

การใช้เทคนิคสแกฟฟ์โลติงเพื่อพัฒนาทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนชั้นมัธยมศึกษาปีที่ 1

Using Scaffolding Technique to Improve English Reading Comprehension Ability of Matthayomsuksa 1 Students

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาและเปรียบเทียบความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจก่อนเรียนและหลังเรียนโดยใช้เทคนิคสแกฟฟ์โลติง ของนักเรียนชั้นมัธยมศึกษาปีที่ 1 และศึกษาเจตคติต่อการสอนอ่านภาษาอังกฤษเพื่อความเข้าใจโดยใช้เทคนิคสแกฟฟ์โลติง ของนักเรียนชั้นมัธยมศึกษาปีที่ 1 กลุ่มตัวอย่างที่ใช้ในการวิจัยคือนักเรียนชั้นมัธยมศึกษาปีที่ 1 โรงเรียนบ้านจิ้มีชัย จังหวัดอุดรธานี สำนักงานเขตพื้นที่การศึกษาอุดรธานี เขต 3 ในภาคเรียนที่ 1 ปีการศึกษา 2567 จำนวน 33 คน ซึ่งได้มาโดยการสุ่มกลุ่มตัวอย่างแบบกลุ่ม แบบแผนของ การวิจัยประกอบด้วย แผนการจัดการเรียนรู้ จำนวน 12 แผน แบบทดสอบวัดความสามารถ ด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจ และแบบวัดเจตคติ ต่อการสอนอ่านภาษาอังกฤษเพื่อความเข้าใจโดยใช้เทคนิคสแกฟฟ์โลติง ดำเนินการทดลองใช้ระยะเวลา 12 สัปดาห์ สัปดาห์ละ 2 ชั่วโมง รวมทั้งสิ้น 24 ชั่วโมง สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน การทดสอบที่แบบไม่อิสระ และการทดสอบที่แบบกลุ่มเดียว เครื่องมือที่ใช้ในการทดลองการวิจัย ได้แก่ แบบทดสอบความสามารถในการเข้าใจการอ่านภาษาอังกฤษของนักเรียน โดยการทดสอบก่อนการเรียนและหลังการเรียน โดยการทดสอบเป็นแบบปรนัยจำนวน 40 ข้อ มีค่าความยากง่ายระหว่าง 0.30 - 0.65 และค่าการจำแนกความสามารถระหว่าง 0.21 - 0.74 การตรวจสอบความเข้าถึงได้ของทดลองต้องดำเนินการโดยใช้สูตร KR-20 ของ คุณเดอ-รีชาร์ดสัน โดยคะแนนความเข้าถึงได้สูงกว่า 0.94 สำหรับการทดสอบทั้งหมด และผลการวิจัยสรุปได้ว่า นักเรียนมีคะแนนความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจเฉลี่ยก่อนเรียนเท่ากับ 13.09 คิดเป็นร้อยละ 32.73 และคะแนนเฉลี่ยหลังเรียนเท่ากับ 30.39 คิดเป็นร้อยละ

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75.99 ซึ่งสูงกว่าเกณฑ์ร้อยละ 70 และเมื่อทดสอบความแตกต่างของค่าเฉลี่ยพบว่าความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียน หลังเรียนสูงกว่าก่อนเรียน และเมื่อทดสอบความแตกต่างของค่าเฉลี่ยพบว่าความสามารถด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 และนักเรียนมีเจตคติต่อการสอนอ่านภาษาอังกฤษเพื่อความเข้าใจโดยใช้เทคนิคสแफฟโพลิติคอยู่ในระดับดีมาก ดังนั้นการศึกษาครั้งนี้ผู้วิจัยเน้นถึงศักยภาพการเรียนการสอนโดยการใช้เทคนิคสแफฟโพลิติคในการพัฒนาความสามารถการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนชั้นมัธยมศึกษาปีที่ 1

