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THE IMPLEMENTATION OF SCAFFOLDING READING EXPERIENCE STRATEGY IN INCREASING STUDENTS' COMPREHENSION

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Abstract

The aim of this research is to find out whether there is a significant difference in achievement between students who were thought reading comprehension by using SRE strategy and those who are not, and to examine the students' responses toward the SRE strategy used in teaching reading comprehension. The method used in this study was experimental design in which classified into experimental and control groups. The population of the study was the first-grade students of State Vocational School 1 Nisam, North Aceh. The data were collected through a reading comprehension test and a set of questionnaires. The finding showed significant differences between the pre-test and post-test score. The result showed that the means of pre-test for both class of experimental was $M=46,79$, $SD = 14,15$ to post test ($M = 75,36$, $SD = 12,01$), $t(27) = -11,92$, $p < .001$ (two-tailed). The data squared statistics (.84) indicated a large effect size. The mean increase from the test illustrated significant difference between pre-test and post-test, hence the hypothesis was accepted. Furthermore, the result of data analysis from the questionnaire showed that most of the students responded positively.

Keywords: *Reading Comprehension, teaching reading, SRE.*

1. Introduction

Reading is one of the four basic skills in language learning. Reading is a learning process of transferring information from writer to reader by using written form. It is a complex mental process which includes several different components such as seeing, paying attention, paying attention, remembering, preserving meaning, synthesizing, analysing and interpreting (Celik, 2019). Furthermore, reading comprehension is very important for students in enhancing their knowledge and information. Many sources of written information need to access through reading.

Moreover, reading also helps students to refresh their ideas, enlarge their vocabulary and also will be more familiar with English sentence and structure.

Reading is required to be mastered by students because the national examination question for English lesson in recent years are mostly in reading comprehension forms. It means that students who face final examination are supposed to understand the text, so that they could answer the question correctly. Therefore, students are required to be able to comprehend the reading text and should be encouraged to improve their ability in reading comprehension. This is line with the expectation of curriculum 2013, that the students are expected to be able to comprehend the meaning of narrative text both in oral and written text (Standard Competition, KD 3.9).

Reading can be fun activity when we know strategy or technique in teaching especially for the students who are not interested in doing this activity. Besides, characterize as a component in the psychological domain, can uniquely influence reading comprehension Cartwright, K. B (2015). Thus, reading activity could be enjoyed only if they know what strategy works best.

Furthermore, comprehension is really important either in reading or other skills. According to Gilakjani and Sabouri (2016), reading comprehension is the process of constructing meaning from text. The aim is to understand a text rather than to acquire meaning from individual words or sentences.

Moreover, as it is stated in the previous paragraph, it is realized that reading comprehension is not an easy activity. It means that the success of the readers in getting the information or understanding about what they read depends on the strategy used. This is in line with the finding from Al-Raqqad and colleagues (2019) that reading strategy was one of the factors that enhance reading comprehension. In other words, strategies help the readers to engage in the reading activity. In addition, the strategy can help the students in getting a deep understanding to comprehend the text. Further, strategy also may lead to critical thinking while figuring out the writer's unstated meaning.

The researcher did some preliminary study at State Vocational School 1 Nisam. The school consist of some department; technique of motorcycle, computer network, and processing of agricultural products. Besides, the students also have to focus to the practical class consist of department that have been chosen. Therefore, the majority students are male.

Based on those findings, the researcher interested in conducting preliminary research by interviewing several students. The researcher found that the students prefer practical class compare to the other lessons. Furthermore, English is not their favourite lesson as they are more comfortable to speak in their mother tongue (i.e. Bahasa Indonesia or Bahasa Aceh). On the other hands, after going home from school they usually help their parents to work at rice field, garden and herding cows. Consequently, teachers have to use some relevant and effective strategies to meet students' needs. Hence, teachers should motivate students on daily basis.

Based on preliminary study in January, 2020 at State Vocational School 1 Nisam, the researcher focused to observe on the difficulties that students faced in teaching and learning process especially in teaching reading. The researcher found that; 1) Many students had difficulties in comprehending the texts as students have lack of vocabulary, especially when it comes to comprehend the passage. 2) The researcher interviewed students to ask about their obstacles in reading comprehension. Many students said that they hardly ever to be taught about reading aspects. In addition, they have problem mostly in finding main idea, specific detail, and recognizing words from the text.

