



Students' Reading Comprehension through the Think-Pair-Share (TPS) Method Among Seventh-Grade Students at SMPS IT IDBS Pinggir

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ABSTRACT

The purpose of this study was to determine "An Analysis of Students' Reading Comprehension in a Think-Pair-Share (TPS) Method among Seventh-Grade Students at SMPS IT IDBS Pinggir" investigated students' reading comprehension of the English text Book Bupena Merdeka. The subject of this research was the seventh-grade students of SMPS IT IDBS Pinggir, and the object of this research was their reading comprehension of the English text Book Bupena Merdeka. The total number of students in the research was 34. The population is lower than 100, the researcher can take all of the population as the sample. The technique was a quantitative research approach and descriptive research design. Getting the data from the test. The result of the study showed that the students' mean scores in reading comprehension using the Think-Pair-Share (TPS) method with the 'Bupena Merdeka' English textbook was 16 (47%) of students got an Excellent level in the test, in Very Good level there are 8 (24%) students of the test, in Good level there are 9 (26%) students in test, and the last 1 (3%) Bad level students in the test. The total score of the students were 2765. So, the average score of students were 81,32. Based on the scored above in the Students' Reading Comprehension in a The Think-Pair-Share (TPS) Method, the seventh-grade students of SMPS IT IDBS Pinggir fall to a very good level. It means that the students can increase their reading comprehension of the English text Book Bupena Merdeka.

Introduction

In this era of globalization and rapid information, reading comprehension is a fundamental skill for cultivating high-quality human resources. Reading involves not just the ability to recognize letters and words, but also the capacity to understand, interpret, and evaluate the information contained in texts. Strong reading comprehension enables students to access knowledge independently, develop critical thinking skills, and actively engage in the learning process (Sylvén & Ohlander, 2019).

Reading comprehension serves as a cornerstone of academic achievement, a skill of utmost importance for students at all educational levels. Its significance goes beyond merely decoding words; it includes the ability to actively construct meaning from text, connect new information to existing knowledge, and critically evaluate the ideas presented. This viewpoint aligns with constructivist learning theories, which assert that learning is not a passive reception of information but an active process of building understanding based on prior experiences and cognitive frameworks (Roland, 1979). In this perspective, reading comprehension is not just about extracting information but about actively engaging with the text to create a coherent and meaningful representation of its content.

Furthermore, reading comprehension is inextricably linked to the development of higher-order thinking skills. The ability to comprehend complex texts enables students to access information, analyze arguments, synthesize ideas, and form their own informed opinions; These skills are essential not only for academic success but also for effective participation in a knowledge-based society. Students with strong reading comprehension skills are better equipped to navigate the complexities of information, critically evaluate sources, and communicate their ideas effectively. Conversely, students who struggle with reading comprehension face significant barriers to learning and may experience frustration and disengagement from academic pursuits (Suryani & Rifa'at, 2019).

Reading comprehension is the process of constructing meaning from written texts through the interaction between the reader's prior knowledge and the information presented in the text (Purnama et al., 2021). It is not a passive activity; rather, readers actively interpret, analyze, and evaluate information to understand a text effectively. According to Barrett's taxonomy in Oakhill et al. (2014), reading comprehension consists of three levels: firstly, Literal Comprehension – understanding facts and information explicitly stated in the text. Secondly, Inferential Comprehension – concluding and making inferences based on textual information and prior knowledge. The last, Critical Comprehension – evaluating and judging the quality, credibility, and meaning of the text.

Many reading practitioners have suggested that there are several factors that affect reading comprehension of L2/EFL learners, and these factors can be grouped

into three main factors: the reader, the writer, and the text. The first factor is the reader. The aspects of reader that affect reading are the prior knowledge or schemata, language proficiency, purposes in reading, worldview, motivation and interest and characteristics. For example, the reader characteristics that hinder their reading are defective reading habits. Some readers may read slow and carefully, but they still do not get the main idea of the text. Others may read quickly but do not pay enough attention to details. In this case, they can get the overall meaning of the text but misunderstand some particular point. Many are imaginative readers who have strong opinions about the text they are reading. They tend to interpret the text based on their experiences and viewpoints. It is difficult for them to separate what the author says from what they feel themselves (Swan, 2012)

The second factor is the writer. The aspects of writer that affect reading encompass the purpose of writing, the writing style, worldview, attitude towards readers and the topic of the text he is writing about. For instance, some writers favor a wordy and repetitive style; others may express an important idea directly. Readers thus need to be sensitive to the implications and draw inferences based on the information provided. (Chalaysap, 2012). The last factor that can cause comprehension problem is the text itself. The aspects of texts that affect comprehension involve topic and content, text type or genre, literary and non-literary texts, text organization, typographical features, verbal and nonverbal information, and medium of text presentation. For example, the text that contains long and complicated sentences in L2 even when the vocabulary is easy or the text with unfamiliar topic can also cause reading problems (Chalaysap, 2012)

