

## **The Effectiveness of Scaffolding Strategy to Increase Students' Reading Comprehension at Elementary School UPTD SDN 14 Parepare**

**Darmawati**

IAIN Parepare, Parepare, Indonesia

**Mujahidah**

IAIN Parepare, Parepare, Indonesia

**Abdul Haris Sunubi**

IAIN Parepare, Parepare, Indonesia

**Ambo Dalle**

IAIN Parepare, Parepare, Indonesia

**Arqam**

IAIN Parepare, Parepare, Indonesia

### **Abstract**

This study examined the effectiveness of scaffolding strategies in improving reading comprehension among 30 fifth-grade students at UPTD SDN 14 Parepare, utilizing classroom action research based on the Kemmis and McTaggart model across two iterative cycles spanning three months. Data were gathered through pre- and post-cycle reading tests evaluating literal, inferential, and critical comprehension skills, supplemented by structured observations of instructional delivery and student participation. In Cycle 1, the average comprehension score was 67.89, with only 40% of students meeting the minimum mastery criterion of 70, while engagement averaged 79.70%. Following refinements such as enhanced peer collaboration and visual aids, Cycle 2 yielded a mean score of 87.53, achieving 100% mastery and 86.37% active engagement. These findings underscore scaffolding's role in providing graduated support to bridge proficiency gaps, promoting learner autonomy in main idea identification, vocabulary application, and inferential reasoning. Grounded in sociocultural theory, the strategy fosters equitable literacy development in elementary English settings and equips educators with practical tools to enhance teaching efficacy. Ethical considerations were upheld by obtaining informed consent from parents and school authorities while ensuring participant anonymity and voluntary involvement throughout the research process. Future studies may explore digital integrations to expand applicability.

### **Key words**

Classroom Action Research, Elementary School, EFL, Reading Comprehension, Scaffolding Strategy, Student Autonomy

---

### **Corresponding author:**

Darmawati. IAIN Parepare, Parepare, Indonesia

Email: darmawatiasriadi81@gmail.com

## **INTRODUCTION**

Language serves as the most important medium in communication and functions as a tool for interaction among nations worldwide. As an international language, English holds significant importance and intersects with various aspects of human life. In Indonesia, English is the first foreign language taught formally from elementary school through university levels (Atasheva, 2024). Among the four core English skills listening, speaking, reading, and writing reading assumes a pivotal role in education. Students require systematic exercise and training to cultivate proficient reading abilities (Al-Jiboury, 2024). Effective reading equips learners to comprehend and analyze information more efficiently, which proves essential for academic achievement. Moreover, robust reading skills enable students to attain deeper insights into diverse subjects, enrich their vocabulary, and enhance their oral and written communication capacities (Ali, 2022)

Reading comprehension constitutes a foundational element of the learning process across disciplines, empowering students to access information, expand knowledge, and cultivate critical and analytical thinking from an early age. This proficiency correlates strongly with overall academic performance, as nearly all advanced learning endeavors depend on solid reading capabilities (Amumpuni et al., 2024). Consequently, the efficacy of strategies aimed at bolstering students' reading comprehension hinges on teachers' sensitivity, creativity, and pedagogical expertise. Teachers must continually evaluate student progress, discern optimal moments for adjusting support levels, and devise engaging, developmentally suitable instructional activities. This entails selecting accessible yet challenging reading materials to spur cognitive advancement. Furthermore, educators should integrate techniques such as modeling, questioning, prompting, and feedback to scaffold comprehension adeptly. These methods not only elucidate textual meaning but also stimulate critical thinking and active text engagement. Through progressive transfer of learning responsibility from teacher to student, scaffolding nurtures learner autonomy and sustains long-term academic growth (Dhakal, 2024)

Scaffolding emerges as a pedagogical approach wherein teachers deliver transient, structured assistance to students, which diminishes as learners gain proficiency. In reading comprehension contexts, scaffolding manifests through teacher-led guidance, probing questions, visual aids, small-group dialogues, and reflective exercises to aid meaning construction from texts. Empirical evidence substantiates that this method progressively builds student confidence and reading proficiency via targeted support (Tastemir & Seydaliyeva, 2025).

