การพัฒนาทักษะการเพิ่มพูนคำศัพท์โดยใช้วิธีการอ่านแบบเสริมการเรียนรู้
Scaffolding Improving Vocabulary Skill and Enhancing Reading Confidence: The Scaffolding Reading Approach

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Abstract

This study aimed at developing vocabulary skill for undergraduate students and enhancing their confidence in reading in English by employing the scaffolding reading approach. The participants of this study were 60 first-year students majoring in Bachelor of Arts in English Program, Nakhon Ratchasima Rajabhat University, and they were selected by using the purposing sampling method. The students were enrolling in Reading Comprehension course in the first semester, academic year of 2020, and they were assigned to participate in Reading Skills Enhancing Project via the use of scaffolding reading approach which included the step-by-step reading technique to enhance the students' vocabulary remembering skills and to stimulate their confidence in reading through the use of English picture storybooks with 3 scenarios. The research instruments were: 1) 6 sets of vocabulary pre-tests and vocabulary post-tests; 2) a checklist of noticeable students' confidence in reading in English with the use of scaffolding reading technique; and 3) a satisfactory questionnaire. The data collection was conducted in 4 weeks which included the stages of lesson planning and teaching reading strategies, and then the reading scaffolding activities and strategy activities were implemented. Finally, the students were administered to complete a questionnaire regarding their perception and satisfaction in attending the project. The collected

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data were analyzed manually by comparing the scores of pre-tests and post-tests in order to evaluate the improvement of the students' vocabulary knowledge via the use of scaffolding reading technique, and then the students' reading confidence during the project participation was summarized and coded with the references of students' confidence checklist. The results showed that the students found text as a helpful learning aid for them to comprehend the stories and increase their English vocabulary knowledge. Moreover, their reading fluency was improved with the use of scaffolding reading approach, and they enjoyed having the story class every week. As the results, applying English picture storybooks to teach in classrooms to enhance students' reading skills and vocabulary knowledge should be recommended to promote as one of the techniques for teaching English reading comprehension.

Keywords: Scaffolding Reading; Vocabulary Skill; Reading Confidence

Introduction

In the period of globalization, English plays as an international language of the world because it is as a tool for connecting people around the world and for many aspects: worldwide communication, trading and education. Most learners learn English as a foreign language in order to communicate with foreigners successfully and to be successful in language learning. In Thailand, Ministry of Education has assigned English into the Core Curriculum and added it as a main foreign language which is studied for all levels of education (Ministry of Education, 1996, p. 8). Hence, the ways of learning English language in Thailand have majored in learning all the macro skills of English: speaking, writing, reading and listening. Recently, the teachers have been able to create effective instructional materials of teaching English language which means that they can find out appropriate materials as teaching aids in the classroom (Apple, 1992 cited in Richard & Renandya, 2002, p. 82). The use of various instructional materials can help teachers figure out whether they advantage for their teaching methods. From this point of view, the teachers

need to be more criterial to explore authentic materials in current issues. Indeed, the different materials can enhance students' learning process and lead them to perceive what is happening in the society (Prapphal, 2003, p. 140-157). There are many interesting materials that are used to teach all English language skills, especially vocabulary. Therefore, vocabulary plays as a major role to deal with language used in students' daily life. For this reason, the effective vocabulary teaching can help improve students' proficiency in learning a language (Nation, 2007, p. 1), namely, the students can build up their vocabulary knowledge via variety of materials and activities in the classroom.

As a matter of fact, the ways of enhancing vocabulary knowledge of the students are not only materials and activities but also the use of reading teaching techniques. Scaffolding reading approach is one of the reading techniques proposed by Vygotsky; that can help the students build up stronger understanding and ultimately, greater independence in the learning process (The Glossary of Education Reform, 2015, online). Although these are the effective methods to help students increasing vocabulary through scaffolding reading approach freely, the students are still inefficient positive attitudes towards learning English language. Therefore, the students must have their own self-direction to learn language both attitudes and behaviors because the teachers cannot force them to study new language all the time (Pilling, 1990, p. 24). Likewise, if the students have positive attitudes towards English language, they can increase motivation to learn foreign language automatically (Wright, 1987, cited in Addisu, S. A., 2020, 3).

