

**THE EFFECT OF THINK PAIR SHARE STRATEGY
AND STUDENTS' READING MOTIVATION TOWARD STUDENTS'
READING COMPREHENSION AT SECOND SEMESTER STUDENTS OF
LAW FACULTY UNIVERSITAS PROF. DR. HAZAIRIN, SH
BENGKULU**

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Abstract

This study was conducted to find out the effect of Think Pair Share (TPS) strategy and reading motivation on students' reading comprehension. This research was an experimental research. The population of the research was the second semester students of law faculty Universitas Prof. Dr. Hazairin, SH Bengkulu. There were six classes which consisted of 185 students. This research used cluster random sampling. This research data was obtained from reading comprehension tests and students' reading motivation questionnaires. T-test analysis was used to analyze the data. The findings of this study indicated that (1) Think Pair Share (TPS) strategy have a significant effect on students' reading comprehension compared to conventional strategy commonly used by teacher in teaching reading, (2) Students with high reading motivation taught by Think Pair Share (TPS) Strategy has a better reading comprehension compared to what is taught with conventional strategy (3) Students with low reading motivation taught by Think Pair Share (TPS) Strategy were better than students taught with conventional strategy.

Key words : *think pair share strategy, reading motivation, students' reading comprehension*

A. INTRODUCTION

There are four skills in English must be capable by English students, namely speaking, reading, writing and listening. But reading is the key to increase students' insight to dominate of the world. Reading is the ability to comprehend the written text in English. By reading, they can understand many things. Because

with reading they can touch the world. Furthermore, reading is useless without well comprehension. They could not understand what the text tells about without well comprehension. They could not feel the reading advantages. Besides that, they also could not get enjoyment. Reading comprehension skills is the activity in which the readers are able to predict what will happen next in the story using clue presented in the text, create question about the main idea, message or plot of the text, and monitor understanding of the sequence, context or characters (Sanders, 2011).

Reading activity is a skill to get information through texts. This activity is also an active activity that requires students to be able to understand what they are reading. It is in line with Nuttall (2005) who said that reading is a process in the readers to confirm, reject, or refine the information presented in the written text as reading progress. This activity deals with the meaningful interpretation of the written text. If the learners are lacking of cognitive ability, background knowledge, and reading strategies, they will find difficulties in comprehending a text. Because of that they must do this activity seriously and earnestly in order to understand the contents of the reading well. To do the serious reading activity and earnestly, the student must have high motivation because it is a factor that also important in determining the success of the learning process of reading. Brophy (1998) said that in classroom context, motivation refers to students' subjective experience, particularly students' willingness to participate in class activities and their reasons for doing so. Motivation is the impetus in a person to try to make good behavior change in fulfilling his needs.

According to Ormrod (1999), there are two kinds of motivation, namely: extrinsic motivation and intrinsic motivation. Extrinsic motivation occurs when the cause of motivation exists outside of an individual and task performed. It arises from environmental incentive and consequences (Reeve, 2005). While intrinsic motivation occurs when the cause of motivation exists within an individual and tasks (Ormrod, 1999). Motivation can basically help in understanding and explaining individual behavior, including the behavior of the

individual being studied. In fact, there are some problems faced by students in understanding reading based on observations of the learning process that writers observed. The first problem is the students have difficulty in understanding a text. They do not know how to find detailed information from a text. Some of them are confused to answer understanding questions such as finding topic sentence, identifying main ideas, supporting ideas, and identifying reference words as well as difficulty in retelling the contents of the text they have read. The second problem is that students have limited vocabulary. They do not have enough vocabulary to read and understand a text properly. This is a difficult problem for them because they cannot grasp the main idea or all the information contained in the text.

The problems mentioned above affect the motivation to read the students. As we know that reading motivation affects reading comprehension of students in reading learning. Motivation is one of the most important factors to the success of reading process. Based on what happens in the field that the student is not paying attention to the lecturer at the time of reading learning, and when the lecturer asks the students to read the text and answer the question about the text, most of them do not finish it.

