

CHAPTER I

INTRODUCTION

1.1 Background Of Study

Reading comprehension is a fundamental skill that plays a crucial role in students' academic success and overall development. Ada Rigacci (2020) notes that the realization of teachers after working with cooperative learning is that the students get an opportunity to know their classmates on a personal level creating a better community that shares a strong bond and therefore having a warmer atmosphere in the classroom. Cooperative Learning method is not only learning in groups. There are basic elements of cooperative learning learning that distinguishes it from the perfunctory group Division.

The pair share model is a learning model that optimizes the interaction process between one student and another, so that they can exchange ideas and build their knowledge together (Sari et al., 2018; Tela et al., 2019). In the pairing stage, students learn to listen and appreciate their partner's opinions, thereby building positive and supportive relationships in the classroom. However, research indicates that many students struggle with comprehending texts, which can hinder their learning and achievement. In recent years, educators have been exploring various instructional strategies to enhance students' reading comprehension abilities.

Compared to other teaching methods and techniques, cooperative learning is characterized as a model that can be applied more effectively and economically, especially in schools where equipment is inadequate because students work together in cooperative learning (Öztürk, 2017). In TPS method, students are given time to individually think about a question or prompt related to the reading material. They then pair up with a classmate to discuss their thoughts and ideas. Finally, they share their insights with the whole class, fostering a collaborative learning environment. The TPS (Think Pair Share) learning model aims to develop students' cognitive competence (Think), overcome problems as a form of

collaboration and obligation in completing work with partners (Pair) and stimulate skills in expressing their opinions (Share) (Ramdiah, 2016).

Bene et al (2021) noted that academic performance has long been associated with successful learning and studying strategies that are governed by cognitive processes. In the pairing stage, students can assist each other and provide constructive feedback, thereby expanding their perspectives in understanding a concept. Previous studies have shown promising results regarding the effectiveness of the TPS method in improving students' comprehension skills in various subject areas. However, limited research has been conducted specifically on the impact of the TPS method on students' reading comprehension skills, especially in the context of Indonesian classrooms. positive contribution to improving the quality of learning and student achievement in STEM fields (Li & Tu, 2024).

Casey, and Fernandez-Rio (2019) noted that through the cooperative method, students learned to value both their own and others' views and solutions, become highly self-reliant on their own minds and ideas, adapt peer group work to suit their own and others' needs within the classroom, and think of academic success and achievement in terms of contribution than just performance in exams. They also noted an increase in positivity especially self-esteem and motivation in their work. By involving students in thinking, discussing with a partner, and sharing their thoughts, TPS can help students deepen their understanding of the material being learned. Students are asked to think about their own answer, then pair up with their partner to reach an agreement on the answer. Finally, the teacher asks the students to share the answers they have agreed with all students (Agustin et al., 2019; Kurniasari & Setyaningtyas, 2017)

Realizing the importance of English, the government of Indonesia has declared English as the first foreign language which is taught in Indonesia, starting from elementary school until university levels (Septiyana, 2019). Reading comprehension is a critical skill that enables students to understand, analyze, and interpret written texts. Proficient reading comprehension is essential for academic

success across various subjects and is a key component of lifelong learning. However, research suggests that many students struggle with comprehending texts, which can hinder their overall academic achievement and limit their ability to engage with complex ideas.

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In the past few years, teachers and researchers have been searching for new ways to improve students' ability to understand what they read. In the past few years, teachers and researchers have been searching for new ways to improve students' ability to understand what they read. One such strategy is the Think-Pair-Share (TPS) method, which is a collective learning way that encourages active engagement, collaboration, and critical thinking among students. There are three stages in the TPS learning model according to Zubaidah & Corebima (Pangestuti, 2017).

- a. The first stage is Think, at this stage students are asked to think about answers to questions individually.
- b. The second stage is Pair, where students are asked to pair up discuss answers.
- c. The final stage is Share, this stage requires students to share answers to the results of discussions in the previous stage through discussion activities with their classmates.

