

THE EFFECT OF THINK-PAIR-SHARE ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXTS IN INDONESIAN SENIOR HIGH SCHOOL

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ABSTRACT

This study aimed to examine the effect of the Think-Pair-Share (TPS) technique on students' reading comprehension of descriptive texts among eleventh-grade students at SMA Negeri 5 Purworejo. The study was motivated by the need to promote more interactive and student-centered strategies in reading instruction, particularly in understanding descriptive texts. A quantitative pre-experimental method employing a one-group pre-test and post-test design was used. The participants consisted of 36 students selected through purposive sampling. Data were collected using reading comprehension tests administered before and after the implementation of the TPS technique. The collected data were analyzed using both descriptive and inferential statistics to determine the extent of students' improvement. The results of the paired sample t-test revealed a statistically significant difference between pre-test and post-test scores ($p < 0.05$), indicating that the TPS technique had a positive and meaningful effect on students' reading achievement. The improvement can be attributed to the structured stages of TPS, which require students to think independently, collaborate with peers, and actively share their ideas in class discussions. These stages foster greater engagement, critical thinking, and deeper comprehension of the text. Moreover, the interactive nature of TPS supports students in constructing meaning more effectively through social interaction. Therefore, TPS can be considered an effective and practical instructional strategy for enhancing students' reading comprehension. This study also contributes to the existing literature by providing empirical evidence on the application of TPS in teaching descriptive texts and offers valuable insights for English teachers seeking to implement collaborative learning approaches in reading classrooms.

Keywords: Descriptive Text, EFL Classroom, Pre-Experimental Research, Reading Comprehension, Think-Pair-Share

INTRODUCTION

In the era of globalization, English is widely used in communication, science, and technology. English is often referred to using terms such as a global language, a lingua franca, or an international language (Rao, 2019). This global status highlights the importance of English not only as a means of communication but also as a gateway to accessing knowledge and opportunities worldwide. Consequently, English is learned as a second language in many

countries, including Indonesia, where it is an essential part of the education system (Banerjee, 2016).

In Indonesia, English language teaching has developed through various curriculum reforms that emphasize scientific approaches, decentralization, and alignment with national education standards (Abidin, 2023). Along with technological advancement, the role of English has expanded across multiple sectors, including education, science, and engineering (Ilyosovna, 2020). These demands require students to develop comprehensive language competence, which includes four fundamental skills: listening, speaking, reading, and writing (Sharma & Puri, 2020). In addition, language components such as vocabulary, grammar, and pronunciation play an essential role in supporting overall language proficiency (Pouresmaeil & Vali, 2023).

Among the four language skills, reading plays a particularly important role in helping students acquire knowledge, understand ideas, and develop critical thinking skills. Reading activities can improve students' vocabulary mastery, enhance grammatical understanding, and encourage independent learning. (Mahmood, 2020) explains that reading activities can increase vocabulary development, while reading aloud supports listening and pronunciation skills. Furthermore, reading is considered a fundamental skill that supports students' academic and intellectual development. It enables learners to comprehend information, engage with knowledge, and apply what they have learned in meaningful contexts (Castles et al., 2018; Rintaningrum R. 2019). Therefore, developing strong reading skills is essential for students' academic success, particularly as English is widely used across various domains such as commerce, science, and technology (Yuldashev, 2023).

Reading comprehension refers to the ability to understand and construct meaning from written texts. It involves the processes of decoding, interpreting, and integrating information through active interaction between the reader and the text (Anh & Phuong, 2023; Butterfuss et al., 2020; Enomar & Ferenal, 2025). Therefore, reading comprehension is a complex skill that involves higher-order thinking.

To support reading comprehension, students need to apply various reading strategies such as skimming, scanning, intensive reading, and critical reading (Perdiana & Suryadi, 2022). These strategies help students develop different levels of comprehension, from identifying general ideas to evaluating information. In addition, reading contributes to cognitive development, including problem-solving skills, creativity, and adaptability (Xamidovna, 2025; Wagstaff, 2020). Therefore, teachers play an important role in improving students' reading comprehension by providing appropriate materials and effective strategies (Mulatu & Regassa, 2022).

