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Universitas Muhammadiyah Surabaya

SKRIPSI

**AN INVESTIGATION OF TEACHERS'
SCAFFOLDING STRATEGIES IN TEACHING
READING COMPREHENSION AT JUNIOR HIGH
SCHOOL**

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**AN INVESTIGATION OF TEACHERS'
SCAFFOLDING STRATEGIES IN TEACHING
READING COMPREHENSION AT JUNIOR HIGH
SCHOOL**

UNDERGRADUATE THESIS

**Presented for Partial Fulfillment of the Requirements for
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2026

MOTTO AND DEDICATION

Motto :

"It always seems impossible until it's done."

-Nelson Mandela

Dedication

I dedicate this thesis as an expression of my deepest gratitude and thanks.

1. To the late Suhada, the person the writer has missed the most since childhood, who is now resting in Allah's Heaven. Even though he did not have the chance to accompany the writer through every step of this process, he still holds a special place in the writer's heart. From his absence, the writer learned the meaning of perseverance, independence, and the strength to walk alone. May Allah SWT grant him peace and place him in the best place by His side. To my beloved mother, Siti Muthoharotin, a strong figure who not only became a mother but also filled the role of a father with great steadfastness, patience, and love. In every prayer raised, every tear shed, and every sacrifice made, the writer found the true meaning of struggle. From her, the writer learned that a mother's love can empower even when the world feels overwhelmingly heavy. And to my dearest brother and sister, M. Azzahrowi and Lulu'atuz Zahro, an extraordinary figure who has been a pillar of strength, a source of hope, and an encourager throughout this educational journey. Thank you for all the care, sincerity, and selfless support given so that the writer could complete this work.
2. To the owner of the name, Akbarul Filsafatulloh. Thank you for being present in this journey, not only when everything went

smoothly, but also when the writer was at the point of exhaustion, doubt, and almost giving up. You stayed, remained patient, and kept believing, even when the writer sometimes lost faith. Your presence did not only give encouragement, but also became a home for the writer when the world felt too heavy. With you, the writer learned that struggles do not always have to be faced alone. Thank you for being the most important part of this journey. May what we fight for today become a story that we will always be proud of together.

3. To my dearest friends, Regina, Hana, Virnanda, and Wulan. Thank you for accompanying the writer through the dynamics of this college journey from beginning to end. Thank you for the togetherness, insights, and positive encouragement that were always present during challenging times. This journey and achievement feel much more meaningful because of all of you.

LEMBAR PERSETUJUAN PEMBIMBING

Skripsi yang ditulis oleh **zakiyatus zahro** NIM 20221111016 dengan judul **“An Investigation Of Teachers' Scaffolding Strategies In Teaching Reading Comprehension At Junior High School”** ini telah disetujui oleh dosen pembimbing untuk diujikan dalam UJIAN SKRIPSI pada tanggal 2 Juli 2026.

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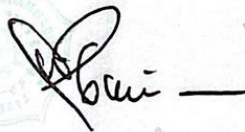
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ABSTRACT

Zahro, Zakiyatus. 2026. *An Investigation of Teachers' Scaffolding Strategies in Teaching Reading Comprehension at Junior High School*. Thesis, English Education Department, Faculty of Education, Communication, and Science. Universitas Muhammadiyah Surabaya. Supervisor I: Sulton Dedi Wijaya, S. Pd., M.Pd., Supervisor II. Dr. Gusti Nur Hafifah, S. Pd.,

Reading comprehension is a basic skill that students need to understand English texts, but many junior high school students still find it difficult. Scaffolding is a teaching strategy that can help students understand reading texts step by step, from full teacher support to independent reading. This study aimed to find out what scaffolding strategies English teachers use, how they apply these strategies in the classroom, and how students respond to them. This study used a qualitative case study design. The data were collected through classroom observation across three meetings, a semi-structured interview with the English teacher, and a questionnaire given to 30 eighth-grade students at MTs Muhammadiyah 1 Banjarnayar, Bojonegoro. The findings showed that the teacher used six types of scaffolding strategies: modeling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. The teacher applied these strategies gradually, starting with high support in the first meeting and reducing it until students could read independently by the third meeting. This pattern is known as the Gradual Release of Responsibility model. All 30 students gave a positive response, saying that scaffolding helped them understand the text and made them feel more confident. However, some students still found it difficult to make inferences, even after receiving scaffolding support. This study suggests that teachers add more activities to help students understand meaning that is not directly written in the text.

Keywords: *reading comprehension; scaffolding strategies; teaching reading.*

ABSTRAK

Zahro, Zakiyatus. 2026. *An Investigation of Teachers' Scaffolding Strategies in Teaching Reading Comprehension at Junior High School*. Skripsi, Fakultas Pendidikan, Komunikasi, dan Sains. Universitas Muhammadiyah Surabaya. Pembimbing I: Sulton Dedi Wijaya, S. Pd., M.Pd., Pembimbing II. Dr. Gusti Nur Hafifah, S. Pd.,

