

Improving Reading Comprehension Through the Scaffolded Reading Experience (SRE) Strategy for Tenth-Grade Students at SMK Negeri 1 Dampal Selatan

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ABSTRACT

This research aimed to determine whether the implementation of the Scaffolded Reading Experience (SRE) strategy could improve the reading comprehension of tenth-grade students at SMK Negeri 1 Dampal Selatan. The main problems faced by the students were their difficulty in understanding English reading texts and their lack of attention to punctuation while reading. These problems affected their confidence and comprehension during reading activities. Therefore, the researcher implemented the Scaffolded Reading Experience (SRE) strategy to help students pay more attention to punctuation and understand the content of English reading texts more effectively. This research used a quantitative method with a quasi-experimental design. The subjects of the research were two classes: class X TKJ A as the experimental class, consisting of 22 students, and class X TKJ B as the control class, consisting of 20 students. Before the treatment was conducted, both classes were given a pre-test to measure their initial reading comprehension. The treatment was carried out in eight meetings using reading texts. After the treatment, a post-test was administered to measure the students' improvement. The data were analyzed using a paired-sample t-test through the SPSS program. The results showed that the mean score of the experimental class increased from 54.17 to 65.70, while the mean score of the control class increased from 49.67 to 60.37. The t-test value was 2.364, which was higher than the t-table value of 2.021. This indicated that the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, it can be concluded that the Scaffolded Reading Experience (SRE)

strategy was effective in improving students' reading comprehension at SMK Negeri 1 Dampal Selatan.

Keywords: Reading Comprehension; Scaffolded Reading Experience; SRE Strategy

INTRODUCTION

Language is a communication tool which is used in daily life. Language includes phrases, groups of words, clauses and sentences expressed both orally and in writing. Language is also a mechanism that determines how people relate to each other in the world. Thus, language makes it easier for humans to speak, convey messages, obtain information and can connect one person with another (Rina Devianty, 2017:24). Language can improve the ability to express ideas about something, making it easier for teachers and students to learn in class. Therefore, without language humans cannot express feelings, thoughts, emotions, desires and beliefs.

English is a global language with an extensive reach and influence across the world. Originating from Old English roots, it has evolved over centuries to become one of the most widely spoken languages today, both as a native language and as a second or foreign language. As English became a global language, mastery of English became a necessity, English is required, as a foreign Language, to communicate with the global (Riwasanti et al., 2021). As a result, English has become the lingua franca of international communication, trade, diplomacy, science, technology, and academia. The English language is incredibly diverse, with numerous dialects and variations spoken around the world.

Reading this process involves physical and mental activities. The reading process consists of nine aspects, namely, sensory, percetual,sequence, experience, thoughts, learning,associations, attitudes and ideas (Rahim in khotimah et al, 2019:17) . Reading is a process carried out and used by readers to obtain messages, which are to be conveyed through the medium of words or written language. A process that requires that groups of words that form a unity be seen at a glance and that meaning of individual words can be known (Cahyani and hodijah in simanungkalit, 2019 :45).

A Scaffolded Reading Experience (SRE) is a flexible framework for teaching lessons involving texts. SRE is a set of pre-reading, during reading, and post-reading activities specially designed to assist a particular group of the students in successfully reading, understanding, learning from, and enjoying a particular selection (Herawati (2019). Scaffolded Reading Experience (SRE) strategy is a flexible activity that can be implemented before, during, or after reading to provide students with guidance in comprehending, learning, and enjoying literaure.

LITERATURE REVIEW

Reading comprehension is one of the essential skills in English language learning because it enables students to obtain information, understand ideas, and interpret written messages. Reading is not merely the activity of pronouncing written words, but also involves mental processes in constructing meaning from a text. It requires students to recognize vocabulary, understand sentence structures, identify main ideas, interpret supporting details, and connect the information in the text with their prior knowledge. Therefore, reading comprehension plays an important role in helping students develop their academic competence, especially in learning English as a foreign language.