In this study, reading comprehension is specifically focused on descriptive text, which is a type of text that provides detailed information about objects, places, persons, or events. More specifically, descriptive text is a type of monologic text that aims to describe the characteristics of an object in detail, allowing readers to clearly visualize the object being described (Agustin et al., 2024). The generic structure of a descriptive text is composed of two main components: identification and description (Sipayung et al., 2021). Identification

introduces the object, while description explains detailed characteristics. Understanding descriptive text helps students develop their ability to interpret and visualize textual information effectively.

However, despite the importance of understanding descriptive text, reading difficulties are still commonly found among students. These difficulties refer to challenges in reading, often caused by underlying factors that affect the brain's ability to process information, which may hinder students from learning effectively (ISA, 2023). In classroom contexts, although students' reading scores are relatively satisfactory, several aspects of reading comprehension still need improvement. Students often struggle to identify main ideas, understand unfamiliar vocabulary, relate texts to prior knowledge, and make inferences (Ramadhianti & Somba (2023).

The same condition was observed during the researcher's teaching internship at SMAN 5 Purworejo, where students were able to answer literal questions correctly but tended to rely on word-by-word translation rather than understanding the overall meaning of the text. This habit limited their ability to interpret deeper meanings and reduced classroom interaction. Furthermore, reading instruction was still dominated by teacher-centered methods, which provided limited opportunities for active discussion and collaboration. This reflects the limitations of teacher-centered learning in fostering students' critical thinking and problem-solving skills, as students tend to become passive recipients of information (Altun, 2023). In contrast, student-centered approaches encourage collaboration, problem-solving, and the development of reasoning skills (Woods & Copur-Gencturk, 2024).

One cooperative learning technique that supports student-centered learning is Think-Pair-Share (TPS), developed by Frank Lyman. This technique encourages students to think individually, discuss ideas with partners, and share their understanding with the class. It emphasizes teamwork, where students collaborate to solve problems or answer questions (li et al.,2021). In practice, TPS consists of three stages: think, pair, and share. In the think stage, students generate ideas independently; in the pair stage, they discuss their ideas with a partner; and in the share stage, they present their findings to the class (Kombat, Amanyi, et al., 2023). This process promotes independent thinking, collaboration, and systematic communication (Huyen et al.,2020).

Think-Pair-Share is considered effective in teaching reading comprehension. It allows students to activate background knowledge, clarify understanding through discussion, and strengthen comprehension through sharing(Dwigustini et al.,2020). Previous studies have also demonstrated its effectiveness in improving students' academic performance and language skills. For example, Think-Pair-Share has been found to improve reading comprehension (Sudibyo & Nurteteng.,2021), increase student engagement in speaking activities (Aprianti & Ayu.,2020), and enhance participation, collaboration, and academic achievement(Nurjannah & Faisal.,2021;Alsmadi et al.,2023). In addition, it has been reported as an effective and engaging technique that supports classroom interaction and improves students' speaking performance (Maulida.,2017;Rahman et al., 2026).

However, despite these findings, previous studies have been conducted in different contexts and educational levels, with limited focus on senior high school students in

Indonesia. In addition, few studies specifically examine the use of Think-Pair-Share in improving reading comprehension of descriptive texts. This indicates a clear research gap that needs further investigation.

Therefore, this study aims to investigate whether the Think-Pair-Share technique effectively improves students' reading comprehension at the eleventh grade of SMAN 5 Purworejo. The study focuses on students' comprehension of descriptive text and seeks to provide empirical evidence regarding the effectiveness of Think-Pair-Share, as well as pedagogical insights for English teachers.

Based on the theoretical and empirical framework, the hypotheses of this study are formulated as follows. The null hypothesis (H_0) states that there is no significant effect of the Think-Pair-Share technique on students' reading comprehension. Meanwhile, the alternative hypothesis (H_1) states that there is a significant effect of the Think-Pair-Share technique on students' reading comprehension.

METHODS

This study employed a quantitative approach using a pre-experimental design, specifically a one-group pre-test and post-test design, to examine the effectiveness of the Think-Pair-Share technique in improving students' reading comprehension of descriptive texts. Quantitative research emphasizes the use of numerical data and statistical procedures to analyze research findings and test hypotheses (Mweshi & Sakyi, 2020). In this study, quantitative analysis was used to measure students' reading comprehension scores before and after the implementation of the Think-Pair-Share technique. Research design provides a structured framework that guides the procedures for collecting and analyzing data in empirical studies (Etikan et al., 2016). Therefore, a one-group pre-test and post-test design was applied to systematically measure students' reading comprehension achievement before and after the treatment. Through experimental research, causal relationships can be identified by comparing conditions before and after the implementation of a treatment (Adeoye, 2023). In this context, the comparison between the pre-test and post-test results was used to determine whether the Think-Pair-Share technique had a significant effect on students' reading comprehension.

