

# **SCAFFOLDING TECHNIQUE USED IN TEACHING READING AT BALEENDAH 1 SENIOR HIGH SCHOOL.**

**Mona Haldrina Hikmat and Ma'ruf Nurrizal**

Bale Bandung University

## **ABSTRACT**

This research paper is entitled "Scaffolding Technique Used in Teaching Reading at Baleendah 1 Senior High School". This research attempted to answer the following questions: 1) What are scaffolding techniques used by the teacher in teaching reading? 2) How does the teacher implement scaffolding technique in teaching reading ? 3) What is the purpose of each techniques used by the teacher? The research is a descriptive study done in the eleventh grade of Baleendah 1 Senior High School. This research employed a qualitative research design which used two data collection techniques; classroom observation and interview. All of the data were analyzed by using three major phases of analyses: data reduction, data display, and conclusion drawing and verification. This study revealed that the teachers have used scaffolding technique in teaching reading in three reading stages: pre-reading, whilst-reading and post-reading stage. Based on what Walqui (2006: 170-176) identified, the observed teachers used five main types of scaffolding in teaching reading such as modeling where the teacher uses verbal explanation and body language as s/he elaborates and demonstrates the new material, bridging where students activate prior knowledge, contextualizing which can be offered in various forms, schema building that can be defined as clusters of meaning that are organized and interconnected and developing meta cognition. In addition, the other kind of scaffolding techniques used by the teacher in teaching reading for XI grade students at Baleendah Senior High School as identified by Roehler & Cantlon (1996:112) covers explanation, inviting students' participation, clarifying and verifying students' understanding, modeling of desired behavior, inviting students to contribute clues. The teachers conducted the scaffolding technique to make their teaching reading effective. They implemented the technique on the students in the class according to scaffolding principle as what Rodgers, E and Rodgers, A (2004:4) explain that the teacher must be responsive to what learner does, says, acts and need. The purposes of implementing the technique at pre-reading is to build background knowledge by connection of prior knowledge to the activity at hand while affording teachers opportunities to determine the zone in which the child can perform unassisted and/or assist in the others' performance. At during reading phase the teachers used the kinds of scaffolding for exploring and improving the students' capability in vocabulary, pronunciation which is to get their reading comprehension by teachers' guidance and at after reading phase (post reading) the kinds of scaffolding used by the teachers to clarify students' understanding of the text. These findings recommend that the teachers need to prepare them as learners in academic level, be more aware of the students' difficulties and problems in reading, consider the importance of reading for students, prepare the suitable and better constructed materials and the exercises in reading class.

## Key Words

Scaffolding technique and teaching reading,

## ABSTRAK

*Makalah penelitian ini berjudul "Teknik Scaffolding Digunakan dalam Pengajaran Membaca di SMA 1 Baleendah". Penelitian ini mencoba menjawab pertanyaan berikut: 1) Apa teknik scaffolding yang digunakan oleh guru dalam mengajar membaca? 2) Bagaimana guru menerapkan teknik scaffolding dalam mengajar membaca? 3) Apa tujuan setiap teknik yang digunakan oleh guru? Penelitian ini merupakan penelitian deskriptif yang dilakukan di kelas XI SMA Baleendah 1. Penelitian ini menggunakan rancangan penelitian kualitatif yang menggunakan dua teknik pengumpulan data; observasi kelas dan wawancara. Semua data dianalisis dengan menggunakan tiga tahap analisis utama: reduksi data, tampilan data, dan kesimpulan dan verifikasi. Studi ini mengungkapkan bahwa para guru telah menggunakan teknik scaffolding dalam mengajar membaca dalam tiga tahap pembacaan: tahap pre-reading, whilst-reading dan post-reading.*

