

**EXPLORING THE IMPLEMENTATION OF SCAFFOLDING THROUGH
THE USE OF CHILDREN'S STORYBOOK AS A TEACHING MEDIUM IN
ENGLISH CLASSES FOR YOUNG LEARNER READING SKILLS**

THESIS



By

RAHMATIKA DHAMAYANTI

NIM. 220107110059

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG**

2026

**EXPLORING THE IMPLEMENTATION OF SCAFFOLDING THROUGH
THE USE OF CHILDREN'S STORYBOOK AS A TEACHING MEDIUM IN
ENGLISH CLASSES FOR YOUNG LEARNER READING SKILLS**

THESIS

to Compile Undergraduate Thesis English Education Department



By

RAHMATIKA DHAMAYANTI

NIM. 220107110059

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG**

2026

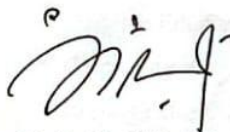
APPROVAL SHEET

Name : Rahmatika Dhamayanti
NIM : 220107110059
Study Program : English Education
Thesis Tittle : Exploring the Implementation of Scaffolding
through the Use of Children's Storybook as a
Teaching Medium in English Classes for Young
Learner Reading Skills

After being checked and fully revised, the Thesis with the title as above is approved
for submission to the Thesis Examination Session.

Acknowledge by

Advisor



Ima Mutholiatil Badriyah, M.Pd
NIP.198312172023212017

Acknowledged by:

Head of the Study Program



Maslihatul Bisriyah, M.TESOL
NIP. 198909282019032016

LEGITIMATION SHEET

EXPLORING THE IMPLEMENTATION OF SCAFFOLDING THROUGH THE USE OF CHILDREN'S STORYBOOK AS A TEACHING MEDIUM IN ENGLISH CLASSES FOR YOUNG LEARNER READING SKILLS

THESIS

by:

Rahmatika Dhamayanti (220107110059)

Has been defended in front of the board of examiners at the date of May 25th 2026
and declared PASS

Accepted as the requirement for the degree of English Language Teaching (S.Pd)
in the English Education Department, Faculty of Educational Teacher Training.

The Board Examiners,

Signatures,

- | | | |
|--|-------------------|--|
| 1. Dr. Alam Aji Putera, M.Pd
NIP. 198904212023211023 | Main Examiner |  |
| 2. Harir Mubarak, M.Pd
NIP. 198707082023211024 | Co-Examiner | |
| 3. Ima Mutholiatil Badriyah, M.Pd
NIP. 198312172023212017 | Secretary/Advisor | |

Approved by

Dean of Education and Teacher Training Faculty

Maulana Malik Ibrahim Malang



Prof. Dr. H. Muhammad Walid, MA

NIP. 197308232000032002

THE OFFICIAL ADVISOR'S NOTE

Ima Mutholliatil Badriyah, M.Pd
Lecturer of Faculty of Tarbiyah and Teacher Training
Islamic State University of Maulana Malik Ibrahim, Malang

Malang, 11 May 2026

Matter : Thesis of Rahmatika Dhamayanti
Appendix :

The Honorable,

To the Dean of Faculty of Tarbiyah and Teacher Training Maulana Malik
Ibrahim State Islamic University of Malang In Malang

Assalamu 'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language,
writing techniques and after reading the student' thesis as follow:

Name : Rahmatika Dhamayanti
Student ID Number : 220107110059
Department : English Education
Thesis : Exploring the Implementation of Scaffolding
through the Use of Children's Storybook as a
Teaching Medium in English Classes for Young
Learner Reading Skills

Therefore, we believe that the thesis of Rahmatika Dhamayanti has been
approved the advisor for the further approval by the board of examiners.

Wassalamu 'alaikum Wr. Wb.

Advisor,



Ima Mutholliatil Badriyah, M.Pd

NIP. 198312172023212017

APPROVAL

This is to certify that the thesis of Rahmatika Dhamayanti has been approved by the advisor for further approval by the board of examiners,

Malang, 11 May 2026

Advisor,



Ima Mutholiatil Badrivah, M.Pd

NIP. 198312172023212017

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith,

Name : Rahmatika Dhamayanti
Student ID Number : 220107110059
Department : English Education
Faculty : Faculty of Education and Teacher Training

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
3. Should it be found later that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, May 11, 2026

The Researcher



Rahmatika Dhamayanti

NIM. 220107110059

MOTTO

الْيَقِينُ لَا يُزَالُ بِالشَّكِّ

“*Al-yaqīnu lā yuzālu bisy-syakk*”

The most certain way to succeed is always to try just one more time.

-Thomas Edison-

DEDICATION

This thesis is lovingly dedicated to my small and happy family, especially my beloved Father (Ayahton) and Mother (Bukwi), who have always been the greatest blessings in my life. Thank you for your endless love, sincere prayers, patience, understanding, sacrifices, and unwavering support in every step of my journey.

To my parents, whose kindness knows no limits, who always give their best without hesitation, and who never stop believing in me even during difficult times. Your warmth, care, and sincerity have become my strongest source of strength and motivation.

No words will ever be enough to express how grateful I am to have such wonderful parents. This achievement is truly dedicated to both of you, with all my love and gratitude.

ACKNOWLEDGEMENT

All praise is devoted to Allah SWT for His endless mercy, blessings, guidance, and strength that have enabled the writer to complete this thesis. Peace and blessings be upon Prophet Muhammad SAW, who has guided humanity toward the path of truth and righteousness.

This thesis is submitted as partial fulfillment of the requirements for obtaining an undergraduate degree in the English Education Department at UIN Maulana Malik Ibrahim Malang. Throughout the process of completing this thesis, the writer has received valuable support, guidance, motivation, love, and prayers from many people. Therefore, the writer would like to express sincere gratitude to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si., as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Muhammad Walid, MA., as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Mrs. Maslihatul Bisriyah, M.TESOL., as the Head of the English Education Department, for her guidance and support during the writer's academic journey.
4. Mrs. Ima Mutholiatil Badriyah, M.Pd., as the writer's supervisor, who has patiently guided, supported, and encouraged the writer throughout the process of completing this thesis. Her kindness, dedication, valuable advice, understanding, and endless guidance have meant so much to the writer. The writer is deeply grateful for her patience in giving corrections, suggestions, and motivation during every stage of this research process. Maam, I hope you will be blessed by Allah kindness everywhere and everytime. Thank you very

much for has being kind and also patient advisor. My process was full of peace because of you.

5. All lecturers of the English Education Department, for the knowledge, experiences, advice, guidance, and valuable lessons that have greatly contributed to the writer's academic and personal growth throughout the years of study.
6. Ustadzah Mamluatul Inayah, S.Pd.I., M.Pd.I., as the Head of MI XYZ, along with all teachers of MI XYZ, for their kindness, support, cooperation, hospitality, and assistance during the research process. The writer truly appreciates all the help and opportunities given during the completion of this research.
7. All students of MI XYZ, who participated enthusiastically in this research and created meaningful learning experiences for the writer. Their enthusiasm, participation, and cheerful spirit made the teaching and research process more enjoyable and memorable.
8. The writer's beloved parents, especially my Father (Ayahton) and my Mother (Bukwi), who have always been the greatest source of love, strength, and support in the writer's life. Endless gratitude is dedicated to them for every prayer, sacrifice, encouragement, patience, and sincere affection they have given throughout this journey. Thank you for always believing in the writer even during difficult times, for never giving up, and for continuously motivating the writer to pursue dreams and complete this thesis. Thank you for never counting or questioning anything you have sacrificed for your only daughter, and for always giving the best with sincere love and endless support.

The writer truly believes that “Heaven without reckoning is for parents who strive for their children’s education.” No words can truly express how grateful the writer is to have such loving and supportive parents.

9. The writer’s dearest childhood friends, Istiqomatul Istiana and Asika Aura Jasmine, who have accompanied the writer through many phases of life with endless kindness, laughter, care, and support. Thank you for always listening, understanding, encouraging, and staying by the writer’s side during both happy and difficult moments.
10. The writer’s beloved college friends, Hafizhah, Abil, Sekar, and Tarisah, thank you for all the unforgettable memories, laughter, togetherness, support, and motivation during university life. Thank you for helping, encouraging, and accompanying the writer through assignments, struggles, stressful days, and precious moments throughout the academic journey.

Finally, the writer realizes that this thesis is still far from perfect. Therefore, constructive suggestions and criticism are highly appreciated for the improvement of this thesis. Hopefully, this thesis can provide benefits and contribute positively to readers and future researchers.

Malang, May 11, 2026

Rahmatika Dhamayanti
NIM.220107110059

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Word

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = Kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ’
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vocal

اَ و = aw

اَ ي = ay

اَ و = ū

اَ ي = ī

TABLE OF CONTENT

COVERPAGE	i
APPROVAL SHEET	ii
THE OFFICIAL ADVISOR NOTE	iv
APPROVAL SHEET	v
LEGITIMATION SHEET.....	v
DECLARATION OF AUTHORSHIP	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENT	ix
LATIN ARABIC TRANSLITERATION GUIDE	xii
TABLE OF CONTENT	xiii
LIST OF TABLE	xvii
LIST OF APPENDICES	18
LIST OF PICTURE	19
PREFACE	20
ABSTRACT	22
ABSTRAK	23
الملخص	24
CHAPTER 1 INTRODUCTION	25
1.1 Background of the Study	25
1.2 Research Question	34
1.3 Research Objectives	34
1.4 Significance of the Research.....	35
1.5 Scope and Limitation of the Study	36

1.6 Definition of Key Terms	36
1.6.1 Children’s Storybook.....	36
1.6.2 Reading Skill.....	36
1.6.3 Young Learners.....	37
1.6.4 English Language Teaching Classroom	37
1.6.5 Implementation	37
1.6.6 Scaffolding	37
CHAPTER II THEORETICAL FRAMEWORK	38
2.1 Young Learners.....	38
2.2 Storybooks	39
2.2.1 Definition of Storybooks.....	39
2.2.2 Advantages of Storybooks	41
2.2.3 Disadvantages of Storybooks	44
2.3 Reading	45
2.3.1 Definition of Reading.....	45
2.3.2 Kinds of Reading.....	46
2.3.3 Reading Skill.....	49
2.3.4 Reading for Young Learners	50
2.4 The Use of Storybooks in Teaching Reading.....	50
2.5 Scaffolding in Teaching Reading.....	52
2.5.1 Verbal Scaffolding	52
2.5.2 Procedural Scaffolding	53
2.5.3 Strategic Scaffolding.....	53
2.6 Previous Studies	55
CHAPTER III RESEARCH METODOLOGY	61
3.1 Research Design	61
3.2 Research Time and Setting.....	62

3.3 Research Participant	63
3.4 Research Instruments	64
3.5 Data Collection Techniques.....	65
3.5.1 Observation	66
3.5.2 Interview	66
3.5.3 Documentation	67
3.6 Data Analysis Techniques	67
3.6.1 Data Reduction.....	68
3.6.2 Data Display	68
3.6.3 Conclusion Drawing and Verification.....	69
3.7 Triangulation.....	69
CHAPTER IV FINDINGS AND DISCUSSION	72
4.1. Findings.....	72
4.1.1. The Implementation of Scaffolding through Storybooks.....	72
4.1.1.1. Pre-Reading Activities	73
4.1.1.2. Whilst-Reading Activities.....	74
4.1.1.3. Post-Reading Activities.....	75
4.1.2. Teacher’s Perceptions toward the Use of Children’s Storybooks	76
4.1.2.1. Teacher’s Perceptions toward the Benefits of Storybooks	77
4.1.2.2. Teacher’s Perceptions toward Students’ Learning.....	78
4.2. Discussion.....	79
4.2.1. The Implementation of Scaffolding through Children’s Storybooks.....	81
4.2.1.1. Pre-Reading Activities	82
4.2.1.2. Whilst-Reading Activities.....	83
4.2.1.3. Post-Reading Activities.....	85
4.2.2. Teacher’s Perceptions toward the Use of Children’s Storybooks	87
CHAPTER V CONCLUSION & SUGGESTION	90

5.1. Conclusion	90
5.2. Suggestions.....	100
5.2.1. For English Teacher	92
5.2.2. For Schools	93
5.2.3. For Future Researchers.....	93
REFERENCE	94
APPENDICES	98

LIST OF TABLE

Table 3. 1 Schedule of the Research	63
Tabel 4. 1 Observation Results of Pre-Reading Activities.....	73
Tabel 4. 2 Observation Results of Whilst-Reading Activities.....	74
Tabel 4. 3 Observation Results of Post-Reading Activities	75
Tabel 4. 4 Observation Results of Students' Responses toward Storybooks	77
Tabel 4. 5 Observation Results of Students' Learning Differences	78

LIST OF APPENDICES

Appendix 1. Research Permission Letters.....	106
Appendix 2. Instrument Validation Sheets.....	109
Appendix 3. Research Instrument.....	111
Appendix 4. Research Instrument Result.....	113
Appendix 5. Research Timeline.....	119
Appendix 6. Lesson Plan.....	120
Appendix 7. Documentations.....	126
Appendix 8. Curriculum Vitae.....	127

LIST OF PICTURE

Picture 2.1. Cover of Children Storybook.....	41
Picture 2.2. Content of Children Storybook.....	41

PREFACE

First of all, I would like to thank Allah SWT for giving me health, strength, and guidance, so I can finish writing this thesis proposal with the title "Teacher's Perception of Scaffolding Implementation by Using Children's Storybooks as a Teaching Media in English Class for Young Learners Reading Skill". This proposal is made as one of the requirements to complete my study in the English Education Department.

I chose this topic because I am interested in using children's storybooks to help young learners to improve their reading skills in English. Based on my first observation at MI XYZ, many learners can read, but they do not understand the meaning well. That is why I want to know how teacher use storybooks in class and what they think about it.

I would like to say thank you to:

1. My supervisor, who has helped and guided me in writing this proposal.
2. All lecturers in the English Education Department who have shared their knowledge with me.
3. The principal, teacher, and staff at MI XYZ who allowed me to observe the class.
4. My parents and family, who always support and pray for me.
5. All my friends who gave me help, motivation, and support during this process.

I know this proposal is not perfect. I hope to receive suggestions and advice to make it better. I also hope this proposal can be useful for me, for teacher, and for other learners who want to do similar research in the future.

Malang, July 2025

Writer

ABSTRACT

Dhamayanti, Rahmatika. 2026. *Exploring the Implementation of Scaffolding through the Use of Children's Storybook as a Teaching Medium in English Classes for Young Learner Reading Skills*. Thesis, English Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Ima Mutholiatil Badriyah, M.Pd.

Key Words: Scaffolding, Children's Storybook, Reading Skills, Young Learners, Teacher's Perception

Reading skill is one of the essential skills in English language learning, especially for young learners at the elementary school level. Many students are able to read words but still experience difficulties in understanding the meaning of texts. Therefore, appropriate teaching strategies are needed to support students' reading comprehension. One effective strategy is scaffolding, which refers to the gradual support provided by teacher until students become independent learners. This study aimed to (1) describe the implementation of scaffolding through the use of children's storybooks in English reading classes for young learners and (2) explore teacher's perceptions toward the use of children's storybooks as a scaffolding medium to improve reading skills. This study employed a qualitative approach with a case study design conducted at MI XYZ Blitar involving English teacher of grades 4 and 5. The data were collected through classroom observation, interviews, and documentation and analyzed through data reduction, data display, and conclusion drawing. The findings revealed that the teacher implemented scaffolding through three stages of reading activities: pre-reading, whilst-reading, and post-reading. In the pre-reading stage, the teacher introduced vocabulary and activated students' prior knowledge through storybook illustrations. During whilst-reading activities, the teacher read the story aloud expressively, asked guiding questions, and helped students understand difficult vocabulary. In the post-reading stage, students retold the story and discussed its moral values. The findings also showed that children's storybooks provided significant benefits, including improving students' motivation, enriching vocabulary, and enhancing reading comprehension. However, several challenges were also identified, such as differences in students' learning abilities and limited instructional time.

ABSTRAK

Dhamayanti, Rahmatika. 2026. *Exploring the Implementation of Scaffolding through the Use of Children's Storybook as a Teaching Medium in English Classes for Young Learner Reading Skills*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Ima Mutholiatil Badriyah, M.Pd.

Kata Kunci: Scaffolding, Buku Cerita Anak, Keterampilan Membaca, Pelajar Muda, Persepsi Guru

Keterampilan membaca merupakan salah satu keterampilan penting dalam pembelajaran bahasa Inggris, khususnya bagi pelajar muda di tingkat sekolah dasar. Banyak siswa mampu membaca kata-kata, tetapi masih mengalami kesulitan dalam memahami makna teks secara mendalam. Oleh karena itu, diperlukan strategi pembelajaran yang tepat untuk membantu siswa memahami bacaan. Salah satu strategi yang efektif adalah scaffolding, yaitu bantuan bertahap yang diberikan guru hingga siswa mampu belajar secara mandiri. Penelitian ini bertujuan untuk (1) mendeskripsikan implementasi scaffolding melalui penggunaan buku cerita anak dalam pembelajaran membaca bahasa Inggris bagi pelajar muda dan (2) mengetahui persepsi guru terhadap penggunaan buku cerita anak sebagai media scaffolding untuk meningkatkan keterampilan membaca siswa. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang dilaksanakan di MI XYZ Blitar dengan partisipan guru bahasa Inggris kelas 4 dan 5. Data dikumpulkan melalui observasi kelas, wawancara, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru mengimplementasikan scaffolding melalui tiga tahap kegiatan membaca, yaitu pre-reading, whilst-reading, dan post-reading. Pada tahap pre-reading, guru memperkenalkan kosakata baru dan mengaktifkan pengetahuan awal siswa melalui gambar pada buku cerita. Pada tahap whilst-reading, guru membacakan cerita secara ekspresif, memberikan pertanyaan pemandu, dan membantu siswa memahami kosakata sulit. Pada tahap post-reading, siswa diminta menceritakan kembali isi cerita serta mendiskusikan nilai moral yang terkandung di dalamnya. Hasil penelitian juga menunjukkan bahwa buku cerita anak memberikan manfaat yang signifikan dalam pembelajaran, seperti meningkatkan motivasi belajar, memperkaya kosakata, dan meningkatkan pemahaman membaca siswa. Namun, ditemukan pula beberapa tantangan, seperti perbedaan kemampuan belajar siswa dan keterbatasan waktu pembelajaran.

