

**THE EFFECT OF THINK- PAIR-SHARE STRATEGY AND MOTIVATION ON  
READING COMPREHENSION ACHIEVEMENT OF EXPOSITION TEXT AT GRADE  
8 STUDENTS AT SMPN 1 PADANG**

**THESIS**



**By**

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to obtain a degree in Master of Education*

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## **ABSTRACT**

**Irma Suryani Darma, 2016. The effect of Think-Pair-Share Strategy and Motivation on Reading Comprehension Achievement of Exposition Text at Grade 8 Students at SMPN 1 Padang. Thesis. Graduate Program of Padang State University**

This research was aimed at studying the effect of Think-Pair-Share Strategy and Motivation on Reading Comprehension Achievement of Exposition Text at Grade 8 Students at SMPN 1 Padang. This research was quasi experimental research with factorial design 2x2. The population of this research was the students at grade eight at SMPN 1 Padang in academic year 2012/2013 which consisted of 6 classes (140 students). This research used cluster random sampling to select the sample. The sample was VIIIA students as experimental class and grade VIIIB students as control class. The instruments were applied using reading comprehension test of exposition text test and reading motivation questionnaire. These instruments were tried out to other group which had similar capabilities to both control and experimental class. After the scores subjected to reliability and validity of the test, it is found that the instruments used was reliable and valid. The data were analyzed by using SPSS 17. It used T- test and two way ANOVA. The result shows that (1) the students who are taught through Think-Pair-share (TPS) strategy get significant higher result reading comprehension of exposition text than those who are taught by using Sequential interaction strategy, (2) The students with high reading motivation who are taught by using Thin-Pair- Share (TPS) strategy get significant higher result in reading comprehension of exposition text than those who are taught by using Sequential Interaction, (3) The students with low reading motivation who are taught by using Think-Pair-Share (TPS) strategy get significant higher result in reading comprehension of exposition text than those who are taught by using Sequential Interaction at grade, (4) There is no interaction between both strategy and reading motivation toward students' reading comprehension of exposition text.

## ABSTRAK

**Irma Suryani Darma, 2015. Pengaruh *Think Pair Share* (TPS) terhadap Pemahaman Membaca Siswa pada Teks Eksposisi di Kelas VIII SMPN 1 Padang. Tesis. Program Pascasarjana Universitas Negeri Padang.**

Penelitian ini bertujuan untuk mengetahui Pengaruh *Think Pair Share* (TPS) terhadap pemahaman membaca siswa pada teks eksposisi di kelas VIII SMPN 1 Padang. Penelitian ini merupakan semi eksperimen dengan rancangan factorial 2x2. Populasi pada penelitian ini adalah siswa kelas VIII yang terdiri dari 6 kelas. Dengan menggunakan cluster random sampling kelas VIIIA terpilih sebagai kelas eksperimen dan kelas VIIIB sebagai kelas kontrol. Instrument yang digunakan untuk mengumpulkan data adalah tes membaca teks eksposisi dan kuisioner motivasi membaca. Instrumen diujicobakan terlebih dahulu kepada group lain yang memiliki kemampuan seimbang dengan group eksperimen dan control. Instrument tersebut telah dilakukan uji reliabilitas dan validitas menggunakan SPSS 17 dengan uji t dan ANOVA dua arah. Hasil penelitian ini menunjukkan bahwa: (1) strategi *Think Pair Share* (TPS) memberikan pengaruh signifikan terhadap pemahaman membaca siswa dibandingkan dengan siswa yang diajar melalui Sequential Interaction (SI), (2) siswa yang bermotivasi tinggi yang diajar melalui *Think Pair Share* (TPS) memiliki hasil lebih baik terhadap pemahaman membaca dibandingkan siswa yang bermotivasi tinggi yang diajar menggunakan strategi Sequential Interaction (SI), (3) siswa yang bermotivasi rendah yang diajar melalui *Think Pair Share* (TPS) memiliki hasil lebih baik terhadap pemahaman membaca dibandingkan siswa yang bermotivasi rendah yang diajar menggunakan teknik Sequential Interaction (SI), (4) tidak ditemukan adanya interaksi antara strategi yang digunakan *Think Pair Share* (TPS) dan Sequential Interaction (SI) dengan motivasi belajar