In fact, the students have opportunities to study English language as a foreign language which is coped with the curriculum for all levels of education, but there are some problems in studying English in Thailand because the teachers emphasize more on teaching the four macro skills and grammar rather than teaching vocabulary. Thus, that is not enough for acquiring new vocabulary in the students' memories. Actually, in some universities, the students have to enroll a English foundation course for all of their levels as a core course; but most of them

still lack of efficient knowledge of vocabulary because the teachers neglect to find out effective methods to enable students to make sense of the words in reading; that make them cannot neither recall the meanings of the words nor memorize vocabulary as well. Hence, the researcher tried to figure out effective methods to implement vocabulary by using news sources because there were large words in texts in certain news, and there were useful sources of reading for pleasure. Furthermore, the researcher believed that it was necessary to find out suitable ways to increase vocabulary knowledge, to develop English language skills for all learners, and to focus into the students majoring in English at Nakhon Ratchasima Rajabhat University who were enrolling in the Reading Comprehension course. For two academic years later, it showed that scores of students who failed in this course were increasing because they did not know much more of the vocabulary. So, they did not interpret or translate the contexts of the story. As I am a lecturer and their advisor, I need to help and support them to achieve more and to learn with more careful directions because they need to apply these achievements into their lives and professions in the future.

Research Objectives

1. To develop vocabulary skill for students by using scaffolding reading approach.

2. To enhance student's confidence between traditional reading and scaffolding reading approach.

Research Benefits

This research provides the benefits of the Scaffolding Reading Approach into the reading for the students and teachers or who are interested in reading in all levels, especially in the reading courses. Educators can also use this approach in theirs researches, too.

Research Questions

1. How can the students develop vocabulary knowledge by using The Scaffolding Reading Approach?

2. How can the Scaffolding Reading Approach enhance student's reading confidence ?

Definition of Terms

1. Vocabulary skill refers to words that people can acquire automatically along with learning language that require practice, training or experience.

2. Scaffolding reading approach refers to a variety of instructional techniques used to move students progressively toward stronger understanding, greater independence in the learning process.

3. Self-confidence refers to knowing what you're good at, the value you provide involves believing you are better in reading.

Significance of The Study

1. The ways of enhancing vocabulary skill through scaffolding reading approach can build up the knowledge of vocabulary for the students.

2. This research can help students to store and recall many words to be used in daily life.

Research Methodology

The study was to investigate how the students improved their vocabulary skill through the scaffolding reading approach. They consisted of;

1. Learning ability which was evaluated by pretest and posttest.

2. experience of studying English.

3. questionnaire used in teaching vocabulary through scaffolding reading approach for knowing student's feedback notes.

Research Instruments

1. Pretest: to determine the students' proficiency level of the knowledge of vocabulary.

2. Posttest: to figure out the students' proficiency level after the students learn vocabulary from scaffolding reading approach.

3. Confidence questionnaire: to evaluate opinions of the students from the teaching of vocabulary through scaffolding reading approach.

The framework of Scaffolding Reading
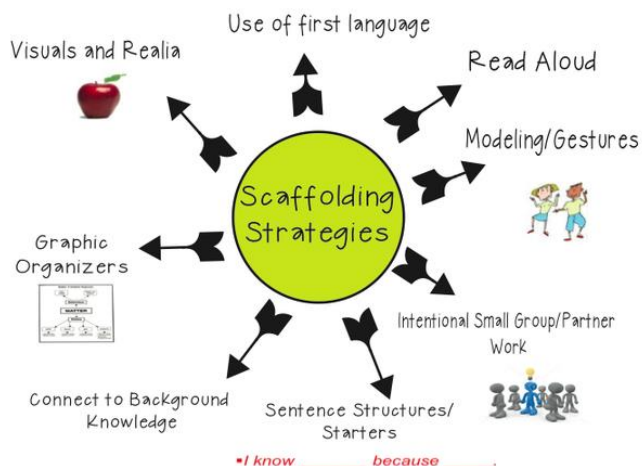
Figure 1 Vygotsky's scaffolding

