 2014: 87) cited in (Bonita et al, 2023). Difficulties experienced by students in understanding procedure texts include: students have difficulty understanding the meaning of the text due to limited vocabulary, students have difficulty identifying the generic structure of procedure texts, students face challenges in understanding instructions in the form of imperative sentences, students experience errors in understanding grammar which causes misinterpretation of instructions, monotonous and non-interactive learning strategies that are often applied in class cause students to be less interested and easily bored when carrying out learning activities (Adauwiyah et al, 2023). These difficulties then contribute to students' difficulties in reading and understanding texts which have an impact on low scores on reading assessments.

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This could be seen from the results of their Mid-Semester Exam, where most of the score are considered unsatisfactory. The standard of minimum completeness of mastery learning or KKM is 69.

Table 1.1 Mid Term Test Results

No	Class	KKM	Complete	Incomplete
1.	VII-1	69	5	27
2.	VII-2	69	12	22
3.	VII-3	69	15	17
4.	VII-4	69	14	18
5.	VII-5	69	10	22
6.	VII-6	69	12	20
7.	VII-7	69	10	22
8.	VII-8	69	9	23
9.	VII-9	69	10	22

Based on the table above, it can be seen that in class VII-1, 5 students are categorized as completed, while 27 students did not complete. In class VII-2, 12 students are categorized as completed, while 22 students did not complete. In class VII-3, 15 students are categorized as completed, while 17 students did not complete In class VII-4, 14 students are categorized as completed, while 18 students did not complete. In class VII-5, 10 students are categorized as completed, while 22 students did not complete. In VII-6, 12 students are categorized as completed, while 20 students did not complete. In class VII-7, 10 students are categorized as complete, while 22 students did not complete. In class VII-8, 9 students are categorized complete, while 23 students did not complete. Finally, in class VII-9, 10 students are categorized as complete, while 22 students did not complete.

To overcome these problems, it is necessary to find the right learning strategy to improve students' reading comprehension skills that need to be applied in the classroom, especially in procedural texts. Learning strategies are one of the important elements in creating an efficient and meaningful learning experience for students. According to Kozma et al., (1978: 122-127) cited in Sinaga, 2018), explains that learning strategies can be interpreted as every activity chosen, namely those that can provide facilities or assistance to students towards achieving certain learning goals. Along with changes in the educational paradigm, various learning strategies continue to develop to meet increasingly complex learning needs. There are many types of strategies in teaching reading comprehension.

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Therefore, improving students' reading comprehension is chosen with scaffolding as one of the teaching strategies.

Scaffolding is considered a strategy used by teachers to facilitate the transition of students from assisted performance to independent performance (Sari & Rozimela, 2021). Research shows that a more structured and adaptive approach, such as scaffolding strategies, can provide better support for students in understanding their reading (Gibbons, 2002) cited in (Mackayy et al, 2021). This is especially important at the secondary school level, where students begin to encounter more complex and diverse texts. Scaffolding strategies are approaches designed to provide support to students as they learn.

Scaffolding is a teaching strategy that originates from Lev Vygotsky's sociocultural theory 1978. The concept of the zone of proximal development, describes the distance between what an individual can achieve on their own and what can be achieved with help from others, where students are given appropriate assistance to help them achieve deeper understanding. This strategy is carried out by providing gradual assistance to students to understand the material or complete difficult tasks, with the role of the educator as a facilitator who provides guidance according to the abilities and level of understanding of the students (Adinda et al., 2024). Wood, Bruner, and Ross (1976) explained that the role of tutors or educators in providing scaffolding is very important to help students complete difficult tasks. By providing the right support, students can feel more confident and motivated to continue learning.

The purpose of this research was to determine the effectiveness of Scaffolding Strategies in improving reading comprehension of Procedural Texts of grade VII students at SMP N 12 Pematangsiantar. The researcher discovered that Scaffolding Strategies has been widely used in research and was successful. First, research that was conducted by Chedo, M. (2018) with the title "The Effect Of Scaffolding Strategy On The Development Of Students' Reading Comprehension Skills In Descriptive Texts In The First Semester Of Tenth Grade Of SMK PGRI 4 Bandar Lampung In The 2018/2019 Academic Year" This study used a quasi-experimental method with a sample of 30 students selected through cluster random sampling. The experimental group was given treatment using the scaffolding strategy, while the control group used the translation strategy. The results of data analysis using SPSS showed that there was a significant effect of the scaffolding strategy on students' reading comprehension skills (Sig. = 0.000 $<\alpha = 0.05$). Thus, the scaffolding strategy proved effective in improving students' reading comprehension in descriptive texts.

