THE EFFECTIVENESS OF THINK PAIR SHARE METHOD TO TEACH READING COMPREHENSION VIEWED FROM STUDENTS’ MOTIVATION

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Abstract

This research is intended to know whether: (1) Think Pair Share is more effective than Direct Instruction Method to teach reading comprehension of MAN 2 Metro in the academic year of 2012/2013; (2) Students who have high motivation have better reading comprehension than students who have low motivation; and (3) There is an interaction between teaching methods and students’ motivation in teaching reading comprehension. The method which was applied in this research was experimental study. The research was conducted at MAN 2 Metro in the academic year of 2012/2013. The population of this research was the eleventh grade students of MAN 2 Metro. The research used cluster random sampling to get the sample. The class XI-A3 was used as the experimental class and class XI-A4 as the control class. Each of the class consists of 34 students. The experiment group was treated by using Think Pair Share, while the control group was treated by using Direct Instruction Method. The data analysis shows the following finding: (1) Think Pair Share method is more effective than Direct Instruction Method to teach reading comprehension for the eleventh grade students of MAN 2 Metro in the academic year of 2012/2013; (2) The students who have high motivation have better reading comprehension than those who have low motivation for the eleventh grade students of MAN 2 Metro in the academic year of 2012/2013; and (3) There is an interaction between teaching methods and students’ motivation on the students’ reading comprehension for the eleventh grade.

Keyword: Teaching Methods, Reading Comprehension, Motivation

INTRODUCTION

In learning English there are four skills that should be mastered by the students, those are listening, reading, speaking, and writing. Reading is important skill which must be learned and mastered by everyone. Anderson (2008: 2-3) states that, reading is a process of readers combining information from a text and their own background knowledge to build meaning. Reading to get the right information is not easy for many students especially for the eleventh grader. The teacher’s method to teach reading is the important factor that may affect the students’ ability in reading comprehension.

In this research, to make the students achieve in reading comprehension, the writer applies think pair share method on the consideration that it can help the students to understand the English text and encourage students’ active in teaching and learning process. The success of teaching English especially reading is also influenced by another factors, one of them is students’ motivation. Brown in Chaer (2002: 251) states that, motivation is a short self support, emotion, or a
want that lead somebody to do something. In reading process, motivation means all of the energy and a mental power happening as a way of how people or individuals move their behavior to reach their goal, that is get the ideas, strategies, and messages from the author. In short, the readers try their best to get the meaning of a text as the readers' creativity.

Considering that background, the writer formulates the problems of this study as follows:

1. Is Think Pair Share more effective than Direct Instruction to teach reading comprehension for the eleventh grade students of MAN 2 Metro in the academic year of 2012/2013?
2. Do the students having high motivation have better reading comprehension than those having low motivation?
3. Is there any interaction between teaching methods and students’ motivation to teach reading comprehension for the eleventh-grade students of MAN 2 Metro in the academic year of 2012/2013?

This research is aimed at finding out the influences of the teaching method and students’ motivation on the students’ reading comprehension. In detail, this research has the objective too find out whether:

1. Think Pair Share Method is more effective than Direct Instruction Method to teach reading comprehension for the eleventh grade students of MAN 2 Metro in the academic year of 2012/2013.
2. The students who have high motivation have better reading comprehension than those who have low motivation for the eleventh grade students of MAN 2 Metro in the academic year of 2012/2013.
3. There is an interaction between teaching methods and students’ motivation on the students’ reading comprehension for the eleventh-grade students of MAN 2 Metro in the academic year of 2012/2013.

REVIEW OF RELATED TO LITERATURE

The discussion of the nature of reading, in general, cannot be separated from different ways of defining the term of reading. According to Aebersold and field (1997: 15), reading is what happens when people look at a text and assign meaning to the written symbols in the text. The similar definition is stated by Nuttall (1996: 4-7) defines reading as a way to get meaning (message) from a text. In other word, it presents about the process of communication as the sender encodes a message in a text. According to Munby in Alderson (2000: 10-11) distinguishes the following reading “micro skill”: recognizing the script of a language, deducing the meaning and use of unfamiliar lexical items, understanding explicitly stated information,
understanding information when not explicitly stated, understanding conceptual meaning, identifying the main point or important information in discourse, and distinguishing the main idea from supporting detail. According to Sandra (1994: 6), reading is an active process. The students worked intensively, interacting with the text in order to create meaningful discourse.