In reading learning process, students have different reading motivation. There are some students have high reading motivation and some have low reading motivation. Based on the reality of the field can be concluded that most students of law faculty semester 2 have low reading motivation.

Based on the problems described above, it can be seen that what caused the students difficulties in understanding a text are the limited vocabulary and the low motivation in reading. Meanwhile, other problems come from the strategies used by Lecturers in teaching Reading. Usually in teaching reading, Lecturer just give the text then ask students to read it and answer questions related to the text. Such a strategy is very monotonous and boring.

Associated with the problem, Lecturers should find a suitable strategy in teaching reading that can help students understand the text easily. There are many

kinds of strategies that can be used in teaching reading. One of them is Think Pair Share Strategy. It was first developed by Lyman at the University of Maryland in 1981 and adopted by many writers in the field of co-operative learning since then. Think Pair Share Strategy is a type of cooperative learning designed to influence the pattern of student interaction and formulate individual ideas and share them with other students. It introduces into the peer interaction element of cooperative learning the idea of 'wait or think' time, which has been demonstrated to be powerful factor in improving student responses to questions. According Robertson (2006) Think Pair Share strategy makes students interact with the material and his friends. So, they will be criticized and more willing to take risk to present their ideas in front of the class because they have already discussed with their partner and it helps them to be more active in the class with no fear.

There are three steps in this strategy that are think, pair and share. Think, lecturer provide a text with the questions to make students think. Pair, the lecturer asked students to find a partner or friend to discuss the text or topics that have been given earlier. Sharing, lecturer asked students to share ideas or opinions to all groups in the classroom. Thus the students become more active in the process of teaching and learning in the classroom.

Based on the above exposure, it can be concluded that the strategy of think, pair, share (TPS) is the right strategy that can be applied in reading comprehension learning. Therefore, the researcher wanted to do this research to see whether the think pair share (TPS) strategy can give a significant influence on students' reading comprehension at second semester students of Law Faculty Universitas Prof. Dr. Hazairin, S.H Bengkulu.

Based on those explanations, the purposes of the research are:

1. To find out whether Think Pair Share (TPS) Strategy give significantly effect in reading comprehension than those who are taught by conventional strategy (teacher centre) at second semester students of Law Faculty Universitas Prof. Dr. Hazairin, SH Bengkulu or not.

2. To find out whether the students with high motivation who are taught by using Think Pair Share (TPS) Strategy get significantly higher result in reading comprehension than those who are taught by conventional strategy (teacher centre) at second semester students of Law Faculty Universitas Prof. Dr. Hazairin, SH Bengkulu or not.
3. To find out whether the students with low motivation who are taught by using Think Pair Share (TPS) Strategy get significantly higher result in reading comprehension than those who are taught by conventional strategy (teacher centre) at second semester students of Law Faculty Universitas Prof. Dr. Hazairin, SH Bengkulu or not.

Related to the purposes above, the hypotheses of this research are:

Hypothesis 1

- H₀: The students who are taught by using Think Pair Share (TPS) Strategy do not get significantly higher result in reading comprehension than who are taught by conventional strategy (teacher centre) second semester students of Law Faculty Universitas Prof. Dr. Hazairin, SH Bengkulu .
- H₁: The students who are taught by using Think Pair Share (TPS) Strategy get significantly higher result in reading comprehension than who are taught by conventional strategy (teacher centre) at second semester students of Law Faculty Universitas Prof. Dr. Hazairin, SH Bengkulu.

Hypothesis 2

- H₀: The students with high reading motivation who are taught by using Think Pair Share (TPS) Strategy do not significantly get higher result in reading comprehension than who are taught by conventional strategy (teacher centre) at second semester students of Law Faculty Universitas Prof. Dr. Hazairin, SH Bengkulu .
- H₁: The students with high reading motivation who are taught by using Think Pair Share (TPS) Strategy get significantly higher result in reading comprehension than who are taught by conventional strategy (teacher

centre) at second semester students of Law Faculty Universitas Prof. Dr. Hazairin, SH Bengkulu.