*Berdasarkan apa yang diidentifikasi oleh Walqui (2006: 170-176), guru yang diamati menggunakan lima jenis scaffolding utama dalam pengajaran bacaan seperti pemodelan dimana guru menggunakan penjelasan lisan dan bahasa tubuh sebagaimana diuraikan dan menunjukkan materi baru, menjembatani di mana siswa mengaktifkan pengetahuan sebelumnya, kontekstualisasi yang dapat ditawarkan dalam berbagai bentuk, skema bangunan yang dapat didefinisikan sebagai kelompok makna yang terorganisir dan saling berhubungan dan mengembangkan meta kognisi. Selain itu, teknik scaffolding lain yang digunakan oleh guru dalam mengajar membaca untuk siswa kelas XI di SMA Baleendah seperti yang diidentifikasi oleh Roehler & Cantlon (1996: 112) mencakup penjelasan, mengundang partisipasi siswa, mengklarifikasi dan memverifikasi pemahaman siswa, Pemodelan perilaku yang diinginkan, mengundang siswa untuk memberi kontribusi petunjuk. Para guru melakukan teknik scaffolding agar pengajaran membaca mereka efektif. Mereka menerapkan teknik pada siswa di kelas sesuai prinsip scaffolding seperti yang dilakukan Rodgers, E dan Rodgers, A (2004: 4) menjelaskan bahwa guru harus responsif terhadap apa yang dilakukan oleh pembelajar katakan, lakukan dan butuhkan. Tujuan penerapan teknik pada pre-reading adalah untuk membangun pengetahuan dengan menghubungkan pengetahuan sebelumnya dengan aktivitas yang ada sementara memberikan kesempatan kepada guru untuk menentukan zona di mana anak dapat melakukan tugas tanpa bantuan dan / atau perlu bantuan dari orang lain. Pada whilst-reading fase para guru menggunakan jenis scaffolding untuk mengeksplorasi dan meningkatkan kemampuan siswa dalam kosa kata, pengucapan yang tepat dan benar untuk mendapatkan pemahaman bacaan mereka dengan bimbingan guru dan pada tahap akhir, post reading jenis scaffolding yang digunakan oleh guru untuk memperjelas pemahaman siswa terhadap teks. Temuan ini merekomendasikan agar para guru perlu*

*mempersiapkan mereka sebagai peserta didik di tingkat akademis, lebih sadar akan kesulitan dan masalah dalam membaca, mempertimbangkan pentingnya membaca bagi siswa, menyiapkan materi yang sesuai dan lebih baik dalam pelajaran membaca.*

## **Kata Kunci**

*Teknik Scaffolding dan mengajar membaca*

## **Introduction**

Reading is one of the most important skills that should be learned by students in learning English. There are two reason why reading is important . Firstly, by reading student can get imformation needed. In this case students want to know about various things. Secondly, by reading they get support in their academic achievement.

Commonly person thinks that reading is an activity of looking at and understanding written form. On the other side an expert gives more definition of reading. Richards and Schmidt (2002: 454) state that “reading is perceiving a written text in order to understand its content”. Another opinion is also stated by Burn, Roc, and Ross (1984: 10), who state that reading is a thinking process. The process of recognizing words requires interpretation of graphic symbols. In order to comprehend reading material, a person must be able to use the information to make inference and read critically and creatively; to understand the figurative language, determine the author's purpose, to evaluate the ideas presented, and apply the ideas to actual situation. All of these skills involve thinking process.

So, it means there may appear difficulties in reading. Difficulties with reading typically begin in the primary grades and become more profound by the time a child reaches high school. Poor reading ability can significantly impact an individual throughout their life.

Many Indonesian high school students face problems when the text given is complicated text; finding some difficult words or phrase, much more words used (long text). They seem reluctant to read and comprehend the text. Finally they can't answer the questions related to the text rightly when the teacher asks or they do the reading test. The students of Senior High School are learners that are not easy to absorb reading material.

Consequently, in the National Final Exam of High School in Indonesia that has 35 numbers of reading section from fifty total test numbers the students get low grade in result. It means that reading comprehension is the largest target to achieve the final exam. Reading Comprehension is needed not only in the final exam but also the other entrance test such as SBMPTN (Seleksi Bersama Masuk Perguruan Tinggi Negeri).

As students may face problem in comprehending the text, reading skill is regarded as the most important skill for students in the classroom and extracurricular environment. The English teacher has an important role to overcome the problem faced by students in reading comprehension. The teacher can help their

students master the habit of resurgence their prior knowledge on a subject which enhances their reading comprehension.

Teacher should be creative in the process of teaching reading. Teacher should be able to use proper technique in teaching reading. Teacher try to find ways to improve learner's reading comprehension. One of ways is to scaffold students in their language achievement, especially their reading comprehension. Scaffolding reading instruction techniques have been proven to work for learners who have demonstrated difficulties in reading comprehension and can involve a variety of teaching methods depending on the needs of the students and available resources. The phrase itself originates with the image of physical scaffolding-supportive structures designed to assist in the construction of a building. Similarly, scaffolding reading instruction is a means by which teachers can support a student as they develop fundamental reading skills, one by one.