In the context of English learning, many students still experience difficulties in understanding reading texts. These difficulties may be caused by limited vocabulary mastery, lack of reading strategies, low motivation, and insufficient exposure to English texts. Students often read a text word by word without understanding the overall meaning. In addition, some students tend to ignore punctuation, sentence boundaries, and paragraph organization, which may affect their ability to comprehend the text accurately. As stated in the article, the students at SMK Negeri 1 Dampal Selatan faced problems in understanding English reading texts and paying attention to punctuation while reading, which affected their confidence in reading.

Reading comprehension also requires active interaction between the reader and the text. Students need to predict meaning, ask questions, identify important information, and evaluate the message delivered by the writer. When students are able to apply appropriate reading strategies, they can understand the content of the text more effectively. Therefore, teachers need to use suitable teaching strategies that can guide students before, during, and after reading activities. One of the strategies that can be applied to support students' reading comprehension is the Scaffolded Reading Experience strategy.

Scaffolded Reading Experience Strategy

Scaffolded Reading Experience, commonly abbreviated as SRE, is a reading instruction strategy that provides structured support for students in understanding a text. This strategy is designed to help students read, understand, learn from, and enjoy reading materials through a series of activities conducted before, during, and after reading. In the uploaded article, SRE is described as a flexible framework consisting of pre-reading, during-reading, and post-reading activities that are specifically designed to assist students in comprehending a particular reading selection.

The main principle of SRE is scaffolding, which means providing temporary support to students until they are able to perform a task independently. In reading instruction, scaffolding may include activating students' prior knowledge, introducing key vocabulary, guiding students to predict the content of the text,

helping them identify main ideas, and encouraging them to summarize or reflect on what they have read. Through these activities, students are not left alone to struggle with difficult texts. Instead, they receive guidance from the teacher so that they can gradually develop their reading comprehension skills.

The pre-reading stage in SRE is intended to prepare students before they read the text. At this stage, the teacher may introduce the topic, discuss unfamiliar words, ask guiding questions, or encourage students to make predictions. These activities help students build background knowledge and become more ready to understand the text. The during-reading stage focuses on helping students monitor their comprehension while reading. The teacher may guide students to identify important details, pay attention to punctuation, clarify difficult sentences, and relate ideas within the text. The post-reading stage allows students to evaluate and strengthen their understanding through discussion, answering questions, summarizing, or giving personal responses to the text.

The Role of SRE in Improving Reading Comprehension

SRE is considered useful because it provides systematic guidance for students who have difficulty understanding English texts. By using SRE, students are encouraged to become more active readers. They do not only read the text passively, but also engage in activities that help them understand the meaning of the text step by step. This strategy can improve students' confidence because they receive support during the reading process and are given opportunities to practice reading with clearer guidance.

The implementation of SRE can also help students develop awareness of punctuation and text structure. Punctuation marks, such as periods, commas, question marks, and quotation marks, play an important role in shaping meaning. When students ignore punctuation, they may misunderstand the message of a sentence or paragraph. Through scaffolded activities, teachers can direct students' attention to how punctuation affects meaning and how sentences are connected within a text. This is relevant to the problem identified in the article, where students had difficulty paying attention to punctuation while reading.

Furthermore, SRE supports students with different levels of reading ability. Students with lower reading competence can benefit from teacher guidance, peer discussion, and structured activities. Meanwhile, students with better reading ability can strengthen their comprehension through deeper analysis and reflection. This makes SRE suitable for classroom contexts where students have varied levels of English proficiency. Since the strategy is flexible, teachers can adapt the activities based on students' needs, text difficulty, and learning objectives. Several previous studies have shown that scaffolding strategies can improve students' reading comprehension. Munawaroh (2020) found that scaffolding strategy was effective in supporting students' reading comprehension because it helped students understand reading materials through guided learning activities.

Similarly, Lesta et al. (2023) reported that the use of Scaffolded Reading Experience improved students' reading comprehension by providing structured assistance during the reading process. These findings indicate that SRE can be an effective strategy for helping students comprehend English texts.

