

ENHANCING STUDENTS' READING COMPREHENSION OF HORTATORY EXPOSITION TEXTS THROUGH THE THINK-PAIR-SHARE METHOD: A CLASSROOM RESEARCH STUDY

Sepya Humaera, Riki Ruswandi, Hamdan Hidayat

Universitas Islam Nusantara (UNINUS), Bandung, Indonesia

E-mail: sepyahumaera04@gmail.com

Received: 2025-03-28

Accepted: 2025-05-12

Published: 2025-06-26

Abstract

This study explores the effectiveness of the Think-Pair-Share (TPS) method in improving students' reading comprehension of hortatory exposition texts. Conducted with 32 grade XI social studies students at SMA PGRI 2 Bandung, the research employed a quantitative approach using a survey design and purposive sampling. Data were collected through a validated questionnaire with 16 items rated on a five-point Likert scale. The TPS method was implemented over two cycles, and results showed significant improvements in students' reading comprehension and motivation. The average perception score was 3.78, with 65.6% of students agreeing or strongly agreeing that TPS facilitated their understanding of the text. Additionally, student motivation increased, with an average score of 3.81, reflecting enhanced engagement and active participation in learning activities. Reliability testing of the instrument yielded a Cronbach's Alpha value of 0.914, indicating high internal consistency. The study also highlighted the TPS method's ability to foster collaboration and critical thinking, as paired discussions enabled students to analyze arguments effectively and connect ideas within the text. These findings suggest that TPS is an effective strategy for improving comprehension and engagement in reading hortatory exposition texts, offering valuable insights for educators in creating interactive and collaborative learning environments.

Keywords: *Collaborative Learning; educational strategies; hortatory exposition text; reading comprehension; student motivation; think-pair-share (TPS)*

1. Introduction

In English language learning, reading skills are considered one of the language skills that students must master among 3 other language skills such as speaking, listening, and writing. Reading is understanding written language (Rumelhart, 1980). In addition to being cheap and easy, reading is a means of obtaining information through the sense of sight. In reading specifically, we have challenges understanding the readings we read. Reading involves more than just looking at letters or words on a text page; it involves understanding the meaning obtained (Romly et al., 2018). Based on this research, the ability to understand reading is needed. Reading comprehension is a complex cognitive process involving several interrelated components essential for understanding written text. This includes deciphering

words, recognizing vocabulary, and applying background knowledge to interpret and derive meaning from the text (Veenendaal, Groen, & Verhoeven, 2014). Key aspects of reading comprehension include fluency, which refers to the speed and accuracy of reading; knowledge of vocabulary, which is essential for understanding the meaning of words in context; and the ability to conclude, which allows the reader to relate ideas and draw conclusions beyond the text (Swart et al., 2016). Therefore, reading and understanding texts is essential in education, especially at the secondary school level.

In recent years, attention to developing effective learning strategies to improve students' reading comprehension has increased. Research shows that many students, including at the high school level, still have difficulty understanding texts, which can negatively impact their academic performance (Yunanda et al., 2022). Indonesia received a reading literacy score of 359 on the Program for International Student Assessment (PISA) in 2022, according to a three-year assessment by the Organization for Economic Co-operation and Development (OECD). In 2022, the reading competency score was 359, down from 371 in 2018. About 25% of Indonesian students earned reading levels two or above (OECD average: 74%), and hardly any attained reading levels five or higher (PISA, 2022). This shows that they have difficulty understanding the texts they read. As a result, they are less interested in doing reading activities, especially reading texts in English. This is becoming increasingly relevant given the global demand for high literacy skills in today's information age, where reading skills are important for education, daily life, and future careers (Köse & Güneş, 2021). In the context of education in Indonesia, the comprehension of reading hortatory texts is becoming increasingly relevant, considering the importance of these texts in conveying arguments and persuasion in various fields, including social and political. Hortatory texts convince readers to do or not do something and are often used in argument and persuasion (Fiara et al., 2023).

Previous research has shown that students often have difficulty understanding complex texts, which can hinder their learning process (Azizah, Hayati, & Fadloeli, 2024). Previous research has explored a variety of instructional strategies to improve reading comprehension, with a particular focus on collaborative learning methods. In this context, the Think-Pair-Share (TPS) method, introduced by Frank Lyman in 1981, has proven effective in increasing student engagement and understanding of the subject matter (Seeber, 2019). This study examines how the TPS method can improve student interaction in EFL classes. For example, it encourages students to think, actively participate, and exchange ideas with classmates, thereby increasing student involvement in the learning process (Rachmayani 2019). TPS has a positive impact on students' oral communication skills, creating a cooperative learning environment and increasing students' motivation to speak English (Raba, 2017). Therefore, developing effective teaching methods, such as Think-Pair-Share (TPS), is crucial to improving students' reading comprehension. The TPS method encourages student interaction and allows them to think critically and collaborate in understanding texts (Wu et al., 2024). This is because collaborative strategies can increase student confidence and interaction in learning (Ruswandi, Arief, & Novitasari, 2023).

Although several studies have examined methods of teaching reading, there is still a gap in the application of collaborative methods such as TPS in the context of learning hortatory texts in Indonesia (Samiei & Ebadi, 2021). Previous studies have shown that collaborative methods can improve student motivation and learning outcomes, but their specific application in hortatory texts is rarely researched (Ahmadishokouh, Janani, &

Sadeghi, 2024). So, the research shows that collaboration in learning can improve students' reading skills, but not much discusses how TPS can be effectively applied in this context. This study aims to fill this gap by applying the TPS method in teaching hortatory texts to grade XI social studies students at SMA PGRI 2 Bandung.

The primary purpose of this study is to test the hypothesis that applying the TPS method can improve students' reading comprehension of hortatory exposition texts. This research is expected to make theoretical and practical contributions to developing classroom teaching methods and broader education policies (Oktorianisarry et al., 2023). By understanding how this method can improve student engagement and their understanding of texts, it is hoped that the results of this study can provide insights for educators and policymakers in designing more effective learning strategies (Valizadeh, 2021). In addition, this research will also benefit students in improving their reading skills, which are essential in education and daily life (Abdelshaheed, 2023).

In this study, the methodology used is quantitative with a survey design, which involves distributing questionnaires to collect data on students' reading comprehension after applying the TPS method. By involving grade XI social studies students at SMA PGRI 2 Bandung, it is hoped that this study can provide a clear picture of the effectiveness of this method in the context of English language learning in Indonesia. This research will also answer how the TPS method can facilitate student interaction and collaboration and its effectiveness and impact on their reading comprehension of hortatory texts (Dias, Anggani, & Djoko, 2019; Afifah & Sarudin, 2020). Thus, this research focuses on academic outcomes and developing students' social and collaborative skills in the teaching and learning process.

