

STUDENTS' LEARNING EXPERIENCES IN USING THE THINK-PAIR-SHARE METHOD TO IMPROVE READING COMPREHENTION

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Abstract:

This research explores students' learning experiences in using the Think-Pair-Share (TPS) method to support reading comprehension at MAN 1 OKI. The researcher used a qualitative descriptive approach to examine students' perceptions, participation, and challenges during the implementation of TPS in English reading activities. The data were collected through classroom observations, interviews, and documentation. The findings revealed that TPS encouraged students to become more active, confident, and engaged through individual thinking, peer discussion, and classroom sharing activities. The method also helped students construct meaning from texts collaboratively. However, several challenges were found, including limited vocabulary, time constraints, and differences in students' participation levels. The findings highlight that Think-Pair-Share can create a more interactive learning environment and support students' reading comprehension development.

Keywords:

Think-Pair-Share, reading comprehension, students' experiences, cooperative learning



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INTRODUCTION

Reading comprehension is one of the fundamental skills in English language learning because it enables students to understand, interpret, and gain information from written texts (Rogers et al., 2023). Through reading comprehension, students are not only expected to recognize words and sentences but also to construct meaning, identify important information, and connect ideas within a text. However, developing reading comprehension skills remains a challenge for many English learners. Students often experience difficulties in understanding texts because of limited vocabulary knowledge, lack of background knowledge, low motivation, and limited opportunities to actively engage with reading materials (Vaughn & Stevens, 2024).

In many classroom contexts, reading activities are still dominated by teacher-centered learning, where students mainly receive explanations and answer questions individually. This situation can reduce students' involvement and make the reading process less meaningful (Li & Tu, 2024). Students may understand the words in a text but still struggle to interpret the overall meaning because they have limited interaction and discussion opportunities. Therefore, an instructional approach that encourages active participation, collaboration, and deeper engagement is needed to support students in developing reading comprehension.

One learning approach that can encourage active student involvement is cooperative learning. Cooperative learning emphasizes students' collaboration in achieving learning goals through interaction, discussion, and shared responsibility (Silva et al., 2021). This approach allows students to exchange ideas, explain their understanding, and support each other during the learning process. In reading activities, cooperative learning can help students construct meaning from texts by discussing different perspectives and clarifying their understanding with peers.

One cooperative learning strategy that can be applied in reading instruction is the Think-Pair-Share (TPS) method. Think-Pair-Share is a structured learning technique that consists of three stages: think, pair, and share. In the think stage, students are given time to process information and develop their own understanding individually. In the pair stage, students discuss their ideas with a partner, compare their understanding, and solve difficulties together (Mufidah et al., n.d.). In the share stage, students communicate their ideas and participate in classroom discussions. These stages provide students with opportunities to become more confident, active, and involved in the learning process.

Previous studies have shown that the Think-Pair-Share method can positively influence students' reading comprehension and classroom participation. Several studies found that TPS improved students' understanding of texts, increased learning motivation, and created a more interactive learning environment. The method also supports students in developing their ability to identify main ideas, understand supporting details, and express their opinions (Pratolo et al., 2025). These findings indicate that TPS has potential as an effective strategy for English reading instruction. However, most previous studies related to Think-Pair-Share have focused on measuring the effectiveness of the method through quantitative approaches, such as comparing students' scores before and after the implementation of TPS (Herminingtyas, 2023). The findings showed that the TPS technique significantly improved students' reading comprehension scores and increased their engagement in classroom activities. Questionnaire results indicated that students had positive attitudes toward the method, particularly in enhancing comprehension and idea generation. Therefore, the study concluded that TPS was an effective strategy for improving reading comprehension (Mufidah et al., n.d.).

While these studies provide important information about learning outcomes, they provide limited explanation of how students actually experience the learning process, how they respond to each stage of TPS, and what factors influence their participation during classroom activities.

Understanding students' learning experiences is important because successful learning is not only determined by academic results but also by students' perceptions, engagement, interaction, and challenges during the learning process. Therefore, this research focuses on exploring students' experiences in using the Think-Pair-Share method for reading comprehension activities at MAN 1 OKI.

By examining students' experiences, this research is expected to provide a deeper understanding of the role of Think-Pair-Share in English reading instruction. The findings may contribute to teachers' consideration in selecting appropriate learning strategies and provide insight into how cooperative learning methods can create a more active and meaningful classroom environment. This study aims to describe how students participate, how they perceive the implementation of TPS, and what factors influence their learning experiences during the reading comprehension process.

METHOD

This research employed a qualitative descriptive approach to explore students' learning experiences in using the Think-Pair-Share (TPS) method for reading comprehension activities at MAN 1 OKI. This approach was chosen because the study focused on understanding students' perceptions, participation, and challenges during the learning process.

The research was conducted with students of class XI at MAN 1 OKI during the 2025/2026 academic year. The data were collected through observation, interviews, and documentation. Observation was used to examine students' participation and interaction during the Think-Pair-Share activities, while interviews were conducted to gain deeper information about students' experiences and perceptions. Documentation was used as supporting data related to the learning activities.

The collected data were analyzed using qualitative analysis techniques, including data reduction, data display, triangulation, and conclusion drawing. The triangulation process was applied by comparing information from observations, interviews, and documentation to ensure the credibility of the findings.

RESULTS AND DISCUSSION

The findings of this research showed that the implementation of the Think-Pair-Share (TPS) method provided positive learning experiences for students during reading comprehension activities at MAN 1 OKI. The TPS stages encouraged students to become more active in processing information, discussing ideas, and sharing their understanding of the texts. Unlike teacher-centered learning activities, TPS created opportunities for students to participate directly in the learning process.