Teachers make lesson plans to prepare the teaching, communicate instructional activities concerning specific subject material, and based on curriculum that consist of goals, purposes, and topics to be taught, what actually happens in the classrooms as individual teachers adjust. The role of teacher as facilitator in English teaching learning process, especially on conducting the scaffolding technique, must be developed. By being a good facilitator, the teacher can stimulate the students to be active in teaching learning process, especially reading activity.

Therefore, the writer is interested in doing research entitled about scaffolding technique used in teaching reading at Baleendah 1 Senior High School. The research is carried out to find out scaffolding techniques used by the teacher in teaching reading, the implementation of scaffolding technique in teaching reading and the purpose of each techniques used by the teacher.

## **Scaffolding**

The term "scaffolding" was initially introduced by Wood, Bruner, and Ross (1974 cited in Mitchell 2001:14) as tutoring or other assistance provided in a learning setting to assist students with attaining levels of understanding impossible for them to achieve without assistance. They viewed scaffolds as personal in nature; that is, aid provided by a teacher or peer to help with the learning process.

Hogan & Pressley (1997: 5) state that:

Scaffolding is extremely social form of instruction , with peers and teachers interacting closely with a students as she or he attempts a task. To be successful, scaffolding requires convivial atmosphere in which students can let their defenses down and in which teachers make students feel at ease to take individual risks. When these conditions are met, scaffolding help to create thoughtful environments where both teachers and students are thinking deeply about classroom tasks.

From these theories, it can be implied that scaffolding is derived from Vigotsky insights with his central idea of Zone Proximal Development (ZPD) which is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as

determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky 1978: 88–89). ZPD is defined by Wertsch (1985: 67) :

The distance between the child's actual developmental level as determined by independent problem solving and the higher level of potential development as determined through problemsolving under adult guidance and in collaboration with more capable peers.

Thus, learning is the development of higher level psychological processes occurring first on an interpersonal level through social interaction and later internalized. Within any given classroom, the ZPD is determined by the learners' levels of development and the forms of instruction. In all cases, instruction must proceed developmentally so that the learners are completing tasks that they would be unable to do without assistance. Each person's range of potential for learning is shaped by the social environment in which it takes place. Assistance in the ZPD is called scaffolding and is a major component of teaching activity.

Scaffolding as a teaching strategy depends heavily on the idea that children come to any educational setting with a great deal of preexisting knowledge, some of which may be incorrect. It is the process of building on what a student already knows that makes scaffolding an effective instructional technique. Maybin, Mercer and Steirer (1992:186 cited in Hammond 2009: 3) describes "Scaffolding as the temporary but essential nature of the mentors assistance in helping students to do the tasks successfully". From what experts state, scaffolding is teacher's assistance or support to students in learning in the classroom and it is quite sure that many teachers and instructors have done it to their students.

Scaffolding facilitates a learner's ability to establish prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone. An important aspect of scaffolding is that the scaffolds are temporary. As the learner's abilities increase the scaffolding provided by the more knowledgeable person is progressively withdrawn. Finally, the learner is able to complete the task or master the concepts independently. Scaffolding is believed to be an effective teaching technique provided and it is executed effectively (Roehler & Cantlon, 1996: 25).

There are some principles of scaffolding based on Rodgers, E and Rodgers, A (2004:4) that cover:

- a) Scaffolding is informed to public through careful observation.  
Teaching is informed by a close observation of the learners not by basing teaching on the preplanned scope and sequence of skill to be learned.
- b) What child every time actually trying to do must be appreciated by giving responses even though you might think that your students should know particular concepts because you have taught it several times already. The fact that the students still don't understand or know is a clear signal that you should continue to provide support. It may also indicate that you need to examine how much help you are providing (is it enough?) and the kind of help you are providing.

c) Teach today's child Teaching decision also must be based on what the child is presently able to do, not on what the child was able to do a month ago.

d) Put the right book in the right child's hands. You won't be able to scaffold learning if the book you choose is too difficult. It is more likely that the book is easy for some students but not for others.

What Rodgers, E and Rodgers, A (2004:4) explain in principle of scaffolding is so obvious that teacher must be responsive to what learner does, says, acts and need. Teachers of English must not teach based on their perception and must not force what they think appropriate to be taught to learners without understanding what learners need in learning reading.

### Kind of scaffolding

Some kinds of scaffolding can be taken from some experts as follows; According to Roehler & Cantlon (1996:112) stated that "kinds of scaffolding cover Explanation, inviting students' participation, clarifying and verifying students' understanding, modeling of desired behavior, inviting students to contribute clues". It means that explanation and inviting students' participation are more significant scaffolding used according to Roehler & Cantlon.