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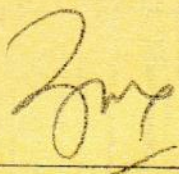
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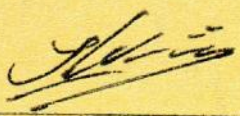
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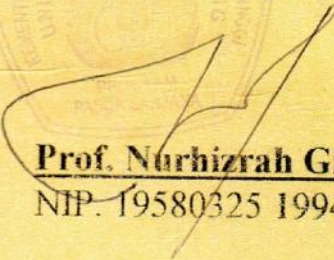
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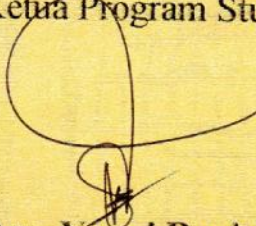
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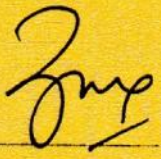
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Padang, Februari 2016

Saya yang menyatakan



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The researcher

Irma Suryani Darma

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Reading is a part of language learning that is crucial and indispensable for students. Reading is a very complex process. It is not only the process of eyes movement on printed material, but also the process of thinking. Through reading, students can enlarge their knowledge. Actually, reading is an active process in which the reader engages in an exchange of ideas with the author through the text. It means that the students are expected not only to understand the overall text but also the implicit meaning existed in the text. The students must be able to get a deeper understanding of the information, which is presented in a text. The teaching of reading could not be successful if students only read words without comprehending the message within the text.

Comprehending the message in a text dealing with understanding the written text. It is an interactive process. The interactive process assumes that skills acquired at different levels of language competence are best interactively available to process and interpret the written discourse (Anderson, 1991). For some students, comprehension is a struggle in understanding subject matter. They can understand each word separately, but they cannot link them together into meaningful ideas. As the result, students' reading comprehension skill is still low. It indicates that many students still have lack of ability to comprehend the text. In reading comprehension, there are some reading skills which are described as

follows: a quick skill to locate specific information which is called scanning, a quick reading for the general ideas which is called skimming, reading for a complete understanding which is called intensive reading and reading for main ideas of larger amount of text is called extensive reading (Bamford, 1997)

Briefly, reading comprehension is dealing with getting the meaning either explicitly or implicitly from the text. It can be done by identifying the topic, having the general idea, understanding the main idea, exploring students' background knowledge, teaching vocabulary, and helping the students with the conceptual framework.

However, comprehending a text in reading is often difficult for some students. This also happened to the eighth grade students of SMPN I Padang in 2012/2013 academic year, from the preliminary study, it was found that the students face difficulties in comprehending texts. It can be seen from the average score of daily test in reading comprehension both seven and eighth grade students were still low. The data showed that the seventh and the eighth grade students' score were 64.2 and 65.5. The low achievement was caused by some problems; the students had difficulty to comprehend the text, had limited vocabulary knowledge and students motivation in reading. Those will be explained as follows: Firstly, the students who had been indicated as poor readers had lack of familiarity with subject matter since they had limited prior knowledge with the text discussed in the class. Therefore they failed to identify main ideas, detail information, identifying references, how to analyze generic structure, social function and grammatical feature of the text.

Secondly, teachers' strategies in teaching reading in the classroom. There are many reading comprehension strategies can be applied in increasing students achievement in reading such as Jigsaw, Small Group Discussion, think-Pair-Share etc. The teacher can choose any strategies that appropriate with the students and the material given. In fact, teaching and learning process especially in teaching reading, the teacher tended to teach monotonously. The teacher usually used the strategy, which did not really help the students to comprehend the text. The strategy that was used by the teacher in the classroom is Sequential Interaction

It seemed that the strategy used by the teacher were less attractive for them. The students were not interested in learning reading. The indication could be seen from the students' attitude. In teaching reading, the teacher tended to use Sequential Interaction. It is a kind of reading aloud activities. The steps of sequential interaction are as follows, first, one person at a time – usually the teacher – speaks. For example, the teacher reads the text aloud and then, stops at some points, after that, she asks a question to check students' comprehension, and, calls on a student to answer the question, and at last, she was evaluated the student's response. This strategy is good for students but it seems to be monotonous because there is no interaction among them. We need other strategy to help the students get better reading comprehension

The third problem was the students' motivation in reading was low. It is known that students reading motivation influence reading comprehension in the teaching reading process. Reading motivation is an important factor of the students to success in learning reading. Based on the observation done, most of

the students did not focus on the teachers in teaching reading. In addition when the teacher asked the students to read the texts and answered the questions related to the text, most of them did not accomplish the task. In teaching reading text, the students had different reading motivation. There were some students that had high reading motivation and there were some students that had low reading motivation. Based on the observation done, some students that had low reading motivation did not take a part in a text actively.

Based on the problems found above, it seems that the problem were caused by the students' difficulties in comprehending the detail information of exposition text, limitation of vocabulary, and lack of motivation in reading comprehension.

