



THE USE OF THINK PAIR SHARE STRATEGY IN READING COMPREHENSION

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Abstract. The research aimed to find out whether TPS (*Think-Pair-Share*) strategy can improve the students' achievement and interest in learning reading and to find out the students' ability in reading using TPS strategy. This research was done in SMP Yapis Merauke. The population of this research was the students of seven grade SMP Yapis Merauke, academic year 2018/2019. The number of the population was 40 students with 21 boys and 19 girls, while the number of the samples was 40 students have taken purposively sampling. The data were collected by using test, questionnaire and observation. The data from the test and questionnaire were analyzed quantitatively while the data from the observation were analyzed qualitatively. The result of the analysis show that TPS (*Think-Pair-Share*) strategy can give improvement on students' reading comprehension ability. The mean score of pretest 45,83 (poor) to to 66,94 (good) in post-test. The finding from questionnaire verifies that the highest rank of the mean score is 43,0 % agreed students; 22,25 % strongly agreed students; 15,25 % of neutral answer and 17,5 % of disagreed students and 2,0 % students answer the strongly disagree statement.

TPS (*Think-Pair-Share*) strategy is responded positively by the students's reading class and the application is accepted.

Keywords: Think-Pair-Share strategy; achievement; interest; reading comprehension

1. INTRODUCTION

Reading is the window of the world. By reading people get much information, ideas and also know what kinds of situations in the world. As long life learning skills, reading goes beyond decoding and comprehension to interpretation and development of new. Grabe & Stoller (2009:12) states that reading is the ability to draw meaning from printed page and interpret this information appropriately. It means comprehending and interpreting the information of the text are important. It implies that students need to learn a considerable amount of information from a text. Reading is a language process requiring the understanding of written language (Harmer 2008:55). It is common to say that reading is to respond to the text that is read. The respond to a written text is to identify the meaning of individual words, to work out the relationship between words and to draw on the implicit knowledge of reading.

Reading is the essential skill for students since it is the core to nearly all subjects (Davis, 1988: 241). In learning every subject, reading activities are involved. Reading, in general sense, is what happens when people look at a text and assign meaning to the written symbols in that text. There are many definitions of reading proposed by experts, one of which is stated by Grape (in Pan, 2006: 1). It is stated that reading is not only a receptive process of picking up information from the page in a word-by-word manner since it is a selective process and characterized as an active process of understanding.

Reading words and sentences have their own patterns and developing hypotheses proceed to establish the context by making decision about who makes an utterance and to whom in order to draw inferences about implied meanings and filling in gaps in what explicitly said (Montgomery, 2012:17). Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language, while comprehension is the process of making sense of words, sentences and connected text. In the process of English Language Teaching (ELT) as a foreign language, one of the factors that determine the success is the strategy applied by the teachers. Teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the students' reading comprehension and make the English lesson more exciting. Teacher needs to use different teaching strategy in order to reach all students effectively. A variety of teaching strategies, a knowledge of student levels and an implementation of which strategies are based for particular students can help teachers to know which teaching methods will be most effective for the students (Harris : 2013). Mc. Worther (2012:24) and Nunan (2009:271) stated that learning strategies can make the learning be more effective and make the students be more highly motivated. Teaching strategy plays a big role in process of learning. Teaching strategy is a way of teaching a language which is based on systematic principles and procedures.

There are many approaches for those who want to know strategies of reading English. For examples TPS (*Think-Pair-Share*) strategy, skimming and scanning, SQ3R (survey, Question, Read, Recite and Review) strategy, K-W-L (what I know, what I want to learn, and what I learn) strategy. Lyman (2008:70) said that Think-Pair and Share strategy is a good strategy that can be used to teach reading because the teacher gets easy to make the class active. This strategy can give power to the students involved in solution of group task, so the students have become accustomed to work together. Similarly, Lieung, K. W., Butarbutar, R., & Duli, A. (2019) state

that the students can share their ideas with each other to get teaching goal, improve their way in solving problems or discussion and the most important thing is that the students do not study competitively and individually.

Think, Pair, Share is one of kinds of Cooperative Learning. Cooperative learning stems from the word “cooperation”. Johnson & Johnson (2006: 43) remark that cooperation is working together to accomplish shared goals. Further, both say that within cooperative learning groups of students are given two responsibilities: to learn the assigned material and make sure that all other members of their group do likewise. Johnson, Johnson, and Holubec (2006: 175) say that Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other learning.

