

ABSTRACT

Krisnasari, Maria Heni. (2010). *Students' Perceptions on Scaffolding Strategy Used in Extensive Reading II Class of English Language Education Study Program*. Yogyakarta: Sanata Dharma University.

Extensive Reading II course aims at improving students' reading skills through literary and scientific works or journalism writing. Unfortunately, reading literary and scientific works are commonly sensed as boring and hard activity to do. Scaffolding Strategy, proposed by Jerome Brunner, Wood, and Ross, and underlined by Vygotsky's socioculture theory is a strategy that leads students to accomplish course goals independently (Lipscomb, Swason, and West, 2004). There are four phases in the implementation of Scaffolding Strategy. Class activities that exist in every phase of Scaffolding Strategy facilitate students to take a part actively. Therefore, it is worthy of note to research how the implementation of Scaffolding Strategy in Extensive Reading II class can motivate students to involve actively and to accomplish the course goals independently while dealing with a lot of and hard tasks.

There were two research questions in this research: (1) How is Scaffolding Strategy implemented in Extensive Reading II class of ELESP of Sanata Dharma University? and (2) What are the students' perceptions on Scaffolding Strategy used in Extensive Reading II class of ELESP of Sanata Dharma University?

This research is a survey on students' perceptions. The researcher conducted survey to Class A and Class C students of Extensive Reading II in 2009/2010 academic year. The instruments that were used in gathering the data were interview guide, observation checklist, and questionnaire.

Interview guide and observation checklist were used to answer the first research question, which is about the implementation of Scaffolding Strategy in Extensive Reading II class of ELESP of Sanata Dharma University. The result shows that Scaffolding Strategy in Extensive Reading II class was implemented through four phases; the phases are modelling with verbal commentary phase, imitating phase, removing scaffolding phase, and independent phase. Additionally, the researcher found that the Scaffolding Strategy used was included in Metacognitive Scaffolding. In order to answer the second research question that is about students' perceptions of Scaffolding Strategy, the researcher distributed a questionnaire and conducted an interview to students of Extensive Reading II Class A and Class C. The findings show that 69.31% of the respondents had positive perceptions on both process of the implementation and implications of Scaffolding Strategy used in Extensive Reading II Class A and Class C in 2009/2010 academic year.

Keywords: *perceptions, Scaffolding Strategy, Extensive Reading II class*

ABSTRAK

Krisnasari, Maria Heni. (2010). *Students' Perceptions on Scaffolding Strategy Used in Extensive Reading II Class of English Language Education Study Program*. Yogyakarta: Universitas Sanata Dharma.

Mata kuliah Extensive Reading II bertujuan untuk membantu meningkatkan kemampuan membaca mahasiswa melalui karya sastra dan bacaan sains atau karya jurnalistik. Sayangnya, membaca karya sastra atau sains dirasa berat dan membosankan oleh mahasiswa. *Scaffolding Strategy* yang dikenalkan oleh Jerome Brunner, Wood, dan Ross mengacu pada teori *Socioculture* dari Lev Vygotsky adalah strategi pembelajaran yang membantu mahasiswa mencapai tujuan pembelajaran secara mandiri (Lipscomb, Swason, and West, 2004). Ada empat fase penting dalam penerapan *Scaffolding Strategy* dimana terdapat aktifitas-aktifitas kelas. Aktifitas-aktifitas kelas yang terdapat pada setiap fase dalam *Scaffolding Strategy* memfasilitasi mahasiswa untuk terlibat dan ambil bagian secara aktif dalam proses belajar mengajar. Peneliti tertarik untuk melakukan penelitian bagaimana penerapan *Scaffolding Strategy* di kelas *Extensive Reading II* dapat meningkatkan minat mahasiswa untuk terlibat aktif di kelas dan untuk dapat mencapai tujuan pembelajaran secara mandiri sementara tugas-tugas yang diberikan banyak dan berat.

Rumusan masalah dalam penelitian yaitu: (1) Bagaimana penerapan *Scaffolding Strategy* di kelas *Extensive Reading II* Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma Yogyakarta? dan (2) Bagaimana persepsi mahasiswa terhadap implementasi *Scaffolding Strategy* di kelas *Extensive Reading II* Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma Yogyakarta?

Penelitian ini termasuk adalah survey pada pendapat mahasiswa. Survey dilaksanakan kepada mahasiswa *Extensive Reading II* kelas A dan kelas C tahun ajaran 2009/2010. Peneliti menggunakan teknik triangulasi dalam pengumpulan data. Instrumen penelitian yang digunakan dalam teknik triangulasi berupa panduan wawancara, lembar observasi, dan kuisioner.

Panduan wawancara, lembar observasi digunakan untuk menjawab rumusan masalah pertama tentang bagaimana penerapan *Scaffolding Strategy* di kelas *Extensive Reading II* Program Studi Pendidikan Bahasa Inggris Univesitas Sanata Dharma Yogyakarta. Hasil penelitian menunjukkan bahwa *Scaffolding Strategy* yang digunakan di kelas *Extensive Reading II*, diterapkan melalui empat tahap, yaitu: tahap pemberian contoh dengan penjelasan (menyediakan *scaffolding*), tahap meniru, tahap pengurangan *scaffolding*, dan tahap mandiri. Peneliti juga menemukan bahwa *Scaffolding* yang diterapkan di kelas *Extensive Reading II* termasuk dalam *Metacognitive Scaffolding*. Untuk menjawab rumusan masalah kedua tentang persepsi mahasiswa terhadap penerapan *Scaffolding Strategy*, peneliti menyebarkan kuisioner dan melakukan wawancara kepada mahasiswa *Extensive Reading II*. Hasil penelitian

menunjukkan bahwa sebanyak 69.31% responden memberikan persepsi positif pada proses dan implikasi dari penerapan *Scaffolding Strategy* di kelas *Extensive Reading II* tahun ajaran 2009/2010.

Kata kunci: *perceptions, Scaffolding Strategy, Extensive Reading II class*

