



The Influence of Think-Pair-Share Technique on Students' Reading Comprehension at Junior High School

Hamzah¹, Fajriani²

¹hamsa7832@gmail.com ²fajrianimandar@gmail.com

^{1,2}Faculty of Teacher Training and Education, Sulawesi Barat University, Indonesia

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Abstract

The objectives of the research were to find out the influence of Think-Pair-Share Technique on Students Reading Comprehension at SMPS PPM Al-Ikhlas Lampoko and to find out significant difference students reading comprehension achievement between post-test class experiment and post-test class control at SMPS PPM Al-Ikhlas Lampoko. The method of the research was quantitative method and type of the research quasi-experimental one group pre- test and posttest design. The sampling used was simple random technique. The total number of populations was 135 students and total number of samples was 38 students. The instrument of the research was test. The results showed that: (1) There is an influence of Think-Pair-Share technique on students reading comprehension in narrative text at SMPS PPM Al-Ikhlas Lampoko. Where students reading comprehension taught used Think-Pair-Share technique was increased. (2) There is significant difference students reading comprehension achievement between Think-Pair-Share technique and Expository way at SMPS PPM Al-Ikhlas Lampoko. Where the mean of posttest class experiment was higher than posttest class control

Keywords: Junior High School; Reading Comprehension; Think-Pair-Share Technique

Introduction

English has been used by many people from different countries. Most of non-active speakers used English to establish relationship with people in the other countries. In Indonesia, English has become a language that everyone should know particularly in scientific, technology and interact. In term of communication within international tread and business. Consequently, people who want to have access to them should master English well. There are four language skills that should be mastered by the students, they are reading, speaking, writing and listening. The four skills should be taught in order to help the students communicate in English. Among the four language skills, reading skills is one of the most important aspects to be mastered in learning English. Where reading is one of the efforts to get some information from the text not only expect to understand the structure but also the meaning of the text.

Understanding the meaning of the text read was affect students in processing a word. Unfortunately, many students fail to achieve the minimum expected value of English subjects. There are many reasons why students get fail marks in learning English according to (Utama, 2017, p. 87) "Students tend to easily answer questions every time the teacher asks questions if students understand reading indicators such as determining the main idea of a paragraph, topics, explicit and implicit information, detailed information, specific information, and references".

Not only that, lack of vocabulary is also to be a factor the low grades of students. (Dhillon, Herman, & Syafriyadin, 2020, p. 78) stated that "The difficulty of students in understanding the text is influenced by the amount of vocabulary. If students find some new words, they were asking the meaning of other students around them directly or they were search their dictionary to get the meaning right away. This condition occurs because method used by the teacher emphasizes the product rather than the process."

The similar condition in SMPS PPM Al-Ikhlash Lampoko which founded on most students at second grade had the same difficulties were some problem faced by students in reading activities at classroom. For example, the students did not understand about the material in learning reading, and they did not interest to study longer and finally lost their motivation so they felt bored in learning process, especially in learning reading. It caused teachers' strategy teaching reading did not interesting for them. after that, students were lack motivation in reading comprehension. The students were lazy to follow the lesson and rare tp gave attention with teachers' explanation. And then student also still got difficulty to understand the meaning of the text.

It means some method are totally depend on teacher as a source of knowledge and direction. Teacher and learner roles define the type of interaction characteristic of classroom in which a particular method is being used. Whereas

the teacher already guides the students by helping them know how to comprehend some words in English reading text. But the students felt that they did not helped by it. They afraid to made something wrong when they read English reading text, because they think that when they make a mistake it was get them bullied by their classmates. So, tend to be more careful about it. Therefore, it is important for every teacher to provide explanation and motivation to be more daring in learning something so their mindset can be changed that making mistakes while studying is something natural so we do not need to be afraid to learn.

From the problem above, it is important to find an appropriate strategy in teaching reading. There is a positive relationship between learners' reading strategies and their reading comprehension skill. According to (Ahmadi & Gilakjani, 2012, p. 2058), "reading strategy has a significant impact on the readers' reading comprehension skill. Reading strategy can make better the reading skill of proficient and less proficient readers. Readers used diverse reading strategies and know what, when, how, and why to apply them in their reading comprehension process". It is mean that find an appropriate strategy in teaching reading help both teacher and learners in teaching learning process.

Therefore, the researcher offers to used cooperative learning method according to (Lee, Li, & Shahrill , 2018, p. 50) "cooperative learning is an instructional method where students work in pairs or in groups to achieve a common learning goal called cooperative learning, where students are required to take responsibility for their own learning and be actively involved in discussion, debate, and teamwork." In addition (Johnson, Johnson, & Smith, 2013, p. 3) claims that " Cooperative learning is the instructional used of small groups where student work together to maximize their own and each other's learning". So, from the definition above we can conclude that Cooperative learning is a learning process where there are two or more students trying to learn something individually or in groups.

