

**AN ANALYSIS OF STUDENTS' PERCEPTION TOWARDS SCAFFOLDING
MODEL IN READING AT THE FIRST GRADE STUDENTS OF SMA 7
PADANG**

THESIS

*Submitted as a Partial Fulfilment of the Requirement to Obtain Bachelor of
Education (B. Ed) in English Language Education Program*



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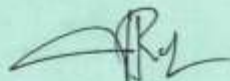
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ABSTRAK

Adrian, Merry. 2019. An Analysis of Students' Perception towards Scaffolding Model in Reading at the First Grade Students of SMAN 7 Padang. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian yang berjudul “*An Analysis of Students' Perception towards Scaffolding Model in Reading at the First Grade Students of SMAN 7 Padang*” bertujuan untuk menemukan persepsi siswa terhadap model scaffolding dalam membaca dilihat dari 7 indikator: *making connection, graphical aids analysis, vocabulary enrichment, reading aloud, language analysis, prompting activities* dan *integration activities*. Penelitian ini dilaksanakan di SMAN 7 Padang pada tahun ajaran 2018/2019 dengan menjadikan siswa kelas X sebagai populasi penelitian. Sample dipilih menggunakan teknik *cluster random sampling*. Terdapat 36 orang siswa yang merupakan perwakilan dari kelas. Data dikumpulkan menggunakan angket. Terdapat satu jenis angket yaitu *closed-ended questionnaire* yang digunakan untuk mencari persepsi siswa terhadap model scaffolding dalam membaca berdasarkan 7 indikator tadi. Di dalam angket yang digunakan terdapat 30 pertanyaan pada *closed-ended questionnaire* yang terdiri dari 3 pertanyaan pada angket terhadap persepsi siswa pada indikator *making connection*, 2 pertanyaan pada indikator *graphical aids analysis*, 4 pertanyaan pada indikator *vocabulary enrichment*, 2 pertanyaan pada *reading aloud*, 7 pertanyaan pada *language analysis*, 10 pertanyaan pada *prompting activities* dan 2 pertanyaan pada *integration activities*. Dari penelitian ini ditemukan siswa memiliki persepsi positif terhadap model scaffolding dalam membaca. Hasil penelitian ini juga menunjukkan bahwa persepsi siswa terhadap model scaffolding dalam membaca sangat mempengaruhi persepsi siswa terhadap pelajaran bahasa Inggris dan guru bahasa Inggris.

Kata Kunci : scaffolding model, students' perception and scaffolding model indicators.

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The last, it is hoped that this thesis will be useful for readers, especially for the English teachers, lecturers and researchers. Writer expects the constructive criticisms and suggestions from the readers.

Padang, February 2019

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the four important skills that should be mastered by students. Through reading, students will get much knowledge on every aspects of life for example: cultural, educational, humanity, economics, business, politics, medical, technology and so for. Reading is a key word for getting every single of information and knowledge.

As one of the important language skills, reading has been taught in Senior High Schools. Basically, the purpose of the reading is to comprehend what is read. It means that by reading a reader gets some information or knowledge. The students who like reading have more knowledge than the ones who do not. Reading provides the students with a lot of information about the world that will give contribution to their success in study and in the future.

Because of the importance of reading, the National Department of Education includes reading as a skill of English in the educational curriculum of 2013. In this curriculum the students are expected to be able to comprehend the text trough reading. Students learn 13 genres texts such as advertisement, announcement, letter, narrative, recount, descriptive, procedure, news item, explanation, hortatory exposition, analytical exposition, discussion and review. Those text are given in different semester. In addition, almost in every English exams for example semester exams and final national exams, the most skilled to

be assessed is reading skill. While other 3 skills such as: speaking, writing and listening are not tested as much as reading skill.

On the other hand, the problem is the reading skills of Senior High School students are still low and learning reading in schools has not been implemented well. Based on preliminary observations in a number of high schools in Padang, majority of students still find many obstacles in reading English text. First, they are less involved in the learning process and even tended to be noisy when learning. Second, they are lazy to do the exercises, and thirdly, the students lack of motivation so they are not interested in learning process. Last, the most important thing is majority of students hate English subject and English teacher.

Furthermore, there is model of teaching and learning process that can be used in any subject including reading called Scaffolding. According to Wood and Ross (1976), scaffolding occurs when a more knowledgeable person helps a learner succeed in tasks that beyond their reach. In addition, Chamot, Barnhardt, El-Dinary, & Robbins (1994) believe that the main point of scaffolding is to identify how much support students need and to provide enough support to help student independence. Scaffolding is the assistance or the help that teachers give to the students until them able to comprehend the text independently based on researcher's perspective.

There have been some researchers that implemented about scaffolding model. Scaffolding. One of them is a research done by Jufri (2018) with title "The Effectiveness of Scaffolding Model in Teaching Reading at Senior High Schools in Padang City." This research aimed is identifying the students' ability in reading

by using scaffolding teaching model. The finding of this research indicated that the students' reading achievement taught by scaffolding model was better than those who were taught by conventional model.