2. Literature Review

2.1 Reading Comprehension

In English language learning, reading skills are considered one of the language skills that students must master, among three other language skills: speaking, listening, and writing. Reading involves more than just looking at letters or words on a text page; it involves understanding the meaning obtained (Romly et al., 2018). Reading comprehension is a complex cognitive process involving several interrelated components essential for understanding written text. This includes deciphering words, recognizing vocabulary, and applying background knowledge to interpret and derive meaning from the text (Veenendaal, Groen, & Verhoeven, 2014). Key aspects of reading comprehension include fluency, which refers to the speed and accuracy of reading; knowledge of vocabulary, which is essential for understanding the meaning of words in context; and the ability to conclude, which allows the reader to relate ideas and draw conclusions beyond the text (Swart et al., 2016). Additionally, metacognitive strategies, such as self-monitoring and self-regulation, play an important role in improving comprehension by allowing readers to evaluate their comprehension and adjust their reading strategies (Wagner & Lonigan, 2022). In the context of reading comprehension, it is essential to understand the various theories underlying this process, one of which is the top-down and bottom-up approach. The *top-down* process involves using prior knowledge and experience to understand the text as a whole. In contrast, the *bottom-up process* focuses on processing information from the smallest elements, such as words and sentences, to the overall understanding (Rumelhart, 1980).

2.2 Hortatory Exposition Text

In the educational environment, reading comprehension is essential when dealing with specific genres of texts, such as hortatory exposition texts. In Indonesia, the hortatory exposition genre is part of the national secondary school curriculum (Kemdikbud, 2020). The ability to read and comprehend hortatory texts is an important aspect of English language education, especially at the secondary school level. Hortatory texts convince readers to do or not do something and are often used in argument and persuasion (Fiara et al., 2023). The text typically consists of several key components: a general statement, arguments supporting the claim, and a recommendation as a call to action (Sihotang et al., 2023). Students are taught to understand the social context and communication purpose of a particular text, including how the argument is structured to support the recommendations given. This process involves understanding the features of language, such as the use of *evaluative words*, *modal adverbs*, and *action verbs*, which are hallmarks of hortatory exposition texts. This text demands that students understand not only the content but also recognize its rhetorical purpose and logical structure. The hortatory exposition is a type of exposition text that gives an explanation or argument for a fact, highlighting its role in motivating the audience towards action or belief (Asi and Fauzan, 2024). To make the argument stronger and influence the reader, the text needs to be supported by clear reasons and end with a recommendation. This hortatory exposition text aims to strengthen the explanation so that the writer or speaker needs a strong argument as the basis for his ideas.

2.3 Think-Pair-Share Method

Previous research has explored a variety of instructional strategies to improve reading comprehension, with a particular focus on cooperative learning methods. In this context, the TPS method was introduced by Frank Lyman in 1981. This method involves three main steps: thinking individually, discussing with a partner, and sharing the discussion results with a larger group. In Indonesia, research has shown the efficacy of TPS in improving students' reading comprehension in various text genres. The first study of the TPS method significantly enhanced students' ability to understand narrative texts (Kartika & Kuswando, 2020). Other studies prove that TPS substantially improves students' ability to understand exposition texts by encouraging active participation and peer scaffolding (Wulandari & Susilowati, 2022). This suggests that TPS effectively improves communication skills (Sari & Sormin, 2022). However, despite the proven effectiveness, the results of the 2018 International Student Assessment Program (PISA) revealed that the average reading score of Indonesian students was only 371, far below the OECD average score of 487 (OECD, 2018). This underscores the urgent need to implement pedagogical innovations that encourage reading comprehension, especially those that are in line with the collaborative learning culture that is often emphasized in Southeast Asian classrooms. Strategies such as Think-Pair-Share fall within the cooperative learning approach. Compared to another cooperative strategies, such as Jigsaw, Round Robin, or Numbered Heads Together, TPS is highly effective in engaging all students due to its simple yet structured approach (Gillies, 2016). This is especially beneficial in the context of EFL, where learners often experience anxiety or lack of confidence when speaking in English. Students usually have difficulty identifying arguments, understanding implied meanings, and engaging critically with the text (Wulandari & Susilowati, 2022).

3. Research Method

3.1 Research Design

This study uses a quantitative approach with a survey design. Quantitative research methods are a type of research in which numerical data is collected to show the population's attitudes, opinions, behaviors, or characteristics (Creswell, 2012). This method involves using instruments such as surveys or questionnaires to collect statistically analyzable data to find trends and test research hypotheses or questions (Creswell, 2012). In line with this theory, this study consists of two stages: data collection and quantitative data analysis (Survey). Survey design is a procedure in quantitative research in which researchers give surveys to a sample or entire population to describe that population's attitudes, opinions, behaviors, or characteristics (Creswell, 2012). The purpose of the survey design is to obtain specific information about the problem that has been posed (Aithal & Aithal, 2020). The stage involved integrating data to provide in-depth analysis results on improving reading comprehension of hortatory exposition texts using the Think-Pair-Share (TPS) method in senior high school.

3.2 Research Participants

The participants involved in this study were 32 grade XI students at SMA PGRI 2 Bandung, West Java, Indonesia. They are students with a social studies major. They are selected based on inclusion criteria, which refer to specific characteristics or conditions that must be met for a person to be eligible to participate in a clinical trial or study (Saha et al., 2021). Inclusion criteria are important in determining the study's target population and ensuring the results are relevant and applicable to specific groups (Saha et al., 2021). They were selected based on inclusion criteria, namely grade XI students at SMA PGRI 2 Bandung who had participated in hortatory exposition text learning with the Think-Pair-Share method in improving their reading comprehension during a cycle of class action. The selection of 32 participants to obtain quantitative data was carried out using the purposive sampling technique. Purposive sampling here means that the researcher selects participants based on specific characteristics that are the research focus, not randomly, where the researcher looks for participants with specific knowledge, experience, and views (Creswell, 2012). So, this technique ensures that all respondents have experiences relevant to this study's purpose. The characteristics of the respondents in this study are tabulated in the following table.

Respondent Characteristics	Category	Frequency	Percentage
Gender	Female	18	56,3
	Male	14	43,8
Age	16	9	28,1
	17	20	62,5
	18	3	9,4

Table 1. Respondent Characteristics (n=32)

3.3 Research Instruments

Research instruments are tools, devices, methods, or procedures used to collect data for research purposes (Ediyanto et al., 2022; Pentang, 2023). The instrument used in this

study is a questionnaire (quantitative survey). A questionnaire is a survey form filled out by research participants, where participants choose answers to questions and provide demographic data or basic personal data, which are then sent back to researchers (Creswell, 2012). It is essential to have well-developed research instruments because they ensure the validity and reliability of the data collected (Ediyanto et al., 2022). A valid instrument accurately measures what it wants to measure, while a reliable instrument provides consistent results in different populations over time (Ediyanto et al., 2022). The instruments in this study were developed by conducting a literature review to base the development instruments, identifying indicators that are relevant to reading comprehension and teaching methods used, and revealing statement items or observation criteria based on these indicators.