There are many cooperative models of instructional methods that can be applied in class but in this case, researcher used think pair share technique. Think-Pair- Share (TPS) technique is one of the collaborative learning that combines several important elements in learning such as thinking, discussing and expressing opinions.

Think-Pair Share (TPS) technique First developed by Frank Lyman and colleagues at the University of Maryland, this. method is an effective way to vary the atmosphere of class discussion patterns. Assuming that all recitations or discussions require arrangements to control the class as a whole and the procedures used in think-pair-share can gave students more time to think, to respond and to help each other. Think-pair-share technique includes three components that is time for thinking, time for pairing, time for sharing. In think-pair-share technique teacher was gave some topic to student. After receive a topic from the teacher, they must think individually, and then discuss the results of their thoughts with their group and the last step, they should share to the other groups

while listening to the explanation from the other students. Every student should comprehend the text because each of them have obligation to explain it to the other students. So it is very important for the students to start construction their ideas in their discussion in order to fine out the already knew and what they should have known.

There are some researchers that has been done before titled "the used of think-pair-share in teaching reading comprehension a Case study of the English Teachers in SMKN 1 Randudongkal in the Academic Year of 2016/2017". From the research that has been done above, it can be formulated research that was carried out the researcher, that is "The influence of think-pair-share technique on students reading comprehension at SMPS PPM AL-Ikhlas Lampoko"

Reading is one of the efforts to get some information from the text not only expect to understand the structure but also the meaning of the text. (NOVISA, 2019, p. 2) claims "Reading is a powerful skill for the students to get information, knowledge and many experiences for their competence in their academic, daily life and helps in mental development. it is known that reading can stimulate the muscles of the eyes. Not only that reading activity can involve greater levels of concentration and adds to the conversational skills of the reader. The habit of reading also help readers to translate new words and phrases that come across in everyday conversation".

In addition, (Xue, 2019, p. 59) states that "reading occupies a high proportion. it can be said that students' scores in reading comprehension can directly determine the success or failure of students in carrying out the exam." this proves that reading skills are the mother of all comprehension it caused the better a person understands words, the easier and more extensive someone was understand the lesson.

Based on those explanation, it can be concluded that reading is a way to get information from something that was written. It is important process for the students to get the information by using both eyes and brain to understand what the researcher thinks in their read. Not only that, the ability of students to understand words was greatly affect students' understanding of a reading text

(PourhoseinGilakjani, 2016, p. 230) states that there are two kinds of reading, . They are extensive reading and intensive reading.

1) Extensive Reading

There are different definitions for extensive reading. (WARING , 2019) claims that "intensive reading focused on developing language knowledge and discrete reading skills presented as language work|| in a reading text. Typical intensive reading passages can be found in course books and reading skills texts not only that reading extensively are primarily focused on the message of the text and what it is saying." While (Umam, 2013) stated that "There is a difference between 'learning to read' and 'reading to learn'. Both of these are valid forms of reading but

they have different aims. When students 'read to learn' (Intensive Reading) they are reading a text to learn something about the language itself. such as a new word, some grammar and so on". We could call it 'study reading' because student tent to get something from their reading.

So, from the explanation above we can conclude that extensive reading described it as skimming and scanning activities where reader try to learn something from the text.

2) Intensive Reading

Intensive reading can be defined as the ability to understand the contents of a text or sentence. where someone reads carefully to understand a text precisely and accurately. Intensive reading ability is the ability to understand details accurately, completely, and critically of facts, concepts, ideas, opinions, experiences, messages, and feelings that exist in written discourse. where the purpose of intensive reading is to develop reading skills in detail by emphasizing understanding words, sentences, vocabulary development so as to get a thorough understanding of the text. (Miller, 2013, p. 70) claims that "intensive reading as a methodology ia s teacher-centered approach." It means that all activities in the classroom are determined by the teacher. What to read, when to read, what grammar, vocabulary, text organization or points of understanding should be discussed depends on the teacher.

In addition, (Day, 2015, p. 298) assumed "intensive reading is the reading that is only limited to the short text and carried out with the aim of understanding the whole content of reading. As an approach to reading literacy, these two methods differentiated in various aspects relating to reading activities, which include the main objectives of reading, focus on reading text, the sources, and types of reading, the number of reading text, the speed of reading level, and the method of reading."