The research was conducted at SMA Negeri 5 Purworejo, Purworejo Regency, during the second semester of the academic year 2025/2026, from January 5th to January 31st, 2026. The population of this study consisted of eleventh grade students totaling 252 students. The sample was selected using purposive sampling technique, which involves the deliberate selection of specific units, such as individuals, cases, or events, based on their relevance to the research question, which allows researchers to gain deeper insights into complex phenomena (Tajik et al., 2024). Sampling is a process used to select a subset of individuals from a population so that the sample can represent the characteristics of the larger population (Mweshi & Sakyi, 2020). One class of eleventh grade students, namely class XI 1, consisting of 36 students, was selected as the research sample. This class was chosen based on specific considerations, particularly their relatively low achievement in English, especially in reading comprehension. Therefore, this class was considered appropriate for

examining the effectiveness of the Think-Pair-Share technique in improving students' reading comprehension

A variable can be defined as a quantifiable representation of a concept, construct, condition, or characteristic (Giri, 2024). This study involved two variables. The independent variable was the Think-Pair-Share technique used in teaching reading descriptive texts, while the dependent variable was students' reading comprehension achievement.

Research instruments are tools used by researchers to collect data and measure observed phenomena (Lasmana et al., 2024). The instrument used in this study was a reading comprehension test in the form of multiple-choice questions based on descriptive texts. The test consisted of 20 questions designed to measure students' ability to identify the main ideas, find specific information, understand vocabulary in context, and draw conclusions from the text. The same test format was administered as both the pre-test and post-test to maintain consistency in measurement. Each test was completed individually within 60 minutes.

Data were collected through three stages. First, the pre-test was administered to determine students' initial reading comprehension ability before the implementation of the treatment. The pre-test consisted of 20 multiple-choice questions focusing on students' ability to identify the main idea, specific information, and vocabulary meaning in descriptive texts. Each correct answer was scored five point, while incorrect answers received zero, and the total score was calculated into a scale of 0–100. The test instrument was validated by an English reading lecturer and an English teacher to ensure its validity and appropriateness. Second, the treatment was conducted over three meetings using the Think-Pair-Share technique in teaching descriptive texts. In each meeting, the teacher first introduced a descriptive text and explained key vocabulary as well as the characteristics of descriptive texts. During the think stage, students read the text individually and answered several comprehension questions related to the main idea, specific information, and vocabulary meaning. In the pair stage, students worked with a partner to discuss their answers, compare ideas, and help each other understand the content of the text. In the share stage, each pair presented the results of their discussion to the class, while the teacher facilitated the discussion and provided feedback when necessary. Through these stages, students were encouraged to actively participate in the reading process and collaboratively construct meaning from the text. Finally, the post-test was administered to measure students' reading comprehension achievement after the implementation of the treatment.

Data analysis was conducted using descriptive and inferential statistical techniques. Descriptive analytics involves collecting, cleaning, and summarizing data from various sources to provide clear and concise information for decision-making, which is then presented in an understandable form using tools such as charts, tables, and graphs (Wolniak, 2023). Inferential analysis was conducted to test the research hypothesis. A normality test using the Shapiro-Wilk test was conducted to determine whether the data were normally distributed. If the data met the normality assumption, hypothesis testing was conducted using a paired sample t-test to determine whether there was a significant improvement in students' reading comprehension after the implementation of the Think-Pair-Share technique. All statistical analyses were conducted using SPSS version 25.