The questionnaire was prepared to refer to the variables of this study, which included three main topics, namely the influence of the use of the TPS learning method, the effectiveness of critical thinking to understand reading, and the motivation of students to actively participate in learning on reading comprehension skills in the Hortatory Exposition Text material. There are two important theories regarding reading comprehension and the TPS method. According to Anne's theory, reading comprehension is simultaneously excavating and constructing or building meaning (Sweet & Snow, 2003). It includes two main challenges: understanding how words in a text convey information and connecting new information with existing knowledge (Sweet & Snow, 2003). Then, it was found that cooperative teaching strategies effectively overcame reading comprehension problems. Frank Lyman first developed the TPS technique at the University of Maryland (1981). TPS is a group discussion (Nurdianti, 2022) where students listen or are given questions to answer (Lyman, 1987). Afterward, students have time to think individually, talk to each other, and finally share their responses with the larger group (Lyman, 1988).

In this study, the survey is supported by 5 points on the Likert scale, which are considered effective in better capturing the nuances of respondents' attitudes or perceptions (Boone & Boone, 2012). This questionnaire consists of sixteen statements with a 5-point Likert scale form (5= Strongly Agree), (4=Agree), (3=Neutral), (2=Disagree), and (1=Strongly Disagree). The Likert Scale is a scoring scale commonly used in surveys and questionnaires because it provides valuable quantitative data that can be analyzed to identify trends and relationships among variables (Creswell, 2012). Previously, this questionnaire had gone through a validity and reliability test with 32 respondents. Validity refers to the extent to which the instrument measures what is supposed to be measured. In validating the instrument, the researcher involved experts such as the English teacher of SMA PGRI 2 Bandung and the supervisor, who is an expert in the research, to assess the suitability of the questionnaire items with the research objectives.

In contrast, reliability refers to the consistency and stability of the score of the measuring instrument. Thus, the higher the reliability of the instrument's score, the more valid the score will be (Creswell, 2012). This study's reliability test uses methods such as Cronbach's Alpha to measure the questionnaire's internal consistency. Cronbach's alpha is one of the indicators of reliability used to assess internal consistency. According to John Creswell, when assessing the internal consistency of the scale, a coefficient of 0.93 is considered high, while 0.6 is considered adequate. The results of this study's validity and reliability test indicate that Cronbach's Alpha value is 0.914, which means that it has a good level of reliability.

		N	%
Cases	Valid	30	100,0
	Excluded	0	0,0
	Total	30	100,0

Table 3.1. Case Processing Summary

Cronbach's Alpha	N of Items
.914	16

Table 3.2. Reliability Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	55.91	59.249	0.562	0.910
Item_2	55.78	58.628	0.517	0.912
Item_3	56.06	57.544	0.638	0.908
Item_4	55.94	58.964	0.499	0.912
Item_5	55.94	58.383	0.696	0.907
Item_6	55.78	56.822	0.679	0.907
Item_7	56.06	60.383	0.296	0.920
Item_8	56.13	57.919	0.529	0.912
Item_9	55.84	56.846	0.688	0.907
Item_10	55.88	57.468	0.618	0.909
Item_11	56.03	55.773	0.764	0.904
Item_12	56.13	57.145	0.667	0.907
Item_13	56.06	58.190	0.620	0.909
Item_14	55.78	59.209	0.537	0.911
Item_15	55.91	56.217	0.718	0.905
Item_16	56.09	55.959	0.737	0.905

Tabel 3.3. Item-Total Statistics

Note: Item_1 = The use of the TPS method helps to understand the structure and content of the Hortatory Exposition text better than the previous learning method. Item_2 = Paired discussions in the TPS method improve the ability to analyze and understand the main ideas and arguments in the Hortatory Exposition text. Item_3 = The TPS method makes concluding and understanding the recommendations in the Hortatory Exposition text easier. Item_4 = Opinion sharing exercises in the TPS learning method help to recognize and remember new vocabulary from the Hortatory Exposition text. Item_5 = Paired discussion in the TPS method encourages critical thinking about arguments in the Hortatory Exposition text. Item_6 = Discussion with a partner helps evaluate the suitability of the argument with the facts given in the text. Item_7 = Paired discussions help evaluate arguments and identify key ideas and supporters (recommendations) in the exposition hortatory text. Item_8 = Able to understand the relationship between arguments and recommendations in the Hortatory Exposition text after discussion with friends. Item_9 = Using the TPS Method makes learning more engaging and not dull. Item_10 = more motivated to learn and understand exposition hortatory texts because of the discussion in pairs. Item_11 = Discussion in the TPS method encourages more active participation in learning. Item_12 = Feeling confident in sharing opinions and thoughts

using the TPS learning method. Item_13 = The TPS method helps students be more motivated to understand the material independently. Item_14 = Using the TPS method in learning increases students' interaction with their peers and understanding of the material. Item_15 = The TPS learning method is influential in improving Reading Comprehension. Item_16 = Using the TPS learning method helps improve understanding of the reading on the Hortatory Exposition Text.

3.4 Data Collection Procedure

The data collection process was carried out by distributing an online questionnaire to all participants totaling 32 people through the Google Form platform, with a duration of two weeks (14 days) which had previously communicated directly with the parties concerned and socialized directly in the class that was the target of the research. Then, after the questionnaire was distributed, the researcher continuously reminded respondents to respond to the questionnaire.

3.5 Data Analysis Techniques

Data analysis techniques are a way to turn data into information that makes data features understandable and can be used to solve problems, especially those related to a study (Abdullah et al., 2022). This technique includes recording survey responses and drawing conclusions from the results by summarizing them (Ruswandi, Arief, & Novitasari, 2024). The analysis techniques used in this study use descriptive (quantitative) statistics to summarize, describe, and present data in an easy-to-understand form, such as testing hypotheses, making conclusions about the population based on samples, and explaining the essential characteristics of the collected data (Creswell, 2012). Quantitative descriptive research provides a clear and systematic picture of what is happening in the phenomenon being studied, making it a valuable tool for researchers and practitioners to understand and communicate important aspects of the phenomenon (Abdullah et al., 2022). This study uses SPSS software version 27.0.1.0, where the analysis includes data on frequency distribution, percentage, mean, and perception level.

