

Enhancing Students' Reading Comprehension through Think-Pair-Share Technique in EFL Classroom

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Abstract

Reading comprehension is a fundamental component of English as a Foreign Language (EFL) learning at the senior high school level. However, many students experience difficulties in understanding texts due to limited vocabulary mastery, low reading motivation, and passive learning environments. This study aims to enhance students' reading comprehension through the implementation of the Think-Pair-Share (TPS) technique. This research employed a Classroom Action Research (CAR) design consisting of two cycles following the Kemmis and McTaggart model. The participants were 28 eleventh-grade students of a classroom in senior high school in SMA Mambaus Sholihin 2 Blitar. Data were collected through reading comprehension tests, classroom observation sheets, and field notes. The quantitative data were analyzed descriptively using mean scores and mastery percentages, while qualitative data were analyzed to support the interpretation of findings. The results showed a significant improvement in students' reading comprehension and classroom participation. The mean score increased from 62.4 in the preliminary study to 67.8 in Cycle I and 81.8 in Cycle II. Furthermore, students demonstrated higher engagement, confidence, and collaboration during reading activities. The findings indicate that Think-Pair-Share is an effective cooperative learning technique for improving reading comprehension in an EFL classroom at the senior high school level at SMA Mambaus Sholihin 2, Blitar.

Keywords: Think-Pair-Share Technique, reading comprehension, EFL classroom, senior high school, classroom action research (CAR).

1. INTRODUCTION

English holds significant importance for human communication. In Indonesia, English serves as the primary foreign language and functions globally as an international communication tool. Its instruction begins at the kindergarten level and continues through elementary school, secondary education, and up to university studies. Among the four language skills, reading emerges as a fundamental ability that students must develop.

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Reading comprehension represents a crucial competency in English as a Foreign Language (EFL) education, especially for senior high school students who need to process diverse academic materials, including narrative texts, analytical expositions, and report texts. According to Grabe and Stoller (2019), reading comprehension involves complex cognitive processes that require readers to construct meaning by integrating textual information with prior knowledge. Because of reading we can understand some information on text explicitly and implicitly.

Based on observations conducted by the researcher at SMA Mambaus Sholihin 2 Blitar, several problems related to students' English achievement, particularly in reading, were identified. First, many students struggle to understand English texts, especially in reading activities. Second, although some improvements have been made, teachers still face challenges in effectively applying appropriate teaching methods and techniques, as suggested by Jeremy Harmer (2007). Third, students frequently encounter difficulties in identifying main ideas, interpreting implicit meanings, and answering comprehension questions accurately, which is in line with the reading comprehension issues discussed by William Grabe (2009). These problems are further compounded by limited vocabulary mastery, as emphasized by Michael F. Graves (2005), low reading motivation, and teacher-centered instructional practices that provide minimal opportunities for active student participation.

In many EFL classrooms, reading instruction is still dominated by conventional methods, such as silent reading followed by teacher explanation and individual exercises Grabe, W. (2009). While this approach may help students understand surface-level information, it often fails to engage students actively in the learning process. As a result, students become passive learners and rely heavily on the teacher's explanation rather than developing independent reading strategies. To address these challenges, teachers are encouraged to implement innovative instructional strategies that promote active learning and collaboration. Cooperative learning is widely recognized as an effective approach to enhance students' engagement and comprehension. One cooperative learning technique that has gained attention in EFL contexts is Think-Pair-Share (TPS). Developed by Lyman (1981), TPS provides students with structured opportunities to think individually, discuss ideas with peers, and share their understanding with the class. This technique is particularly suitable for reading instruction, as it allows students to process texts deeply and negotiate meaning collaboratively.