คำสำคัญ: สแफฟโพลิติค, สแफฟโพลิติคเทคนิค, การอ่านภาษาอังกฤษเพื่อความเข้าใจ, เจตคติของนักเรียน

ABSTRACT

The purposes of this research were to study the English reading comprehension ability of Matthayomsuksa 1 students and compare the results before and after studying English reading comprehension using scaffolding technique and to investigate students' attitudes toward teaching English reading comprehension by using the scaffolding technique. The participants in the research consisted of 33 Matthayomsuksa 1 students at Banngewmeechai School, Udon Thani, the Office of Udon Thani Primary Education Service Area 3. The research was conducted in the first semester of the academic year 2024. The sample group of students was selected using cluster random sampling. This research was designed using a one-group pretest-posttest format. The research tools used included 12 lesson plans, an English reading comprehension ability test, and an attitude questionnaire. The experiment was conducted 12 weeks, 2 hours per week, for a total of 24 hours. The mean, percentage, standard deviation, t-test for dependent samples, and one sample t-test were used for data analysis. The English reading comprehension ability test was developed by the researcher to examine the students' English reading comprehension ability of the students as the pretest and posttest. The test was multiple-choice test with 40 items with difficulty value between 0.30 - 0.65 and the discrimination values between 0.21 - 0.74. The reliability of the test must be conducted by using KR-20 formula of Kuder-Richardson, the score was higher than 0.94 for the whole test. The findings of the research were summarized that the results of the research indicated the mean scores for the pretest and posttest on English reading comprehension ability were 13.09 or 32.73 percent and 30.39 or 75.99 percent. The students' results of posttest mean score on English reading comprehension ability showed that it was higher than the set

criterion of 70 percent. After the experiment, the students' English reading comprehension ability, as measured by the posttest, was higher than their pretest scores. The comparison of the mean scores showed that the students' English reading comprehension ability in the posttest was significantly higher than that of the pretest at the .01 level of significance. The result of students' attitude toward teaching English reading comprehension using the scaffolding technique showed at a very good level. This study highlights scaffolding's potential in similar educational settings to improve reading comprehension.

KEYWORDS: Scaffolding, Scaffolding technique, English reading, English reading comprehension, students' attitude

Introduction

English plays a crucial role in global communication, enabling understanding across cultures and professions. According to the Ministry of Education (2008) mentions that in today's interconnected world and learning foreign languages are essential for daily life. It serves as a key tool for communication, education, acquiring knowledge, gaining insight into global cultures, and perspectives. Moreover, foreign language learning encourages students to appreciate diverse cultures and viewpoints, promoting friendship and cooperation between nations. It also provides opportunities for learners to develop greater self-awareness and a deeper understanding of others.

Reading is a crucial skill among the four key language-teaching abilities, playing an essential role in language education programs. According to Cohen (1990) notes that reading involves engaging with texts to comprehend and interpret the meanings of words, sentences, and paragraphs. This complex process combines cognitive abilities, language skills, and metacognitive strategies. Furthermore, strong reading skills are essential for learners to keep pace with rapid societal changes brought about by technological advancements and innovation. Ewald (2007) notes that reading serves different purposes for different individuals; for some, it aids in understanding written texts, while for others, it offers an opportunity to learn grammar and enhance speaking skills. Similarly, Gilakjani and Sabouri (2016) assert that reading comprehension is a vital skill for advancing learners' academic tasks, enabling them to decode texts, analyze information, and articulate their own ideas. Williams (1994) highlights that reading skills are foundational for lifelong learning, providing individuals with the means to acquire knowledge. Reading is now regarded as an essential process. Brumfit (1980) describes it as a complex activity that