Here are some examples of how the level of interpretation affects a student's perception questionnaire score:

Mean Range	Level of Perceived
0,1 - 1,0	Very Low
1,1 - 2,0	Low
2,1 - 3,0	Moderate
3,1 - 4,0	High
4,1 - 5,0	Very High

Table 3.4. Mean Interpretation of Student Perception

4. Results and Discussion

This part presents quantitative data (questionnaire) based on the research objectives, namely, the influence of the Think-Pair-Share (TPS) learning method, the effectiveness of critical thinking in understanding reading, and the motivation of students to actively participate in learning reading comprehension skills in *Hortatory Exposition Text*.

Item	SA		A		N		D		SD		Mean	Level
	F	%	F	%	F	%	F	%	F	%		
TPS helps students better understand the structure	4	12,5	17	53,1	11	34,4	0	0,00	0	0,00	3.78	High

Item	SA		A		N		D		SD		Mean	Level
	F	%	F	%	F	%	F	%	F	%		
and content of the Hortatory Exposition text than the previous learning method.												
Paired discussions in the TPS method improve the ability to analyze and understand the main idea and arguments in the Hortatory Exposition text.	8	25,0	13	40,6	11	34,4	0	0,00	0	0,00	3,91	High
The TPS method makes concluding and understanding the recommendations conveyed in the Hortatory Exposition text easier.	4	12,5	13	40,6	14	43,8	1	3,1	0	0,00	3,63	High
The practice of sharing opinions in the TPS learning method helps to recognize and remember new vocabulary from the Hortatory Exposition text.	5	15,6	15	46,9	11	34,4	1	3,1	0	0,00	3,75	High
Paired discussions in the TPS method encourage critical thinking about arguments in the Hortatory Exposition text.	3	9,4	18	56,3	11	34,4	0	0,00	0	0,00	3,75	High
Discussions with a partner help evaluate the suitability of the argument with the facts given in the text.	8	25,0	13	40,6	11	34,4	0	0,00	0	0,00	3,91	High
Paired discussions help evaluate arguments and identify key ideas and supporters (recommendations) in the exposition hortatory text.	5	15,6	13	40,6	12	37,5	1	3,1	1	31,1	3,63	High
Able to understand the relationship between arguments and recommendations in the Hortatory Exposition text after discussion with friends.	4	12,5	12	37,5	15	46,9	0	0,00	1	3,1	3,56	High
Using the TPS Method makes learning more engaging and not dull.	7	21,9	13	40,6	12	37,5	0	0,00	0	0,00	3,84	High
Because of the pair discussion, they are more motivated to learn and understand the exposition hortatory text.	7	21,9	12	37,5	13	40,6	0	0,00	0	0,00	3,81	High

Item	SA		A		N		D		SD		Mean	Level
	F	%	F	%	F	%	F	%	F	%		
Discussions in the TPS method encourage more active participation in learning.	5	15,6	12	37,5	14	43,8	1	3,1	0	0,00	3,66	High
Be confident in sharing opinions and thoughts when using the TPS learning method.	M	12,5	11	34,4	16	50,0	1	3,1	0	0,00	3,56	High
The TPS method helps one be more motivated to understand the material independently.	3	9,4	15	46,9	13	40,6	1	3,1	0	0,00	3,63	High
Using TPS in learning increases interaction with friends and understanding of the material.	6	18,8	17	53,1	9	28,1	0	0,00	0	0,00	3,91	High
The TPS learning method is influential in improving <i>Reading Comprehension</i> skills.	7	21,9	11	34,4	14	43,8	0	0,00	0	0,00	3,78	High
Using the TPS learning method helps in improving the ability to comprehend the reading on the Hortatory Exposition Text	4	12,5	13	40,6	13	40,6	2	6,3	0	0,00	3,59	High

Table 3.6 Students' Perception of Improving Reading Comprehension of Hortatory Exposition Texts Using the Think-Pair-Share Method

Students' Perception of the TPS Method in Comprehending Hortatory Exposition Texts

Based on the survey results, the use of the Think-Pair-Share (TPS) method showed a positive impact on students' understanding of the Hortatory Exposition text. A total of 12.5% of respondents strongly agreed, 53.1% agreed, and 34.4% were neutral to the statement that TPS helped them understand the structure and content of the text better than the previous method. No respondents disagreed or strongly disagreed, resulting in an average score of 3.78. This reflects a positive trend in students' perceptions of the effectiveness of this method. Furthermore, when asked to rate the extent to which paired discussions in TPS helped them analyze the main idea and arguments in the text, 25% of students strongly agreed, 40.6% agreed, and 34.4% were neutral. No one expressed disagreement, with the average score reaching 3.91. This indicates that the method clearly supports students' analytical thinking skills. Similarly, in terms of evaluating the relationship between arguments and recommendations in the text, 12.5% of students strongly agreed, 37.5% agreed, and 46.9% were neutral, while 3.1% strongly disagreed. Although there were a large proportion of neutral students, the average score of 3.56 still indicates the effectiveness of this method in aiding the understanding of logical relationships in hortatory texts.

TPS Method in Supporting Engagement and Learning Motivation

TPS not only helps from the cognitive aspect but also supports students' engagement and motivation in learning. In terms of making learning fun and not dull, 21.9% of

respondents strongly agreed, 40.6% agreed, and 37.5% were neutral, with an average score of 3.84. This positive influence was also seen in students' motivation to understand the Hortatory Exposition text, where 21.9% strongly agreed, 37.5% agreed, and 40.6% were neutral, resulting in an average score of 3.81. Pair discussions in TPS also encouraged students' active participation in class, as shown by 15.6% who strongly agreed, 37.5% agreed, 43.8% neutral, and 3.1% disagreed, with an average score of 3.66. In terms of student confidence when delivering opinions, 12.5% strongly agreed, 34.4% agreed, 50% were neutral, and 3.1% disagreed, with a score of 3.56. In fact, this method also motivates students to understand the material independently, with 9.4% strongly agreeing, 46.9% agreeing, 40.6% neutral, and 3.1% disagreeing. The average score for this indicator is 3.63, indicating that TPS plays a role in encouraging students' learning independence.

Collaborative Interaction and Reading Comprehension Development

One of the main strengths of the TPS method is the increased interaction between students during learning. 18.8% of respondents strongly agreed, 53.1% agreed, and 28.1% were neutral that this method encouraged cooperation in understanding the material. The average score of 3.91 indicates a high level of effectiveness in creating positive learning interactions. In terms of improving reading comprehension skills, the TPS method was also considered to have a significant effect. A total of 21.9% of students strongly agreed, 34.4% agreed, and 43.8% were neutral that TPS helped them understand the reading better. No one disagreed or strongly disagreed, and with an average score of 3.78, this method has been proven to positively impact students' understanding of reading texts. Thus, using the TPS method in learning to read Hortatory Exposition texts received a positive perception from students. The survey results show that this method is in the "High" category in improving students' understanding of texts.

