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Students Satisfaction on Scaffolding Strategy by Teacher in Teaching Reading Comprehension

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A B S T R A C T

The research was due to several problems found in the field; the students find it difficult in the learning process so that they have difficulty understanding the main idea and students are noisy on learning process. The students not interested on learning process because they lack of motivation, more students be passive in the class. Besides, the research is aimed to find out students satisfaction on scaffolding strategy use by teacher in teaching reading comprehension at the tenth grade at SMK Pembangunan Bukittinggi 2021/2022. The research used descriptive quantitative research by using questionnaire as an instrument. The researcher used purposive sampling technique. The sample of this research was X TM, X TO 1, X TO 2, X TKI at SMK 4 Pembangunan that were 68 students as sample. The data was collected by distributing questionnaires. In addition, analyzing data was done by identifying researcher respond, analyzing data and making conclusion related to quality rating level. The result of the research were; first, students' satisfaction on the use scaffolding strategy by teacher in teaching reading comprehension in pre reading stage was 60,98% means high level. Second, students' satisfaction on scaffolding strategy in reading stage was 59,52% means high enough level. Third, students' satisfaction on use scaffolding strategy in post reading stage it was 62,35% means high level. It can be concluded that students tend to have satisfaction in interpreted high level in reading comprehension use scaffolding strategy at tenth grade SMK Pembangunan Bukittinggi was used in the classroom.

Abstrak

Penelitian ini disebabkan oleh beberapa permasalahan yang ditemukan di lapangan; siswa merasa kesulitan dalam proses pembelajaran sehingga kesulitan memahami gagasan pokok dan siswa ribut dalam proses pembelajaran. Siswa kurang tertarik dalam proses pembelajaran karena kurangnya motivasi, siswa lebih banyak yang pasif di kelas. Selain itu, penelitian ini bertujuan untuk mengetahui kepuasan siswa terhadap strategi scaffolding yang digunakan oleh guru dalam mengajar pemahaman membaca di kelas sepuluh di SMK Pembangunan Bukittinggi 2021/2022. Penelitian ini menggunakan penelitian deskriptif kuantitatif dengan menggunakan kuesioner sebagai instrumennya. Peneliti menggunakan teknik purposive sampling. Sampel penelitian ini adalah X TM, X TO 1, X TO 2, X TKI di SMK 4 Pembangunan yang berjumlah 68 siswa sebagai sampel. Pengumpulan data dilakukan dengan menyebarkan kuesioner. Selain itu, analisis data dilakukan dengan mengidentifikasi respon peneliti, menganalisis data dan membuat kesimpulan terkait tingkat penilaian kualitas. Hasil penelitian tersebut adalah; pertama, kepuasan siswa terhadap penggunaan strategi scaffolding oleh guru dalam mengajarkan pemahaman nilai pada tahap pra-membaca adalah 60,98% berarti tingkat tinggi. Kedua, kepuasan siswa terhadap strategi scaffolding pada tahap membaca sebesar 59,52% berarti tingkat cukup tinggi. Ketiga, kepuasan siswa terhadap penggunaan strategi scaffolding pada tahap pasca membaca sebesar 62,35% berarti tinggi. Dapat disimpulkan bahwa siswa cenderung mempunyai kepuasan dalam interpretasi tingkat tinggi dalam pemahaman membaca menggunakan strategi scaffolding di kelas sepuluh SMK Pembangunan Bukittinggi yang digunakan di dalam kelas.

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1. Introduction

English as an international language, is the first foreign language in the world that should be taught from primary to university. Most people learn English because they want to communicate

better in English. By mastering English, students will easily access information, another other people's culture, develop science, and offer opportunities to develop themselves to get a better chance in the face of competition in this era of globalization.

Reading is one of the language skills besides listening, speaking and writing. Language skills are skills that have the important role in various aspects of life. With skillful language one can express ideas, thoughts, ideas and feelings to others both orally and in writing. Reading skills needed in opening the horizons of insight and adding to science. Reading is as important as speaking, listening, and writing. Reading is not only for communicating but also for remembering something and thinking critically as well. Reading has very important role in learning process because the skill of reading very much determines the success of students in learning many things particularly in daily life. For those reasons teacher should try to make reading interesting, enjoyable, and meaningful. In fact, there are often some phenomena in many schools, in which many students find difficulties to comprehend.

Nowadays, there are many strategy to increase reading comprehension to students. Every strategy has strengths and weaknesses. The step of strategy must be appropriate with the current curriculum as well as the aim and goal for students to achieve. Therefore, the teachers and schools must be wise in selecting the strategy that are suitable for the students and in accordance with the curriculum applied. A good strategy ideally help teacher to improve students' ability in learning English specifically in Reading comprehension. Besides, the existence of strategy should be able to increase students' motivation and interest in learning English specifically reading. Therefore, the teacher must know which strategy is suitable for use by his students. So, students' perception is needed to know the needs of students of strategy.

Scaffolding strategy could be useful as an alternative strategy to help the students improve reading comprehension in order to students become active, enjoy, and comprehend the main point of the reading texts. Scaffolding from teachers can have a variety of forms, including questions, suggested tasks, resources provided, challenges and classroom activities (Juleiha, 2020). Scaffolding giving support to students in order to become students feel enthusiasm and comfortable in studying, because scaffolding giving supervision and guide to assist students in teaching learning. Support to learners in completing the learning process in the form of learner activities in the learning process, learning strategies, guidance of experience from learners, learning facilities, and learning climate learners of parents at home and learners in school (Juleiha, 2020).

