

Interactive Scaffolding Collaborative Learning Approach To Improve Learners' Reading Comprehension, Attitudes, And Engagement In English 7

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Abstract: This aim of this study is on the learners' reading skills under the implementation of interactive scaffolding collaborative learning approach (ISCLA). This study provides ample evidence on how pedagogical innovation may serve as a steppingstone to ameliorate students' poor reading comprehension, attitude, and engagement. The goal of this action research is to investigate or assess the efficacy of an interactive scaffolding collaborative learning approach (ISCLA) in improving learners' reading comprehension, attitude, and engagement. The researchers used the pre-test and post-test, as well as the likert scale, in data collection procedures, which resulted in satisfactory results after the implementation, in which twenty (20) students were assessed under the supervision of the chosen master teachers, as well as the use of lesson exemplar approved by the faculty of teachers.

Keywords: innovation, reading comprehension, reading attitude, development, reading engagement

INTRODUCTION

Education in the Philippines has changed because of the continuous increase in the number of cases. Private and public schools were closed to protect everyone, so the Department of Education's solution is to use digital platforms and modules (Montemayor, 2020). For that reason, the Department of Education (DepEd) faced several linked obstacles in trying to adapt to online learning. The most common problems were the adjustment of learning styles, having to perform responsibilities at home, and poor communication between educators and learners (Baticulon et al., 2021). Moreover, based on the result given by the Programme for International Student Assessment (PISA), the Philippines ranked third as the lowest in reading comprehension that leads to lower learning competencies of the students (Rimando, 2021).

Reading literacy is a functional factor that needs to be developed among school children. Marcos said that reading literacy in the Philippines is quite alarming since it is a prerequisite to learn complex ideas (Rimando, 2021). According to Rimando (2021), a secondary school teacher said that learners with good reading habits have better reading skills than those with poor reading habits. In addition, teachers can encourage their students to read if they become good examples and demonstrators of reading. According to Gunes (2009, cited in Ceyhan and Yildiz, 2020), comprehension is called meaning formation or sense-making process, unlike reading which is a process of meaning-making. Comprehension is the process of making sense based on the processed information gathered through reading.

Many researchers have studied the impacts of scaffolding with various participant groups, objectives, outcomes, and learning environments. They found out that there was a strong focus on the need for scaffolding in schooling. (Young Doo et al., 2020). Furthermore, scholars in the United States have created a substantial share of the scaffolding research since it has been frequently used in the academic field of language and literature. Good scaffolding can increase the quality of learning in an online setting and is more likely to add good online learning outcomes and learning experiences.

In this study, we are prompted to use a scaffolding and collaborative learning approach as it is widely applied in education and has been seen as conducive to student learning. The advent of technology and its applications in education have also greatly enhanced the classroom learning environment, leading to increasing research attention on the combination of technology and collaboration (Hsieh, 2017). Thus, the researchers were impelled to explore and amplify the interactive scaffolding and collaborative learning approach in improving learner's reading comprehension, attitudes, and learning engagement among the Grade 7 students of Colegio De San Gabriel Arcangel. This study also aims to flaunt that through the innovation of this teaching-learning approach, students will play their part to enhance their engagement toward reading.

ACTION RESEARCH QUESTIONS

This study intends to determine the effectiveness of the interactive scaffolding collaborative learning approach to improve learners' reading comprehension, attitudes, and learning engagement among the Grade 7 students of Colegio De San Gabriel Arcangel.

Specifically, this research seeks to answer the following questions:

1. What is the Learners' level of reading comprehension as exposed to the interactive scaffolding and collaborative approach in terms of:

- 1.1 pretest
- 1.2 posttest

2. Is there a significant difference that exists between the pretest and posttest results in reading comprehension as exposed to the interactive scaffolding and collaborative approach?

3. What is the learners' attitude toward reading as exposed to the interactive scaffolding and collaborative approach?

4. What is the learners' engagement towards reading as exposed to the interactive scaffolding and collaborative approach in terms of:

- 4.1 Cognitive Engagement
- 4.2 Behavioral Engagement
- 4.3 Emotional Engagement
- 4.4 Social Engagement

5. What lesson exemplar may be developed based on the findings of the study?

HYPOTHESIS

This study used the null hypothesis, which exposed to a statistical test at a 0.05 level of significance:

H01. There is no significant difference between the pre-test and post-test of the students who were exposed to interactive scaffolding collaborative learning approaches.

METHODS

This study probes the efficiency of interactive scaffolding collaborative learning approach (ISCLA) in improving the learners' reading comprehension, attitudes, and learning engagement toward reading in English 7 in one pretest-posttest experimental design. The study determines how this innovation helps learners improve their reading comprehension, attitude and learning engagement toward reading in English 7. Specifically, this study investigated what is significantly different between the pretest and posttest scores on the implementation of the interactive scaffolding collaborative learning approach in improving the learners' reading comprehension, attitude, and learning engagement toward reading in English 7. The subject of this research were the twenty (20) students in one section of Grade 7 in Colegio De San Gabriel Arcangel of City of San Jose Del Monte, Bulacan during the school year 2021-2022.