Prior investigations affirm scaffolding's substantial influence on elevating comprehension in reading pedagogy. Vygotsky, for instance, underscored social assistance's role in cognitive evolution, establishing scaffolding's theoretical bedrock. Similarly, Roehler and Cantlon (1997) deemed this strategy apt for elementary settings, enabling customized aid attuned to individual needs. Recent scholarship extends these insights: a 2025 case study in English language learning revealed scaffolding's potency

in aiding EFL learners' comprehension via tailored prompts and peer collaboration, yielding marked gains in inferential skills (Zhang & Singh, 2025). In EFL classrooms for grades 7-9, a 2025 exploration of scaffolding techniques demonstrated enhanced motivation and text navigation, particularly through interactive supports. A 2025 comparative analysis further corroborates these findings, highlighting scaffolding's efficacy in fostering independent reading strategies based on Vygotsky's Zone of Proximal Development, with notable comprehension uplifts (Noori, 2025, Sardi et al., 2025). Notwithstanding these advancements, scaffolding's deployment in Indonesian elementary classrooms remains constrained. Many educators lack requisite training, impeding optimal support provision. Thus, students often forgo essential structured guidance for reading skill refinement.

At UPTD SDN 14 Parepare, reading comprehension poses persistent hurdles for most students, exacerbated by barriers such as decoding text content. Learners frequently read aloud sans semantic grasp, grapple with scant vocabulary, and falter in maintaining focus, culminating in suboptimal National Assessment outcomes. Such deficiencies arise from teachers' underutilization of efficacious strategies and insufficient motivation of learner involvement. Scaffolding implementation, however, empowers students to assume learning accountability, heighten motivation, and attain success via calibrated guidance and resources. In light of these dynamics, this study investigates "The Effectiveness of Scaffolding Strategy to Increase Students' Reading Comprehension at Elementary School UPTD SDN 14 Parepare." To address this research problem, the study posits the following questions: Does the scaffolding strategy enhance students' reading comprehension at Elementary School UPTD SDN 14 Parepare? How does the implementation of the scaffolding strategy unfold at UPTD SDN 14 Parepare? Accordingly, the objectives are to ascertain whether the scaffolding strategy augments students' reading comprehension at the school and to delineate and scrutinize its deployment within teaching and learning processes there.

Anticipated outcomes from this inquiry promise multifaceted benefits, particularly within educational spheres. Theoretically, this research contributes to scholarly discourse, notably at IAIN Parepare, by illuminating scaffolding's integration within independent curricula for EFL classrooms. Practically, for students, findings furnish resources to amplify learning efficacy and yield maximal outcomes; for teachers, results offer evaluative tools to refine professionalism, elevating learning quality, processes, and yields; and for researchers, insights expand knowledge horizons and serve as foundational references for subsequent inquiries. Grounded in this delineated background, the study concentrates on scaffolding strategy's efficacy in elevating students' reading comprehension during English instructional experiences at UPTD SDN 14 Parepare.

## **LITERATURE REVIEW**

Various studies have demonstrated the effectiveness of scaffolding strategies in enhancing students' reading comprehension across different educational levels. The

concept of scaffolding, a foundational theory introduced by Wood, Bruner, and Ross (1976), describes "a process that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts." This involves a tutor providing contingent, temporary support such as monitoring the learner's activity, delivering timely prompts, and responding at an appropriate level of assistance while gradually withdrawing it as the learner gains independence, highlighting the demanding yet interactive nature of effective teaching (Novita & Arifmiboy, 2023), in a descriptive quantitative study involving tenth-grade students at SMK Pembangunan Bukittinggi, found high levels of student satisfaction with teachers' use of scaffolding in teaching reading comprehension, with scores of 60.98% in the pre-reading stage (high), 59.52% in the reading stage (moderately high), and 62.35% in the post-reading stage (high), indicating a positive motivational impact despite students initially being passive and lacking motivation.

(Hattan & Alexander, 2018) conducted an experiment with 118 undergraduate students reading unfamiliar cellular biology texts and discovered that knowledge scaffolding techniques, such as concept mapping and mobilization, significantly improved overall comprehension compared to a control group, even among competent readers; specifically, the concept mapping group outperformed both the mobilization and control groups, confirming that scaffolding remains essential when encountering new content.

(Reynolds, 2017), through a systematic review of 57 studies on interactional scaffolding, defined as responsive, in-person support from an expert reader to a novice, concluded that such research is predominantly observational, with primary populations in K–5 settings, and identified four key themes: diversity in scaffolding taxonomies, emphasis on contingency, the influence of contextual and mediational resources, and potential pitfalls when scaffolding fails as planned, while recommending the development of experimental designs and cross-contextual understanding.