Based on the preliminary research by using the interview and observation that had been done by researcher on Wednesday, 12th January 2022 to the tenth grade at SMK Pembangunan Bukittinggi, the knowing teacher at SMK pembangunan Bukittinggi was apply scaffolding strategy in teaching reading comprehension, six types of scaffolding in classroom instruction which can be applied in reading comprehension classrooms, they are modeling, bridging, contextualising, re-presenting text, schema building, dan developing metacognition. There are three sequences of teacher assistance in the context of reading, they are: 1. Before reading: the teacher will teach students about difficult words and then tell the translation of the words. 2. During reading: the teacher will tell students about how to complete the given task such as conducting group discussions, using media, and others. 3. After reading: the teacher engages students in the conversation in the reading text, asks them to answer the questions provided, then asks them to determine the essence of the reading text and conclude it, the researcher found some problems faced by students on Scaffolding Strategy use by teacher in teaching reading comprehension. The first problem in learning English especially reading was difficult for students (*Students at SMK Pembina Bangsa Bukittinggi, at Tenth Grade in Academic Year 2021/2022*, n.d.). It was seen after the researcher conducting observation in the classroom on Wednesday, 12th January 2022. In teaching and learning process, it seems that some students who did not understand the main idea was is reading . Then, when the teacher asked students to read and understand a material, they

need a long time due to the limit vocabulary they had. It can be seen from often students open a dictionary and asked to the teacher about that.

The second problem that the researcher found was the students sometimes felt bored read a text in learn reading comprehension, when teacher ask question student can't answer. Based on the interview, Students were not very involved in the learning process and also tended to be noisy when learning. They are cumbersome to practice, and, students are not interested in the learning process because they lack motivation. Then, some students were more passive in the class, This problem was revealed after researcher interviewed students on Wednesday, 19th January 2022 (*Students at SMK Pembina Bangsa Bukittinggi, at Tenth Grade in Academic Year 2021/2022, n.d.*).

In other words, expanding the previous research revealed that students had understood and could motivate themselves by using the scaffolding strategy because after characterizing the concept of scaffolding and its appearances, a guiding framework will be presented that serves the purpose of analysis scaffolding. The student said Scaffolding strategy needs to be done in learning reading because this assistance will help us in reading comprehension When experiencing difficulties, students expect help from the teacher use scaffolding strategy to understand the English material instead (*Students at SMK Pembina Bangsa Bukittinggi, at Tenth Grade in Academic Year 2021/2022, n.d.*).

Based on the problem above, it was a scientific reason for the researcher in conducting a research related to the Scaffolding. The research was under the title "student's satisfaction on scaffolding strategy use by teacher in teaching reading comprehension at the tenth grade at SMK pembangunan bukittinggi in academic year 2021/2022".

2. Research Method

2.1. Design of the Research

This research was quantitative research, especially sruvey research design. Survey research was a procedure in quantative research in which investigators administer a surveyto sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. Survey research collects data at particular point in time with the intention of describing the nature of existing conditions can be compared, or determining the relationships that exist between specific events.

Based on the explanation above, the researcher used survey research to find out and to get information about students' satisfcation on scaffolding strategy use by teacher in teaching reading comprehension.

2.2. Population and Sample

The population and sample were two elements needed to get data for the research. The population and sample of this research were:

1. Population A population is the whole object that will be researched by the researcher. The population in the research can be people or individuals, groups, organization, communities of people, animal communities, or society or objects such as: the number of elephants in Lampung, the number of mass media publications, the number of students in a school, and so on (Neolaka, 2016). In short, the population in this research is all of the students in tenth grade at SMK Pembangunan Bukittinggi in Academic Year 2021/2022, which consist of 68 learners. The amount of these learners can be seen in the table below:

Table 1. The Total Population of the tenth Grade of SMK Pembangunan Bukittinggi in academic year 2021/2022

No	Class	Number of stundet per class
1	X. TM	13
2	X.TO1	20

3	X.TO2	19
4	X. TKI	16

Source: Data processed using SPSS 22

2. Sample The sample is part of the population. Sample or also often called example is representative of the population whose characteristics will be revealed and will be used to estimate population characteristics (Neolaka, 2016). In this research, the researcher use total sampling. sample of this research is 68 learners at the tenth grade, to know what the students' perception on scaffolding strategy use by teacher in teaching reading comprehension at SMK Pembina Bangsa Bukittinggi in academic year 2021/2022

2.3. Instrument of the Research

Instrument is a tool which is used by the researcher to get the data. According to Arikunto, research instrument which is interpreted as a "tool" is a tool that can be realized in objects, for example questionnaire, checklist, or interview guide or interview schedule, observation sheet or observation schedule test questions (which is sometimes just called a "test"), inventory, scala, and so forth (Arikunto, 2013). In this research, the researcher used questionnaire as the instrument. Questionnaire was chosen because the respondent can analyze the question easily by using it. There are several popular types of questionnaire namely the open-ended, restricted, partially open-ended, and rating-scale item types (Bordens & Abbott, 2010).

In this research, the researcher used rating-scale item types. Rating-scale item types is a variation on the restricted question uses a rating scale rather than response alternatives (Bordens & Abbott, 2010). Another form of rating scale is the Likert scale. Likert scale is used to measure attitudes, opinions and perceptions of a person or group about events or social symptoms (Bordens & Abbott, 2010).