4.1 Analysis of Survey Results

The survey results showed that the Think-Pair-Share (TPS) method positively impacted students' reading comprehension ability in Hortatory Exposition Text. Students' perception of the effectiveness of this method is reflected in the average score, which shows positive scores. The average score obtained is 3.59, so it is included in the "High" Level category. TPS helps them understand the text's structure and content better than previous learning methods, with an average score of 3,78 at a High level. As some students said, first "Setuju karna saya merasa metode think pair share tidak membosankan", then the second "Setuju, karena metode ini dapat membantu lebih dari pembelajaran yang sebelumnya". This proves that students are more interested in using the TPS method compared to the previous learning method. This aligns with Dwigustini and Widiya, who emphasized that TPS can significantly improve students' reading comprehension (Dwigustini & Widiya, 2020). Accepting this method supports TPS's effectiveness in improving academic achievement.

The next survey results showed an improvement in students' ability to analyze and understand arguments in the text after applying the TPS method. Research confirms that students who engage in group discussions improve reading comprehension because students are more active in the learning process (Dwigustini & Widiya, 2020). This aligns with the theory of constructivism, where learning involving social interaction can improve student understanding (Ugwu, 2019). Good social interaction between teachers and students, and

between students themselves, encourages them to participate in class discussions actively, so this not only improves individual understanding but also allows students to learn from each other through the exchange of ideas and experiences (Ruswandi, Arief, & Novitasari, 2024). In addition, interaction between students in collaborative learning can improve their analytical skills and understanding of the material (Galappaththy & Karunaratne, 2022; Morales et al., 2023). The majority of the student responses agreed with this regard, the first student said that "Iya, karna kalo mikir sendiri gampang bosan/stress", then the second student said "Karena saat menggunakan metode TPS lebih banyak berinteraksi dengan teman jadi lebih seru", then the third student said "Karena kita punya teman untuk bertukar pikiran", the fourth student said "Karena lebih adanya diskusi bersama teman dan tidak terlalu monoton untuk memahami materi sendiri", and the fifth student said that "Karena kita lebih banyak ngobrol dengan teman atau pasangan, maksudnya bukan ngobrol bercanda tetapi berdiskusi lebih jelas untuk saling memahami materi yang dipelajari", so it can be ascertained that the TPS method is very significant and increases student interaction in learning for them to exchange ideas in understanding reading.

In addition, students feel more confident in sharing opinions and thoughts when they interact with pairs. Research by Hidayati et al. revealed that students' confidence in participating in class discussions increases their understanding of the material (Huyen & Ngoc, 2024). In addition, the TPS method also contributes to the enrichment of students' vocabulary. In the discussion process, students are often faced with new vocabulary that they did not know before. Research shows that good vocabulary mastery improves reading comprehension, so students who engage in paired discussions tend to understand the texts they read better (Nurwanti, Asrifan, & Haedar, 2019; Ramadhani, Salija, & Baa, 2023).

The survey results show that the TPS method also contributes to developing students' critical thinking skills. Paired discussions in TPS allow students to evaluate the suitability of arguments with the facts presented in the text. The process improves basic understanding and critical thinking about the arguments presented so that learning methods that encourage discussion can improve these skills (Morales et al., 2023; Huyen & Ngoc, 2024).

In addition, the TPS method also encourages students to identify the main ideas and recommendations in the text (Azizah, Hayati, & Fadloeli, 2019). When students discuss, they listen to the information and interact with different ideas, allowing them to evaluate the arguments and facts. As one of the students said "Karena dengan berdiskusi bisa mendengarkan pendapat yang berbeda dari teman-teman yang lain untuk memahami bacaan dalam teks". The TPS method in Hortatory Exposition Text learning strengthens students' critical thinking skills in analyzing and evaluating arguments in the text (Jacob et al., 2020). Good reading comprehension is the first step in developing critical thinking skills (Anaktototy Lesnussa, 2022; Morales et al., 2023).

The survey results showed that students' motivation to participate actively contributed to improving reading comprehension. Students feel more active and confident in discussing and sharing their opinions and thoughts, which increases their motivation to learn (Jumasrin, 2020). High motivation can increase student engagement and, in turn, their reading comprehension (Alfatihah & Tyas, 2022). Thus, students' motivation to actively participate in learning dramatically affects their reading comprehension ability through the TPS method (Riyanti, 2019).

In addition, comfort in discussion encourages exploring new ideas, so using social interaction methods can increase students' motivation to learn (Satriani et al., 2022). In addition, paired discussions in the TPS method also encouraged students to be more confident in sharing their opinions, with an average score of 3.56, positively impacting students' confidence (Azizah, Hayati, & Fadloeli, 2019). Research shows that high self-confidence is associated with increased reading comprehension (Alfatihah & Tyas, 2022). It can be concluded that students' motivation and confidence are interconnected and contribute to improving reading comprehension through the TPS method (Asi & Fauzan, 2024). One of the students relates to this context where he says "Saya merasa dengan metode di atas dapat meningkatkan rasa semangat, terutama mempelajarinya dgn berdiskusi berpasangan" so TPS has an effect on increasing student motivation in reading comprehension, especially in hortatory exposition texts. When students work together in discussions, they can help each other understand the material and share different perspectives. Collaboration in learning can increase student engagement and their understanding of the material (Galappaththy & Karunarathne, 2022). Hortatory exposition texts convince the reader, so a good understanding of the text is fundamental (Asi & Fauzan, 2024). Thus, the motivation of students to actively participate in learning through the TPS method has been proven to contribute to improving their reading comprehension.

4.1.1 How Do These Finding Compare to Other Studies?

These findings align with research that supports the effectiveness of TPS in improving reading comprehension. Previous research has shown that critical thinking skills and reading comprehension are interrelated, and collaborative methods can improve both aspects (Ramadhani, Salija, & Baa, 2023). Research by Ndanwu also shows that TPS can significantly improve students' reading comprehension (Ndanwu, Ezejiolor, & Esimone, 2022). However, some studies show different results. A study by Sukmanasa noted that not all students responded well to this method (Sukmanasa et al., 2024). This may be due to differences in the learning context or student characteristics (Ardhian et al., 2020; Sahiruddin et al., 2022). Therefore, it is important to consider students' specific context and characteristics in evaluating the effectiveness of learning methods.

