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20-21
May 2016
Bandar Lampung
University, Indonesia

4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016



Organized by:
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M

4th ICEL 2016 Chairman

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THE EFFECTIVENESS OF SCAFFOLDED READING EXPERIENCE IN TEACHING READING VIEWED FROM STUDENTS' INTELLIGENCE

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Abstract

Reading the English text has always been a nightmare for most vocational school students. However, having good ability in comprehending English text is a must for them since many instructions which must be read by students are written in English. This research deals with scaffolded reading experience (SRE) as an alternative way in teaching English reading. SRE is a set of pre-reading, during-reading, and post-reading activities which is specifically designed to assist the students in successfully reading, understanding, and enjoying the English text. The objectives of this research are: (1) to identify whether SRE is effective to teach reading; (2) to identify whether students who have high intelligence have better reading ability than those who have low intelligence; and (3) to identify whether there is an interaction effect between teaching methods and students' intelligence on the students' reading ability. This is an experimental research which is conducted at SMK PGRI 2 Bandar Lampung. The researcher analyzes the data using ANOVA and Tukey test. Based on the result of data analysis, the research findings are: (1) SRE is effective to teach reading; (2) the students who have high intelligence have better reading ability than the students who have low intelligence; and (3) there is an interaction effect between teaching methods and students' intelligence on the students' reading ability. The research result of this study implies that SRE is effective in teaching reading viewed from students' intelligence. From that result, ideally, scaffolded reading experience could be implemented in the classroom in order to achieve optimal result.

Keywords: Scaffolded Reading Experience, Reading, Intelligence

1. INTRODUCTION

English is an international language which has an important role used to conduct communication and interaction among the people, in almost the entire world in many countries. Considering the importance of English, it has been adopted as a foreign language in Indonesia. As a foreign language, English, in most educational institution, is taught as a school subject from the elementary schools to universities. The objectives of teaching English vary from one level of education to another.

English is also taught in Vocational school (SMK). Vocational school (SMK) is one of the formal educations in Indonesia which prepares the students to be competent in a certain skill. The students of SMK should have the requirement in English competence needed for their fields, such as economic, management, hotel, restaurant, tours and travel, etc. In vocational school, English is one of compulsory subjects. It is taught to the students from the tenth until twelfth grade. In this case, the vocational school students also have to master the four language skills, namely reading, listening, writing and speaking.

Reading is one of the four language skills that has to be mastered by people who study English. Reading is the way a person gets information from written letters and words. Aeborsold and Field (as cited in Maximilian, 2015) argue that reading is a powerful activity that covers knowledge, insight and perspective on readers. They also say that reading is what happens when people look at a text and assign meaning to the written symbols in the text. Rumelhart in Maximilian (2012) says that reading involves the readers, the text, and the interaction between the reader and the text. Furthermore, Maximilian (2012) writes that reading is the process of understanding meaning from a written language involving reader, text, and the interaction between the reader and the text.

In daily life, people always deal with reading either in formal or in non formal situation. Reading is very helpful to increase someone's knowledge because almost all of information and instruction are in written form, for instance: education, technology, science, communication, etc. For students, reading is also very important. Harmer (2007: 99) says that many of the students want to be able to read texts in English either for their careers, for study purposes or for simply pleasure. In these latter settings, a great deal of learning occurs; part of that learning requires that we read and interpret informational text in line with the tasks that we engage in and the

goals that we set (or that are set for us). It means that the students also need reading so much especially for their academic necessity. They need this skill in order to read and understand the ideas and information related to their academic necessity in a written form.

The aim of teaching for the reader is to comprehend and to react to what is written (Brown, 2000:18). In general, the aim of teaching reading is to develop the students' ability to read the material, get information and understand about text. Since most of the texts or books written in English, it is important to teach the students reading English texts. By teaching reading, it is expected that every student can have good ability in reading.

