

Scaffolding for a Meaningful Learning: Integrating Extensive Reading and *Tri Hita Karana* Values

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Abstract. There is a trend in current education to insert local wisdom values in the teaching and learning process. This study aims to provide a critical analysis on teaching reading that is integrated with local wisdom values based on the current and relevant related literatures. Understanding a text during reading activity is one of the crucial goals in reading comprehension. It could lead students to have better, enjoyable reading, and a better future. One of the ways to achieve it is by implementing scaffolding strategy with the integration of Extensive Reading (ER) activities and Tri Hita Karana (THK) values. It provides them with reading for pleasure with local values. It will go to the intended goals in reading. The pleasure and values that they get will facilitate them to an autonomous and a meaningful learning. Based on result of studies, implementation of scaffolding with ER and THK integration in the practice has positives impacts on the students learning. As aforementioned, it is highly applicable for current situation and effective as a strategy for having a meaningful learning. In this paper, three relevant studies will be reviewed for having framework of teaching reading.

Key words: ER, local wisdom, scaffolding, THK

INTRODUCTION

Reading plays paramount role in English as foreign language (EFL) learning context. It gives students knowledge on their learning, helps them acquiring the language, and also takes them to a better future (based on a survey that was done by the writer, 97.1% stated that so). Then, their acquisition can be run effectively when they are able to comprehend given texts. Reading without comprehension is nothing. Comprehension represents the students' skill in reading. In a nutshell, if the comprehension in reading cannot be had, students would need to repair their comprehension [1].

Regarding on the notion about reading, Vygotsky's Educational theory seems to be relevant to be described for the sake of strengthening the ideas on the role of reading in EFL setting. Looking at the educational theory, there are three issues that addressed and are relevant on EFL context. They are issue on multiculturalism, mediation and learning potential. It cannot be denied that the students learn better when they accommodate the culture they have, the implementation of scaffolding, as a part of mediation and classroom instruction for stimulating them to change in a positive way. Those three issues can be used as part of the process on achieving comprehension [2]

From the three issues raised, this review emphasizes on cultural issue in which it has roles in EFL learning. It is related to Cultural-Historical Activity Theory (CHAT). As cited in [2] CHAT places culture at the main part of human sense-making activities. In other words, it focuses so much attention on local culture, history and activity. The use of local activity with local content was found that it is able to set in the values to the students [3]. Moreover, it has significant effects on the students' learning [4] and also it increases students' extrinsic enthusiasm and dedication in English learning [5].

Learning a language takes process of acquisition through social interaction. The students need temporary teacher's help to facilitate them in learning autonomously and interactively. It relates to the second issue in Vygotsky's theory, that is mediation. As it is cited in [1], mediation refers to activity that is conducted by accommodating different forms as strategy modeling, creation of awareness of the use of strategies, adjustment of presentation to the student's level of competence, and transfer of responsibility to students. During the process, it is mediated with instrumental tools (books or electronic media) and psychological tools (language, sign, rules). Those activities lead them to have a meaningful learning. It is in line with sociocultural theory which states the students' cognitive development can potentially be achieved by having mediation [6].

In relation to the essence of mediation, one of the teaching strategies for teaching is scaffolding. Scaffolding strategy can help the students in language acquisition during reading activity. The acquisition can be accommodated by having reading activity that is done with guidance. Guidance by others (i.e., teachers) in students' learning is the key aspect of scaffolding [7] and scaffolding is typically associated with the socio-cultural theory (the role of social aspects and culture) [8]. Moreover, based on the research from [9], in order for the students to understand what they read, providing them assistance to develop and achieve the goals in reading is important.

Regarding on the core of scaffolding, in a nutshell, scaffolding as a teaching strategy is originally taken from Vygotsky's sociocultural theory and the concept of the zone of proximal development (ZPD). As it is sociocultural based, it provides supports to facilitate the student's development in learning, in this case is on reading. In other words, the point of scaffolding is to guide and support the students' learning which three aspects: contingency, fading, and transfer of responsibility [10] Then, reading with scaffolding facilitates them to build their prior knowledge and internalize new information. Moreover, another important aspect of scaffolding strategy is on the aspect of temporary. It makes complete on guidance aspect. As their abilities increase, the scaffolding provided is faded gradually [11]. Therefore, the goal of implementing scaffolding as the teaching strategy is to be an independent and self-regulating learner and problem solver [12].

Implementing scaffolding in teaching reading in order to facilitate on their reading and provide assistance to the students, it can be undergone by providing them with Extensive Reading (ER) activities. ER is mainly based on the theory of Krashen's Comprehension Hypothesis. It was stated that input must be interesting so that students pay attention on it (Krashen et al., 2018, as cited in [13]. Then, ER is known as reading for pleasure that is done with interactive activities for the sake of exploration of self-autonomous development [14]. The students will have better reading when they can choose the text that they fit in autonomously. Learning autonomy is part of all development process [15] and is the need of social development in this new era to be prepared with unprecedented challenges [16]. In other words, ER is one of the right ways to teach and facilitate them on reading.