As a result, they are not being able to answer the comprehension question effectively because the students do not know the background of information about the text. Prior knowledge has been operationalized with different degrees of breadth of knowledge assessed Cervetti & Wright, (2019). 3) in teaching and learning process especially in reading class, the teacher less does the step by step to motivate the student about material that will be learn such as information about the text, graphic organizer and main mapping. 4) Discussion class usually do in speaking class but less in reading class, its affect to the students' self-improvement. It's affected to the students' comprehension in comprehending the texts and how the student built their confident in helping each other.

In order to overcome these problems, some efforts should be taken. There should be several developments in the way the teachers present the reading comprehension material. Brown (2001:57) recommended that the teacher has a facilitator who offers guidance to students in creating an interesting and motivating lesson. Therefore, the teacher must be creative in selecting and preparing instructional materials, activities and media to make teaching and learning process more interesting. The writer proposes to use Scaffolding reading strategy in teaching reading comprehension.

The use of Scaffolding method has been used in the previous research, for example a study conducted by Hamzah and Rozimela (2018). However, most previous studies focus more on senior high school students rather than vocational students. In fact, vocational students are trained more on practical skill therefore reading strategy is then more prominent.

As Pearson (1996) points out, "scaffolding allow us, as teachers, to intervene in an environment and provide the cueing, questioning, coaching, corroboration, and plain old information needed to allow students to complete a task before they are able to complete it independently.

To support this study, relevant previous research findings were presented Kamil, R (2017) on her research entitle Exploring Teacher's Scaffolding to The Students in Teaching Writing. Then, Salem, A (2016) on their research entitle Scaffolding Reading Comprehension, all of the result of these researches showed that scaffolding strategy was an alternative way which was more effective for teaching English especially in reading comprehension.

The studies mentioned above are examples of scaffolding strategy used in learning process in developing reading comprehension skill. The objective of the study focuses on students reading comprehension performance and students responses towards the use of Scaffolding strategy in teaching reading comprehension.

2. Literature Review

2.1 The Importance of Reading

Reading comprehension should play an important role in second language classroom. As a matter of fact, reading can be an additional solution in increasing and enriching vocabulary. The meaning of a new word should be explained to students rather than just providing a dictionary definition for the word—which may be difficult for students to understand. According to Beck et al (2013), two basic principles should be followed in developing student-friendly explanations or definitions.

Sometimes a word's natural context (in text or literature) is not informative or helpful for deriving word meanings Beck et al., (2013). It is useful to intentionally create and develop instructional contexts that provide strong clues to a word's meaning. These are usually created by teachers, but they can sometimes be found in commercial reading programs. In knowing the meaning of printed word in reading, the readers need reading comprehensively.

Furthermore, according to Pearson & Cervetti (2015) stated that definition of reading should be expanded to encompass new developments in the field that includes the important roles of texts and contexts in the construction of meaning. They proposed that reading comprehension occurs through interactions among the reader, the text, the activity, and the larger sociocultural context. Meanwhile Purcell-Gates, Duke, and Stouffer (2016) argued that definitions of reading must go further by attending to the process as it occurs in the context of “socioculturally constructed literacy practices” (p. 1218), including the values, beliefs, and power relations that characterize those practices, such as those related to language, gender, ethnicity, religion, economics, and geopolitics.

2.2 Types of Classroom Reading Comprehension

1. Extensive Reading

Reading for reader interest, it is can be any topic of interest such as fiction, comics, folktale, novels, short articles in the newspapers and magazines, and other kinds reading materials. Extensive reading should ensure the students have opportunities to read at their level. It should be done in a low anxiety environment. Consequently, Extensive Reading support for the reading attitude model, which, it should be recalled, holds that in order to promote reading among EFL learners, the most important is the affective aspect of reading attitude, since it directly influences the intention to read (i.e., conative attitude) and finally initiates the act of reading itself Day & Prentice, (2016).