Narrative text is a text that describes events that have passed in the history in the form of a history or fantasy which means commodity that didn't actually be. According to (Sugiarto & Sumarsono, 2014, p. 207) Narrative text is a text which contains about a story in the history, and it may be a fantasy or non- fantasy story. Besides that, (Aulianisa, 2019) claims narrative text is a kind of text that's suggested to amused and to deal with factual and vicarious experience in other ways.

In addition, (Sulistyo , 2013, p. 171) have pointed out that generally narrative are imaginary stories but occasionally narrative can be factual to. this happens because commonly a work of art is grounded on an event that has happed ahead. where from these events added various elements so that the event becomes more intriguing to read. For illustration, we can see in the Masha and the Bear cartoon where this cartoon was made grounded on an incident where Masha failed from being killed by a bear while watching a circus. but due to too numerous additions of fabrication in the story so that the cartoon is considered fantasy.

Evidently, Narrative text is imaginative text which is usually presented in the form of fables, fairy stories (The story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical which are compiled based on the

author's imagination. This text aims to provide information or influence the reader's taste, besides that this text also affects the behavior and mindset of the reader.

There are five generic structure of narrative text which are presented by (Sulistyo, 2013, p. 172) they are:

1) Orientation (introduction)

Orientation (introduction) Contains the introduction of characters, places, times and events that occur in the story. This section is used to create an atmosphere so that students are persuaded to follow the story. In other words, narrative text orientation tells who the character is/where, where it happened, when it happened.

2) Sequence of Events (complication)

In this section describe the sequence of the story. Problems faced by characters. Complications make their story more intriguing because the Character is hindered from achieving his wishes. It's in the middle of the story.

3) Resolution

in this part tells solving problem to the reader. How the problem was solved it also called. A satisfying narrative we well gave the resolution of the problem.

4) Re-orientation

This section is the ending section which tells the final condition of each character in the story containing a message of moral values to the reader.

Think-pair-share technique is one of the cooperative techniques where students are given chance to trade opinions on something so as to get relevant conclusions. according to (Sari, Kristiawan, & Syaveny, 2015, p. 268) state that Think-pair-share (TPS) is a cooperative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. A cooperative learning discussion strategy first developed Lyman at University of Maryland in 1981 that is cooperative learning strategy in which students work together to break a problem or respond a question about an assigned reading and Think Pair Share. In this technique system, students were divided into several groups, furthermore the teacher gives a topic that must be answered by each group. Where" think "means that each student in the group thinks about the topic given by the teacher.

After each student has an idea about the given topic, they go to the following step, namely" pair "where students share their understanding with their group friends so that it creates an agreement. after that the last part is "share" where in this section each group was be asked for an explanation about the given topic. In addition, according to (Alfahmi, 2014) The think-pair-share learning model consists of six phases, namely 1) conveying goals and motivating students. 2) presenting information. 3) divide students into several groups. 4) guide the group to work and study 5) evaluate or provide views to students on the given topic. 6) gave appreciation or appreciation.

Based on the meaning above, the researcher concludes that Think Pair Share is

effective to apply in the teaching reading because it's a good method. That benefit not only to the student, but also to the teacher where student spent more time on task and listened to each other more when engaged in think-pair-share. Clearly it makes interest and to make easier the student to understand the material.

The procedures of think-pair-share are as follows:

1. Step 1 "Think"

At this stage the teacher divides students into several groups then start with specific questions, and gave students time to think about answers individually by documenting their own responses, either written or illustrated.

2. Step 2 "Pair"

after students have their own ideas on the given topic now in pairs. where students was share their opinions on a given topic so as to produce a conclusion.

3. Step 3 "Share"

For this part, after students discuss their opinions with their group mates. then go to the next section, which is share where students share the results of their discussions with the teacher and other friends. besides Students can also share with the class what their partner said.

Method

This research was conduct on at SMPS PPM AL-Ikhlas Lampoko because the researcher found that the students at SMPS PPM AL-Ikhlas Lampoko more interested to learn used this technique. The adress the school in Jl. Majene Km 27 lampoko, Kecamatan. campalagian, kab polewali mandar.

In this research, the population was taken at SMPS PPM AL-Ikhlas Lampoko because the researcher found that the students at SMPS PPM AL-Ikhlas Lampoko more interested to learn used this thecnique. The adress the school in Jl. Majene Km 27 Lampoko,sub-district. Campalagian, regency Polewali Mandar. The researcher took two classes for sampling in the eight grade there are VII A and VII B. first class for experimental group in VIII A there are 25 student and the second class for the contor group in VIII B there are 13 students. In this research, the sample of the research was used simple random sampling. (sugiyono, 2013, hal. 82) claims that simple random sampling is a sampling technique that the sample take from the population at random without regard to the strata that exist in the population.