Regarding the problems above, the teacher should consider the appropriateness and the most effective strategy to develop student's comprehension. The application of the strategy that is used by the teacher must give more chance for students. Besides, the teacher also need to increase the quality of teaching process in the classroom. The teaching and learning process would be interesting if the students are active in sharing ideas with partners and it can be done by offering the strategy that encourage them to participate in the classroom. Therefore, a research was conducted by using Think Pair Share because it gave time for students to think and develop the ideas, helped each other, shared ideas and gave corrective feed back

Think-Pair-Share is a co-operative teaching strategy that includes: time for thinking, time for sharing with a partner and time for each pair to share back to a larger group. The use of Think-Pair-Share unites the cognitive and social aspects

of learning, encourages the development of thinking and the construction of ideas. The strategy is suitable for guided reading lessons, where the focus is on meaningful discussion around text and promotion of the use of comprehension skills and strategies to encourage comprehension Kagan (1996:53)..

The basic assumption in implementing of this strategy is that the component TPS and collaborative strategies. The Think-Pair-Share structure gives all students the opportunity to discuss their ideas. Students are much more willing to respond after they have had a chance to discuss their ideas with a classmate because if the answer is wrong, the embarrassment is shared. Sharing information, communication, developing thinking, summarizing other ideas, are the elements of TPS. With this strategy, it might stimulate the students to be active in reading. In addition, the use of discussion in reading or interaction could enable to awake the students' interest and it would be more helpful in comprehending the text and made the students more active in reading, it was able to answer the questions correctly.

From the explanation above, it was assumed that TPS strategy is an effective way to be applied in teaching reading comprehension. Thus, the teacher is interested in doing a research to see its effect on students' reading comprehension. Besides, the effect of reading motivation on students' reading comprehension was also researched. The focus of this research was the eighth grade students of SMPN 1 Padang

## **B. Identification of the Problem**

From the background of the problem above, there were some major problems which came from the students and the teachers. The problems that arised on the students were: First, they had limited prior knowledge. Most of students get difficulties in figuring out ideas, detailed information, identifying references, how to analyze generic structure, social function and grammatical feature. The second, related to the strategies used in teaching reading comprehension. The third, about the students' motivation in reading comprehension class.

## **C. Limitation of the Problem**

Based on the identification of the problem above, the problem of this research was limited on the strategies inteaching reading and students' reading motivation that influence their reading comprehension ability. With this research, Think Pair Share (TPS) was applied in teaching reading of exposition text. It was implemented for students' reading comprehension of exposition text at grade VIII students at SMPN 1 Padang.

## **D. Formulation of the problem**

The problem of this research was formulated as follow: " How far do Think Pair-Share (TPS) and reading motivation give significant effect on students' reading comprehension of Exposition text at grade 8 students at SMPN1 Padang?"

## **E. Research Questions**

Related to the formulation of the problem above, there are some research questions in this research:

1. Does Think-Pair-Share strategy give better effect in reading comprehension of students than Sequential Interaction at grade VIII students at SMPN 1 Padang?
2. Does Think-Pair-Share strategy give better effect in reading comprehension of students with high reading motivation than Sequential Interaction at grade VIII students at SMPN 1 Padang?
3. Does Think-Pair-Share strategy give better effect in reading comprehension of students with low reading motivation than Sequential Interaction at grade VIII students at SMPN 1 Padang?
4. Is there interaction between those instructional strategies and students' reading motivation toward students' reading comprehension?

## **F. Purpose of the Research**

The purposes of this research are:

1. To find out whether Think-Pair-Share give better effect in reading comprehension of students than Sequential Interaction at grade VIII students at SMPN 1 Padang
2. To find out whether Think- Pair-Share give better effect in reading comprehension of students with high reading motivation than Sequential Interaction at grade VIII students at SMPN 1 Padang

3. To find out whether Think- Pair-Share give better effect in reading comprehension of students with low reading motivation than Sequential Interaction at grade VIII students at SMPN 1 Padang
4. To find out whether there is interaction between those Instructional strategies and students' reading motivation toward students' reading comprehension at grade VIII students at SMPN 1 Padang

### **G. Significance of the Research**

The result of this research is expected to give valuable contribution to the relevant study with this research. It is expected that the theories of instructional strategies in reading comprehension is enriched by the result of this research. In addition, the result of this research can be also a source of information related to the effect of Think-Pair-Share and reading motivation on students' reading comprehension.