integrates perception, language fundamentals, and knowledge. Anderson (1999) further explains that reading is currently seen as a creative process, where students derive meaning from texts. It is a fast, flexible process that involves interpreting different types of documents to generate understanding. Despite the importance of reading, Yoosabai (2009) reveals that the study was motivated by persistent challenges in English language proficiency among Thai students, particularly in rural settings, where resources and exposure to effective teaching methods are limited. Research highlights that Thai students struggle with reading comprehension due to inadequate strategies and limited vocabulary. In addition, Gibbons (2015) mentions about scaffolding, rooted in Vygotsky's Zone of Proximal Development (ZPD), provides structured support to learners, enabling them to bridge gaps in understanding and gradually achieve independent mastery. This technique is particularly relevant for addressing reading challenges as it promotes active engagement, critical thinking, and comprehension through interactive and incremental learning strategies. By applying the scaffolding technique, this study seeks to address the gap in effective reading strategies in Thai classrooms and evaluate its impact on students' performance and attitudes. Chang, Sung, & Chen (2002) also highlights that the scaffolding technique provides tailored support based on the learner's ZPD. Olson and Platt (2000) note that experienced individuals offer this guidance to help learners build on prior knowledge and tackle new material just beyond their current abilities. Van de Pol, Volman & Beishuizen (2010) propose six scaffolding techniques to support students in reaching their learning goals: questioning, where students respond to thought-provoking inquiries; instructing, where teachers provide guidance and explanations; modeling, where specific skills are demonstrated for students to imitate; giving hints, where teachers offer subtle clues to guide progress; explaining, where detailed information or clarification is provided; and feedback, where teachers offer insights on students' performance. According to Santoso (2010), scaffolding simplifies learning for beginners, gradually reducing support as learners gain knowledge and confidence. This technique has been examined in several studies on its impact on EFL students' reading comprehension. While studies by Ouynok (2021) and Yawiloeng (2022) confirmed scaffolding's effectiveness, this study uniquely focuses on Matthayomsuksa 1 learners in rural Thailand.

Based on the cited research, the researcher would like to apply six scaffolding means of Van de Pol, Volman & Beishuizen (2010): giving feedback, giving hint, instructing, explaining, modeling, and questioning, and also using the steps of teaching reading of Brown (2001): pre-reading activity, during-reading activity, and after-reading activity to improve the English reading comprehension ability of

Matthayomsuksa 1 students at Banngewmeechai School, and whether studying the scaffolding technique could improve students' English reading comprehension ability, and at what level of students' attitude toward teaching English reading comprehension using the scaffolding technique.

Purposes of the Study

The purposes of this study were as follows:

1. To study and compare the English reading comprehension ability of Matthayom 1 students before and after using the scaffolding technique for teaching reading comprehension,
2. To study students' attitude toward teaching English reading comprehension using the scaffolding technique.

Hypotheses of the Study

The hypotheses of this study were as follows:

1. The students' posttest mean score on English reading comprehension ability after studying English reading comprehension using the scaffolding technique would be higher than the set criterion of 70 percent.
2. After being taught English reading comprehension using the scaffolding technique, the mean posttest score for Matthayomsuksa 1 students' English reading comprehension ability is expected to be higher than their pretest score.

Methodology

Research Design

This study was experimental research with a one-group pretest-posttest design. It was a quantitative research design (Campbell & Stanley, 1969).

T₁ means Pretest
T₂ means Posttest
X means Teaching English reading comprehension using the scaffolding technique

Sample

The sample consisted of 33 students, aged 12–13 of Matthayomsuksa 1, with mixed gender and low baseline English proficiency. They studied Basic English (E23101) in the first semester of the academic year 2024 at Banngewmeechai School, Bandung

District, Udon Thani, under the Office of Udon Thani Primary Education Service Area 3. These students were selected by cluster random sampling.