In this research, the researcher used quantitative research. According to (Creswell, 2012), quantitative research is an inquiry approach useful for describing trends and explaining the relationship between variables fount in the literature.in this research was be used quasi-Experimental which two kind of the test, they were pretest and posttest. (Sugiyono, 2013) claims that quasi-experimental is a development of a true experimental design that is difficult to implement. where this design has a control group. although it cannot function fully to control external variables that affect the implementation of the experiment. The experimental group was giving treatment by using think-pair -share technique. On the other hand, the

control group was given treatment by using a conventional way.

There are three steps in the research procedure, they are pretest, treatment and posttest. Pre-test was given to students before students teach by using Think-Pair-Share strategy. This is done to determine the students' initial abilities before treatment using the Think-Pair-Share strategy. The test given was be in the form of multiple choice with a total of 22 questions. After giving pre- test, the students were give treatment. Class experiment using Think-Pair-Share Technique. And class control was used conventional. The researcher give post-test after treatment. The post test was conducted to find out the extent to which students' ability in narrative text after given after being given treatment. The researcher used the test as the instrument to collecting data. The form of the test was used multiple choice with 4 options a, b, c or d. The total number of the test was 22 questions. The test was used to know students' reading skill in narrative text. The student was answered narrative text consist of minimal 70-100 words with the time allocated 60 minutes. In collecting the data, the researcher used try-out test to determine the test for pre-test and post-test to know the students' reading comprehension on narrative text for experimental class and control class. The data analysis techniques that was be performed in this research can be described as follows: Descriptive analysis is a data analysis technique whose presentation results describe research data which includes the amount of data, maximum value, minimum value, average value and others according to the needs of the researcher.

In addition, (Creswell, 2012) argued “ analysis Descriptive help to summarize overall trends or tendencies in conducting data, provide an understanding of how varied scores and provide insight into where one score stands in comparison with others.” Normality test is a test carried out to assess the data in a group of variables, whether the distribution of the data is normally distributed or not. Moreover, the purpose of a narrative text is to entertain the reader and gave educate that can be drawn from the text. (Anggitaningrum, Alimatun, Wibowo, Minkhatunnakhriyah, & Albiansyah, 2021, p. 13) said that “Narrative text aims to show something that has happened”. Narrative is veritably absolute requirement that must be carried out by researchers before conducting parametric statistical analysis. where there are 2 types of normality tests that are often used, namely the Kolmogorov-Smirnov test and the Shapiro-Wilk test. Data said to be normality distributed if the $Asymp.Sig.(2tailed) > (0,05)$ it can be concluding the data is normality distribution. $Asymp.Sig.(2tailed) < (0,05)$ it can be concluding the data is not normal distribution. After knowing the data obtained is normal, then a paired sample t test is carried out. paired sample t test is a test conducted to find out whether there is an average of two samples that are paired apart from that paired sample t test is used to find the effect of one variable on other variables. However, if the data found are not normal, the Wilcoxon test was be carried out. The Wilcoxon test is a nonparametric test that is used to measure the difference between 2 groups of paired data on an ordinal or

interval scale but the data is not normally distributed. This test is also known as the match pair test. Homogeneity test is a test used to determine the variation of the experimental class posttest and control class posttest is homogeneous or not. Homogeneous data is one of the requirements (not absolute requirement) in the independent sample t test. Data said to be homogeneous distributed if the Asymp. Sig. (2tailed) > (0,05) it can be concluding the data is homogeneous distribution. Asymp. Sig.(2tailed) < (0,05) it can be concluding the data is not homogeneous distribution. Independent sample t test is used to determine whether there is a difference in the mean of two unpaired samples. Where the requirements in the independent sample t test are data with normal distribution and homogeneous (not absolute requirements)

Results

Based on the data analysis From the descriptions, explained that there are 25 students in class experiment and 13 students in class control (N), the minimum value in class experiment pre- test is 28, the minimum value in class experiment post-test is 46, the minimum value in class control pre-test is 28, and the minimum value in class control post-test is 33, the maximum value class experiment pre-test is 82, the maximum value class experiment post-test is 87, the maximum value class control pre- test is 78 and the maximum value class control post- test is 82, the mean score class experiment pre-test is 59,92, the mean score class experiment post-test is 68,08, the mean score class control pre-test is 44,38, and the mean score class control post-test is 55,00, standard deviation class experiment pre-test is 14,089, standard deviation class experiment post-test is 8,641, standard deviation class control pre-test is 15,103 and standard deviation class control post-test is 14,277,

Based on the output, it can be interpreted that the significance (sig.) value for all data in both the Kolmogrove-Smirnov³ and Shapiro-Wilk > 0,05 it can be concluded that the research data is Normally Distributed. Because the research data is normality distributed, it means that we can used parametric statistics (paired sample t test) to conduct research data analysis.

