

ABSTRACT

INFLUENCE OF THE ASSISTANCE (SCAFFOLDING) IN LEARNING ACTIVITIES BY USING GUIDED DISCOVERY METHOD ON THE STUDENTS' SENIOR HIGH SCHOOL PHYSICS LEARNING ACHIEVEMENT

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Physics is one of the lessons which the students are less preferred because it has a high degree of difficulty, this factor causes the students reluctant to learn physics independently and they only learn it when their teacher asks them to learn. This condition makes the students' physics learning activities becomes low. On other words, the lack of students' independency in learning physics can lead them to the less developed and passive condition in learning activities. The low of the students learning physics activities is one of the factors that makes their learning achievement becomes low. Therefore, it is the reason why the researcher conducted this researcher by applying scaffolding in students' learning activities by using guided discovery method. This research was intended to investigate the influence of scaffolding in students' learning activities on their learning achievement by using guided discovery method. Scaffolding strategy is a strategy which is aided by the teacher to the students in a group in the classroom learning process, so that the students are able to interact with their group and also encourage them to be more active in their learning activities. The research was

conducted in X 8 class of Al-Azhar 3 Senior High School Bandar Lampung, which consisted of 35 students on the second semester of 2012/2013 academic year. The sample class was chosen by using purposive sampling, which is based on certain considerations. This research design was one-shot case study. In this research, the data were obtained from the students' learning activities and learning achievement and then they were analyzed by using linear regression with SPSS 17.0. The result showed that both of the data were normal distributed and linear. Furthermore, in order to test the influence, it was done by using correlation and simple linear regression with SPSS 17.0. This results indicated that there was influence of scaffolding in the students' learning activities on their learning achievement by using guided discovery, which was 30% of the value of the coefficient of determination and with a correlation coefficient of 0.55, which included in the medium category and the regression equation was $Y^{\wedge} = 32.22 + 0.63 X$, where the constants a and b were significant coefficients.

Keywords: guided discovery method, learning achievement, learning activities, scaffolding.