These findings are consistent with studies showing that higher critical thinking skills are positively associated with and tend to have good reading comprehension (Ramadhani, Salija, & Baa, 2023; Amatullah, Emaliana, & Junining, 2021). Other studies show that TPS can significantly improve students' critical thinking skills (Dwigustini & Widiya, 2020; Ndanwu, Ezejiolor, & Esimone, 2022). However, some studies show different results, as Sukmanasa found in his study notes that not all students respond well to this method (Sukmanasa et al., 2024). However, some studies have shown that other factors affect this relationship, such as students' learning context and individual characteristics (Pratama, putri, 7 Fitrah, 2024; Sahiruddin et al., 2022). Therefore, while these findings align with previous research, it is important to consider contextual variables that may affect the results.

These findings align with many studies showing that learning motivation is important in improving students' reading comprehension. Studies show that learning motivation improves students' academic achievement (Alfira & Fathoni, 2023). Other research has also shown that motivated students have better reading comprehension (Huyen & Ngoc, 2024). However, some studies show different results, which note that not all students have the

same motivation for learning (Wulandari, Mustika, & Riau, 2023). This difference may be due to factors such as the learning context, student characteristics, and how the TPS method is implemented. Therefore, it is important to consider these variables in further research to understand how student motivation can be optimized in learning deeply.

4.2 Results Based on Criteria

This study includes demographic data that includes age and gender to evaluate the effectiveness of the Think-Pair-Share (TPS) method in improving students' reading comprehension. Based on the respondents' demographic criteria presentation, there was a fairly significant increase in students' reading comprehension ability to understand the hortatory text using the TPS method (Agustina, 2021). Although the difference in frequency between the two sexes, both male and female, is not much different, the survey results show that female students tend to respond more positively to the TPS method. Based on demographic data, out of 32 respondents, there were 56.3% female respondents with a frequency of 18 students, and 43.8% male respondents with a frequency of 14 students. This aligns with previous research, which found that female students were more active in group discussions and could better understand the material taught through collaborative methods (Sun et al., 2021). Thus, it can be concluded that the TPS method effectively improves reading comprehension among female students in class XI IPS SMA PGRI 2 Bandung, which shows significant development in their abilities.

In addition, an analysis based on age criteria showed that 17-year-old students, the largest group with 20 respondents (62.5%), responded most positively to the effectiveness of the TPS method. The average perception score of 17-year-old students showed they felt more able to understand the Hortatory Exposition text after using this method. Previous research also supports these findings, where students who engage in collaborative learning significantly improve their reading comprehension (Valizadeh, 2021). Therefore, it can be concluded that the TPS method is not only effective in improving reading comprehension but also shows clear development based on age and gender criteria, with female students and 17-year-old students being the most benefited group.

5. Conclusion

This study concludes that the application of the Think-Pair-Share (TPS) method has a positive impact on students' reading comprehension of hortatory exposition texts in the context of the English classroom. The method facilitated active student engagement through structured discussion stages, which supported a deeper understanding of text organization, vocabulary enrichment, improved critical thinking, and enhanced communication and social interaction skills. Furthermore, the TPS method boosts students' confidence by providing an anxiety-free environment in which to express ideas. Practically speaking, English teachers are encouraged to incorporate the TPS strategy in reading activities, especially when teaching argumentative or persuasive texts such as hortatory expositions. To maximize its effectiveness, teachers can integrate interactive digital tools, such as online discussion boards or collaborative platforms, to accommodate different learning styles and maintain student motivation.

Although the results are promising, this study has some limitations. The study was conducted in only one class with a relatively small sample of 32 eleventh graders, and the intervention period was limited. These constraints limit the generalizability of the findings.

The high reliability of the research instrument (Cronbach's Alpha = 0.906) supports the internal consistency of the results, but more extensive external validation is needed.

Future research should involve more extensive and more diverse student populations across different grade levels and educational settings. Longitudinal studies could also explore the sustained effects of the TPS method over time and its applicability to other text genres beyond hortatory exposition. By addressing these aspects, future research will contribute to a more comprehensive understanding of the TPS method's role in improving reading comprehension and overall English language proficiency.

References

- Abdelshaheed, B. S. M. (2023). Student versus expert outlines in reading comprehension: The effect of collaborative construction. *SAGE Open*, 13(3), 1–10. <https://doi.org/10.1177/21582440231191795>
- Abdullah, K., Jannah, M., Aiman, U., Suryadin, H., Zahara, F., Taqwim, Masita, Ardiawan, K. N., & Eka Sari, M. (2022). *Metodologi penelitian kuantitatif*. Aceh, Indonesia: Yayasan Penerbit Muhammad Zaini.
- Afifah, W., & Sarudin, A. (2020). Interweaving Conceptual and substantial problems of writing instruction: Socio reflective on exploring hortatory and analytical exposition. *English Language Teaching Educational Journal*, 3(1), 26. <https://doi.org/10.12928/eltej.v3i1.1634>
- Agustina, A. (2021). Peningkatan prestasi belajar siswa pada pelajaran bahasa indonesia materi menulis teks resensi dengan menerapkan model pembelajaran kooperatif tipe think pair share (TPS) di kelas xi MIPA 1 SMAN 2 Bolo semester ii tahun pelajaran 2020/2021. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 1(2), 316–327. <https://doi.org/10.53299/jppi.v1i2.93>
- Ahmadishokouh, A., Janani, N., & Sadeghi, H. (2024). The effect of team teaching on Iranian ESP learners reading comprehension. *Forum for Linguistic Studies*, 6(2), 1–14. <https://doi.org/10.59400/fls.v6i2.1172>
- Aithal, A., & Aithal, P. S. (2020). Development and validation of survey questionnaire and experimental data. *International Journal of Management, Technology, and Social Sciences (IJMITS)*, 5(2), 233–251.
- Alfatihah, D. F. N., & Tyas, P. A. (2022). The correlation between undergraduate-students' reading interest and their reading comprehension. *Journal of Languages and Language Teaching*, 10(3), 343. <https://doi.org/10.33394/jollt.v10i3.5460>
- Alfira, A. N., & Fathoni, A. (2023). International journal of learning facilities as a predictor of learning motivation of grade v students in North Klaten Muhammadiyah elementary school. *International Journal of Multidisciplinary Research and Analysis*, 06(11), 5049–5054. <https://doi.org/10.47191/ijmra/v6-i11-07>
- Amatullah, A. A., Emaliana, I., & Junining, E. (2021). EFL students' epistemic beliefs and their relations to critical thinking and reading achievement. *JEES (Journal of English Educators Society)*, 6(2), 267–273. <https://doi.org/10.21070/jees.v6i2.1367>
- Anaktototy, K., & Lesnussa, I. (2022). Improving EFL students' reading comprehension and critical thinking skill through directed reading thinking activity. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 6(1), 244. <https://doi.org/10.26858/eralingua.v6i1.27711>