Unfortunately, most of the vocational school (SMK) students do not have the competence in good reading. Based on the observation done in SMK PGRI 2 Bandar Lampung, the students' average score in reading comprehension is still low. It shows that the students still have any problem in reading. The problems are: a) students got difficulties to catch the main idea of text; b) students got difficulties to determine the specific information, either implicitly or explicitly; c) students got difficulties to infer and grasp meaning of words and d) students got difficulties to determine references. There are some factors that create these problems. One of them is teacher technique which is used to teach reading.

Many teachers still use Direct Instruction Method to teach reading. In this method, the activity is teacher-centered and the students lack of opportunities in the class. They just become the followers and depend on the teacher during the teaching and learning process.

Since the teachers' method in teaching reading becomes one of the important factors in this case, the teacher of reading must have a variety of techniques. There are many teaching methods in teaching reading, one of them is Scaffolded Reading Experience. Scaffolded Reading Experience is a set of pre-reading, during-reading, and post-reading activities specifically designed to assist a particular group of students in successfully reading, understanding, learning form, and enjoying a particular selection (Graves and Fitzgerald: 2003:1). There are some advantages in applying this method in teaching reading. One of them is scaffolded reading experience can help the students to become more independent, strategic and motivated readers.

In teaching reading, internal factors play important roles. One of the most important internal factors that influence students' reading comprehension is the students' intelligence. Intelligence is included in cognitive ability which is very influential and plays an important role in the process of teaching and learning. Binet in Aiken (1997: 136) defines intelligence as the ability to think abstractly, the ability to learn, and the ability to adapt to environment. According to Santrock (1990: 115), intelligence is problem-solving skills, the ability to adapt and to learn from life's every day experience. In the other words, intelligence can be defined as the ability to think abstractly, solve the problems, learn from life's every day experience and adapt to environment. By having high intelligence the students are able to solve their problem, cooperate with other, achieve the material easily, etc. The students' intelligence has the crucial thing to improve the students' reading skill.

Students having high intelligence are able to cooperate with other students and they will always be very active in doing the instruction from the teacher or expressing their ideas, creative in solving the problem, they have initiative and confidence in doing something without waiting for any command from the teacher, wonder and critical about material they feel unclear yet, and learn from the mistake they made so that they will never do the same mistake again. Students' high intelligence may also awake or strengthen the students' intelligence and spirit in reading because they always enjoy studying and are always able to find the solution from the problem they face. There is a substantial correlation between intelligence and reading ability. It means that the students who have high intelligence will have high ability in understanding a text, while the students' who have low level of intelligence will have low ability in understanding a text.

Based on the explanation above, there are three problems that are formulated, as follows: 1) Is Scaffolded Reading Experience more effective than Direct Instruction in teaching reading? 2) Do students who have high intelligence have better reading skill than those who have low intelligence? 3) Is there any interaction effect between teaching method and students' intelligence on the students' reading skill?

2. WHY SCAFFOLDED READING EXPERIENCE?

There are many various teaching methods that can be used by the teachers to help the students in comprehending reading. One of them is scaffolded reading method. Scaffolded Reading is a set of pre-reading, during-reading, and post-reading activities specifically designed to assist a particular group of students in successfully reading, understanding, learning form, and enjoying a particular selection (Graves and Fitzgerald: 2003). They say that scaffolded reading is rooted in notion of scaffolding. Characteristically, scaffolding provides high levels of initial support, and gradually reduces this as students move towards independent control of the learning task or text. Scaffolding can be any intervention or assistance providing by teachers, peers, or tutors to the learners. Scaffolded instruction is the systematic sequencing of prompted content, materials, tasks, teacher and peer support to optimize learning.

Graves and Graves (2003) say that scaffolded reading is a flexible plan for designing reading lessons for any type of text. This method has two parts. The first part, the planning phase, takes into consideration the particular group of students doing the reading, the text they are reading, and their purpose or purposes for reading it. The second phase, the implementation phase, provides a set of pre-reading, during-reading, and post-reading options for those particular readers, the selection being read, and the purposes of the reading.