RESULTS

Improvement of Students' Reading Comprehension Using Think-Pair-Share

This study employed a pre-experimental research design to examine the improvement of students' reading comprehension after the implementation of the Think-Pair-Share technique with eleventh-grade students at SMA Negeri 5 Purworejo during the 2025/2026 academic year. The descriptive and inferential results of the pretest and posttest scores are presented in the following sections:

Table 1. Paired samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Think Pair Share	75.36	36	4.518	.753
	Post-test Think Pair Share	95.97	36	6.635	1.106

Table 1 presents the descriptive statistics of students' reading comprehension scores before and after the implementation of the Think-Pair-Share technique. The mean score of the pre-test was 75.36 with a standard deviation of 4.518, indicating that students initially had a moderate level of reading comprehension ability with relatively small variation among their scores. After the treatment was administered, the mean score of the post-test increased significantly to 95.97, accompanied by a standard deviation of 6.635.

The difference between the pre-test and post-test mean scores was 20.61 points, which represents an increase of approximately 27.35% from the initial mean score. This considerable improvement indicates that the implementation of the Think-Pair-Share technique contributed positively to enhancing students' reading comprehension performance. In addition, the higher post-test mean score suggests that most students were able to reach a higher level of understanding after participating in the learning activities.

Furthermore, the increase in standard deviation from 4.518 to 6.635 implies that although all students showed improvement, the extent of their progress varied. Some students experienced more significant gains than others, possibly due to differences in participation, prior knowledge, or engagement during the learning process. Despite this variation, the overall data clearly demonstrate a consistent upward trend in students' performance, confirming that the use of the Think-Pair-Share technique was associated with improved reading comprehension outcomes.

Paired Sample Correlation

To examine the relationship between students' pre-test and post-test scores, a correlation analysis was performed. The result is presented in Table 2.

Table 2. Paired samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest Think Pair Share –	36	.946	.000
	Posttest Think Pair Share			

Table 2 presents the Pearson correlation between the pre-test and post-test scores. The correlation coefficient obtained was 0.946, which indicates a very strong positive relationship between students' initial and final scores. This suggests that students who performed well in the pre-test also tended to achieve high scores in the post-test, and vice versa.

The number of participants involved in this analysis was 36 students. The significance value (Sig.) was 0.000, which is lower than the 0.05 level, indicating that the correlation is statistically significant. This means that the relationship between the pre-test and post-test scores did not occur by chance.

Furthermore, the very high correlation coefficient implies a consistent pattern of performance among students across both tests. Although there was a substantial improvement in scores after the implementation of the Think-Pair-Share technique, the strong correlation suggests that students' relative ranking remained similar. Overall, this finding supports the reliability of the data and indicates that the improvement observed in the post-test reflects a genuine enhancement in students' reading comprehension.

Paired Sample t-Test

To determine whether the difference between pre-test and post-test scores was statistically significant, a paired sample t-test was conducted. The result is presented in Table 3.

Table 3. Paired sample Test

Paired Samples Test	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)
Pair 1 Pre-test Think-Pair-Share – Post-test Think-Pair-Share	-20.611	2.780	0.463	[-21.552, -19.670]	-44.479	35	.000

Table 3 presents the results of the paired samples t-test for the pre-test and post-test scores. The analysis was conducted to determine whether the implementation of the Think-Pair-Share technique had a statistically significant effect on students' reading comprehension. The degrees of freedom (df) were calculated using the formula $N-1 = 36-1 = 35$. At the significance level (α) of 0.05, the corresponding t-table value for $df = 35$ was 2.030.

The paired samples t-test yielded a t-value of -44.479, which is much greater than the t-table value in absolute terms. In addition, the two-tailed significance value (p) was 0.000, which is lower than 0.05. These findings indicate that there was a statistically significant difference between the pre-test and post-test scores.

The negative sign of the t-value reflects the direction of the difference, where the post-test scores were higher than the pre-test scores. This result confirms that the implementation of the Think-Pair-Share technique had a significant positive effect on

students' reading comprehension. Therefore, the alternative hypothesis (H_1) is accepted, while the null hypothesis (H_0) is rejected.

DISCUSSION

Based on the results of statistical analysis presented in Table 1, Table 2, and Table 3, it was found that the implementation of the Think-Pair-Share technique significantly improved students' reading comprehension. The descriptive statistics in Table 1 showed that the mean score of the pre-test was 75.36, while the mean score of the post-test increased to 95.97. This indicates an improvement of 20.61 points after the treatment.

Furthermore, the result of the paired sample t-test in Table 3 revealed that the significance value was 0.000, which is lower than the significance level of 0.05 ($0.000 < 0.05$). The obtained t-value was -44.479 with 35 degrees of freedom. These findings indicate that there was a statistically significant difference between students' pre-test and post-test scores. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This means that the Think-Pair-Share technique has a significant effect on students' reading comprehension.