Pemahaman membaca adalah kemampuan dasar yang dibutuhkan siswa untuk memahami teks bahasa Inggris, namun banyak siswa SMP yang masih mengalami kesulitan. Scaffolding adalah strategi mengajar yang dapat membantu siswa memahami teks bacaan secara bertahap, mulai dari bantuan penuh dari guru sampai siswa bisa membaca sendiri. Penelitian ini bertujuan untuk mengetahui strategi scaffolding apa saja yang digunakan guru bahasa Inggris, bagaimana guru menerapkan strategi tersebut di kelas, dan bagaimana respons siswa terhadap strategi tersebut. Penelitian ini menggunakan desain studi kasus kualitatif. Data dikumpulkan melalui observasi kelas selama tiga pertemuan, wawancara semi-terstruktur dengan guru bahasa Inggris, dan kuesioner yang diberikan kepada 30 siswa kelas VIII di MTs Muhammadiyah 1 Banjarnegara, Banjarnegara. Hasil penelitian menunjukkan bahwa guru menggunakan enam jenis strategi scaffolding, yaitu modeling, bridging, contextualizing, schema building, re-presenting text, dan developing metacognition. Guru menerapkan strategi ini secara bertahap, dimulai dengan bantuan penuh pada pertemuan pertama dan berkurang sampai siswa bisa membaca secara mandiri pada pertemuan ketiga. Pola ini dikenal sebagai model Gradual Release of Responsibility. Seluruh 30 siswa memberikan respons positif, dan menyatakan bahwa scaffolding membantu mereka memahami teks serta membuat mereka lebih percaya diri. Meskipun begitu, sebagian siswa masih merasa kesulitan dalam membuat inferensi (menyimpulkan makna tersirat), walaupun sudah mendapat bantuan scaffolding. Penelitian ini menyarankan agar guru menambahkan lebih banyak kegiatan untuk membantu siswa memahami makna yang tidak tertulis secara langsung dalam teks.

Kata Kunci: pemahaman membaca; pengajaran membaca; strategi scaffolding.

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Peace and blessings to our Prophet Muhammad SAW, who has granted us passage from the era of ignorance to the age of enlightenment. Furthermore, the researcher has a lot of individuals by his side who help and inspire him to accomplish this thesis by offering advice, information, and motivation. The researcher so wishes to express gratitude to the following individuals:

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8. My dearest friends, Regina, Hana, Virnanda, and Wulan, and all of my classmates who have been with me throughout my college years.

The researcher acknowledges that this thesis is still far from flawless. Consequently, the researcher will be thrilled to embrace any helpful critiques and recommendations. Besides that, the researcher also hopes that this thesis will be useful for upcoming studies

Surabaya, July 4th 2026

Sincerely,

A handwritten signature in black ink, appearing to be 'Zakiyatus Zahro', with a stylized, cursive script.

Zakiyatus Zahro
NIM. 20221111016

TABLE OF CONTENTS

MOTTO AND DEDICATION	i
LEMBAR PERSETUJUAN PEMBIMBING	iii
LEMBAR PENGESAHAN PANITIA UJIAN.....	iv
PERNYATAAN TIDAK MELAKUKAN PLAGIASI	v
ABSTRACT	vi
ABSTRAK.....	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF TABLES.....	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Research Questions	4
1.3 Research Objectives.....	4
1.4 Significance of the Research.....	5
1.4.1 Theoretical Significance	5
1.4.2 Practical Significance	5
1.5 Scope and Limitation	6
1.5.1 Scope	6
1.5.2 Limitation	6
1.6 Definition of Key Terms	7
CHAPTER II LITERATURE REVIEW	9
2.1 Teaching Reading	9
2.2 Reading Comprehension	10

2.3 Reading Strategies	11
2.3.1 Scaffolding	11
2.3.2 Scaffolding Implementation	15
2.4 Previous Studies	16
2.5 Research Gap	19
CHAPTER III RESEARCH METHODOLOGY	22
3.1 Research Design.....	22
3.2 Research Subject.....	23
3.3 Research Data and Source.....	23
3.4 Research Instrument.....	24
3.4.1 Intersectional Analysis Framework	25
3.4.2 Interview Guide	27
3.4.3 Student Questionnaire	28
3.5 Research Procedure.....	30
3.6 Data Analysis Technique	31
CHAPTER IV FINDINGS AND DISCUSSION.....	34
4.1 Findings	34
4.1.1 Scaffolding Strategies Used by the English Teacher	34
4.1.2 How Scaffolding implemented	39
4.1.3 Finding 3: Students' Responses to Scaffolding Strategies	44
4.2 Discussion	50
4.2.1 The Teacher Used a Complete and Consistent Set of Scaffolding Strategies	50
4.2.2 The Teacher's Implementation Followed the Gradual Release of Responsibility Pattern	52
4.2.3 Students Responded Positively and Showed Clear Growth in Independence	53

CHAPTER V CONCLUSION AND SUGGESTIONS	57
5.1 Conclusion	57
5.2 Suggestions	58
5.2.1 Suggestions for English Teacher	58
5.2.2 Suggestions for Students	59
5.2.3 Suggestions for School Leaders and Curriculum Designers	59
5.2.4 Suggestions for Future Researchers	59
REFERENCES	62
APPENDICES.....	66

LIST OF TABLES

Table 4.1: Scaffolding Strategies Observed Across Three Meetings	34
Table 4.1.2: Scaffolding progression from teacher-led (Meeting 1) to student-independent (Meeting 3).....	41
Table 4.2: Scaffolding Implementation Pattern Across Three Meetings	43
Table 4.3: Student Questionnaire Results (n = 30).....	44
Table 4.4: Most Helpful Scaffolding Strategy (Student Open-Ended Response, Q23)	49
Table 4.5: Remaining Reading Difficulties (Student Open-Ended Response, Q24).....	49

LIST OF APPENDICES

Appendix 1: Observation Checklist.....	66
Appendix 2: Semi-Structured Interview.....	93
Appendix 3: Student Questionnaire Results.....	99
Appendix 4: Journal of Thesis Guidance	106
Appendix 5: Result of Plagiarism Check	107
Appendix 6: Letter of Plagiarism-Free.....	108
Appendix 7: Endorsement Letter.....	109
Appendix 8: Documentations	110
Appendix 9 : The Researcher Biography	112