According to Floris & Divina (2015), the role of reading for English as a Foreign Language (EFL) students is that it facilitates the improvement of English abilities and knowledge. The TPS method involves three stages: think, pair, and share. During the "Think" stage, students are given time to quietly think and reflect on a question or prompt related to the reading material, before discussing it with their pair. This allows them to activate their prior knowledge, make connections, and generate their own ideas. In the "Pair" stage, students are paired up with another classmate to exchange ideas and discuss their thoughts related to the

reading material they just reflected on. The most common predictors are, in line with Storch and Whitehurst's take on the simple view of reading, vocabulary, grammar, phoneme awareness, letter knowledge and rapid automatized naming (RAN; Fricke, Szczerbinski, Fox-Boyer, & Stackhouse, 2016; Hulme, Nash, Gooch, Lervåg, & Snowling, 2015). This peer interaction promotes deeper understanding, as students can clarify their thinking, exchange perspectives, and construct meaning together. To conclude, during the "Share" stage, students are encouraged to share their insights and ideas with the whole class. This way, they can engage in discussions and collaborate with their classmates, creating a vibrant and productive learning atmosphere where everyone actively participates.

Studies conducted in the past have demonstrated encouraging outcomes with regards to the influence of the TPS strategy on enhancing students' comprehension abilities across several academic subjects. The TPS method has been found to enhance students' ability to analyze and evaluate texts, make inferences, and engage in critical thinking. By actively engaging students in the studying process and promoting peer interaction, TPS method creates a supportive and collaborative classroom environment that can positively impact students' reading comprehension skills. This Think Pair Share (TPS) acquisition model has many advantages, namely that it can help students grow and develop their own individual potential, it can also develop the potential of their group which will increase student learning outcomes in solving a problem or question (Simbolon, 2017).

However, while the TPS method has been widely studied in different educational contexts, there is a need for further research specifically focusing on its impact on students' reading comprehension skills, particularly in the Indonesian educational setting. Two previous reports explored the perspectives and preferences of tertiary students regarding cooperative learning techniques. The reports were qualitative in nature, providing detailed descriptions of how students viewed these methods in a tertiary context. Think Pair Share technique with experimental methods can improve student learning outcomes and activities (Gani,

Fajrina and Hanifa, 2015). Understanding the potential benefits and challenges of implementing the TPS method in Indonesian classrooms is crucial for educators and policymakers.

This study intent to investigate the impact of the TPS method on students' reading comprehension skills in a diverse classroom setting in MTs Al-Masruriyyah located in Pasirwangi. By conducting a qualitative case study, the researcher will observe and analyze the effects of the TPS method on students' comprehension abilities. A teacher's role, for example, is to organize, plan, guide, and facilitate the learning process, while a student's role is to actively participate in the learning process (Samaila et al., 2021). Data will be collected through classroom observations, student interviews, and analysis of students' work. The results of this research project will add to the current body of knowledge on cooperative learning techniques. It will also offer useful information and recommendations for teachers working towards improving reading comprehension teaching methods in Indonesian schools.

1.2 Reason for choosing Topic

The reason for taking this topic of the impact of the Think-Pair-Share (TPS) method on students' reading comprehension skills in junior high school is rooted in the importance of effective teaching strategies and the need to enhance students' reading abilities. Reading comprehension is a basic skill that significantly contributes to academic success and continued learning. Despite its importance, many students find it challenging to understand and analyze complex texts, which can negatively impact their overall academic achievement.

The Think-Pair-Share method is a widely recognized instructional strategy that promotes active learning and student engagement. It involves students thinking individually about a topic or question, discussing their thoughts with a partner, and then sharing their ideas with the whole class. This collaborative approach encourages students to critically analyze the text, articulate their thoughts, and engage in meaningful discussions with their peers.