Source: Houser, 2015, (Online: https://www.mshouser.com/teaching-tips/8-strategies-for-scaffolding-instruction)

How to Collect Data

1. Using survey questionnaire in order to check about the proficiency level of student's knowledge of vocabulary, how they think about reading, what they want to take success in reading.

2. Using Pretest and posttest in order to evaluate the student's knowledge of vocabulary after learned vocabulary through using scaffolding reading approach.

3. Using questionnaire in order to formulate confidence of the students and check about what they come up with vocabulary from the teaching of vocabulary through scaffolding reading approach.

4. Use the observation from for in-depth interview about confidence with scaffolding reading approach.

Literature Review

The scope of literature review includes the following topics:

1. Teaching reading strategy/approach

2. Scaffolding Reading theory (Vygotsky)

3. Self-confidence

4. Related research

In the most recent decade, a tremendous group of examination has been focused on the significance of knowing and applying reading techniques continuously for language learners. They have been enthusiastic for their significance in reading classes where the language students tend to manage their association with the composed content and attempt to comprehend that composed talk, however, could reasonably be expected. So as to have precision and familiarity, second language learners need to work at idealizing both their base up and top-down aptitudes that are methodologies to help readers perceive as well as decipher the written text. To peruse productively, there ought to be constant interaction between the top-down and base up processes. Such a perusing is precise and fluent. Familiar perusing includes first interpreting the information and afterward relating it to the earlier knowledge for better cognizance. Grabe (1988, cited in Redondo, 1997, p. 150) accepts that in interactive models of perusing all the four abilities at all levels are grinding away. They collaborate and are accessible to each user during the time spent perusing and comprehending the text. In such a model, a decent per user is the one who is capable both to translate and decipher the content. As the reader builds up his understanding expertise, the deciphering skills become progressively programmed however they are as yet

significant in the translation of the content (Eskey, 1988, p. 101-113). According to Rumelhart (1977, p. 742) and Stanovich (1980, pp. 32-71), not only what is on the composed content is significant yet additionally what the per user adds to the content by utilizing the top-down and bottom-up procedures to oversee perusing the text. Carrell (1988, pp. 101-113) states that accentuating both of the two processes at the expense of disregarding the other one will lead the second language students to understanding troubles.

From that point forward, an expanding number of instructive pros and specialists have utilized the idea to portray and clarify the job of grown-ups or progressively proficient friends in managing kids' learning and advancement (Stone, 1998, pp. 344-364; Daniels, 2014, p. 21). Platform, in any case, can be followed to Vygotsky's (1978, p. 76) idea of "the zone of proximal turn of events" (ZPD), which is the real formative degree of the student contrasted and the degree of potential improvement that can happen with direction or cooperation with an increasingly skilled individual. It focuses on the requirement for help in the learning procedure, and does as such in a way that underscores that greatness in instructing is essentially receptive to the condition of comprehension accomplished by specific students. In PC intervened innovations, a human coach, peer understudies or astute specialists can give platform with the goal that students could accomplish new abilities, ideas and information (McLoughlin, 2004, online). Vygotsky characterizes.

Inspiration and fearlessness are likewise important for all students (Wigfield & Eccles, 2000, pp. 68-81). Notwithstanding, many general study hall educators, metaphorically, will in general put the entirety of their eggs in the second-language bushel. They respect the absence of English capability as the serious issue and see the advancement of second-language securing as the main goal, not simply the improvement of motivation and fearlessness (Ball, 2012, pp. 286-291).