Based on neo-Vygotskian discussions, cited in Potts and Mohans (2005; 4), "scaffolding is a teaching and learning model". Furthermore, they state that scaffolding proceeded through three recursive stages:

a) Building background knowledge by assisting students to articulate and connect prior knowledge to the activity at hand while affording teachers opportunities to determine the zone in which the child can perform unassisted and/or assist in the others' performance.

b) Thinking and discoursing through the topic or activity, where teaching 'awakens and rouses to life those functions ... which lie in the zone of proximal development' to scaffold the learners to interact with task information (both language and content) socially, collaboratively and critically.

c) Reconstructing and realizing knowledge to scaffold students to *organize* and consolidate new understandings, and to realize them linguistically, beyond simple lexis and grammar, into coherent patterns of subjectarea-appropriate extended discourse.

The three recursive stages can scaffold students in reading class by optimizing the zone of proximal development.

While Miao (2008) says:

Kinds of scaffolding can be free talk with students before the lesson starts, operating the frequency (FREQ) command, different types of teacher's initiation and follow-up moves in different kinds of exchanges in Activity Band C were analyzed using the data from the two lessons selected, fulfilled the teacher's role through the sequencing of the lesson activities, the choice of lessons, and of thematic topics, rather than through comparatively short exchanges, or individual activity.

It is obvious that Miao has more scaffoldings that can be implemented in teaching English.

Walqui (2006: 170-176) identifies five main types of scaffolding in teaching English. They consist of:

First is modeling where the teacher uses verbal explanation and body language as s/he elaborates and demonstrates the new material. Second is bridging where students activate prior knowledge. Third is contextualizing which can be offered in various forms. Fourth is schema building that can be defined as clusters of meaning that are organized and interconnected. Last is developing meta cognition that refers to learner awareness of their own knowledge and their ability to understand, control and monitor their level of understanding and manage their thinking process in order to decide when it is adequate.

Based on some experts' theories dealing with kinds of scaffolding, the writers assume that those can be some alternatives for teachers of English to determine which kind of scaffolding could match any teaching situation based on students' needs. Moreover, there can be some other kinds of scaffolding that are not explained here or teachers of English can create new ones based on class or students' observation.

### **Teaching Reading**

Jansen (2008: 3-4) states that " Teaching reading in classroom involves approach and reading skills. To achieve the objective of lesson the writer uses three-phase : reading skills, approach and the ways of teaching reading.

The goal of teaching reading is to help students to find the information they want quickly besides to show the students that understanding just a few words is often sufficient to get the message.

William (1984: 54) defined " There are three-phase approach to teach reading in the classroom. They are pre-reading phase, while-reading phase and post-reading phase". Pre-reading phase is anything teachers do in class before students begin to read the selection and can affect comprehension. The teacher gives students preparatory activity, such as brainstorming. While-reading phase or during reading activity draws the students on the text and incriminate them in the thinking process. The activities here will help the learners understand the teacher purpose, the structure, and the context. Post reading-phase is follow-up of pre reading-phase and while reading-phase. The activities in this stage encourage learners to make use of acquired information to express their opinion and form ideas. Ideally post reading-phase work should contribute to writing, drawing, interviews and discussion research.

### **Scaffolding in Teaching Reading**

According to Gibbons (2002:84) "English second language learners need access to a linguistically and culturally rich reading comprehension , a range of

reading strategies to bring to the process of reading, and literacy program that aims to develop all the rules that effective readers take on”.

Planning for reading activities for before, during and after reading should fulfill two major functions, as follow :

1. Teacher should help students understand the particular text that they are reading.
2. Teacher should help students develop good reading strategies for reading other text.

It is important that the instructional activities teacher use for helping students comprehend a particular text also model the way effective to read. For example, teacher explain all the unknown words before students read may help students understand the text (or it may not if the learning load is too great), but it does not help students know what to do the next time students come to an unknown words. On the other hand, teacher gives the students strategies about what to do when they meet an unknown words , not only help them in that instance, but it also makes explicit strategies that can be transfered to other reading context.

Wallace cited in Gibbons (2002: 84) highlighted that “ a useful way to think about using a text with your class is divide the planning into three sections : (1) what you will do before the reading (2) what you and the children will do while the reading is going on: (3) and what you will do after the book has been read “.