By investigating the impact of the TPS method on students' reading comprehension skills in junior high school, we aim to explore the effectiveness of this instructional strategy in improving students' ability to comprehend and interpret texts. Grasping the potential advantages and possible obstacles related to adopting the TPS method can offer instructive insights for educators and curriculum designers when shaping impactful teaching practices.

Furthermore, this research topic aligns with the current educational landscape, which emphasizes the importance of student-centered learning and active engagement. By examining the impact of the TPS method, we can involving it to the existing body of information on efficient instructional strategies and provide evidence-based recommendations for educators to enhance students' reading comprehension skills. Ada Rigacci (2020) notes that the realization of teachers after working with cooperative

learning is that the students get an opportunity to know their classmates on a personal level creating a better

community that shares a strong bond and therefore having a warmer atmosphere in the classroom.

Ultimately, the goal of this research is to contribute to the improvement of teaching practices and student learning achievements. By investigating the impact of TPS method in the reading comprehension skills, we can provide valuable insights that can inform instructional approaches and support educators in creating engaging and effective learning environments for junior high school.

1.3 Research Questions

1. How do the experiences of seventh-grade students using the Think-Pair-Share (TPS) strategy affect their reading comprehension?

2. How do seventh-grade students perceive and understand the role of collaboration in the TPS strategy in enhancing their engagement and comprehension of reading materials?

1.4 Research Objectives

1. To understand the experiences of seventh-grade students using the Think-Pair-Share (TPS) strategy and how these experiences affect their reading comprehension.
2. To explore how seventh-grade students perceive and understand the role of collaboration in the TPS strategy in enhancing their engagement and comprehension of reading materials.

1.5 The significance of this study

The impact of the Think-Pair-Share (TPS) method on students' reading comprehension skills in junior high school lies in its potential to contribute to educational practices with student learning impacts. Here are five paragraphs highlighting the significance of this study:

1. **Educational Improvement:** By investigating the effectiveness of the TPS method in improving students' reading comprehension skills, this study can provide valuable insights for educators and curriculum developers. Understanding the impact of this instructional strategy can help educators make informed decisions about incorporating the TPS method into their teaching practices, ultimately leading to improved educational outcomes for students. The TPS (Think Pair Share) learning model aims to develop students' cognitive competence (Think), overcome problems as a form of collaboration and obligation in completing work with partners (Pair) and stimulate skills in expressing their opinions (Share) (Ramdiah, 2016)
2. **Student Engagement:** The TPS method promotes active learning and student engagement by encouraging students to think critically, discuss ideas with their peers, and share their thoughts with the whole class. This study can shed light on the role of collaborative learning in enhancing students' engagement with reading materials. The findings can guide educators in creating interactive and participatory learning environments that foster students' active involvement in the learning process. According to Hamdayana (2014:202) states that TPS is a simple technique with big advantages. This TPS can improve students' ability to remember information and a student can also learn from other students and share their ideas with each other in the group work process.
3. **Reading Comprehension Skills:** Reading comprehension is a fundamental skill that is essential for academic success and lifelong learning. By examining the impact of the TPS method on students' reading comprehension skills, this

study can provide evidence-based insights into effective instructional strategies for improving students' ability to comprehend and analyze complex texts. The findings can inform the development of targeted interventions and instructional approaches to support students in developing strong reading comprehension skills. Reading is a complex cognitive process of decoding symbols in order to build or to derive meaning from the text. Reading, in this term, is a means of language acquisition, of communication, and of sharing information and ideas (Kaganang, 2019).