المخلص

دهاميانتي، رحمتيكا. ٢٠٢٦. استكشاف تطبيق السقالات التعليمية من خلال استخدام كتب قصص الأطفال بوصفها وسيلة تعليمية في فصول اللغة الإنجليزية لتنمية مهارات القراءة لدى المتعلمين الصغار. بحثٌ جامعي، قسمُ تعليم اللغة الإنجليزية، كليةُ علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج

المشرفة: إيما مطهرة البدرية، الماجستير في التربية

الكلمات المفتاحية: السقالات التعليمية، كتبُ قصص الأطفال، مهارةُ القراءة، المتعلمون.

تُعَدُّ مهارةُ القراءة إحدى المهاراتِ المهمّة في تعلُّم اللغة الإنجليزية، ولا سيّما للمتعلّمين الصغار في المرحلة الابتدائية. فكثيرٌ من التلاميذ يستطيعون قراءة الكلمات، لكنهم ما زالوا يواجهون صعوبةً في فهم معاني النصوص فهمًا عميقًا. لذلك، تبرز الحاجةُ إلى استراتيجياتٍ تعليميةٍ مناسبةٍ تساعدُ التلاميذَ على فهم المقروء. ومن الاستراتيجيات الفعّالة في هذا المجال استراتيجيّةُ السقالات التعليمية وهي المساعدةُ التدريجيةُ التي يقدّمها المعلمُ حتى يصبحَ التلميذُ قادرين على التعلّم بصورةٍ مستقلة. وتهدفُ هذه الدراسةُ إلى: (١) وصفِ تطبيقِ السقالات التعليمية من خلال استخدام كتب قصص الأطفال في تعليم مهارة القراءة باللغة الإنجليزية للمتعلّمين الصغار، و(٢) معرفة تصوّراتِ المعلمين حول استخدام كتب قصص الأطفال بوصفها وسيلةً للسقالات التعليمية لتحسين مهارات القراءة لدى التلاميذ. واعتمدتِ الدراسةُ المنهجَ النوعيَّ بتصميم دراسة الحالة، وقد أجريت في مدرسة بمدينة بليتار، بمشاركة معلّمي اللغة الإنجليزية للصفين الرابع والخامس جُمِعَتِ MI XYZ البياناتُ من خلال الملاحظة الصفّية، والمقابلات، والتوثيق، ثم حُلّلت عبرَ تقليل البيانات وعرضها، واستخلاص النتائج. وأظهرت نتائجُ الدراسة أنَّ المعلمين طبّقوا السقالات التعليمية من خلال ثلاث مراحلٍ في أنشطة القراءة، وهي: ما قبل القراءة، وأثناء القراءة وما بعد القراءة. ففي مرحلة ما قبل القراءة، قدّم المعلمُ المفردات الجديدة وفعل المعرفة السابقة لدى التلاميذ من خلال الصور الموجودة في كتاب القصص. أمّا في مرحلة أثناء القراءة، فقد قرأ المعلمُ القصّة بطريقة تعبيرية، وطرح أسئلةً توجيهية، وساعدَ التلاميذَ على فهم المفردات الصعبة. وفي مرحلة ما بعد القراءة، طُلِبَ من التلاميذ إعادة سردِ محتوى القصّة ومناقشة القيم الأخلاقية المتضمّنة فيها. كما أظهرت نتائجُ الدراسة أنَّ كتب قصص الأطفال قدّمت فوائدَ مهمّةً في عمليّة التعلّم، مثل زيادة دافعية التعلّم، وإثراء المفردات وتحسين مهارة الفهم القرائي لدى التلاميذ. ومع ذلك، كشفتِ الدراسةُ أيضًا عن بعض التحديات، مثل اختلاف قدرات التعلّم بين التلاميذ ومحدودية وقت التعلّم

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Young learners are children between the ages of 6 and 12 years old (Maizarah & Purwanti, 2023). According to their research, the children are in a stage where they learn best from real-life situations and simple examples, not from difficult or abstract ideas. At this age, children are active, curious, and like to learn through stories, games, and pictures. Reading comprehension means understanding what we read. For young learners, this is very important. If children can understand what they read, they can learn more words, think better, and enjoy learning more. Eventhough many young learners can read the words, they don't understand the meaning. That is why they need help from the teacher to understand the text (Hojiqulov, 2023). This is in line with the principles of education in Islam, which highly value reading and learning. Islam teaches that seeking knowledge is a noble act and brings great rewards. As stated in the hadith of the Prophet Muhammad ﷺ from Abu Hurairah Radhiyallahu 'anhu:

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا، سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

Man salaka ṭarīqan yaltamisu fīhi ‘ilman, saḥhalallāhu lahu bihi ṭarīqan ilal-jannah

“Whoever takes a path in search of knowledge, Allah will make the path to Paradise easy for him.” (Hadith Narrated by Muslim, No. 2699)

This hadith shows that reading and learning are not only academic activities but also acts of worship that are valued in Islam. When learners read and

seek knowledge, especially in their early years, they are fulfilling both educational and religious goals.

Reading is a very important basic skill in the learning process of young children. At an early age (around 4–8 years old), children are in a stage of fast language and thinking development (Skaric & Salhab, 2024). They start to build basic understanding about language, symbols, word meanings, and sentence structure at this stage.

The process of reading is not only related to recognizing letters and words, but it also enables children to form thinking power, grasp things, and relate their personal experiences to the surrounding world (Puspita et al., 2022). Young children reading activities are beneficial in assisting them to know the common language, develop their vocabulary and provide examples of good sentences. In addition to this, children learn the structure of language naturally when reading interesting texts. This is essential when studying a foreign language such as English as the children can learn through meaningful stories and not just through memorization of words (Williamson et al., 2023).

A storybook is a type of book, which narrates a simple story with illustrations. It is designed particularly among children, particularly young learners aged 4-10 years (Syafiqoh et al., 2023). A storybook is generally easy to read, has fascinating characters, and is well illustrated in color. Storybooks contain short stories, clear and often discussing daily life or exciting adventures (Pasaka et al., 2022). Storybooks are not to do nothing, but can be used to teach reading, language, and good values. Storybooks are actual books that can be utilized in teaching a foreign language such as English. In them they employ the use of natural language,

repetition of sentence structure and definite storylines. As studies by Pasaka, Julianto, and Artha (2022) show, it will make children grasp new sentences and words simpler since the language is presented in an entertaining and meaningful manner. The images also allow children to make guesses about the meaning of the text.

The storybooks also make the learning process interesting. Children will be encouraged to learn when they like reading. They also are glad and excited to read more (Wardini., et al 2023). Wardini and her colleagues discovered that children who read storybooks tend to get more confident and excited during English lesson. They desire to read more, speak more and ask questions. This makes them enhance their reading abilities more quickly and learn English more easily. Additionally, storybooks give children exposure to natural language that can assist them to acquire vocabulary and sentence structures in context. By reading the stories, learners get to observe the application of words in practical context, and it is easier to learn and remember the language. Imagination and creativity can also be stimulated through storybooks as learners visualize the characters, places and scenes in their minds. This emotional involvement with the story will ensure that the learning is significant and will motivate learners to be active in classroom activities like in a discussion, relating stories or acting out characters.

Children require assistance in form of explanations, entertaining story books, and assistance during reading. This is referred to as scaffolding, in which teacher instruct the learners step by step (Arifin et al., 2022). In his work, Arifin and his colleagues describe the kind of assistance a teacher provided to a group of learners to read together, answering simple questions and using pictures to facilitate

comprehension. The teacher did not leave the child alone but gives small help step by step until the child can do it by themselves. If young learners don't get help, it is hard for them to improve their reading skills. So, giving the right reading activities to young learners is very important to help them grow (Herdiana & Munir, 2023).

According to Teaching English British Council's storybook-as-real-language approach originated in the early 2023, using storybooks in English class is very helpful for young learners, storybooks show real language. This means the language used in storybooks is similar to how people speak in daily life, so children can learn useful words and sentences they can use in real situations. They help children learn how people use English in real life, not only from grammar rules or word lists, instead of only learning grammar rules, learners learn from examples in the story. This helps them understand how the language works naturally (Zoncita, 2024).

Scaffolding is temporary help that a teacher gives to learners when they try to do something that is a little too hard to do alone (Tabak & Reiser, 2022). According to their research, this help is called the "just-right" support because it is not too easy and not too hard, but exactly what the learners need to succeed. The teacher watches the learners carefully and changes the help depending on how the learners are doing. If the learners are struggling, the teacher gives more help. If the learners are improving, the teacher gives less help. This process is called dynamic adjustment. Scaffolding aims to help learners learn independently (Nurhayati, 2020). According to Nurhayati (2020), using scaffolding in teaching can increase learners' learning independence. This is because the teacher gives personalized

support that matches what each learners needs. With this help, learnerss can complete tasks that were too difficult to do alone before. The teacher gradually withdraws the assistance and learners gradually develop their capacity until they are able to learn independently.

The discussion that follows is centered on the primary theories explaining the scaffolding effect in the learning process. First, the distance between what a learners can do alone and what they can do with the assistance of someone more experienced is called the Zone of Proximal Development (ZPD) (Shabani et al., 2020). Vygotsky (1978) was the pioneer of the concept of scaffolding in education with this idea. In scaffolding, research by Shabani and his colleagues reveals that the support provided by the teacher or peer is such that the learners are presented with tasks that are a little beyond their current capability. The support is gradually cut down as the learners improve. At some point, the learners can do the tasks without assistance. The second theory that is noteworthy to explain scaffolding in learning belongs to Wood, Bruner, and Ross (1976). According to this theory, scaffolding refers to short-term assistance provided by a teacher or tutor to learners so that the students are able to complete tasks which they cannot accomplish independently (Smith et al., 2025).

Initially, the teacher provides much assistance, including simplifying the task, providing clear examples, and step-by-step instructions to the learners. When the learners starts to understand and feel confident, the teacher slowly reduces the help, which is called fading. Subsequently, the learner will be able to go through the task without assistance, and this is the primary objective of scaffolding. This process assists learners to shift between what they can perform at the moment, and

what they are capable of accomplishing in the future, and it is based on the concept of the Zone of Proximal Development (ZPD).

The third theory of learning is cognitive apprenticeship, which is driven in a manner similar to a traditional apprenticeship (Jensen., et al 2023). As research by Jensen and his colleagues regarding Cognitive Apprenticeship Theory discovered by Collins, Brown and Newman (1989) reveals, that the initial stage is the teacher demonstrates how the task is done (modeling). Next, the teacher provides support and directions to the learners as they attempt to accomplish the task. Then the teacher gradually decreases the assistance and learners work independently. This is a clear scaffolding by support in stages. The more skilled the learners are, the more responsibility they have towards the task. Finally, learners learn to think and solve problems on their own. This approach is effective as it employs real tasks and real-life scenarios that assist the learners to navigate through their Zone of Proximal Development (ZPD) as they gradually transition into being independent learners.

Storybooks are a tool that is common in the process of learning English among the young learners in Indonesian elementary schools (Resty et al., 2024). Research by Resty and colleagues shows that such books normally possess easy sentences, repetition of language structures and bright illustrations that enable the learners to have the meaning of what they read in the books. Teacher usually read the storybooks aloud, direct the learners using questions and inviting them to discuss the story. This method assists the learners to enhance their vocabulary, reading comprehension, and speaking. Learning in English classes with the help of storybooks can also be enjoyable and meaningful to children. Numerous researches

conducted in Indonesia revealed that storybooks can be utilized to assist young learners to acquire early literacy skills in an enjoyable and interactive manner.

In a study by Putri and Tiarana (2021) under the title *The Use of Colorful Picture Storybooks to Improve Learnerss Reading Comprehension*, the researcher concluded that reading storybooks can be of great importance in enhancing reading comprehension among first-grade junior high school learners. Colorful illustrations and intriguing stories allowed the learners to comprehend the text more readily and get motivated. The researcher found that storybooks did not only assist students in learning vocabulary and making sense but also make reading activities enjoyable and meaningful. Despite the effectiveness of storybooks demonstrated in this study, it targeted older learners who are in junior high school.

Another study by Aziz (2021) with the title *Designing an Islamic Bilingual Storybook: A Supplementary Reading to the Eight-Grade Learnerss of SMP Muhammadiyah Boarding School Palopo* explored the role of picture storybooks in reading instructions. The experiment adopted three reading phases: pre-reading, during-reading and after reading and demonstrated that storybooks enabled the learners to be more interactive and engaged at the classroom. The illustrations assisted the learners to interpret recount text and relate to the events in the story. The results indicated that storybooks can be used to enhance reading comprehension and motivation. Nevertheless, the study was carried out among eight-grade learnerss and on particular text types.

Another study by Mastika, Padmadewi, and Juniarta (2025) that was entitled *The Use of Picture Storybooks in Blended-Based Lering Method to Teach Literacy to Young Learners* examined the way in which the combination of

storybooks with digital platforms (blended learning) enhanced reading and writing abilities of learners. The students stated that the interactive tools and colorful pictures made reading enjoyable and understanding. The research established that literacy learning may be effectively supported by using digital storybooks. Nonetheless, it concentrated on blended learning classrooms.

The title of another study by Yulianingsih, Bahrin, and Radiah (2021) is *Improving Learners Reading Comprehension through Scaffolding Reading* and was conducted with a pre-experimental type of design and high school learners. The outcome was much higher in comparison with literal comprehension scores and critical comprehension scores. The researchers came to a conclusion that the method of scaffold, including the use of guiding questions, clarifying vocabulary, and modeling reading, can help learners to comprehend the text in a more profound manner and develop confidence. This research though emphasizes the effectiveness of scaffolding, it was completed on the older learners.

Moreover, Yawiloeng (2022) has carried out a study titled, *Using Instructional Scaffolding and Multimodal Text to Enhance Reading Comprehension: Perceptions and Attitudes of EFL Learners*, the research has discussed the use of visual material, including images and storyboards, with scaffolding to help learners gain more comprehension and enjoy reading. Teachers were able to explain visuals and pose guiding questions to make the learners more engaged and understand the stories better. The findings indicate that scaffolding and the use of visual features can be used to make reading interactive and effective.

The above research on the use of storybooks in teaching young learners has demonstrated numerous advantages, including the ability of the learners to learn

vocabulary, comprehending the text, and having more interest in reading. Such studies as those of Putri and Tiarana (2021), Aziz (2021), Mastika, Padmadewi, and Juniarta (2025), Yulianingsih, Bahrin, and Radiah (2021), and even Yawiloeng (2022) have revolved around the impact of storybooks on the reading performance of learners. Nevertheless, the majority of these studies simply examined the outcomes or progress in the reading abilities of learners. Very little study has been done yet to examine the actual implementation of storybooks by the teacher in the classroom and the perception of the teacher regarding the same.

Especially in Indonesian elementary or Islamic schools, the teacher's role in selecting, presenting, and guiding learners through storybooks is not deeply discussed. Therefore, this study tries to explore how English teacher use storybooks in reading lessons and what their perceptions are about the use of storybooks for young learners. While scaffolding is recognized as important in young learners' reading, there is little research on the specific scaffolding techniques that teacher use when implementing storybooks in the classroom. Therefore, this study also tries to explore what scaffolding techniques English teacher use when reading storybooks with young learners in the classroom.

Based on the explanation and research above, using storybooks in English class through effective and organized teaching stages is a good way to help young children improve their reading skills. Storybooks are written in easy words, both with nice pictures and fun stories that are easier and engaging to read (Siahaan, 2022). They assist children to learn new words, comprehend sentences and like to read better. Numerous studies indicate that storybooks can assist the child to become a better reader. Therefore, storybooks in the teaching of English are quite

useful and valuable to young pupils (Omar & Saufi, 2025). Therefore, the writer is interested in conducting a study about how storybooks are implemented in Young Lernas English classes and how teacher percieve their use as scaffolding tools to develop young learners' reading skills.

1.2 Research Question

Considering the background of the study, the researcher is interested in exploring how storybooks are used in the English classroom and how teacher percieve about their use. Based on this, the researcher formulated the following research questions:

1. How does English teacher implement scaffolding strategy by using storybooks in young learner English classes for reading activity?
2. What does English teacher perceive about scaffolding strategy of the use of children's storybooks for young learners' reading skill?

