

THE POWER OF COLLABORATIVE LEARNING: THE IMPACT OF THINK PAIR SHARE (TPS) ON STUDENTS' READING SKILL IN SENIOR HIGH SCHOOL

Ita Fauziyah¹, Ali Ashari², Dzurriyyatun Ni'mah³

*^{1,2,3} Program Studi Pendidikan Bahasa Inggris FKIP Universitas Islam Malang
Email: ¹ 22001073040@unisma.ac.id*

Abstract: The purpose of this study was to find out the impact whether the students who have been taught with Think Pair Share technique have better on reading skill than student taught by conventional technique. This study was quantitative used experimental as the research design. The subject of this study was the eleventh-grade students of SMA AN-NUR Bululawang. The sample of this study were XI Bahasa 17 class as the experimental group and XI Bahasa 18 class as the control group. The researcher used cluster random sampling to choose the sample. The finding of the study indicated that, in the pre-test, the level of significant (2-tailed) pre-test of experimental and control group is 0.749 higher than 0.05, it means that there are no differences for the pre-test score between two groups or equal. In the post-test, the level of significance (2-tailed) of both groups is 0.022 that is below 0.05, it means that there was significant difference on the students' reading skill after being taught by Think Pair Share and taught by using conventional technique. The mean post-test score of experimental students was 65.63 while the control group was 57.69, the post test score of the experimental group was higher than the control group, it can be said the experimental group who used the treatment (Think Pair Share) got better score than the control group. It can be concluded that teaching reading descriptive text using Think Pair Share technique was more effective. The students who taught using Think Pair Share had better ability in their reading skills.

Key Words: Think Pair Share, Senior High School, Reading Skill

INTRODUCTION

English is very important as means of the international communication. In the globalization era, all nations need to communicate with each other, and English will be their medium of communication. It can be seen from mastery of English is now a requirement for many job applications (Ashari et al, 2023). For this reason, English is important to be taught and studied. Teaching English in Indonesia is very important since English language includes one of the main subjects in all of the schools in Indonesia. Significantly, English in education has four skills, those are listening, reading, speaking, and writing. Listening and reading are called by receptive skill whereas speaking and writing are called by productive skill (Fakiroğlu, 2021). Teaching reading English in Indonesia is also needed for student's better future.

Reading is the important one of the four skills in English. According to Rahmawati (2017), reading comprehension of academic texts has become a necessity for students' success in learning. By, reading, students are able to get so many advantages information from something written (Pradani, 2021). It means that by reading student can master all of three skills such as writing skill, listening skill, and speaking skill. According to Olivia & Chandraloka (2018), reading is one of the most important skills in language learning. Reading a lot is a necessity for every student (Ni'mah, 2022). Besides that, as Mariana (2020) stated through reading students get a lot of information, ideas and also know what situations are like in the world. From above, it means that reading is an important part in the success of speaking, writing and listening for English students.

Based on several observations, it is said that the reading weakness of An-Nur High School students is difficulty focusing in reading which results in them not getting the points they should get in reading activities. Apart from that, they also experience difficulties in understanding English reading and also have limited access to translations via cellphone. According to Arono & Nadrah (2019), many students

use translation to understand texts. Translation can be a very useful tool to help them understand the meaning and content of the text.

The students' reading weaknesses are also caused by the teaching techniques used by teachers. Some students will feel bored when reading books because the teaching techniques provided by the teacher are less interactive. According to Aslan et al. (2019), the role of the teacher is very important in the learning process. Shen et al. (2020) mentioned that a teacher is a person who facilitates or provides a suitable learning environment for students. As mentioned above, we can conclude that teachers have a very important role in students' success in learning, such as providing appropriate learning techniques, so that students can participate in learning well. Just like when reading, teachers must also choose appropriate reading techniques so that students do not get bored and can read well so they can get important topics in their reading.