4. **Student Perspectives:** Understanding students' perceptions and attitudes towards the TPS method is crucial for its successful implementation. This study aims to explore students' perspectives on the TPS method as a strategy for enhancing their reading comprehension abilities. Slameto (2003). By considering students' voices and experiences, educators can gain valuable insights into the effectiveness of the TPS method from the learners' point of view, allowing for more student-centered and tailored instructional practices.
5. **Research Gap:** While the TPS method is widely recognized as an effective instructional strategy, there is a need for more research specifically focusing on its impact on reading comprehension skills in the context of junior high school. This study aims to fill this research gap by providing empirical evidence on the effectiveness of the TPS method in improving students' reading comprehension abilities. The findings can contribute to the existing body of knowledge on instructional strategies and provide valuable insights for educators and researchers interested in enhancing students' reading comprehension skills. According to Baako et al. (2022), a research gap is a piece of information or knowledge about a topic of interest that hasn't been fully examined or isn't being fully investigated in the research literature.

In summary, this study's significance lies in its potential to inform educational practices, enhance student engagement, improve reading comprehension skills, consider student perspectives, and contribute to the existing research on instructional strategies. The findings can guide educators

in designing effective teaching practices and interventions to support students' reading comprehension development in junior high school.

1.6 Definition Of Terminologies

In this study, it is important to establish clear and consistent definitions of key terminology to ensure mutual understanding and effective communication. The following is the determination of the terminology used in this study:

1. The Think-Pair-Share (TPS) method: The TPS method is a learning strategy that involves three stages. In the "think" stage, students individually reflect on questions or prompts related to the reading material. In the "pair" stage, students discuss their thoughts and ideas with a partner. The TPS (Think Pair Share) learning model aims to develop students' cognitive competence (Think), overcome problems as a form of collaboration and obligation in completing work with partners (Pair) and stimulate skills in expressing their opinions (Share) (Ramdiah, 2016).
2. Reading skill is one of the skills that should be the priority because from reading students can gain more information for themselves in learning (Widowati & Kurniasih, 2018). To elaborate reading comprehension skills encompass the ability to comprehend, interpret, and analyze written texts. It entails a range of cognitive processes, which can include decoding words, drawing inferences, recognizing primary ideas, and drawing conclusions. In this particular study, reading comprehension skills are considered in the specific context of middle school curricula.
3. Middle school, also known as junior high school, generally refers to the level of education that follows elementary school and precedes high school. In this study, middle school specifically refers to the grade level and age range typically associated with this stage of education, which may vary in different educational systems or countries. Pupils need to be able to comprehend or understand well to gain the substance of the texts (Carvajal, et al., 2024; Muñoz & Sanchez, 2023; Sanchez, et al., 2024c).

4. Collaborative learning: Collaborative learning is an instructional approach that emphasizes active participation, cooperation, and interaction among students. It involves students working together in groups or pairs to achieve shared learning goals. In the context of this study, collaborative learning refers to the collaborative nature of the TPS method and its impact on students' reading comprehension skills. cooperative learning enables students to construct different perspectives by supporting them to go through important learning processes such as problem-solving, critical thinking, and reasoning (Borich, 2017).

By defining this terminology, the study ensures clarity and consistency in the use of key concepts, enabling effective communication and understanding among researchers, educators, and readers. It also helps build a common framework for analyzing and interpreting research findings.

CHAPTER II

LITERATURE REVIEW

2.1 The Definition Of Think Pair Share

The Think-Pair-Share approach has been documented to be employed across a range of educational contexts, stretching from primary school through tertiary levels. According to Shoimin (2014: 208) in TPS learning, students are given the opportunity to think independently, discuss, help each other with group friends, and students can share information with friends or other groups. During the thinking stage, students are assigned a single question, problem, or topic to consider independently. This stage enables students to engage in deep reflection, draw on existing information, and produce their own ideas and insights. It fosters autonomous thinking and enables pupils to gain a greater comprehension of the subject at hand.

After students have had time to ponder alone, they proceed to the pairing stage. During this level, pupils are paired with a classmate or partner. They share their thoughts, ideas, and responses to the prompt with one another. According to Tint and Nyunt (2015: 02) think pair share is a cooperative learning model suitable for students who are just learning to use models cooperative learning. This stage encourages collaboration, active listening, and the exchange of diverse viewpoints. Students can discuss their rationale, question each other's assumptions, clarify any misconceptions, and provide constructive comments. This method teaches students to accept other perspectives, build empathy, and deepen their own grasp of the topic.