According to Cruickshank et al. (2003) co-operative learning occurs when learners work together in small groups and are rewarded for their collective accomplishment. According to Sharon (2002) *Think, Pair, Share* is a learning model that provides an opportunity for groups to share results and information according to this structure proceeds as follows : (1.) Teacher poses a question (usually a low consensus question); (2.) Students think of a response; (3.) Students use interview procedure to share the idea. In *Think, Pair, Share* (TPS) strategy, the instructor poses a challenging or opened-ended question and gives the students a half to one minute to think about the question (it is important to gives the students chance to start to formulate answers by retrieving information from long-term memory). Pair the students with collaborative group member discuss their idea about the question.

2. METHODS

This research applies Pretest, Treatment and Post test design. A pre-test was given before the experimental treatment. The pretest was to find out the students’ prior level on the students’ reading ability; while a post-test was given after the treatment. Post-test was aimed to measure the improvement of students’ reading comprehension. The population of this research was the students of seven grade SMP Yapis Merauke, academic year 2018/2019. The number of the population was 40 students with 21 boys and 19 girls, while the number of the samples was 40 students have taken purposively sampling. In this research used 2 instruments used pre-test and post tests and given the questionnaire to know about students’ interest in reading comprehension. Method of collecting data are: test, the material of reading test was taken from the reading book especially reading for Junior High School (2004) “*English Through Reading*” by Nesibe Sevgi Ondes. The test was to measure students’ in learning reading. The students were given the questionnaire after they have done the test. It was aimed to get information about students’ interest on the use of TPS strategy in reading classes.

Post test is used to measure the students’ reading ability after receiving the treatment. Post-test is used to take the ability after getting TPS strategy. The result of those tests will be the data of this research. The treatment was administered for 14 meetings. In the first meeting the researcher explains about the TPS strategy to the students and gave example. The second to the sixth meeting the researcher gave the students a reading text in each meeting and they were guide to comprehend the reading by using TPS strategy. The students were given the questionnaire after they have done the post test. While the technique of analyzing data are: (1) classifying the students’ score of pre-test and post test; (2) calculating the mean score of students’ pre-test and post-test; (3) tabulating and calculating the result of students’ questionnaire; (4) classifying the students’ interest in learning reading through the use of TPS strategy in reading classes.

3. RESULTS AND DISCUSSION

3.1 FINDINGS

Table 1 The Distribution of the Students' Reading Score from Pretest

Classification of Students' Score	Frequency (F)	Percentage (P)
Very Good	-	-
Good	5	12,5%
Fair	15	37,5 %
Poor	12	30 %
Very Poor	8	20%
Total	40	100 %

The distribution of the students' score in table 1 shows that there are 15 students (37,5%) were at the fair level of the students' achievement in reading comprehension is the biggest distribution. The following level is poor level in which there are 12 students (30%). Then, there are 8 students (20%) who have very poor level of achievement in reading comprehension. The smallest distribution in the pretest is good level in which there are only 5 students (12,5%). None of the students were at the good level. It can be said that before treating the students using TPS (*Think-Pair-Share*) strategy, most of them have poor and fair achievement in reading comprehension.

Table 2 The Distribution of the Students' Reading Score from Post-Test

Classification of Students' Score	Frequency (F)	Percentage (P)
Very Good	5	12,5 %
Good	23	57,5 %
Fair	6	15%
Poor	6	15%
Very Poor	-	-
Total	40	100

From table 2, it can be seen that there are 23 students (57,5%) who have good level. It indicates that the majority of the students have good level of reading comprehension. There are 5 students (12,5%) who have very good level. There are also 6 students (15%) who have fair and poor level. None of the students falls into very poor level of reading comprehension. These data reveals that after applying TPS (*Think-Pair-Share*) strategy in the class, most of the students have good reading comprehension.