The findings of this study are also consistent with previous research. Sudibyo & Nurteteng (2021) found that Think-Pair-Share significantly improved students' reading comprehension. Similarly, Nurjannah & Faisal (2021) reported that Think-Pair-Share enhances participation and academic achievement. Furthermore, TPS has been shown to be effective in improving comprehension and engagement in reading hortatory exposition texts (Humaera et al., 2025), as well as increasing efficiency, effectiveness, and academic achievement (Thavaro et al., 2024). Other studies also reveal its effectiveness in different contexts, such as improving speaking ability (Putri et al., 2020), teaching mathematics concepts like fractions (Kombat, Asigri, et al., 2023) ThinkPair-Share is effective in teaching fractions. and promoting critical thinking and problem-solving skills (Capillas & Cancio, 2025).

However, most of these studies have focused on different skills and subject areas, such as speaking, mathematics, and other types of texts like hortatory exposition. Only a limited number of studies have specifically examined the use of Think-Pair-Share in improving students' reading comprehension of descriptive texts, particularly at the senior high school level. This suggests that the application of TPS in reading instruction, especially for descriptive texts, remains underexplored and requires further empirical investigation. Therefore, this study addresses this gap by examining the effectiveness of TPS in teaching reading comprehension of descriptive texts within a senior high school context.

The results of this study indicate that there is a significant difference between students' pre-test and post-test scores, suggesting that the implementation of Think-Pair-Share has a positive effect on students' reading comprehension achievement. This finding confirms that TPS is an effective strategy for improving students' understanding of descriptive texts. Compared to previous studies, the findings of this research further strengthen the evidence that TPS not only enhances students' participation and engagement but also contributes significantly to their comprehension of descriptive texts. Thus, this study supports and

extends previous findings by demonstrating that TPS is consistently effective across different learning contexts, particularly in reading descriptive texts.

The effectiveness of TPS in this study can be explained through its structured stages, which actively involve students in the learning process. In the think stage, students are encouraged to process the text individually, allowing them to develop initial understanding and identify key information. In the pair stage, students discuss their ideas with peers, which helps them clarify misunderstandings, exchange perspectives, and deepen their comprehension. In the share stage, students present their ideas to the class, reinforcing their understanding and building confidence. These stages facilitate active engagement, peer interaction, and meaningful learning, which are essential for improving reading comprehension.

Pedagogically, these findings imply that collaborative learning strategies support reading comprehension by encouraging students to actively engage with texts through individual thinking, peer discussion, and knowledge sharing. Through the Think-Pair-Share technique, students are provided with opportunities to construct meaning more effectively, rather than passively receiving information. Therefore, Think-Pair-Share proves to be a practical and theoretically grounded instructional strategy that can meaningfully enhance students' reading comprehension, particularly in teaching descriptive texts at the senior high school level. English teachers are thus recommended to implement TPS to promote active participation, foster collaborative learning, and create a more student-centered and engaging classroom environment.

CONCLUSION

The findings of this study indicate that implementing the Think-Pair-Share strategy significantly improves students' reading comprehension of descriptive texts. Statistical analysis revealed a notable increase in post-test scores compared to pre-test scores ($p < 0.05$), demonstrating that structured collaborative learning can effectively enhance students' ability to construct meaning from written materials.

The theoretical contribution of this study is Think-Pair-Share provides a systematic framework that fosters individual reflection, peer interaction, and class-wide engagement. Through these stages, students are encouraged to activate prior knowledge, clarify misunderstandings, and communicate ideas effectively, promoting active participation and collaborative knowledge construction.

This study has a pedagogical implication for teacher in which structured interactive strategies can support teachers in facilitating more engaging and effective reading instruction, while also providing insight into the mechanisms through which collaborative approaches enhance language learning outcomes. Moreover, the study contributes to understanding how social interaction and guided collaboration influence comprehension development, highlighting the potential of these strategies to strengthen language acquisition in formal education settings.

Given the pre-experimental design without a control group, caution is warranted in generalizing the findings. Further investigations employing experimental or quasi-

experimental designs with larger and more diverse samples would help confirm the effectiveness of Think–Pair–Share across different contexts and student populations.

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