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Second, research that was conducted by SW Munawaroh (2021) entitled "The Effectiveness Of Scaffolding Strategy On Students' Reading Comprehension At Eight Grade Of Mtsn 3 Ponorogo." This study investigated the effectiveness of using short stories and scaffolding strategies to improve reading comprehension among eighth grade students at MTsN 3 Ponorogo. This study used a quasi-experimental design, comparing the experimental group (using short stories and scaffolding) with the control group (traditional teaching method). The results showed that the post-test scores of the experimental group were significantly higher than those of the control group. The t-test analysis confirmed this difference, indicating that the use of short stories and scaffolding is an effective method to improve reading comprehension. This study concluded that combining short stories with scaffolding strategies significantly improved reading comprehension compared to the traditional method.

Third, research that was conducted by Yulianingsih's (2019) in the research entittled "The Effectiveness Of The Scaffolding Strategy In Improving Reading Comprehension Skills Of Grade XI Students Of Sma Negeri 19 Gowa" This study used a pre-experimental method with a sample of 24 students selected through purposive sampling. The research instrument was a reading comprehension test that measured literal and critical reading skills. The results showed that the scaffolding strategy could improve students' reading comprehension, with literal reading scores increasing by 19.17% (from 69.16 in the pre-test to 88.33 in the post-test) and critical reading scores increasing by 17.5% (from 69.33 in the pre-test to 85.83 in the post-test). These findings indicate that scaffolding is effective in improving students' reading skills.

To achieve the research objectives, a quantitative research design was used using quasi-experimental research. According to Sugiyono (2022:23), quantitative methods can be interpreted as research methods used to research certain populations and samples, with the aim of describing and testing previously established hypotheses. Furthermore, Creswell (2008:309), stated that a quasi-experiment is an experimental situation in which researchers cannot determine the population randomly because researchers cannot create the population artificially on purpose. Two groups were used in this study, namely: the experimental class taught with the scaffolding strategy and the control class taught with the conventional teaching approach. The second class was given a pre-test and post-test. This research will be conducted on seventh grade students of SMP N 12 Pematangsiantar. The

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two classes uses in this research were class VII-4 with a sample size of 32 students as the experimental class and class VII-2 with a sample size of 32 students as the control class.

Based on the description above, the researcher is interested in conducting research with the title The Use of Scaffolding strategy on Students' Reading Comprehensions At The Seventh Grade Of Smp N 12 Pematangsiantar.

METHOD

The design of this research is a quantitative research design that uses quasi-experimental research. According to Sugiyono (2022:23), quantitative methods can be interpreted as a research method that uses population and samples. The aim is to describe and to test predetermined hypotheses. The research method involves collecting data that can be counted or measured. Creswell (2008:309) states that a quasi-experiment is an experimental situation in which the researcher cannot assign the population randomly because the researcher cannot artificially create the population on purpose.

This research uses two groups, one as the experimental class and one as the control class. The experimental class is the group that receives the treatment, which is taught by using the Scaffolding Strategy. On the other hand, the control group is the group that does not receive the treatment and is taught by using a conventional teaching strategy.

The researcher administered the test to seventh-grade students at SMP N 12 Pematangsiantar, Various data collection methods were used, including pre-test and post-test. Both classes received both the pre-test and post-test. The pre-test was administered before any treatment, while the post-test was given after the treatment. The class receiving the treatment was the experimental class, which was taught using Sacffolding Strategy.

RESULT AND DISCUSSION

Data Analysis

The data was obtained from seventh grade students of SMP N 12 Pematangsiantar. The pre-test for the students is carried out to determine their scores in reading comprehension. The researcher uses 20 multiple-choice questions with options A, B, C, D, and E. The population of seventh grade at UPTD SMP N 12 Pematangsiantar had been divided into several groups, namely classes VII-1 until VII-9. From these classes, the researcher chose randomly one experimental class and one control class. The researcher

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chose class VII-4 as the experimental class consisting of 32 students and class VII-2 as the control class consisting of 32 students.

Data Analysis of Experimental Class

The experimental class for this research consisted of 32 students from class VII-4 at SMP N 12 Pematangsiantar. The researcher used scaffolding as a strategy for teaching reading comprehension in the experimental class. The pre-test for the students was carried out to determine their scores in reading comprehension.