Other studies also support the importance of using appropriate reading strategies in English classrooms. Kasmiri, Riyanti, and Fitriarti (2023), for example, emphasized that reading comprehension can be enhanced when teachers apply techniques that actively involve students in the reading process. This suggests that students need more than conventional reading instruction; they need learning activities that guide them to interact with the text. Therefore, SRE is relevant because it encourages students to prepare before reading, monitor their understanding while reading, and reflect after reading.

In relation to the present study, the use of SRE is expected to help tenth-grade students at SMK Negeri 1 Dampal Selatan improve their reading comprehension. The strategy is appropriate because the students initially had difficulty understanding English texts and lacked attention to punctuation. By applying SRE, students are guided to read more carefully, understand the content of the text, and become more confident in reading. Thus, SRE provides both instructional support and learning opportunities for students to improve their reading skills.

Based on the theoretical explanation and previous studies, Scaffolded Reading Experience is assumed to have a positive effect on students' reading comprehension. The strategy provides support through three main stages: pre-reading, during-reading, and post-reading. In the pre-reading stage, students are prepared to understand the text by activating background knowledge and learning key vocabulary. In the during-reading stage, students are guided to focus on the meaning of the text, punctuation, and important information. In the post-reading stage, students are encouraged to evaluate their understanding through exercises, discussion, and reflection.

Through these stages, students are expected to improve their ability to comprehend English reading texts. The teacher's guidance helps students overcome difficulties and gradually become more independent readers. Therefore, the implementation of SRE is expected to produce better reading comprehension outcomes compared to conventional teaching methods. This conceptual framework supports the hypothesis that students taught through the SRE strategy will achieve better reading comprehension than students taught through conventional methods.

METHOD

Design and Sample

The research employed a quantitative research using a quasi-experimental design. The design involved two class: an experimental class and a control class. The experimental class received reading comprehension instruction through the scaffolded reading experience (SRE) strategy, while the control class was taught using conventional teaching methods. This method involved a pre-test, treatment and post-test. The researcher conducted this research in one class for pre-test and post-test. The dependent variable was the metric used to assess the effect of the independent variable. In this research, The dependent variable was the metric used to assess the effect of the independent variable. In this research, the independent variable was the Scaffolded Reading Experience SRE) Strategy, while the dependent variable was the reading comprehension. The research was conducted at SMK Negeri 1 Dampal Selatan, Kec. Dampal Selatan, district Tolitoli, Lempe Village. The study began in the first semester at the end of October to November 2025. It consisted of ten sessions: one session for the pre-test, eight sessions for the treatment, and the final session for the pre-test.

Table 1. Distribution of students

No	Class	Number of students
1	TKJ A	22
2	TKJ B	20
3	TKR	31
4	APHP	15
Total		88

(Source: SMK Negeri 1 Damsel 2025/2026)

Instruments and Procedures

Develop a data collection procedure, the randomized response (RR) technique that allows researchers to obtain sensitive information while guaranteeing privacy to respondents. This method encourages greater cooperation from respondents and reduces their motivation to falsely report their attitudes. The most important claim made for randomized response is that it yields more valid point estimates of sensitive behavior. Data collection is a systematic process of gathering observations or measurements.

Data Analysis

The collected data were analyzed using descriptive and inferential statistics. Normality, homogeneity and independent sample tests were conducted to ensure data suitability for analysis. A t- test was then used to determine whether there was a significant difference between the pre-test and post- test scores of the two class.

Table 1. Students Score

No	Score	Category
1	86 - 100	Very Good
2	70 - 85	Good
3	56 - 69	Enough
4	41 - 55	Poor
5	0 - 40	Very Poor

RESULTS AND DISCUSSION

Based on the test scores, the researcher can categorize the students using the above in the following ways.