1.3 Research Objectives

This study aimed to explore the use of children's storybooks in English classes to support young learners' reading skills. The main focus of this study is to understand how storybooks are implemented in the classroom and how teacher perceive their use in helping learnerss read better. This study focused on the following aspects:

1. To find out how English teacher implement scaffolding strategy by using storybooks in teaching reading to young learners.
2. To understand what English teacher percieve about scaffolding strategy by and the use of children's storybooks to improve reading skills in young learners.

1.4 Significance of the Research

As a theoretical contribution, this study adds to the growing body of knowledge in the field of English language teaching for young learners. It offers information on the possibility of using storybooks as reading material and as efficient tools to aid the development of vocabulary, reading comprehension, and engagement of learners. Besides, the role of scaffolding in storybook based reading activities is brought into the spotlight with the emphasis on how teacher can assist students step by step to learn how to understand texts and eventually become independent readers. The findings are also contributing to the argument on how real and meaningful texts like storybooks can help in language acquisition in a more natural and enjoyable manner. Lastly, the study can be used as a source when the future researchers are interested in studying the role of storybooks and scaffolding in early literacy and language development.

Practically, the research is likely to have a positive effect on English teacher, learners and schools. To teacher, it provides some thoughts and ways on how to incorporate story-books into reading tasks in the classroom and scaffold strategies that help learners go through bits by bits. It assists teacher to know how to make reading interesting and interactive to the young learners and to give them the appropriate support and slowly enable them to be independent. To the learners, storybooks offer a captivating means of learning the English language through use of simple language, visual context and guided support which helps them comprehend and enjoy reading before they get to work on their own. Such a method can boost confidence and interest of the learners in reading. In the case of schools or other learning institutions, the results can be directed to better the

teaching by promoting the use of storybooks in early English education along with effective scaffolding strategies. The research can also assist schools in making their learning environments child-centered and rich in literacy

1.5 Scope and Limitation of the Study

The paper is dedicated to the application of the scaffolding strategy through the storybooks in English reading class with children. The research was restricted to a single Islamic elementary school, MI XYZ Blitar of young learners. It merely examined the use of storybooks by English teacher in classroom reading activities and their perceptions regarding the use of storybooks to facilitate reading. It merely examined the application of the scaffolding strategy implemented by teacher through storybooks and teacher perception concerning the advantages and the difficulties. The study is conducted by classroom observation and interview with the teacher and not with the learners or parents. Thus, the outcomes of this research might not be similar at other schools or locations.

1.6 Definition of Key Terms

1.6.1 Children's Storybook:

A children's storybook is a simple and short book made for young children. It usually has easy words, colorful pictures, and fun stories. In this study, the storybook is used as a tool in the English classroom to help young learners improve their reading skills and enjoy reading activities in elementary school level.

1.6.2 Reading Skill:

Reading skill refers to learners' ability to read and understand written English texts. This includes understanding vocabulary, sentence meaning, and the

story. In this study, reading skill is focused on young learners' understanding after learning with storybooks in the classroom.

1.6.3 Young Learners:

Young learners are children between the ages of 6 to 10 years old who are in elementary school. They are in the early stage of learning English as a foreign language. In this study, they are the main participants in reading activities using storybooks. At this age, children learn best through engaging, visual, and interactive activities that make the learning process enjoyable.

1.6.4 English Language Teaching Classroom:

English language teaching classroom refers to a formal space where learners learn English as a foreign language. In this study, it means the classroom where the teacher uses children's storybooks during English reading lessons to help young learners improve their reading skill.

1.6.5 Implementation:

Implementation means the way teacher apply storybooks in the English class. It includes how teacher prepare the materials, use the storybooks during reading activities, and guide learners to understand the stories and vocabulary.

1.6.6 Scaffolding:

Scaffolding means the support that teacher give to help learners understand and enjoy the storybooks. This support can be in the form of explaining difficult words, asking guiding questions, giving examples, or showing how to read the sentences. The teacher provides more help at the beginning and then slowly reduces it as learners become more confident and can read or understand the story by themselves.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter gives the theoretical background underpinning this research. It concentrates on three key areas, young learners, storybooks, and reading skills. These issues give a definite insight on how young learners can be taught the reading skills through the use of storybooks in English classrooms.

2.1 Young Learners

Young learners are children aged 6 to 12 years (Maizarah & Purwanti, 2023). They are still in the elementary school and they are at a tender age when they are learning a new language. Children at this age are active, curious, and prefer to learn by way of games, stories, and pictures. They study most when they find the lessons entertaining and simple to follow. Long and dull texts are not enjoyed by young learners. They require interesting activities using real life examples. At this age, children become bored very quickly thus they require various forms of activities to attract their attention. As an illustration, having listened to a short story, they can create the characters, sing the related song, or perform the story. These tasks make them remain concentrated and enjoy the learning process.

Skaric and Salhab (2024) argue that young learners are building their thinking and language capacities rapidly. This is the period where they should be taught a new language such as English. But they also require the help of teacher, including guidance, pictures and easy instructions to ensure that they grasp the content. At this age, children start to notice language patterns, ask more questions, and their ideas become more clear. This is the most appropriate opportunity to expose them to a new language since their heads can bend and be receptive. Nevertheless,

the young students still require tangible illustrations to correlate new words to the meaning. They might not have a complete grasp of the abstract ideas, and therefore a teacher should employ actual items, body language, and images to facilitate clarifying lessons.

Researcher targeted young students in grade 4 and 5 students in elementary school who are approximately ages 9-11. Children of this age are developing rapidly in their thought processes and language abilities and hence it is the right time to learn English. Their best way of learning is in fun, interactive and real life activities.

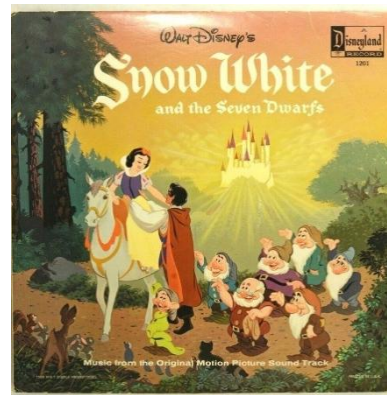
2.2 Storybooks

2.2.1 Definition of Storybooks

A storybook is a book which narrates a short and easy story (Siska & Yuli, 2021). It is child friendly and consists of simple words, brief sentences, and illustrations. Storybooks are enjoyable to read and usually discuss everyday life, adventures, or values (Syafiqoh et al., 2023). Storybooks can be employed in the English lesson to make children learn new vocabularies and to learn English in an amusing manner. Storybooks are written in actual language, not grammar rules or word lists.

Pictures are seen on each page of most storybooks on children. These are images that assist young learners in guessing the meaning of new words. Although they may not know the words, they are still able to read the story by viewing the picture. This gives them more confidence and eagerness to read.

Picture 2.1 Cover of Children Storybook



Picture 2.2 Content of Children Storybook



2.2.2 Advantages of Storybooks

Storybooks can be useful learning materials among young learners in English lessons (Pasaka et al., 2023). They also make learning process enjoyable and they make children understand the language using fun and meaningful stories. The advantages of storybooks in English class among young learners are numerous:

1. They make learning fun

Young learners will be more interested and motivated when the learning activities are fun (Suprianti et al., 2023). As one of the studies by Suprianti and her colleagues says, storybooks offer courses of fun in the form of entertaining characters, straight-forward plots, and colorful drawings. These factors contribute to the establishment of a good learning atmosphere in which learners are relaxed and enthusiastic. Owing to this, they become more attentive and ready to engage in classroom activities. Fun learning also minimizing stress and makes children easier to receive new information.

2. They assist in the development of vocabulary.

Young learners can be introduced to new words through storybooks (Suprianti et al., 2023). Research conducted by Suprianti and colleagues (2023) reveals that words used in the story are presented in a context that is clear and meaningful, and thus the children easily get to understand them. As an illustration, when a tale depicts a picture of a cat and tells us that the cat is asleep the children are able to relate the word cat with the picture and action. This will make them better remember the word. Confirmation of the same words in various sections of the story is also

repeated to reinforce their vocabulary. With time, learners will begin to identify, learn and apply these to new words during speaking or writing of English.

3. They facilitate reading comprehension.

Short sentences with clear meanings and easy to comprehend are used to write storybooks in language that newer learners can clearly understand (Pasaka et al., 2023). The pictures depict what is transpiring in the story according to their research which is accompanied by the text. These pictorial indicators assist the learners to relate the words to their meaning. Children can understand the meaning in a more simpler way when they read and view a picture of a boy eating the sentence: The boy is eating. Such text and image combination will allow young learners to enhance their reading comprehension, as they do not just read words, but they also comprehend what is going on in the story. It makes them also learn the story in a better way.

4. They show real English

Storybooks frequently incorporate the vernacular language that children hear in life, whether at home, school, or playing with friends (Pasaka et al., 2023). Their study found that the sentences are natural and like those that people use in their everyday conversations. As an example, one could say, Let's go to the park! or I am hungry, which are not complicated yet helpful phrases. Reading such sentences makes the young learners become accustomed to English use in actual scenarios.

This will help them to not only learn about vocabulary and grammar, but also learn how to use English in a natural way when speaking or writing.

5. They develop the confidence of learners.

Young learners can read and comprehend a story independently, and this makes them feel proud of themselves (Pasaka et al., 2023). As they state in their study, this achievement helps them become more confident in their capacity to acquire the English language. Storybooks have simple language and assistive pictures; hence, children can know what is going on in the story without experiencing confusion. They can have the feeling of achievement as they complete one story after another. This good attitude motivates them never to give up on learning and trying. The more they are assured that they can speak, read and write in English, the more they are ready to do it.

Readers of storybooks are more motivated and confident in the classroom (Wardini et al. 2023). Her findings show that learners like learning English better and desire to read and speak more. The reason is that storybooks provide favorable learning experience. Children become interested in the lesson when they read and like the stories they read. Storybooks contain fun and simple contents and, therefore, the fear or anxiety associated with learning a new language is minimized. Consequently, there is increased activity of learners in the learning activities. They also feel more like to attempt using new words and sentences in reading and in speaking activities.

2.2.3 Disadvantages of Storybooks

Although it is true that storybooks confer numerous advantages to young learners, one can also witness certain difficulties (Yuniar and Kurniati, 2024):

1. There are too difficult and too easy books.

The usual challenge about using storybooks is that the level of language used might not be suitable to the abilities of the learners. In case the book is too challenging learners might not grasping the words or the narrative that could leave them confused and demotivated. Conversely, in case the book is too simple then the learners will get bored and lose interest. This is the reason why teacher should select the storybooks with a lot of care and ensure that they are appropriate in terms of age and level of English of the learners. An appropriate book can make learners remain interested, comprehend the book material more, and enjoy the reading process.

2. Need teacher guidance

The teacher may be required to assist the young learners to grasp the story. Some sections of the story may not be understood by children yet the book is written in simple words and images. They can be unfamiliar with the meaning of new words, or they can be unfamiliar with the message of the story. Teacher have a significant role in the explanation of the story, guiding questions, and relating the story to the lives of learners. Certainly, with proper direction, children will be able to have a better time reading the story and enhance their reading abilities in increments.

3. Limited classroom time

English Class time is extremely limited in most schools particularly in Indonesia. There are lots of subjects that teacher should cover and use the school program, so they may not have enough time to read storybooks in every lesson and discuss them. It takes time to read a storybook correctly not only to read it, but also to explain the meaning, discuss new words, perform follow-up activities. Due to this fact, not all teacher will be able to incorporate storybooks on a regular basis. To address this, educators may select shorter stories or work with storybooks during selected lessons when they are relevant to the topic and the learning objectives.

2.3 Reading

2.3.1 Definition of Reading

Reading is the process of looking at written words and understanding what they mean (Nikmah & Darwati, 2021). For young learners, reading is more than just saying the words. They also need to know what the words mean and what the story is about (Puspita et al., 2022). Reading helps learners learn new vocabulary, sentence structure, and language patterns. In addition, Puspita et al. (2022) concluded that reading supports children's overall language development. When learners read regularly, they become more familiar with how language is used in different situations. They can see how sentences are formed, how ideas are connected, and how language expresses meaning. For young learners, reading also builds concentration and thinking skills, as they learn to follow the flow of a story from beginning to end (Nikmah & Darwati, 2021)

Reading for young learners should be simple, fun, and full of pictures to help them understand the meaning. According to Williamson et al. (2023), children learn better when they read meaningful and interesting texts like storybooks. Williamson et al. (2023) emphasize that reading is not only about recognizing or sounding out words, but also about making meaning through active engagement with the text. In their study, they highlight that young children understand stories better when reading includes interaction, discussion, and connections to their real-life experiences.

2.3.2 Kinds of Reading

These are a few of the types of reading that are typical of English class:

1. Reading aloud

Reading aloud is a practice where a teacher or other individual reads a book aloud so that children could hear it (Senawati et al., 2021). This practice assists children to learn a language in an entertaining manner. Senawati et al. (2021) argue that reading aloud has numerous advantages. Children are able to learn new vocabulary by hearing new words and knowing how they can be used. They also get to know the proper pronunciation by imitating the pronunciation of the teacher. Reading out also enhances understanding since the teacher is able to hold at intervals so as to clarify the meaning of the story. It also contributes to listening as children pay attention until the end of the story. They can also be more motivated to read again with an interesting story. Even the reading aloud may lead to the development of critical thinking as well when the teacher requests the children to guess or talk about what is going to happen next. The teacher needs to make this activity effective by selecting books that are of the

age and interest of the children, read aloud, allowing questions and relating the story with the experiences of the children.

2. Silent Reading

Silent reading is a type of reading that involves children reading aloud to themselves (Nurul Izzah et al., 2021). In their study, teacher give learners freedom to read during classes. Sustained silent reading was found to assist learners in the fifth-grade to understand stories better and enjoy reading more (Markus and Cheriebelle, 2022). They discovered that silent reading enhances motivation of learners to read, vocabulary development, and understanding of the English texts. This practice also allows children to reflect on the story, visualize what could occur and relate the concepts in the text with their own experiences.

3. Shared reading

Shared reading is a teaching and learning process in which the learners and the teacher read the same text simultaneously (Honchell & Schulz, 2012). The teacher in this approach is the one who directs the reading session as s/he reads aloud and the learners follow him/her. This makes young learners feel at ease since they do not need to read alone. Pausing of the teacher can also tell the new words, pose simple questions, and demonstrate pictures that will assist the learners to get the meaning of what the story tells. This type of reading can assist children to add to their pronunciation, listening, and comprehension abilities simultaneously. It also makes reading more interactive and enjoyable since the learners are able to participate in repeating

important phrases or in putting forward what would occur next. Shared reading makes the learners self-assured and helps them to participate actively in the learning process.

As the research by Cardenas, Nunez, and Zapata (2020) claims, shared reading (or dialogic reading) supports the active communication of the teacher and children throughout the reading experience. The teacher poses questions, describes words, and relates the story to the experiences of the child. The process aids in enhancing the narrative understanding and expression of children.

4. Guided reading

Guided reading is a process that involves the teacher with a small group of learners and assists them to read a slightly challenging text according to their level (Manru & Kahar, 2025). In this process, the teacher provides pre-reading support, in-reading support, and post-reading support. As an illustration, the teacher may present new vocabulary, pose questions to confirm comprehension and assist learners to pronounce words properly. This will ensure that the learners feel encouraged and they get to learn more about the story.

Kambeyo (2021) goes on to explain that guided reading enables learners to master reading techniques through the teacher and eventually grow into self-sufficient readers. The teacher also provides feedback and requests that learners discuss the story during the activity, and thus they can reflect more on what they read. According to her, this is a particularly useful

way of instructing young learners to enhance their reading fluency and comprehension in a well-organized manner.

According to the nature of this study, the researcher looked into reading aloud as a reading process that the teacher applied in the classroom. The purpose of the study was selected as it aligned with the objective of this activity that was to observe how the teacher utilized scaffolding through the use of the storybooks of children to assist them to learn reading. During reading aloud, the teacher read out the story which helped the learners to hear the correct way to pronounce the words, learned new words and comprehended more easily the topic of the story with the help of the explanation from the teacher.

2.3.3 Reading Skill

The skill of reading implies the possibility of comprehending the text that is being read (Susanti and Amalia, 2024). It contains a number of important aspects according to their researches. First, knowing the meaning of words (vocabulary), the ability to know the meaning of words in the text. Reading is primarily based on vocabulary in that, without the reader knowing the meaning of the words, then the reader will not easily comprehend what is being read. Second, the perception of the sentence, or the possibility of perceiving the meaning of the entire sentence. This is the knowledge of grammar and sentence construction like knowing the subject, predicate, and object, or knowing verb forms. Third, comprehension of the entire text/story, a higher order of comprehension where the reader has comprehended not only words and sentences, but the gist, plot, characters, setting, conflict and morality in the text. And finally, the ability to respond to questions depending on

the text, which demonstrates that the learners themselves know what they read. Questions may be literal (answer can be found in the text itself), inferential (answer needs to be reached using the information in the text), or evaluative (asking the reader to opinion/judge about the text).

Giving questions about the story is one of the ways of checking reading skill. When learners manage to answer correctly, it implies that they comprehend the text (Ambubuyog et al., 2023). In their study (2023), they found that reading can be used to enhance other skills such as writing and speaking.

