IMPROVING STUDENTS' READING ABILITY AT THE TENTH GRADE OF SMA HARAPAN 3 MEDAN BY USING SCAFFOLDING METHOD

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ABSTRACT - The low ability to read in English is still a problem that most students often experience. In fact, today's English is needed along with the development of information and communication technology and the strong currents of globalization that make the world seem limitless. Therefore this study aims to improve students' ability to read English using the scaffolding method. The research was conducted on grade X SMA Harapan 3 Medan using the Classroom Action Research (CAR) method. Based on the results of classroom action carried out in 2 cycles on grade X SMA Harapan 3 Medan, it shows that the scaffolding method is proven to improve students' English reading skills. Based on the results of the actions in Cycle I, it is known that the percentage of completeness of student learning outcomes is 60%. Whereas in cycle II the completeness of students learning outcomes increased to 80%. While the average value of the two cycles shows that there were 24 students (80%) who experienced completeness, while only 6 students (20%) did not experience mastery in the material for students' English reading ability by using the Scaffolding method. Thus it can be stated that the Scaffolding method can improve students' English reading ability, where 70% of the total number of students can follow the learning process well and have achieved a KKM score of 70.

Keywords: Reading Ability, English, Scaffolding Method

INTRODUCTION

Reading is a linguistic skill to find various information contained in writing and understand it and be able to interpret it so that the message conveyed can be received by readers (Mardiani et al, 2018) whose impact can be a supply of knowledge and intellectual development (Patiung, 2016).

Reading is one of the activities that cannot be separated in the world of education. In the learning process, reading activity is certainly a cognitive process activity that is often carried out. Reading is not just sounding the words or letters contained in the writing, but must be done properly, so that the reader can absorb the essence of what he is reading. The more students understand the essence of reading, the more skills they can acquire for themselves (Rikmasari & Lestari,

2018). Given the important role of reading in the learning activities of elementary school students, therefore reading is an important basic ability that students must have (Dahlani, 2019). But the fact shows that until now reading ability is still a problem in the process of learning activities, especially in English lessons. Proficiency in English is still one aspect of language that is difficult to achieve well. Students still often make mistakes in vocabulary pronunciation.

This condition also occurs in grade X SMA Harapan 3 Medan. Based on the results of the observations made by the researchers, there are still many students who have difficulties in pronouncing English vocabulary, students even tend to have fear of pronouncing it. This of course also has an impact on student learning outcomes in English subjects, where many scores are below the KKM.

Many factors cause difficulties experienced by students to achieve proficiency in English, both internal factors, such as students' learning abilities, motivation, and interest, and also due to external factors such as the teacher's ability to master and convey material, use of teaching materials, methods, teaching strategies and so on. This is what hinders and hinders why students' ability to speak English is still one of the language aspects that is difficult to achieve well.

To overcome these problems, presumably learning English should be organized by providing opportunities for students to practice their English skills optimally. The more often students practice, the better students' reading skills will be. In addition, the learning that is organized must be able to arouse students' interest and motivation in participating in learning.

In practice, educators must be able to find alternatives to the application and use of methods and media that are relevant to the needs of students so that the learning delivered can be easily accepted by students. This is very important, considering that the application of methods and the use of English learning media that are not appropriate can make the biggest contribution to students' low interest and ability to read English. According to Arsyad (2019) "In choosing learning methods or media there are several things that must be considered, including the learning methods or media that will be used must be adapted to the character of the students and also the character of the subject matter to be delivered. Besides that,

the learning method or media that will be used must be adjusted to the level of understanding of students in accepting and using the method.

One method that fits these criteria is scaffolding. Namely one of the learning methods that can help students who experience difficulties in learning activities, especially in reading English. The scaffolding method is a learning method by providing structured learning support. The form of learning support provided by the teacher can be in the form of instructions, warnings, encouragement, describing and giving examples or something else according to students' abilities so that students grow independently. Through this method it is hoped that students will gain new experiences in learning English so as to provide motivation and self-confidence for students to improve their reading skills in English.

Based on these considerations, this research will discuss and focus on "Improving Students Reading Ability at grade X of SMA Harapan 3 Medan by Using the Scaffolding Method."

The ability to read in the learning process is an important activity to master. Reading ability is the ability to use thought and action to carry out visual activities by voicing a series of letters into words and sentences by mastering reading techniques and capturing the contents of the reading properly. (Mariati, 2018).

