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INCREASING VOCABULARY SIZE OF GRADE VIII STUDENTS AT MTS MUHAMMADIYAH AL-HAQ PALU THROUGH SCAFFOLDING METHOD

Hilyatin Akromah[1], Desrin Lebagi[2], Mawardin M. Said[3], Sudarkam R. Mertosono[4]

[1,2,3,4]Universitas Tadulako
Hilyatinakroma15@gmail.com

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ABSTRACT

Scaffolding is a teaching method in which teachers provide structured, temporary support to help students develop independent learning skills gradually. In the context of English as a Foreign Language (EFL), scaffolding is particularly useful in vocabulary acquisition, especially for young learners who are still building basic language skills. This study aims to find out the effectiveness of the scaffolding method in increasing students' vocabulary size at MTs Muhammadiyah Al-Haq Palu. Students in grade VIII participated in this research. Two classes were identified as the control and experimental classes in this quasi-experimental research design. The researcher used a pretest and a posttest to collect data. Subsequently, SPSS version 23 was used to analyze the collected data. The result shows that the posttest mean score for students in the experimental class (78.22) was higher than the mean score in the control class (59.56). Furthermore, based on the result of the independence sample t-test, the sig (2 tailed) value (0.001) was lower than 0.05. It indicated that the alternative hypothesis was accepted. Therefore, the scaffolding method can increase the vocabulary size of grade VIII students at MTs Muhammadiyah Al-Haq Palu.

Keywords: *Vocabulary, Scaffolding Method, Increasing*

INTRODUCTION

Building a strong vocabulary is a crucial aspect of becoming proficient in a language because vocabulary knowledge is the basis for language. Susanto (2017) states that mastering a language depends on the acquisition of vocabulary. Furthermore, Webb and Nation (2017) state that lexical knowledge must be increased to improve language abilities. It means that mastery of any language skills is often attributed to the primacy of possessing a robust vocabulary. Therefore, a language learner who lacks an adequate vocabulary will struggle in various aspects of language proficiency.

As stated in the Kurikulum 13, especially in the syllabus for junior high school, it is stated that students are expected to convey and ask for information about people and objects according to the context of their use. In other words, students are supposed to understand English words and can use them in sentences. It aims to develop students' English skills. Therefore, they can not only understand

words in different contexts, but also purposefully use words to construct grammatically correct and context-appropriate sentences.

Based on the preliminary research interview conducted by a researcher with grade VIII students at MTs Muhammadiyah Al-Haq Palu, the researcher found that students have difficulties in learning vocabulary. Firstly, the students have difficulty in memorizing English vocabulary and relating it to relevant concepts. Secondly, they also have difficulty in defining and understanding the meaning of words. This difficulty reduces students' ability to comprehend English, both spoken and written. Therefore, for students to achieve the curriculum's goals, a certain learning method that can increase students' vocabulary is required. One of the methods that can be used in teaching vocabulary is the scaffolding method.

The word "scaffolding" clarifies how parental instruction affects the language growth of young kids. Kamil (2017) points out that scaffolding is an instructional approach employed by teachers to assist students in realizing their full learning potential. In essence, scaffolding serves as an important concept in education. It emphasizes the importance of structured support to encourage learner growth and autonomy in various domains of knowledge and skill acquisition.

This study aims to investigate the use of scaffolding method to teach concrete nouns in English vocabulary to students at MTs Muhammadiyah Al-Haq Palu. The results of this study provide practical insights into how scaffolding method can improve the teaching of concrete nouns in English vocabulary. In addition, this method can encourage additional research on related subjects or test the application of these results in various contexts. Therefore the researcher formulated the following research question: Can scaffolding method effectively increase the vocabulary size of grade VIII students at MTs Muhammadiyah Al-Haq Palu?

MATERIAL

Vocabulary

Words that are useful for writing, speaking, and understanding a language are known as vocabulary. It serves as the building blocks of effective communication, allowing individuals to express their thoughts, ideas, and emotions. According to Sari, Asahra, & Yana (2019 p. 410), "vocabulary is generically defined as the knowledge of words and word meanings." It means that vocabulary

is universally defined as the comprehensive understanding of words and their meanings. Thus, it serves as the language's fundamental building block, and is crucial for clear expression, understanding, and communication.

Classifying different types of vocabulary is important to have a better understanding of how to teach students effectively. Graves (2016) classifies vocabulary as receptive and productive vocabulary. receptive vocabulary is the words that students are able to comprehend when they are used in context but cannot actively use or produce on their own (Susanto, 2017). While productive vocabulary describes words that one can actively utilize in conversation or writing. This classification highlights the varied nature of vocabulary acquisition and application in language learning settings. Therefore, recognizing the distinction between them enables specific methods of instruction that address both components, resulting in more comprehensive and robust language mastery.

There are several types of vocabulary, also called part of speech. It includes nouns, verbs, adverbs, adjectives, pronouns, prepositions, conjunctions, determiners, interjections, and articles (Brown, 2021). Each type has a distinct function in the structure of language and contributes to the richness and complexity of communication. This classification gives a structured framework for comprehending the various functions of words in language.