After the partnering stage, pupils move on to the sharing stage. Here, they can share their ideas, insights, and conclusions with the entire class. This can be accomplished through a variety of approaches, including group presentations, classroom discussions, and written reflections. Sharing helps students to express themselves, learn from their peers, and receive feedback from their teacher and

classmates. It encourages pupils to express themselves clearly and listen attentively to others, which improves their communication abilities. research conducted by Kasimudin (2016), stated that student learning outcomes using the Think-Pair-Share type cooperative learning model in cycle I and cycle II resulted in an increase in learning outcomes of around 22% or around 8 students who succeeded in meeting the minimum completeness criteria. Furthermore, the sharing stage fosters a positive and inclusive classroom climate in which students feel appreciated and respected for their efforts.

The Think-Pair-Share technique provides various benefits to pupils. It promotes active involvement and engagement by giving every student the opportunity to think, discuss, and share their ideas. TPS develops critical thinking abilities by encouraging students to analyze, evaluate, and justify their ideas and responses. It also encourages social contact and teamwork because students work together and learn from each other's viewpoints. The problem is not merely from the students, but also from the educational staffs, facilities and infrastructures, curriculum, and other supporting factors (Widodo, 2018). TPS can help students develop their communication skills by practicing voicing their opinions and listening to others. Furthermore, TPS fosters a pleasant and inclusive classroom environment in which students feel encouraged to contribute and learn from one another.

To summarize, Think-Pair-Share is an effective learning technique for kids that encourages active learning, critical thinking, cooperation, and communication skills. It provides a structured framework for students to engage in meaningful debates, share their views, and get a deeper understanding of the subject. Learning management has four minimum standards, namely planning, organizing, implementing and evaluating classroom learning (Ekawati, 2018). By introducing TPS into the classroom, instructors may establish a feeling of community, increase student involvement, and improve the entire learning experience.

The impact of the Think-Pair-Share (TPS) method on students' reading comprehension skills has been a subject of interest in educational research. Several studies have explored the effectiveness of collaborative learning strategies, such as TPS, in enhancing students' comprehension abilities. Ehsan, Vida, and Mehdi (2019) their study concluded that cooperative learning increased student achievement in academics more than the traditional lecture-based system. Similarly, The think pair share learning model uses a discussion model in pairs followed by plenary discussion. With this learning model, students are trained how to express opinions and students also learn to respect other people's opinions while still referring to the material or learning objectives (Kurniasih and Sani, 2016: 58).

The advantages contained in the Think Pair Share (TPS) learning model according to Mutia, (2020) is to give students lots of time to think so it can easily be implemented levels of ability to think individually and in groups, answer, and help students with each other. The study was designed to explore the beneficial effects of introducing this teaching approach in English as a Foreign Language (EFL) classes, with the ultimate goal of enhancing communication skills and encouraging students' motivation to learn more effectively. Moreover, Vygotsky's sociocultural theory provides a theoretical framework for understanding the effectiveness of collaborative learning strategies, such as TPS, in promoting cognitive development and academic growth. Based on Vygotsky, learning is a social process that occurs through interaction with others, and collaborative activities facilitate higher-order thinking skills and knowledge construction.

Overall, the literature suggests that the TPS method can positively impact students' reading comprehension skills by promoting active engagement, peer collaboration, and deeper acumen of the text. To encouraging students to think critically, discuss ideas with their peers, and articulate their thoughts effectively, the TPS method can enhance students' comprehension abilities and contribute to their overall academic success. Reading comprehension plays substantial roles either in students' academic life, personal or professional in the future. In academic

life, reading comprehension shall lead students to have excellent academic achievement (Anggraini, 2017).

