

**THE INFLUENCE OF APPLICATION OF SCAFFOLDING LEARNING  
METHOD IN ENGLISH LANGUAGE LESSONS IN IMPROVING  
STUDENTS MOTIVATION LEARNING CLASS IX-A  
YAPENSORI JUNIOR HIGH SCHOOL NORTH JAKARTA**

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**ABSTRACT**

*This study aims to determine the effect of the application of scaffolding learning methods in increasing student motivation. Data collection involved 64 subjects who were junior high school students. The study was conducted using a non equivalent control group design research design formed in two groups, namely 32 experimental group subjects and 32 control group subjects, the experimental group was given treatment in the form of a scaffolding learning method while the control group was not given any treatment. Both groups were given measurements twice, namely pretest and posttest. The research instrument uses a scale Motivated Strategies for Learning Questionnaire (MSLQ) consisting of 21 items that are declared valid and reliable. The results of the different mann whitney test showed a significance value of 0.000 ( $p < 0.05$ ), which means there was a significant difference in scores between the experimental group and the control group. Based on the gain score test shows that the scaffolding learning method has an effect of 35.25% on student motivation. Thus it can be concluded that the application of the scaffolding learning method has an influence in increasing the learning motivation of class IX A students at Yapensori North Jakarta Junior High School.*

**Keywords :** *Learning motivation, Motivated Strategies for Learning Questionnaire, Scaffolding*

**PENGARUH PENERAPAN METODE PEMBELAJARAN SCAFFOLDING  
PADA MATA PELAJARAN BAHASA INGGRIS DALAM  
MENINGKATKAN MOTIVASI BELAJAR SISWA KELAS IX-A  
SMP YAPENSORI JAKARTA UTARA**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan metode pembelajaran *scaffolding* dalam meningkatkan motivasi belajar siswa. Pengumpulan data melibatkan 64 subjek yang merupakan siswa SMP. Penelitian dilakukan dengan menggunakan desain penelitian *non equivalent control group design* yang dibentuk dalam dua kelompok, yaitu 32 subjek kelompok eksperimen dan 32 subjek kelompok kontrol, kelompok eksperimen diberikan perlakuan berupa metode pembelajaran *scaffolding* sedangkan kelompok kontrol tidak diberikan perlakuan apapun. Kedua kelompok diberikan pengukuran sebanyak dua kali yaitu *pretest* dan *posttest*. Instrumen penelitian menggunakan skala ukur *Motivated Strategies for Learning Questionnaire* (MSLQ) yang terdiri dari 21 item yang dinyatakan valid dan reliabel. Hasil dari uji beda *mann whitney test* menunjukkan nilai signifikansi sebesar 0.000 ( $p < 0.05$ ) yang artinya terdapat perbedaan skor yang signifikan antara kelompok eksperimen dan kelompok kontrol. Berdasarkan uji *gain score* menunjukkan bahwa metode pembelajaran *scaffolding* berpengaruh sebesar 35.25% terhadap motivasi belajar siswa. Dengan demikian dapat disimpulkan bahwa penerapan metode pembelajaran *scaffolding* memiliki pengaruh dalam meningkatkan motivasi belajar siswa kelas IX A SMP Yapensori Jakarta Utara.

**Kata Kunci :** Motivasi belajar, *Motivated Strategies for Learning Questionnaire*, *Scaffolding*