Scaffolding method

The concept of scaffolding is a development of Vygotsky's theory of Zone of Proximal Development. The area between what people can do on their own and what they can do with the assistance of peers, teachers, or other learning tools is known as the zone of proximal development (Damanik, et al., 2025). Wood, Bruner, and Ross were inspired by this idea to invent the term scaffolding in 1976. It serves as a metaphor for conceptualizing the way support and guidance facilitate learning.

The scaffolding is commonly utilized in education to assist students as they progress to higher levels of comprehension and independence. Xaydarovna, (2023) provides examples of common scaffolds and their applications in education. It includes advanced organizers, cue cards, concept and mind maps, examples, explanations, handouts, hints, prompts, physical, verbal, question cards, question stems, stories, and visual scaffolds. The scaffolding method emphasizes the

necessity of structured support for students as they develop toward autonomous comprehension and mastery of skills.

In teaching vocabulary to students, teachers can use visual media. One example of applying scaffolding in increasing vocabulary size is through visual media such as multimedia and cue cards (Wan, 2022; Xaydarovna, 2023). The strategic use of visual media, as represented by multimedia, presentations, and cue cards, is an effective strategy for implementing scaffolding in increasing vocabulary. By utilizing these tools, instructors not only create an engaging learning environment, but also enable students to gradually and supportively build their understanding of the language.

Depending on the source, scaffolding can be divided into three forms. It includes one-on-one, peer, and computer-assisted scaffoldings (Belland 2017). One-to-one scaffolding is when a teacher helps a single student meet the objectives of an assignment. Peer scaffolding is when classmates who are considered to be smarter or more adept in the classroom offer scaffolding support. The computer-assisted scaffolding is defined as computer-supported assistance that assists students in engaging and acquiring skills in tasks that are beyond their abilities without assistance.

Scaffolding in education can be categorized based on the level of information provided to students. Fisher & Frey (2008) proposed three types of scaffolding which include reception, transformation, and production scaffolding. The Reception scaffolding is the process of accompanying and guiding students in the initial stages of learning new knowledge or abilities. The transformation scaffolding aims to assist students in processing and understanding knowledge. Meanwhile, the production scaffolding supports learners in the process of creating or producing their own work, such as essays, projects, or presentations.

METHOD

This research was designed as quasi-experimental. There were two classes divided into experimental and control classes. The scaffolding method was given to the experimental class, whereas the traditional method was given to the control group. Then, the scores of the two classes were compared to see if there were any significant differences in the outcomes.

The population of this research was grade VIII students of MTs Muhammadiyah Al-Haq Palu. There are three classes consisting of 15 to 16 students per class with a population of 46 students. Samples for this research were two classes that were divided into experimental and control classes. The researcher selected the samples randomly to avoid a subjective assessment using a lottery. This technique is called cluster-sampling technique.

The instrument that the researcher used to collect data was tested. The tests were divided into pretest and posttest. The pretest was distributed in the initial meeting while the posttest was distributed in the final meeting. The result of the posttest was compared to the pretest to determine the effectiveness of the treatments. To analyze the data, the researcher used SPSS (Statistical Program for Social Science) version 23.

RESULTS

The data in this research consisted of pretest and posttest score data. Then the data was analyzed using SPSS version 23. The results of the analysis were used to test the hypotheses. Therefore, it can be seen whether the scaffolding method can increase the vocabulary of class VIII students at MTs Muhammadiyah Al-Haq Palu. The specific results are explained in the following explanation.

1. Statistical Description of the Tests

Table 1. Statistical Description of Posttest in the Control Class

		Experimental Class		Control Class	
		Pretest	Posttest	Pretest	Posttest
N	Valid	15	15	15	15
	Missing	0	0	0	0
Mean		51,5547	78,2220	58,2227	59,5553
Std. Error of Mean		5,10071	3,70674	2,87046	3,08378
Median		53,3300	73,3300	60,0000	60,0000
Mode		46,67[a]	66,67	66,67	53,33
Std. Deviation		19,75495	14,35614	11,11725	11,94342
Variance		390,258	206,099	123,593	142,645
Range		66,67	40,00	33,33	40,00
Minimum		13,33	60,00	40,00	40,00
Maximum		80,00	100,00	73,33	80,00
Sum		773,32	1173,33	873,34	893,33

As can be seen from the above table, the experimental class's pretest mean score was 51.56, with 13.33 being the lowest and 60.00 being the highest. In the

meantime, the posttest results showed a mean score of 78.22 for the students, with the lowest score was 60.00 and the highest was 100.00. On the other hand, the control class's pretest mean score was 58.22, with the lowest score was 40.00 and the highest was 73.33. In contrast, the average posttest score for the students was 59.56, with the lowest score was 40.00 and the highest score was 80.00.