This study employed one-group pretest-posttest experimental design to determine the effectiveness of

interactive collaborative scaffolding approach in improving learners' reading comprehension, attitudes, and learning engagement toward reading in English 7. This research determines the effect of the implementation or treatment on a given sample (Allen, 2017).

The dependent variables were measured by gain scores and collected data, the difference between the pretest and posttest scores of the treatment group is assessed. A pretest and posttest and likert scale were employed as measurement tools for the treatment groups.

In this study there were twenty (20) Grade 7 students of Colegio De San Gabriel Arcangel are used as participant of the treatment group which was exposed to be interactive scaffolding collaborative learning approach as an intervention among the Grade 7 learners who have difficulties in reading in English in Colegio De San Gabriel Arcangel, City of San Jose Del Monte, Bulacan.

The first day of the implementation was done through conducting a research-made questionnaire for the pretest, which was given by the researchers. After conducting the pretest, participants of the treatment group with the researchers conducted two-day classes utilizing the interactive scaffolding collaborative learning approach (ISCLA) in the treatment group where the researchers themselves encouraged the critical and analytical thinking skills of the learners. Furthermore, the researcher scrutinized the hypothesis to determine the significant difference between the pretest and posttest scores of the participants of the treatment group in the research-made questionnaire.

The researcher made use of a questionnaire as a form of pretest and posttest with the use of table of specification (TOS) which is crucial to make sure that it is reliable, valid, and aligned to the curriculum guide given by the department of education (DepEd). It consisted of ten items according to Bloom's taxonomy level of learning where 14% understanding, 21% analyzing, 36% evaluating, and 29% creating.

Alarcón, et al (2017), emphasize the benefits of employing a virtual tool developed to assess the content of research instruments using expert judgment. In line with this, the researchers utilized a researcher-made questionnaire (<https://forms.gle/oZMixPGa3Zmn4YvA7>) as well as likert scale (<https://forms.gle/kWJ6VFrHP91ztqkD6>) to quantify the attitude and engagement of learners towards reading based on the Research Engagement Survey (Whitaker, 2009), that was submitted to the research adviser with an expertise in the field of content validation. The validator was tasked to check and provide his constructive suggestions and recommendation in terms of improving the instrument. Hence, the analysis of the test is a requisite to ensure the conformity of the test items to the learning competencies.

The researchers will analyze, interpret, and discuss the data gathered from the respondents using various research instruments such as pre-test, post-test, and Likert scale. The data will be subjected to various statistical treatments, the results of which will be used in subsequent comparisons to

answer the research question and test hypotheses. The following statistical tools were used in this study:

T-test is a statistical tool that has been used by the researchers of this study to compare the mean of the pre-test and post-test score percentage of the respondents.

Weighted Mean was the statistical tool used by the researchers to determine learners' attitude and engagement towards reading in the aftermath of being exposed to pedagogical innovation.

RESULTS AND DISCUSSION

This chapter will discuss the analysis and interpretation of the study on the research problem following the quantitative methodology. The content of this chapter are the responses of the research respondents gathered through the utilization of researcher-made questionnaire and likert scale.

Table 1: Learners' level of reading comprehension as exposed to the Interactive Scaffolding and Collaborative Learning Approach in terms of Pre-test and Post-test

	Pre-test Score	Post-test score	Gain score
Mean	36	43.5	7.5

The table above shows the pre-test and post-test of Grade 7 learners' level of reading comprehension. It is observable in the table that the mean score of the pre-test of the learners before the exposure to the pedagogical innovation is 36, while the mean score of the post-test of the learners after the exposure to the pedagogical innovation is 43.5 with a gain score of 7.5. Thus, the innovative pedagogical strategy used is highly effective to improve the reading comprehension of the learners.

In contrast with the statement of Parrish (2020) in which the researcher stated that there are various types of struggling readers that have a hard time figuring out some of the words and meaning of a certain text. On the contrary, despite the complexity of comprehending a reading material it is possible for the readers to understand with the help of a more-knowledgeable-other (Elleman & Oslund, 2019).

From the above discussion, it implies that the interactive scaffolding collaborative learning approach has an efficiency to impel the learners to learn and can ameliorate their poor reading comprehension. Hence, the teacher should still use the said teaching strategy depending on the situation and needs of the students (Hyangil, 2016).

Table 2: Significant difference that exists between the pre-test and post-test results in reading comprehension

using Interactive Scaffolding and Collaborative Learning Approach.

DF	T-COMPUTED	T-CRITICAL	PL	DECISION	INTERPRETATION
18	-1.8017	2.0244	p < 0.05	H0 is accepted	Not Significant

The table above contains the computed statistical data of the pre-test and post-test results. It implies that the computed value of -1.8017 is less than the critical value of 2.0244 in the 95% probability level at the degree of freedom of 18, hence, the researchers accept the null hypothesis and reject the alternative hypothesis. Therefore, there is no significant difference between the pre-test and post-test scores of the learners as exposed to the Interactive Scaffolding Collaborative Learning Approach in the pedagogical innovation.