There are many reasons why reading is important for the teacher to teach the students. Many students want to be able to read texts in English. It can help them to improve their knowledge and give them additional skill for their careers in the future. The teacher can use reading texts as a media to teach vocabulary, grammar, punctuation, the way to construct sentence, paragraphs etc. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Moreover, The goal of reading is comprehension. (Nunan, 2003: 68) states that comprehension is ability to understand/ generate meaning of text or to connect the message of the text to background knowledge. To be able to comprehend a text, reader must use appropriate reading skills. Nuttall (1996: 168- 169) states that the central ideas behind reading are: the idea of meaning, the transfer of meaning from one to another, the transfer of message from writer to reader, how we get meaning by reading and how the reader, the writer, and the text all contribute to the process.

In line with the theories and elaboration of reading, it can be concluded that reading comprehension is receptive language process and thinking process through meaningful interpretation of printed or written verbal symbols including understanding the text. In learning reading comprehension, the students should master some indicators that identifying the purpose of the text or of the author, determining the main ideas of a text, determining the explicit information of the text, determining the implicit information of the text, finding word reference in the text, and finding the meaning of words or phrases in the text.

Reading as interpreting means reacting to a written text as a piece of communication. In other words, we assume some communicative intent on the writer's part which the reader has some purposes in attempting to understand. According to Wallace (1992: 6- 7) classifies the reading purpose into three categories. Reading for survival, reading for learning, reading for pleasure. Based on the purpose of reading above, teaching reading in Senior High School is focused on reading for learning. The students are trying to comprehend or understand the message in the selection of essential facts. One indication that a student already comprehends the selection is when he or she can answer
the questions based on the selection. To make the students enjoy and motivated in teaching learning process the teacher must be able to choose the method to teach. One of the methods which can be used to teach reading is Think Pair Share method. Think Pair Share is a cooperative learning discussion. This simple but very useful method is developed by Frank Lyman of the University of Maryland. 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. It is a learning strategy developed to encourage student classroom participation. Slavin (1995: 132) describes Think Pair Share as follows: When the teacher presents a lesson to the class, students sit in pairs within their teams. The teacher poses questions to the class. Students are instructed to think of an answer on their own, then to pair with their partners to reach consensus on an answer. Finally, the teacher asks students to share their agreed-upon answers with the rest of the class. Santa (1996: 5) also explains TPS is a discussion strategy that can be used as a pre-reading activity, problem-solving strategy, as a follow-up activity. Each student becomes an active participant. Based on the explanation above, it can be summarized that TPS is one of method in cooperative learning. With Think Pair Share, students are given time to think through their own answers to the questions before the questions are answered by others peers and the discussion moves on. Students also have opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This method provides an opportunity for all students to share their thinking with at least one other student; this increases their sense of involvement in classroom learning.

The procedures of how to teach reading using Think Pair Share (extracted from Barkley, et al., (2005: 104) as follows:

a. Teacher provides the students with a topic or idea.

b. Teacher distributes reading text for each pair.

c. Teacher poses the question to the class, giving students a few minutes to think about the question, devise individual responses, and students make brief notes about their thoughts.

d. Teacher asks students to pair with another student nearby. The pairs will then talk with one another using their notes to remind them of the points they wish to make.

e. Ask student A to share his or her responses with Student B, and then student B to share ideas with student A. Suggest that if the two students disagree, they clarify their positions so that they are ready to explain how and why they
Finally, teacher calls on few students randomly to share their ideas with the class.

Beside, 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. The purpose of direct instruction method is to help students learn basic academic content such as reading in the most efficient, straightforward way. One of the characteristics of key element in direct instruction model is teacher centrality (Cruiskshank, Bainer and Metcalf, 1999: 224). In addition, as quoted from Rubina Kausar (2009: 12), Direct Instruction (DI) refers to academically focused, teacher-directed classroom instruction using sequenced and structured materials. It refers to teaching activities where goals are clear to students, time allocated for instruction is sufficient and continuous and feedback to students is immediate and academically oriented. On the other hand, in traditional lessons, instructor verbalizes information to passive note taking by students. Instructor thinks that students have “empty minds” to be filled with knowledge. Students are expected to record and absorb knowledge. Based on the theories above, it can be concluded that Direct Instruction method is highly structured and teacher directed. Teacher explains a new concept or skill to large group of the students. The students are under the teacher's control. The teacher direction and control occur when the teacher selects and directs the learning tasks.

According to Rosenshine (in Cohen 2008: 2), the procedures of direct instruction method as follows:

a. Begin a lesson with a short review of previous learning.
b. Begin a lesson with a short statement of goals.
c. Present new material in small steps, providing for student practice after each step.
d. Give clear and detailed instructions and explanations.
e. Provide a high level of active practice for all students.
f. Ask a large number of questions, check for student understanding and obtain responses from all students.
g. Guide students during initial practice.
h. Provide systematic feedback and corrections.
i. Provide explicit instruction and practice for seatwork, exercises and monitor students during seatwork.