RESEARCH METHODOLOGY

This study was conducted according to the purposes of the research. The first purpose was to develop the students' vocabulary knowledge by using The Scaffolding Reading Approach. The second purpose was to compare students confident between traditional reading and scaffolding reading approach. This section presents the research methodology in the following procedure.

1.   Target Group

The target group was the first-year students majoring in English who enrolled in the Reading Comprehension course, and they did not pass this course, or they got the "F" grade. The number of students was about 40 from 2nd semester of 2018.

2.   Research Instruments

2.1   Pre-test and Post-rest questionnaire

2.2   Self-confidence questionnaire (checklist)

2.3   In-dept about self-confidence (observation)

3.   Data Collecting Procedure

Phase 1: the contextual study was done in order to build an instructional framework of the reading comprehension instructional model for university students by using survey technique and review of related literature and research. The target group consisted of one hundred first year students majoring in English at Rajabhat Nakhon Ratchasima University. The data were collected by using a semi-structured interview form and a questionnaire on problems and difficulties in English reading comprehension. The data were analyzed by using percentage and content analysis.

Phase 2: English reading comprehension instructional model was designed and developed by the action research with 3-hour-six lesson plans. The data were collected by using a self- confidence form (checklist), an in-dept interview (observation) form and an English reading comprehension test. The research statistics used were percentage, mean, standard deviation and t-test. The data were

analyzed by descriptive statistics and content analysis, and used to compare the reading proficiency of students before and after the experiment.

Phase 3: The quasi-experimental research was done in order to assess the efficiency of the instructional model. The students were divided into two groups. Group 1 studied "Reading comprehension" course with scaffolding reading approach, and Group 2 had a regular or traditional learning style class of "Reading comprehension" course. The data were collected by a reading comprehension proficiency test, and t-test was used to compare the reading proficiency of the students before and after the experiment using t-test.

4.   Data analysis

4.1   Form the part of Pre-test, Post-rest questionnaire and Self-confidence questionnaire (checklist), I will analyze the data in the checking scores that are upper or lower than the standard test has fixed.

4.2   In-dept about self-confidence (observation)the data will be describe in the narrative inquiry.

RESEARCH RESULTS

From the topic of Improving Vocabulary Skill and Enhancing Reading Confidence: The Scaffolding Reading Approach. The results were show in each session;

Students' feedbacks to the questionnaire with their learning experience were presented. First, regarding vocabulary learning, Item 1 and 2 triggered at this aspect. Item 1 asked about students' perceptions of the vocabulary learning activities. Most of the students (80.5%), (84.5) and (85.7) agreed that the vocabulary activities such as matching the word with the corresponding picture, word search, and word formation activities helped them memorize the taught vocabulary. Next, Item 2 asked, "If the teacher teaches the new words before telling the story, will this help you comprehend the story better during storytelling?".

Table 1 Students' Learning Results

Item	Pre	Post	results
Scenario No. 1	79.5	80.5	Upper
Scenario No. 2	71.2	84.5	Upper
Scenario No.3	70.1	85.7	Upper

In each lesson, the teachers printed bigger texts or modified the text on posters. Did the printed bigger texts on posters help students comprehend the story? Items 1 to 3 looked into students' perceptions about the texts teachers used while presenting and telling the story. Students agreed that the teacher-designed printed texts on posters helped them comprehend the story better and learn English better (80.5%), and they also helped them understand the story the teacher presented (84.5%). How did students benefit from this English reading project? A great number of students (85.7%) agreed after this semester's English reading class, their read-aloud ability was improved. Also, they thought their English ability was improved after this English reading project. How did students like this English reading? To sum up, students indicated positive attitudes toward the 6-week English reading project and showed great improvements in learning English.