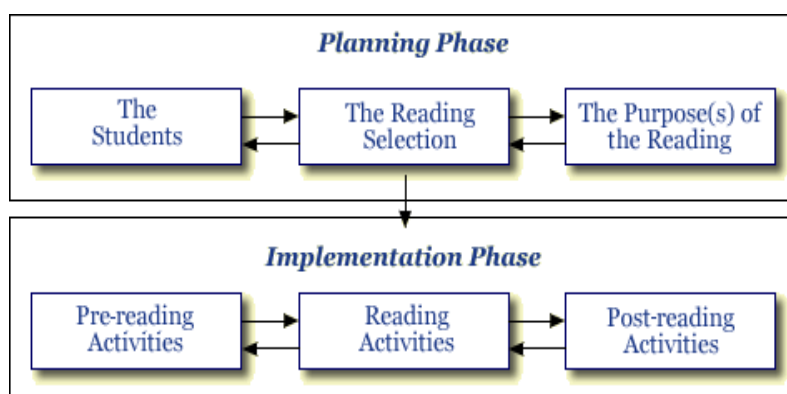


Figure 1. The framework of scaffolded reading (Graves and Graves, 2003:3)

As shown in the lower half of the figure, the components of the implementation phase are pre-reading, during-reading, and post-reading activities. Each of these components serves a different purpose which is described as follows (Maximilian, 2012):

Pre-reading activities

Pre-reading activities prepare students to read an upcoming selection. They can serve a number of functions, including getting students interested in reading the selection, reminding students of things they already know that will help them understand and enjoy the selection, and pre-teaching aspects of the selection that may be difficult. Pre-reading activities are particularly important because with adequate preparation the experience of reading will be enjoyable, rewarding, and successful.

During-reading activities

During-reading activities include both things that students do themselves as they are reading, and things that teachers do to assist them as they are reading (for example, students reading silently, teachers reading to them, or students taking notes as they read). During-reading activities are very important because they serve to make students' experience as they are reading rewarding and productive.

Post-reading activities

Post-reading activities provide opportunities for students to synthesize and organize information gleaned from the text. So that, they can understand and recall important points. It provides opportunities for students to evaluate an author's message, his or her stance in presenting the message, and the quality of the text itself. It provides opportunities for the teacher and the students to evaluate their understanding of the text. It also provides opportunities for students to respond a text in a variety of ways to reflect on the meaning of the text, to compare differing texts and ideas, to imagine themselves as one of the characters in the text, to synthesize information from different sources, to engage in a variety of creative activities, and to apply what they have learned within the classroom walls and the world beyond the classroom.

Scaffolded Reading offers one guide for teachers wishing to help students to develop strategy for their reading habits. The strategies which are used in the steps of pre-reading, during-reading, and post-reading will be various, depending on the planning phase which is made before. According to Graves and Graves (2003: 4), possible components of a scaffolded reading experience are:

Pre-reading activities:

- a. motivating
- b. activating and building background knowledge
- c. providing text-specific knowledge
- d. relating the reading to students' lives
- e. pre-teaching vocabulary
- f. pre-teaching concepts
- g. pre-questioning, predicting and direction setting

During reading activities

- a. silent reading

- b. reading to students
- c. guided reading
- d. oral reading by students
- e. modifying the text

Post-reading activities

- a. questioning
- b. discussion
- c. writing
- d. drama

Graves and Graves (2003: 4) stress that those are only possible strategies of scaffolded reading. No single scaffolded reading would include anything like all of those activities.

According to Axford, Harders and Wise (2009: 25), scaffolded reading has many advantages over more traditional approaches. They are: (1) the teacher can choose a text for language work that is beyond the unsupported reading ability of the learner; (2) in combination, Text Orientation, Aural Orientation, and Language Orientation set up learners for success; (3) this approach reduces ‘learner overload’; (4) text orientation and language orientation employ a non-typical approach to teacher questioning; (5) giving the teacher the task of ensuring that all the learners have the information they need to discuss the story before any reading takes place removes the guesswork often associated with meaning prediction; (6) in classroom situations, both struggling and stronger readers benefit from the teacher’s explicit attention to author intention (meaning making through attention to structure, function and word choice). The other important advantage of using scaffolded reading is it can help the students to become more independent, strategic and motivated readers. The interaction between students and reading activities, therefore, is more emphasized and this is conducive to build fun reading experience within the students.