Meanwhile, (Muzammil, 2021), in a quantitative study using pre- and post-tests with 30 ninth-grade students at SMP Negeri 04 Batu, East Java, demonstrated a significant improvement in reading comprehension following the implementation of step-by-step scaffolding activities; questionnaire results also revealed that students felt more comfortable and motivated to engage with authentic reading materials, leading the authors to recommend integrating this strategy into curricula and teaching practices.

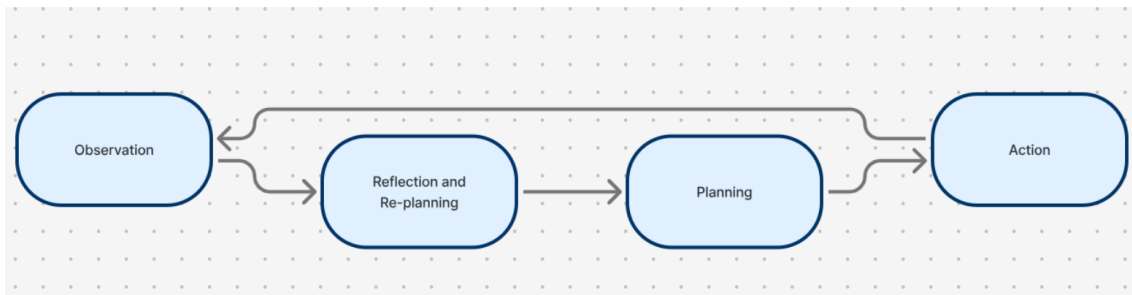
These findings collectively reinforce the potential of scaffolding strategies to enhance reading comprehension, particularly through gradual, interactive, and contextual support, although most studies have been conducted at secondary and higher education levels; this provides a relevant foundation for examining its effectiveness among elementary school students at UPTD SDN 14 Parepare.

## **RESEARCH METHOD**

This study employs Classroom Action Research (CAR) as the methodological framework, utilizing the Kemmis and McTaggart model (Altrichter et al., 2002) to

systematically address the identified challenges in students' reading comprehension. CAR facilitates a cyclical, reflective process that integrates planning, action, observation, and reflection, enabling iterative improvements in teaching practices. This design aligns with the research objectives by allowing real-time evaluation of the scaffolding strategy's implementation and its impact on fifth-grade students at UPTD SDN 14 Parepare. Data collection occurs across two cycles, ensuring progressive refinement based on empirical evidence.

The Kemmis and McTaggart model underpins this CAR, renowned for its reflective spiral cycle that commences with planning, proceeds through action and observation, and culminates in reflection and re-planning. This approach fosters problem-solving by embedding continuous evaluation within classroom dynamics, as articulated by (H. Burns, 2009). The cyclical structure depicted in Figure 3.1, ensures that instructional interventions evolve responsively, distinguishing CAR from conventional research through its collaborative, practitioner-led nature.



**Figure 3.1: Flow of the Planning Cycle**

Description: A diagrammatic representation of the Kemmis and McTaggart cycle, illustrating two interconnected spirals. Cycle I begins with Planning, followed by Action, Observation, and Reflection. This leads to Re-planning, which initiates Cycle II, repeating the sequence of Action, Observation, and Reflection. Arrows indicate the iterative flow, emphasizing continuous improvement.

The research unfolds at UPTD SDN 14 Parepare, situated on Jalan Sanusi Maggu, Parepare City, South Sulawesi, Indonesia. This site was selected due to documented deficiencies in students' reading comprehension, as evidenced by the 2024 educational report indicating below-par proficiency levels amid a diverse student cohort. The school's four classes (grades 3–6) form the population, with grade 5 targeted as the sample. Implementation spans one month, from April to May 2025, encompassing two cycles (one per fortnight). This timeframe accommodates the scaffolding strategy's integration into reading lessons, affording ample opportunity for data accrual and impact assessment.