2. *Intensive Reading*

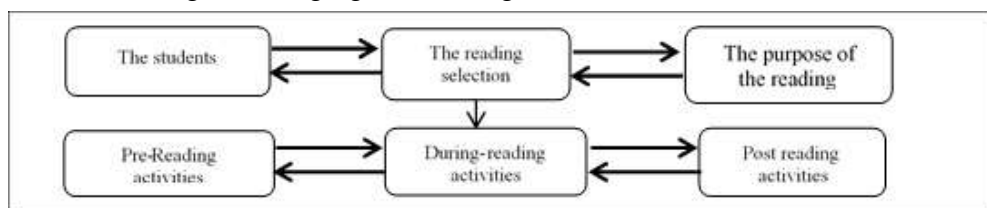
In depth reading you read for details and extract specific information on particular topics the kind of reading you do when you study, prepare a term paper, or an oral report. In this case teacher are encourage students to read for general understanding, without worrying the meaning of the world. Nation (2009:25) indicates that intensive reading focuses on comprehension of a particular text and it is useful when reading other texts later on. Intensive reading is much effective for the development of the reading skills of students since "most of the reading skills are trained by studying shorts texts in detail.

2.3 *Scaffolding Reading Experience*

The ideas of scaffolding instruction as a teaching strategy originates from Vygotsky's (1978) learning theory and his concept of the zone of proximal development (ZPD). The nation of scaffolding was first used to describe caretakers verbal interactions with their children when helping them learn how to read Fitzgerald & Graves, (2004) and can be defined as a process that enables a child or novice to solve a task or achieve a goal that would be his unassisted efforts. The ZPD refers to the range between what a child is able to do independently and what the child is able to do with the assistance of a more knowledgeable other.

In scaffolding instruction, a teacher provides scaffolds or supports to facilitate students' ability to build on prior knowledge and internalize new information. SRE is divided into two main phases. The first phase is the planning which considers three important factors; the students, the reading selection, and the purpose of reading. To put it differently, the teacher's planning will be always fluctuated depending on the three mentioned factors.

The second phase is the application phase which is the result of the planning and reading is divided into three parts. Each section includes number of activities that teachers can choose according to the needs of their students. The first section is 'before-reading activity' aims to prepare students to cope with the reading material by activating their prior knowledge. The section 'during-reading activities' aims to model good reading strategies which help students interact with a reading text. The third section 'after-reading activities' is to check that student grasped and comprehended the reading selection and to sometimes utilize the reading text as a tool for teaching other language study like grammar Gibbons (2002).



Sources: Graves, M. F., Juel, C., & Graves, B. B. (1998).

Each section was accompanied by a number of activities that service its purpose. Pre-reading activities serve as a hook for students to get engaged in the reading process prior to reading. Furthermore, they activate their prior knowledge and help students enjoy and manage difficult reading selections. It included activities such as activating or building background knowledge, building text-specific knowledge, relating the reading to students' lives, pre-teaching vocabulary, pre-teaching concepts, pre-questioning, predicting, and setting direction, predicting, sequencing illustrations, reader questions, and storytelling in the mother tongue.

During-reading activities included what both students and teachers do during the actual reading process once the pre-reading activities are accomplished. During-reading activities include silent reading, reading to students, modifying the text, modelled reading, rereading for detail, shadow reading, summarizing the text, and jigsaw reading.

Post-reading activities are important and provide opportunities for second language student to recall important information from the text. They also help students respond to the authors' message by reflecting or thinking critically. Post-reading activities include discussion, building connections, re-teaching, cartoon strip, story map, and hot seat. It is worth mentioning that some of the previously mentioned activities are not limited to pre-reading, during-reading, and post reading stages but can be used in any stage according to the teachers' evaluation of students, situation and reading selection. It is crucial to enlighten students about the purpose of reading, let them ask themselves about the purpose of reading a particular passage, the kind of information they will get from it.

By using SRE, activities are designed in accordance with the different levels of students, which might require different sets of activities that match different group of students.

2.4 Advantages and Disadvantages of Scaffolding

One of the main benefits of scaffolding instruction is that provides for a supportive learning environment. Instructors are caring and interested in helping students learn. Students are free to ask questions, provide feedback and support their peers in learning new material. An instructor who uses instructional scaffolding becomes more of a mentor and facilitator of knowledge than the dominant content expert. This teaching style provides the incentive for students to take a more active role in their own learning. Students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels. Through this interaction, students are able to take ownership of the learning event. The need to implement a scaffold will occur when you realize a student is not progressing on some aspect of a task or unable to understand a particular concept.

Although scaffolding is often carried out between the instructor and one student, scaffolds can successfully be used for an entire class. According to McKenzie (2000), there are eight characteristics of educational scaffolding: it provides clear

directions; clarifies purpose; keeps student on task; offers assessment to clarify expectations; points students to worthy sources; reduces uncertainty, surprise and disappointment; delivers efficiency; creates momentum.