Several studies have reported the effectiveness of TPS in improving students' reading comprehension and participation (Rahmawati & Suryani, 2022). However, empirical studies focusing on the application of TPS in senior high school EFL classrooms in Indonesia remain limited. (Sepya Humaera, Riki Ruswandi & Hamdan Hidayat, 2025) concluded that the application of the Think-Pair-Share (TPS) method has a positive impact on students' reading comprehension of hortatory exposition texts in the context of the English classroom. These findings further reinforce the potential of TPS as an effective learning strategy for improving students' reading comprehension. Therefore, this study aims to further explore how TPS techniques can be optimally applied to improve the reading comprehension of second-year students at SMA Mambaus Sholihin 2 Blitar, in order to fill existing research gaps and make a real contribution to the development of English language learning practices in Indonesia.

The researcher investigated how the Think-Pair-Share strategy can improve reading comprehension among senior high school students by employing a Classroom Action

Research methodology. The researcher was particularly interested in determining whether Think-Pair-Share serves as an effective instructional approach for reading instruction, as it has the potential to address reading difficulties and foster more productive classroom discussions while enhancing students' engagement in the learning process. Compared to conventional questioning methods, Think-Pair-Share offers several distinct benefits. The "Think" component incorporates the crucial element of "wait time," which enables all students to formulate their responses. This approach also encourages longer and more detailed answers, as students have the opportunity to provide well-reasoned justifications for their responses. Furthermore, students become more confident in taking intellectual risks and sharing their ideas, since they have already tested their thoughts with a partner before presenting them to the entire class. Through the implementation of Think-Pair-Share, students can overcome reading challenges, engage in more meaningful classroom discussions, and develop a stronger sense of participation in their learning. Based on the statement of the problems above, the researcher purposes to know process and enhance students' reading comprehension through think pair share technique for the second year students at SMA Mambaus Sholihin 2 Blitar.

2. LITERATURE REVIEW

2.1 Reading Comprehension in EFL Learning

Reading comprehension is defined as the ability to understand, interpret, and evaluate written texts (Snow, 2018). In EFL learning, reading comprehension requires students to decode linguistic forms while simultaneously constructing meaning from the text. This process involves vocabulary knowledge, grammatical competence, background knowledge, and strategic reading skills. Nation (2020) emphasizes that vocabulary mastery plays a crucial role in reading comprehension. Students with limited vocabulary knowledge often struggle to understand texts, even when they are familiar with the topic. In addition, EFL learners frequently encounter unfamiliar cultural references embedded in English texts, which further complicates comprehension.

Based on Grabe (2009) Reading Skills in EFL Contexts Reading skill refers to the ability to comprehend written texts by constructing meaning through interaction between the reader's prior knowledge and the text. In EFL contexts, reading comprehension is a complex process that involves decoding linguistic forms, understanding vocabulary, recognizing grammatical structures, and interpreting meaning at both explicit and implicit levels.

For senior high school students, reading instruction focuses not only on literal comprehension but also on inferential and critical understanding. Students are expected to identify main ideas, locate specific information, interpret vocabulary in context, recognize text organization, and draw conclusions. Effective reading instruction should therefore provide opportunities for students to actively engage with texts and apply comprehension strategies. It should therefore focus not only on understanding textual content but also on developing students' reading strategies, such as predicting, skimming, scanning, and inferencing. When students are actively engaged in these strategies, they are more likely to comprehend texts meaningfully.

2.2 Teaching Reading at Senior High School Level

At the senior high school level, students are expected to comprehend various text types, analyze information, and respond critically to written materials. The national curriculum emphasizes the development of higher-order thinking skills through reading activities, requiring teachers to implement instructional strategies that support analytical and evaluative reading.

However, conventional reading instruction in many classrooms still relies heavily on teacher explanation and individual silent reading, with limited opportunities for discussion. This approach often restricts students' engagement and does not adequately support learners with lower reading proficiency. As a result, students may struggle to understand complex texts and fail to achieve optimal reading outcomes.

To address these issues, reading instruction should adopt interactive and student-centered approaches that encourage learners to actively process information. Cooperative learning strategies allow students to work together, exchange ideas, and support each other in understanding reading texts. Such approaches are particularly beneficial for first-grade senior high school students who are transitioning from basic to more advanced reading demands.