Table 2. Measuring quantitative analysis, the answer can be given a score:

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Source: Jonathan Sarwono

The score in the table above is use for positive statements while for negative statements use otherwise. A negative statement gets score 1 if the respondent strongly agree (SS), score 2 if respondent answer agree (S), score 3 if answer neutral (N), score 4 if the respondent answer disagree (TS) and score 5 if the respondent answer strongly disagree (STS) (Tayibu, 2018). The respondents choose one answer of the statement such as strongly agree, agree, neutral, disagree, and strongly disagree uses check (v) in this scale.

The items of questionnaire are constructed in Indonesian language in order to help the respondents to comprehend the items well and to avoid misunderstanding. In addition, students are expected to be able give more spontaneous and accurate answer. Thus, it makes it easier for the researcher to analyze the data.

2.4. Technique of Data Collection

The data collection is very important in a research. To collect the data, Prabhat Pandey and Meenu Mishra Pandey states that there are different tools used for data collection may be: questionnaires, interviews, schedules, observation techniques, and rating scales (Pandey & Pandey, 2015). In this research, the researcher collected through questionnaire as instruments which contribute to the students as the sample of the research of what the students' perception on scaffolding Strategy use by teacher in teaching reading comprehension at the tenth grade at SMK Pembangunan Bukittinggi in academic year 2021/2022.

This research applied several steps to collect the data, as follows:

- a) The researcher distributed the questionnaire to the respondents.
- b) The researcher gave time to answer and complete the questionnaire.
- c) The researcher collected the questionnaire that the respondents have done.

2.5. Technique Analyzing of the Data

Analysis In analyzing the data, the researcher used the descriptive quantitative analysis technique to know student's satisfaction on scaffolding strategy use by teacher in teaching reading comprehension. In this technique, the data was analyzed by following several steps:

- a. Collecting the learners' questionnaire
- b. Tabulating of the data from questionnaire.
- c. Calculating of percentage of the data.

The technique of analyzing the data in this research is percentage technique by using the formula that is suggested by Norman Blaikie as follow:(Blaikie, 2003)

$$p = \frac{FN}{N} \times 100$$

Where:

P = percentage

F = frequency or total score

N = amount of respondent

- d. Then finding mean of the data by using formula that suggested by Norman Blaikie as follow:(Blaikie, 2003)

$$Mx = \sum x / N$$

Where: Mx= Mean

$\sum x$ = Total of percentage

N= Number of cases

- e. Drawing the conclusion The researcher will make conclusion based on the data percentages get from each indicator. To see the data percentage result of the data obtained can be seen as below:

>20% = Very low

21%- 40% = Low

41%-60% = Enough

61%-80% = High

81%-100% = Very high (Agustin et al., 2021)

3. Finding and Discussion

3.1. Findings

This research used survey research. The researcher collected the data from the tenth students of SMK Pembangunan Bukitittingi. The samples were 68 students. To collect the data, the researcher used a questionnaire. In distributing questionnaire, researcher gave explanation about questionnaire, then respondent were given time to answer questionnaire. The students' answer on questionnaire were tabulated, then researcher did the anlysis on tye data. The students' answer on questionnaire were analyzed to answer the research question about students' satisfaction on scaffolding in reading comprehension.

As stated in the technique of data analysis in chapter III, the procedures that were used after collecting data, analyzing the data, calculating the frequency of respondents' answers. Measuring the mean and the categorizing the students' satisfaction in scaffolding use by teacher in reading. In this research the data related three component of the students satisfaction. For finding of this paper, researcher divided the explanation in two parts, first, description the data and analysis of the data.

3.1.1. Description of the Data

This research was conducted in juli 2022 at tenth grade Smk Pembangunan Bukittinggi academic year 2021/2022. The data were collected by using questionnaire and there were 68 students as a respondent in this research. In addition, after getting the data, calculated the frequency and calculated the mean of the data, the researcher also calculated the percentage score of each item by multiplying each the respondents' alternative answer by using Norman Blaikie. Then, in this research the data related to a component of students satisfaction on scaffolding in reading comprehension, there are three component;

3.1.1.1. Pre Reading Stage

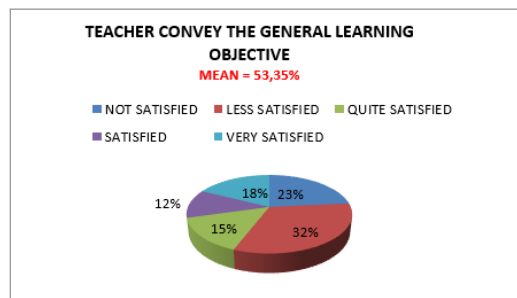
In questionnaire there were six statement about pre reading stage related to students' satisfaction on scaffolding in reading comprehension. Then, representation of students' satisfaction on scaffolding in reading comprehension in aspect pre reading stage and it was displayed by using the following table

Table 3. The conclusion students' satisfaction on scaffolding in reading comprehension on pre reading stage categories

No	Statement Number	VS (5)	Students Response				Total of score	Average of percentage
			S (4)	QS (3)	LS (2)	NS (1)		
1	Teacher convey the general learning objective	16	13	26	12	11	195	
2	Teacher use the lecture method	12	8	10	22	16	182	57,35%
3	Teacher give general knowledge	16	16	22	5	9	229	53,5%
4	Teacher give keyword	18	11	14	10	15	211	67,3%
5	Teacher invite students in a puzzle to find the title	22	14	16	12	4	242	62,05%
6	Teacher explain with indonesia language	8	11	15	22	12	185	71,17%
Total of percentage Mean								54,41%
								365,88%
								60,98%