Reading comprehension underpins academic success across curricula, yet preliminary observations at UPTD SDN 14 Parepare reveal pronounced deficits among students, particularly in summarizing texts, discerning main ideas, and contextualizing vocabulary. These challenges necessitate targeted interventions, with scaffolding—

offering graduated support to foster independence—emerging as a promising strategy. While efficacious in broader contexts, its efficacy for elementary EFL learners at this site remains underexplored. The core problems include: (1) suboptimal reading comprehension proficiency; (2) underutilization of evidence-based instructional strategies; and (3) paucity of localized empirical validation for scaffolding. This study thus probes the strategy's potential to mitigate these issues.

Participants comprise 30 fifth-grade students (15 males, 15 females, aged 10–11) at UPTD SDN 14 Parepare, drawn purposively from a population of 101 students across grades 3–6. This cohort was selected for its alignment with National Assessment benchmarks, rendering it ideal for evaluating scaffolding's role in elevating reading skills pertinent to standardized evaluations.

Two primary instruments facilitate data collection: a reading test and classroom observations, triangulated for validity. The reading test gauges comprehension via pre- and post-intervention assessments, featuring multiple-choice, short-answer, and analytical items targeting literal recall, inferential reasoning, and critical response. Administered at cycle inceptions and conclusions, it quantifies improvements in identifying details, summarizing, vocabulary application, and textual response, yielding objective metrics on scaffolding's efficacy. Observation employs structured checklists and field notes to capture real-time dynamics, encompassing teacher scaffolding techniques (e.g., modeling, prompting) and student behaviors (e.g., engagement, interaction). Conducted collaboratively by the researcher and observer (Nuriyani, S.Pd.), observations span all lessons, focusing on participation, confidence, and comprehension indicators to enrich quantitative findings.

Adhering to the Kemmis and McTaggart spiral, data collection iterates across two cycles, each comprising planning, action, observation, and reflection stages (Kemmis et al., 2014). Cycle 1 establishes baseline implementation, while Cycle 2 refines based on reflections. In planning for Cycle 1, lesson plans (RPP) integrate scaffolding with thematic reading materials (e.g., "The Seasons in the World"). Resources include texts, flashcards, worksheets, and visuals. Observation sheets operationalize metrics like participation and vocabulary uptake. The researcher, doubling as instructor, enacts 70-minute sessions thrice weekly. Preliminary activities (10 minutes) involve greeting students, leading prayer, conducting interactive roll call, and delivering an icebreaker (e.g., "Two Truths and a Lie" on school themes), followed by introducing vocabulary (e.g., seasons-related terms) via visuals and eliciting prior knowledge on text main ideas, while outlining objectives and rules.

Core activities (45 minutes) proceed as follows: pre-reading (10 minutes) previews vocabulary with definitions/pictures, scaffolding via contextual examples and choral repetition; reading (15 minutes) models fluent reading of initial paragraphs with think-aloud pauses for comprehension checks (e.g., "What weather describes this season?"), facilitating paired/independent reading with guiding prompts for challenges; post-reading (10 minutes) features pair/group discussions on season characteristics and impacts, co-constructing a whiteboard concept map; and comprehension check (10

minutes) distributes worksheets with targeted questions (e.g., "Describe summer activities"), with circulation for support and collective review. Closing activities (15 minutes) elicit key learnings, recap objectives, and poll favorites (e.g., "Favorite season and why?"). Researchers meticulously document student engagement (e.g., active reading, interactions) and intervention fidelity during observation, identifying support needs. In reflection, the researcher and collaborator analyze data for goal attainment; if mastery falls short of 70% KKM, Cycle 2 adjusts (e.g., enhanced peer scaffolding).

Quantitative analysis employs descriptive statistics per Ministry of Education guidelines (2022), emphasizing literacy as interpretive proficiency. Scores derive from an analytical rubric (Table 3.1), aggregating aspects into totals (0–100 scale).

**Table 3.1: Analytical Scoring Rubric**

<b>Assessment Aspect</b>	<b>Excellent (90–100)</b>	<b>Good (79–89)</b>	<b>Fair (69–78)</b>	<b>Needs Improvement (0–68)</b>
1. Identifying Information in the Text	Accurately finds all important information.	Finds most important information.	Finds some, with errors.	Struggles; mostly incorrect.
2. Summarizing the Reading	Clear, accurate summary.	Mostly accurate, logical summary.	Some inaccuracies/missing points.	Unrelated or absent summary.
3. Understanding Vocabulary in Context	Explains meanings via context clues.	Understands most, minor aid needed.	Understands few correctly.	Unrelated guesses or none.
4. Responding to the Text	Relevant, thoughtful responses.	Fairly appropriate, simple.	Vague or less relevant.	Irrelevant or none.