2.3.4 Reading for Young Learners

Reading among young learners implies teaching children to read in a manner that fits their age and requirements (Hojiqulov, 2023). He indicated that it helps them to comprehend words and sentences and the entire text and to also enjoy reading. Children literature is one of the effective options as it allows learners to learn the new vocabulary, improve their literacy, and gain knowledge about other cultures (Maizarah and Purwanti, 2023). They elaborate that the literature on children provides young students with an opportunity to identify oneself with the story. It makes them perceive the story, characters and moral values in a very easy and entertaining sense. It also enables them to perceive other cultures and views, which can make them more liberal.

2.4 The Use of Storybooks in Teaching Reading

Storybooks are crucial in teaching reading, particularly in young learners, as they are visual, meaningful, and appropriate language (Cipoletti et al., 2025). Their study found that the colorful illustrations assist children associate words with pictures and this way, they easily find it easier to comprehend the story as opposed to using

text alone. The simple narratives also give the clear sequence of events and this fact works in favor of developing comprehension skills and lets the learners track the plot without any difficulties. The study has indicated that reading instruction based on storybooks can substantially raise the comprehension, vocabulary, and motivation of learners to read (Cipoletti et al., 2025). They discovered that storybooks tend to employ natural language as opposed to isolated grammar exercises, and learners can get to learn language in its natural and interactive setting. This exposure does not only enable the children to develop their reading skills but also their listening and speaking skills where there is choice of activities in an interactive design.

The research indicates that storybooks may be incorporated into three primary phases of teaching in the English classroom (Cipoletti et al., 2025). The teacher presents the topic and key vocabulary before reading, occasionally including pictures, real objects or brief discussion to stimulate background knowledge of the learners. This is to familiarize the learner to the story and minimize any hassle in reading. During the reading session, the teacher will read out the story aloud by applying expressive voice, gestures and pauses to ensure the story is interesting. Teacher can also ask learners to keep up with them in their books, repeat some of the phrases, or guess what is going to happen next, which keeps them on the edge of their seat. Teacher may ask comprehension questions, have learners retell the story or discuss some moral values established in the story after reading. Others teacher also come up with follow-up activities like drawing images of scenes in the story, acting out parts of the story or writing alternative endings. These are post-reading activities that add to the comprehension, strengthen new words, and make reading sounds like an experience that cannot be forgotten and enjoyed.

2.5 Scaffolding in Teaching Reading

Scaffolding was initially presented by Wood, Bruner, and Ross (1976), and it has a lot in common with the Zone of Proximal Development (ZPD) introduced by Vygotsky (1978). As explained by Vygotsky, children learn most when they are guided or supported by someone who is more knowledgeable either by a teacher or their peer. The zone between the independent and dependent tasks of a learner is referred to as the Zone of Proximal Development. This theory emphasizes the significance of teacher instructions and engagement in enabling learners to advance in the learning process.

Scaffolding is a classroom technique in which the instructor provides short-term and movable assistance to enable students to learn something new (Ozkan, 2022). He explained that the concept was inspired by the construction scaffolds, which are dismantled when a building is strong enough to support itself. Studies by Ozkan indicated that in learning, the concept of scaffolding implies giving them enough assistance to accomplish a task that they cannot accomplish yet, but can accomplish with assistance. Such support may take a variety of dimensions, including verbal scaffolding, procedural scaffolding, and strategic scaffolding. (Zuo, M. et al., 2023).

2.5.1 Verbal Scaffolding

Verbal scaffolding refers to a situation whereby the teacher employs oral language to provide influences to the thoughts and comprehension of learners. This may involve the provision of clear explanations, the use of simple words to clarify the difficult ideas, asking questions that guide the learner to get an answer independently or the repetition of key phrases to increase the learning. Teacher

can also paraphrase the answers that learners provide so that they can be clearer or have more meaning.

2.5.2 Procedural Scaffolding

Procedural scaffolding Procedural scaffolding refers to a scenario in which the teacher helps learners by structuring the learning process step by step. This can be in terms of demonstrating a model or example, provision of instructions in sequence, use of checklists, or the use of images, illustrations and graphic organizers. The teacher can also physically show the way to do something, like reading out loud, using expression or underlining important words in a text. Through a clear and organized process, learners would find it easier to complete tasks and learn how to do them correctly.

2.5.3 Strategic Scaffolding

Strategic scaffolding is when the teacher helps learners develop strategies to solve problems or remember information. This includes teaching methods such as guessing the meaning of words from context, making predictions about a story, summarizing key points, or using mnemonic devices to remember vocabulary. The teacher shows learners how to think about their own learning and choose the best approach to understand a text. Strategic scaffolding is important because it gives learners tools they can use independently in the future, even when the teacher is not there to guide them.

Although three types of scaffolding have similarity like help learning process, every type has different focus and different work way. The focus of verbal scaffolding is in verbal language that teacher uses to give understanding, that is like explain with the simple words. While the

procedural scaffolding focus on clear steps of work, that is like give example, steps instruction, or visual tools for learners. If strategic scaffolding focus on thinking and learning strategies that they can use by themselves like guess the meaning of the word, make a prediction, and making summary. In a simple word, verbal scaffolding help in a language way, procedural scaffolding help in steps and process, and strategic scaffolding help in thinking strategy that makes learners become independent.

Scaffolding refers to providing learners with little beneficial assistance in learning new things (Arifin et al., 2022). A teacher can demonstrate pictures, use yes/no questions, repeat significant sentences, or give one-word explanations when teaching reading. Arifin and colleagues feel that such assistance develops confidence in the children and eventually enables them to read independently. They mention that scaffolding enables learners to comprehend texts more and feel more confident about reading. They are of the opinion that this technique is useful particularly to young or young beginner readers who can easily be nervous and confused when they are left to read alone. Teacher can make reading easier and enjoyable by providing simple and straightforward support to the children during the lesson. Learners feel freer to ask questions, to guess what it is about, and discuss what they are reading. As time goes the teacher provides less assistance as learners become more competent. This way, scaffolding facilitates autonomous learning and develops robust reading routines.

2.6 Previous Studies

A number of research have been conducted on the use of storybooks in order to enhance reading abilities of learners. Studies have indicated that storybooks can be used to assist learners to comprehend texts more conveniently, enlarge their vocabularies, and enjoy reading. These past studies are relevant to review in seeking knowledge on the implementation of storybooks in the classroom. A prominent study is the one by Putri and Tiarina (2021) that found that the use of picture storybooks in colors was much more efficient in enhancing reading comprehension in the first grade of junior high learners. The average reading of the learners rose by 83.66 to 48.22 before the intervention and after reading using storybooks respectively. The research indicates that storybooks can assist learners in perceiving the text with less difficulty and also make reading more entertaining since the visual presentation and captivating texts assisted the learners to follow the story and be motivated to learn. Even though in this study the use of storybooks to enhance reading is the study focus, there are a number of differences. Putri and Tiarina researched with junior high school pupils in the first grade (approximately 1213 years of age), but this paper is about young learners in the elementary or MI level (approximately 710 years of age). In their study, the overall reading comprehension was measured by the pre-test and post-test results, whereas, in this study, the focus was on reading aloud, vocabulary building, and how the teacher who participated in the study was implementing and perceiving the use of storybooks in the classroom. Besides, Putri and Tiarina wanted to quantitatively test the efficiency of storybooks, but this study is qualitative and the authors investigated the application of storybooks by teacher and the reaction of learners to reading activities. Moreover, both studies involve the use of storybooks,

but the research also takes into account such teaching strategies as scaffolding, interactive reading, and follow-up activities, which offer more detailed insight into the classroom practices than centered on the measurement of scores only.

Another article by Aziz (2021) with a title *Designing an Islamic Bilingual Storybook (A Supplementary Reading of The Eight-Grade Learners of SMP Muhammadiyah Boarding School Palopo)*. He observed the use of picture storybooks in assisting junior high school learners. This research was done with eighth-grade students who were studying recount texts (stories about past events). The material was taught using picture storybooks by the teacher. They took three steps, that is, pre-reading (before reading), while-reading (during reading), and post-reading (after reading). These activities, along with the storybooks, helped to make the learners more interested and active in the classroom. The images assisted the learners to relate the story, whereas the systematic progression allowed them to comprehend the material on a higher level. The researcher observed that picture storybooks are an effective means of enhancing reading comprehension and motivation among older students. There are a number of differences compared to this study. He concentrated on the eighth-grade learners, but this study is aimed at young learners in the elementary level (MI). His work focused on recount texts and used a systematic process of reading using storybooks, whereas the present research focuses on reading aloud, vocabulary acquisition, and the way of teacher using storybooks as a pedagogical tool in the classroom. In addition, his work is quantitative, where the effectiveness can be determined by learners performance and motivation, but this one is qualitative, where the questions are expected to be answered by teacher, as well as learners, in response to storybook-based reading instructions. Lastly, though the two

studies also emphasize the advantages of storybooks, this study also focuses on instructional techniques such as scaffolding and interactive reading and offers a better insight into classroom life and student interaction.

The other research entitled *The Use of Picture Storybooks in Blended-based Learning Method to Teach Literacy to Young Learners* was conducted by Mastika, Padmadewi, and Juniarta at 2025. The study involved the exploration of how storybooks may be utilized in conjunction with online learning (also known as blended learning). The study has been conducted among fourth-grade elementary students. The teacher had a mixture of picture story books and online learning (also known as blended learning). Students studied using a learning management system (LMS) and reading storybooks during classes. The research revealed that the technique assisted the learners to enhance their reading and writing abilities in English. According to learners, the lessons were more enjoyable due to the fact that the stories were easier to comprehend due to the pictures, and the digital tools also made the lesson more interactive. This blended learning process was fun and effective in reading to young learners. In comparison to this research, Mastika and colleagues concentrated on blended learning among fourth-grade students, whereas this study is about Madrasah Ibtidaiyah (MI) students studying with storybooks in a conventional classroom. Their research is quantitative, where they measure reading and writing, but the current study is qualitative, as it creates an investigation into teacher implementation and reading aloud, vocabulary development, and learners responses. The study also looks at instructional methods such as scaffolding and interactive reading in order to comprehend classroom activities and interaction.

Equally, a study conducted at Universitas Muhammadiyah Makassar under the title of *The Reading Comprehension of The Learnerss with The help of Scaffolding Reading* by Yulianingsih, Bahrin, and Radiah (2021) used pre experimental study design on high school students. Following scaffolded reading instruction, the reading comprehension scores (literal and critical) had improved and reached 88.33 and 85.83 respectively. This finding indicates that learnerss can get a better idea of the text when they are guided on a step-by-step reading process. Literal comprehension with the text is that a learner can find the direct answers in the text, whereas critical means that a learner can think and analyze what he/she reads. The significant increase in the two scores is a testimony that scaffolding does not only enable learners to memorize information but also to think critically. The assistance of the teacher, in terms of explaining the new words, guiding questions or examples, makes the learners feel more sure and concentrated when reading. With time this support made them better and more independent readers. Their research involved high school learners, unlike this research where the component involved young learners at elementary level. They also used a quantitative study design, which calculated reading comprehension scores, but this study is qualitative, which examined teacher use of storybooks, reading aloud, vocabulary development and reactions of learners. Also, although both studies show the advantages of scaffolding, this study discusses the application of scaffolding and interactive reading using storybooks with the specific purpose to help young learners develop reading skills.

Another research Yawiloeng (2022) discovered had the following title: *Using Instructional Scaffolding and Multimodal Text to Enhance Reading Comprehension: Perception and Attitudes of EFL Learnerss*. Yawiloeng examined the interaction of

multimodal texts (such as pictures and story-boards) and scaffolding. When the teacher used visual media as guided instruction, learners believed that reading comprehension was greatly enhanced. They claimed to know stories better, and read more when there was a visual support of the materials. This implied that students learned effectively when they were not reading about words but also about pictures, colors, or diagrams. The visuals assisted learners to picture the story and to retain important information more effectively. Additional assistance provided by the teacher such as clarifying the pictures, posing questions, or storyboarding helped the learners to be more attentive and follow the story in a better way. Having visuals and teacher assistance made reading to be more engaging, entertaining, and comprehensible, particularly to young or inexperienced readers. This research differs in focus compared to the study by Yawiloeng. The study by Yawiloeng was aimed at using multimodal texts, including picture, images, and storyboards. Although this research paper is focused on reading practices and storybooks.

Through some of the preceding studies, it is evident that storybooks and scaffolding can be used to enhance the reading abilities of learners. Putri and Tiarina (2021) and Darif Aziz (2021) demonstrated that storybooks assist learners to understand the reading material, enhance vocabulary, and become more motivated, both in elementary and junior high school students. Mastika, Padmadewi, and Juniarta (2025) proved that reading and writing lessons might be more interactive and enjoyable when storybooks are incorporated in blended learning. The research of Yulianingsih, Bahrin, and Radiah (2021) and Yawiloeng (2022) revealed that guided instruction with visual or multimodal texts contributes to learners better understanding texts, thinking critically, and turning into more confident readers.

Despite the good evidence offered in these studies of the effectiveness of storybooks and scaffolding, most of them concern older learners, mixed-learning situations, or quantitative outcomes of the reading comprehension. Hence, the study attempted to investigate a more up to date and applicable mode by investigating the implementation of storybooks in reading lessons among the young learners in the elementary years with consideration of teacher strategies, reading aloud, vocabulary development, and reaction of the learners. This qualitative research gave renewed information on how storybooks can effectively be applied in the classroom today and particularly among the younger learners and how scaffolding and interactive reading can be used to support reading development among the students.

CHAPTER III

RESEARCH METODOLOGY

This chapter presents the research methodology employed in this study. It covers the research design, research setting, participants, data collection methods, research instruments, data analysis procedures, and the strategies used to ensure the trustworthiness of the data. These methodological aspects were designed to address the research objectives and provide a comprehensive understanding of how scaffolding was implemented through the use of children's storybooks in English classes for young learners.

3.1 Research Design

This study used a qualitative descriptive research design with a case study approach, focusing on exploring how English teacher implement scaffolding strategy by using children's storybooks in reading lessons for young learners as well as teacher's perceptions of this practice. In addition, this research employed an observational and interview approach, allowing the researcher to directly observe classroom activities to capture how scaffolding was applied during reading implementation and also interview the teacher. Qualitative research was appropriate since it tried to illuminate social phenomena, experience, and processes at a fine level as opposed to statistic testing of hypotheses (Sugiyono, 2014). In this study, researcher monitored classroom life, performed interviews and examined documents in describing the way storybooks were used, how the teacher used scaffolding methods during reading lessons, and how the teacher considered this method as effective.

In this research the qualitative approach had two primary functions. The former was reporting about the application of scaffolding strategy through the use of storybooks in English reading with children. The second one was by investigating the perception of teacher about the scaffolding strategy when using storybooks in the classroom. These aims are in line with the strengths of qualitative research because it is rich, detailed and contextualized information that gives a complete picture of the reality under investigation.

The qualitative methodology was selected for this research focused on gaining a detailed insight into how the strategy of scaffolding was applied to the teaching of reading using storybooks in the Young Learners English reading class. Qualitative researched are especially appropriate to investigate complex teaching practices and address perceptions of participants, experiences, and challenges in a natural classroom setting (Creswell 2021). He notes that this method enables the researcher to gather data that is rich and descriptive and cannot be presented in a numerical form. Moreover, the qualitative approach allows flexibility to pursue any new topic in the data gathering process to ensure that the results capture the realities on the ground as they may be in both teacher and learners.

3.2 Research Time and Setting

The study was carried out in MI XYZ Blitar. This is its main Islamic school that is famous in its creative and innovative English learning programs. The school was selected since the teacher there have adopted the use of children storybooks in teaching reading of English language and that has been directly related to the area of focus of this study. Moreover, the teacher are also

experienced in the application of scaffold strategies in the classroom, which will hopefully be a source of rich and in-depth data.

The study was conducted in 2025, according to the odd semester and the literacy program of the school. The reason behind this choice was that it is during this period that there was implementation of structured reading lessons, which gave the best opportunity to the researcher to observe the teaching and learning process.

Table 3. 1 Schedule of the Research

No	Activity	Date/Period
1.	Preparation (coordination with school and instrument validation)	27 August 2025
2.	Initial observation of English classes	14 February 2026
3.	Data collection through teacher interviews	20 February 2026
4.	Documentation (photos, lesson plans, and teaching materials)	23 February 2026
5.	Data transcription and organization	10 March 2026
6.	Data analysis	14 March 2026
7.	Writing research findings	16 April 2026
8.	Final report revision and submission	1 May 2026

3.3 Research Participant

The participant of this study is one English teacher from MI XYZ Blitar. The teacher has more than five years of experience in teaching English to young learners and frequently uses various instructional media in the classroom.

The selection of this participant was carried out using purposive sampling, which means the participant was chosen based on specific criteria relevant to the research objectives. The main criterion is that the teacher must have experience in

teaching English to young learners and be willing to be observed and interviewed during the data collection process. This sampling technique was chosen to ensure that the data collected was directly relevant and provided rich information about the implementation of children's storybooks in teaching reading skills.

3.4 Research Instruments

Sukendra and Atmaja (2023) argue that the research objectives require tools or instruments, and therefore the researchers need to prepare the instruments as per the targeted objectives. Instruments refer to the linking device between the subject and object of research to establish the effect provided (Nuryanto et al., 2025). The researcher was the key tool in this qualitative study as the researcher planned, gathered, analyzed and interpreted the data. The researcher involved herself in observing the teaching and learning process, interviewing the English teacher and gathering as well as analyzing the supporting documentation to gain a thorough understanding of the application of children storybooks in teaching reading among young learners. There were a number of instruments that are employed to carry out the data collection.