From the statement above, the researcher wants to apply (TPS) Think Pair Share learning technique for the better reading class at SMA An-Nur Bululawang. TPS is a learning method developed by Frank Lyman. According to Utami & Rusdarti (2021), Think-Pair-Share learning model is learning model where students can directly solve problems, understand the material through groups and share thoughts with each other, make conclusions and is presented as one of the steps to evaluate learning activities that have been implemented. Students can share critical thinking with group mates, share ideas, and also increase creativity and communication through reading. Pair or group learning helps increase the effectiveness of mastering a foreign language (Irkinovich, 2021). This learning technique is considered suitable for An-Nur High School students, because they are prohibited from bringing cellphones to open the online dictionary if they have difficulty finding the meaning of a word, they can share vocabulary with each other or discuss together.

This also supported by some previous studies related to this research. The first previous research came from Rosalia & Candraloka (2023), on their research journal entitled “The Effect of Using Think Pair Share to Improve Students’ Reading Skills”.

The purpose of the study is to find out the effectiveness of using TPS learning technique to improve students reading skills. The research sample was 36 class X MA Shofa Marwah students. The research applied experimental research using quasi-experimental design and used the test as a pre-test and post-test. The result of the study presented that the implementation of the TPS learning model was effective on students' reading achievement.

Another previous research from Dwigustini & Widiya (2020), on their research journal entitled "Think Pair Share Technique to Promote Students Reading Comprehension". The purpose of the research is to promote students reading comprehension through TPS learning technique. The research applied class room action research. And the result of the study presented that through TPS technique in the learning teaching process can improve students' reading comprehension.

From the previous studies above, researcher can conclude that although previous studies have different research designs, the results of previous studies are not different. This result is the TPS learning technique, an effective technique that can be applied in reading classes. Researcher also found weaknesses in previous research. Previous research was carried out in a short time, the researcher only conducted research in class in less than 3 meetings. The results of this research may not be accurate because it was conducted over a short period of time. The researcher decided to conduct research for a longer time, this research will be carried out over 5 meetings, to further analyze the influence of TPS learning on senior high school students. This research is entitled "The Power of Collaborative Learning: The Impact of Think Pair Share (TPS) on Students' Reading Skills in High Schools". This research aims to determine the effect of collaborative learning using the TPS learning technique on high school students' reading ability.

METHOD

This research used experimental design. Akbar et al. (2023), states that, in determining cause and effect relationships, the only type of research that is much

more accurate than other research is experimental research. The focus of this research is to really find out and measure the impact of collaborative learning using the TPS learning method to improve reading skills and have an impact on students' learning abilities in high school.

To implement this design, researcher divided participants into 2 groups for comparison. These are the experimental group or group that was given treatment in the form of learning using the TPS method and the control group, which is the group that studied without using the TPS learning technique. Researcher used tests to apply post-tests and pre-tests given to the experimental group and control group. According to Malik & Alam (2019) pre-test and post-test are very effective in identifying the impact that occurs on something. Both groups were given the same pre-test, then given different reading learning methods. The experimental group was given treatment in the form of learning using the TPS method, while the control group used the conventional learning method or general techniques that are commonly performed or have been performed for some time. Then both groups will be given the same post-test to find out whether learning using TPS has an impact on students' reading skills.

The population of this study were An-Nur High School students. Researcher used cluster random sampling techniques, apart from being cheap and not taking much time, this technique is also a good sample selection technique because the entire population has the opportunity to be sampled (Lliyasu & Etikan, 2021). After discussing with the English teacher at An-Nur Senior High School, the researcher is advised to conduct research in two classes XI Bahasa 17 has 24 students, and XI Bahasa 18 has 26 students who have quite similar knowledge of English.

The researcher used random assignment to determining the sample. According to Alexeev (2021), random assignment is a technique used to randomly divide samples into 2 groups, the experimental group and the control group. The researcher randomly determined the two classes of XI Bahasa 17 and XI Bahasa 18 at An-Nur senior high school that have been selected into the experimental group and the control

group. To ensure random selection, the researcher conducted a coin toss witnessed by the English teacher to ensure there is no fraud.

This research used an instrument that is a test and lesson plan. The test used by researcher is a written test which has 20 questions. The researcher chose to use multiple choice tests because multiple choice tests make students read carefully and think critically (Puthiamparmpil & Rahman, 2020). So, the researcher gave students a pre-test and post-test in the form of a multiple-choice test with a total of 20 questions for each test. The question of pre-test and post-test consist of 30% about recalling main idea and topic, 50% about knowledge of information that is presented in the passage and 20% about knowledge of word meaning.