Research Instruments

1. Lesson plans of teaching English reading comprehension using the scaffolding technique which consisted of 12 units with 2 hours a unit, 12 weeks, 2 hours a week and 24 hours in total. The value of the Index of Item Objective Congruence (IOC) was 1.00 for every item. The researcher applied the six scaffolding means of Van de Pol, Volman & Beishuizen (2010): questioning, instructing, modeling, giving hint, explaining, and giving feedback together with the steps of teaching reading of Brown (2001): pre-reading activity, during-reading activity, and after-reading activity to teach English reading comprehension using the scaffolding technique to Matthayomsuksa 1 students. The English reading comprehension materials used in the study were drawn from the Basic English course (E 21101) for Matthayomsuksa 1 students, utilizing a variety of texts, including Spark 1 and online resources aligned with the Basic Education Core Curriculum A.D. 2008 from the Foreign Language Department (English). The study included twelve reading texts, namely Students Around the World, Amazing Iron Man, Unusual Buildings, Family & Friends, Fantastic Fish, In All Weathers, Weird Food, Mythical Creatures, A Day in My Life, My Town, Personal Data, and Life Cycles.

2. An English reading comprehension ability test which was developed by the researcher based on the experts' suggestions to examine the students' English reading comprehension ability as the pretest and posttest. It was a multiple-choice test consisted of 40 items with four possible answer choices for each item. The value of the Index of Item Objective Congruence (IOC) was 1.00 for every item. The difficulty value of the items was between 0.30–0.65 and the discrimination value was between 0.21–0.74. The reliability of the test was 0.94.

3. An attitude questionnaire toward teaching English reading comprehension using the scaffolding technique consisted of 20 items related to steps of teaching English reading comprehension using the scaffolding technique, for example, English reading comprehension using the scaffolding technique helps students understand the reading text better, using five point Likert's rating scales ranging from strongly agree, agree, not sure, disagree and strongly disagree based on Likert (1932). The value of the Index of Item Objective Congruence (IOC) was 1.00 for every item. The scores from the attitude toward teaching English reading comprehension using the scaffolding technique were analyzed in order to summarize and interpret the data based on Saiyos & Saiyos (2000) as follows; the average scores 4.50–5.00 means Very

good, the average scores 3.50–4.49 means Good, the average scores 2.50–3.49 means Fair, the average scores 1.50–2.49 means Poor, the average scores 1.00–1.49 means Very poor.

Data Collection

Before collecting data, the proposal of the research and the research instruments were submitted for ethics in human research. Then, the researcher handed in the research instruments to three experts in order to examine the correctness, and relation between the objectives, learning activities and evaluation. The lesson plan for teaching English reading comprehension using the scaffolding technique, along with the English reading comprehension ability test was tested in a pilot study with 40 Matthayomsuksa 2 students from Banggewmeechai School, Bankhokklang School, and Banomkorprachasmukkee School. These students did not participate in the main study during the first semester of the academic year 2024. The purpose of conducting this pilot study was to assess the feasibility and effectiveness of the materials and methods before the actual experiment. By testing the lesson plan and the comprehension test on Matthayomsuksa 2 students who were not part of the main study, the researcher aimed to evaluate the clarity and appropriateness of the test items, ensuring they were suitable for the target group. The trial also provided an opportunity to assess how well the scaffolding technique was implemented and whether students could effectively engage with the material. In addition, the pilot study allowed for the evaluation of the timing and structure of the lesson plan, ensuring that it could be effectively delivered within the given time frame. Feedback from the students helped refine the materials, making adjustments where necessary to ensure the success of the main study. Then the researcher revised the lesson plans based on the information obtained from the pilot study and selected 40 items of the test with the difficulty value between 0.30–0.65, the discrimination value between 0.21–0.74, and the reliability of the test was 0.94. The researcher collected data as the following steps

1. The researcher administered a pretest for students who enrolled in Basic English (E21101) to evaluate their English reading comprehension ability using an English reading comprehension ability test. Students had one hour to finish the test.
2. The researcher conducted teaching following the lesson plans that were developed by the researcher.
3. After finishing teaching, the researcher conducted the posttest which was the same test as the pretest to evaluate students' English reading comprehension ability in one hour.