Pre-Test Result

Table 2. The Experiment Class Students' Pre-Test Result

Classification	Score Range	Frequency	Percentage%
Very Good	86-100	1	4,55%
Good	70-85	7	31,81%
Enough	56-69	11	50%
Poor	41-55	3	13,64%
Very Poor	0-40	0	0,00%
Total		22	100%

Table 2. shows the frequency distribution and percentage of students' post-test results after the treatment was applied. Out of a total of 22 students, there was 1 student 4.55% who reached the *Very Good* category, and 7 students 31.81% were in the *Good* category. The majority of students, 11 students 50%, were in the *Enough* category. Meanwhile, the number of students in the *Poor* category decreased to 3 students 13.64%, and there were no longer any students in the *Very Poor* category. These results indicate an improvement in students' abilities after the implementation of the learning strategy, marked by a shift in learning outcomes from lower categories to medium and higher categories.

Table 3. The Control Class Students' Pre-Test Result

Classification	Score Range	Frequency	Percentage%
Very Good	86-100	1	5%
Good	70-85	4	20%
Enough	56-69	0	0
Poor	41-55	12	60%
Very Poor	0-40	3	15%
Total		20	100%

Table 3. shows the frequency distribution and percentage of students' pre-test results before the treatment was applied. Out of a total of 20 students, only 1 student 5% was in the Very Good category, and 4 students 20% were in the Good category, while no students reached the Enough category. The majority of students were in the Poor category with 12 students 60%, and 3 students 15% were in the Very Poor category. These results indicate that the students' initial ability was still relatively low, which is also reflected in the pre-test average score of 49.67. suggesting the need for intervention or learning strategies to improve students' learning outcomes.

Table 4. The Frequency Distribution And Percentage Of Students' Post-Test

Classification	Score Range	Frequency	Percentage%
Very Good	86-100	1	4,55%
Good	70-85	7	31,81%
Enough	56-69	11	50%
Poor	41-55	3	13,64%
Very Poor	0-40	0	0,00%
Total		22	100%

Table 4. shows the frequency distribution and percentage of students' post-test results after the treatment was applied. Out of a total of 22 students, there was 1 student 4.55% who reached the Very Good category, and 7 students 31.81% were in the good category. Many students, 11 students 50%, were in the Enough category. Meanwhile, the number of students in the Poor category decreased to 3 students 13.64%, and there were no longer any students in the Very Poor category. These results indicate an improvement in students' abilities after the implementation of the learning strategy, marked by a shift in learning outcomes from lower categories to medium and higher categories.

Table 5. The Control Class Students' Post-Test Result

Classification	Score Range	Frequency	Percentage%
Very Good	86-100	0	0
Good	70-85	3	15%
Enough	56-69	8	40%
Poor	41-55	8	40%
Very Poor	0-40	1	5%
Total		20	100%

Table 5. shows the frequency distribution and percentage of students' post-test results after the treatment was applied. Out of a total of 20 students, no students reached the Very Good category, while 3 students 15% were in the good category.

Most students were in the Enough and Poor categories, with 8 students 40% in each. In addition, only 1 student 5% remained in the Very Poor category. These results indicate an improvement in students' abilities compared to the initial condition, marked by an increase in the number of students in the Enough and Good categories, although some students are still in the lower category, highlighting the need for further efforts to evenly improve learning outcomes.

Statistical Analysis

Table 6. Descriptive Statistics

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
pre-test experiment	22	42.7	36.6	79.3	54.177	14.7348
post-test experiment	22	49.0	41.0	90.0	65.709	11.5878
pre-test control	20	64.3	22.0	86.3	49.675	16.5328
post-test control	20	45.7	38.6	84.3	60.375	14.3733
Valid N (listwise)	20					

Table 6. presents the descriptive statistics of the pre-test and post-test results for the experimental class and the control class. The number of respondents in the experimental class was 22, while the control class consisted of 20 respondents. The mean score of the experimental class increased from 54.17 in the pre-test to 65.70 in the post-test, indicating an improvement in outcomes after the treatment was administered. Similarly, the control class also showed an increase in the mean score, from 49.67 in the pre-test to 60.37 in the post-test, although the improvement was relatively smaller compared to that of the experimental class. The standard deviation values in both groups indicate a reasonable level of data variability. Overall, the table illustrates an improvement in learning outcomes in both groups, with a more pronounced increase observed in the experimental class.