A research done by Arwa et. al. (2017) with title "The Impact of Scaffolding Skills of University Students in Saudi Context." This study aims to investigate the effectiveness of applying scaffolding strategies in enhancing reading comprehension skills of female students at King Abdulaziz University in the city of Jeddah In Saudi Arabia. The results of the study indicated that there was a statistically significance difference between the pretest and posttest of the experimental group in favor of the posttest.

The research about scaffolding also done by Ling-Wu et.al (2016) with title "Effects of Scaffolds and Scientific Reasoning Ability on the Web-Based Scientific Inquiry." This study examined how background knowledge, scientific reasoning ability, and various scaffolding forms influenced students' scientific inquiry achievements. Results indicated that student knowledge and scientific reasoning can predict scientific inquiry ability development. Students who uses the online program benefitted from direct scaffolding, which help them make hypotheses and draw reasoning skills.

Above all, there is lack of research that find out students' perception towards scaffolding model in reading. The previous researches mostly observe the impact of scaffolding model in every area of study. In fact, the research that explores about students' perception towards scaffolding model in reading comprehension skill is needed for the further research. Because of this case, it is

essential to do research on how students perception toward scaffolding model in reading in EFL context.

In response with the studies explained, this research pays more attention on how students perception toward scaffolding model that viewed from seven indicators, they are, making connection, graphical aids analysis, vocabulary enrichment, reading aloud, language analysis, prompting analysis and integration activities at the first grade students of EFL learners of SMAN7 Padang. They are chosen because of the implementation of scaffolding model in their classrooms. The implementation of scaffolding model is getting difficult which have more indicators of study: making connection, graphical aids analysis, vocabulary enrichment, reading aloud, language analysis, prompting analysis and integration activities. In relation with these increase difficulties, students' perception will be also changed. Since they are in the transactional stage of reading, they have been a proper target to be observed.

B. Identification of Problems

The identification of the problems related to the research. In relation with students' perception, there are 4 problems found, such as factors that can influence students' perception such as 1) students less involved in learning process, 2) students lazy to do exercises, 3) students lack of motivation, 4) most important thing is majority of students hate English subject and English teacher.

C. Limitation of the Problem

Based on the identification above, the research is limited into analyzing students' perception toward scaffolding model in reading at the first grade of SMAN 7 Padang.

D. Formulation of the Problem

Based on the limitation of the problem, the problem of this research can be formulated as follows: "To what extent is the students' perception toward scaffolding model in reading skill at the first grade students of SMAN 7 Padang?"

E. Research Questions

Based on the formulation of the problem above, the research questions are stated as follow:

1. To what extent is the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from making connection?
2. To what extent is the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from graphical aids analysis?
3. To what extent is the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from vocabulary enrichment?

4. To what extent is the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from reading aloud?
5. To what extent is the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from language analysis?
6. To what extent is the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from prompting activities?
7. To what extent is the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from integration activities?

F. Purpose of the Research

There are seven purposes of this research. As follows:

1. To identify about the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from connection making.
2. To identify about the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from graphical aids analysis.
3. To identify about the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from vocabulary enrichment.

4. To identify about the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from reading aloud.
5. To describe about the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from language analysis.
6. To describe about the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from prompting activities.
7. To describe about the students' perception towards scaffolding model in learning reading at the first grade of SMAN 7 Padang viewed from integration activities.

G. Significance of the Research

This research is expected to give contribution and information about students' perception toward scaffolding model in reading comprehension skill. Furthermore, it could be a consideration for teachers in teaching and learning reading in English, especially for foreign language learners. Moreover, it is hoped that teacher or design makers can use the information from this research in planning transformation manner of perception for EFL students especially for senior high school students toward scaffolding model in reading. This research is also expected to be a reference for the further research about scaffolding perception.

H. Definition of the Key Terms

There are few of terms used based on their function in the research. The terms are as follows:

1. Reading is the skill or activity of getting information from books.
2. Perception can be defined as someone's point of view to notice and understand things that might be different to other people.
3. Scaffolding can be defined as the help or assistance that teachers give to students in teaching and learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the collected data and analysis of the data, the result of the research found that the first grade students of SMAN 7 Padang have positive perception of scaffolding model in reading viewed from: making connection, graphical aids analysis, vocabulary enrichment, reading aloud, language analysis, prompting activities and integration activities.

B. Suggestions

Based on the data analysis, findings, and discussion, the researcher gives some suggestions.

1. For the next research, a research that find out students 'perception towards scaffolding model in reading of the teachers in needed. It is because teachers may have influence on the students' perception towards scaffolding model in reading. When teachers do not have a good perception how they can teach a good comprehending the text to the students is. Thus, a research about teachers' perception towards scaffolding model in reading in needed for further research.
2. For the next research, a research that find out factors of students' positive perception towards scaffolding model in reading in needed. It is because factors obviously influence the students' perception whether positive or

negative. Thus, a research about factors influencing students' perception towards scaffolding model in reading is needed for further research.

3. The English teacher is suggested to use scaffolding model with seven indicators in the English classroom especially in reading so that students able to comprehend the text fully.

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