- Ardhian, T., Ummah, I., Anafiah, S., & Rachmadtullah, R. (2020). Reading and critical thinking techniques on understanding reading skills for early grade students in elementary school. *International Journal of Instruction*, 13(2), 107–118. <https://doi.org/10.29333/iji.2020.1328a>
- Asi, N., & Fauzan, A. (2024). Raising environmental awareness through English learning materials. *IOP Conference Series: Earth and Environmental Science*, 1421(1). <https://doi.org/10.1088/1755-1315/1421/1/012026>
- Azizah, N., Hayati, R., & Fadloeli, O. (2019). Improving the students' reading comprehension of analytical exposition text by using think-pair-share (TPS). *PROJECT (Professional Journal of English Education)*, 2(6), 904. <https://doi.org/10.22460/project.v2i6.p904-912>
- Boone, H. N., & Boone, D. A. (2012). Analyzing likert data. *Journal of Extension*, 50(2). <https://doi.org/10.34068/joe.50.02.48>
- Creswell, J. W. (2012). Educational research planning, conducting, and evaluating quantitative and qualitative research. In *Journal of Physics A: Mathematical and Theoretical (Fourth, Vol. 44, Issue 8)*. Pearson, Boston., 44(8). <https://doi.org/https://doi.org/10.1088/1751-8113/44/8/085201>
- Dias, A. S., Anggani, L. B. D., & Djoko, S. (2019). Schiffrin's English discourse markers functions in the students' hortatory exposition text. *Proceedings of the 1st International Conference on Education and Social Science Research (ICESRE 2018)*, 287(2), 201–206. <https://doi.org/10.2991/icesre-18.2019.43>
- Dwigustini, R., & Widiya, J. (2020). Think pair share technique to promote students' reading comprehension. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 12(1), 25–34. <https://doi.org/10.37640/jip.v12i1.270>
- Ediyanto, E., Sunandar, A., Ramadhani, R. S., & Aqilah, T. S. (2022). Sustainable instrument Development in Educational Research. *Discourse and Communication for Sustainable Education*, 13(1), 37–47. <https://doi.org/10.2478/dcse-2022-0004>
- Fiara, D. O., Ratumbusang, M. F. N. G., Nor, B., & Setiawan, A. (2023). The think pair share (TPS) learning model is an effort to increase motivation for success and learning outcomes of students of the faculty of teacher training and education, Lambung Mangkurat University. *Diversity: Jurnal Ilmiah Pascasarjana*, 3(1). <https://doi.org/10.32832/djip-uika.v3i1.10086>
- Galappaththy, K., & Karunarathne, P. (2022). Impact of Collaborative learning in developing reading skills of tertiary level english as a second language (ESL) learners. *International Journal of English Language Teaching*, 10(6), 1–7. <https://doi.org/https://doi.org/10.37745/ijelt.13/vol10n6>
- Gillies, R. M. (2016). Cooperative learning: Review of research and practice. *Australian Journal of Teacher Education (Online)*, 41(3), 39–54. <https://doi.org/https://doi.org/10.14221/ajte.2016v41n3.3>
- Huyen, T. T. N., & Ngoc, N. B. (2024). Exploring critical thinking skills used among English majors in reading comprehension. *European Journal of English Language Teaching*, 9(2), 115–126. <https://doi.org/10.46827/ejel.v9i2.5458>
- Jumasrin, J. (2020). The dynamics of students' learning readiness in primary schools: A portrait of schooling in rural areas. *Shautut Tarbiyah*, 26(2), 192. <https://doi.org/10.31332/str.v26i2.2375>
- Kartika, I. N. & Kuswando, P. (2020). Think-pair-share technique to improve students'

- reading comprehension: A classroom action research. *Journal of English Language Teaching and Literature*, 5(2), 114–125.
- Köse, N., & Güneş, F. (2021). Undergraduate Students' use of metacognitive strategies while reading and the relationship between strategy use and reading comprehension skills. *Journal of Education and Learning*, 10(2), 99. <https://doi.org/10.5539/jel.v10n2p99>
- Lyman, F. (1987). Think-pair-share: An expanding teaching technique. *Maa-Cie Cooperative News*, 1(1), 1–2.
- Lyman, F. (1988). Strategies for Reading Comprehension Think-Pair-Share. Cooperative Learning Community. Jones, Raymon C. Reading Quest.
- Ndanwu, A. I., Ezejiofor, V. O., & Esimone, R. O. (2022). Think–pair-share instructional method: A pedagogical tool for enhancing students' academic achievement in cataloguing and classification. *Tropical Journal Of Education*, 4(1/2), 1–9. <https://doi.org/10.47524/tje.v4i1.2>
- Nurdianti, N. (2022). *The use of Think-Pair-Share (TPS) Technique to Improve Students' Reading Comprehension in Recount Text*. Retrieved from <http://digilib.unila.ac.id/id/eprint/66191>
- Nurwanti, N., Asrifan, A., & Haedar, H. (2019). (2019). The application of cooperative learning: Jigsaw ii technique in improving students' reading comprehension of expository text. *Journal of Advanced English Studies*, 2(1), 31–40. <https://doi.org/https://doi.org/10.47354/jaes.v2i1.52>
- Oktorianisarry, M., Yulitriana, Y., Nova, S. I., & Norahmi, M. (2023). Effect of collaborative strategic reading (CSR) on students' reading comprehension of narrative text. *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, 3(1), 23–32. <https://doi.org/10.37304/ebyony.v3i1.7857>
- Organization for Economic Co-operation and Development (OECD). (2018). *PISA 2018 Results: Reading performance*. Retrieved From <https://www.oecd.org/pisa/publications/pisa-2018-results.htm>
- Pentang, J. T. (2023). Quantitative research instrumentation for educators. *College of Education*, 1(1), 1–7. <https://www.gartner.com/>
- Pratama, A., Putri, R. R., & Fitrah, Y. (2024). Students' Critical thinking on reading comprehension based on contextual reading material: An experimental study. *SALEE: Study of Applied Linguistics and English Education*, 5(1), 258–270. <https://doi.org/10.35961/salee.v5i1.1097>
- Raba, A. A. A. (2017). The influence of think-pair-share (TPS) on improving students' oral communication skills in efl classrooms. *Creative Education*, 08(01), 12–23. <https://doi.org/10.4236/ce.2017.81002>
- Ramadhani, N., Salija, K., & Baa, S. (2023). The correlation between students' critical thinking skills and their reading comprehension at undergarduate study program English department faculty of languages and literature universitas negeri Makassar. *Klasikal : Journal of Education, Language Teaching and Science*, 5(1), 25–36. <https://doi.org/10.52208/klasikal.v5i1.612>
- Riyanti, D. (2019). The role of motivation in learning English as a foreign language. *JELTIM (Journal of English Language Teaching Innovations and Materials)*, 1(2), 29. <https://doi.org/10.26418/jeltim.v1i1.27788>
- Romly, R., Rahman, S. A., Supie, H. S. M., & Nasharudin, S. N. S. (2018). Difficulties