4. The researcher distributed the attitude questionnaire to students to examine the students' attitude toward teaching English reading comprehension using the scaffolding technique.

5. The researcher collected scores from the pretest, the posttest and the students' attitude questionnaire. The collected scores were statistically analyzed and interpreted later on.

Data Analysis

1. The mean (\bar{x}), percentage, and standard deviation (S.D.) were used to analyze students' English reading comprehension ability.

2. One-sample t-test was used to compare students' English reading comprehension ability and the set criterion of 70 percent.

3. The t-test for Dependent Samples was used to compare students' pretest and posttest mean scores.

4. The mean (\bar{x}) and standard deviation (S.D.) were used to investigate students' attitude toward teaching English reading comprehension using the scaffolding technique.

Results

Results of the study and comparison of scores on English reading comprehension ability before and after teaching English reading comprehension using the scaffolding technique were as follows.

Table 1: The comparison results of the students' English reading comprehension ability before and after

studying English reading comprehension using scaffolding technique of Matthayomksuksa 1 students

Test	n	\bar{x}	S.D.	Percentage	t
Pretest	33	13.09	1.91	32.73	
Posttest	33	30.39	4.11	75.99	22.49**

** $p \leq .01$

The data from Table 1 indicated that the students' pretest mean score on English reading comprehension ability was 13.09 or 32.73 percent and the posttest mean score was 30.39 or 75.99 percent. The result showed that the students' English reading comprehension ability before and after studying English reading comprehension using the

scaffolding technique was significantly different at the 0.01 significance level. The posttest mean score was significantly higher than the pretest mean score.

Table 2: The results of the students' English reading comprehension ability after studying English reading

comprehension using the scaffolding technique and the set criterion of 70 percent

Test	The Set Criterion of 70 percent (28 out of 40 scores)				
	n	\bar{x}	S.D.	Percentage	t
Posttest	33	30.39	4.11	75.99	22.49**

** $p \leq .01$

Table 2 shows that the students' posttest mean score on English reading comprehension ability was 30.39 or 75.99 percent. When comparing the percentage of the posttest mean score to the set criterion of 70 percent, the results indicated that the students' English reading comprehension ability after studying English reading comprehension using the scaffolding technique was higher than the set criterion of 70 percent and significantly different at the 0.01 level.

Table 3: Results of an investigation of the students' attitude toward teaching English reading comprehension

using the scaffolding technique				
Attitude Test	n	\bar{x}	S.D.	Interpretation
Attitude toward				
Teaching English Reading				
Comprehension Using	33	4.55	0.58	Very good
Scaffolding Technique				

Table 3 shows that the mean score of the students' attitude toward teaching English reading comprehension using the scaffolding technique was 4.55. It indicated that the students' attitude toward teaching English reading comprehension using the scaffolding technique was at a very good level.

Conclusion

A study and comparison of the pretest and posttest scores of the English reading comprehension ability of Matthayomsuksa 1 students and their attitude toward

teaching English reading comprehension using the scaffolding technique can be summarized as follows.

1. The students' pretest and posttest mean scores on English reading comprehension ability was 13.09 or 32.73, and 30.39 or 75.99 percent, respectively. The students' posttest mean score of English reading comprehension ability was significantly higher than that of the pretest, and the mean score on the posttest was higher than the set criterion of 70 percent was significantly higher than the pretest.

2. The students had a positive attitude toward teaching English reading comprehension using the scaffolding technique at a very good level.

Discussion

This study employed an experimental research design with a one-group pretest-posttest format. The purposes of the study were to study and compare the students' English reading comprehension ability before and after studying English reading comprehension using the scaffolding technique, of Matthayomsuksa 1 students at Banngewmeechai School, and to investigate students' attitude toward teaching English reading comprehension using the scaffolding technique. The results of the study can be discussed as follows.