To begin with, the observation sheet was a systematic recording sheet that was applied in classroom activities and teaching methods when the lesson was being implemented. The tool enabled the researcher to record the actual teaching processes such as the way the instructor presented the storybook, interacted with the learners, controlled the activities, and incorporated reading activities. To have a consistent and objective data collection process, the observation sheet was divided into certain categories and indicators, including teacher explanation, reading aloud, scaffolding techniques, and classroom management.

Second, an interview guide was used to investigate the perceptions and experiences of the teacher in the use of children story books in classroom. The interview guide comprised of twenty open-ended questions, grouped under four broad sections to address the various areas of storybook implementation. The questions 1-5 relied on the general perceptions and experiences of the teacher regarding the use of storybooks to teach reading. The following five questions considered the way, in which the teacher chose and prepared storybooks to be used in the classroom. The five questions below assessed the practices and procedures used in the literature class, including reading aloud, posing questions, and using scaffolding. The final five questions were intended to learn what the teacher reflected on the responses of learners and the perceived effectiveness of the use of storybooks to enhance reading skills. This guided interview enabled the researcher to probe the teacher to elaborate in explanations, personal thoughts, and definite examples of the implementation of storybooks to young learners.

Third, records like photographs, lesson plans and learners worksheets were gathered as secondary evidence to validate the research findings. Such records presented physical evidence of the instructional process and learning resource materials that assisted in verifying and supplementing the qualitative information gained through interviews and observations. Also, through the documentation the researcher was able to perform data triangulation which enhanced the credibility and reliability of the study.

3.5 Data Collection Techniques

In this study, the researcher used three main techniques to collect data:

3.5.1 Observation

Observation entails sitting in the classroom and observing what occurs so as to learn how learning occurs (Hasanah, 2022). Hasanah (2022) claims that researchers may perform participant observation (be involved in activities) or non-participant observation (observe and not take part). This aided in observing how the teacher and the learners relate to each other and the manner of using storybooks during the lessons. The researcher also adopted non-participant observation as one of the techniques of data collection in this work, which implied that the researcher not be involved in the classroom activities, but instead he or she was only an observer, videotaping the classroom or taking some documents on classroom activities. The researcher concentrated on various areas during the observation process, which include the way the teacher presented the storybook, used reading aloud, used scaffold method, classroom management activities, and involved learners in reading activities. This enabled the researcher to be able to catalogue the practices in the classroom without imposing anything that may disrupt the teaching and learning experience in the classroom.

3.5.2 Interview

One of the methods that the researcher used to collect the data was through interviews because it enabled the researcher to get in-depth information about the participants. Interviewing is a technique in which the researcher poses direct questions to the sample to obtain in-depth data (Rahmawati et al., 2023). The pattern of interview applied in this study was the semi-structured interviews whereby the interviews had open-ended questions which were prepared but left the participants free to expand their answers. The approach was selected because it

addresses the perception and experience of the teacher in utilising children storybooks in teaching reading. Individual session in interviews was about 90 minutes, and the interview was taped with permission of the participant to enable proper transcription.

3.5.3 Documentation

Documentation is a method of data collection that entails the accumulation of existing data concerning the area of research focus (Nilamsari, 2024). Another method of data collection that the researcher employed in this study was documentation. This involved taking the photos of classroom activities, lesson plans (RPP), lesson teaching materials as well as storybooks used by children in the learning process. They were serving documents that were used to reinforce the information gathered during interviews and observations. Documentation assisted in giving a more in-depth and comprehensive picture of the teaching and learning process by giving real evidence of activities and materials in the classroom.

3.6 Data Analysis Techniques

Qualitative Data Analysis Model by Miles and Huberman (1994) was a highly structured and organized method of analysis of qualitative data, particularly this educational study. This model focused on a distinct and a stepwise process, beginning with data reduction, data display, ending with drawing and verifying conclusions, so that the researcher can learn the depth and context of phenomena. This model was selected by the researcher to be used as the foundations of the data analysis methods in this study because they offered a versatile and systematic approach to the analysis of the information gathered in this study in terms of observations, interviews, and documents. When adopting the Miles and Huberman

approach, the researcher classified the data, established the key patterns and themes, and induced adequate and sufficient conclusions regarding the use of children storybooks in teaching reading to learners in MI XYZ Blitar.

3.6.1 Data Reduction

Transcripts, observation notes, and documents were analyzed by the researcher who selected the relevant data and organized it. The researcher eliminated irrelevant or unnecessary information to concentrate on the informations that were relevant and pertinent to the subject at hand, that were, the implementation of scaffolding based on using storybooks to children to teach them how to know how to read and the perception of the teacher. In qualitative research, this is one of the processes to make the data simple and reduce it without the meaning associated with it being lost. According to Namey and Guest (2022), data reduction procedures are essential in handling large qualitative data and make the analysis process focused and managable.

3.6.2 Data Display

Information presentation refers to the process of arranging and presenting the reduced data in a way that is more readily comprehensible and analysable (Verdinelli and Scagnoli, 2023). In this study, the researcher classified the data under categories or themes regarding the use of children story books in teaching reading. This assisted in discovering patterns and key points. Presentation of data in tables and summaries assisted the researcher to get the big picture and make meaningful conclusions. Verdinelli and Scagnoli (2023) state that data display helps to interpret difficult qualitative data and simplifies the analysis process.

3.6.3 Conclusion Drawing and Verification

The phase of drawing the conclusion and verifying it is the one at which the researcher explains what the disseminated and narrowed-down data meant (Miles and Huberman, 2024). During this phase, the researcher determined patterns, themes, and major categories based on data and subsequently examined and analyzed interrelationships among themes in order to comprehend the phenomenon on a deeper level. The cross-checking of the findings with other data sources, method triangulation, and reference to the relevant theories were used to verify the conclusions and to make sure that the findings were valid and trustworthy. This step was taken to provide that interpretation of data was unbiased, consistent with empirical evidence and a complete picture on how the storybooks had been implemented in teaching reading of children with practical implications to both teacher and learners.

3.7 Triangulation

Triangulation is a qualitative research approach where two or more data sources, methods, or researchers are used to verify their findings through cross-checking by using more than one source or method (Korstjens and Moser, 2022). Triangulation was chiefly done to minimize bias, enhanced validity as well as to have a reliability to observe the phenomenon under study through the other perspectives. The methodology assisted the researcher to generate more valid and holistic findings. Triangulation was selected in this research as it enabled the researcher to synthesize data collected through teacher interviews, classroom observations, and documentation and thus guarantees that the conclusions made regarding the use of children storybooks in the teaching process are valid and believable. Triangulation is

a phenomenon that was introduced by Denzin (1978). It is named after navigation and surveying, where three reference points are used to calculate the position of a point. This concept was used in research to establish the factuality of research through the integration of various methods so that the conclusion is not made on the basis of one source or methodology.

Triangulation can be utilized in a number of ways. Several sources were used in the data triangulation, some of them include teacher interviews, learners interviews, classroom observations, and documents. Method triangulation is a combination of various methods of data collection, such as interviews, observations, and documentation. Beside, the researcher also used theory triangulation by using more than one theory or perspective to explain the data. Pragmatically, triangulation involves the researcher comparing and contrasting data using various sources or methods in order to identify similarities or differences. As an illustration, triangulation may be used in a study on storybooks as a teaching tool by interviewing teacher about their perceptions and examining lesson plans or worksheets that learners do as documentation. Through the integration of these sources, the researcher was able to make the findings credible, valid and representative of the teaching and learning process.

Triangulation strengthens qualitative research by providing a more complete and in-depth understanding of the phenomenon. It reduces personal bias, supports valid conclusions, and helps the researcher capture a richer picture of classroom practices and learners experiences. In this study, using triangulation specifically helps the researcher verify how storybooks are implemented in reading lessons, how

teacher guided learners, and how learners responded, making the research results more trustworthy and comprehensive.

CHAPTER IV

FINDINGS AND DISCUSSION

This section presents the findings obtained from classroom observations and interviews with the English teacher at MI XYZ. The findings are divided into two main points. The first point discusses the implementation of scaffolding through the use of children's storybooks in teaching reading for young learners. The second point discusses the teacher's perceptions toward the use of children's storybooks and scaffolding strategies during reading activities. The data explain how scaffolding was implemented in the classroom and how the teacher perceived its contribution to students' reading comprehension, participation, and learning engagement.

4.1. Findings

This section presents the findings obtained from the interview with the teacher and classroom observations. The findings focus on the implementation of scaffolding through the use of children's storybooks in teaching reading to young learners. The data are organized into two main points. First is the implementation of scaffolding through children's storybooks, which includes teaching preparation, whilst teaching activities, post-teaching activities, and assessment. Second is the teacher's perceptions toward the use of children's storybooks, including the benefits, challenges, and suggestions for improvement in implementing scaffolding during reading activities.

4.1.1. The Implementation of Scaffolding through Storybooks

The data related to the implementation of scaffolding were obtained from classroom observations and interviews conducted with the English teacher. The

findings showed that scaffolding was implemented through several stages during reading activities, namely pre-reading, whilst-reading, and post-reading activities.

4.1.1.1. Pre-Reading Activities

Based on the classroom observation, the teacher implemented scaffolding before the reading activity by introducing the storybook, explaining important vocabulary, and asking guiding questions related to the story. The results of the observation in the pre-reading stage are presented in Table 4.1 below.

Tabel 4. 1 Observation Results of Pre-Reading Activities

No	Observation Indicators	Result
1	The teacher introduces the storybook (title, cover, characters)	Yes
2	The teacher explains the objective of the reading activity	Yes
3	The teacher asks prediction questions	Yes

As shown in Table 4.1, the teacher carried out several scaffolding activities during the pre-reading stage. The observation showed that the teacher introduced the title, pictures, and characters before students read the storybook. The teacher also asked students to predict the content of the story based on the illustrations and title of the storybook. In addition, important vocabulary was introduced before reading activities to help the students understand the story more easily.

Based on the interview, the teacher explained:

“Before reading, I usually introduce some important words and ask simple questions so they can understand the story better.”

The teacher also used pictures and simple explanations before reading the story. The students were encouraged to connect the story with their prior experiences and daily life situations. This activity helped the students become more active and reduced difficulties during reading activities.

4.1.1.2. Whilst-Reading Activities

Based on classroom observation, scaffolding was also implemented during the reading activity through modelling, questioning techniques, vocabulary explanation, and guided reading activities. The results of the observation during the whilst-reading stage are presented in Table 4.2 below.

Tabel 4. 2 Observation Results of Whilst-Reading Activities

No	Observation Indicators	Result
1	The teacher reads aloud with expression to model pronunciation	Yes
2	The teacher pauses to explain difficult vocabulary	Yes
3	The teacher asks guiding questions during reading	Yes
4	The teacher encourages students to predict the next event	Yes

Based on the data presented in Table 4.2, several scaffolding activities were carried out by the teacher during the whilst-reading stage. The observation showed that the teacher read the story aloud as a model while the students listened carefully. After that, the students repeated several sentences together and practiced reading in turns. The teacher also used

gestures, facial expressions, and intonation to help the students understand the meaning of the story more clearly.

During the interview, the teacher stated:

“I usually stop during reading activities to explain difficult words and ask simple questions about the story.”

The teacher frequently stopped during reading activities to ask comprehension questions such as *“Who is the character?”*, *“What happened in the story?”*, and *“Why is the character sad?”*. These questions encouraged the students to think actively and helped the teacher check the students’ understanding during the lesson.

The teacher also explained difficult vocabulary using simple English and Indonesian explanations. Sometimes, unfamiliar vocabulary was connected with the students’ daily life experiences so students could understand the meaning more easily. The teacher guided the students through explanation, questioning, repetition, and prediction activities during the reading process.

4.1.1.3. Post-Reading Activities

Based on the observation, scaffolding was also implemented after reading activities through comprehension questions, retelling activities, and reflection. The findings of the observation during the post-reading activities are presented in Table 4.3 below.

Tabel 4. 3 Observation Results of Post-Reading Activities

No	Observation Indicators	Result
1	The teacher asks comprehension questions	Yes
2	The teacher engages students in retelling the story	Yes

3	The teacher encourages independent reading behaviour	Yes
4	The teacher closes the lesson with reflection	Yes

According to the data in Table 4.3, the teacher conducted several scaffolding activities after the reading session. The observation showed that the teacher asked the students to answer comprehension questions after reading the story. The students were also asked to retell the story orally using simple sentences and picture support. These activities helped the students practice reading comprehension and speaking skills simultaneously.

Based on the interview, the teacher explained:

“Retelling activities are important because I can know whether students really understand the story or only read the words.”

The teacher also encouraged the students to participate independently during reading activities. The students who experienced difficulties received additional explanation and guidance from the teacher. At the end of the lesson, the teacher gave feedback and asked the students about the moral value and important message from the story.

Based on the findings above, the implementation of scaffolding through children’s storybooks was carried out through vocabulary support, questioning techniques, modelling, guided reading, prediction activities, and retelling activities. These strategies helped the students understand the text gradually and participate more actively during reading activities.

4.1.2. Teacher’s Perceptions toward the Use of Children’s Storybooks

The data related to teacher’s perceptions were obtained from interviews and supported by classroom observations. The findings revealed that the teacher had

positive perceptions toward the use of children's storybooks in teaching reading for young learners.

4.1.2.1. Teacher's Perceptions toward the Benefits of Storybooks

Based on classroom observation, the students showed enthusiasm and active participation during storybook-based learning activities. The observation results regarding students' responses toward the use of storybooks are presented in Table 4.4 below.

Tabel 4. 4 Observation Results of Students' Responses toward Storybooks

No	Observation Indicators	Result
1	The students participate actively during reading activities	Yes
2	The students show enthusiasm during storybook-based learning	Yes
3	The students answer teacher's questions confidently	Yes

As presented in Table 4.4, the use of storybooks created a positive learning atmosphere in the classroom. The observation showed that the students became more attentive and motivated during reading activities when storybooks were used. Most the students actively participated in classroom discussions and answered teacher questions enthusiastically.

During the interview, the teacher explained:

"Using storybooks makes the class more interesting. Students are more relaxed and more willing to join the activity."

The teacher also explained that reading is not only about pronouncing words correctly, but also about understanding the meaning and context of the text. According to the teacher, the students in MI XYZ were

encouraged to practice *membaca cerdas*, where the students were expected to understand the story and retell the information using their own words.

In terms of benefits, the teacher stated:

“Students can learn new vocabulary from the story, and they can understand the meaning from the pictures.”

The colourful illustrations and simple language used in storybooks helped the students understand unfamiliar vocabulary more easily. As a result, the students became more confident during reading activities and classroom interaction.

4.1.2.2. Teacher’s Perceptions toward Students’ Learning Differences and Challenges

Based on classroom observation, the students demonstrated different levels of participation and comprehension during reading activities. The observation findings related to students’ learning differences are presented in Table 4.5 below.

Tabel 4. 5 Observation Results of Students’ Learning Differences

No	Observation Indicators	Result
1	The teacher provides additional support for struggling students	Yes
2	The teacher adjusts guidance based on students’ abilities	Yes
3	Some students still require intensive guidance	Yes

As shown in Table 4.5, the teacher attempted to accommodate the students’ different learning needs by providing appropriate guidance and support during the learning process. The observation showed that not all of

the students demonstrated the same level of understanding during reading activities. Some of the students required additional explanation and teacher guidance, especially in understanding vocabulary and retelling the story.

During the interview, the teacher explained:

“Students have different abilities. There are slow learners, middle learners, and high learners.”

The teacher also explained that all of the students received the same material, but different levels of support and evaluation were provided according to the students’ comprehension abilities. High learners usually received more challenging themes and questions, while the students who experienced difficulties received more guidance and explanation.

In addition, the teacher stated:

“Not all students improve immediately because every student has different comprehension abilities.”

Another challenge mentioned by the teacher was limited preparation time, which sometimes made it difficult to prepare supporting materials in detail.

To improve storybook-based learning, the teacher suggested that teacher should carefully select appropriate storybooks and create more interactive classroom activities. The teacher also emphasized the importance of scaffolding strategies in helping students understand the story effectively.

4.2. Discussion

This section discusses the findings related to the implementation of scaffolding through the use of children’s storybooks in teaching reading for young

learners at MI Unggulan XYZ. The discussion focuses on two main aspects, namely the implementation of scaffolding during reading activities and the teacher's perceptions toward the use of children's storybooks in English learning. The findings obtained from classroom observations and interviews are interpreted and connected with relevant theories and previous studies related to scaffolding, young learners, reading comprehension, and storybook-based learning.

The findings showed that scaffolding was implemented systematically through pre-reading, whilst-reading, and post-reading activities. In addition, the teacher perceived children's storybooks as effective teaching media because they helped students improve reading comprehension, vocabulary mastery, classroom participation, and learning motivation. These findings are relevant to Vygotsky's theory of Zone of Proximal Development (ZPD), which explains that learners need guidance and support from more knowledgeable individuals in order to achieve higher levels of understanding and independence (Vygotsky, 1978). In this study, the teacher acted as a facilitator who provided continuous assistance during reading activities until students gradually became more confident and independent readers.