The researcher collected scores from the pre-test of students in both the experimental and control groups. The pre-test was administered before teaching them using either the TPS technique or the conventional technique. This test aimed to gather initial data on the students' reading skills. After the treatment was given, the researcher then obtained scores from the post-test. The post-test was used to compare and analyze the differences between the pre-test and post-test scores. This analysis was crucial in determining the effectiveness of the treatment technique in improving the students' reading skills.

The second instrument is a lesson plan. Lesson plan emerges as a critical instrument in the educational process, serving as a vital document that outlines the implementation of learning activities. As emphasized by Nasrudin et al. (2020), it is a comprehensive guide that envisions the structure and execution of the learning process over a specified duration be it a single meeting, an entire semester, or a particular period. The lesson plan plays a pivotal role in providing teachers with a roadmap to effectively control and manage every aspect of the learning experience within the classroom. This sentiment is echoed by Iqbal et al. (2021), who highlight the significant dependence of learning activities on well-structured and thought-out lesson plans. Consequently, these documents not only facilitate organized and

purposeful teaching but also contribute to the overall success of the learning environment by aligning instructional strategies with educational objectives.

In this research, researchers analyzed the data to determine the results. The researcher used the independent t-test formula as stated by Mistar (2013) that the independent t-test is used when subjects from two groups (experimental group and control group) to be compared are independent of each other. Independence occurs when the sample is selected through a process of random selection and random assignment.

In this case, data are taken from students' scores on the pre-test and post-test (experimental group and control group). Scores from the pre-test and post-test were analyzed statistically using SPSS v25. Researcher used the independent t-test formula. An independent t-test is a type of statistical test that aims to compare the means of two unpaired or unrelated groups.

FINDINGS

The purpose of this research was to analyze whether there is significant difference of students reading skill between students who get Think Pair Share technique and those who get conventional technique in reading comprehension. Moreover, the researcher just focused on the pretest and post test score to analyze the experimental group and control group. The sample of research took two classes from SMA An-Nur Bululawang. The experimental group was from XI Bahasa 17 while the control group is from XI Bahasa 18. Every class has different number of students. The students of XI Bahasa 17 are 24 students, while the students XI Bahasa 18 are 26 students.

The pre-test was conducted on Wednesday, January 31, 2024 in both classes and giving the first treatment. The second treatment was conducted on Wednesday, February 7, 2024. The third treatment was conducted on Wednesday, February 14, 2024. The fourth treatment was conducted on Wednesday, March 6, 2024. The fifth or

the last treatment was conducted on Wednesday, March 13, 2024, after giving the last treatment, in the same day the researcher gave the post-test in the both classes.

The first step, the researcher gave the pre-test for experimental and control group to know the students' reading skill ability. The pre-test consists of 20 multiple-choice questions and conducted before giving the first treatment in both groups. After the researcher got all pre-test scores from experimental and control group, the researcher counts the data using SPSS v25 and the table below explained the result.

Table 4.1 Pre-test – Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experiment	24	37.71	11.419	2.331
	Control	26	36.74	9.894	1.940

The table above clearly shows that there are differences between the two means of the pre-test of experimental and control group. The mean score from the experimental group is 37.71 while in the control group is 36.71. The mean score of experimental group and control group has different point, that is 0.98. The next calculation of pre-test is explained in the table below.

Table 4.2 Pre-test – Independent Samples T-test

[illegible]

Equal variances assumed	.825	.368	.324	48	747	.978	3.15	-5.085	7.040
Equal Variances not assumed			.322	45.722	749	.978	3.033	-5.128	7.083

The number of the Sig or the level of homogenates is 0.368 that is bigger than 0.05. The level of homogenates test is the test for the variant difference in our data. In this table, it appears that the number of Sig 0.368 is in above 0.05. Therefore, it can be said that there is no difference in variance of the student's ability in mastering the reading comprehension. In brief, the ability from both samples is equal or homogeneous.