Table 3 The Result of t-Test of the Students' Reading Comprehension Score from Pre-test and Post-test

Test	Mean	Improvement	t-observed value	t-table value	Sig. (2-tailed)
Pre-test	45,83	26,16	-19,084	0.889	.000
Post-test	66,94				

Source: Statistic Computation

The calculation of the students' score difference from pre-test to posttest it proves that there is a significant improvement. It is found that t-observed value is higher than t-table value, in which t-observed is -19.084 and t-table is 0.889 at 0.05 level of significance. The significance value (p value) that is 0.000 is lower than 0.05. It means that there is a difference of mean score between pre-test and post-test. It can be concluded that students' reading comprehension has improved after the students taught by TPS (*Think-Pair-Share*) strategy. The result of t-test of the students' reading comprehension score from pretest and post test are 26,16

1. The Distribution of the Result from the questionnaire

The questionnaire was administered to the students at the end of the treatment. It is aimed to get information about the students' interest in learning reading process using TPS (*Think-Pair-Share*) strategy. There are 23 students (57.5%) agree and 17 students (42.5%) strongly agree to the first statements. Fortunately, the majority of the students are aware of reading comprehension focus in learning English after the using of TPS (*Think-Pair-Share*) strategy in which 17 students (42,5%) agree and 12 students (30%) disagree and 1 student (2,5%) strongly disagree with the second statement. Toward the third statement, there are 4 students (10%) strongly agree, 22 students (55%) agree, and 12 students (30%) disagree. It means most of the students realize the importance of reading in learning English after having TPS (*Think-Pair-Share*) strategy in the class. Then, 17 students (42,5%) confirm that they like to learn reading through TPS (*Think-Pair-Share*) strategy as they agree with the fourth statement and 15 students (37,5%) disagree and 2 students (5%) strongly disagree confirm that do not like to learn reading through the use of TPS (*Think-Pair-Share*) strategy.

Many of the students (62,5) point out that they enjoy learning reading material through the use TPS (*Think-Pair-Share*) strategy as they choose agree and strongly agree option in the fifth statement. Toward the sixth statement, there are 24 students (60%) who choose strongly agree and agree option. While, there are 10 students (25%) who choose disagree option. It indicates that some of the students learn reading in short time through the use TPS (*Think-Pair-Share*) strategy in class while others not. There are 22 students (55%) who choose strongly agree and agree option for the seventh statement. It confirms that they learn reading actively through the use of TPS (*Think-Pair-Share*) strategy. Quite similar, there are 27 students (67,5%) with strongly agree and agree choice for the eighth statement. It points out that they are motivated to improve their reading the use of TPS (*Think-Pair-Share*) strategy. For the ninth statement, the majority of the students (75%) think that reading is worth for increase knowledge with using TPS (*Think-Pair-Share*) strategy as they agree and strongly agree with the statement. Toward the last statement of the questionnaires, many of the students (82,5%) agree and strongly agree that reading is worth for their knowledge through the use of TPS (*Think-Pair-Share*) strategy.

Table 4 The Mean Scores of the Percentage of the Questionnaire

Mean Score of the Option Percentage	SA	A	U	D	SD
The Questionnaire	22,25%	43,0%	15,25%	17,5%	2,0%

Source: Primary Data

For the questionnaire, the table above, shows that 22.25% of the students' choice is strongly agree option; 43.0% is agree option; 15.25% is undecided option; 17.5% is disagree option; and 2.0% is strongly disagree option. It confirms that the positive response to the statement in the questionnaire given by the students is bigger than the negative response 65.25% < 19.5%

Table 5 Analysis the Importance of Studying the Reading Text for Seven Grade students SMP Yapis Merauke

Option	Frequency	Percentage
Very Important	4	10%
Important	21	52,5%
Neutral	2	5%
Not Important	13	32,5%
Total	40	100%

From the table above shows that there are 4 (10%) students give very important response out of 40 students, there are 21 (52,5%) students give important response, 2 (5%) students give neutral response and 13 (32,5%) students give not important responses. It indicates that 25 (62,5%) the students support positively that reading text is important for seven grade students SMP Yapis Merauke.

Table 6 The Pleasure of Studying the Reading Text for Seven Grade Students SMP Yapis Merauke

Option	Frequency	Percentage
Very Pleased	-	-
Pleased	18	45%
Neutral	6	15%
Unpleased	14	35%
Very Unpleased	2	5%
Total	40	100%

Table 8 shows that there are 17 (42,5%) students give pleased response out of 40 students, there are 15 (37,5%) students give unpleased response, there are 6 (15%) students give neutral response, and there is 2 (5%) student give very unpleased response, and none of them give very pleased responses. It indicates that most of the students support positively that they are pleased to study reading text.