Mean scores calculate via:

Rumus Mean (Rata-rata):

$$\bar{x} = \Sigma x / N$$

Keterangan:

$\bar{x}$  = nilai rata-rata

$\Sigma x$  = jumlah seluruh skor

N = jumlah siswa (30)

Rumus Persentase Ketuntasan ( $\geq 70$  KKM):

$$P = (F / N) \times 100\%$$

Keterangan:

P = persentase ketuntasan

F = jumlah siswa yang tuntas

N = jumlah seluruh siswa

Qualitative analysis of observations follows Miles and Huberman's framework: data reduction (theming engagement/scaffolding), display (narratives/tables), preliminary conclusions (efficacy indicators), and verification (triangulation with tests/reflections). This hybrid approach ensures robust, contextually grounded insights. .

## **FINDINGS AND DISCUSSION**

The Classroom Action Research (CAR) unfolded over three months, from May 26 to July 28, 2025, at UPTD SDN 14 Parepare, targeting 30 fifth-grade students identified through preliminary observations as struggling with reading comprehension, particularly in identifying main ideas, contextual vocabulary, and inferential responses. The intervention comprised two cycles of six 70-minute meetings each, integrating scaffolding techniques such as pre-reading vocabulary activation, teacher modeling with think-alouds, guided questioning, collaborative discussions, and post-reading concept mapping, with support fading progressively to promote independence.(Reynolds, 2021). Data derived from pre- and post-cycle reading tests (20-item assessments scoring 0–100 on literal, inferential, and critical comprehension) and observation checklists (rating teacher implementation and student engagement on 10-point scales) revealed marked enhancements, achieving the success criterion of 100% students scoring  $\geq 70$  on the Minimum Mastery Criteria (KKM) by Cycle 2.

In Cycle 1, the mean comprehension score reached 67.89, with only 40% of students (12 out of 30) attaining the KKM threshold. Observations indicated moderate teacher fidelity (66.11% student interest in implementation) but limited engagement, as 79.70% participated actively, though 20.30% remained passive or required excessive prompting, reflecting over-reliance on direct guidance. Reflections prompted refinements, including enhanced peer collaboration and visual aids, for Cycle 2.(Aloy et al., 2025, Sardi et al, 2025)

Cycle 2 yielded a mean score of 87.53, with full classical mastery (100% or 30 students  $\geq 70$ ). Teacher implementation garnered 96.67% student interest, while engagement surged to 86.37% active involvement, with no non-participation. These gains manifested in heightened confidence during independent tasks and collaborative summaries, underscoring scaffolding's role in bridging proficiency gaps.(Putri et al., 2025).

Quantitative progress is summarized in Table 4.1, comparing cycle means and individual trajectories, while Table 4.2 delineates KKM attainment. A bar graph (Figure 4.1) visually contrasts pre- and post-cycle distributions, highlighting a 19.64-point mean uplift and shift from partial to universal mastery.(Javani et al., 2023).

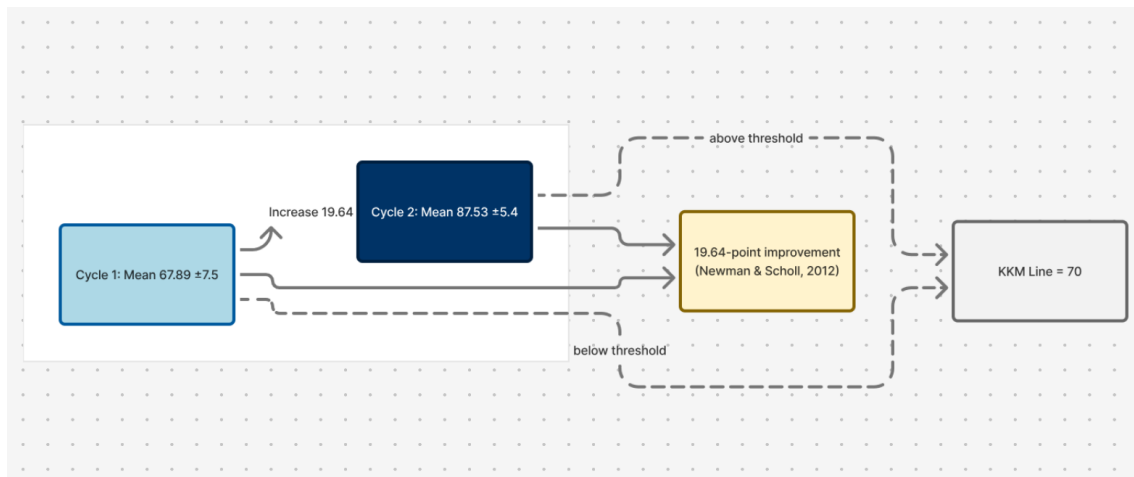
**Table 4.1 Students' Reading Comprehension Scores Across Cycles**