More importantly, the scaffolding theory of Wood, Bruner, and Ross (1976) serves as the primary theoretical anchor for all findings discussed in this chapter. According to this theory, the teacher's role is not simply to transfer knowledge but to calibrate support dynamically according to the learner's current performance. In the context of this study, the teacher operationalized scaffolding by first activating students' schemata (prior knowledge), which sparked curiosity and promoted engagement. This engagement, in turn, motivated students to invest in prediction activities, which then cultivated critical thinking skills and metacognitive

awareness. As students reflected on story meaning and related it to real-life contexts, they demonstrated the deepest level of scaffolding's purpose: empowering learners to make meaningful connections beyond the text.

4.2.1. The Implementation of Scaffolding through Children's Storybooks

The findings revealed that scaffolding was implemented through several structured stages during reading activities, namely pre-reading, whilst-reading, and post-reading. The teacher provided support gradually through vocabulary explanation, questioning techniques, guided reading, prediction activities, repetition, modeling, and retelling activities. These findings indicate that scaffolding was implemented systematically to help students understand the story step by step.

This finding is closely related to the theory proposed by Wood, Bruner, and Ross (1976), who explained that scaffolding refers to temporary support provided by teacher to help learners accomplish tasks that they cannot complete independently. In this research, the teacher continuously guided students during reading activities until students were able to participate more actively and understand the story independently.

In addition, the implementation of scaffolding in this study also reflects Vygotsky's Zone of Proximal Development theory. According to Vygotsky (1978), children learn more effectively when they receive guidance from teacher or more capable individuals during the learning process. The teacher in this research did not immediately ask the students to read and understand the story independently. Instead, the teacher provided assistance gradually according to the students' needs and comprehension levels

4.2.1.1. Pre-Reading Activities

The findings showed that scaffolding in pre-reading activities was implemented through vocabulary introduction, picture observation, prediction activities, and guiding questions. Before reading the story, the teacher introduced important vocabulary and asked students simple questions related to the topic of the story. The teacher also encouraged students to predict the story content based on the title and illustrations provided in the storybook.

These findings indicate that the teacher attempted to activate students' prior knowledge before entering the main reading activity. Young learners generally require contextual and visual support before reading because they still have limited vocabulary mastery and reading experience. Therefore, the use of pictures and simple questions helped students understand the story more easily.

From the scaffolding theory perspective, these pre-reading strategies represent the first critical function of scaffolding: building a cognitive bridge between students' existing schemata and new textual information. When the teacher presented storybook covers and illustrations, students' schemata were activated, generating natural curiosity about the story's content. This curiosity became the motivational foundation that engaged students in prediction activities. According to Wood, Bruner, and Ross (1976), effective scaffolding reduces the degrees of freedom in a task and directs learners' attention to the most relevant features — in this case, guiding students to form predictions that connected their prior experiences to the new reading material.

This finding is relevant to Vygotsky's theory, which emphasizes the importance of social interaction and teacher guidance during learning activities.

The teacher's assistance before reading helped students reduce confusion and become more prepared to understand the text. This finding is supported by Wood, Bruner, and Ross (1976), who explained that scaffolding can be implemented by simplifying tasks and guiding learners gradually before they complete learning activities independently.

The findings are also consistent with Scott and Ytreberg (1990), who stated that young learners learn more effectively through visual materials, interactive activities, and meaningful classroom interaction. Storybooks containing colourful illustrations and familiar contexts can help young learners connect new vocabulary with their prior experiences.

Furthermore, the use of prediction activities in this study is similar to the findings of Kambeyo (2021), who explained that prediction strategies encourage students to become active readers because they are involved in constructing meaning before reading the text completely. Through prediction activities, the students do not only focus on reading words, but also think critically about the possible content of the story.

4.2.1.2. Whilst-Reading Activities

The findings showed that scaffolding during whilst-reading activities was implemented through reading aloud, repetition, questioning techniques, vocabulary explanation, gestures, facial expressions, and guided reading activities. During the lesson, the teacher read the story aloud as a model while students listened carefully. After that, students repeated several sentences together and practiced reading in turns.

This finding indicates that the teacher implemented verbal scaffolding during reading activities. The teacher continuously guided students through oral explanation, repetition, questioning, and clarification in order to help the students understand the story gradually. The teacher also explained difficult vocabulary using simple English and Indonesian language so that the students could understand unfamiliar words more easily.

This finding is relevant to Arifin et al. (2022), who explained that verbal scaffolding supports students' comprehension because teacher provide direct oral assistance during learning activities. Young learners especially need verbal support because they are still developing language competence and reading comprehension skills.

The findings also showed that the teacher frequently asked comprehension questions such as "*Who is the character?*", "*What happened in the story?*", and "*Why is the character sad?*". These questioning activities encouraged the students to think actively during reading activities instead of only focusing on pronunciation.

This finding supports Zuo et al. (2023), who stated that teacher-student interaction through questioning activities helps the students develop comprehension skills and classroom participation simultaneously. Through questioning techniques, the students become more involved in understanding the meaning and context of the story.

In addition, the teacher used gestures, facial expressions, and intonation to clarify meaning during reading activities. This finding reflects the characteristics of young learners explained by Scott and Ytreberg (1990), who stated that children

learn more effectively when teacher combine verbal explanation with visual and physical support. Young learners often rely on visual clues, gestures, and teacher expressions to understand meaning during classroom interaction.

The implementation of guided reading activities in this study also reflects procedural scaffolding because the teacher organized learning activities into clear stages and continuously guided students throughout the reading process. Ozkan (2022) explained that procedural scaffolding helps learners follow learning activities systematically and reduces difficulties during comprehension activities.

Another important finding during whilst-reading activities is related to strategic scaffolding. The teacher encouraged the students to guess word meanings from pictures and predict the continuation of the story. These activities trained students to become more independent readers because the students learned to construct meaning actively from the text instead of depending fully on teacher explanation.

This finding is relevant to Kambeyo (2021), who explained that strategic scaffolding helps learners develop independent reading strategies gradually. Through guided support, students learn how to solve reading difficulties and understand texts more confidently.

4.2.1.3. Post-Reading Activities

The findings revealed that scaffolding in post-reading activities was implemented through comprehension questions, retelling activities, reflection, and classroom discussion. After reading the story, students were asked to answer comprehension questions and retell the story using their own words.

This finding indicates that the teacher emphasized reading comprehension rather than mechanical reading only. The students were not only expected to pronounce words correctly, but also expected to understand the meaning, context, and moral message contained in the story. This situation is closely related to the teacher's concept of *membaca cerdas* or smart reading, where the students are encouraged to capture the meaning of the story and explain it again independently.

This finding supports Puspita et al. (2022), who stated that reading comprehension involves understanding meaning and connecting information from the text with learners' experiences. Similarly, Nikmah and Darwati (2021) explained that reading comprehension is not limited to decoding words, but also involves understanding ideas, messages, and context within the text.

The findings also showed that retelling activities helped the students improve speaking confidence and classroom participation. Through retelling activities, the students practiced reconstructing information using their own language. The students who were able to retell the story generally demonstrated better understanding of the main ideas and sequence of events in the story.

This finding is consistent with Ambubuyog et al. (2023), who found that retelling activities improve both reading comprehension and speaking skills because students actively process and reconstruct information after reading activities.

In addition, post-reading reflection activities helped students understand the moral value and message contained in the story. The teacher guided students through discussion activities so that students could relate the story to their daily life experiences. This finding reflects contextual learning principles in Kurikulum

Merdeka, which emphasize meaningful, student-centered, and experience-based learning activities.

Based on these findings, the implementation of scaffolding through pre-reading, whilst-reading, and post-reading activities successfully supported students' comprehension and participation during reading lessons. The teacher's assistance played an important role in helping young learners understand the story gradually and participate more confidently during classroom interaction.

4.2.2. Teacher's Perceptions toward the Use of Children's Storybooks

The findings showed that the teacher had positive perceptions toward the use of children's storybooks in teaching reading for young learners. Based on the interview results, the teacher believed that storybooks are effective teaching media because they help students become more interested, active, and confident during English learning activities.

The teacher explained that young learners naturally enjoy stories, colorful illustrations, and interactive classroom activities. Therefore, storybooks help create a more enjoyable and relaxed classroom atmosphere. Students became more willing to participate during reading lessons when storybooks were used in the classroom.

This finding is consistent with Wardini et al. (2023), who explained that storybooks increase students' motivation and classroom participation because enjoyable learning materials reduce anxiety and create positive learning experiences. Similarly, Scott and Ytreberg (1990) stated that young learners learn more effectively when learning activities are meaningful, enjoyable, and visually supported.

The findings also revealed that the teacher emphasized comprehension-focused reading activities rather than reading mechanically. According to the teacher, students in MI XYZ are encouraged to practice *membaca cerdas*, where students are expected to understand the meaning and context of the story and retell it using their own words.

This finding supports Puspita et al. (2022), who explained that reading is not only recognizing words but also understanding meaning and interpreting information from the text. Similarly, Williamson et al. (2023) stated that meaningful and interactive reading activities help children understand reading materials more effectively.

Another important finding showed that storybooks helped students improve vocabulary mastery because visual illustrations supported contextual understanding. Students could understand unfamiliar vocabulary more easily through pictures, characters, and story situations.

This finding is relevant to Pasaka et al. (2023), who explained that storybooks support vocabulary acquisition because children can connect words with contextual meaning naturally through visual support. Cipoletti et al. (2025) also stated that visual illustrations help young learners combine textual and visual information simultaneously during reading activities.

The teacher also explained that the students in the classroom have different learning abilities, including slow learners, middle learners, and high learners. Therefore, the teacher provided different levels of support according to students' comprehension abilities. The students who experienced difficulties received more

explanation, repetition, and guidance during reading activities, while high learners were given more challenging questions and tasks.

This finding reflects differentiated instruction principles, where teacher adjust instructional support based on students' readiness and learning needs. This finding is also supported by Tabak and Reiser (2022), who explained that effective scaffolding should be flexible and adjusted dynamically according to students' progress and learning difficulties.

Furthermore, the teacher explained that storybooks were selected based on CP (Capaian Pembelajaran) and ATP (Alur Tujuan Pembelajaran) in the Indonesian curriculum. This finding indicates that storybooks were not only used as entertainment media but also as instructional tools that support literacy development and curriculum achievement.

This finding reflects the principles of Kurikulum Merdeka, which emphasize literacy development, contextual learning, and student-centered instruction. Through storybook-based learning, students were encouraged to participate actively, understand contextual meaning, and develop literacy skills through enjoyable classroom interaction.

Based on the discussion above, the teacher perceived children's storybooks as effective teaching media that support reading comprehension, vocabulary development, classroom interaction, learning motivation, and students' confidence in English learning activities.

CHAPTER V

CONCLUSION & SUGGESTION

This chapter presents the conclusion and suggestions of the research entitled “Exploring the Implementation of Scaffolding through the Use of Children’s Storybooks as a Teaching Medium in English Classes for Young Learners’ Reading Skills”. The conclusion is drawn based on the findings obtained from classroom observations and interviews discussed in the previous chapter. This chapter mainly summarizes two main aspects of the research, namely the implementation of scaffolding through children’s storybooks during reading activities and the teacher’s perceptions toward the use of children’s storybooks in teaching reading for young learners. In addition, this chapter also provides several suggestions for English teacher, schools, and future researchers related to the implementation of scaffolding and the use of children’s storybooks in English learning for young learners.

5.1. Conclusion

Based on the findings and discussion, the implementation of scaffolding through the use of children’s storybooks was carried out systematically through pre-reading, whilst-reading, and post-reading activities. In the pre-reading stage, the teacher introduced important vocabulary, used pictures, and asked guiding questions to activate students’ prior knowledge before reading the story. During whilst-reading activities, the teacher provided support through reading aloud, questioning techniques, vocabulary explanation, repetition, gestures, and guided reading activities. In the post-reading stage, students answered comprehension questions and retold the story using their own words. These activities indicate that

scaffolding was implemented gradually to help students understand the text step by step and become more confident during reading activities.

More specifically, the predictive aspect of scaffolding played a central role across all three reading stages. When the teacher activated students' prior knowledge (schemata) through storybook illustrations and guiding questions, this triggered curiosity, which subsequently drove students' engagement and motivation to participate actively. Prediction activities, in particular, encouraged students to think critically about story content before and during reading, which in turn developed their metacognitive awareness — the ability to monitor and reflect on their own understanding. Ultimately, by connecting story themes to their daily life experiences, students were guided toward applying meaningful implications in real life. This cognitive chain — from schemata and curiosity, through engagement and motivation, to prediction, critical thinking, and metacognitive awareness — reflects the deeper function of scaffolding as not merely a support structure, but a systematic mechanism that develops independent and reflective young readers.

The implementation of scaffolding also reflected Vygotsky's theory of Zone of Proximal Development (ZPD), where the teacher acted as a facilitator who continuously guided students according to their learning needs and comprehension levels. In addition, scaffolding was implemented flexibly for slow learners, middle learners, and high learners by providing different levels of support and evaluation during reading activities.

Furthermore, the findings showed that the teacher had positive perceptions toward the use of children's storybooks in teaching reading for young learners. The teacher perceived storybooks as effective teaching media because they helped

students become more active, interested, motivated, and confident during English learning activities. Storybooks also supported students' vocabulary development and reading comprehension because the stories contained colorful illustrations, simple language, and meaningful contexts related to students' daily life experiences.

In addition, the teacher emphasized that reading activities should not only focus on pronouncing words correctly, but also on understanding meaning and context. Therefore, the use of storybooks supported the implementation of "smart reading" or *membaca cerdas*, where students were encouraged to comprehend the story and retell the information using their own words. The findings indicate that children's storybooks and scaffolding strategies created a more meaningful, interactive, and student-centered learning process for young learners.

5.2. Suggestions

Based on the findings and conclusions of this research, several suggestions are presented for English teacher, schools, and future researchers. These suggestions are expected to support the improvement of teaching reading for young learners through the implementation of scaffolding and the use of children's storybooks as teaching media.

5.2.1. For English Teacher

English teacher are suggested to use children's storybooks more frequently as teaching media in reading activities for young learners. Storybooks can help students understand reading materials more easily because they provide visual support, contextual language, and interesting stories. Teacher are also encouraged to implement scaffolding strategies such

as vocabulary explanation, questioning, guided reading, and retelling activities to support students' comprehension during reading lessons.

Teacher should also pay attention to students' different learning abilities by providing appropriate support according to students' needs. Students with lower comprehension abilities may require more guidance and explanation, while high learners can be encouraged to complete more challenging tasks independently.

5.2.2. For Schools

Schools are suggested to provide more English storybooks and literacy resources for young learners to support reading development and literacy programs in the classroom. Schools can also encourage teacher to create more interactive and meaningful reading activities through storybook-based learning. In addition, schools may support literacy-focused learning environments that help students develop reading habits and English communication skills from an early age.

5.2.3. For Future Researchers

Future researchers are suggested to conduct similar studies with a larger number of participants or different educational settings in order to obtain broader and more varied findings. Further studies may also explore specific scaffolding strategies used in storybook-based learning or investigate the effectiveness of digital storybooks in improving young learners' reading comprehension and literacy skills.

REFERENCE

- Angelina, S. E., Puspita, Y., Al-Anwari, A. M., Thaha, S., & Jambi, S. (2022). *Perkembangan membaca dan menulis pada anak*.
- Ardini, T. I. R. A. R. O. W., Amayanti, I. K. A. L. E. D., & Malia, L. U. L. U. L. A. A. (2023). Designed-in scaffolding: Supporting EFL young learners in creating multimodal texts. *[Nama Jurnal]*, 12(3), 136–154.
- Arifin, S., Arifani, Y., Maruf, N., & Helingo, A. (2022). A case study of EFL teacher scaffolding of an ASD learner. *The Journal of Asia TEFL*, 19(4), 1234–1248. <https://doi.org/10.18823/asiatefl.2022.19.4.6.1234>
- Çakar, E., & Corresponding, Ö. (2022). Scaffolding as teacher's guidance role in the context of constructivist learning approach. *[Nama Jurnal]*, 8(1), 399–419. <https://doi.org/10.5296/jei.v8i1.19690>
- Cárdenas, K., Moreno-Núñez, A., Miranda-Zapata, E., & Harris, Y. R. (2020). Shared book-reading in early childhood education: Teacher's mediation in children's communicative development. *Frontiers in Psychology*, 11, 1–21. <https://doi.org/10.3389/fpsyg.2020.02030>
- Cipolletti, L. B., Murdoch, A., & Keelor, J. (2025). Impact of a structured shared book reading intervention on the vocabulary knowledge of preschool-age children: An exploratory study. *[Nama Jurnal]*.
- Editor, D. (2024). *Journal of Medicine, Surgery, and Public Health*, 2(January), 0–3. <https://doi.org/10.1016/j.glmedi.2024.100051>
- Editorial: Qualitative descriptive research: An acceptable design. (n.d.). 4, 255–256.
- Electronic copy available at: <https://ssrn.com/abstract=4798900>. (2024).
- Evenddy, S. S., Gailea, N., Studi, P., Bahasa, P., Sultan, U., Tirtayasa, A., & Serang, K. (2024). Exploring scaffolding approach to teach. 16(1), 15–26. <https://doi.org/10.26418/jvip.v16i1.73541>
- Fajriah, Y. N., & Rahim, N. A. (2024). Evaluating the effectiveness of picture books in introducing English to early childhood learners: A case study in South Garut. 7(2), 100–106.
- Gürel, Z. Ç. (2025). Indication of scaffolding in mathematical modeling. *International Journal of Science and Mathematics Education* (Issue April 2024). Springer Nature Singapore. <https://doi.org/10.1007/s10763-025-10576-5>
- Harahap, L. Y., Nasution, M., Rangkuti, A. N., & Mathematics, T. (2024). Development of android-based expomath media with a differentiated approach to improve learners. *[Nama Jurnal]*.
- Hasanah, H. (n.d.). Teknik-teknik observasi. 21–46.
- Honchell, B., & Schulz, M. (2012). Engaging young readers with text through shared reading experiences. 4(3), 59–67.