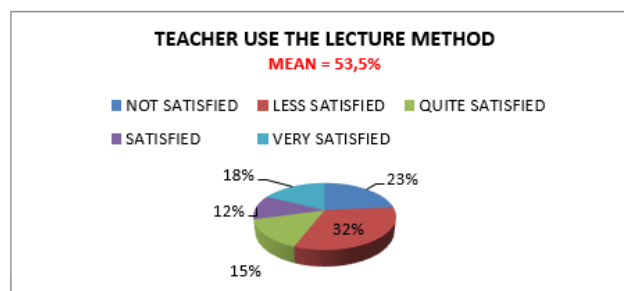
VS = Very satisfied
S = Satisfied
QS = Quite Satisfied
LS = Less Satisfied
NS = Not Satisfied

Based on the table above, from the six forms of statements regarding the use of scaffolding at the pre reading stage, the average is 60,98%. It is the range 61% - 80%, which can be interpreted high level. In the table above it can be seen, students who get at a high level in statements three, four and five, in range 61-80%. In statements one, two, six can be interpreted as high enough level, in range 41-60%.



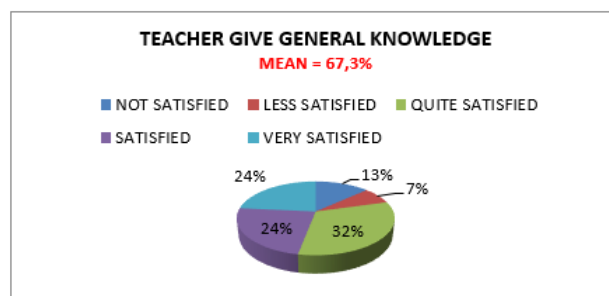
Gambar 1. The first percentage for statement 1

In the first statement, the satisfaction the students when teacher conveys the learning objectives on process reading is high enough, which has the average percentage of this statement was (57,35%). It can be proved based on questionnaire that can be chosen by students with option, 6 respondents answered very satisfied, 13 respondents answered satisfied, 26 respondent answered quite satisfied, 12 respondesnts answered less satisfied, and 11 respondents answered not satisfied.



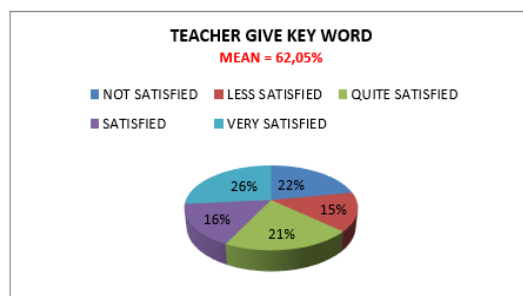
Gambar 2. The percentage statement 2

In the second statement, the satisfaction the students when teacher use the lecture method on process reading is high enough, which has the average percentage of this statement was (53,5%). It can be proved based on questionnaire that can be chosen by students with option, 12 respondents answered very satisfied, 8 respondents answered satisfied, 10 respondent answered quite satisfied, 22 respondesnts answered less satisfied, and 16 respondents answered not satisfied.



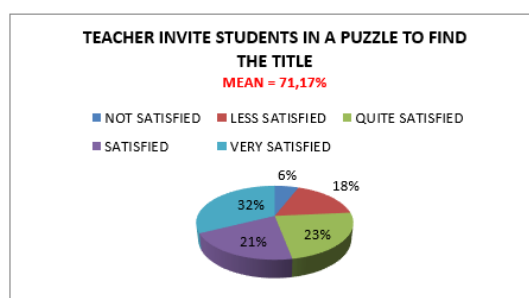
Gambar 3. The percentage statement 3

In the tirdh statement, the satisfaction the students when teacher give general knowledge on process reading is high, which has the average percentage of this statement was (67,3%). It can be proved based on questionnaire that can be chosen by students with option, 16 respondents answered very satisfied, 16 respondents answered satisfied, 22 respondent answered quite satisfied, 5 respondesnts answered less satisfied, and 9 respondents answered not satisfied.



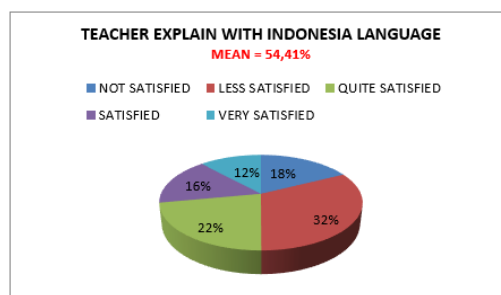
Gambar 4. The percentage statement 4

In the fourth statement, the satisfaction the students when teacher give key word on process reading is high, which has the average percentage of this statement was (62,05%). It can be proved based on questionnaire that can be chosen by students with option, 18 respondents answered very satisfied, 11 respondents answered satisfied, 14 respondent answered quite satisfied, 10 respondesnts answered less satisfied, and 15 respondents answered not satisfied.