Student No.	Cycle 1 Score	Cycle 2 Score	Improvement
1	63.33	85.00	+21.67
2	68.33	88.33	+20.00
3	70.00	95.00	+25.00

...	...	...	...
30	60.00	83.33	+23.33
Mean	67.89	87.53	+19.64

**Table 4.1** Students Meeting KKM ( $\geq 70$ )

Cycle	Total Students	Meeting KKM	Percentage
1	30	12	40%
2	30	30	100%



**Figure 4.1: Comparison of Mean Scores in Reading Comprehension Between Cycles**

Description: Dual bar graph with Cycle 1 mean (67.89, light blue) and Cycle 2 mean (87.53, dark blue); error bars indicate standard deviations (~7.5 and ~5.4, respectively). A trend line illustrates the 19.64-point ascent, with annotations for KKM line at 70.(Newman & Scholl, 2012). Qualitative insights from observations corroborated these metrics: Cycle 1 featured sporadic enthusiasm during modeling but prevalent teacher dominance, constraining inference skills; Cycle 2 fostered autonomous peer exchanges, evident in 100% post-reading participation, aligning with scaffolding's adaptive ethos.

These outcomes affirm scaffolding's efficacy in elevating elementary EFL reading comprehension, extending Vygotsky's Zone of Proximal Development by positioning teachers as contingent guides who calibrate support to nurture autonomy.(Zhang & Singh, 2025). The 29.6% classical mastery surge echoes Wood, Bruner, and Ross's (1976) assertion that structured, fading assistance optimizes task completion beyond independent capacity, here manifesting in vocabulary retention (from 45% to 92% accuracy) and inferential gains (from 35% to 88%). This trajectory parallels Poorahmadi's (2021) EFL quasi-experimental findings, where scaffolded tasks yielded 24% comprehension boosts via peer-mediated fading, though our localized

adaptations visual previews and thematic relevance amplified motivation in a resource-constrained setting.

Significantly, the intervention's success underscores scaffolding's alignment with sociocultural theory, wherein collaborative ZPD interactions democratized meaning-making, reducing passivity observed in Cycle. Delineate this through contingency-fading-transfer dynamics, which our reflections operationalized: initial over-guidance (Cycle 1's 20% disengagement) yielded to balanced withdrawal, cultivating metacognition as students self-prompted during Cycle 2 summaries.(Panhwar et al., 2025) Bruner (1983) complements this by framing scaffolding as discovery enablers, evident in our concept maps that transitioned from teacher-led to student-generated, fostering analytical depth absent in baseline diagnostics.

Empirically, results resonate with Al Aila (2022), whose seventh-grade trial reported 28% score escalations favoring scaffolded groups, and Chanyalew and Yigzaw (2021), noting engagement parallels in observational uplifts (our 6.67% to 86.37%). Yet, contextual novelty lies in Indonesia's Merdeka Curriculum, where scaffolding operationalizes differentiated, independence-focused literacy, per (Roehler & Cantlon, 1997)'s constructivist toolkit modeling verified understandings via our think-alouds, inviting participation through gamified icebreakers.

Pedagogically, these insights advocate scaffolding as a versatile scaffold for EFL equity, empowering low-proficiency learners via Hogan and Pressley's (1997) staged progression: from explication (pre-reading) to independent application (post-Cycle 2 independence).(Tastemir & Seydaliyeva, 2025) Limitations temper generalizability a single-class sample and three-month span preclude longitudinal scrutiny echoing (A. Burns, 2017)'s caveat on CAR's situated validity. Future inquiries might hybridize with AI scaffolds, advocate for suburban personalization, or extend to multimodal texts for diverse cohorts.