It is also expected that the result of this research gives contribution to the teaching reading comprehension practice. Hopefully, Think-Pair-Share can be as an alternative solution for English teachers to increase students' ability in reading comprehension. Besides, the result of this research is expected to be beneficial information for the teachers to contribute their teaching strategies in teaching reading and to overcome the problems faced in the teaching learning process

## **H. Definition of key term**

1. Reading comprehension is a process of making sense of written idea through meaningful interpretation and interaction with language. It is viewed as multifaceted process affected by several thinking and language abilities. Heilman (1981: 242)
2. Think-Pair-Share is a strategy designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student. (Kagan1991)
3. Sequential Interaction is reading aloud by teacher that there is no grouping in this activity, one person at a time –usually the teacher – read aloud, stops at some point, asks a question to check students' comprehension, calls on a student to answer the question and evaluates that student's response. ( Slavin 1988)
4. Exposition text is a text which consists of thesis, arguments, and reiteration (analytical exposition), and a text which consists of thesis, arguments, and recommendation (hortatory exposition). (Pardiyono 2007)
5. Students' motivation is students' interest and desire to learn. Motivation help the students to be able to solve the problem in learning, therefore, the students can focus on the lesson, which is given by the teacher. ( Dörnyei 2001: 327)

## **CHAPTER 5**

### **CONCLUSION, IMPLICATION AND SUGGESTION**

#### **A. Conclusion**

Based on the research findings and discussion, it can be concluded that:

1. Think Pair Share strategy gives better effect in reading comprehension of the students than Sequential Interaction at VIII grade of SMPN 1 Padang. It could be seen from the mean scores and the total score of experimental class and control class. The students' mean score of experimental class who are taught by using Think Pair Share was higher than the students' mean score who are taught by using Sequential Interaction. It happened because think-Pair-Share provided the students opportunity in enhancing thinking through sharing ideas or information, give and receive corrective feedback, listens respectfully, and assists and supports each other to reach the goal. This strategy might stimulate the students to be active in reading, and the use of discussion or interaction help students understand to comprehend the text given to them
2. Think Pair Share strategy gives better effect in reading comprehension of the students with high reading motivation than Sequential Interaction at VIII grade of SMPN 1 Padang. It was found that the mean score of students with high reading motivation in experimental class was higher than in control class. It happened because the students with high reading

motivation in experimental class tended to be active, more focused on the teacher and all activities in class. They also had strong eagerness to know and understand more and more about reading text given to them. Thus, the combination effect of teaching strategy and reading motivation can effectively support the students to produce better reading comprehension.

3. Think Pair Share strategy gives better effect in reading comprehension of students with low reading motivation than Sequential Interaction at VIII grade of SMPN 1 Padang. It was found that the mean score of students with low reading motivation in experimental class was higher than in control class. It happened because the strategy in Think-Pair-Share helped the students to solve the problem during the process of reading. This strategy encouraged the students to work together to seek an outcome in comprehending the text.
4. There is no interaction between Think Pair Share strategy and Sequential Interaction and reading motivation to students reading comprehension since it was found that the value of  $F_{\text{observed}}$  is lower than the value of  $F_{\text{table}}$ .

## **B. Implication**

The result of this research has some implication for the teacher in teaching English especially teaching reading. Teaching reading through TPS can affect the

students' reading comprehension. It is tested from the research finding TPS strategy is better than Sequential Interaction strategy in teaching reading.

TPS strategy helps students to involve actively in teaching and learning process because TPS provided the students' opportunity in enhancing thinking through sharing ideas or information, give and receive corrected feedback and support each other to reach the goal. This strategy can encourage the students to discuss and share their idea because the use of discussion or interaction might stimulate them to be active in reading and help them to comprehend the text. Therefore, whether the students have high motivation or low motivation, Think-Pair-Share assist students to work together to achieve their goals in comprehending the text.

This research implies that the use of TPS strategy can be chosen as a strategy in teaching reading especially reading comprehension since it has been tested that TPS strategy gives significant effect on students' reading comprehension of exposition text and students' reading motivation at grade 8 students at SMPN 1 Padang. And also this strategy can be combined with the teacher's strategy used in teaching reading comprehension (Sequential Interaction).

### **C. Suggestion**

Based on the findings, conclusion and implication above, some suggestion are proposed in this research:

1. This research finding indicates that TPS strategy was one of the effective ways to help students in reading comprehension of exposition text at grade 8 students at SMPN 1Padang. Therefore, it is suggested that the teachers at SMPN 1 Padang apply TPS strategy as a variation of teaching reading.
2. The moderator variable in this research is reading motivation. It is suggested to the other researchers to conduct a research on other moderating variables such as participation, habit, interest and so on. While in teaching reading, the the teachers need to find the appropriate strrtategy for the students, by considering that the students become the center of learning.
3. It is also suggested for further researchers to develop this research on a larger population and samples in order to get the knowledge and the empiric data. Beside that, they also suggested to conduct the same research for other skill and other kind of text.

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