2.3 Cooperative Learning Theory

Cooperative learning is an instructional approach that organizes students into small groups to work collaboratively toward shared learning objectives. This approach is grounded in the belief that learning is enhanced through social interaction and mutual support. Cooperative learning emphasizes several key principles, including positive interdependence, individual accountability, promotive interaction, interpersonal skills, and group processing (Johnson & Johnson, 1999).

Positive interdependence encourages students to rely on one another to achieve group goals, while individual accountability ensures that each student is responsible for their own learning. Promotive interaction allows students to engage in meaningful discussions and provide feedback to peers. These principles collectively create a learning environment that fosters active participation and academic improvement, as proposed by David W. Johnson and Roger T. Johnson (1999).

In EFL classrooms, cooperative learning is particularly effective because it provides students with opportunities to practice language skills in a supportive setting. Through collaboration, students can negotiate meaning, clarify misunderstandings, and develop confidence in using English. Therefore, cooperative learning serves as a strong theoretical foundation for implementing interactive reading strategies such as Think-Pair-Share.

2.4 Cooperative Learning in EFL Classrooms

According (Slavin, 2020). Cooperative learning is an instructional approach that involves students working together in small groups to achieve shared learning goals. In EFL classrooms, cooperative learning provides opportunities for students to use the target language in meaningful interactions. Through peer discussion, students can clarify misunderstandings, share ideas, and develop confidence in using English. Previous studies have shown that cooperative learning enhances language skills, motivation, and

academic achievement Cooperative Learning Theory Cooperative learning is an instructional approach in which students work in small groups to achieve shared learning goals. According to Johnson, Johnson & Smith, (2022), effective cooperative learning is characterized by five key elements: positive interdependence, individual accountability, promotive interaction, interpersonal skills, and group processing. When these elements are present, cooperative learning can enhance academic achievement, motivation, and social interaction. In EFL classrooms, cooperative learning facilitates meaningful language use and interaction. Through collaboration, students can negotiate meaning, receive feedback, and develop communicative competence. Cooperative learning also creates a supportive learning environment that reduces anxiety and increases student confidence.

2.5 Think-Pair-Share Technique

Think-Pair-Share is a cooperative learning technique that consists of three structured stages. In the “think” stage, students are given time to think individually about a question or problem. In the “pair” stage, students discuss their ideas with a partner. Finally, in the “share” stage, students present their ideas to the whole class. Humaera (2025) to show that your results align with other very recent studies specifically on Hortatory texts. *“The significant gain in post-test scores observed in this study mirrors the findings of Humaera (2025), who noted that 65.6% of students in her study reported that TPS made the 'Recommendation' section of the text clearer.”*

TPS offers several advantages for EFL learners. First, it allows students sufficient wait time to process information. Second, it reduces anxiety, as students can rehearse their responses with a partner before sharing them publicly. Third, it promotes equal participation by encouraging all students to contribute ideas. Think-Pair-Share (TPS) is recognized as a cooperative learning strategy that structures students’ thinking processes through individual reflection, peer discussion, and class-wide sharing. This sequence allows learners to actively construct understanding rather than passively receive information, thereby fostering deeper cognitive engagement (Lyman, 2021). In EFL classrooms, TPS provides learners with opportunities to articulate ideas, negotiate meaning, and refine comprehension through interaction, which is essential for effective language learning.

From the perspective of cooperative learning theory, TPS reflects key principles such as positive interdependence, individual responsibility, and face-to-face interaction among learners (Johnson et al., 2022). These principles emphasize that learning outcomes improve when students collaborate in a structured manner while remaining accountable for their own learning. As a result, cooperative learning environments encourage students to participate more actively and support one another in achieving shared academic goals.