2. Normality Test

Table 2. Test of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest Experiment Class	,136	15	,200*	,952	15	,563
	Posttest Experiment Class	,189	15	,153	,886	15	,058
	Pretest Control Class	,176	15	,200*	,921	15	,198
	Posttest Control Class	,166	15	,200*	,946	15	,459

*. This is a lower bound of true significance.
a. Lilliefors Significance Correction

The data is normally distributed if the p-value is more than 0.05. However, if the p-value is less than 0.05, it means that the data is not normally distributed. Based on table 2, the data analysis of the pretest results of students in the control class obtained a probability value (sig.) of 0.200 and 0.153 for the posttest. Meanwhile, the analysis of the pretest results of students in the experimental class obtained a probability value (sig.) of 0.200 and 0.200 for the posttest. Therefore, it can be seen that the four of the probability values (sig) were higher than 0.05. It indicated that the data was normally distributed.

3. Homogeneity Test

Table 3. Test of Homogeneity Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1,429	1	28	,242
	Based on Median	,839	1	28	,368
	Based on Median and with adjusted df	,839	1	26,704	,368
	Based on trimmed mean	1,408	1	28	,245

The homogeneity of variance test was used to compare the posttest results for the experimental and control groups in order to assess the homogeneity of the

data. If the p-value is more than 0.05, the data is considered homogenous. Based on table 3, the probability value (Sig.) was determined to be 0.242. It demonstrated that the sig (p-value) was more than 0.05. As a result, each data group's posttest value has the same variance (homogeneity).

4. Independence Sample T-test

Table 4. Independence Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	1,429	,242	3,871	28	,001	18,66667	4,82178	8,78969	28,54364
	Equal variances not assumed			3,871	27,103	,001	18,66667	4,82178	8,77494	28,55839

Table 4 indicates that the value of sig (2 tailed) was 0.001. According to the results of the data analysis above, the two-tailed significance value was less than 0.050. It indicated that the test results for the experimental and control groups differed significantly from one another. Consequently, Ho (the null hypothesis) was rejected and Ha (the alternative hypothesis) was accepted. Stated differently, the scaffolding method was effective in increasing the vocabulary size of grade VIII students at MTs Muhammadiyah Al-Haq Palu.

DISCUSSION

The research results are discussed in this section. The discussion focused on answering the research question. This research examined how grade VIII students at MTs Muhammadiyah Al-Haq Palu increased the size of their vocabulary by using the scaffolding method. In order to offer information on research results, it was planned to assess the outcomes of research instruments.

The experimental and control classes had roughly the same level of vocabulary size based on the pretest results. The outcomes of the students' pretest

results were used as evidence. The pretest mean score for the experimental class was 51.55, whereas the pretest mean score for the control class was 58.22. It showed that the students in the control group appeared to have a higher mean pretest score than those in the experimental group. However, this score was still below the KKM standard, which was 75. This is related to the result of preliminary research interviews which revealed students' difficulties in learning vocabulary so they could not achieve the KKM score. This result was consistent with the study by Krisnayanti & Winarta (2021) who found that the students still had problems in learning English vocabulary.

After distributing the pretest to the students, the next step was conducting treatments. The researcher used the scaffolding method as the treatment in teaching vocabulary. Nevertheless, the experimental class was the only one to receive the treatments, while the control group continued their studies as usual. After that, the researcher distributed posttest to the experimental and control classes. The result of the posttest showed that the experimental class had a higher mean posttest score (78.22) than the control class (59.56). It proved that students' vocabulary grows significantly as a result of the scaffolding method. The results of this study confirmed what Suryani, Dewi, & Chuma (2023) found. They found that the scaffolding helps students in reading comprehension, word pronunciation, and meaning-making when it comes to the English text.

According to research results, before the scaffolding method was employed, the vocabulary size of the experimental and control classes was not significantly different and remained below the standard. However, the experimental class and the control class's vocabulary sizes differed significantly when the scaffolding method was implemented. As evidence, the result of the independence sample t-test was 0.001. It showed that the sig (2-tailed) value was lower than 0.050. It showed that, in comparison to the control group, the scaffolding method had a positive impact on the size of the vocabulary of the experimental class's students. The results of this investigation supported those of a prior study conducted by Hasani, Mohseni, & Molai (2024), which discovered that using scaffolded differentiation strategies affects students' receptive vocabulary. Therefore, the scaffolding strategy was proven to be useful for increasing students' vocabulary size.

CONCLUSION

Results and discussion revealed that the experimental class's mean posttest score (78.22) was greater than the control class's mean score (59.56). In addition, as seen from the independence sample t-test, the sig (2 tailed) value of 0.001 was lower than 0.05. It means, H0 (null hypothesis) is rejected and Ha (alternative hypothesis) is accepted. In conclusion, the scaffolding method has been proven effective in increasing students' vocabulary size at MTs Muhammadiyah Al-Haq Palu. Students' vocabulary has increased significantly after being taught using the scaffolding method. The results of this research indicate the need to utilize individualized pedagogical strategies to assist language acquisition and growth. Moreover, the assistance given to students can help students' development in learning languages. Therefore, integrating the scaffolding method into teaching methodology can help address students' diverse learning needs and promote more effective vocabulary teaching.

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