A similar opinion was also expressed by Dhieni, et al (2018) defining "The ability to read is an integrated unit of activity, which includes several activities, such as recognizing letters and words, associating them with sounds, meanings and drawing conclusions about the purpose of reading."

Thus it can be concluded that reading ability in general is an ability or skill possessed by students to recognize letters and words and then relate them to sounds and be able to understand the meaning of the writing they read and understand the ideas and symbols or sounds of language in a text. reading that is tailored to the intent and purpose of the reader to get the desired message or information. Reading requires a good understanding, because reading requires good skills in order to understand the reading text and interpret the contents of the reading properly.

In order to gain reading ability in the English language learning process, an effective method is needed to help students overcome these difficulties. One method that can be used is the scaffolding method. In education, this scaffolding

learning method can be a good alternative in increasing the development of students' abilities without having to put aside the role of the teacher.

Scaffolding theory was first introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. He used the term to describe young children's acquisition of language. Children first start learning to speak through the help of their parents, instinctively children already have a structure for learning language (Yamin, 2022).

The scaffolding method is needed by students because by getting guidance and direction from the teacher, children are able to understand something that they can actually do. For this reason, at this stage the teacher's role is very important in recognizing, understanding and providing guidance to students. The teacher must be a reliable facilitator so that children can reach a more optimal stage through the scaffolding learning strategy.

In its application, the teacher will explain learning material or present some information that students can understand well. After explaining the material, the teacher will explain a problem related to the learning material that has been explained and teach students how to solve the problem. On this occasion, the teacher will share the stages or process of solving the problem through explanations or through pictures. When students are faced with some of the problems given by the teacher, they can discuss with their friends. In this way the ability or intelligence of students can develop.

RESEARCH METHOD
Type of research

To examine efforts to improve students' reading ability by using the scaffolding method, this research was conducted using the type of Classroom Action Research, or commonly known as PTK. According to Arikunto (2016), "Classroom Action Research is a learning activity in the form of actions that are deliberately raised and occur in a class simultaneously with the intention of improving the learning process."

According to Arikunto (2016), "In Classroom Action Research (CAR), research is divided into 2-3 research cycles. Each cycle consists of several stages

which are carried out using the action research model from Kemmis and Taggart, namely: 1) Plan, 2) Action, 3) Observe, 4) Reflection."

Research Location and Object

This research was conducted at Harapan 3 Medan Private High School, which is located at Jl. Ujung Pandang Tourism Project, Medan Johor District, Medan City. While the objects in this study were students of Grade X SMA Harapan 3 Semester Even in the 2022/2023 academic year.

Research Stages

In this study it is hoped that the application of the scaffolding method can improve and improve students' reading ability in English subject. The stages in the implementation of this activity, namely:

1. Planning, at this stage the researcher formulates the problem, objectives and creates an action plan, including research instruments and learning tools.
2. Action, at this stage the researcher begins to carry out learning activities using the scaffolding method in English subjects.
3. Observation, at this stage the researcher observes the results or impact of applying the ode scaffolding learning model to students in the English subject. The instrument in this study is the observation sheet.
4. Reflection, at the end of the cycle the researcher examines and considers the results or impacts of the actions taken based on the observation sheet. The results obtained were analyzed descriptively qualitatively and used to plan further actions.

Research Instruments

The instruments used in this study include:

1. Reading Test

To measure students' reading ability using a Likert scale. With criteria such as very good: 5; Good: 4; Less: 3; and Very Less: 2. While the aspects assessed are as follows:

    a.   Pronounciation clarity

b. Intonation accuracy

c. Smoothness

d. Understanding

The score of each statement above will then be sought for a presentation of the overall results of the respondent's answers using the following formula:

$$Score = \frac{Total\ Score\ Obtained}{Total\ Score\ Maximum} x100$$

As for measuring and determining student success in reading skills using the following assessment guidelines:Very good (85-100); Good (70-84); Less (55-69) and Very Less (<55)

2. Observation Sheet

To find out the level of student participation in participating in this activity, refer to the aspects assessed as listed below:

Table 1. Student Activity Observation Sheet

No	Observed Aspects	Score				
		5	4	3	2	1
1	Students listen to the material delivered by the teacher					
2	Students actively ask the teacher regarding the material presented.					
3	Students understand the material presented by the teacher.					
4	Students actively discuss with other students discussing the subject matter presented.					
5	Students are interested in participating in learning English using the Scaffolding method					
6	Students are enthusiastic about learning English using the Scaffolding method					

No	Observed Aspects	Score				
		5	4	3	2	1
7	Students are able to apply the Scaffolding method well.					
8	Students are able to complete the assignments given in accordance with the allotted time.					
9	Students look happy in participating in learning using the Scaffolding method					
10	Achievement of all specified learning indicators.					