Table 2. Score of the Pre-test and Post-test in Experimental Class

Experimental Class			
No.	Name	Pre-test	Post-test
1.	ADB	45	65
2.	A	45	60
3.	ARP	40	55
4.	AOS	60	85
5.	AXFM	35	75
6.	AA	50	60
7.	AAT	30	50
8.	ANA	45	55
9.	CSS	50	65
10.	CIS	40	55
11.	CF	45	60
12.	DDA	50	60
13.	DSPS	45	75
14.	DAP	40	50
15.	EVM	45	55
16.	FA	40	55
17.	GAS	45	75
18.	HT	45	75
19.	JAR	40	70
20.	JRS	45	75
21.	KEB	45	65
22.	LWP	35	65
23.	MD	40	50
24.	NAK	30	55

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Experimental Class			
No.	Name	Pre-test	Post-test
25.	NKA	40	65
26.	NDS	35	55
27.	PF	30	50
28.	PNP	45	55
29.	RPP	35	45
30.	ROS	45	55
31.	RA	40	50
32.	VTP	40	65
	Σ	1340	1950
	Highest Score	60	85
	Lowest Score	30	45

Determining Mean of Pre-test in Experimental Class

$$Ma = \frac{\sum xa}{Na} = \frac{1340}{32} = 41{,}8$$

Determining Mean of Post-test in Experimental Class

$$Mb = \frac{\sum xb}{Na} = \frac{1950}{32} = 60{,}9$$

Based on the collected data, the students' pre-test mean score was 41.8, with the lowest score of 30 obtained by There students (AAT, NAK and PF). The highest score of 60 obtained by a student(AOS). Following the administration of the pre-test, the researcher implemented scaffolding as a teaching strategy. Subsequently, the post-test was administered after the treatment was implemented using learning media. The researcher found that the students' mean score increased to 60.9, with the lowest score of 45 obtained by a student (RPP) and the highest score of 85 obtained by a student (AOS). The findings indicated that the students' post-test scores were higher than their pre-test scores, demonstrating a significant increase between the two assessments. The following table shows the students' scores for both the pre-test and post-test.

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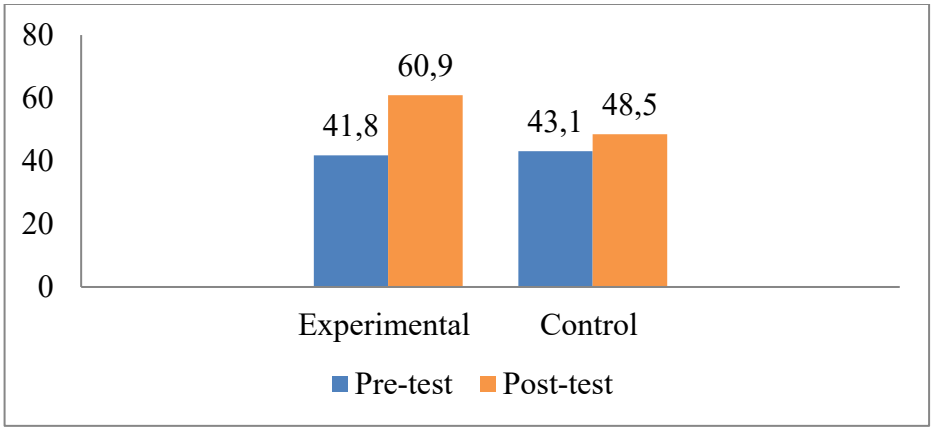

Figure 1. Improvement in Experimental and Control Class

After calculating the mean scores of the pre-test and post-test for both the experimental and control classes, the researcher presented the combined results in a graph. This graph illustrates the progress made in reading comprehension. From the figure, it is evident that there was an improvement in the students' scores, particularly after the treatment. The experimental group, which received instruction through the scaffolding strategy, exhibited a notable increase in scores. Specifically, the mean score for the experimental class increased from 41.8 in the pre-test to 60.9 in the post-test. In comparison, the control class, which used conventional teaching methods, saw a smaller improvement, with the mean score rising from 43.1 in the pre-test to 48.5 in the post-test.The experimental class showed a greater improvement of 19,1 points, whereas the control class improved by 5,4 points. This disparity underscores the effectiveness of the treatment in enhancing reading comprehension, as evidenced by the higher improvement observed in the experimental class compared to the control class.

1. Testing Hypothesis

To determine the outcome of the hypothesis testing, the researcher calculated the mean and standard deviation for both the experimental and control classes as follows:

1. Mean Variable of Experimental class

$$Ma = \frac{\sum da}{Na} = \frac{610}{32} = 19$$

2. Standard Deviation Variable of Experimental class

$$da^2 = \sum da^2 - \left(\frac{\sum (da)^2}{Na}\right)$$

$$= 13850 - \left(\frac{\sum (610)^2}{32}\right)$$

$$= 13850 - \left(\frac{\sum 372.100}{32}\right)$$

$$= 13850 - 11.628$$

$$= 2.222$$

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3. Mean Variable of Control class

$$Mb = \frac{\sum db}{Na} = \frac{175}{32} = 5{,}4$$

4. Standard Deviation Variable of Control class

$$da^2 = \sum db^2 - \left(\frac{\sum (db)^2}{Nb}\right)$$

$$= 1875 - \left(\frac{\sum (175)^2}{32}\right)$$

$$= 1875 - \left(\frac{\sum 30.625}{32}\right)$$

$$= 1875 - 957 = 918$$

To determine whether there is a difference between the post-test scores of the experimental class after treatment and the post-test scores of the control class, the following formula is used:

$$t_{test} = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

$$t_{test} = \frac{19 - 5{,}4}{\sqrt{\left[\frac{2.222 + 918}{[32 + 32] - 2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

$$t_{test} = \frac{19 - 5{,}4}{\sqrt{\left[\frac{3140}{62}\right]\left[\frac{2}{32}\right]}}$$

$$t_{test} = \frac{13{,}6}{\sqrt{[21]\left[\frac{2}{32}\right]}}$$

$$t_{test} = \frac{13{,}6}{1{,}14}$$

$$t_{test} = 11{,}929$$

Test Criteria:

After summed up the data t-test formula above, researcher got result that t-test was 11,929 and the researcher estimed (df) degree of freedom using formula shown below:

df = (n1 + n2 – 2)

=32+32-2

=62

After applaying the data in to the t-test procedure, the test was 11,929 and

the t-table value at 5% was 1,670. Based on the formula of hypothesis which was design before, Null Hyphotesis is rejected if t-test is higher than t-table. The hyphotesis can be constructed as follow:

$t_{test} > t_{table}$ of 5%

11,929 > 1,670

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Based on the calculation of hyphothesis testing above it is conclude that the value of t-test higher than the value of t-table. therefore Ha was accepted and Ho was rejected.

Finding

Based on the data analysis, the researcher found that using the scaffolding strategy had a significant effect on the students' reading comprehension at SMP N 12 Pematangsiantar. This can be seem from the research findings below. After carrying out the data analysis proccess, several findings werw obtained that could answer the research problem.

The researcher found findings to answer the research problem, "How does the use of scaffolding strategy affect the reading comprehension of seventh-grade students at SMP N 12 Pematangsiantar?" The results indicated that the use of scaffolding strategy had a significant effect on the students' reading comprehension at SMP N 12 Peatangsiantar. Some of findings are as the follows: the result indicated that students' scores taught using the scaffolding strategy were higher than those taught using conventional teaching methods. It can be proven by the fact that the mean of the experimental class in the pre-test was 41.8, while the mean of the control class in the pre-test was 43.1. Then, the mean of the experimental class in the post-test increased to 60.9, and the mean of the control class in the post-test was 48.5. Additionally, the total score of the post-test in the experimental class was 610, while the total score in the control class was 175. The standard deviation for the experimental class was 2.222, whereas the standard deviation for the control class was 918 and the researcher found that the t- test was 11,929 and the t-table value was 1,670. Therefore, the Alternative Hypothesis (Ha) was accepted and the Null Hyphothesis (Ho) was rejected, it means the scaffolding strategy affects the reading comprehension of seventh-grade students at SMP N 12 Pematangsiantar, particularly in procedure texts.

Discussion

This research aimed to determine how the scaffolding strategy affects students' reading comprehension in grade seven at SMP N 12 Pematangsiantar. The researcher used two classes in this study class VII-4 as the experimental class and class VII-2 as the control class. Both classes were given the same pre-test and post-test. However, in the experimental class, the researcher applied a treatment using the scaffolding strategy after the pre-test, while in the control class, learning continued with conventional textbooks after the pre-test, with no special treatment. The results of the research showed that

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students who learned reading comprehension using the scaffolding strategy achieved better scores compared to those who learned using conventional textbooks.

The findings of this research also concluded that the use of scaffolding strategies is very effective in improving the reading comprehension skills of grade VII students of SMP N 12 Pematangsiantar, especially in procedural texts. The use of scaffolding significantly helps students in mastering various important aspects of reading comprehension, including: Main Idea, students who are taught using scaffolding show an increase in their ability to identify the main idea or main idea of a text. Finding References, this strategy makes it easier for students to find specific information or relevant references in the text to answer questions or support their understanding. Understanding Vocabulary, scaffolding helps students understand new or difficult vocabulary through various techniques such as providing context, synonyms, or simple explanations. Making Inferences, students become more skilled in drawing conclusions or making inferences based on information implied in the text, beyond literal understanding. Factual Information, the use of scaffolding also helps students understand and remember factual information presented in the text more effectively. In conclusion, the use of strategies like scaffolding in the classroom not only adds an element of engagement but also creates an effective environment for language acquisition, particularly in reading comprehension.

CONCLUSION

This study demonstrates that the use of the scaffolding strategy is effective in improving reading comprehension of procedural texts among seventh-grade students at SMP N 12 Pematangsiantar. The findings prove that this strategy helps students understand the material more deeply and enhances their reading skills. Based on these findings, the scaffolding strategy can be applied in language teaching at secondary schools to improve students' reading comprehension abilities. Future research may explore the application of this strategy to other types of texts and expand the sample size to assess its effectiveness at different education levels.

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