Table 7 The Easy of Understanding the Reading Text for Seven Grade Students SMP Yapis Merauke.

Option	Frequency	Percentage
Very Easy	9	22,5%
Easy	21	52,5%
Neutral	7	17,5%
Uneasy	3	7,5%

Very Uneasy	-	-
Total	40	100%

Table 9 shows that there are 9 (22,5%) students very easy response out of 40 students, there are 21 (52,5%) students give easy response, there are 3 (7,5%) students give uneasy response, 7 (17,5%) students give neutral response, and none of them give very uneasy responses. It indicates that most of the students support positively that the reading text is easy and very easy to understand and only a few of them support negatively.

Table 8 The Students' Interest in Studying the Reading Text for Seven Grade Students SMP Yapis Merauke

Option	Frequency	Percentage
Very Interesting	15	37,5%
Interesting	10	25%
Neutral	9	22,5%
Uninteresting	6	15%
Total	40	100%

Table 10 shows that 15 (37,5%) out of 40 students give very interesting response, there are 10 (25%) students give interesting response, there are 9 (22,5%) students that give neutral response, there are 6 (15%) students give uninteresting response. It indicates that the majority of the students support positively that they are interested in studying reading text.

Table 9 The Easy of Understanding the Reading Text by Using TPS (*Think-Pair-Share*) Strategy.

Option	Frequency	Percentage
Very Easy	15	37,5%
Easy	25	62,5%
Neutral	-	-
Uneasy	-	-
Very Uneasy	-	-
Total	40	100%

Table 11 shows that 15 (37,5%) give very easy response, there are 25 (62,5%) students give easy response, and none of them give neutral to very uneasy responses. It indicates that the majority of the students support positively that they get easy to understand the reading text by using TPS (*Think-Pair-Share*) strategy.

Table 10 The Students' Participation in Teaching and Learning Process by Using TPS (*Think-Pair-Share*) strategy

Option	Frequency	Percentage
Very Active	9	22,5%
Active	12	30%
Neutral	7	17,5%
Inactive	8	20%
Very Inactive	4	10%
Total	40	100%

Table 12 shows that there are 9 (22,5%) students give very active response out of 40 students, there are 12 (30%) students give active response, there are 7 (17,5%) students give neutral response, 8 (20%) students give inactive response, and very inactive responses 4 (10%). It indicates that most of the students participation in teaching and learning process by using TPS strategy.

Table 11 The Students' Pleasure after Understanding the Reading Text for Seven Grade Students SMP Yapis Merauke

Option	Frequency	Percentage
Very Entertaining	7	17,5%
Entertaining	17	42,5%
Neutral	6	15%
Unentertaining	10	25%
Total	40	100%

Table 13 shows that 24 (60%) out of 40 students give very entertaining and entertaining response, there are 6 (15%) students give neutral response, 10 (25%) students give unentertaining response. It indicates that the majority of the students support positively that they are entertained after understanding the reading and only a few of them are neutral.

The Improvement of students' achievement has correlation with the questionnaires.

The result of the correlation test of students' interest on using TPS (*Think-Pair-Share*) strategy with the students' achievement is 860 at the level of significance 0.000 (Sig < 0,05). It means that there is positive correlation between the students' interest of TPS (*Think-Pair-Share*) strategy with the students' achievement improvement. Value of 8.60 indicates that the correlation is very strong as Sudjana (1996) states that the score of 8.60 is classified as very strong (8.0-1.00)

3.2 Discussion

1. TPS (*Think-Pair-Share*) strategy to Improve the Students' Reading Comprehension

In this section, the discussion deals with the technique applied in teaching reading comprehension. The application of TPS (*Think-Pair-Share*) strategy in teaching reading comprehension at Seven Grade Students SMP Yapis Merauke are able to improve the students' achievement and their ability to understand the reading materials.

Based on the data presented and analyzed in the finding section, there is an improvement of students' reading comprehension from the pre-test to the post test after the application of TPS (*Think-Pair-Share*) strategy. The data show that in pre-test most of the students have poor and fair reading comprehensions. The mean score of the pre test is 45.83% and that falls into poor level. The data found from post test reveals that most of the students have good reading comprehension. The mean score of the post test is 66.94% and classified into good level.