RESEARCH METHODOLOGY
Related to this study, the writer used experimental study because the aim of this study is revealing the effect of teaching method and students’ motivation toward the students’ reading comprehension. It involved three variables. The first is independent
variable. In this study, the independent variable is teaching methods. The second variable is dependent variable. The dependent variable in this study is reading comprehension. The third variable is a secondary independent variable or attributive variable. It is motivation.

The population of this study is the eleventh grade students of MAN 2 Metro in the academic year of 2012/2013. The total number of the population in this research is 306 students who are divided into 9 classes.

In this study, the writer only takes two classes were XI-A3 and XI-A4. XI-A3 was the experimental class and XI-A4 was the control class.

The sample in this study was chosen randomly from the population of cluster which is usually called cluster random sampling. It means that all the members of cluster must be included in the sample.

RESULT AND DISCUSSION

Hypotheses Testing

Table 1. Summary of mean scores

<table>
<thead>
<tr>
<th>A_1</th>
<th>A_2</th>
</tr>
</thead>
<tbody>
<tr>
<td>B_1</td>
<td>78.06</td>
</tr>
<tr>
<td>B_2</td>
<td>61.00</td>
</tr>
<tr>
<td>69.53</td>
<td>64.65</td>
</tr>
</tbody>
</table>

Table 2. The summary of a 2x2 multifactor of variance

<table>
<thead>
<tr>
<th>Source of Varians</th>
<th>SS</th>
<th>Df</th>
<th>MS</th>
<th>F_o</th>
<th>F_{0.05}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns</td>
<td>450.</td>
<td>1</td>
<td>450.3</td>
<td>7.5</td>
<td>3.9</td>
</tr>
<tr>
<td>Columns</td>
<td>37</td>
<td>7</td>
<td>7</td>
<td>01</td>
<td>9</td>
</tr>
<tr>
<td>Between rows</td>
<td>471.</td>
<td>19</td>
<td>471.1</td>
<td>7.8</td>
<td>3.9</td>
</tr>
<tr>
<td>Columns by rows</td>
<td>236</td>
<td>9</td>
<td>4.72</td>
<td>39.</td>
<td>3.9</td>
</tr>
<tr>
<td>Group</td>
<td>328</td>
<td>3</td>
<td>1095.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Group</td>
<td>6.27</td>
<td>43</td>
<td>143</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>941</td>
<td>64</td>
<td>148</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>712</td>
<td>67</td>
<td>106.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.87</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1. F_o between columns (7.501) is higher than F_{0.05} (3.99) at the level of significance α = 0.05 and F_{0.01} (7.05) at the level of significance α = 0.01, the difference between columns is significant. Because the effect of the two methods are not equal, it can be concluded that teaching reading comprehension using Think Pair Share for the eleventh grade students of MAN 2 metro is significantly different from the one using Direct Instruction method. The mean score of students taught using Think Pair Share Method (78.06) is higher than the one of those taught using Direct Instruction Method (61.12). In other words, teaching reading comprehension using Think Pair Share is more effective than the one using Direct Instruction Method.
1. Because $q_o$ between columns (3.87) is higher than $q_t$ (2.89), the difference of the means between columns is significant. It can be concluded that teaching reading using Think Pair Share for the eleventh grade students of MAN 2 Metro significantly differs from the one using Direct Instruction Method. The mean score of students taught using Think Pair Share (69.53) is higher than the one of those taught using Direct Instruction Method (64.65). It means that reading using Think Pair Share for eleventh grade students of MAN 2 Metro is more effective than the one using Direct Instruction Method.

2. Because $q_o$ between rows (3.96) is higher than $q_t$ (2.89), the difference of the means between rows is significant. It can be concluded that the students who have high motivation are significantly different in their reading comprehension from students who have low motivation. The mean score of students having high motivation (69.59) is higher than those who have low motivation (64.32), so the students who have high motivation have a better reading comprehension than the students who have low motivation.

3. Because $q_o$ between cell $A_1B_1$ and $A_1B_2$ (9.08) is higher than $q_t$ (2.98), the difference between columns is significant. It can be concluded that the students who have high motivation who are taught using Think Pair Share is significantly different in their reading comprehension.