However, scaffolding instruction has some disadvantages. Van Der (2002) mention that the biggest disadvantage of scaffolding is that if the teacher were to present scaffolding lessons to meet the needs of each individual, this would be extremely time-consuming. Implementation of individualized scaffolds in a classroom with a large number of students would be challenging. Another disadvantage is that, unless properly trained, a teacher may not properly implement scaffolding instruction and therefore will not see the full effect. Scaffolding also requires that the teacher give up some control and allow the students to make errors. This may be difficult for teachers to do. Finally, Teachers should be aware that what suits some students does not necessarily suit to others. Each teacher should understand the nature of his/her students, what skills they have and what they do not have, so that appropriate scaffolding activities can be well-designed and presented at a suitable time.

3. Research Method

This study was employed to students of State Vocational School 1 Nisam with the total of sample was 28 students for control group and 28 students for experimental group. This research was conducted research methodology with a mixed method. The study underwent two main phases sequentially. The first phase was the quasi-experimental phase in which quantitative data was collected. It implemented an “experimental” group and a “control” group to investigate whether there is a significant difference in achievement between the students who were taught reading comprehension through Scaffolding Reading Experience (SRE) and those who were not.

The researcher taught the experimental class, meanwhile the English teacher at the school taught the control class. Both groups were taught the same material based on curriculum for the first-grade students. Then, the post-test was given to both classes after the treatment to compare the result of learning. The second is a qualitative method in which students were given an open-ended questionnaire sheet to be answered.

The researcher used two techniques of data collection: Test and questionnaire. A test is used to see if there was a significant difference in improvement between the experimental and the control class, the T-test was done. On the other hand, the questionnaire used to find out the student responses after the treatment done. The questionnaire contains of ten questions on reading comprehension by using Scaffolding strategy. Students were asked to select the response that suits them best range from 1 (Strongly Disagree) to 4 (Strongly Agree).

4. Results and Discussion

4.1 Data from the Test

Table 4.2 reported the statistical summary on the pre-test score of the experimental group and control group. It can be seen from the table that the score of the experimental group in the pre-test is 75.36 and the control group is 46.79. The standard deviation of the experimental group in the pre-test is 12.013 and that the control group is 14,156. The minimum score of the experimental group is 50.00 and the control group is 20.00 in the pre-test. Moreover, the maximum score of experimental-group is 100 and the control-group is 80 in the post-test.

Table 1. Statistical Summary on the test Score of experimental Group and Control Class

Group	N – Statistic	Mean	Std. Deviation	Minimum Statistic	Maximum Statistic
Experimental	28	75.36	12.01	50.00	100.00
Control	28	46.79	14.15	20.00	80.00

The paired sample of t-test of the score from both groups was employed to confirm whether the data obtained while the treatment from two groups showed a significant different or not. This test also used to ensure that the samples in this study were in the same level of reading comprehension ability.

		Paired Differences			95 % Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	lower	upper	t	df	Sig. (2-tailed)
Pair 1	With Treatment	-	12.6	2.39	-	-	-	2	0.00
	Without Treatment	28.57			33.48	23.65	11.92	2	

Table 2. Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Experimental	75.26	28	12.01	2.270
Control	46.79	28	14.15	2.675

Table 3. Paired Sample Correlation

Pair	No Treatment and with Treatment	N	Correlation	Sig.
1		28		0.003

After the data collection was conducted through tests that measured students' reading comprehension, the researcher obtained the data from both pre-test and post-

test. The result showed that the students' reading comprehension score in the experimental class were better after the treatment. It was proven by the significant difference result that the researcher found in the post-test where the test score was higher than the pre-test.

A paired-samples t-test was conducted to evaluate the impacts of intervention with Scaffolding Reading Experience Strategy on students score of reading english. There was a statistically significant increase in students score before and after the intervention from pre test ($M=46.79$, $SD = 14.15$) to post test ($M = 75.36$, $SD = 12.01$), $t(27) = -11.92$, $p < .001$ (two-tailed). The mean increase was 28.57 with a 95% confidence interval ranging from -33.49 to -23.65. The eta squared statistics (0.84) indicated a large effect size.