Gambar 5. The percentage statement 5

In the fifth statement, the satisfaction the students when teacher invite students in a puzzle to find the title on process reading is high, which has the average percentage of this statement was (71,17%). It can be proved based on questionnaire that can be chosen by students with option, 22 respondents answered very satisfied, 14 respondents answered satisfied, 16 respondent answered quite satisfied, 12 respondesnts answered less satisfied, and 4 respondents answered not satisfied



Gambar 6. The percentage statement 6

In the fifth statement, the satisfaction the students when teacher explain with indonesia language on process reading is high enough, which has the average percentage of this statement was (54,41%). It can be proved based on questionnaire that can be chosen by students with option, 8 respondents answered very satisfied, 11 respondents answered satisfied, 15 respondent answered quite satisfied, 22 respondesnts answered less satisfied, and 12 respondents answered not satisfied

3.1.1.2. Reading Stage

In questionnaire there were tenth statements about reading stage related to students' satisfaction on scaffolding strategy in reading comprehension. Then, representation of students' satisfaction on scaffolding strategy in reading stage and it was displayed by using the following table

Table 4. The conclusion students' satisfaction on scaffolding strategy in reading comprehension on reading stage categories

No	Statement Number	Students Response					Total of score	Average of percentage
		VS (5)	S (4)	QS (3)	LS (2)	NS (1)		
1	Teacher reading first	8	11	15	22	12	185	54,41%
2	Teacher take turn with the students in reading	4	26	36	2	0	236	69,41%
3	Tecaher explain with gesture	0	14	43	10	1	206	60,58%
4	Teacher ask students to underline difficult word	2	20	25	21	0	207	60,88%
5	Teacher ask students to take note difficult word	1	18	32	16	1	206	60,58%
6	Teacher ask students to read again, and teacher ask to other stduents what of the point	1	19	28	18	2	203	60,58%
7	Teacher involve students in reading activities so that students are motivated	1	18	25	22	2	198	58,23%
8	Teacher invite students to discuss each paragraph	1	17	26	22	2	197	57,94%
9	Teacher pointing the students to mention difficult word what they found	0	21	26	18	3	201	59,11%
10	Teacher always write down in blackboard difficult word they find	0	14	27	21	6	185	54,41%
Total of percentage Mean								595,29% 59,52%

VS = Very satisfied

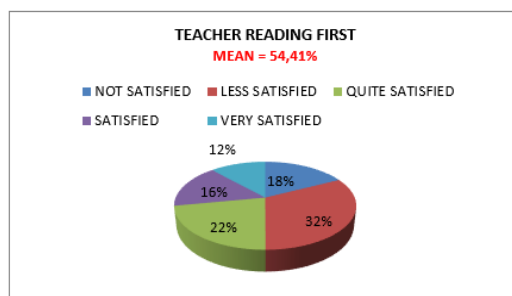
S = Satisfied

QS = Quite Satisfied

LS = Less Satisfied

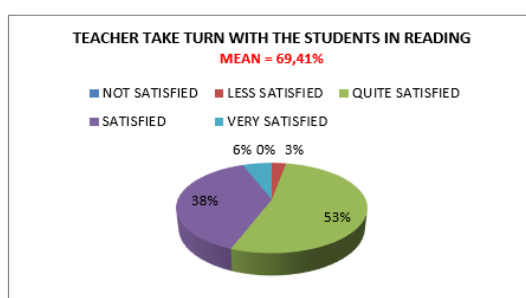
NS= Not Satisfied

Based on the table above, from the tenth forms of statements regarding the use of sacffolding at the reading stage, the average is 52,52%. It is the range 41 - 60%, which can be interpreted high. In the table above it can be seen, students who get at a high level in statements two, three, four, five, six, in range 61-80%. In statements one, seven, eight, nine, tenth can be interpreted as high enogh level, in range 41-60%. . It can be seen in the diagram below



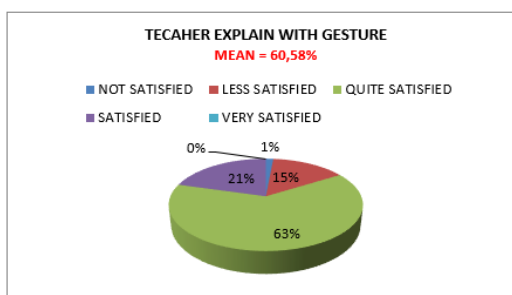
Gambar 7. The percentage statement 7

In the seventh statement, the satisfaction the students when teacher reading first on process reading is high enough, which has the average percentage of this statement was (54,41%). It can be proved based on questionnaire that can be chosen by students with option, 8 respondents answered very satisfied, 11 respondents answered satisfied, 15 respondent answered quite satisfied, 22 respondesnts answered less satisfied, and 12 respondents answered not satisfied



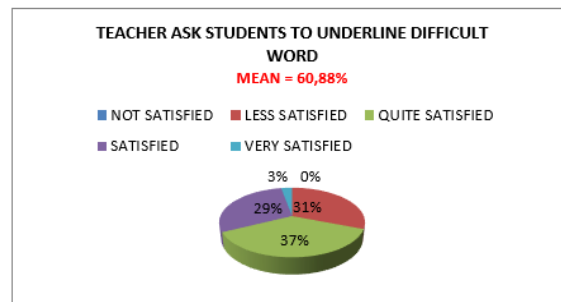
Gambar 8. The percentage statement 8

In the eighth statement, the satisfaction the students when teacher take turn with the students in reading on process reading is high, which has the average percentage of this statement was (69,41%). It can be proved based on questionnaire that can be chosen by students with option, 4 respondents answered very satisfied, 26 respondents answered satisfied, 36 respondent answered quite satisfied, 2 respondesnts answered less satisfied, and 0 respondents answered not satisfied