From the table, it is known that the significance value of the pretest results between the control and experimental classes. The level of significant (2-tailed) from pre-test of experimental and control group is 0.749 higher than 0.05 it means that there are no differences for the pre-test score between two groups.

After the researcher computed the pre-test, the researcher began to give the treatment for both experimental and control group. The researcher gave the treatment using Think Pair Share method to experimental group and conventional method to control group. After giving treatment for 5 times, the researcher conducted the post-test at the last meeting, on Wednesday, March 13, 2024 to both groups. Then, the researcher counts the data using SPSS v25 and the result is explained in the table below.

Table 4.3 Post-test – Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experiment	24	65.63	12.964	2.646
	Control	26	57.69	10.669	2.098

The table shows that there are differences between the mean of the experimental and control group. The mean of experimental group in the pre-test is 65.63 while the mean of experimental group in the post-test is 57.69. So, the mean of the post-test score is higher than the pre-test score. It can be said that the student's ability on the reading skill increased after the researcher implemented the Think Pair Share learning technique.

The researcher used independent T-test to compute final students score to compare between the Think Pair Share learning technique and the conventional technique.

Table 4.4 Post-test – Independent Samples T-test

	Levene's Test for Equality of Variances		T-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.943	.336	2.367	48	.022	7.933	3.351	1.195	14.671
Equal Variances not assumed			2.349	44.740	.023	7.933	3.377	1.130	14.736

The assumption of equal variances is made when the samples are considered homogeneous or equal, while the assumption of unequal variances is made when the samples are not homogeneous or equal. Based on the calculations presented, the

researcher interprets the results under the assumption of equal variances, indicating that the samples in the study are equal, as detailed in Table 4.2.

The results in Table 4.2 demonstrate that both samples are homogeneous or equal, leading the researcher to focus on the interpretation under the assumption of equal variances. By examining the significance level sig (2-tailed) value, which is 0.022 that is below 0.05, the researcher can conclude (H_0) stating no differences between the experimental and control groups is rejected.

The finding mentioned that there is a significant difference on the reading skill ability between students' who were treated by Think Pair Share method and students' who were treated by conventional method. It shows from the post-test score between two groups. The mean of experimental group was 65.63, while the mean of control group was 57.69. It could be said that students' who learn by Think Pair Share technique had better reading skill ability than students' who learn by conventional technique.

The result from this study was same with some previous studies. The first research was conducted by Dwigustini & Widya (2020). This research is qualitative approach using class classroom action method. This research used Think Pair Share method to promote students' reading comprehension. The researcher found that students' reading comprehension can increase using Think Pair Share learning technique. The researcher applied 3 cycles learning using Think Pair Share technique on 22 students from second grade of junior high school. In cycle 1, there are 36% student passed and 64% is failed. After that, the researcher continued in cycle 2, in this session there are 73% students who passed and 27% is failed. On last cycle, or cycle 3, the average score shows that 100% student is passed and 0% is failed. Based on the result, the researcher realized that Think Pair Share technique can improve students' reading comprehension, also Think Pair Share successfully can promote students' reading comprehension.

The second previous study also has the same result with this research. The second previous study was conducted by Rosalia & Chandraloka (2023). The purpose

of this research is to find out the effectiveness of Think Pair Share to improve students' reading skills. The study is quantitative research using experimental method. The researcher used on 2 groups of students, the first group was the experimental class which was given treatment using Think Pair Share learning method, and the second group is control class which was given treatment using conventional learning method. The result of the research showed that the mean score of post-tests from both groups was different. The mean score of experimental group is 88.00 while control group is 72.19. The T-Test analyses showed that the sig. (2-tailed) was 0.000 which lower than 0.05. It means that the score of experimental group or group which given treatment using Think Pair Share learning technique is higher than control group or group which given treatment using conventional learning technique. So, researcher can conclude that the use of Think Pair Share was effective toward students' reading achievement.

Applying Think Pair Share as an alternative learning approach can enable students to develop their collaborative reading skills (Sumekto, 2017). The last previous study also has same result with this research. The researcher used qualitative approach with classroom action design. The purpose of the research was to investigate Think Pair Share approach on the performance of ninth-grade students' reading achievement. The researcher conducted 2 cycles learning using Think Pair Share technique. On the first cycles, the mean score is higher than the pre-test, that is 63.85. The researcher continues with the second cycle, the second cycle the mean score is higher than the first cycle, that is 66.00. It means that on the last cycle, students reach the higher score than pre-test and first cycle which proved that the Think Pair Share learning technique successfully can influence students' reading achievement.