During the "think" stage, students were given time to read and understand the text individually before discussing it with others. This stage helped students organize their thoughts and identify important information from the reading materials. Some students who initially depended on teacher explanations became more independent because they were encouraged to develop their own understanding before receiving input from their peers.

The “pair” stage showed that discussion with classmates supported students in improving their comprehension. Through interaction with their partners, students could exchange opinions, clarify unclear information, and discuss the meaning of difficult parts of the text. Peer discussion also helped create a more comfortable learning environment because some students felt more confident expressing their ideas to a partner rather than directly speaking in front of the whole class.

The “share” stage encouraged students to communicate their understanding and participate in classroom discussions. This activity helped students develop confidence in presenting their ideas and listening to different perspectives from their classmates. The findings indicate that TPS not only supported reading comprehension but also improved students' engagement and communication during English learning activities.

These findings are consistent with the concept of cooperative learning, which emphasizes collaboration and interaction as important elements in the learning process. Through TPS, students were not only focused on finding the correct answers but also involved in constructing meaning through discussion (Gillies, 2023). This supports the idea that reading comprehension is an active process that requires students to connect information, interpret meaning, and use prior knowledge.

However, the findings also revealed several challenges during the implementation of TPS. One of the main difficulties was students' limited vocabulary mastery. Some students experienced problems understanding certain words and sentences, which affected their ability to interpret the text. This finding shows that vocabulary knowledge remains an important factor in supporting successful reading comprehension (Rogers et al., 2023). These findings suggest that teachers should integrate vocabulary development activities when implementing TPS in reading classes.

Another challenge was related to time management and different levels of student participation. Some students needed more time to understand the text and express their opinions, while others were more active during discussions (D Efrizah, Y Fadly, 2024). Therefore, teachers need to provide proper guidance and classroom management to ensure that all students can participate equally in each TPS stage.

Overall, the findings suggest that the Think-Pair-Share method can create a more interactive and supportive environment for reading comprehension learning. By combining individual thinking, peer discussion, and classroom sharing, TPS helps students develop better understanding of texts while increasing their confidence and participation. The method can be considered a useful strategy for English teachers who aim to promote active and collaborative learning experiences.

CONCLUSION

This research concludes that the implementation of the Think-Pair-Share (TPS) method provides positive learning experiences for students in reading comprehension activities at MAN 1 OKI. The method encourages students to become more active, confident, and engaged through the processes of individual thinking, peer discussion, and sharing ideas.

TPS supports students in constructing meaning from texts collaboratively and creates a more interactive learning environment.

The findings also indicate that students experience several benefits from TPS, including improved participation, better interaction with classmates, and increased confidence in expressing their understanding. However, some challenges were found, such as limited vocabulary mastery, differences in students' participation levels, and time management during learning activities.

Overall, the Think-Pair-Share method can be considered an effective cooperative learning strategy to support English reading comprehension. By providing opportunities for students to think independently and collaborate with peers, TPS helps create meaningful learning experiences and encourages active involvement in the classroom.

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APPENDIX

LEMBAR OBSERVASI AKTIVITAS SISWA (READING VIA TPS)

Mata Pelajaran : Bahasa Inggris Kelas / Semester : XI / Genap
Metode Pembelajaran : Think-Pair-Share (TPS)
Materi : Narrative Text

Petunjuk: Berilah tanda centang (✓) pada kolom skor (4/3/2/1) yang paling sesuai dengan kondisi ini di kelas.
Kriteria: 4 = Sangat Baik | 3 = Baik | 2 = Cukup | 1 = Kurang

No	Tahapan TPS / Aspek yang Diamati	4	3	2	1	Catatan Pengamat
A	Tahap THINK (Berpikir Mandiri)					
1	Siswa membaca teks naratif yang diberikan oleh guru secara mandiri (silent reading) dengan kondusif.		✓			
2	Siswa menunjukkan usaha secara individu untuk menemukan informasi umum dan main idea (ide pokok) dari teks bacaan.			✓		
3	Siswa mencoba mengidentifikasi kosakata baru yang belum dipahami di dalam teks secara mandiri.		✓			
B	Tahap PAIR (Berdiskusi Berpasangan)					
4	Siswa aktif bergabung dengan rekan pasangan kelompoknya (peer) dengan tertib sesuai instruksi guru.		✓			
5	Siswa mendiskusikan isi teks dan saling bertukar pikiran untuk membedah generic structure (orientation, complication, resolution) dari teks naratif tersebut.	✓				
6	Siswa bekerja sama untuk memecahkan pertanyaan atau tugas terkait tingkat pemahaman membaca (reading comprehension) mereka.		✓			
C	Tahap SHARE (Berbagi Hasil Diskusi)					
7	Siswa berani dan aktif membagikan (share) atau mempresentasikan hasil diskusi kelompoknya di depan kelas.			✓		
8	Siswa mampu menjelaskan ringkasan cerita beserta nilai moral (moral value) dari teks naratif yang telah dibaca bersama pasangannya.			✓		
9	Pasangan siswa yang lain menyimak dengan baik dan aktif memberikan tanggapan berupa pertanyaan atau masukan.		✓			
D	Kondisi Kelas Secara Umum					
10	Siswa terlihat antusias, fokus, dan terlibat aktif dalam meningkatkan kemampuan reading comprehension melalui metode TPS.				✓	

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Interview guidelines for students and teacher.

Interview questions for students	Interview question for teacher
1. In your opinion, does discussing with partner during TPS help you understand the text.?	1. How do you usually teach reading comprehension?
2. In your opinion, what the advantages or disadvantages of the TPS method?	2. Does TPS make students more active compared to the conventional methods?
	3. Does tps help students understand the main idea of a text?
	4. Do passive students become more engaged when using TPS?
	5. Does TPS help reduce students' dependence on the teacher?