Unfortunately, most of the teachers do not use the various and strategic methods. The teachers tend to use traditional methods, such as direct instruction. The direct instruction method is highly teacher-directed and is among the most commonly used. This method includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations. Direct instruction is widely used by teachers, particularly in the higher grades. In this method the teacher becomes the decision maker. Person, Hinson, and Brown (2001: 11) say the teacher will be engaged in many planning decisions, such as deciding what he/she would like to teach, he/she wishes to teach, about and how he/she will go about the reading process. The teacher control occurs when the teacher selects and directs the learning tasks. Direct instruction is similar to traditional teaching. Generally speaking traditional teaching is directed toward teaching academic content. It is also characterized by teacher-centered and teacher dominated classroom (Peterson, 1979: 231). Theoretically, it is clear that scaffolded reading experience is better to be applied in teaching English than direct instruction.

3. METHOD

The research method used in this research is quasi-experimental research design. The most appropriate quasi-experimental design of this research is factorial design. There are two groups in this experiment, namely experiment and control group. The experiment class is the class that is taught by using scaffolded reading experience and the control class is the class that is taught by using direct instruction. They were given different treatments. After the treatments, the groups were given post-test. This research involves three variables. The independent variables are the teaching methods (X), and intelligence. The dependent variable is reading skill (Y). The writer supposes that the relationship between X and Y is changed by the level of a third factor (intelligence).

The population of this research is the tenth grade students of SMK PGRI 2 Bandar Lampung in the academic year of 2015/2016. The sample of the research was two classes of the tenth grade students of PGRI 2 Bandar Lampung in the academic year of 2015/2016. The first class is as an experimental and the other class is as a control class. The first class X TKJ 2, is as an experimental class that consists of 30 students and the other class, X TKJ 1, is as a control class that consists of 30 students. Therefore, the total sample in this research is 60 students. The sampling used for the research is cluster random sampling. The sample is divided into four groups, they are (1) students with high intelligence who are taught by scaffolded reading experience, (2) students with low intelligence who are taught by scaffolded reading experience, (3) students with high intelligence who are taught by direct instruction, (4) students with low intelligence who are taught by direct instruction.

The writer uses tests to obtain the data. They are reading test and intelligence test. Both tests used in this research are valid and reliable.

In this research, the researcher uses a descriptive analysis and inferential analysis. Normality and homogeneity test are used before testing the hypothesis. Furthermore, to test the research hypothesis, inferential analysis is used. Testing hypothesis is conducted in order to manage the research data which are in the form of number, so

that they can produce a real conclusion. It is also used to test whether the hypothesis of the research is accepted or rejected. Moreover, to test the hypothesis, the researcher analyzes the data by using simple factorial design ANOVA (analysis of variance) and tukey test formula.

4. RESULT AND DISCUSSION

The students' scores are distributed into 8 categories: (1) The scores of the students who are taught by using scaffolded reading experience (A_1); (2) The scores of the students who are taught by using direct instruction (A_2); (3) The scores of the students having high intelligence (B_1); (4) The scores of the students having low intelligence (B_2); (5) The scores of the students having high intelligence who are taught by using scaffolded reading experience (A_1B_1); (6) The scores of students having low intelligence who are taught by using scaffolded reading experience (A_1B_2); (7) The scores of students having high intelligence who are taught by using direct instruction (A_2B_1); (8) The scores of students having low intelligence who are taught by using direct instruction (A_2B_2). The descriptive analysis of the data of A_1 shows that the scores is 42 up to 91, the mean is 67.40, the mode is 86.5, the median is 67.50, and the standard deviation is 16.81; The descriptive analysis of the data of A_2 shows that the scores is 46 up to 79, the mean is 63.93, the mode is 63.70, the median is 63.95, and the standard deviation is 8.17; The descriptive analysis of the data of B_1 shows that the scores is 63 up to 91, the mean is 75.83, the mode is 76.50, the median is 75.79, and the standard deviation is 7.6; The descriptive analysis of the data of B_2 shows that the scores is 42 up to 65, the mean is 54.00, the mode is 55.5, the median is 54.25, and the standard deviation is 6.21; The descriptive analysis of the data of A_1B_1 shows that the scores is 72 up to 91, the mean is 81.33, the mode is 79.83, the median is 81.00, and the standard deviation is 5.3; The descriptive analysis of the data of A_2B_1 shows that the scores is 63 up to 79, the mean is 69.70, the mode is 67.5, the median is 69, and the standard deviation is 5.06; The descriptive analysis of the data of A_1B_2 shows that the scores is 42 up to 65, the mean is 52.4, the mode is 52.5, the median is 52, and the standard deviation is 6.6; And the descriptive analysis of the data of A_2B_2 shows that the scores is 46 up to 63, the mean is 56.63, the mode is 58.5, the median is 57.5, and the standard deviation is 4.75.

