

ABSTRACT

THE COMPARISON BETWEEN THE SCAFFOLDING AND THINK PAIR SHARE STRATEGIES AT TENTH GRADE OF SMK PERSADA BANDAR LAMPUNG: THE STUDENTS' READING ACHIEVEMENT AND THEIR PERCEPTIONS

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The current study aimed at finding out i) the difference of reading comprehension achievement between the students who learned through the Scaffolding strategy and those who studied through Think Pair Share strategy (TPS) and ii) students' responses of the implementation of both Scaffolding strategy and Think Pair Share strategy in teaching reading.

There were two classes, the experimental and the control classes, each of which consisted of 30 students. The subjects were the tenth grade of SMK Persada Bandar Lampung in the academic year of 2021/2022. The data were collected through i) the pre and the post tests in the forms of multiple choice and ii) questionnaires. The former was to address the students' the difference of reading achievement and the latter was used to explore the students' responses of implementation of both strategies.

The results showed that there was a statistically significant difference of the students' reading achievement between the students taught through the scaffolding and those through TSP with significant level, 0.05. The students taught through the scaffolding strategy had better reading achievement than those through TPR. Like the students' reading achievement, the two groups of students had different responses with respect to the implementation of the scaffolding and TPS strategies. This suggests that the scaffolding facilitates students to improve their reading achievement

Key words : Reading comprehension, Scaffolding Strategy, Think-Pair-Share Strategy