To support the ER notion, the survey that was conducted by the writer shows that when they read interesting books or texts, it will make them to share and interact to others by retelling the content of it. It is in line with the result of survey which shows that interesting reading that they prefer to read is like novel (49.3%), comic (18.4%) or other interesting readings (17.6%). This result implies that the ideas of having ER activities in reading class will lead them to a more meaningful reading. They like to read because the reading is interesting to be read. Thus, it relates to the theory of Krashen's Comprehension Hypothesis as it has been explained.

When it talks about sociocultural in reading, it has relevance on the students' local wisdom as parts of their reading. Accommodating values of culture will help students to grasp a meaningful learning. They are not only having ability globally, but also locally. One of the local wisdom values that is crucial to be integrated in reading is values of *Tri Hita Karana* (THK). THK means three things that cause happiness to humans, namely (1) Parahyangan is the attitude and behavior of piety to God and do the religious doctrine; (2) Pawongan is the attitude and behavior of having good relations with fellow humans; and (3) Palemahan is the attitude and behavior of maintaining environmental sustainability [17].

Further on, the values of THK can be integrated in teaching reading with extensive reading activities. It is believed that the inclusion of local culture into the language learning is not only good in enhancing students' cultural knowledge but also adding interests and challenges for the students during the teaching and learning process. The students can find any kinds of interesting and challenging reading material that contains the values of THK so that they could feel and experience the cultures of Balinese daily life [18]. To support that study, based on the result of a study, it shows that the students and teachers have positive opinion toward the reading materials that integrate THK values [19]. The reading text that they can find is about, but not limited on, religious, mutual cooperation and also environment. Those kinds of text topic will give them paths to have a meaningful learning.

In conclusion, based on those three empirical studies, considering on Vygotsky's Educational and Sociocultural theory, Krashen's Comprehension Hypothesis, survey result and empirical reviews, scaffolding can be implemented with ER activities and by integrating the values of THK in the reading material. Thus, the meaningful learning that they got from the implementation of scaffolding with ER and integration of THK will make them to have a more meaningful reading. Moreover, it can create harmony for teaching and learning.

METHODS

This library research is done by searching several main database engines of publication as published in reputable/indexed national and international journals that is limited for reading practice. It was done by making

use of ProQuest (<https://search.proquest.com/>), Education Resources Information Center (<https://eric.ed.gov/>), Google Scholar (<https://scholar.google.com>), and Research Gate (<https://www.researchgate.net>) as the databases. Then, there are three considerations, they are (1) publication that addresses the published work which talk about Scaffolding, Extensive Reading (ER) and *Tri Hita Karana* (THK) as the keywords, since 2017; (2) the use of English and its status as foreign or second language; and (3) the availability of information on related review. Those aspects are reviewed based on information and data that are taken from the relevant empirical studies and the provided recommendation for further researches at the last part of the article.

RESULT AND DISCUSSION

In this article, there are three empirical studies that are taken for reproducing conditions from the past to the present. They provided relevance content to support the ideas posed by this study. The summary of the study was employed from the three articles. The process of reviewing allows the drawing of insights about strategies of implementing scaffolding in extensive reading activities with the integration of *Tri Hita Karana* values.

The first study is taken from [20]. The title is Schemes of Scaffolding in Online Education. The objective of the study was to understand the nature of the online learning environment and explore the aspects, types, and methods of scaffolding provision in online learning contexts. It was done for accommodating synchronous and asynchronous learning. It also provides support in the form of static or dynamic interaction that was done by peers, teachers, or technology.

The research went to the issues by adopting George's model of library research. The sources of data were selected from several databases, namely Education Resources Information Center, Google Scholar, and Research Gate. Then, for the cited articles were written in English, referred to Vygotsky and Wood et al. theory, focused on the keywords of online learning environment, scaffolding strategies, online scaffolding, technology-enhanced scaffolding, scaffolding in online learning, online learning scaffolding strategies, online scaffolding education, published in Scopus Indexed Journals, and open-access. The process resulted on reviewing 40 indexed articles. In addition, it ends with drawing of insights about the nature, aspects, and strategies of implementing scaffolding in the context of synchronous and asynchronous.

The main findings of this library research were on the key aspects of scaffolding, the nature of the online learning environment, types of online scaffolding, and the implementation in the online classroom. Overall, based on the reviewed references, scaffolding has positive impacts on the students learning for the sake of having learning autonomy, in synchronous and asynchronous setting. The findings imply that scaffolding strategies are suggested to be integrated into online learning setting. Since the study focuses on drawing the schemes of scaffolding, further research on the implementation of each type of technology-enhanced scaffolding (procedural, conceptual, metacognitive, strategic scaffolding) and the integration of those four scaffolding strategies in online courses should be conducted. This needs to be further researched on for this topics.

The second is the study about Extensive Reading: Theory, Research and Implementation that was undergone by [13]. This study was chosen because its content talked on Extensive Reading as one of the key words of this research. Based on the article, it was found that there are three objectives for this research, (1) elucidate the theory and principles underlying extensive reading; (2) summarize current research on extensive reading that has been conducted in English as a Second Language and English as a Foreign Language contexts and has been published over the last five years will be presented; and (3) provides directions for future research for having critical gaps about ER.