Think Pair Share is an effective technique in improving students' reading skills. According to Hamdan (2017), the Think Pair Share strategy helps students to think by giving them time to think, then involving them with colleagues and seeing different points of view. From the statement above, it can be said that by using Think

Pair Share, students can think individually and think together or exchange ideas with each other and their groups. Then, students can share the results of their discussions in class. In addition, by using Think Pair Share, teachers can train all students to become participants in a discussion. This can make students consider their own opinions and respond to other ideas.

The final computation in the table 4.4, show that the sig (2-tailed) is 0.022 that is not higher than 0.05, it can be said that the ability of reading skill of experimental group and control group is different or H_0 is rejected and H_a is accepted. So, the researcher can conclude that the experimental group get better ability in the reading skill after giving 5 times treatments using Think pair Share learning technique and the control group was still in the same ability of reading skill after giving 5 times treatment using conventional technique, it was proven by the score of pre-test and post-test.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the research, it can be concluded that teaching reading descriptive text using Think Pair Share technique was more effective. The students who taught using Think Pair Share had better ability in their reading comprehension. It related to the student's pretest and post test score. Moreover, it could be seen from the students' score before and after they get the treatment. Before having the treatment, the experimental students mean score was 37.71 while the control group was 36.74. It could be said that their ability was equal. Moreover, after they got the treatment, the post test score of experimental students was 65.63 while the control group was 57.69. The post test score of the experimental group was higher than the control group. So that, the experimental group who used the treatment (Think Pair Share) got better score than the control group.

The difference between the score obtained from the pretest and posttest were also significant. The data of scores were analyzed using SPSS analysis of the students score with the level of Sig 2-tailed (0.022) was lower than the level of significance

(0.05) which means that there was significant difference on the students' reading skill after being taught by Think Pair Share and conventional technique. The finding of the study accepted alternatives hypothesis (H_a) of this research that there are differences between the experimental and control groups. As mentioned on table 4.3, the mean of post-test experimental group is higher than the mean of post-test control group, it means that Think Pair Share was effective to increase students' reading skill on An-Nur Senior High School.

In relation to the findings, the researcher proposes the following suggestions for English teachers, students, and future researchers based on the study's results. For English teachers, it was found that the implementation of the Think Pair Share technique had a significant impact on students' reading comprehension abilities. Therefore, the researcher suggests that English teachers incorporate the Think Pair Share technique to enhance the quality of teaching and learning, especially in reading classes.

As for the students, the researcher suggests that the students must apply the Think Pair Share technique to help them in understanding the whole content such as the specific information, the topic, the main idea, the purpose of the passage, etc. For future researchers, this study demonstrated the significant effects of employing the Think Pair Share technique on students' reading comprehension abilities. It is recommended that further research is conducted to explore the effectiveness of using Think Pair Share in reading instruction. Future researchers are encouraged to conduct more extensive studies to broaden the scope of treatment and enhance students' reading skills.

REFERENCES

- Akbar//, R., Weriana, Siroj, R. A., & Afgani, M. W. (2023). Experimental research dalam metodologi pendidikan. *Jurnal Ilmiah Wahana Pendidikan*, 9(2), 465–474. <https://doi.org/10.5281/zenodo.7579001>
- Alexeev, S. (2021). Leveraging the quasi-random assignment of interviewers within the examiner design to identify the effects of stigmatized behavior in non-experimental settings. <https://doi.org/10.13140/RG.2.2.35024.43528>