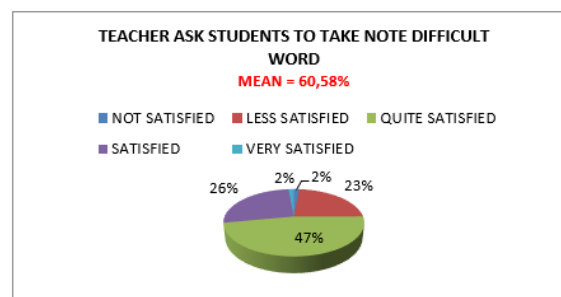
Gambar 9. The percentage statement 9

In the ninth statement, the satisfaction the students when teacher explain with gesture on process reading is high, which has the average percentage of this statement was (60,58%). It can be proved based on questionnaire that can be chosen by students with option, 0 respondents answered very satisfied, 14 respondents answered satisfied, 43 respondent answered quite satisfied, 10 respondesnts answered less satisfied, and 1 respondents answered not satisfied



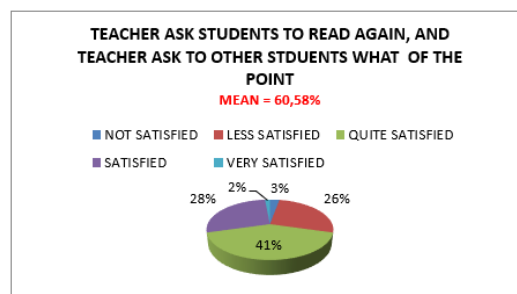
Gambar 10. The percentage for statement 10

In the tenth statement, the satisfaction the students when teacher ask students to underline difficult word on process reading is high, which has the average percentage of this statement was (60,88%). It can be proved based on questionnaire that can be chosen by students with option, 2 respondents answered very satisfied, 20 respondents answered satisfied, 25 respondent answered quite satisfied, 21 respondesnts answered less satisfied, and 0 respondents answered not satisfied



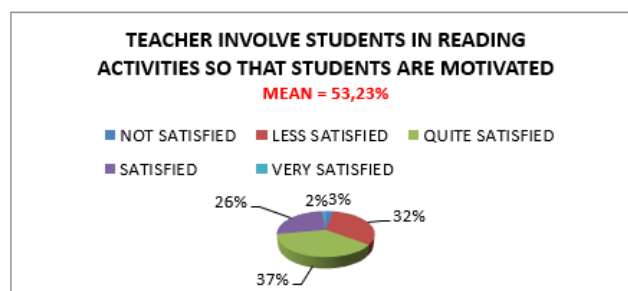
Gambar 11. The second percentage for statement 11

In the eleventh statement, the satisfaction the students when teacher ask students to take note difficult word on process reading is high, which has the average percentage of this statement was (60,58%). It can be proved based on questionnaire that can be chosen by students with option, 1 respondents answered very satisfied, 18 respondents answered satisfied, 32 respondent answered quite satisfied, 16 respondesnts answered less satisfied, and 1 respondents answered not satisfied



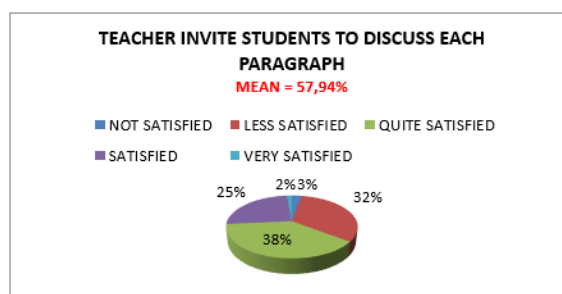
Gambar 12. The percentage for statement 12

In the twelveth statement, the satisfaction the students when teacher ask students to take note difficult word on process reading is high, which has the average percentage of this statement was (60,58%). It can be proved based on questionnaire that can be chosen by students with option, 1 respondents answered very satisfied, 19 respondents answered satisfied, 28 respondent answered quite satisfied, 18 respondesnts answered less satisfied, and 2 respondents answered not satisfied



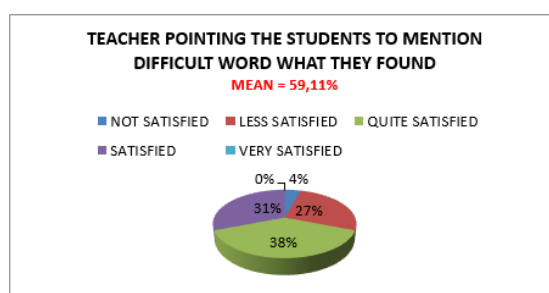
Gambar 13. The second percentage for statement 13

In the thirteenth statement, the satisfaction the students when teacher involve students in reading activities so that students are motivated on process reading is high enough, which has the average percentage of this statement was (58,23%). It can be proved based on questionnaire that can be chosen by students with option, 1 respondents answered very satisfied, 18 respondents answered satisfied, 25 respondent answered quite satisfied, 22 respondesnts answered less satisfied, and 2 respondents answered not satisfied



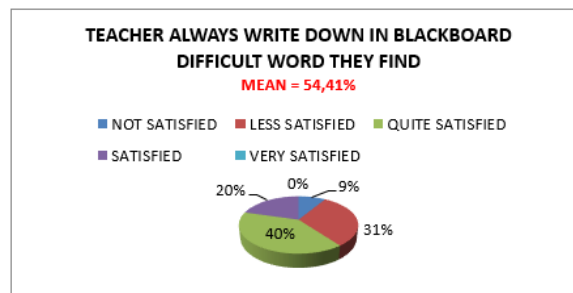
Gambar 14. The second percentage for statement 14

In the fourteenth statement, the satisfaction the students when teacher invite students to discuss each paragraph on process reading is high enough, which has the average percentage of this statement was (57,94%). It can be proved based on questionnaire that can be chosen by students with option, 1 respondents answered very satisfied, 17 respondents answered satisfied, 26 respondent answered quite satisfied, 22 respondesnts answered less satisfied, and 2 respondents answered not satisfied