After getting the score of all criterions, the normality and the homogeneity test must be conducted. Based on the calculation of those tests, it is found that the data which are collected in this research are normal and homogenous. Therefore, the data can be calculated using ANOVA and tukey test to test the hypothesis. The data analysis must be conducted systematically in order that the result of the analysis is scientifically accepted. After calculating the multifactor ANOVA 2 x 2, the researcher describes the result of hypothesis testing as follows:

Table 1. The mean scores

	A_1	A_2	
B_1	81.33	69.70	75.83
B_2	52.40	56.63	54.00
	67.40	63.93	

Table 2. Summary of a 2 x 2 Multifactor Analysis of Variance

Source of variance	SS	Df	MS	F_0	$F_{t(0.05)}$	Meaning
Between columns (method)	198.01667	1	198.0167	5.755	4.064	Significant
Between rows (intelligence)	6976.8167	1	6976.817	202.78	4.016	Significant
Columns by rows (interaction)	1135.35	1	1135.35	32.99	4.016	Significant
Between groups	8310.1833	3	2770.061			
Within groups	1926.6667	56	34.40476			
Total	10236.85	59				

Based on the table above, it can be concluded that:

- Because F_0 between columns (5.755) is higher than F_t (4.064) at the level of significance $\alpha=0.05$, so the difference between columns is significant. Therefore, H_0 which states there is no significant difference in reading comprehension between the students who are taught by using scaffolded reading experience and the students who are taught by using direct instruction is rejected. It means that the methods which are used in teaching reading to the tenth grade students of SMK PGRI 2 Bandar Lampung in the academic year of 2015/2016 differ significantly. Because the mean score of A_1 (67.40) is higher than that of A_2 (63.93), it can be concluded that teaching reading using Scaffolded Reading Experience is more effective than Direct Instruction.
- Because F_0 between rows (202.7864) is higher than F_t (4.064) at the level of significance $\alpha = 0.05$, so the difference between rows is significant. Therefore, H_0 which states there is no significant difference in reading comprehension between the students who have high intelligence and the students who have low intelligence is rejected. It means that the students having high intelligence differ significantly from those having low

intelligence in their reading ability. Because the mean score of B_1 (75.83) is higher than B_2 (54.00), it can be concluded that the students who have high intelligence have better reading ability than those who have low intelligence.

- c. Because F_0 interaction (32.997) is higher than F_t (4.064) at the level of significance $\alpha = 0.05$, it means that there is interaction between teaching methods and students' intelligence. Therefore, H_0 which states there is no interaction between teaching methods and students' intelligence in teaching reading is rejected. It can be concluded that the effect of teaching methods depends on the degree of intelligence.

