



ELTE Journal



(Journal of English Language Teaching & Education)

Table of Contents

Correlation among Reading Interest, Reading Habit, Reading Motivation and Reading Comprehension Achievement of the Eleventh Grade Students of State High School 7 of Prabumulih (Erni Sarwinda)	1-12
The Influence of Cooperative Language Learning Technique (CLLT), Learning Motivation towards the Twelfth Grade Students' Reading Comprehension Achievement on Narrative Texts at SMA Negeri 2 Sembawa (Lasmaida Naomi Saragi)	13-29
The Influence of Number Head Together Strategy and Students' Learning Styles toward Reading Comprehension Achievement the Tenth Grade Students at Islamic Senior High School Patra Mandiri of Palembang (Rahmat Wijaya).....	30-42
The Influence of Cooperative Learning Technique and Reading Interest towards the Eighth Grade Students' Reading Comprehension on Recount Text of SMPN 48 Palembang (Diana Sari).....	43-56
The Effectiveness of Cubing and Peer Reviewing Techniques in Teaching Writing Descriptive Text to the Eleventh Grade Students at SMA Negeri 1 Banyuasin I (Ratmi Ardian).....	57-67
The Influence of Story Mapping Strategy and Reading Habit Towards Reading Comprehension Achievement of the Eighth Grade Students of SMPN 35 Palembang (Rizka Amalia).....	68-83
The Influence of Survey, Question, Read, Recite and Review (SQ3R) Method and Reading Interest towards Reading Comprehension of the Ninth Grade Students of SMPN 13 of Palembang (Vera Afriani).....	84-98
The Influence of Think Pair Share Strategy and Learning Motivation towards Reading Comprehension Achievement to the Eighth Grade Students of SMPN 3 Palembang (Linda Yani).....	99-110
Grammatical Errors made by the Seventh Grade Students in Telling Daily Activities of SMP PGRI 1 Palembang (Ferri Hidayad).....	111-120
The Influence of Interactive Read Aloud Strategy (IRAS) and Motivation towards the Ninth Grade Students' Achievement in Reading Narrative Text at State High School 6 of Palembang (Nur Azizah).....	121-134
The Influence Of Beach Ball Strategy Toward Reading Narrative Text (Asti Veto Mortini).....	135-145

Published by:
 ENGLISH STUDY PROGRAM
 GRADUATE PROGRAM PGRI UNIVERSITY OF PALEMBANG
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THE INFLUENCE OF THINK PAIR SHARE STRATEGY AND LEARNING MOTIVATION TOWARDS READING COMPREHENSION ACHIEVEMENT TO THE EIGHTH GRADE STUDENTS OF SMPN 3 PALEMBANG

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Abstract

This research is concerned with the influence of think pair share strategy and learning motivation towards reading comprehension achievement of the eighth grade students of SMPN 3 Palembang. In this study 60 students of eighth grade students of SMPN 3 in the academic year 2017/2018 were chosen as samples by means of two stage random sampling. This study applied factorial research design. The data were collected by using questionnaire and t-test. The data were analyzed by using Paired Sample t-test, Independent Sample t-test, and Two Ways ANOVA. The results showed that, first, there was a significant difference in students' reading comprehension taught using think pair share strategy. Second, there was not any significant difference in students' reading comprehension taught by traditional teaching method. Third, there was significant difference in students' reading comprehension students who had high and low learning motivation by using think pair share strategy and traditional teaching method. Lastly, there were not any significant interaction effects of think pair share strategy and learning motivation towards the students' reading comprehension of SMPN 3 Palembang. In line with, think pair share strategy appropriate to the students who have high learning motivation and who have low learning motivation.

Keywords: *Think Pair Share Strategy, Traditional Teaching Method, Learning Motivation, Reading Comprehension.*