The transformational model of comprehension emphasizes that readers demonstrate understanding by applying, discussing, or transforming information from a text into new forms such as summaries, essays, discussions, or creative works. First, The National Reading Panel identifies five essential components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. To improve comprehension, readers can use strategies such as graphic organizers, question answering, question generation, text structure analysis, summarization, cooperative learning, and comprehension monitoring. Second, affecting reading comprehension factors. Reading comprehension is influenced by three main factors: reader factors (prior knowledge, language proficiency, reading purpose, motivation and interest, reading habits and personal characteristics), writer factors (writing style, purpose of writing, worldview, attitude toward readers), text factors (topic familiarity, genre, text organization, sentence complexity, presentation format). Third, Reading Strategies support reading comprehension: understanding vocabulary meanings, identifying sentence relationships, finding main ideas in paragraphs, skimming for general information, scanning for specific details, making inferences, critical reading. Vocabulary development can be enhanced through dictionary use, context clues, recognizing references, and understanding synonyms. Fourth, Principles of Teaching Reading, according to (Harmer, 2001), effective reading instruction should follow several

principles: reading is an active process, students must be engaged with the text, students should respond to content, not only language, prediction is important in reading, tasks should match the topic, teachers should maximize the use of reading texts.

The last, Think-Pair-Share (TPS) Method, Think-Pair-Share (TPS) is a cooperative learning strategy developed by Frank Lyman in 1981. The definition of the Think-Pair-Share (TPS) method is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. Lie states that Think-Pair-Share (TPS) techniques offer students a chance to work both independently and in groups (Lie, 2002). This method asks students to think individually about a topic or question and then share their ideas with classmates. Discussing an answer with a partner helps to maximize participation, focus attention, and engage students in understanding the reading material. It encourages students to think independently, discuss ideas with a partner, and share their responses with the class. The think-pair-share method is designed to differentiate instruction by giving students time and structure to think about a topic, helping them develop individual ideas and share those ideas with a peer. It can also serve as a tool for assessing understanding; as students discuss their ideas, the teacher can circulate, listen to the conversations, and respond accordingly (Simon, 2016). The Think-Pair-Share strategy requires each student to think about and respond to a question, discuss their answer with a partner, then share either their own or their partner's response with the whole class or another group. Additionally, providing "think time" is essential in reading instruction, as students gain more insights through peer discussion. It also boosts students' confidence to share their opinions with others, even in large classes.

This method promotes active participation, collaboration, and communication skills. The TPS method consists of three stages: Think – Students think individually about a question or problem; Pair – Students discuss their ideas with a partner; and Share – Students present their ideas to the class. The advantages of TPS is to increase student participation, encourages active thinking, improving communication and collaboration skills, enhances critical thinking, build students' confidence, applying across different subjects and grade levels.

While many previous studies have widely demonstrated the effectiveness of the Think-Pair-Share (TPS) method in improving students' reading scores quantitatively, there is still a clear research gap regarding a detailed, quantitative analysis of how this method explicitly addresses multi-dimensional reading difficulties in specific junior high school contexts. Most existing literature focuses on the final reading outcomes rather than the process of how students shift from passive readers to active evaluators of text through the Think, Pair, and Share stages. The research can be accepted and continued because it is relevant to several research studies that have been conducted before. However, the research has the same object but a different problem. The research title is "Improving Students' Reading Comprehension by Using Think Pair Share (TPS) at

Grade VIII SMP N 9 Padangsidempuan". The writer employed descriptive research, a quantitative analysis of the data. This research is conducted to address students' problems in reading comprehension. The main issues affecting students' reading comprehension were: low reading achievement, passive participation in class, lack of motivation to read, and low communication with friends. This research aims to describe the improvement of students' reading comprehension by using Think Pair Share at grade VIII SMP N 9 Padangsidempuan and to identify the factors that influence the improvement of students' reading comprehension through Think Pair Share at grade VIII SMP N 9 Padangsidempuan. Regarding the purpose of the study, the research design used was action research. In this study, the researcher conducted two cycles, with each cycle consisting of two meetings. The subjects of the study were the students of class VIII-2 at SMP N 9 Padangsidempuan during the 2016/2017 academic year. 24 students were participating, and the researcher also collaborated with the English teacher. Data were collected using observation notes, interviews, and tests (test cycle 1 and test cycle 2). The researcher analyzed students' average scores and used a t-test to determine the significance of the improvement in students' reading comprehension.