4.2 The Result of Questionnaire

The data questionnaire mainly deals with the students' responses toward the use of SRE Strategy to improve reading comprehension. Based on the analysis of questionnaire, it is summarized the students' responses on using SRE Strategy in teaching reading comprehension is positive. Most of the students were interested in using SRE Strategy in English teaching and learning.

The data shows that the students, responses toward the questionnaire statement. It can be seen that for statement number 1, 42.85% of the students responded "agree", also for statement number 2 and 3 46.42% and 53.57% that the use of SRE Strategy in reading comprehension is interesting for the students.

As for the statement number 7 and 8 both of the statement 71.42% answer "agree" and only 21.42% answer "disagree". For the question number 10 that 53.57% of the students responded agree and 21.42% of them strongly agree that means SRE helped the students to relate their existing knowledge with new information presented in the classroom.

The analysis also showed that the students are comfortable to do the task and enhance their motivation in reading comprehension. Motivation is an important reason to foster student achievement (Serin, 2018). Most of students also agree that SRE Strategy affected positively while the students doing the process of teaching and learning.

The discussion is concerned about the data gathering from t-test analysis. Having calculated a mean score of the pre-test result for both the experimental and control class, the difference between these mean scores was compared by employing an independent sample t-test. According to the mean of the pre-test score both each class, it found that the means of pre-test scores of experimental is ($M=46.79$, $SD = 14.15$) to post-test ($M = 75.36$, $SD = 12.01$), $t(27) = -11.92$, $p < .001$ (two-tailed). The mean increase was 28.57 with a 95% confidence interval ranging from -33.49 to -23.65. The eta squared statistics (0.84) indicated a large effect size. The result of this statistical analysis indicates that the implementation of SRE strategy to improve reading comprehension was a more effective strategy.

The result of post-test seemed better than the pre-test one. In which the score of post test was significantly increase comparing to the pre-test at the end of the study. Previous study was also supported this result as scaffolding reading experience is effective towards the students' reading comprehension achievement (Rojas, Meneses and Miguel, 2019) Taghizadeh & Saadatju, 2020)

In the pre-test, most of the students got a low score in reading comprehension. They have low motivation affected they do not understand the background of the study, hard to find the main idea and also lack of vocabulary. But, in post-test, the students do better. The score of pre-test and post-test could be evidence of their improvement after conducting research. The mean score of pre-test 46.79 meanwhile the mean score of post-test is 75.36. This finding in line with the findings of the research conducted by Al Eissa and Al-Bargi, from that study, it was revealed that a statistical difference between the mean scores of the pretest and posttest of the experimental group. Thus, the first research question is answered and scaffolding strategies enhanced reading comprehension skills. Meanwhile, the second research question is designed to investigate students' attitudes towards implementing scaffolding strategies. The result showed that all students expressed their preference to the experimental way and that the strategies helped them in relating whatever they read to their lives, and that students perceived questioning strategy as useful in terms of recalling information, and focusing.

Besides, from the result of the questionnaire, it was found that most of the students were interested in using SRE Strategy in learning Reading comprehension. The result showed that most of 50% of the students' answer is "agree" for each question. Based on statistical analysis above, it can be concluded that using SRE Strategy could improve the students' reading ability, in this case, is narrative text. The improvement of the SRE Strategy application was proven by the significant difference in the score of pre-test and post-test in the experimental class.

5. Conclusions

This experimental research was conducted to the first-year students of State Vocational School 1 Nisam, North Aceh. The purpose of this study to find out whether there is a significant difference in achievement between students who are taught by using SRE Strategy and who are not. And the rest is to know the students' response toward the use of SRE Strategy in teaching reading comprehension on the narrative text. Based on the results of the data analysis that have been discussed, it can be concluded that the students who were taught by implementing SRE Strategy achieve a better score in reading comprehension than those who were not taught by applying the strategy in post-test. It can be seen from the result of the post-test for experimental class ($M=46.79$, $SD = 14.15$) to post-test ($M = 75.36$, $SD = 12.01$), It means that t-test score is higher than table score. It can be concluded that the students who are taught by implementing SRE Strategy have a better score in reading comprehension than those who did not. Besides, the students responded positively

toward the Use of SRE Strategy in teaching reading comprehension. It can be referred to the data showed in the previous study. The questionnaire findings indicated that the students were able to understand reading comprehension by using SRE Strategy.

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