Table 7. Tests of Normality

Tests of Normality							
class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
students result	pre test experiment	.166	22	.116	.931	22	.128
	post test experiment	.118	22	.200*	.980	22	.922
	pre test control	.192	20	.051	.920	20	.101
	post test control	.108	19	.200*	.973	19	.828

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 7. shows the results of the normality test of students' learning outcome data for the pre- test and post-test in both the experimental class and the control class using the Kolmogorov–Smirnov and Shapiro–Wilk tests. Based on the significance (Sig.) values from the Shapiro–Wilk test, all data sets have Sig. values greater than

0.05, namely the experimental pre-test (0.128), experimental post-test (0.922), control pre-test (0.101), and control post-test (0.828). This indicates that the data in all four groups are normally distributed, thus fulfilling one of the prerequisites for conducting further parametric statistical analyses.

Table 8. Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
students result	Based on Mean	2.733	1	40	.106
	Based on Median	1.796	1	40	.188
	Based on Median and with adjusted df	1.796	1	39.912	.188
	Based on trimmed mean	2.853	1	40	.099

Table 8 presents the results of the variance homogeneity test using Levene’s test on students’ learning outcome data. Based on the significance (Sig.) values calculated using the mean (0.106), median (0.188), median with adjusted degrees of freedom (0.188), and trimmed mean (0.099), all Sig. values are greater than 0.05. This indicates that the variances of the data across groups are homogeneous or equal. Therefore, the data meet the assumption of homogeneity of variance and are suitable for further analysis using parametric statistical tests.

Table 9. Independent Samples Test

		t-test for Equality of Means							
		t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				One-Sided p	Two-Sided p			Lower	Upper
post test experiment	Equal variances assumed	2.364	40	.011	.023	6.8995	2.9181	1.0019	12.7972
	Equal variances not assumed	2.345	37.438	.012	.024	6.8995	2.9417	.9415	12.8576

Table 9. The results of the independent samples t-test show a calculated t value of 2.364 with $df = 40$ and a two-tailed significance value ($p = 0.023$) < 0.05 . Therefore, it can be concluded that there is a statistically significant difference in the mean scores between the two groups on the post-test. The t table value for $df = 40$ at a 0.05 significance level (two-tailed) is 2.021, and because t calculated $> t$ table, H_0 is rejected and H_1 is accepted. This means that the treatment given to the experimental class has a effective on learning outcomes compared to the control class. This finding indicates that there was a statistically significant difference between students who were taught using the scaffolded reading experience (SRE) and those who were taught using the conventional method. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Within this section, the researcher discussed the findings of the research. The purpose of this research is to determine whether the implementation of the

Scaffolded Reading Experience (SRE) strategy can improve reading comprehension, particularly in paying attention to punctuation and understanding the texts they read. Before the treatment, the researcher conducted an initial observation in the experimental class and administered a pre-test to the students of class X TKJ A and class X TKJ B. The purpose of this pre-test was to collect information about the students' awareness, difficulties, and experiences in learning reading. The results showed that many students had limited exposure to reading texts and experienced difficulties in paying attention to punctuation and understanding the content of the text. This feedback further reinforced the need to use the Scaffolded Reading Experience (SRE) Strategy to support the learning process.

CONCLUSION

Based on the pre-test and post-test results in Tables 4.1 and 4.3, it can be concluded that there was a significant improvement in students' reading comprehension after the implementation of the Scaffolded Reading Experience (SRE) strategy. In the pre-test stage, most students showed a low level of initial comprehension, as indicated by the low average scores and the presence of students who obtained minimum scores. However, after the intervention was applied, the post-test results showed a clear improvement, both in the highest scores and in the class average. The increase in the average post-test score from 54.17 to 65.70 indicates that most students successfully improved their understanding of the learning material. Therefore, the implemented intervention proved to be effective in improving students' learning outcomes.

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