Hypothesis 3

H₀: The students with low reading motivation who are taught by using Think Pair Share (TPS) Strategy do not get significantly higher result in reading comprehension than who are taught by conventional strategy (teacher centre) at second semester students of Law Faculty Universitas Prof. Dr. Hazairin, SH Bengkulu.

H₁: The students with low reading motivation who are taught by using Think Pair Share (TPS) Strategy get significantly higher result in reading comprehension than who are taught by conventional strategy (teacher centre) at second semester students of Law Faculty Universitas Prof. Dr. Hazairin, SH Bengkulu.

B. RESEARCH METHOD

This study was an experimental study. The experimental class was taught by using Think Pair Share (TPS) Strategy while control class was taught by using conventional strategy (teacher centre).

This research also has moderate variable that is reading motivation. The population of this research was the second semester students of Law Faculty Universitas Prof. Dr. Hazairin, SH Bengkulu. There were six classes which consisted of 185 students. Then, used cluster random sampling.

Furthermore, there were two instruments that were used in this research, namely: reading comprehension test and reading motivation questionnaire. The reading comprehension test was used to measure the students comprehension in reading, The test was made by the researcher to find out the students reading comprehension effectiveness after the treatment. In this case multiple-choice test was used by the researcher. The test was constructed based on the material on the semester lesson plan. It consists of 50 questions from 12 texts. While students' reading motivation questionnaire was used to know the students' motivation in

reading. This instrument was made based on the theory which is suggested by Wigfield and Guthrie (2008). The questionnaire included all of the criteria of measuring students' motivation. There were 50 items for questionnaires.

The data were analyzed statistically to identify whether the reading comprehension of experimental class was significant different from the control class. After the data were collected, the normality testing, the homogeneity testing, and hypothesis testing were analyzed. Hypothesis 1, 2 and 3 were analyzed by using t-test

C. RESULT AND DISCUSSION

There are two sets of data to be described in this research, they are: the result of questionnaire and the students' answer in a test. Questionnaire of reading motivation was used to measure students' motivation in reading. Then, the data from questionnaire were analyzed to determine students with high reading motivation and students with low reading motivation. While, the test of reading comprehension was used to measure students' reading comprehension.

Based on the statistical analysis of the hypothesis testing, the finding of the research can be explained as follows:

1. The results of first hypothesis in this study showed that the value of reading tests comprehension of students who are taught by the strategy of think pair share has increased significantly compared to the value of students taught by conventional strategy. It can be seen at table below:

Tabel 1. Summary of Students' Reading Comprehension of Experimental and Control class

Strategy	t_{observed}	t_{table}
TPS	3.374	1.697

From the table above, it can be concluded that $t_{\text{observed}} > t_{\text{table}}$. It means that the students who are taught by using Think Pair Share (TPS) Strategy get

significant higher result in reading comprehension than those who are taught by using conventional strategy (teacher centre).

- The result of second hypothesis showed that the reading scores of students with high reading motivation taught by TPS have a significant improvement compared with the reading comprehension of students with high reading motivation taught by conventional strategy.

The data can be also seen on the following table:

Table 2. Summary of Students' Reading Comprehension Score of Experimental Class with High Motivation

Strategy	t_{observed}	t_{table}
TPS	2.191	1.860

- The result of third hypothesis showed that the reading scores of students with low reading motivation taught by TPS have a significant improvement compared to the reading comprehension of students with low reading motivation taught by conventional strategy. It can be seen at the table below:

Table 3. Summary of Students' Reading Comprehension Score of Experimental Class who have Low Motivation

Strategy	t_{observed}	t_{table}
TPS	7.832	1.860

Based on the result of questionnaire of reading motivation and reading comprehension test and also result from data analysis from hypothesis test, hence can be concluded that TPS strategy give significant influence to reading comprehension of student compared with conventional strategy (teacher center). The results of findings above are discussed as follow:

1. The Effect of Think Pair Share Strategy on Students' reading Comprehension

Based on the results of the first hypothesis it was found that the average reading of the students' understanding of the experimental class taught by the TPS strategy is higher than the average value of the students taught by the conventional strategy (teacher center). This may be due to teaching strategies used by lecturers in the teaching and learning process. In line with Wang's (2007: 2) opinion that good teaching strategies can motivate students and make them focus on the learning process. This means that the TPS strategy can improve students' reading comprehension.