Gibbons explain some strategies in applying scaffolding concept in teaching reading as follows:

In before – reading activities, the purpose of this activities is to prepare for linguistic, cultural, and conceptual difficulties and to active prior knowledge. They should aim to develop knowledge in relation to the overall meaning of the text, not deal with the every potential difficulty. There is another advantage of well-designed before –reading activities. Because learners will have some sense of overall meaning. Students are likely to be able to comprehend. It has been found that english second language students who hear a story initially in thier mother tongue better understand unfamiliar language structures of the story when it was later read in English. The text also can serve the purpose of extending learners’ linguistic abilities by providing models of new language.

Here are some activities of before –reading activities:

- a) Predicting from words
- b) Predicting from title or first sentence
- c) Predicting from a key illustration
- d) Sequencing illustration
- e) Reader questions
- f) Storytelling
- g) Storytelling in the mother tongue
- h) Sharing existing Knowledge.

In during reading activities, the purpose of these activities is model good reading strategies .Teachers are actively involved in the text .Teachers constantly

interrogate and interact with it , and teacher predict what is coming. This is largely an unconscious processes and to demonstrate the interactive nature of reading. The first three activities are recommended as regular activities to use.

a) Modelled Reading

It is useful to read the text aloud to the class that the first as a reading model for the students, using appropriate pausing and expression.

b) Skimming and Scanning the text

c) Rereading for Detail

d) Shared book

e) Word Masking

f) Pause and Predict

g) Shadow Reading

h) Summarizing the Text

i) Jigsaw Reading

j) Reading Aloud

In after-Reading Activities, these activities are based on the assumption that students are already familiar with the text, and no longer have basic comprehension difficulties in reading it. The activities use the text as a springboard, and may fulfil any of these three major purpose:

a) To use the now-familiar text as a basis for specific language study , such as to focus on a particular item of grammar ,idiom , or phonic knowledge that occurs in the text

b) To allow students an opportunity to respond creatively to what they have read, such as through art or drama activities.

c) To focus on students more deeply on the information in the text,such as by using information transfer activities that represent the information in a different form.

Well-designed after reading activities usually require students to keep returning to the text and rereading it to check specific information or language use.

## METHODOLOGY

The type of research is descriptive at naturalistic study with the qualitative method that will be used to discuss. Naturalistic study is research that develops context-specific statements about constructed realistic from participants.

Frey, L., Botan, C., & Kreps, G. (1999: 10) highlighted that “Naturalistic is research that focusses on how people behave when absorbed in genuine life experiences in natural settings”.

K. Cherry (2004: 401) point out that “ Naturalistic is observation of behavior in a more or less natural setting, without any attempt to intervene”. The situation is not manipulated, created or controlled by the investigation .

The method used in conducting the research is qualitative. Creswell as cited in Subekti (2006; 33) described that quallitative is a type of educational

research in which the researcher relies on the news of participants, ask board, general question, collects data consisting largely of words from participant, describes and analyzes these words to conduct the inquiry and theme in a subjective based manner.

The research is conducted at Baleendah 1 Senior High School, in the eleventh grade of SMA Negeri 1 Baleendah. The research subject is three teachers which teach English at grade XI Baleendah 1 Senior High School.

According to Arikunto (2006: 129) “ Data source is the subject of research from which data can be obtained” .

There are three data for the research object that take place at Baleendah 1 Senior High School. The data of the study are :

- a) The information of teacher’s perception on scaffolding in teaching reading that is created by the teachers.
- b) The teacher implements scaffolding techniques in teaching reading.
- c) Kind of scaffolding that contributes to student’s reading comprehension, this data is taken by doing observation.

In collecting the data, the instruments are used are observation and interview.

The three aspects above are taken from teacher and student during teaching reading process. The activities are recorded, made transcript, and analyzed.

## **Result and Discussion**

Based on what Walqui (2006: 170-176) identified, the observed and interviewed teachers used five main types of scaffolding in teaching reading: Modeling where the teacher uses verbal explanation and body language as s/he elaborates and demonstrates the new material, bridging where students activate prior knowledge, contextualizing which can be offered in various forms, schema building that can be defined as clusters of meaning that are organized and interconnected. developing meta cognition that refers to learner awareness of their own knowledge and their ability to understand, control and monitor their level of understanding and manage their thinking process in other to decide when it is adequate.

In addition, the other kinds of scaffolding techniques used by the teacher in teaching reading for XI grade students at Baleendah Senior High School as identified by Roehler and Cantlon (1996:112) cover explanation, inviting students’ participation, clarifying and verifying students’ understanding, modeling of desired behavior, inviting students to contribute clues.