Furthermore, limited research has investigated the application of TPS at Islamic Integrated Junior High Schools (SMPS IT), which possess distinct learning environments and student characteristics. This study aimed to fill this gap by conducting an in-depth analysis of students' reading comprehension through the TPS method at the seventh-grade students of SMPS IT IDBS Pinggir, specifically targeting their challenges in vocabulary limitations, strategy implementation, and classroom discussion confidence." Despite its importance, reading comprehension is often a challenge for students, including seventh-grade students at SMPS IT IDBS Pinggir. Initial observations and teaching experience suggest several common problems: Students tend to be passive in reading, lacking motivation to interact with the text in a meaningful way; Students struggle to distinguish between important information and supporting details in the text; Limited vocabulary hinders students' understanding of the overall meaning of the text; Students lack effective reading strategies to overcome difficulties in understanding the text; Students are reluctant to participate in class discussions related to the text they have read, indicating a lack of understanding and confidence.

Based on the problems above, the researcher is interested in conducting a study titled "Students' Reading Comprehension through the Think-Pair-Share (TPS) Method among Seventh-Grade Students at SMPS IT IDBS Pinggir." The formulation of the research is "What is the level of the seventh-grade students' reading comprehension at SMPS IT IDBS Pinggir when taught by using the Think-Pair-Share (TPS) method?"

Method

The research design used descriptive. This research used a quantitative approach to maximize objectivity, replicability, and generalizability of findings, and it is typically focused on prediction. A key aspect of this approach was the expectation that the researcher sets aside personal experiences, perceptions, and biases to ensure objectivity

in conducting the study and concluding. Common features of many quantitative studies include the use of instruments such as tests or surveys to collect data, as well as reliance on probability theory to test statistical hypotheses related to research questions. Quantitative methods are often described as deductive because inferences from statistical hypothesis tests lead to general conclusions about population characteristics. This method was also frequently characterized by the assumption that a single "truth" exists independently of human perception (Klaehn, 2015). The descriptive research design was used here. This research was conducted with the seventh-grade students at the SMPS IT IDBS Pinggir. The time of this research was conducted in the final semester of the Academic Year 2024/2025. The population of this research was the seventh-grade students of SMPS IT IDBS Pinggir. The total number of students in the research is 34. According to Suharsimi (2006) states, "if the population is more than 100, 10 – 15% or 20 – 25% can be taken as the sample, but if the population is lower than 100, the researcher can take all of the population as the sample."

Finding and Discussion

From the result, the writer obtained data analysis, the mean value is 81,32. Therefore the writer has received an answer from the formulation of the therefore the writer has gotten an answers from the formulation of the problem. After seeing the table category mean values obtained by the writer, the category is "very Good". The writer examined the data presentation from the test above using the SPSS program.

Table 1: Statistics of Students' Reading Comprehension By Using The Think-Pair-Share (TPS) Method The Seventh-Grade Students' Students SMPS IT IDBS

Statistics Students' scores		Score	Category
N	Valid	34	34
	Missing	0	0
Mean		81.3235	
Median		85.0000	
Range		60.00	
Minimum		40.00	
Maximum		100.00	
Sum		2765.00	

These findings indicate that most students achieved a high level of reading comprehension. This suggests that the Think-Pair-Share (TPS) method is effective in improving students' understanding of reading texts. Through the three stages of TPS—Think, Pair, and Share—students are encouraged to think independently, discuss their ideas with a partner, and share their understanding with the whole class. This learning process not only enhances reading comprehension but also develops students' critical thinking, communication, and collaboration skills.

In addition, the findings are closely related to the use of the Bupena (Assessment book) textbook as a learning resource. Bupena provides various reading texts followed by comprehension exercises that are suitable for implementing the TPS method. Students first read and analyze the text individually, then discuss their answers with a partner, and finally present their ideas to the class. This process helps students gain a deeper understanding of the reading materials while improving their confidence in expressing their opinions and respecting different perspectives.

Overall, the results of this study demonstrate that the Think Pair Share (TPS) method, when supported by the use of the Bupena textbook, creates a more active, interactive, and meaningful learning environment. Therefore, English teachers are encouraged to implement the TPS method in reading lessons to improve students' reading comprehension, learning engagement, and overall academic achievement.

Conclusion

This research, entitled “Students’ Reading Comprehension through the Think-Pair-Share (TPS) Method among Seventh-Grade Students at SMPS IT IDBS Pinggir” aimed to analyze students’ reading comprehension through the implementation of the Think-Pair-Share (TPS) method. The population consisted of 34 seventh-grade students. The data were analyzed using IBM SPSS Statistics 19.0 and categorized into four achievement levels: Excellent, Very Good, Good, and Bad. The findings revealed that 47% of the students achieved an excellent level, 24% reached a Very Good level, 26% were categorized as Good, and only 3% fell into the Bad category. The overall mean score was 81.32, indicating that students’ reading comprehension was at a Very Good level. These results suggest that the Think-Pair-Share (TPS) method contributed positively to students’ reading comprehension performance. Based on these findings, the researcher recommends that English teachers use appropriate and engaging teaching. Teachers are encouraged to create effective, enjoyable, and meaningful learning experiences. Students are also advised to study seriously, enjoy learning English, read more frequently strategies, including TPS, to enhance students’ motivation and interest in learning English, and practice English with their teachers and peers to improve their language skills.

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