LIST OF CONTENT

Page

MOTTO & OFFERING i
APPROVAL SHEET ii
HALAMAN PERNYATAAN ORISINALITAS iii
HALAMAN PERSETUJUAN PUBLIKASI iv
BIOGRAPHY v
ABSTRACT vi
PREFACE vii
LIST OF CONTENT ix
LIST OF FIGURE xi
LIST OF TABLE xii
CHAPTER I. INTRODUCTION 1
1.1.Background 1
1.2.Identification of Problem 7
1.3.Scope of Problem 7
1.4.Formulation of Problem 8
1.5.Purposes of Research 8
1.6.Benefits of Research 8
1.7.Operational Defenition 9
CHAPTER II. LITERATURE REVIEW 11
2.1. Theoretical Framework 11
2.1.1.Conceptual Understanding 11
2.1.2.Conceptual Understanding of Mathematics 12
2.1.3.Conceptual Understanding of Geometry 13
2.1.4.Scaffolding in Mathematics Learning 15
2.1.4.1. Concept of Scaffolding 15
2.1.4.2. Application of Scaffolding in Mathematics Learning 16
2.1.5.Supporting of Learning Theory 20
2.1.5.1. Learning Theory of Van Hiele 20
2.1.5.2. Learning Theory of Bruner 24
2.1.5.3. Learning Theory of Vygotsky 27
2.2. Effect Size 28

2.3. Relevant Research 30
2.4. Conceptual Framework 31
CHAPTER III. RESEARCH METHODOLOGY 33
3.1. Type of Research 33
3.2. Method of Research 33
3.3. Location and Time of Research 33
3.4. Type and Sources of Data 34
3.5. Instrument of Research 34
3.6. Procedure of Research 34
3.7. Data Validity Technique 38
3.8. Data Analysis Technique 38
3.9. Effect Size 41
CHAPTER IV. RESEARCH RESULT AND DISCUSSION 43
4.1. Research Result 44
4.1.1. Description of Learning by Giving Scaffolding 46
4.1.2. Description of Students Understanding of Geometry Concepts 66
4.1.3. Effect of Scaffolding on Students Understanding of Geometry Concepts Based on Effect Size 74
4.1.4. The Improvement of Geometry Learning Outcomes Based on N-Gain 77
4.1.5. The Improvement of Students Understanding of Geometry Concepts Based on Indicators 79
4.2. Research Discussion 81
CHAPTER V. CONCLUSION 86
5.1. Conclusion 86
5.2. Advice 87
REFERENCES 88