- encountered by low proficiency esl students in reading online academic texts. *International Journal of Academic Research in Business and Social Sciences*, 8(2). <https://doi.org/10.6007/ijarbss/v8-i2/3897>
- Rumelhart, D. E. (1980). Schemata: The building blocks of cognition. In R. Spiro, B. Bruce, & W. Brewer (Eds.), *Theoretical issues in reading comprehension* (pp. 38-58). Hillsdale, NJ: Erlbaum.
- Ruswandi, R., Arief, M., & Novitasari. (2024). Inspiring through interaction: The impact of teachers' verbal and non-verbal communication in efl classes. *Voices of English Language Education Society*, 8(2), 371–381. <https://doi.org/10.29408/veles.v8i2.26821>
- Ruswandi, R., Ayundhari, V. L., & Mudrikah, R. R. (2023). Investigating the implementation of collaborative strategy reading to students' reading narrative text. *Tatar Pasundan: Jurnal Diklat Keagamaan*, 17(2), 170–183. <https://doi.org/10.38075/tp.v17i2.325>
- Saha, R., Assouline, B., Mason, G., Douiri, A., Summers, C., & Shankar-Hari, M. (2021). Impact of differences in acute respiratory distress syndrome randomised controlled trial inclusion and exclusion criteria: systematic review and meta-analysis. *British Journal of Anaesthesia*, 127(1), 85–101. <https://doi.org/10.1016/j.bja.2021.02.027>
- Sahiruddin, S., Junining, E., Ubaidillah, M. F., & Len, M. C. (2022). Does reading correlate with students' critical thinking? a bridge to literacy practices. *Proceedings of the International Conference on Madrasah Reform 2021 (ICMR 2021)*, 633(Icmr 2021), 367–373. <https://doi.org/10.2991/assehr.k.220104.054>
- Samiei, F., & Ebadi, S. (2021). Exploring EFL learners' inferential reading comprehension skills through a flipped classroom. *Research and Practice in Technology Enhanced Learning*, 16(1). <https://doi.org/10.1186/s41039-021-00157-9>
- Sari, I. P. and Sormin, R. K. (2022). The implementation of think-pair-share technique to increase students' active involvement in their speaking ability. *Journal of Educational Sciences*, 6(3), 364. <https://doi.org/https://doi.org/10.31258/jes.6.3.p.364-376>
- Satriani, Razaq, Y., Nurhidayanti, & Muzkiyah, N. (2022). The impact of using discovery learning on EFL students' writing skill. *ETDC: Indonesian Journal of Research and Educational Review*, 1(3), 389–397. <https://doi.org/10.51574/ijrer.v1i3.393>
- Seeber, M. (2020). Framework and operationalisation challenges for quantitative comparative research in higher education. *Higher Education Quarterly*, 74(2), 162–175. <https://doi.org/10.1111/hequ.12245>
- Sukmanasa, E., Novita, L., Suhardi, E., Maesya, A., Awiria, A., & 'ala, F. (2024). Students' motivation through problem-based learning with a culturally responsive teaching (CRT) approach in mathematics lessons. *Pedagonal : Jurnal Ilmiah Pendidikan*, 8(1), 90–97. <https://doi.org/10.55215/pedagonal.v8i1.9573>
- Sun, Y., Wang, J., Dong, Y., Zheng, H., Yang, J., Zhao, Y., & Dong, W. (2021). The relationship between reading strategy and reading comprehension: A meta-analysis. *Frontiers in Psychology*, 12(August), 1–11. <https://doi.org/10.3389/fpsyg.2021.635289>
- Swart, N. M., Muijselaar, M. M. L., Steenbeek-Planting, E. G., Droop, M., de Jong, P. F., & Verhoeven, L. (2017). Differential lexical predictors of reading comprehension in fourth graders. *Reading and Writing*, 30(3), 489–507. <https://doi.org/10.1007/s11145-016-9686-0>
- Sweet, A. P., & Snow, C. E. (2003). *Rethinking reading comprehension*. Retrieved from <http://www.guilford.com>

- Ugwu, E. O. (2019). Effect of student teams achievement division and think-pair-share on students' achievement in reading comprehension. *African Journal of Teacher Education*, 8, 218–237. <https://doi.org/10.21083/ajote.v8i0.5209>
- Valizadeh, M. (2021). The effect of reading comprehension strategies instruction on EFL learners' reading anxiety level. *Shanlax International Journal of Education*, 9(S1-May), 53–58. <https://doi.org/10.34293/education.v9is1-may.3999>
- Veenendaal, N. J., Groen, M. A., & Verhoeven, L. (2014). What oral text reading fluency can reveal about reading comprehension. *Journal of Research in Reading*, 38(3), 213–225. <https://doi.org/https://doi.org/10.1111/1467-9817.12024>
- Wagner, R. K. and Lonigan, C. J. (2022). Early identification of children with dyslexia: Variables differentially predict poor reading versus unexpected poor reading. *Reading Research Quarterly*, 58(2), 188–202. <https://doi.org/https://doi.org/10.1002/rrq.480>
- Wu, T.-T., De Haviland B., O., & Huang, Y.-M. (2024). *The impact of reciprocal collaborative pedagogy in ESP reading comprehension skills: Reducing anxiety and improving self-efficacy*. Retrieved from <https://doi.org/10.20944/preprints202401.1138.v1>
- Wulandari, R., & Susilowati, T. (2022). The effect of TPS on students' ability in understanding exposition texts. *International Journal of Language and Literature*, 10(1), 55–67.
- Wulandari, P., Mustika, D., & Riau, U. I. (2023). The role of teachers as learning motivators for Pekanbaru. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(2), 870–887. <https://doi.org/10.37680/scaffolding.v5i2.2997>
- Yunanda, F., Lubis, B. N. A., Husda, A., Ginting, E. K. B., & Manalu, S. B. (2022). English reading comprehension difficulties of ujian tulis berbasis komputer (UTBK) By senior high school at SMAS Pangeran Antasari Medan. *Linguistic, English Education and Art (LEEA) Journal*, 6(1), 29–40. <https://doi.org/10.31539/leea.v6i1.4910>