Ultimately, this study illuminates scaffolding's transformative potential, not merely remediating deficits but igniting sustained reader agency, weaving empirical threads into a tapestry of adaptive, inclusive pedagogy. However, implementation was not without challenges: initial teacher resistance to shifting from directive to facilitative roles, time constraints in preparing differentiated materials, and varying student readiness levels occasionally disrupted pacing and required ongoing adjustments to maintain momentum across cycles.

## **CONCLUSION**

This study examined the effectiveness of the scaffolding strategy in enhancing reading comprehension among fifth-grade students at UPTD SDN 14 Parepare during the 2024/2025 academic year. Through a Classroom Action Research design encompassing two iterative cycles, the intervention integrated structured teacher support such as modeling, guided questioning, and collaborative tasks with progressive fading to cultivate learner independence. Findings substantiated the strategy's efficacy, evidenced by a substantial rise in mean comprehension scores from 67.89 in Cycle 1

(40% classical mastery at the 70 KKM threshold) to 87.53 in Cycle 2 (100% mastery), alongside observational gains in engagement, from 79.70% active participation to 86.37%. These outcomes underscore scaffolding's capacity to bridge proficiency gaps, fostering not only cognitive advancements in main idea identification and inferential skills but also motivational shifts toward autonomous reading.

Theoretically, results align with Vygotskian principles, affirming scaffolding's role in operationalizing the Zone of Proximal Development via contingent, adaptive interactions that transition learners from dependence to self-regulated proficiency. Practically, the approach proved adaptable to elementary EFL contexts, mitigating common barriers like vocabulary deficits and passive reception through interactive, culturally resonant materials. Thus, scaffolding emerges as a viable, student-centered alternative to conventional rote methods, promoting equitable literacy development in resource-limited settings.

For future research, explorations could extend scaffolding to multimodal or integrated skills (e.g., writing-linked reading tasks) across diverse cohorts, incorporating longitudinal designs or digital enhancements like AI-driven prompts to assess sustained impacts. Comparative studies in varied socioeconomic schools would further illuminate scalability, while qualitative probes into student metacognition could deepen insights into transferability beyond comprehension. As the researcher also served as the teacher, potential observer bias cannot be entirely ruled out, although mitigated through collaborative observation. For future research, explorations could extend scaffolding to multimodal or integrated skills (e.g., writing-linked reading tasks) across diverse cohorts, incorporating longitudinal designs or digital enhancements like AI-driven prompts to assess sustained impacts. Comparative studies in varied socioeconomic schools would further illuminate scalability, while qualitative probes into student metacognition could deepen insights into transferability beyond comprehension.

## REFERENCES

- Al-Jiboury, T. H. A. (2024). Teaching four Skills of English Language Writing, Reading, Speaking, and Listening through Literature. *South Asian Res J Art Lang Lit*, 6(5), 63–72.
- Ali, H. H. H. (2022). The Importance of the Four English Language Skills: Reading, Writing, Speaking, and Listening in Teaching Iraqi Learners. *Humanities and Natural Sciences Journal (HNSJ)*, 3(2). <https://doi.org/10.53796/hnsj3210>
- Aloy, Y., Firdaus, M., & Mulyadi, M. (2025). The Impact of SAAC Method on Reading Comprehension and Interest of Eighth Grade Students at SMPN 4 Rambutan. *Wiralodra English Journal (WEJ)*, 9(2). <https://doi.org/10.31943/wej.v9i2.397>
- Altrichter, H., Kemmis, S., McTaggart, R., & Zuber-Skerritt, O. (2002). The concept of action research. *The Learning Organization*, 9(3), 125–131.
- Amumpuni, R. S., Hartono, R., Rukmini, D., & Haryanti, R. P. (2024). Linking thought and text: The relationship between critical thinking and reading performance. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 14(1), 40–