- Arono, A., & Nadrah, N. (2019). Students' difficulties in translating English text. *JOALL (Journal of Applied Linguistics & Literature)*, 4(1), 88–99. <https://doi.org/10.33369/joall.v4i1.7384>
- Ashari, A., Ahmadi, R., Hamiddin, H., Ni'mah, D., Sholihah, F. A., & Ismiatun, F. (2023). Test of English Proficiency (TEP) Preparation for Junior High School Students. *Jurnal Abdimas Galuh*, 5(1), 797-804. <http://dx.doi.org/10.25157/ag.v5i1.10049>
- Aslan, A., Silvia, S., Nugroho, B. S., Ramli, M., & Rusiadi, R. (2020). Teacher's leadership teaching strategy supporting student learning during the Covid-19 disruption. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 5(3), 321–333. <https://doi.org/10.31538/ndh.v5i3.984>
- Candraloka, O. R., Laila, A. N., Islam, U., Ulama, N., & Asing, B. (2018). Media ajar berbasis lagu sebagai upaya menciptakan inovasi pembelajaran bahasa asing di SMPUT Bumi Kartini Jepara. *Jurnal Edulingua*, 5(1), 1–6.
- 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>
- Iliyasu, R., & Etikan, I. (2021). Comparison of quota sampling and stratified random sampling. *Biometrics & Biostatistics International Journal*, 10(1), 24–27. <https://doi.org/10.15406/bbij.2021.10.00326>
- Iqbal, M. H., Siddiqie, S. A., & Mazid, M. A. (2021). Rethinking theories of lesson plan for effective teaching and learning. *Social Sciences and Humanities Open*, 4(1), 100172. <https://doi.org/10.1016/j.ssaho.2021.100172>
- Mistar, J. *Statistics for ELT studies. TEFLIN (The Association for the Teaching of English as a Foreign Language in Indonesia) Journal*, 12(1), 88-100.
- Nasrudin, D., Setiawan, A., & Rusdiana, D. (2020). Participatory lesson plan in elective courses : A case in physics of natural resources. *WaPFI (Wahana Pendidikan Fisika)* 5(1), 8–14.
- Pradani, A. (2021). The importance of reading to expand knowledge. *Sepuluh Nopember Intitute of Technology*, 02, 233–321.
- Puthiaparampil, T., & Rahman, M. M. (2020). Very short answer questions: A viable alternative to multiple choice questions. *BMC Medical Education*, 20(1), 1–8. <https://doi.org/10.1186/s12909-020-02057-w>
- Rahmawati, N. A., & Widiowati, D. R. (2017). The Metacognitive Strategies Used in Reading Comprehension for Students' Problems. *International Proceeding" Redefining Language, Literature, Arts, and Teachings in Global Era"*
- Rosalia, S., & Candraloka, O. R. (2023). The effect of using think pair share to improve students' reading skills. *J-SHMIC : Journal of English for Academic*, 10(2), 155–165. [https://doi.org/10.25299/jshmic.2023.vol10\(2\).13544](https://doi.org/10.25299/jshmic.2023.vol10(2).13544)

- Shen, J., Wu, H., Reeves, P., Zheng, Y., Ryan, L., & Anderson, D. (2020). The association between teacher leadership and student achievement: A meta-analysis. *Educational Research Review*, 31(September), 100357.
<https://doi.org/10.1016/j.edurev.2020.100357>
- Sumekto, D. R. (2018). Investigating the influence of think-pair-share approach toward students' reading achievement. *Lingua Cultura*, 12(2), 195.
<https://doi.org/10.21512/lc.v12i2.4011>
- Utami, W. C., & Rusdarti, R. (2021). Effectiveness of think-pair-share learning model on students. *Economic Education Analysis Journal*, 10(2), 268–284.
<https://doi.org/10.15294/eeaj.v10i2>.
- Ni'mah, D., & Sholihah, F., A. (2022). Reading intensively: What do the students really need?. *Journal of English Education, Literature, and Culture*, 7(1), 16-31. <http://dx.doi.org/10.30659/e.7.1.16-31>
- Mariana. (2020). Improving students' reading comprehension of VIII grade at SMK Negeri 1 Tulin Onsoi through retelling story. *JME (Journal of Maritime and Education)*, 6(1), 26–31.
- Wuryandani, W., & Herwin. (2021). The effect of the think-pair-share model on learning outcomes of civics in elementary school students. *Cypriot Journal of Educational Sciences*, 16(2), 627–640.
<https://doi.org/10.18844/CJES.V16I2.5640>