Think Pair Share Strategy gives students the opportunity to learn intensively from their peers so that they can generate confidence when presenting ideas in front of their friends. This application can also increase student activeness in teaching and learning process. This strategy also does not make students bored in the process of reading so that they are able to understand the contents of the reading well and can answer questions related to the content of reading that has been read. While the role of Lecturer only as a director and control student activities which is an important component for the susceptibility of learning in the class (Richard: 2001). Contrary to the process of teaching and learning by using teacher-centered strategy. In this strategy, Lecturer. is a major component of the learning process. Meanwhile, the students only accept the recommendation given by the lecturer. They are only involved passively in the learning process. As a result they feel embarrassed and even reluctant to ask questions about learning materials that they do not understand. Learning also feels very cut and less interesting.

Based on the description above, it can be concluded that students who are taught with Think Pair Share (TPS) Strategy have improved in reading comprehension compared with students taught with conventional strategy.

2. The Effect of Think Pair Share Strategy on students' reading comprehension with High Reading Motivation.

Based on the results of the second hypothesis, it was found that the average of students' reading comprehension with high reading motivation in the experimental class taught by the TPS strategy was higher than the average score of students with high reading motivation in control classes taught by conventional strategies. The average value in the experimental class is 89 whereas in the control class is 82. This is influenced by several factors. First, because in the experimental class students are taught with a TPS strategy that provides opportunities to the students to be active in the learning process. This strategy is also very effective for varying the atmosphere in class discussions, assuming that all discussions require arrangements to control the class as a whole, and the procedures used in this think pair share strategy can give students more time to think to respond and help each other. Through this Think Pair Share (TPS) Strategy students are trained how to express opinions and how to appreciate the opinions of others while still referring to the material and learning objectives. Therefore the TPS strategy can assist in the development of student accountability, because students must report the results of their thoughts and share with their partners, then the students in pairs where the couple must be shared with the whole class. The number of small members can encourage each member of his group to be actively involved, so that students who rarely or even never interpret in front of the class can present an idea or answer.

Meanwhile, students with high reading motivation have a great attention to the text given by the lecturer. They tend to be active in class and have a motivation to read because they have a positive view of reading. Reading motivation will give you an interest in reading. According to Guthrie (2006: 284) interest in reading builds motivation that is described as a personal investment. This means that students who have read motivation will be interested in reading.

From the explanation above, it can be concluded that students with high reading motivation taught with Think Pair Share (TPS) Strategy gives a significant influence on f students' reading comprehension.

3. The Effect of Think Pair Share Strategy on students' reading comprehension with Low Reading motivation.

The average value of students' reading comprehension with low reading motivation taught by the TPS strategy is higher than the student who taught by conventional strategy. The average score of students' reading comprehension with low reading motivation in the experimental class is 77 while the control class is 59. This shows that students taught by TPS strategy have a significant effect on students' reading comprehension with low reading motivation compared with the students taught with conventional strategy.

D. CONCLUSION

Based on the findings and discussions of this study, it can be concluded that Think Pair Share (TPS) Strategy give significant effect on students' reading comprehension. Then, the students which have high reading motivation who were taught through Think Pair Share Strategy have significant higher result on reading comprehension than the students which have high reading motivation who were taught by Conventional Strategy. Last, the students which have low reading motivation who were taught through Think Pair Share Strategy have significant higher result on reading comprehension than the students which have low reading motivation who were taught by Conventional Strategy.

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