Reading comprehension is a complex skill that involves interpreting, analyzing, and synthesizing information from written texts. Effective reading instruction therefore requires instructional approaches that engage students cognitively and socially. Interactive and learner-centered teaching strategies are considered more effective than traditional teacher-centered instruction in developing reading skills, as they promote meaningful engagement with texts (Brown, 2021). In this regard, TPS enables students

to process reading materials collaboratively, allowing them to clarify ideas, confirm understanding, and develop critical thinking skills through discussion.

Empirical evidence suggests that cooperative learning strategies have a positive impact on students' reading comprehension in EFL contexts. Widodo and Dewi (2024) found that students who learned through cooperative learning activities demonstrated higher levels of reading comprehension compared to those taught using conventional methods. The structured interaction in TPS encourages students to exchange perspectives and resolve comprehension difficulties collectively, which contributes to improved reading performance.

Furthermore, Slavin (2022) emphasizes that cooperative learning models enhance academic achievement by increasing students' motivation and engagement in learning activities. When students are actively involved in discussing and sharing ideas, they become more confident and responsible for their learning. Therefore, TPS is considered a promising instructional technique for improving reading comprehension, particularly for senior high school students who are expected to develop higher-order reading skills.

2.6 Think-Pair-Share and Reading Comprehension

TPS is particularly effective for teaching reading comprehension because it aligns with the cognitive processes involved in reading. During the think stage, students analyze the text individually. The pair stage enables them to negotiate meaning and clarify difficult parts of the text. The share stage reinforces comprehension through collective discussion.

Recent studies confirm that TPS improves students' reading comprehension and classroom engagement in EFL contexts (Yusuf & Widodo, 2023). These findings support the implementation of TPS as an alternative instructional technique for reading instruction at the senior high school level. The application of TPS in reading instruction enables students to engage actively with texts through structured interaction. By allowing students to think independently before discussing with peers, TPS supports cognitive processing and comprehension monitoring. Peer discussion further enhances understanding by enabling students to compare interpretations and address misunderstandings collaboratively.

In reading activities, TPS encourages students to focus on meaning rather than merely answering comprehension questions. Through discussion, students develop the ability to analyze texts, identify main ideas, and draw conclusions. This interactive process contributes to improved reading comprehension and greater student engagement.

Moreover, TPS creates a supportive learning environment where students feel more confident expressing their ideas. This increased confidence leads to higher participation levels and improved motivation, which are essential factors in successful reading instruction at the senior high school level.

2.7 Previous Studies on Think-Pair-Share

Several previous studies have examined the effectiveness of Think-Pair-Share in improving students' reading comprehension. Sukardi and Suryani (2023) reported that the application of TPS significantly improved EFL students' reading comprehension achievement, as students were more actively involved in the learning process compared

to those in traditional classrooms. Their findings indicate that peer interaction plays a crucial role in helping students understand reading texts more effectively. Similarly, studies conducted in Indonesian EFL contexts have shown that cooperative learning strategies contribute to better reading outcomes by promoting active participation and collaborative learning (Widodo & Dewi, 2024). These studies provide empirical support for the use of TPS as an effective strategy in reading instruction.

Several studies have investigated the effectiveness of TPS in improving students' reading comprehension. Previous research generally indicates that TPS has a positive impact on students' reading achievement and classroom participation. Students taught using TPS tend to demonstrate higher comprehension scores compared to those taught using traditional methods.

Studies conducted in Indonesian EFL classrooms reveal that TPS enhances students' engagement and facilitates collaborative learning. However, many previous studies focus primarily on overall reading comprehension improvement without examining the magnitude of the instructional effect or students' learning gains quantitatively.

In addition, most existing studies involve mixed student levels or focus on junior high school contexts. Limited research has specifically examined the effectiveness of TPS for first-grade senior high school students using comprehensive statistical analysis, including effect size and normalized gain. This gap highlights the need for further investigation.