The researcher continued to analyze the data by using Tukey test. The summary of Tukey test result is presented below:

Table 3. The Summary of Tukey Test

Pair	q_0	q_t	Meaning	Category
$A_1 - A_2$	3.39	2.89	$q_0 > q_t$	Significant
$B_1 - B_2$	20.13	2.89	$q_0 > q_t$	Significant
$A_1B_1 - A_2B_1$	8.14	3.01	$q_0 > q_t$	Significant
$A_1B_2 - A_2B_2$	3.35	3.01	$q_0 > q_t$	Significant

- a. Because q_0 between coloums (3.39) is higher than q_t at the level of significance $\alpha = 0.05$ (2.89), it means that Scaffolded Reading Experience differs significantly from Direct Instruction to teach reading. Because the mean score of A_1 (67.40) is higher than A_2 (63.93), it can be concluded that Scaffolded Reading is more effective than Direct Instruction.
- b. Because q_0 between rows (20.13) is higher than q_t at the level of significance $\alpha = 0.05$ (2.89), it means that the students who have high intelligence are significantly different from those who have low intelligence in their reading ability. Because the mean score of B_1 (75.83) is higher than B_2 (54.00), it can be concluded that the students who have high intelligence have better reading ability than those who have low intelligence.
- c. Because q_0 between cells A_1B_1 and A_2B_1 (8.14) is higher than q_t at the level of significance $\alpha = 0.05$ (3.01), it means that, for the students who have high intelligence, teaching reading by using Scaffolded Reading Experience is significantly different from teaching reading by using Direct Instruction. Because the mean score of A_1B_1 (81.33) is higher than the one of A_2B_1 (69.70), it can be concluded that Scaffolded Reading Experience is more effective than Direct Instruction in teaching reading for the students who have high intelligence.
- d. Because q_0 between cells A_1B_2 and A_2B_2 (3.35) is higher than q_t at the level of significance $\alpha = 0.05$ (3.01), it means that, for the students who have low intelligence, teaching reading by using Direct Instruction is significantly different from teaching reading by using Scaffolded Reading Experience. Because the mean score of A_2B_2 (56.63) is higher than the one of A_1B_2 (52.40), it can be concluded that Direct Instruction is more effective than Scaffolded Reading Experience in teaching reading for the students who have low intelligence.

Based on the finding point (c) and (d), it is known that Scaffolded Reading Experience is more effective than Direct Instruction to teach reading for the students who have high intelligence, and Direct Instruction is more effective than Scaffolded Reading Experience to teach reading for the students who have low intelligence, therefore, it can be concluded that there is an interaction between teaching methods and students' intelligence in teaching reading. The effectiveness of the methods depends on the degree of the students' intelligence.

This research is done as efforts to find some innovations in teaching reading. One of them is using Scaffolded Reading Experience in teaching reading as it has been discussed in the previous discussion. The following are the discussions of the research findings.

4.1. Scaffolded Reading Experience is more effective than Direct Instruction to teach reading.

Method plays an important roles in teaching and learning process. Teaching methods is one of the aspects of teaching and learning process that needs to be fully considered by the teacher. Good teaching method will influence the students' attitude toward the subject. One of teaching methods is scaffolded reading experience. Graves and Graves (2003:1) say that scaffolded reading experience is a flexible plan for designing reading lessons for any type of text. This method has two parts. The first part, the planning phase, takes into consideration the particular group of students doing the reading, the text they are reading, and their purpose or purposes for reading it. The second phase, the implementation phase, provides a set of pre-reading, during-reading, and post-reading options for those particular readers, the selection being read, and the purposes of the reading. The strategies which are used in the steps of pre-reading, during-reading, and post-reading will be various, depending on the planning phase which is made before. Scaffolded Reading Experience offers one guide for teachers wishing to help students to develop strategy for their reading habits. Scaffolded instruction is the systematic sequencing of prompted content, materials, tasks, teacher and peer support to optimize learning. There are some

advantages in applying this technique in teaching reading. One of them is scaffolded reading can help the students to become more independent, strategic and motivated readers (Graves and Graves, 2003:1).