1. The comparison results of English reading comprehension ability of Matthayomsuksa 1 students at Banngewmeechai School before and after studying English reading comprehension using the scaffolding technique revealed that:

1.1 Teaching English reading comprehension using the scaffolding technique could improve Matthayomsuksa 1 students' English reading comprehension ability. Their pretest and posttest scores were 13.09 or 32.73 percent and 30.39 or 75.99 percent, respectively. This finding supported the second hypothesis. The students' pretest mean score on English reading comprehension ability was at a low level. The reasons might be a lack of reading comprehension knowledge in literal comprehension interpretation comprehension, and critical or evaluation comprehension. The students' English reading comprehension ability after studying English reading comprehension using the scaffolding technique was higher than before the intervention because the students had a chance to practice English reading comprehension using the scaffolding technique, and so they could identify the meaning of new words in the reading text, predict information to be encountered in new learning, summarize the main idea of the reading text and expanding reading comprehension knowledge in literal, interpretation, and critical or evaluated comprehension. As a result, they were able to

improve their English reading comprehension skills. These findings supported the idea of Van de Pol, Volman & Beishuzen (2010), who suggest that forms of scaffolding are the forms of arranging the teaching proceeds by emphasizing how to do the task, assisting, directing the activities, decreasing the support, and giving feedback. It can be stated that scaffolding technique influenced students' English reading comprehension ability.

1.2 The students' English reading comprehension ability was significantly improved after studying English reading comprehension using the scaffolding technique with a mean score greater than the criterion of 70 percent. This finding supported the first research hypothesis of the study. This might be due to the following reasons.

Firstly, teaching English reading comprehension using the scaffolding technique was effective in enhancing students' reading skills because it helped learners improve their comprehension abilities and provided opportunities for growth of students to find the meanings of vocabulary terms and main ideas in each part of the reading text, and develop skills to work with others. These findings reinforced the notion of Harmer (2007) that reading serves multiple functions. Being exposed to English, regardless of varying levels of comprehension among students, is advantageous for language learners. Furthermore, reading aids in language acquisition, especially when students possess a decent understanding of the material; increased reading correlates with enhanced language skills.

These findings showed that students' posttest mean score was 30.39 or 75.99 percent. It was higher than the pretest means score because students were trained through various kinds of activities used in scaffolding technique, such as previewing a text and answering WH-questions about the reading text as predictions, finding the main idea and supporting details in the reading text, discussing the information with the teacher and their classmates, summarizing the reading text, and presenting it to the class. In addition, the students had a chance to improve their learning of reading comprehension with student-directed learning. This supports the ideas remarked by Van de Pol, Volman & Beishuzen (2010) six scaffolding means should be involved in order to achieve the goals of learning. Therefore, using the scaffolding technique in teaching English reading comprehension can assist students in enhancing their reading comprehension skills. Secondly, teaching English reading comprehension using the scaffolding technique assisted the students to improve their English reading comprehension ability. The study was conducted in the subsequent stages, based on teaching activities for English reading comprehension using the scaffolding technique based on the ideas of Van de Pol, Volman & Beishuzen (2010) and Brown (2001). In the

pre-reading activity, the teacher aroused and motivated students to connect the background knowledge and experience to the text by showing a picture related to the reading text in the questioning, and taught the students new vocabulary, structures and expressions in the instructing and the modeling. The students previewed the reading text and answered WH-questions about the reading text, which served as their predictions off the text, in their group in the giving hint. These activities could help to prepare students for the next activity. In the **during-reading** activity. The students engaged with the reading text. After reading, students wrote the main idea and supporting details of the reading text, then the teacher and students discussed the main idea and supporting details together. That teacher let the students answer the questions about the reading text and write a summary of the reading text in order to check their understanding in their explaining. In the **after-reading** activity, a representative of each group presented their summary to the class, then the teacher and the other groups gave feedback. Afterward, the students completed the reading comprehension quiz. Finally, the teacher and their students summarized the lesson together in the giving feedback. Therefore, scaffolding technique could enhance their students' English reading comprehension ability and caused the higher scores found in the post test. These findings were supported by the ideas of Brown (2001), who mentions that three steps of the reading process help students systematically practice reading strategies for acquiring the information of the text.