To analyze the results of observations used the formula:

$$Score = \frac{Score\ obtained}{Score\ maximum} x100$$

Assessment criteria:

89-100 = Very Good

70-80 = Good

31-69 = Enough

0-30   = Very less

Success Indicator

To determine success in learning English with the Scaffolding method in this study, a minimum standard score of 70% of the total number of students is used and a Minimum Mastery Criteria score of 70 is achieved.

RESEARCH RESULTS AND DISCUSSION

Preliminary Condition Description

Pretest action activities really need to be done first before action planning is carried out. This activity intends to find out the preliminary abilities and also the learning problems of students before the application of the Scaffolding method in learning English. In this activity the researcher asked several students randomly to read a short story with a free topic where the students themselves decided. The results of this activity can be seen in the table below:

Table 2. Results of Students' English Reading Ability at the Pre-Cycle Stage

No	Code Students	Score	Predicate	Information	
				Completed	Not Completed
1	S1	75	Good	√	
2	S2	60	Less		√
3	S3	80	Good	√	
4	S4	55	Less		√
5	S5	55	Less		√
6	S6	50	Very Less		√
7	S7	50	Very Less		√
8	S8	70	Good	√	
9	S9	65	Less		√
10	S10	90	Very Good	√	
11	S11	65	Less		√
12	S12	60	Less		√
13	S13	90	Very Good	√	
14	S14	50	Very Less		√
15	S15	60	Less		√
16	S16	65	Less		√
17	S17	80	Good	√	
18	S18	80	Good	√	
19	S19	50	Very Less		√
20	S20	60	Less		√
21	S21	65	Less		√
22	S22	95	Very Good	√	
23	S23	55	Less		√
24	S24	80	Good	√	
25	S25	60	Less		√
26	S26	75	Good	√	
27	S27	65	Less		√
28	S28	60	Less		√
29	S29	65	Less		√
30	S30	75	Good	√	
Amount		**2005**		**11**	**19**
Average		**67**	**Persentase**	**37%**	**63%**

Source: Pre-cycle research results, 2022

From the table above, it can be seen that of the 30 students, only 3 students received very good predicates, as many as 8 students received good predicates.

Meanwhile, 15 students got less predicate and 4 students got very less predicate. The average value of the English Reading Ability of Grade X SMA Harapan 3 Medan in the pre-activity stage only reached 67. Meanwhile, in terms of completeness, only 11 students (37%) experienced completeness, the remaining 19 students (63%) did not complete. The results of student completeness can also be seen in the chart below:
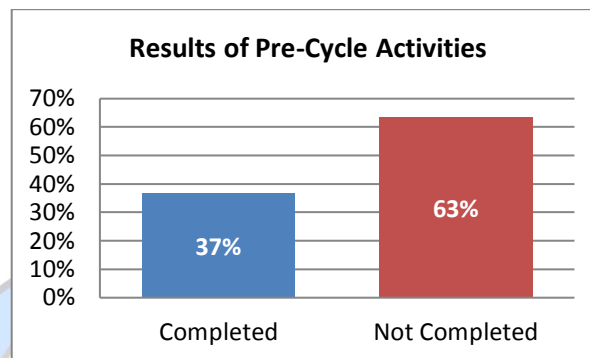

Figure 1. Results of Students' English Reading Ability in the Pre-Cycle Stage

Based on the results of the pre-action, it was considered necessary to make improvements and improve students' speaking skills in English by following them up in Cycle I through the Scaffolding method.

Description of Cycle 1

In this Cycle I activity the teacher starts learning by conveying good and correct ways of reading English. The teacher explains the importance of paying attention to clarity of pronunciation and accuracy of intonation. Next, the teacher begins to explain about the scaffolding method that will be used in learning. The teacher explains what is meant by the Scaffolding method. The teacher also explains the learning steps using the Scaffolding method. The implementation of scaffolding learning is done by dividing students into three groups based on the ZPD (zone of proximal development) as seen from the results of the previous test. Students are grouped into high, medium and low ability groups. Each group of students is given different assistance according to the difficulties experienced by students. Groups of high-ability students are given independent learning. The purpose of independent learning applied to groups of high-ability students is so that these groups of students

can learn to find an idea on their own, train students to diagnose themselves, and plan improvements to their own work.