In pre-reading phase, the teachers implemented the different technique to scaffold their students. It is said because of the students’ needs and level of understanding. The teachers, namely FRN and DRN conducted the activities in order to build students’ knowledge by using connecting update information with material and also visualization, such as single and sequenced picture and video. The activities involved explanation, the students’ participation and students’ contributing clues.

DRN chose the material which was more complicated than his other class for the students of XI Science 1. It was because of the XI Science 1 students' level. DRN knew what those students need and how they would do with the text material. FRN chose an interesting material to help the students get the meaning easily. The material she chose according to what she observed from the students. Whereas URD conducted the technique to help the students build their knowledge by inviting students' participation in bridging students' prior knowledge and verbal explanation and elaborated, demonstrated the new material.

In the other phases, the teachers almost implemented the same strategies, such as finding difficult words, pronouncing the words, reading silently, reading aloud, re-reading, confirming, and tasking.

The Teachers' Purposes in using Scaffolding Technique in every phases are different. All of them said that pre-reading activities aimed to build students' knowledge of field. They would know the student's zone whether they needed assistance or not. The activities of before –reading phase they conducted were such as, predicting from single or sequenced picture (by FRS and DRN), watching video (by FRN), connecting the update information and the material of text (by all teachers).

The second phase is during reading. They said that the activities in this phase such as reading silently, reading aloud, skimming, scanning, re-reading by students and summarizing a text were done in order to explore and improving the students' capability in vocabulary, pronunciation which are to get their reading comprehension.

The third phase is after reading phase. They said that the activities such as asking questions related to the text, re-reading the text with good pronunciation and intonation to find out whether the students got the meaning or not, giving assignment to get and understand another similar text, were planned to make students be able to overcome their problems, at least in the understanding of the text material itself and also the similar text.

## CONCLUSION

In general, the aims of research are to get information about the kind of scaffolding techniques used by the teacher in teaching reading, the implementation of scaffolding technique which is implemented in teaching reading and the teachers' purpose in using each scaffolding technique.

Based on what Walqui (2006: 170-176) identified, the observed teachers used five main types of scaffolding in teaching reading:

1. Modeling where the teacher uses verbal explanation and body language as s/he elaborates and demonstrates the new material.
2. Bridging where students activate prior knowledge.
3. Contextualizing which can be offered in various forms.

4. Schema building that can be defined as clusters of meaning that are organized and interconnected.
5. Developing meta cognition that refers to learner awareness of their own knowledge and their ability to understand, control and monitor their level of understanding and manage their thinking process in order to decide when it is adequate.

In addition, the other kind of scaffolding techniques used by the teacher in teaching reading for XI grade students at Baleendah Senior High School as identified by Roehler & Cantlon (1996) covers explanation, inviting students' participation, clarifying and verifying students' understanding, modeling of desired behavior, inviting students to contribute clues.

The second research problem is the teachers' way of implementing scaffolding technique in teaching reading for XI grade students at Baleendah 1 Senior High School.

The teachers conducted the scaffolding technique to make their teaching reading effective. They implemented the technique on the students in the class according to scaffolding principle as what Rodgers, E and Rodgers, A (2004:4) explain that the teacher must be responsive to what learner does, says, acts and need.

The third research problem is about the teachers' purpose in using each scaffolding technique. The purpose of using the techniques can be seen in every phase of teaching reading.

At pre-reading phase the teachers used the kinds of scaffolding like explanation, inviting students' participation, inviting students to contribute clues in order to build background knowledge by connecting prior knowledge to the activity at hand while affording teachers opportunities to determine the zone in which the child can perform unassisted and/or assist in the others' performance.

At during reading phase the teachers used the kinds of scaffolding like explanation, inviting students' participation, and modeling of desired behavior. They used the techniques with the purpose to explore and improving the students' capability in vocabulary, pronunciation which is to get their reading comprehension by teachers' guidance. It makes students think through the topic or activity, and it awakens and rouses the teachers and students to Zone of Proximal Development in order to scaffold the students to interact with task information socially, collaboratively and critically.

At after reading phase (post reading) the teachers used the kinds of scaffolding explanation, clarifying and verifying students' understanding, and modeling of desired behavior. It is intended to clarify students' understand the text. Relevant to this case, Anderson, (1999:47) identified that is for justifying students' comprehension. In this phase, the activities planned would make the teachers reconstruct and realize knowledge to scaffold students to organize and consolidate new understandings.

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