Another teaching method which is usually used by the teacher is direct instruction. On the contrary, in direct instruction, the teaching and learning process is always monotonous. The activity is teacher centered, so the students have lack of opportunities in the classroom. The students just become the follower and depend on the teacher during the monotonous teaching and learning process and usually work individually. Student activity can be mainly passive and the attention span of students may be limited. It is also supported by Maximilian (2013) who says that direct instruction is not appropriate to be taught for the vocational school students. His study concludes that there is a significant difference in reading achievement between vocational school students taught by using scaffolded reading method and using direct instruction (Maximilian, 2013).

From the explanation above, it can be concluded that scaffolded reading is more effective than direct instruction to teach reading.

4.2 The students who have high intelligence have better reading ability than those who have low intelligence

The students who have high level of intelligence have better attitudes in joining the teaching and learning process, including reading. They have high interest to pay much more attention to the teacher and all of the activities in the classroom and always do the task well and correctly. The students having high intelligence also have high ability in comprehending a text. Their intelligence will influence their achievement, especially in reading. The students with high intelligence have better achievement than the one of those having low intelligence. They tend to be more active in reading activities. They have strong intention in learning that makes them understand the lesson more easily.

The students who have low level of intelligence usually do not have any interest in joining the learning process and they have little attention to the teacher and the material that is given. The students depend on the teacher all the time in teaching learning process. They are passive in joining the reading class by waiting the teacher's explanation and translation word by word to get the message of the text. They prefer becoming the follower and listener, and also slower in doing any tasks which are given to them.

That is why the students who have high intelligence have higher reading skill than the students who have low intelligence.

4.3. There is an interaction between teaching methods and students' intelligence on Students' Reading Ability

The teaching method which is used by the teacher in the class gives a big influence for the success of the teaching and learning process. In reading process, the teacher also needs to use suitable technique that will motivate the students in joining the class. Direct instruction cannot motivate the students because this model just focuses on academic content. Their intelligence can not grow up.

Scaffolded reading experience is effective for students who have high level of intelligence, because by using scaffolded reading experience the teacher is suggested to using structuring lessons which include pre-reading, during-reading and post-reading activities as a framework in classroom use. The students will be taught by using some various and different strategies using in pre-reading, during-reading and post-reading activities. The students will be more active and the teacher not only teaches academic content but also considers making the students develop their social relation with other students. This method is supposed to be more effective for students having high intelligence.

Intelligence gives a big influence to the students to improve their reading skill. If the students have high level of intelligence, they will have high ability in reading many texts. They can read anything that the teacher gives to them. They will be active in joining the teaching learning process especially in reading because they have high level of intelligence.

Direct instruction seems satisfy the students having low intelligence in joining the reading class. They depend on the teacher's explanation to read something. They do not need to be more active, and just wait for their teacher's translation and explanation to know the message of the text. They are passive in joining reading class, and they are slower in doing the task. That is why direct instruction is supposed to be more effective for the students who have low level of intelligence toward students' reading skill.

Finally, it can be concluded that scaffolded reading experience is more suitable for students who have high intelligence and direct instruction is more suitable for students who have low intelligence. Therefore, it can also be assumed that there is an interaction between teaching methods and students' intelligence.

5. CONCLUSION

Based on the description of the data analysis, the writer can come to the findings as follows:

- a. Scaffolded reading experience is more effective than direct instruction to teach reading at the tenth grade students of SMK PGRI 2 Bandar Lampung in the academic year of 2015/2016.
- b. The students who have high intelligence have better reading skill than the students who have low intelligence at the tenth grade students of SMK PGRI 2 Bandar Lampung in the academic year of 2015/2016.
- c. There is an interaction effect between teaching methods and students' intelligence on the students' reading ability of the tenth grade students of SMK PGRI 2 Bandar Lampung in the academic year of 2015/2016.

Based on the research findings, the conclusion is that scaffolded reading experience is an effective teaching method for teaching reading to the tenth grade students of SMK PGRI 2 Bandar Lampung in the academic year of 2015/2016. The effectiveness of the method is also influenced by the level of students' intelligence. Since scaffolded reading experience method is not monotonous, flexible and interesting, the students having high intelligence will be interesting, active and more encouraged to study and improve their reading ability by using this method. As a result, the students' reading ability will improve optimally.

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