➤ **Table paired sample t-test result used SPSS21**

| Paired Samples Test | | | | | | | | | |
|---------------------|---|--------------------|----------------|-----------------|---|----------|--------|-----------------|-------|
| | | Paired Differences | | | | t | df | Sig. (2-tailed) | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | | | | Upper |
| Pair 1 | PRE TEST KELAS EXPERIMENT - POST TEST KELAS EXPERIMENT | -8,16000 | 9,30358 | 1,86072 | -12,00033 | -4,31967 | -4,385 | 24 | ,000 |

Table shows positive reaction used Think-pair-share technique in the class. It means that after giving treatment to students by using Think-Pair-Share technique the students reading comprehension in narrative text was increased. Based on findings that presented on result of the data analysis on the test, it showed that

students reading comprehension in narrative text before using TPS technique was poor. The mean score class experimental pretest was (59,92) after learning narrative text by using TPS technique where most of them got unexpected score the mean class experimental posttest score was (68,08) that means that students reading comprehension after learning used think-pair-share was increased.

Based on the output above it can be interpreted that the significance (sig.) based on the mean $0,84 > 0,05$ it can be concluded that the variation of the post-test data for experimental class and control class are same or homogeneous. Thus one of the requisite (non absolute) of the independent sample t-test as been fulfilled Based on the the equal variances assumed is obtained a sig (2-tailed) $0,001 < 0,05$ that means that there is a difference average of students outcomes between Think-Pair-Share technique and the conventional.

Based on findings that presented on result of the data analysis on the test, it showed that students posttest class experiment was higher than students posttest in class control. The mean score posttest class experiment was (68,08) and the mean class posttest class control was (55,00). it means that think-pair-Share technique significantly effect on students reading comprehension at SMPS PPM AL-Ikhlas Lampoko.

Furthermore, paired sample t test was carried out and the following result are Interpretation of paired sample t-test, based on the results of paired sample t test, above, then the following hypothesis testing is carrying out:

Hypothesis 1

because p value (sig.) : $0.000 < 0.05$ and $t_{\text{value}} (4,320 > t_{\text{table}} (1,688)$ it means that H_0 is rejected and H_1 is accepted. So it can be concluded that there is an influence of TPS learning technique on students reading comprehension at SMPS PPM AL-Ikhlas Lampoko

Hypothesis 2

Because p value (sig.) : $0.001 < 0.05$ and $t_{\text{value}} (3,526 > t_{\text{table}} (1,688)$ it is mean that H_0 is rejected and H_1 is accepted. So it can be concluded that there is any significant difference students reading comprehension achievement between Think-Pair-Share technique and Expository way at SMPS PPM AL-Ikhlas Lampoko.

Discussion

Think-Pair-Share Technique is one of the cooperative learning. It was developed by Frank Lyman and Collagues at University of Maryland at 1997. Think-Pair-Share Technique was used to trained students' cooperation in doing something. (Sari, Kristiawan, & Syaveny, 2015) stated that Think-pair-share (TPS) is a cooperative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. It provided the students to think the answer of teachers' question and paired to other students then present in front of the class.

In conclusion, there is positive effect and significant different on student reading comprehension who taught using Think-Pair-Share technique and expository way. Implementing Think-Pair-Share technique provided the positive effect to students reading comprehension ability. The students were able to read fluently and answered the test correctly after they had been taught used Think-Pair-Share technique. As a result, the steps in conducting Think-Pair-Share technique facilitated them for having opportunities to practice and to encourage their motivation in reading comprehension. Also, Think-Pair-Share technique required them to be an active reader in every activity and teaching reading using Think-Pair-Share technique was fun and helpful especially for the eighth grade students of SMPS PPM AL-Ikhlas Lampoko.

Conclusion

Based on the findings and discussion, the result of the research showed as follows: (1) There is a positive effect of Think-Pair-Share technique on students reading comprehension in narrative text at SMPS PPM AL-Ikhlas Lampoko Where students reading comprehension taught used Think-Pair-Share technique was increased. (2) There is any significant difference students reading comprehension achievement between Think-Pair-Share technique and Expository way at SMPS PPM AL-Ikhlas Lampoko Where the mean of posttest class experiment was higher than posttest class control.

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