Groups of students with moderate and low abilities were given an explanation of learning material and guided in reading a short story in English. Groups of students with low abilities are more guided and assisted by the teacher. The application of the scaffolding strategy makes students with low and moderate abilities not under pressure from students with high abilities, so students with low and moderate abilities do not feel embarrassed to ask questions and show their abilities.

Furthermore, the teacher asks students to read in front of the class the short story material that has been determined and determined by the teacher. From the above activities it can be seen the results obtained from the students as follows:

Table 3. Results of Students' Reading Ability in Cycle I Stage

No	Code Students	Score	Predicate	Completed	Not Completed
1	S1	75	Good	√	
2	S2	65	Less		√
3	S3	85	Very Good	√	
4	S4	70	Good	√	
5	S5	65	Less		√
6	S6	60	Less		√
7	S7	65	Less		√
8	S8	80	Good	√	
9	S9	75	Good	√	
10	S10	90	Very Good	√	
11	S11	70	Good	√	
12	S12	65	Less		√
13	S13	95	Very Good	√	
14	S14	60	Less		√
15	S15	65	Less		√
16	S16	75	Good	√	
17	S17	90	Very Good	√	
18	S18	85	Very Good	√	
19	S19	50	Very Less		√
20	S20	65	Less		√
21	S21	65	Less		√

No	Code Students	Score	Predicate	Information	
				Completed	Not Completed
22	S22	95	Very Good	√	
23	S23	55	Less		√
24	S24	90	Very Good	√	
25	S25	70	Good	√	
26	S26	75	Good	√	
27	S27	70	Good	√	
28	S28	65	Less		√
29	S29	70	Good	√	
30	S30	80	Good	√	
Amount		**2185**		**18**	**12**
Average		**73**	**Persentase**	**60%**	**40%**

Sumber : Hasil penelitian Siklus I, 2022

From the table above it can be seen that at the stage of Cycle I after the application of the Scaffolding method there was an increase in students' English reading ability, where out of 30 students, there were 7 students who received very good predicates, and as many as 11 students received good predicates. Meanwhile, only 1 student received a very poor predicate and 11 students received a poor predicate. The average score of students' English reading ability also increased and reached 73.

Meanwhile, in terms of completeness, there was also an increase, where 18 students (60%) experienced completeness, while the remaining 12 students (40%) did not complete. Learning outcomes for students in cycle 1 can also be seen in the diagram below:
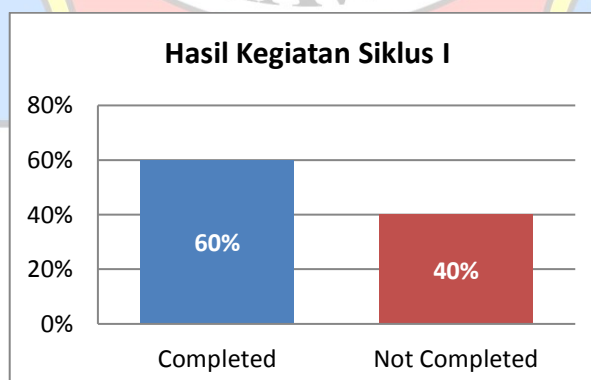

Figure 2. Results of Students' Reading Ability in Cycle I Stage

Meanwhile, based on the results of observations on the level of student participation in learning using the Scaffolding method in Cycle I, it can be seen as follows:

Table 4. Student Activity Observation

Sheet In Cycle I

No	Observed Aspects	Skor				
		5	4	3	2	1
1	Students listen to the material delivered by the teacher	√				
2	Students actively ask the teacher regarding the material presented.			√		
3	Students understand the material presented by the teacher.			√		
4	Students actively discuss with other students discussing the subject matter presented.				√	
5	Students are interested in participating in learning English using the Scaffolding method			√		
6	Students are enthusiastic about learning English using the Scaffolding method		√			
7	Students are able to apply the Scaffolding method well.				√	
8	Students are able to complete the assignments given in accordance with the allotted time.		√			
9	Students look happy in participating in learning using the Scaffolding method		√			
10	Achievement of all specified learning indicators.				√	
	Total Score	32				
	Criteria Value	64				

Based on the table above, it shows that the value of student activity in cycle I was 64 $\left(\frac{32}{50} \text{ x } 100 = 64\right)$. These results indicate that student activity belongs to the sufficient category. Seeing the results of these initial observations, it was considered necessary to follow up on Cycle II as well as to ensure that the Scaffolding method could improve students' English reading skills.