The result of this study is aligned with the study of Hamra & Syatriana (2015) wherein the researchers concluded that there is a positive outcome and satisfying results concerning the teaching approach if the pedagogy is significantly interactive and easy to learn.

Based on the discussion above, it signifies that the interactive scaffolding collaborative learning approach can be a good alternative in classroom settings. Nevertheless, the teacher should also consider the appropriateness of the pedagogy to facilitate effectively and for the students to learn in the possible and easy way (Bergamin, Werlen, & Bochud, 2017).

Table 3: Learners' attitude toward reading on interactive scaffolding and collaborative approach.

	MEAN SCORE	INTERPRETATION
ATTITUDE	2.16%	Negative Attitude

Table number 3 shows the reading attitude of the learners, mean scores, and interpretation. The table reveals that the learners' reading attitude varies based on the questions given with the mean score of 2.16% indicating the negative attitude of the learners toward reading. Similar to the statement of Baki (2018) that remote learning often causes a demotivation to the students. It also results in the lack of motivation of the students to read because of the distraction by their surroundings.

The above discussion indicates that the usual problem to be addressed is the distraction and the short span of the students. However, an appropriate motivation like giving them a reward to read or additional points in a classroom reading session can ease their unfocused attention (Baticulon & Alberto et al, 2021).

Table 4: Learners’ engagement towards reading as exposed to the interactive scaffolding and collaborative approach in terms of Cognitive, Behavioral, Emotional, and Social Engagement.

	MEAN SCORE	INTERPRETATION
ENGAGEMENT	2.07%	Negative Engagement

Table number 4 shows the interpretation of learners’ engagement towards reading in terms of Cognitive, Behavioral, Emotional, and Social Engagement. The overall result shows that the reading engagement of the students is 2.07% with the verbal interpretation of negative. Therefore, the result shows that there are some aspects to consider in facilitating this pedagogical innovation to fully address the needs of the learners in terms of reading engagement.

This agrees with the article written by Rimando (2021) that this is where the teacher’s role in developing literacy in his or her students becomes critical. Teachers can encourage their students to read in a variety of ways, one of which is by setting a good example and demonstrating a reading strategy themselves.

From the discussion above, it implies how crucial it is to be innovative in teaching. Facilitators should engage with their students with an appropriate strategy that will catch their students’ attention. Regardless of the teaching strategy that the teacher is using, he or she must fully understand how to utilize it in the classroom, especially now that we are in remote learning (Ali & Hassan, 2018).

Implementation of pedagogy and lesson exemplar based on findings of the study

The findings and conclusion of the study has been a fundamental factor in implementing a new teaching strategy and lesson exemplar. The said pedagogical strategy for reading will help the teachers to arouse their students’ attention and can ameliorate their poor reading comprehension. Henceforth, the researchers are imploring the teachers and other members of the school to analyze and utilize if applicable the said pedagogy to improve the quality of teaching and learning. Setyowati, Sukmawan, & El-Sulukkiyah (2021) states that learning amidst pandemic is quite arduous and inefficient because of the scarcity of facilitator’s guide. However, this research pedagogy is a good factor that will help the teachers in improving their quality of teaching.

CONCLUSION

The researchers found out conclusions from the gathered and analyzed data. Those are as follows:

1. The utilization of the pedagogical innovation is ineffective in improving the learners’ comprehension, attitude, and engagement toward reading based on the weighted mean and gained scores of pre-test, post-test, and Likert scale. Thus, the Interactive Scaffolding Collaborative Learning Approach does not impact the learners’ academic performance through reading.
2. The use of the Interactive Scaffolding Collaborative Learning Approach did not have any significant difference between the pre-exposure and post-exposure to the pedagogical innovation. Therefore, pedagogical innovation is ineffective and inefficient in improving the reading comprehension of the learners towards reading based on the statistical data and t-test results.
3. The learners’ attitude toward reading with a low range of 2.16 or 2 and their reading engagement with a low range of 2.07 or 2 indicates that most of the learners do not like reading. Therefore, the learners’ attitude and engagement toward reading are both negative.

RECOMMENDATIONS

Based on the data gathered, findings, and conclusions the following recommendations are hereby offered:

- Interactive scaffolding collaborative learning approach should be utilized in especially reading sessions to improve the pedagogical approach as well as the academic performance of the learners.
- To improve the teaching and learning effectiveness the researchers suggest this pedagogy to be used by other teachers and facilitators to assess different areas of teaching and learning.
- The researchers advocate the dissemination of the pedagogy to various workshops, conferences, and seminars to analyze and gauge the possibility of implementation for future endeavors.
- Further action research should be undertaken with a larger number of respondents in a longer period of time, including both quantitative and qualitative methods.

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