Gambar 15. The second percentage for statement 15

In the fifteenth statement, the satisfaction the students when teacher pointing the students to mention difficult word what they found on process reading is high enough, which has the average percentage of this statement was (59,11%). It can be proved based on questionnaire that can be chosen by students with option, 0 respondents answered very satisfied, 21 respondents answered satisfied, 26 respondent answered quite satisfied, 18 respondesnts answered less satisfied, and 3 respondents answered not satisfied



Gambar 16. The second percentage for statement 16

In the sixteenth statement, the satisfaction the students when teacher invite students to discuss each paragraph on process reading is high enough, which has the average percentage of this statement was (54,41%). It can be proved based on questionnaire that can be chosen by students with option, 0 respondents answered very satisfied, 14 respondents answered satisfied, 27 respondent answered quite satisfied, 21 respondents answered less satisfied, and 6 respondents answered not satisfied

3.1.1.3. Post Reading Stage

In questionnaire there were six statements about post reading stage related to students' satisfaction on scaffolding strategy in reading comprehension. Then, representation of students' satisfaction on scaffolding strategy in post reading stage and it was displayed by using the following table

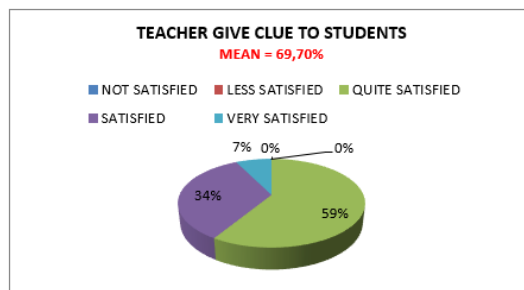
Table 5. The conclusion students' satisfaction on scaffolding strategy in post reading comprehension categories

No	Statement Number	Students Response					Total of score	Average of percentage
		VS (5)	S (4)	QS (3)	LS (2)	NS (1)		
1	Teacher give clue to students	5	23	40	0	0	237	69,70%
2	Teacher supervises the stdents in doing the task	4	11	41	12	0	211	62,05%
3	Teacher ask students to answer the questions carefully	1	23	23	20	1	207	60,88%
4	Teacher give easy questions to students	2	11	36	17	2	198	58,23%
5	Teacher give yes or no questions	0	25	24	19	0	210	61,76%
6	Teacher always give the results of the answer students	0	18	39	9	2	209	61,47%
Total of percentage								374,11%
Mean								62,35%

VS = Very satisfied
S = Satisfied
QS = Quite Satisfied
LS = Less Satisfied

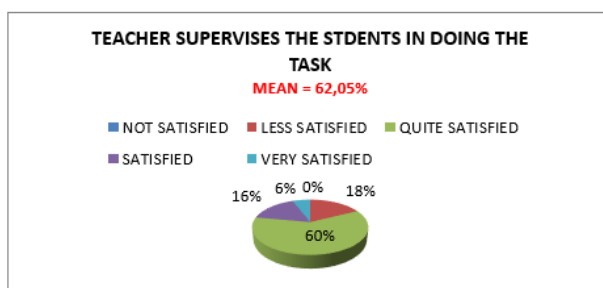
NS = Not Satisfied

Based on the table above, from the six forms of statements regarding the use of scaffolding at the post reading stage, the average is 62,35%. It is the range 61-80%, which can be interpreted high enough. In the table above it can be seen, students who get at a high level in statements one, two, three, five and six, in range 61-80%. In statements four can be interpreted as high enough level, in range 41-60%. . It can be seen in the diagram below



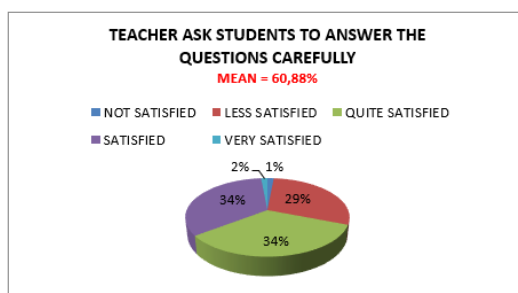
Gambar 17. The percentage statement 17

In the seventeenth statement, the satisfaction the students when teacher give clue to students on process reading is high, which has the average percentage of this statement was (69,70%). It can be proved based on questionnaire that can be chosen by students with option, 5 respondents answered very satisfied, 23 respondents answered satisfied, 40 respondent answered quite satisfied, 0 respondesnts answered less satisfied, and 0 respondents answered not satisfied



Gambar 18. The second percentage for statement 18

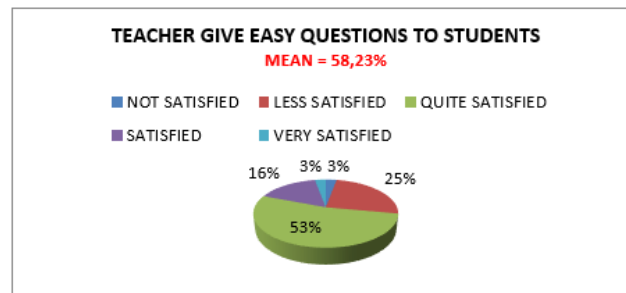
In the eighteenth statement, the satisfaction the students when teacher supervises the stdents in doing the task on process reading is high, which has the average percentage of this statement was (62,05%). It can be proved based on questionnaire that can be chosen by students with option, 4 respondents answered very satisfied, 11 respondents answered satisfied, 41 respondent answered quite satisfied, 12 respondesnts answered less satisfied, and 0 respondents answered not satisfied