Based on the theoretical framework and findings of previous studies, it can be assumed that the implementation of Think-Pair-Share has a significant effect on students' reading comprehension. The structured stages of TPS facilitate active engagement, peer interaction, and individual accountability, which are essential factors in improving reading performance.

This study differs from previous research in several important aspects. First, it focuses specifically on first-grade senior high school students, a critical stage in the development of advanced reading skills. Second, this study employs a quasi-experimental design with rigorous statistical analysis, including mean scores, standard deviation, result t-test.

Furthermore, this study does not merely examine whether TPS improves reading comprehension but also evaluates the magnitude of its effectiveness compared to conventional teaching methods. By emphasizing learning gains and effect size, this research provides deeper insights into the practical impact of TPS in reading instruction.

This study contributes to the existing literature by offering empirical evidence on the effectiveness of TPS with stronger statistical support and a more specific educational context, making it relevant for both researchers and practitioners.

3. METHODS

In this study, the researcher uses Classroom Action Research (CAR) with a collaborative design. In this classroom, action research by Kemmis and Robin Mc Taggart theory (1988) consists of four steps: planning, acting, observing and reflecting. The spiral steps are as follows Figure 1.

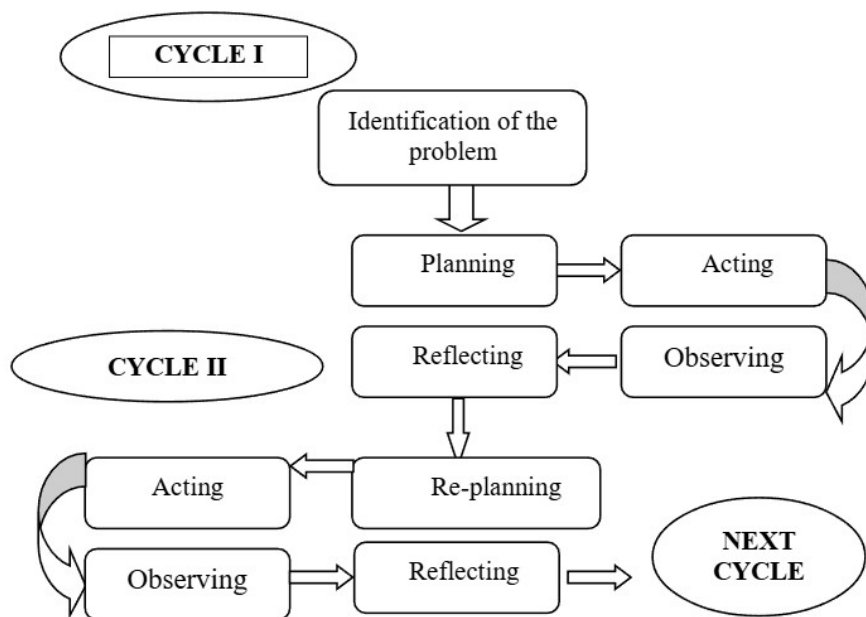


Figure 1. The Action Research Spiral

This study employed a **pre-experimental design** with a preliminary, simple research approach often used in exploratory studies to test the effectiveness of an intervention on a single group without a control group or randomization. The data concerning with the student's reading skill on hortatory exposition text was collected the following instruments: test (pretest and posttest), questioners, observation sheets, documentations, and interview guide. The data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (independent sample t-test) with a significance level of 0.05. The data analyzed were the interpreted as criteria of achievement. While the data that were derived from quantitative and qualitative data. The classroom action research was done in the location SMA Mambaus Sholihin 2 Blitar with the total of the students' second year class is 28 students as the subject of this research. The classroom action research was done in November 20, 2025 – Januari 10, 2026.