- Info, A. (2021). Improving the learners' reading comprehension through. *1*(2), 82–90.
- Instructional scaffolding: Foundations and evolving definition.* (n.d.). <https://doi.org/10.1007/978-3-319-02565-0>
- Issn, U. S., & Issue, S. (2023). No title. *2*(3), 880–884.
- Jensen, K. J., Miller, I. M., Suresh, D. E., & Martin, J. P. (2023). Beyond skills: Building research capacity through cognitive apprenticeship and social capital. *Australasian Journal of Engineering Education*, *28*(1), 97–109. <https://doi.org/10.1080/22054952.2023.2230068>
- Julianto, I. N. L., Agus, I. G., & Bayu, I. (n.d.). Perancangan storybook digital sebagai media pembelajaran anak berbentuk game edukasi. *3*(2), 214–226.
- Justice, L. M. (2010). Literacy and its impact on child development: Comments on Tomblin and Sénéchal. 1–5.
- Kemampuan, T., Pemahaman, M., SD, S., Universitas, P., Kuala, S., & Aceh, B. (n.d.). *1, 2, 3*.
- Khasanah, S. (2023). The effectiveness of interactive story book to teach reading for 4th grade of SDN 1 Moyoketen. [*Nama Jurnal*], 758–763.
- Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, *24*(1), 120–124. <https://doi.org/10.1080/13814788.2017.1375092>
- Learners, Y., Ega, P., Mastika, Y., Padmadewi, N. N., Adi, P., Juniarta, K., & Ganesha, U. P. (2023). *Acitya: Journal of Teaching and Education*, *5*(2), 342–361. <https://doi.org/10.30650/ajte.v5i2.3614>
- Manru, W. (2025). The effects of guided reading instruction on elementary learners' accuracy and comprehension. *12*(1), 27–42.
- Mead, M. (n.d.). *Establishing trustworthiness*.
- Munir, S. (2023). The effect of teacher scaffolding and peer-scaffolding on reading comprehension and vocabulary ability. *12*(3), 451–460.
- Namey, E., Guest, G., Thairu, L., & Johnson, L. (n.d.). *Data reduction techniques for large qualitative data sets* (pp. 137–163).
- Nikmah, N. U., & Darwati, Y. (2021). Upaya peningkatan kemampuan membaca melalui buku cerita bergambar pada anak usia dini. *02*(02), 141–151.
- Nilamsari, N. (2014). Memahami studi dokumen dalam penelitian kualitatif. *XIII*(2), 177–181.
- Nurhayati, E., Studi, P., Matematika, P., & Siliwangi, U. (2017). Penerapan scaffolding untuk pencapaian kemandirian belajar siswa. *3*(1), 21–26.
- Nuryanto, A., & Firdaus, R. (2025). Research instrument: Instrument development and instrument calibration. *9*(1), 1–12.
- Omar, A. (2015). Storybook read-alouds to enhance learners'

- comprehension skills in ESL classrooms: A case study. *15*(1), 99–113.
- Pembelajaran, E. U., & SD, D. I. (2024). E-storybook untuk pembelajaran di SD: Pelatihan dan bimbingan teknis. *9*(November).
- Pertiwi, A., Muin, F., & Febriyanti, E. R. (2020). Learners' grammatical problems in writing essay in advanced writing class in English. *2010*, 1–85.
- Profile, S. E. E. (2025). Scaffolding and zone of proximal development (ZPD) in practice: Challenges and benefits of constructivist teaching in a government college of Bangladesh. April.
- Putri, S. W., & Tiarina, Y. (2021). The effectiveness of storybook on learners' reading comprehension on first grade learners of SMPN 2 Padang Panjang. *Journal of English Language Teaching*, *10*(1), 153–159. <https://doi.org/10.24036/jelt.v10i1.111679>
- Rahmawati, A., Halimah, N., Setiawan, A. A., Islam, P. A., Islam, F. A., Syekh-Yusuf, U. I., & Purwokerto, U. M. (n.d.). *Optimalisasi teknik wawancara dalam penelitian field research melalui pelatihan berbasis participatory action research pada mahasiswa Lapas Pemuda Kelas IIA Tangerang*. 135–142.
- Senawati, J., Komang, N., Suwastini, A., Agung, I. G., Rwa, S., & Luh, N. (2021). The benefits of reading aloud for children. *8*, 73–100. <https://doi.org/10.15408/ijee.v8i1.19880>
- Shabani, K. (2010). Vygotsky's zone of proximal development: Instructional implications and teacher's professional development. *3*(4), 237–248.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *22*, 63–75.
- Siahaan, S. D. (n.d.). Using story reading technique to improve EFL young learners' vocabulary. *42*, 207–222.
- Škarić, H. (2024). *The impact of reading on children's cognitive and language development*.
- Studi, P., Teknologi, M., Universitas, P., & Harapan, P. (2023). Jurnal Teropong Pendidikan. *3*, 39–51. <https://doi.org/10.19166/jtp.v3i1.7521>
- Studi, P., Teknologi, M., Universitas, P., Harapan, P., Sustained, P., Reading, S., Motivasi, T., Kosakata, P., Teks, M., Siswa, I., Sekolah, K., Swasta, D., & Jakarta, X. (2023). Jurnal Teropong Pendidikan. *2*, 151–164. <https://doi.org/10.19166/jtp.v2i2.6388>
- Studies, L., & Yawiloeng, R. (2022). Using instructional scaffolding and multimodal texts to enhance reading comprehension: Perceptions and attitudes of EFL learners. *Journal of Language and Linguistic Studies*, *18*(2), 877–894.
- Study, E., Tarbiyah, P., Training, T., State, F., & Aziz, M. D. (2025).

Designing an Islamic bilingual storybook (A supplementary reading for the eighth-grade learners of SMP Muhammadiyah Boarding School Palopo).

- Suryani, I., Dewi, U., Chuma, M. M., Negeri, I., Utara, S., & Chuma, M. M. (2023). Scaffolding strategies to support English language learning in reading comprehension: A case study. 24–35.
- Syafiqoh, D., Susanti, D., & Khalawi, H. (2021). The analysis of illustrated bilingual storybooks used in children's literacy development. 98–102.
- Verdinelli, S. (2013). Data display in qualitative research. 359–381. <https://doi.org/10.1177/160940691301200117>
- Williamson, J., Hedges, H., & Jesson, R. (2023). Storybook reading: Literacy and teacher knowledge in early childhood education. <https://doi.org/10.1177/14687984231214990>
- Yuniar, G. L., & Kurniati, E. (2017). Story-reading as a teaching method for young children: Teacher's challenges. 58, 179–186.
- Zuo, M., Kong, S., Ma, Y., Hu, Y., & Xiao, M. (2023). The effects of using scaffolding in online learning. *Education Sciences*.

APPENDICES

Appendix 1. Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 909/Un.03.1/TL.01.04/04/2026
Lampiran : -
Hal : Izin Survey

17 April 2026

Kepada Yth.
Kepala MI Unggulan Mambaus Sholihin Blitar
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Rahmatika Dhamayanti
NIM : 220107110059
Tahun Akademik : Genap- 2025/2026
Judul Proposal : **Teacher's perception of scaffolding implementation by using children's storybook as a teaching media in english class for young learners' reading skill**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 1005/Un.03.1/TL.01.04/04/2026
Lampiran : -
Hal : Izin Penelitian

20 April 2026

Kepada Yth.
Kepala MI Unggulan Mambaus Sholihin Blitar
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Rahmatika Dhamayanti
NIM	: 220107110059
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2025/2026
Judul Skripsi	: Teacher's perception of scaffolding implementation by using children's storybook as a teaching media in english class for young learners' reading skill
Lama Penelitian	: April 2026 sampai dengan Juni 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip



KEMENTERIAN AGAMA KABUPATEN BLITAR
MADRASAH IBTIDAIYAH UNGGULAN MAMBAUS SHOLIHIN
NISM: 111235050194 / NPSN: 70034465



Jln. KH. Misbahuddin Achmad Sumber Sanankulon Blitar 66151
Telp. (0342) 800299 / Fax. (0342) 800299
Email : www.miumambaussholihin@gmail.com / Website : <https://www.mbs2blitar.sch.id/>

SURAT KETERANGAN

No : 022/ S.Ket/MIU/ MBS/ V/2026

Yang bertanda tangan di bawah ini:

Nama : Mamluatul Inayah, S.Pd.I.,M.Pd.I

Jabatan : **Kepala Madrasah**

Menerangkan bahwa:

Nama : Rahmatika Dhamayanti

NIM : 220107110059

Program Studi : Tadris Bahasa Inggris

Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan

Instansi : UIN Maulana Malik Ibrahim Malang

Nama tersebut adalah benar telah melakukan penelitian guna penyusunan tugas akhir (skripsi) mulai tanggal 2 Februari – 6 Februari dengan judul:

“Exploring the Implementation of Scaffolding through the Use of Children’s Storybook as a Teaching Medium in English Classes for Young Learner Reading Skills”

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan dapat dipergunakan sebagaimana mestinya.

Blitar, 7 Februari 2026

Kepala MIU Mambaus Sholihin



Mamluatul Inayah, S.Pd.I.,M.Pd.I

Appendix 2. Instrument Validation Sheets

SURAT PENGANTAR

Malang, 18 Desember 2025

Perihal : Permohonan Validasi Instrumen Skripsi

Kepada Yth :

Ibu Ima Mutholliatil Badriyah, M.Pd.

di-

Tempat

Dengan hormat,

Bersama surat ini, saya:

Nama: Rahmatika Dhamayanti

NIM: 220107110059

Memohon kesediaan Bapak/Ibu untuk menjadi Validator Ahli untuk instrumen penelitian skripsi saya yang berjudul:

"Teacher's Perception of Scaffolding Implementation by Using Children's Storybook as a Teaching Media in English Class for Young Learners' Reading Skill"

Adapun instrumen yang dimohonkan validasi adalah Lembar Observasi dan Instrumen Penelitian yang terlampir.

Tujuan validasi ini adalah untuk memastikan Validitas Instrumen Penelitian, yaitu kesesuaian dan keakuratan instrumen sebelum digunakan dalam pengumpulan data.

Mohon Bapak/Ibu dapat mengisi Lembar Penilaian Validator yang telah disediakan. Atas waktu, kesediaan, dan saran yang diberikan, saya ucapkan terima kasih.

Hormat Saya,



Rahmatika Dhamayanti.

NIM: 220107110059

LEMBAR VALIDASI INSTRUMEN PENELITIAN
(Lembar Observasi dan Instrumen Penelitian)

Nama Peneliti: Rahmatika Dhamayanti

NIM: 220107110059

Judul Skripsi: Teacher's Perception of Scaffolding Implementation by Using Children's Storybook as a Teaching Media in English Class for Young Learners' Reading Skill

Instrumen yang Divalidasi: Lembar Observasi dan Instrumen Penelitian

Nama Validator: Ima Mutholliatil Badriyah, M.Pd.

Bidang: Dosen Program Studi Bahasa Inggris

Tanggal Validasi: 16 Desember 2025

Peneliti



Rahmatika Dhamayanti
NIM: 220107110059

Validator Ahli



Ima Mutholliatil Badriyah, M.Pd.
NIP. 198312172023212017

Appendix 3. Research Instrument

3.1 Observation Sheet

No	Stages of Reading Lesson	Observation Indicators	Yes	No	Note
1.	Pre-reading	Teacher introduces the storybook (title, cover, characters) to activate prior knowledge			
2.		Teacher explains the objective of the reading activity (e.g., vocabulary, understanding story sequence)			
3.		Teacher asks prediction questions (e.g., “What do you think will happen?”)			
4.	While reading	Teacher reads aloud with expression to model pronunciation			
5.		Teacher pauses to explain difficult vocabulary using gestures/pictures			
6.		Teacher asks guiding questions during reading (e.g., “Why is the character sad?”)			
7.		Teacher encourages students to predict the next event			
8.	Post-reading	Teacher asks comprehension questions (literal & inferential)			
9.		Teacher engages students in retelling the story (with picture support)			
10.		Teacher encourages independent reading behavior (e.g., reading simple sentences together)			
11.		Teacher closes with reflection (e.g., “What did you learn today?”)			
12.	Teacher’s Perception	Teacher’s perception of the benefits of using storybooks for scaffolding reading skills. (e.g., improving comprehension, vocabulary development, student engagement.)			
13.		Teacher’s perception of how scaffolding supports students’ reading confidence and participation. (e.g., increased willingness to answer questions, reduced anxiety.)			
14.		Teacher’s perception of challenges in applying scaffolding during reading activities. (e.g., limited time, mixed-ability students, classroom management.)			
15.		Teacher’s perception of students’ response toward scaffolding strategies. (e.g., enthusiasm, dependence, gradual independence.)			
16.		Teacher’s perception of the effectiveness of scaffolding in helping students become independent readers. (e.g., readiness to read without support, fading process.)			

3.2 Interview Questions

1. How do you feel about using children's storybooks to teach reading?
2. In your opinion, what are the benefits of using storybooks for young learners' reading development?
3. How do students usually respond to reading lessons that use storybooks?
4. In your opinion, how effective are storybooks in improving students' reading skills?
5. Have you seen any changes in students' reading habits or interest after using storybooks?
6. How do you use scaffolding to help students understand the story when reading?
7. Can you describe an activity or strategy that works well to help students understand the story?
8. Do you prepare any extra materials before using a storybook in class? If yes, what do you prepare?
9. How do you plan your reading lessons when you use storybooks?
10. Can you give an example of a storybook you recently used and explain why you chose it?
11. How do you conduct reading-aloud activities using storybooks?
12. What techniques do you use to keep students interested during the reading session?
13. How do you apply scaffolding to support students' reading comprehension?
14. How do you use questions or discussions to help students understand the story?
15. Can you explain a specific activity that has helped students understand the story well?
16. How do you check or assess students' understanding after reading activities?
17. How do students generally react to storybook-based reading lessons?
18. How effective do you think storybooks are in helping students improve their reading skills?
19. Have you noticed any improvements in students' motivation or interest in reading after using storybooks?
20. What suggestions do you have to make the use of storybooks more effective in teaching reading?

Appendix 4. Research Instruments' Result

4.1 Observation Sheets

No	Stages of Reading Lesson	Observation Indicators	Yes	No	Note
1.	Pre-reading	Teacher introduces the storybook (title, cover, characters) to activate prior knowledge	✓		To help student understand the topic.
2.		Teacher explains the objective of the reading activity (e.g., vocabulary, understanding story sequence)	✓		+ improving reading comprehension.
3.		Teacher asks prediction questions (e.g., "What do you think will happen?")	✓		Pertanyaan terhadap sesuai gambar.
4.	While reading	Teacher <u>reads aloud</u> with <u>expression</u> to model pronunciation	✓		untuk menarik perhatian siswa. + jadi contoh.
5.		Teacher pauses to explain difficult vocabulary using gestures/pictures	✓		Function : Help student understand the meaning.
6.		Teacher asks guiding questions during reading (e.g., "Why is the character sad?")	✓		Function : To check student's understanding.

7.		Teacher encourages students to predict the next event	✓		Students were encouraged to guess & predict
8.	Post-reading	Teacher asks comprehension questions (literal & inferential)	✓		Time : After reading activities.
9.		Teacher engages students in retelling the story (with picture support)	✓		Students retell the story using their own language
10.		Teacher encourages independent reading behavior (e.g., reading simple sentences together)	✓		The text is like short sentence.
11.		Teacher closes with reflection (e.g., "What did you learn today?")	✓		
12.		Teacher's perception of the benefits of using storybooks for scaffolding reading skills. (e.g., improving comprehension, vocabulary development, student engagement.)			
13.		Teacher's perception of how scaffolding supports students' reading confidence and participation. (e.g., increased willingness to answer questions, reduced anxiety.)	✓		

14.	Teachers' Perception	Teacher's perception of challenges in applying scaffolding during reading activities. (e.g., limited time, mixed-ability students, classroom management.)	✓		
15.		Teacher's perception of students' response toward scaffolding strategies. (e.g., enthusiasm, dependence, gradual independence.)	✓		
16.		Teacher's perception of the effectiveness of scaffolding in helping students become independent readers. (e.g., readiness to read without support, fading process.)	✓		

4.2 Interview

No	Question	Answer
1.	How do you feel about using children's storybooks to teach reading?	Honestly, I feel quite positive about it. Using children's storybooks makes the class more alive compared to just using textbooks. The students seem more relaxed and willing to read. But sometimes, it also depends on the class condition. If the students are too active, it can be a bit hard to manage.
2.	In your opinion, what are the benefits of using storybooks for young learners' reading development?	I think the biggest benefit is that students can learn vocabulary in context, not just memorizing words. They also learn how sentences are formed. And because of the pictures, they can guess the meaning even if they don't know all the words.
3.	How do students usually respond to reading lessons that use storybooks?	Most of them respond positively. They look more interested, especially when the story is funny or has colorful pictures. But there are also a few students who still struggle and prefer being guided directly.
4.	In your opinion, how effective are storybooks in improving students' reading skills?	I would say they are quite effective, but not enough if used alone. We still need other activities to support reading skills, like exercises or repetition.
5.	Have you seen any changes in students' reading habits or interest after using storybooks?	Yes, some students become more confident to read aloud and more curious about stories. But not all students show significant changes, especially those who already have low interest in reading.
6.	How do you use scaffolding to help students understand the story when reading?	Usually, before reading, I introduce some key vocabulary and ask simple questions about the topic. While reading, I guide them little by little, and after reading, I help them summarize the story.
7.	Can you describe an activity or strategy that works well to help students understand the story?	One activity that works well is asking students to predict the story from the pictures before reading. It helps them become more involved and curious.
8.	Do you prepare any extra materials before using a storybook in class? If yes, what do you prepare?	Yes, I usually prepare vocabulary lists, some guiding questions, and sometimes worksheets. But honestly, I don't always have enough time to prepare everything in detail.