Description of Cycle II

Following up on the results of the activities from Cycle I which had not been carried out, the researcher then carried out the activities of Cycle II which were carried out in the second week. In this Cycle II activity the teacher starts learning with the following steps:

1. The teacher conveys some of the mistakes made by students in cycle 1.
2. The teacher explains again to students about the clarity of pronunciation and accuracy of intonation.
3. The teacher re-explains the learning method that will be used, namely the Scaffolding method to students.
4. The teacher asks about students' understanding of the scaffolding method that will be used.
5. After the teacher makes sure students can understand the material and methods to be used, then the teacher divides students into 3 groups, namely high, medium and low groups.
6. The teacher gives a choice of several materials to each group. Then each group chooses one of the materials provided.
7. The teacher assigns each student to study the material he chooses.
8. The teacher gives students time to read the material at least twice until they become familiar with it.
9. The teacher pays more attention to the medium and low groups and guidance and helps students in the group to find answers to their problems.
10. Next, students are asked to come to the front of the class to read one of the short story materials they have chosen.

The results of this activity can be seen in the table below:

Table 5.. Results of Students' Reading Ability in Cycle II Stage

No	Code Student	Score	Predicat	Information Completed	Not Completed
1	S1	80	Good	√	
2	S2	85	Very Good	√	
3	S3	90	Very Good	√	
4	S4	75	Good	√	
5	S5	80	Good	√	
6	S6	65	Less		√
7	S7	80	Good	√	
8	S8	80	Good	√	
9	S9	80	Good	√	
10	S10	90	Very Good	√	
11	S11	80	Good	√	
12	S12	65	Less		√
13	S13	95	Very Good	√	
14	S14	65	Less		√
15	S15	80	Good	√	
16	S16	75	Good	√	
17	S17	90	Very Good	√	
18	S18	90	Very Good	√	
19	S19	65	Less		√
20	S20	75	Good	√	
21	S21	75	Good	√	
22	S22	95	Very Good	√	
23	S23	65	Less		√
24	S24	90	Very Good	√	
25	S25	75	Good	√	
26	S26	75	Good	√	
27	S27	80	Good	√	
28	S28	65	Less		√
29	S29	75	Good	√	
30	S30	80	Good	√	
Amount		**2360**		**24**	**6**
Average		**79**	**Persentase**	**80%**	**20%**

Sumber : Hasil penelitian Siklus II, 2022

From the table above it can be seen that at the stage of Cycle II after the application of the Scaffolding method there was an increase in students' English reading abilities, where out of 30 students, there were 8 students who received very

good predicates, and as many as 16 students received good predicates. As many as 6 students get less predicate. The average score of students' English reading skills also increased and reached 79.

Meanwhile, in terms of completeness, there was also an increase, where 24 students (80%) experienced completeness, while the remaining 6 students (20%) did not complete. The results of student completeness in Cycle II activities can also be seen in the image below,
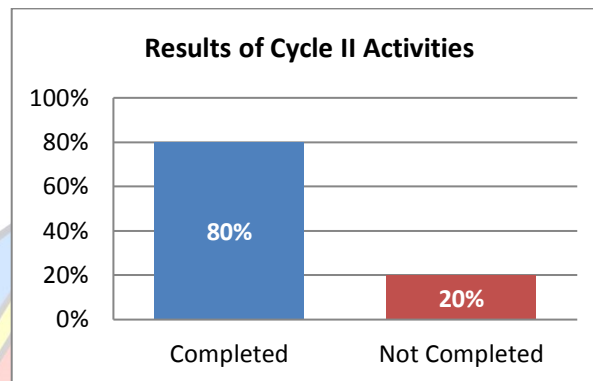

Figure 3. Results of Students' Reading Ability in Cycle II Stage

Meanwhile, based on the results of observations on the level of student participation in learning using the scaffolding method, it can be seen as follows:

Table 6. Student Activity Observation Sheet in Cycle II

No	Observed Aspects	Skor				
		5	4	3	2	1
1	Students listen to the material delivered by the teacher	√				
2	Students actively ask the teacher regarding the material presented.	√				
3	Students understand the material presented by the teacher.	√				
4	Students actively discuss with other students discussing the subject matter presented.	√				

No	Observed Aspects	Skor				
		5	4	3	2	1
5	Students are interested in participating in learning English using the Scaffolding method	√				
6	Students are enthusiastic about learning English using the Scaffolding method	√				
7	Students are able to apply the Scaffolding method well.	√				
8	Students are able to complete the assignments given in accordance with the allotted time.		√			
9	Students look happy in participating in learning using the Scaffolding method	√				
10	Achievement of all specified learning indicators.	√				
	Total Score	49				
	Criteria Value	98				

Based on the table above, it shows that the value of student activity in cycle I was 98. $\left(\frac{49}{50} \text{ x } 100 = 98\right)$. These results indicate that student activity belongs to the very good category. This can be seen from the active start of students participating in learning, students already have the ability to follow learning instructions to the fullest, students have also begun to understand the steps of learning using the Scaffolding method.

Discussion

Based on the results of activities starting from cycle I and cycle II, it can be seen that the comparison of students' English reading mastery acquisition is as follows:

Table 7. Results of Student

Completeness Scores

Code Students	Score Siklus I	Score Siklus II	Average	Completed	Not Completed
S1	75	80	78	√	
S2	65	85	75	√	
S3	85	90	88	√	
S4	70	75	73	√	
S5	65	80	73	√	
S6	60	65	63		√
S7	65	80	73	√	
S8	80	80	80	√	
S9	75	80	78	√	
S10	90	90	90	√	
S11	70	80	75	√	
S12	65	65	65		√
S13	95	95	95	√	
S14	60	65	63		√
S15	65	80	73	√	
S16	75	75	75	√	
S17	90	90	90	√	
S18	85	90	88	√	
S19	50	65	58		√
S20	65	75	70	√	
S21	65	75	70	√	
S22	95	95	95	√	
S23	55	65	60		√
S24	90	90	90	√	
S25	70	75	73	√	
S26	75	75	75	√	
S27	70	80	75	√	
S28	65	65	65		√
S29	70	75	73	√	
S30	80	80	80	√	
Amount				**24**	**6**
Persentase				**80%**	**20%**

Source: Pre-cycle research results, 2022

Based on the table above, it is known that there were 24 students (80%) who experienced completeness, while as many as 6 students (20%) did not experience completeness in the English reading ability material using the Scaffolding method.

Based on the above, it can be stated that this research was successful, so it can be concluded that the Scaffolding method is proven to improve students' English reading skills, where 70% of the total number of students can follow the learning process well and achieve a KKM score of 70.
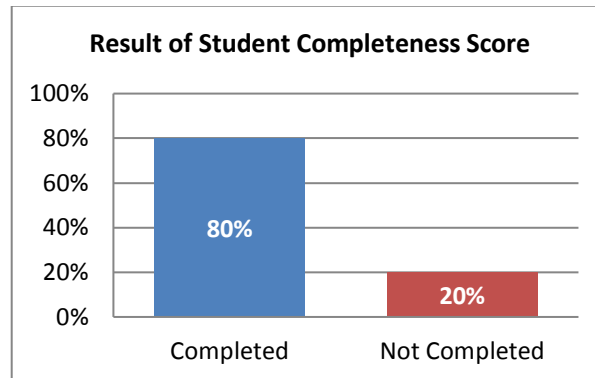

Figure 4. Student Completeness Score Results

CONCLUSION

Based on the results of research and discussion it can be concluded as follows:

1. Based on the results of the actions in Cycle I, it is known that the percentage of completeness of student learning outcomes is 60%. Whereas in cycle II the completeness of student learning outcomes increased to 80%.

2. Based on the average scores of the two cycles, it is known that there were 24 students (80%) who experienced completeness, while as many as 6 students (20%) did not experience completeness in the material for students' English reading skills using the Scaffolding method.

3. Based on the results of classroom action research conducted on Class X SMA Harapan 3 Medan, it can be stated that the scaffolding method can improve students' English reading skills, where 70% of the total number of students can follow the learning process well and have achieved a KKM score of 70.

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