Ng, Renandya, & Chong addressed the issues by conducting literature review. There were 29 references that were reviewed to get the objectives of the study. The review was based on theoretical review, empirical review, and the review on its implementation. They are all discussed and elaborated in a comprehensive way. It allows readers to get the concept of ER in a well and detail way. By integrating theory into practice, the objectives that are directed were clearly had.

This study results on main findings that is about ER. It is started with the underlying concept of ER, the effects of ER in learning language skills that were done by synthesizing relevant studies. The language skills were on reading rate and comprehension, vocabulary gains, improvements in writing and grammar. It is continued with the discussion on students' attitude and perceptions toward ER by underlying the role of affective factors in reading development.

At the last part of the study is come with gaps and recommendation for future researches. The writers go with the suggestion of [21]. It is suggested that current practices of supervised (or instructed) ER will continue, and

independent (or non-instructed) ER might also take place. Then, for blended extensive and intensive reading, could be used in the classrooms. Furthermore, it was assumed that there will be greater uptake in the use of Moodle Reader Module. Therefore, more educational institutions and teachers are expected to have ER into English curriculum in order to obtain linguistic and non-linguistic benefits of ER.

The last relevant study to support the ideas of this study was done by [19]. This study accommodated local wisdom values, namely *Tri Hita Karana*. The title of the study is Integrating *Tri Hita Karana* values in teaching reading: students' and teachers' opinions. This study explains students' and teachers' opinion on reading materials integrating *Tri Hita Karana* values and students' reading comprehension before and after the implementation of that reading materials.

The study was conducted at SMKN 3 Singaraja in the academic year of 2016-2017. The subjects were the teacher and the students of the tenth grade. There were 7 females and 21 males. *Tri Hita Karana*-Based Reading materials was the object of this study. It made use of ADDIE model that consists of five steps: Analyze, Design, Develop, Implement, and Evaluate. There were five kinds of instruments. They are observation sheet, interview guide, expert judgement sheet, questionnaire, and reading comprehension test. The results of the observation and interview were analyzed qualitatively through interactive data analysis model. This interactive data analysis model consists of three steps, namely: data reduction, data display, and conclusion drawing/verification. Then, the result of the test and questionnaire were analyzed using descriptive statistic.

The main findings of the study were focused on two things: (1) Teachers' Opinion on Values of *Tri Hita Karana* Concepts which are Appropriate to be inserted in the Reading Materials, and (2) Teachers' and Students' Opinions toward *Tri Hita Karana*-based Reading Materials. For the first focus, the *Tri Hita Karana* values that should be inserted in the materials, namely: (a) from *Parahyangan* point of view, i.e. good relationship between human and God. The relationship must be cautious of God, be faithful of God, be grateful of God, and praying diligently; (b) from *Pawongan* point of view, i.e. good relationship between human. It can be shown from working together, helping others, being tolerant to others, treating others equally, being polite and courteous to others, and appreciating others' opinion; (c) from *Palemahan* point of view, i.e. good relationship between human and nature. It is about preserving the forest and its animal, maintaining the cleanliness of the environment, managing garbage properly and wisely, and maintaining water channel. It means that, inserting local values is crucial in learning and reading material, so that it is not solely about western culture that is learnt. Integrating universal and local values is important in conducting character-based education. It will raise the cross-cultural understanding that is important to avoid any conflicts.

For the second focus, the opinion was gained from questionnaire. The questionnaire was developed based on the theory of good learning material by Tomlinson with the four aspects of the questionnaire: feature, content, language used, and assessment. From the feature aspect, all of the teachers and students (100%) agree that THK-based reading materials: are presented using interesting images and illustrations on each text and are presented using a clear and interesting typeface to read. From the content aspect, all of the teachers and students (100%) agree that the materials give them positive impacts. Moreover, it represents a meaningful learning. From the language used aspect, the all of the teachers and students (100%) agree that the sentences presented in THK-based reading materials: use correct and correct grammar; correspond to the students' level of understanding; and are simple and easy to understand. For the assessment aspect, they (100%) agree that the assessments could stimulate students to learn independently and/or in groups.

From the results it could be stated that being aware of promoting character values from the local wisdom of the students is crucial to do. They gave positive opinions toward the implementation of THK-based reading materials and it could improve students' reading comprehension. However, there is no recommendation provided by the article explicitly, rather it is shown implicitly. It is suggested that, this study can be used as consideration to have a more comprehensive and wider study that accommodates local wisdom for students of all ages, not only for senior high school students.

CONCLUSION

In conclusion, based on theoretical and empirical studies that have been explained, scaffolding can be implemented with ER activities in reading class and also with the integration of the local wisdom values of THK in the reading material. ER and THK could take them interested in reading contextually. Their interest will facilitate their learning. Thus, the meaningful learning that they got from the implementation will make them to have a more meaningful reading. In addition, the policy makers or future researchers can adapt or adopt the concept of scaffolding with the integration of ER and THK, not only for reading, but also other language skills.

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