9.	How do you plan your reading lessons when you use storybooks?	I usually divide it into three stages: pre-reading, while-reading, and post-reading. It helps me organize the lesson more clearly.
10.	Can you give an example of a storybook you recently used and explain why you chose it?	Recently, I used a simple storybook with short sentences and clear pictures. I chose it because it matched the students' level and they wouldn't feel overwhelmed.
11.	How do you conduct reading-aloud activities using storybooks?	I usually read the story first to give them a model, then I ask students to repeat or read in turns. Sometimes I also ask them to read in groups.
12.	What techniques do you use to keep students interested during the reading session?	I try to use different voices, gestures, and facial expressions. Sometimes I also pause and ask questions to keep them focused.
13.	How do you apply scaffolding to support students' reading comprehension?	I give support step by step, starting from simple explanations, then guiding questions, and gradually letting them understand by themselves.
14.	How do you use questions or discussions to help students understand the story?	I usually ask simple questions first, like about the characters or setting, then move to slightly deeper questions about the main idea.
15.	Can you explain a specific activity that has helped students understand the story well?	I think retelling the story is quite effective. When students can retell it, it shows that they understand, even if their language is still simple.
16.	How do you check or assess students' understanding after reading activities?	I usually ask comprehension questions or give short tasks. Sometimes I also observe how they respond during the lesson.
17.	How do students generally react to storybook-based reading lessons?	In general, they enjoy it more than regular lessons. They seem more active and less bored.
18.	How effective do you think storybooks are in helping students improve their reading skills?	They are effective, especially for building basic understanding and interest. But for more advanced skills, we still need additional materials.

19.	Have you noticed any improvements in students' motivation or interest in reading after using storybooks?	Yes, especially in the beginning. Students are more excited. But maintaining that interest is still a challenge.
20.	What suggestions do you have to make the use of storybooks more effective in teaching reading?	I think teacher need to choose the right level of storybooks and combine them with interactive activities. Also, scaffolding is important so students don't feel lost when reading.

Appendix 5. Research Timeline

Research Timeline

No	Activity	Date/Period
1.	Preparation (coordination with school and instrument validation)	August, 2025
2.	Initial observation of English classes	2025
3.	Data collection through teacher interviews	2025
4.	Documentation (photos, lesson plans, and teaching materials)	Throughout data collection
5.	Data transcription and organization	2026
6.	Data analysis	2026
7.	Writing research findings	2026
8.	Final report revision and submission	2026

Appendix 6. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Madrasah	:	MI Unggulan Mambaus Sholihin
Mata Pelajaran	:	Bahasa Inggris
Fase / Kelas	:	4
Alokasi Waktu	:	35 menit x 2

Identifikasi	Kesiapan Murid: Guru mengidentifikasi kesiapan murid sebelum belajar, seperti pengetahuan awal, minat, latar belakang, dan kebutuhan belajar, serta aspek lainnya. Guru mengajak murid untuk menyanyikan lagu tentang waktu dalam bahasa Inggris.		
	Materi Pelajaran: Telling Time for Our Daily Activities		
	Dimensi Profil Lulusan: Pilihlah dimensi profil lulusan yang akan dicapai dalam pembelajaran.		
	TOPIK 1	Keimanan dan Ketakwaan terhadap Tuhan YME	√
	TOPIK 2	Kewargaan	√
	TOPIK 3	Penalaran Kritis	
	TOPIK 4	Kreativitas	√
	TOPIK 5	Kolaborasi	√
	TOPIK 6	Kemandirian	√
	TOPIK 7	Kesehatan	
	TOPIK 8	Komunikasi	√
	Topik Panca Cinta: Pilihlah topik Panca Cinta yang sesuai dengan materi pembelajaran.		
	TOPIK 1	Cinta Allah dan Rasul-Nya	√
	TOPIK 2	Cinta Ilmu	√
	TOPIK 3	Cinta Lingkungan	
	TOPIK 4	Cinta Diri dan Sesama Manusia	√
	TOPIK 5	Cinta Tanah Air	
	Materi Integrasi KBC: Tuliskan materi integrasi KBC (Panca Cinta) yang akan dikembangkan dan relevan dengan materi pembelajaran.		
	1. Ubudiyah Daily Routines 2. Cleaning Time 3. Playing time 4. Ceremony Time		
	Visi Madrasah: Alim, Sholeh, Kafi, Entrepreneur and Multiple Intelelegencies		
	7 Kebiasaan anak Indonesia Hebat: 1. Bangun Pagi 2. Beribadah 3. Olah Raga 4. Gemar Belajar 5. Makan Sehat dan Bergizi 6. Bermasyarakat 7. Istirahat		
Desain Pembelajaran	Capaian Pembelajaran: Murid-murid mampu memahami jadwal kegiatan sehari-hari bersama waktunya dalam bahasa Inggris.		
	Lintas Disiplin Ilmu:		

	1. Pendidikan Pancasila: menerapkan hidup disiplin dengan mengetahui kegiatan sehari-hari sesuai waktunya. 2. Matematika: mengetahui cara membaca jam dengan benar.
	Tujuan Pembelajaran: 1. Murid-murid mampu menyebutkan minimal 3 kegiatan sehari-hari mereka dalam bahasa Inggris 2. Murid-murid mampu menggunakan quarter dan half untuk lebih atau kurang saat membaca waktu dalam bahasa Inggris. 3. Murid-murid mampu membedakan penggunaan past dan to untuk membaca waktu dalam bahasa Inggris.
	Topik Pembelajaran: 1. Daily Activities a. Our Ubudiyah Routines b. Morning Routines/ Pre School Routines 2. Vocabs about Time a. Half b. Quarter c. Past d. To
	Praktik Pedagogis: 1. Inkuiri: model pembelajaran yang memusatkan kepada pelajar untuk lebih berfikir kritis dalam memahami pelajaran 2. Kolaboratif: murid-murid saling bekerjasama dalam mencari jawaban dari pertanyaan yang diberikan guru 3. Tanya Jawab: murid-murid fokus mendengarkan pertanyaan dari guru kemudian mengangkat tangan untuk menjawab atau menunggu guru menyebut namanya untuk menjawab.
	Kemitraan Pembelajaran: 1. Orang Tua dan pendamping pondok: agar mendampingi murid-murid mengenal kegiatan sesuai waktunya. 2. Guru PKN: menanamkan kepada murid-murid akan pentingnya kedisiplinan ilmu. 3. Guru Matematika: mengajarkan kepada murid-murid untuk membaca jam dengan benar.
	Lingkungan Pembelajaran: Ruang Kelas dan Sekitar Sekolah Memastikan ruang kelas bersih dan rapi agar suasana belajar menjadi nyaman dan tenang.
	Pemanfaatan Digital: Gambar Jam, Video kegiatan sehari-hari SOP Pembelajaran: 1. Guru masuk kelas dan murid-murid siap di bangku masing-masing 2. Guru memeriksa kesiapan kelas 3. Guru memastikan kelas bersih dan rapi sebelum memulai pembelajaran 4. Guru memastikan murid membawa buku pelajaran sesuai dengan jadwal hari itu 5. Guru memastikan alat tulis murid lengkap dan siap untuk dipakai 6. Guru memastikan kerapian seragam murid
	Langkah-Langkah Pembelajaran
	AWAL (Prinsip pembelajaran yang bermakna dan menggembirakan)

uru Pengalaman Belajar	Guru masuk kelas dan megabsen murid-murid menggunakan ice breaking. Ice Breaking Pembuka Teacher: Good Morning Everybody, listen to me carefully. I am Your teacher Mrs. Ressa Students: I am your students I am Nauree, I am Amel, I am Putri, I am fafa, I am Nesya, I am Senandung, I am Ima, I am Cece, I am Niswa, I am Bilqis, I am Ayyunda, I am Tyas, I am Rehan, I am Bagus, I am Fauzan, I am Gabsen. Teacher: Welocome to English Activity, I say hello you say hai, hello Students: Hai Teacher: I say ready you say go, ready... Students: Go Teacher; Say salam... Students: Assalamu’alaikum Teacher: Wa’alaikumsalam. Let’s begin our study today by reciting Al-Basmalah Students: Bismillahirrahmanirrahim Singing a Song “What Time is it? Brother John” “It is three o’clock, it is three o’clock, wake up dear, wake up dear” INTI Guru memberikan instruksi agar murid-murid menuliskan 3 kegiatan sehari-hari mereka. “Let’s open your notebook and prepare your pencil. Write on your notebook 3 activities, that you usually do and your daily routines with the time” 1. I woke up early in the morning at 03.00 2. I have a breakfast at 06.15 3. I go back home at 12.30 Memahami Guru menerangkan kepada murid-murid tentang jam dalam sehari: One o’clock : 01.00 Two o’clock : 02.00 Three o’clock : 03.00 Four o’clock : 04.00 Five o’clock : 05.00 Six o’clock : 06.00 Seven o’clock : 07.00 Eight o’clock : 08.00 Nine o’clock : 09.00 Ten o’clock : 10.00 Eleven o’clock : 11.00 Twelve o’clock : 12.00 Quarter: 15 menit / seperempat Half: 30 menit / setengah Past: lebih To: kurang Example: 1. 07.05: Seven O Five 2. 08.10: Eight Ten / Ten Past Eight 3. 10.15: Ten Fifteen / Quarter Past Ten 4. 11.30 : Eleven Thirty / Half Past Eleven
--	--

	5. 09.45: Nine Fourty Five / Quarter To Ten 6. 05.55: Five Fifty Five / Five to Six Guru secara acak memberikan pertanyaan kepada siswa dengan menyebutkan soa terlebih dahulu baru menunjuk nama murid. (Pertanyaan sesuai exmples yang telah diberikan) Mengaplikasi: Guru meminta murid-murid untuk kembali melihat tulisan di buku tulis masing-masing. Guru meminta murid-murid untuk menuliskan waktu pada setiap kegiatan dalam bahasa Inggris. “Back to your notebook and write the time on your ativities in english as I do form the examples” Guru menunjuk 3 nama anak untuk membacakan hasil dari pekerjaan mereka; 1. High level: Ayyunda 2. Middle level: Bilqis 3. Low Level: Amel Merefleksi: Guru memberikan beberapa pertanyaan dan menunjuk beberapa murid untuk maju ke depan. High level question: Read the time bellow in english using “to” 1. 07.45: 2. 09.35: Middle level question: Read the time bellow in english using “past” 1. 11.15: 2. 04.30: Low level question: Read the time bellow in english without using past or to 1. 09.05 2. 12.20 PENUTUP: (Prinsip pembelajaran yang digunakan berkesan dan bermakna). Guru memberikan kata-kata motivasi tentang waktu dan pentingnya menjaga kedisiplinan waktu. “Either you Run the Day or the Day Runs you” الْوَفْتُ كَالشَّيْفِ إِنَّمْ تَقْطَعُهُ قَطْعَكَ Let’s close our study today by reciting <i>al-Hamdalah</i> “Alhamdulillah Rabbil ‘aalamiin”
Asesmen Pembelajaran	Asesmen pada Awal Pembelajaran: 1. Guru meneliti kesiapan belajar murid-murid mulai dari keadaan kelas dan buku-buku siswa serta keadaan bangku murid-murid. 2. Guru memastikan tidak ada benda lain di atas meja kecuali peralatan untuk belajar bahasa Inggris. 3. Guru menuliskan waktu-waktu dalam bahasa inggris di papan tulis kemudian mengajak murid-murid untuk membaca bersama-sama: 4. Guru mengajak murid untuk mengulang bacaan dan membagikan murid kepada 3 level: a. Low level: (Amel dan Bagus) di ajak mengulang perkata dengan diberi contoh agar mengikuti agar bacaan benar.

	b. Middle level: (Bilqis, Nauree, Fafa dan Rehan) di ajak mengulang dengan diberi contoh perkalimat. c. High Level: (Ayyunda dan Niswa) di beri kesempatan untuk membaca sendiri terlebih dahulu baru dibetulkan jika ada kesalahan. Dengan diferensiasi ini akan memberikan pembelajaran yang leboh berkesan dan bermakna agar siswa bisa lebih memahami pelajaran sesuai levelnya. Asesmen pada Proses Pembelajaran: guru mengobservasi setiap murid dalam menerima pelajaran dan mengelompokkan kepada 3 level seperti sebelumnya, bagi siswa yang sudah mahir akan diberi tugas mandiri an bagi siswa yang masih kurang akan diberi pendampingan khusus agar dapat memahami pelajaran dengan lebih baik. Asesmen pada Akhir Pembelajaran: guru menunjuk 2 murid dari setiap level untuk maju ke depan dan mengerjakan soal sesuai dengan level mereka masing-masing.
--	---

Rentang Nilai Siswa

No.	Nilai	Predikat
1	85-100	Sangat Baik
2	70-84	Baik
3	50-69	Cukup
4	0-49	Kurang

Blitar, 24 Februari 2026

Mengetahui,

Kepala Madrasah

Guru Mata Pelajaran

Mamluatul Inayah, S.Pd.I, M.Pd.I
 NUPTK: 2540759663300003

Ressa Ayu Vebrinianingrum, B.Sh.Ed.

LAMPIRAN ASESMEN



Foto di atas menunjukkan tentang siswa yang termasuk dalam ukuran high level atau sangat baik dalam memahami pembelajaran. Siswa mampu menyelesaikan tugas dengan tepat waktu dan mendapat nilai sempurna.

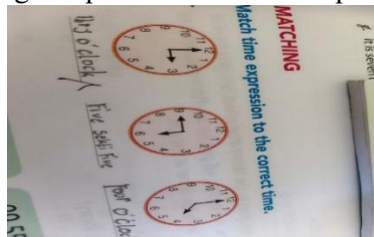
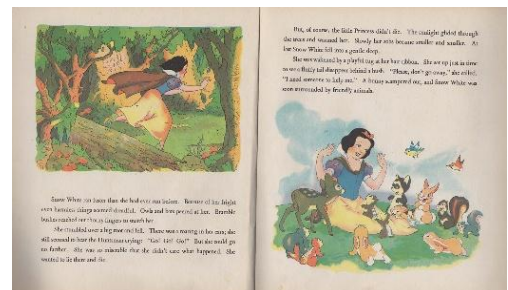
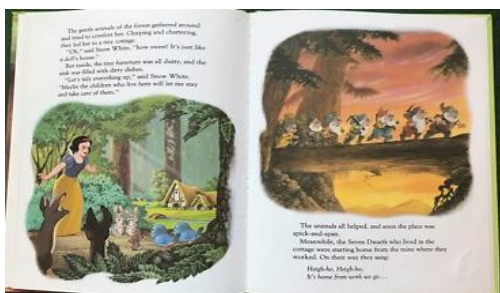


Foto di atas menunjukkan tentang hasil kerja siswa yang termasuk dalam ukuran low level atau kurang dalam memahami pembelajaran. Siswa belum mampu menyelesaikan tugas tepat waktu dan masih terdapat beberapa jawaban yang salah. Penanganan guru dalam situasi ini adalah dengan meminta siswa untuk Kembali memperhatikan penjelasan guru secara empat mata dan siswa diminta untuk mengulang pekerjaan yang salah agar mendapat jawaban yang tepat untuk menilai kefahaman siswa.

Appendix 7. Documentation





Appendix 8. Curriculum Vitae

Curriculum Vitae

Name	: Rahmatika Dhamayanti	
Place, Date of Birth	: Jombang, 26 April 2004	
Gender	: Female	
Religion	: Islam	
Faculty	: Faculty of Education and Teacher Training	
Department	: English Education	
University	: UIN Maulana Malik Ibrahim Malang	
Email	: mayrahma2604@gmail.com	
Educational Background	: TK Dharmawanita Jombang	(2008-2010)
	: SDN Pucangro 2 Jombang	(2010-2016)
	: SMPN 1 Ngoro Jombang	(2016-2019)
	: SMA Mambaus Sholihin Blitar	(2019-2022)
	: UIN Maulana Malik Ibrahim Malang	(2022-Present)

The Researcher,

Rahmatika Dhamayanti
220107110059