The results of the study reinforce the research of Ounyok (2021), who conducted a study on the effect of using the scaffolding technique to improve Matthayomsuksa 3 students' English reading comprehension ability. The results indicated that the students' pretest and posttest mean scored on English reading comprehension ability were 10.61 or 26.52 and 31.33 or 78.33 percent, respectively. The post test score was not less than 70 percent. The students' reading comprehension ability after the experiment was higher than that of the pretest at the significance level of .01. The results of this study aligned with the findings of the study conducted by Donladlee (2021), who investigated the development of English reading and writing skills among Grade 10 students using the scaffolding technique and online media. Data were analyzed by means, standard deviations, and t-test. The research founded that the students' English reading ability after using the scaffolding technique and online media strategies was higher than before learning at the .01 level of significance. The results showed that scaffolding has a positive effect on learners' reading comprehension scores. Additionally, the findings of this study also corroborated the research conducted by

Yawiloeng (2022), who studied on effects of using instructional scaffolding and multimodal texts to enhance reading comprehension: Perceptions and Attitudes of EFL students. The findings of this study showed that most EFL students viewed the teacher's instructions and multimodal texts—such as visual texts, photos, images, and pictures—as beneficial for improving their reading comprehension. Furthermore, the study indicated that EFL students felt that their positive attitudes toward using multimodal texts and collaborating with peers while reading could enhance their comprehension skills.

2. Results from and investigation of students' attitude toward teaching English reading comprehension using the scaffolding technique at Banngewmeechai School, the findings indicated that students' attitude toward teaching English reading comprehension using the scaffolding technique was at a very good level. The results indicated that teaching English reading comprehension using the scaffolding technique could assist students in grasping the reading material. The findings also revealed various aspects of students' attitudes toward using the scaffolding technique in English reading comprehension, all of which indicated a high level of satisfaction. The overall results demonstrated that this approach significantly supported the students' understanding and engagement with the text. The students reported that they had chances to exchange the information and ideas among friends in their groups. The highest satisfaction came from the students' belief that the scaffolding technique enhanced their comprehension of the reading material. This aspect received an average mean score of 4.73 or 94.55 percent, highlighting the effectiveness of scaffolding in helping students grasp the content of the text. This result supported the idea of Van de Pol, Volman, & Beishuizen (2010), who suggested that forms of scaffolding involved arranging teaching steps by emphasizing how to complete tasks, providing assistance, gradually reducing support, and offering feedback. Previewing the reading text through skimming also scored highly in terms of student satisfaction, with a mean score of 4.70 or 93.94 percent. This suggests that skimming as a pre-reading strategy effectively supported students' ability to understand the overall content before examining it in detail. This finding aligned with Boonramee & Chaiyasuk's (2020) studied, which highlights that scaffolding, combined with brain-based learning, promotes students' reading comprehension abilities. Providing feedback to groups after they presented their summaries was seen as both creative and engaging, with an average mean score of 4.67 or 93.33 percent. Feedback, as part of the scaffolding process, plays a crucial role in helping students refine their understanding and improve communication skills. Hogg and

Vaughan (2005) also emphasized that feedback was a critical component of shaping students' attitudes, as it contributed to reinforcing their behavior and beliefs through interaction. Group activities, which facilitated the exchange of information and ideas among students, were also highly appreciated, earning an average mean score of 4.64 or 92.73 percent. The collaborative nature of these activities made the learning process more enjoyable and engaging. This finding was consistent with Sroinam (2012) viewed that a positive attitude, shaped by social interaction, reinforced learning behaviors, making students more receptive to new information. Lastly, students felt that the scaffolding technique helped them systematically connect with the reading text, as reflected by the high average mean score of 4.61 or 92.12 percent. This supports Brehm, Kassin, & Fein's (2002) definition of attitude as a reaction to the learning process, where students connected prior knowledge to the new content in a structured way, leading to a deeper understanding of the text. By breaking down the reading process into manageable steps, students can better comprehend and retain information.