Gambar 19. The third percentage for statement 19

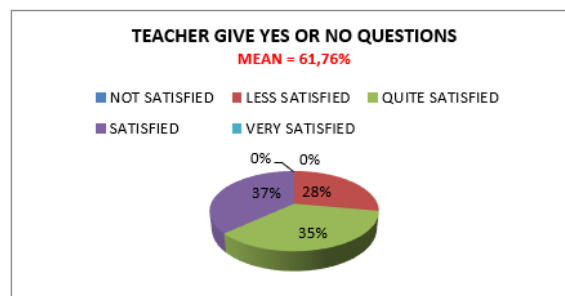
In the nineteenth statement, the satisfaction the students when teacher ask students to answer the questions carefully on process reading is high, which has the average percentage of this statement was (60,88%). It can be proved based on questionnaire that can be chosen by students with option, 1

respondents answered very satisfied, 23 respondents answered satisfied, 23 respondent answered quite satisfied, 20 respondesnts answered less satisfied, and 1 respondents answered not satisfied



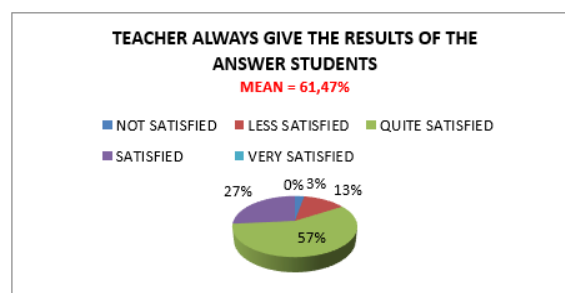
Gambar 20. The first percentage for statement 20

In the twenty statement, the satisfaction the students when teacher give easy questions to students on process reading is enough high, which has the average percentage of this statement was (58,23%). It can be proved based on questionnaire that can be chosen by students with option, 2 respondents answered very satisfied, 11 respondents answered satisfied, 36 respondent answered quite satisfied, 17 respondesnts answered less satisfied, and 2 respondents answered not satisfied



Gambar 21. The first percentage for statement 21

In the twentyone statement, the satisfaction the students when teacher give yes or no questions on process reading is high, which has the average percentage of this statement was (61,76%). It can be proved based on questionnaire that can be chosen by students with option, 0 respondents answered very satisfied, 0 respondents answered satisfied, 25 respondent answered quite satisfied, 24 respondesnts answered less satisfied, and 19 respondents answered not satisfied



Gambar 22. The first percentage for statement 22

In the twentytwo statement, the satisfaction the students when teacher always give the results of the answer students on process reading is high, which has the average percentage of this statement was (61,47%). It can be proved based on questionnaire that can be chosen by students with option, 0 respondents answered very satisfied, 18 respondents answered satisfied, 39 respondent answered quite satisfied, 9 respondesnts answered less satisfied, and 2 respondents answered not satisfied

3.2. Discussion

This section presents the discussion based on findings of the research. Several things can be noted down related to the student's satisfaction on using scaffolding strategy in reading comprehension.

Scaffolding is an interactive means of learning that occurs between adult and child. In this process the adult gently guides and supports the child's learning, responding to the child's level of participant by asking questions, making observations, and issuing new challenges according to the child's responses. Scaffolding is the term introduced by Brunner Harmer to refer to the help given to a child by an adult, usually a talk that supports a child in carrying out an activity. According to Gibbons revealed that there are three sequence of teacher assistance in the context of reading, there are pre-reading stage, reading-stage and post-reading stage. To find the result the research, data are analyzed using percentage and mean formula. From the finding of the research, it shows the student's satisfaction on using scaffolding strategy by teacher in reading comprehension at tenth grade at SMK Pembangunan.

1. Pre reading stage

In this research, it was found that students had a good satisfaction in the reading stage. The finding shows that mean score of pre reading stage is 60,98%. This was clearly seen overall mean score of statements post reading stage component showed a high level on reading comprehension use scaffolding strategy.

2. Reading stage

This aspect consists of ten items. Based on the research, the result of students' satisfaction on reading comprehension use scaffolding strategy is high enough level. It reveals that mean score of reading stage is 59,52%. In brief, overall statements showed a high enough in reading comprehension.

3. Post reading stage

In this part, consists of six items. In this research, it was found that students had good satisfaction related to the post reading stage. The finding shows that mean score of post reading stage is 62,35%. This was clearly seen overall mean score of statements post reading stage component showed high level on reading comprehension use scaffolding strategy.

Depending on this research, it was found that students were satisfied with the strategy use in reading comprehension. Students feel high enough level, in average score 60,7%, in range 61-80% because with use scaffolding strategy they can comprehend with reading. In more detail, this is due to the different assessments that apply. As Juleiha and Fiqhi Yulianingsih, it can be concluded that there was a significant effect using of scaffolding as treatment.

In conclusion, based on this research, student quite satisfaction with scaffolding strategy use by teacher in reading comprehension. It can be concluded that students are quite satisfied with the scaffolding in reading comprehension they have done and result they get.

4. Conclusion

Based on the finding and discussions that have been presented in the previous chapter, it could be concluded that students in tenth grade of SMK Pembangunan Bukittinggi have some satisfaction about scaffolding strategy use by teacher in reading comprehension. That was concluded by the mean score of each category. Students' high level in pre reading stage with the percentage 60,98%, in reading stage with the percentage 59,52% is high enough level category and post reading with the percentage is 62,35% is high level category.

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