Reading fluency with the vocabulary

First of all, during the story, the teachers read to the whole class first. The teachers read to help set the space as well as model proper pronunciation. Teachers' read-aloud helped model fluent and expressive reading and develop comprehension. Next, as English picture storybooks were applied, the teacher were reading aloud stories that were interesting and engaging for the aim of increasing students' vocabulary knowledge and comprehension skills. Then, when the scaffolding reading strategy was used, it could also help students develop appropriate intonation based on the context of the passage. Moreover, readers' theater, used as a fun, convenient and effective way to create interest in reading

among young children, was applied twice in this project. It helped develop students' reading fluency, word recognition, and comprehension by emphasizing expressive reading.

Students' self-confidence

After the students attended this course, I observed them in each section and I found that most of them enjoyed more in the traditional reading class, for example:

I like and want to learn it more.

(Suthasinee, first-student)

Scaffolding give me more word that I have before.

(Jakkrawut, second-student)

Reading like this, take my vocabulary bank increasing.

(Wannapa, third-student)

Read it step by step, I am okay with this technique.

(Pakdee, fourth-student)

From the data, they showed that the students liked to join the class because they could take more newly vocabulary in the new contexts in each scenario. When they were in the classroom, I always saw the fresh lively laughs and smiles that eager to respond with the teacher. When they got the assignments, they were active in planning to do them either as individual or group works. After finishing the Scaffolding project, I had them take a post-test and the scores showed that if the students got upper scores; it meant that their reading was going to be better.

DISCUSSION

Reading fluency with the vocabulary

First of all, during the story, the teachers read to the whole class first. The teachers read to help set the space as well as model proper pronunciation.

Teachers' read-aloud helped model fluent and expressive reading and develop comprehension. Next, as English picture storybooks were applied, the teacher were reading aloud stories that are interesting and engaging for the aim of increasing students' vocabulary knowledge and comprehension skills. Then, when the scaffolding reading strategy was used, it could also help students develop appropriate intonation based on the context of the passage. Moreover, readers' theater, used as a fun, convenient and effective way to create interest in reading among young children, was applied twice in this project. It helped develop students' reading fluency, word recognition, and comprehension by emphasizing expressive reading.

Students' English competence

The student understudies' English ability differs in rudimentary study halls. Understudies are distinctive in character, capacity, and learning styles. Accordingly, there is no single technique, hypothesis, or set of learning materials that can effectively show all youngsters to peruse. Thusly, students must be comfortable with a wide scope of encouraging techniques so as to make an adjusted blend that will help the entirety of their understudies in the homeroom. Likewise, they should be knowledgeable in the topic to have the option to furnish understudies with the same number of platforms as are expected to help their learning.

Students' self-confidence

Self-assurance convictions, characterized as individuals' decisions of their ability to perform explicit errands, are a result of a perplexing procedure of self-influence that depends on intellectual handling of assorted wellsprings of certainty data (Bandura, 1990, p. 128). These wellsprings of data incorporate execution achievements, vicarious encounters, verbal influence, and physiological states.

Execution achievements should give the most reliable certainty data since they depend on one own dominance encounters. One's dominance encounters influence self-assurance convictions through intellectual preparing of such data. On the off chance that one has over and again saw these encounters as triumphs,

fearlessness will increment; if these encounters were seen as disappointments, self-assurance will diminish. Besides, oneself observing or spotlight on triumphs or disappointments ought to effetely affect conduct and fearlessness, contingent upon which is checked (Bandura, 1986, cited in Druckman & Bjork, 1994, p. 174): concentrating on one's victories ought to give more support and more noteworthy certainty than concentrating on one's disappointments.

In conclusion, scaffolding reading experience benefits students in reading. The students leant how to read into step-by-step which helped them understand the story they were reading better as well as it helped them extend their vocabulary knowledge and learning skills in order to comprehend what they were reading. The implications of this study are very dynamic; and carefully structured reading experiences are beneficial to all students. In this paper, the researcher has reported one small-scale study by adopting scaffolding reading experience to teach students to read English picture storybooks. Scaffolding can make it possible to provide academically challenging instruction for students.

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