Moreover, the students accepted that this teaching technique helped them succeed when studying English reading comprehension. The students agreed that the technique was useful for many reasons. First, it helped them practice their thinking skills and linked their background knowledge with new knowledge in the Questioning. Second, it allowed them to check the vocabulary, structures and expressions that they already knew, and learn the new vocabulary, structures and expression in the Instructing and Modeling. Next, it helped them practice skimming, scanning and predicting what the reading text was about in the Hint. In addition, it helped them practice finding the main idea in the reading text and summarizing the reading text with the Explaining. Finally, it helped them practice giving and receiving feedback, and asking as answering questions accurately according to the reading text in the Feedback. The students also liked teaching English reading comprehension using the scaffolding technique because they thought that it helped them learn and clarify their thinking with the new vocabulary, Astro ass to equal learning strategies to help them understand to the ways that made them remember, summarize the main idea in their own words, and apply knowledge of the text to the real-life situations. The results support the idea of Sroinam (2012), who suggested that attitude is an individual's feeling toward something or someone that depends on beliefs and understanding, and it is seen from their behavior s. Hence, Learners with positive attitude will have those attitude reinforced. Furthermore, they had fun and enjoy doing reading activities using the scaffolding technique, which board

supported by Brehm, Kassin, &Fein (2002), who define attitude as a positive, negative, or mixed reaction to a person, objects, all idea.

In summary, the high satisfaction scores across these aspects indicate that the scaffolding technique not only improved students' reading comprehension abilities but also made the learning process more engaging, systematic, and collaborative. These findings reinforced the role of scaffolding in enhancing reading comprehension by providing both the structure and support necessary for effective learning. The students' attitudes toward teaching English reading comprehension using the scaffolding technique had an impact on their reading comprehension. When students have a positive attitude toward reading, they are more engaged with the texts, which in turn enhances their reading comprehension ability.

Recommendations

The study revealed that students' posttest mean score on English reading comprehension ability was 30.39 or 75.99 percent and their attitude toward teaching English reading comprehension using the scaffolding technique was at a very good level. To support activities in the teaching English reading comprehension using the scaffolding technique, the researcher success the following recommendations.

1. Recommendations from the Study

In this study, the mean score of the posttest was higher than the pretest score, highlighting the effectiveness of activities in supporting and enhancing the teaching of English reading comprehension.

1.1 The research results showed that students' English reading comprehension ability improved after being taught using the scaffolding technique compared to their abilities before the intervention. This improvement is attributed to the scaffolding technique, which helped students activate their prior knowledge, better understand reading texts, and summarize them by using six scaffolding strategies: questioning, hinting, instructing, modeling, explaining, and providing feedback. Therefore, English teachers are encouraged to apply the scaffolding technique to improve students' English reading comprehension ability.

1.2 The research results indicated that students had a positive attitude toward teaching English reading comprehension using the scaffolding technique. This is because they found the activities engaging and enjoyable. The scaffolding technique provided tasks that captured students' attention and reduced their anxiety. As a result,

English teachers are encouraged to use the scaffolding technique to improve students' reading comprehension ability.

2. Recommendation for Further Study

Based on the previously discussed results, some suggestions are proposed for further studies.

2.1 Explore scaffolding's effect on other language skills (e.g., speaking, writing) and diverse educational levels.

2.2 Evaluate long-term retention of comprehension gains through follow-up assessments.

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