Table 3. The Summary of Tukey Test

<table>
<thead>
<tr>
<th>Data</th>
<th>$q_o$</th>
<th>$q_t$</th>
<th>Status</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>$A_1$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$A_2$</td>
<td>3.87</td>
<td>2.89</td>
<td>Significant</td>
<td>$A_1 \neq A_2$</td>
</tr>
<tr>
<td>$B_1$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$B_2$</td>
<td>3.96</td>
<td>2.89</td>
<td>Significant</td>
<td>$B_1 \neq B_2$</td>
</tr>
<tr>
<td>$A_1B_2$</td>
<td>9.08</td>
<td>2.98</td>
<td>Significant</td>
<td>$A_1B_1 \neq A_1B_2$</td>
</tr>
<tr>
<td>$A_2B_1$</td>
<td>3.54</td>
<td>2.98</td>
<td>Significant</td>
<td>$A_2B_1 \neq A_2B_2$</td>
</tr>
</tbody>
</table>
comprehension from the students who have high motivation who are taught using Direct Instruction method. The mean score of students having high motivation who are taught using Think Pair Share (78.06) is higher than that of those who have high motivation who are taught using Direct Instruction Method (61.12), so Think Pair Share is more effective than Direct Instruction Method to teach reading comprehension for the students who have high motivation.

4. Because \( q_0 \) between cell A2B2 and A1B2 (3.54) is higher than \( q_t \) (2.98), so the difference between columns is significant. It can be concluded that the students who have low motivation who are taught using Direct Instruction Method is significantly different in their reading comprehension from the students who have low motivation who are taught using Think Pair Share. The mean score of students having low motivation who are taught using Think Pair Share (61.00) is lower than those who have low motivation taught using Direct Instruction Method (67.65), so Direct Instruction Method is more effective than Think Pair Share to teach reading comprehension who have low motivation.

Discussion
Based on the findings of the study, the researcher draws a conclusion that the implementation of Think Pair Share is effective to help students in improving their reading comprehension. Reading usually considered difficult by the learners. Think Pair Share is a teaching method that helps students in learning English especially in reading comprehension. “Think-Pair-Share is a method designed to provide students with food for thought on a given topics enabling them to formulate individual ideas and share these ideas with another students” (Johnson in Kagan 1992: 17). It associates to encourage student classroom participation. Students participating in Think Pair Share improved their score on reading achievement test. Kagan (1992: 12) viewed that Think-Pair-Share structure gives all students the opportunity to discuss their ideas. This is important because students start to construct their knowledge in these discussions and also to find out what they do and do not know. The procedure is simple: after asking a question, tell students to think silently about their answers.

On the contrary, Direct Instruction Method makes the students depend on teacher’s explanation and translation almost all the times in reading class. In this method, the teacher becomes the decision maker. The teacher will be engaged in many planning decisions, such as deciding what they want to teach, and how they will go about reading process (Parson, et al, 2011: 11). Furthermore, one of the characteristics of key element in direct instruction model is teacher centrality (Cruiskshank, bainer
Students wait until all the words are translated by the teacher to get the message of the text given to them. The students are under the teacher's control. The teacher direction and control occur when the teacher selects and directs the learning tasks. Therefore, Think Pair Share is more effective than Direct Instruction Method.

There is a significant difference in reading comprehension between students with high motivation and those with low motivation. It indicates that students with high motivation have higher reading comprehension than those with low motivation, and it means that motivation determines the success of learning. Highly motivated students perform better learning than students having low motivation. Winkel (1996: 150) states that learning motivation plays an important role to promote the spirit of learning so the students with high learning motivation have strong energy to perform learning. Sardiman (2011: 75) states that learning motivation has specific roles in promoting learning enthusiasm, joy, and interest. Highly motivated students are usually active, curious, performing hard effort to gain the goal, enthusiastic, and courageous to take risk for their learning. Curiosity makes them challenged to find more learning resources to satisfy their needs. Courage makes them brave to express ideas and to practice which means more chance for them for learning. Low motivated students do not often perform hard effort to learn more. They are not actively involved in the learning activities. They do not have enough courage to take risk to enrich their knowledge. This makes them perform low learning activities and makes them have low motivation. It can be concluded that students having high motivation is better than students having low motivation in reading.