4. RESULTS

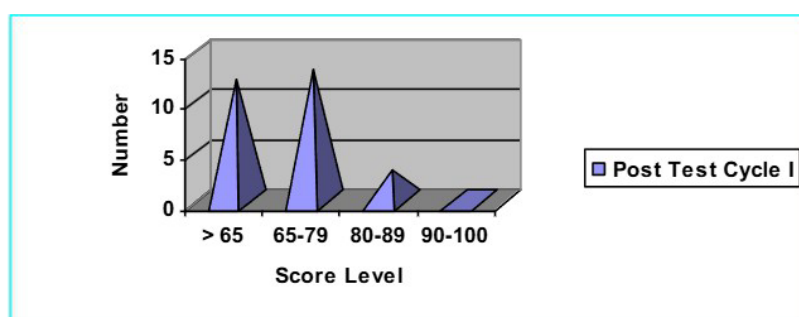
The result of research showed that think pair share technique was effective increasing the students' reading skill. The researcher has two cycles in the research. In cycle I, the students' score was low (mean 68%).

Table 1. The Result of Students' Score in Post Test Cycle I

No	Score level	Category	Number	Percentage
1	< 65	Bad	12	42.86
2	65 - 79	Enough	13	46.43
3	80 - 89	Good	3	10.71
4	90 - 100	Very good	0	0
Total			28	100

Table 2. The Analysis of Students' Reading Score in Cycle I

No	Point	< 65	≥ 65
1	Individual score	12	16
2	Mean	61	79

**Figure 2.** The Result of Students' Score in Post Test Cycle I

Based on data, when the teaching and learning process ran, any students could not be active. They just kept silent and spoke with their other friends. The researcher thought they were not ready yet with the Think-Pair-Share technique that the teacher applied. They could not absorb the material well. It means that the result of reading skill score is not satisfied. So the researcher wanted to increase students' reading through cycle II. In cycle II, the students' score higher than before (mean 81%). It means that Classroom Action Research was success.

Table 3. The Result of Students' Score in Post Test Cycle II

No	Score level	Category	Number	Percentage
1	< 65	Bad	0	0
2	65 - 79	Enough	8	28.57
3	80 - 89	Good	18	64.29
4	90 - 100	Very good	2	7.14
Total			28	100

Table 4. The Analysis of Students' Reading Score in Cycle II

No	Point	< 65	≥ 65
1	Individual score	0	28
2	Mean	0	81

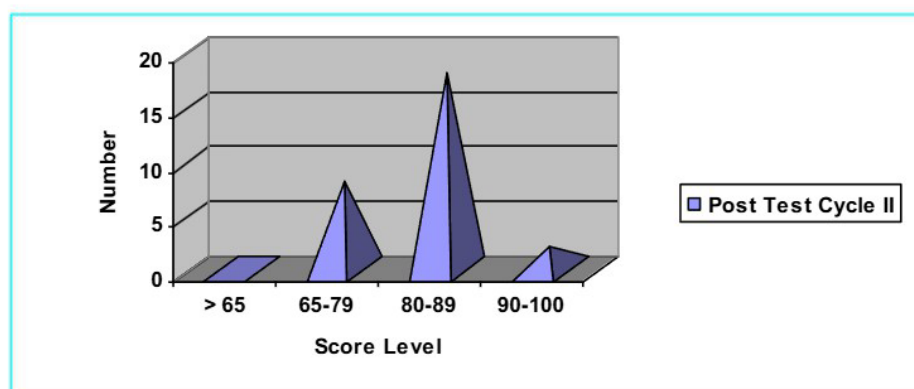


Figure 3. The Result of Students' Score in Post Test Cycle II

Table 5. The Comparison Among Score in Post Test of Cycle I and Post Test of Cycle II

	Post test of cycle I	Post test of cycle II
Total of students' score	1914	2255
Total sample of students	28	28
Mean	68	81

Table 6. The Table Analysis of Students' Reading Score Among Pre-Test's Score, Post Test's Score in cycle I, and Post Test's Score in Cycle II