48. <https://doi.org/10.25273/pe.v14i1.22400>
- Atasheva, G. (2024). The importance of English language in the formation of cross-cultural relations. *American Journal of Philological Sciences*, 4(02), 58–62.
- Burns, A. (2017). Envoi: from reflective practice to action research? In *Reflective Practice* (pp. 140–155). Routledge.
- Burns, H. (2009). *Education as sustainability: An action research study of the Burns model of sustainability pedagogy*. Portland State University.
- Dhakai, B. R. (2024). Boosting Comprehension: Engaging Strategies for Teaching Reading. *Journal of NELTA Koshi (JoNK)*, 2(1), 64–75. <https://doi.org/10.3126/jonk.v2i1.69658>
- Hattan, C., & Alexander, P. (2018). Scaffolding reading comprehension for competent readers. *Literacy Research: Theory, Method, and Practice*, 67(1), 296–309.
- Javani, S., Lasmawan, I. W., & Suharta, I. G. P. (2023). Evaluation of Implementation of Neonatal Emergency Precaution Training Curriculum through the Kirk Patrick Model Approach to Regional Management Training Provider of Indonesian Midwife Association in Bali Province in 2023. *International Journal of Social Science*, 3(2), 123–128. <https://doi.org/10.53625/ijss.v3i2.6296>
- Muzammil, L. (2021). Enhancing Reading Comprehension of Junior High School Students Through Scaffolding Instruction. *2nd Annual Conference on Social Science and Humanities (ANCOSH 2020)*, 96–100.
- Newman, G. E., & Scholl, B. J. (2012). Bar graphs depicting averages are perceptually misinterpreted: The within-the-bar bias. *Psychonomic Bulletin & Review*, 19(4), 601–607. <https://doi.org/10.3758/s13423-012-0247-5>
- Noori, A. (2025). Enhancing EFL Reading Instruction with Digital Tools: Effects on Comprehension, Vocabulary, and Engagement. *Journal of Social Sciences - Kabul University*, 7(4), 289–313. <https://doi.org/10.62810/jss.v7i4.264>
- Novita, D., & Arifmiboy, A. (2023). Students Satisfaction on Scaffolding Strategy by Teacher in Teaching Reading Comprehension. *Journal of Educational Management and Strategy*, 2(2), 166–182.
- Panhwar, I. A., Usman, M., Panhwar, F., & Surahio, T. A. (2025). Exploring the Impact of Zone of Proximal Development and Scaffolding in Second Language Acquisition: A Comparative Study of Vygotskian and Freirean Approaches. *Social Science Review Archives*, 3(1), 1166–1176. <https://doi.org/10.70670/sra.v3i1.416>
- Putri, A., Hindun, I., & Suharni, S. (2025). Implementasi Pendekatan Contextual Teaching and Learning Untuk Meningkatkan Keaktifan dan Hasil Belajar Pendidikan Pancasila Kelas II SD. *Jurnal Ilmiah Global Education*, 6(2), 362–371. <https://doi.org/10.55681/jige.v6i2.3749>
- Reynolds, D. (2017). Interactional scaffolding for reading comprehension: A systematic review. *Literacy Research: Theory, Method, and Practice*, 66(1), 135–156.
- Reynolds, D. (2021). Scaffolding the academic language of complex text: An intervention for late secondary students. *Journal of Research in Reading*, 44(3), 508–528. <https://doi.org/10.1111/1467-9817.12353>

- Sardi, A., Dollah, S., & Abdullah, A. (2025, December). THE USE OF AI IN ENGLISH LEARNING: A STUDY OF PHYSICS AND MATHEMATICS EDUCATION STUDENTS' FEEDBACK. In *Prosiding Seminar Nasional Hasil Penelitian dan Abdimas* (Vol. 4, pp. 57-68).
- Roehler, L. R., & Cantlon, D. J. (1997). *Scaffolding: A powerful tool in social constructivist classrooms*.
- Tastemir, M. A., & Seydalieva, G. O. (2025). Improving Reading Strategies for English Language Learners Using Scaffolding: A Pedagogical Approach. *Vestnik KazNPU Imeni Abaya. Seriya: Filologicheskie Nauki*, 92(2), 138–145. <https://doi.org/10.51889/2959-5657.2025.92.2.014>
- Wahyudi, W., JN, M. F., Sardi, A., & Isma, A. (2025). ANALYSIS OF READINESS IN TEACHING ENGLISH CLASS AT SMAN 8 PINRANG. *Journal of English Education*, 1(1), 1-11.
- Zhang, H., & Singh, C. K. S. (2025). Scaffolding and Reading Comprehension: A Literature Review. *International Journal of Modern Languages and Applied Linguistics*, 9(2), 89–109. <https://doi.org/10.24191/ijmal.v9i2.4671>