Choosing methods of teaching precisely contributes positive impact to the students' achievement in the end teaching and learning process. It cannot be disclaimed that teaching method which is used by the teacher in the class give a big influence for the success of the teaching and learning process. The teacher's goal in conducting the classroom is not only concerned with teaching academic content but also making students develop their motivation their life. According to Coffer in Chaer (2002: 251) motivation is needed by giving stimulus to somebody's interest. The stimulation given will cause someone to do something. To stimulate the students mean to motivate them to do something in getting the objective. Motivation is a support, desire, want, reason, or objective to make someone to do something. A support can be appearing from the students themselves or other persons surrounding them that have them to do something. Harmer (1989: 5-6) suggest some factors affecting
intrinsic motivation in language learning. One of them is method. The method and technique of teaching have some effects on their motivation. If they find it deadly boring, they probably become de-motivated, whereas if they enjoy the situation and have confidence in the method they will find it motivating. The student’s confidence in the method, the most important factor affecting intrinsic motivation, is largely in the hands of the teacher. Think Pair Share promotes learning motivation since students are given chance to explore their own learning and motivated students perform better learning.

Think Pair Share as one model of cooperative learning, is suitable for students with high motivation as it increases students’ motivation and its turn increases students' learning achievement. When highly motivated students are taught using good teaching method, the result will be better learning achievement. Meanwhile, for low motivation students, it is better to teach them using Direct Instruction Method. Low motivation students need guidance and support in comprehending English Texts and Direct Instruction Method serves the students step by step guidance through its stages. Teacher gives explanation and gives feedback and direct correction for the students’ mistakes. It is accordance with the characteristics for the students having low motivation. The students are passive in the class and they just become the followers in the teaching and learning process, so for the students having low motivation Direct Instruction Method is more effective to teach reading.

It can be concluded that there is interaction between methods of teaching used (Think Pair Share Method and Direct Instruction Method) and degree of motivation to teach reading. Think Pair Share is more effective than Direct Instruction Method to teach reading for students who have high motivation. On the other hand, Direct Instruction Method is more effective than Think Pair Share to teach reading for students who have low motivation.

CONCLUSION, IMPLICATION, AND SUGGESTION

Based on the elaboration above, the researcher takes the conclusion, they are: (1) In general, Think Pair Share (TPS) as one of the model of cooperative learning is more effective than Direct Instruction Method to teach reading comprehension for the eleventh grade students of MAN 2 Metro in the academic year of 2012/2013; (2) The students who have high learning motivation have better reading comprehension than those who have low learning motivation in the eleventh grade students of MAN 2 Metro in the academic year of 2012/2013; and (3) There is an interaction between teaching method and students’ motivation to teach reading.
comprehension for the eleventh grade students of MAN 2 Metro 2012/2013.

Referring to the result of this research, the researcher gives some implications. Based on elaboration above, in general, Think-Pair-Share is an effective model of cooperative learning to teach reading comprehension. Therefore, it is good to be applied in teaching reading comprehension, especially in the eleventh grade of senior high school. A teacher who teaches reading comprehension should apply the method to provide challenges and opportunity to the students to develop their own ideas.

Motivation determines the success of learning. Students with high learning motivation perform better learning than those with low motivation. This is because students with high learning motivation perform harder effort to gain the goal of learning than those with low learning motivation. Therefore teachers should always promote and increase students learning motivation through various activities in which they can interact and share ideas with peer students.

Viewed from students' motivation, Think-Pair-Share (TPS) is an effective method of teaching reading comprehension for students with high learning motivation. This method is challenging and, therefore, it is suitable to be applied in the classroom of students with high learning motivation and teaching method which does not provide much challenge for students, such as Direct Instruction Method is suitable for students with low learning motivation. Thus, good teaching method should be applied more often to make students learn better and to promote their learning motivation.

Based on the elaboration above, the researcher gives some suggestions: (1) For the teachers, it is important for the teachers to make the class situation especially in teaching reading comprehension interesting rather than having stressful or boring atmosphere. Therefore, they should apply Think-Pair-Share (TPS) to make students enjoy learning. The more students enjoy learning the more effective the learning is. Think-Pair-Share (TPS) give students chance to develop their ideas, promote effective teamwork, learn to criticize and accept criticism, exchange ideas and give peer correction, work collaboratively, and be responsible for their own learning duties and those other students. Thus, TPS do not only develop students' academic skill but also social skills; (2) The students should be more active, not nervous, and not afraid of making mistakes during teaching learning process, especially in the reading class. They should practice reading English text, discussing with their friend if they have problems in reading the text, and enjoying the reading class. (3) For the other researchers are expected to use the finding of this research as a foothold to
conduct the next research on similar problems of reading comprehension through other teaching method. This thesis can be a reference for other researcher to conduct the next research if there are some weaknesses. Other researchers are expected to use the finding of the research as a foothold to conduct the next research on similar problems methods through other language skills such as speaking, writing or listening. It may be worthwhile to have another research with different attributive variables such as students' habit or interest.

REFERENCES