Then, the computation of the mean score of pre-test and post test proves that there is a significant improvement from pre-test to post test are 26,16. It means that the application of TPS (*Think-Pair-Share*) strategy in teaching reading comprehension at Seven Grade

Students SMP Yapis Merauke is able to improve the students' achievement and their ability to understand the reading materials. Therefore, the first hypothesis which mentions that the use of TPS (*Think-Pair-Share*) strategy improves the students' reading comprehension is accepted.

2. The Using of TPS (*Think-Pair-Share*) strategy increases the Students' Interest in Reading Comprehension

The finding of the questionnaire verifies that highest rank of the mean score of agreed is 43,0% . The second is 22,25% strongly agreed students. There is 15,25% of neutral answer, 17,5% of disagreed students and 2,0% give the strongly disagree response. The result of the questionnaire confirm that the positive response (65,25%) to the statement in questionnaire given by the students is bigger than negative response (19,5%).

The finding indicates that TPS (*Think-Pair-Share*) strategy is responded positively by the reading comprehension and the application is preferable. The answer of agreed students and strongly agreed students dominate the questionnaire and even the range is very close each other. Therefore, the second hypothesis that TPS (*Think-Pair-Share*) staretegy increases the students' interest in learning reading is agreed. Then, there is also positive correlation between the students' interest of TPS (*Think-Pair-Share*) strategy with the students' achievement improvement. Value of 8.60 indicates that the correlation is very strong, as Sudjana 1996 states that the score of 8.60 is classified as very strong (8.0-1.00).

The students' interest of the using TPS (*Think-Pair-Share*) strategy is relevant with Kagan's theory (2009) that TPS strategy can motivate students to learn English, promote students learning and academic achievement, increase students retention, help students develop skills in oral communication, and help students promote posotive race relation. Apart from these, the specific situation of the academic atmosphere is which students have been preoccupied with reading comprehension component is the prominent factor is learning foreign languages, especially English. In matter of students' interest, it revealed that the teaching reading comprehension by using TPS (*Think-Pair-Share*) strategy can improve the students' attention. It means that the use of TPS (*Think-Pair-Share*) strategy in teaching reading comprehension can make the students learn better and they have a lot of opportunities to develop their command of the target language. In brief, due to the specific condition of the students' knowledge of English the using TPS (*Think-Pair-Share*) strategy is better to be applied because it improved the students' achievement significantly and it motivated the students' interest to study reading comprehension.

4. CONCLUSION

Based on the findings and discussion that TPS (*Think-Pair-Share*) strategy can gives improvement on students' reading comprehension ability. The fact can be found by the result of students' that in pre-test most of the students have poor and fair reading. The mean score of the pre test is 45,83% and that falls into poor level and from post test reveals that most of the students have good reading comprehension. The mean score of the post test is 66.94% and classified into good level. The research found the t-test value is 0.889 and the t-table is -19.084 at 0.05 level significance at 89 degree of freedom. There is a difference of the students' reading comprehension score from the pretest to the post test after the application of TPS (*Think-Pair-Share*) strategy. TPS (*Think-Pair-Share*) strategy improves

students' interest in learning reading comprehension. The finding signifies that TPS (*Think-Pair-Share*) strategy is responded positively by reading class and the application is preferable. The answer of 'agreed' students and 'strongly agreed' students dominate the questionnaire. The 'neutral' and 'disagreed' students are not significantly occurred. Moreover, the correlation between the students' achievement and interest is in "very strong" correlation.

In relation to the subject (reading comprehension) discussed in this writing and in order to improve the teaching of reading comprehension to the students, the researcher present some suggestion as follow: Reading is very important for Seven Grade students SMP Yapis Merauke, the students' achievement is able to improve significantly, TPS (*Think-Pair-Share*) strategy should be used in teaching reading Junior High School, besides that the students must practice their English reading by reading various kinds of English book and English literature. The English teacher should be creative to manage the materials and select the teaching method of teaching reading comprehension. The English teacher should have various kinds of interesting topics and methods in teaching and learning process in order to motivate students' ability in reading comprehension.

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