No	Score level	Category	Pre-test		Post-test I		Post-test II	
			Number	%	Number	%	Number	%
1	< 65	Bad	18	64.69	12	42.86	0	0
2	65 - 79	Enough	8	35.71	13	46.43	8	28.57
3	80 - 89	Good	0	0	3	10.71	18	64.29
4	90 - 100	Very good	0	0	0	0	2	7.14
Total			28	100	28	100	28	100

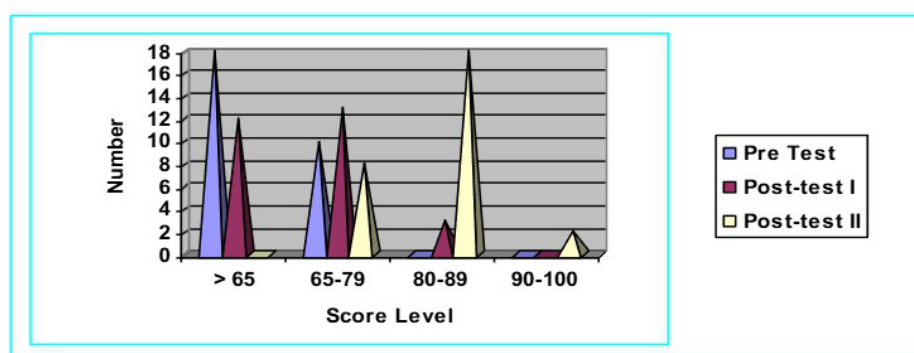


Figure 4. Students' Reading Score Among Previous Middle Semester Score, Post Test Score in Cycle I, and Post Test Score in Cycle II

Based on Table 3 above, the researcher found that the students had improve their ability in reading skill. The students' score in cycle II was 81% good score. Thus, the researcher considered that teaching learning process through Think – Pair – Share technique in cycle II had succeeded. The researcher concluded from the data that think

pair share technique is suitable in reading because it could make students more creative and increase students' motivation and their scores in reading skill.

5. DISCUSSION

The findings of this study confirm that the Think-Pair-Share technique significantly improves students' reading comprehension at the senior high school level. The improvement observed in the experimental group supports the theoretical assumption that cooperative learning strategies enhance comprehension by engaging students cognitively and socially. Through the structured stages of thinking, pairing, and sharing, students were encouraged to process information independently before negotiating meaning collaboratively, which contributed to deeper understanding of reading texts.

The experimental group suggests that TPS effectively facilitates learning progress rather than merely improving test performance. This result aligns with cooperative learning theory, which emphasizes active engagement and individual accountability as key factors in academic achievement. Furthermore, the effect size analysis strengthens the empirical contribution of this study by demonstrating that TPS has a meaningful instructional impact, not just a statistically significant one.

Compared to previous TPS studies that primarily focused on score comparisons, this research provides additional insight by quantifying the strength of TPS effectiveness through gain and effect size analysis. This approach offers a more comprehensive understanding of how TPS influences students' reading development, particularly for first-grade senior high school students who are transitioning to more complex reading tasks.

Therefore, TPS can be considered an effective alternative to conventional reading instruction in EFL classrooms. Its emphasis on structured interaction and student participation makes it particularly suitable for improving reading comprehension in senior high school contexts

6. CONCLUSION

Finally, the result of the research, the researcher concluded in cycle I and II, the teacher applied cooperative Learning through think pair share as the teaching technique. The results revealed that a significantly higher improvement in reading comprehension. The t-test results indicated a statistically significant difference between the pre-test and post-test scores. Think pair share technique is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all discussions need to held in whole group setting and giving students more time to think, to respond, and to help each other. By using think pair share technique, it made classroom discussions more productive and it could increase their sense of involvement in learning process especially in reading skill.

The researcher suggested the English teacher could be creative in applied think pair share technique in learning process and the teacher should give more various texts especially hortatory exposition because it could give students' improvement in reading skill. Besides, the students should be more active when learning process was running and the students should study hard to learning English especially in reading skill.

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