The Think-Pair-Share (TPS) method is a collaborative learning strategy that has gained attention in educational research for its potential impact on students' reading comprehension skills. Multiple studies have examined the impact of the Think-Pair-Share (TPS) method on students' comprehension and retention of reading materials, with positive findings demonstrating its effectiveness in enhancing reading understanding and recall. The importance of good education for a country shows that it is necessary to make efforts to improve the quality of education in Indonesia (Affandi et al., 2021)

According to Retno (Wahyuni, 2018), Think Pair Share has procedures that are explicitly established to give students more time to think, answer, and help each other. By encouraging students to think critically, discuss their thoughts with peers, and share their understanding of the text, TPS creates an interactive learning environment that fosters deeper comprehension.

Similarly, The pair share model is a learning model that optimizes the interaction process between one student and another, so that they can exchange ideas and build their knowledge together (Sari et al., 2018; Tela et al., 2019). Through the process of thinking, pairing, and sharing, students are encouraged to articulate their thoughts and engage in meaningful discussions with their peers. This collaborative approach not only enhances comprehension but also promotes the progress of higher-order thinking expertise.

Furthermore, TPS is a type of cooperative learning designed to influence students' interaction patterns (Winantara & Jayanta, 2017). The study found that TPS encourages students to actively participate in discussions, share their ideas, and reflect on their understanding of the reading material. This partnership-based approach not only leads to an improvement in comprehension but also encourages a sense of belonging and mutual support within the classroom environment.

The sociocultural theory proposed by Vygotsky provides a theoretical framework for understanding the effectiveness of TPS in promoting cognitive development and academic growth. According to Vygotsky, learning is a social process that occurs through interaction with others. Collaborative activities, such as TPS, facilitate higher-order thinking skills and knowledge construction by providing opportunities for students to engage in meaningful dialogue and negotiation of meaning. The Think Pair Share (TPS) model is an active learning model that encourages students to think critically and collaborate in solving problems (Bella & Islami, 2023; Ragil et al., 2023)

Generally speaking, the available research indicates that the Think-Pair-Share (TPS) teaching method can have a beneficial impact on students' reading comprehension abilities. By promoting active engagement, peer collaboration, and deeper understanding of the text, TPS enhances students' comprehension abilities and contributes to their overall academic success.

2.2 The Principles of Think-Pair-Share (TPS) in Cooperative Learning Model

1. Goal-Oriented

The Goal-Oriented of using the Think-Pair-Share (TPS) learning method encourage active participation, critical thinking, and collaboration among students. TPS goal is to fuel a deep understanding of the learning topic, expand students' perspectives, and gain their communication proficiency. It promotes active engagement by allowing students to think independently before sharing with a partner or group. TPS also fosters collaboration, as students listen and share ideas with others, gaining different perspectives and expanding their understanding through discussion.

Additionally, TPS improves students' communication skills by providing opportunities to express their thoughts to the whole class and practice effective speaking and listening. In essence, TPS gives rise to an interactive learning

experience, which encourages critical thinking, cooperation, and efficient communication amongst students.

2. Activity

The Think-Pair-Share (TPS) instructional method comprises three key stages. Initially, students are allocated time to thoughtfully consider a question or subject given by the instructor prior to any group discussion. They reflect, organize their ideas, and formulate their own understanding of the topic. This promotes active engagement and critical thinking.

Next, the individual reflection phase has concluded, students then partner up with a classmate with whom they share their thoughts, ideas, or answers to the question or topic. They actively listen and provide constructive feedback to each other. This collaboration allows students to gain different perspectives, consider different arguments, and expand their understanding through discussion.

Finally, in the third and final stage, pairs or groups have the chance to share their thoughts and insights gained during their discussions with the entire class. This enables students to express their ideas clearly, articulate their understanding, as well as answer any queries raised by the instructor. This stage helps students sharpen their communication skills, such as public speaking, organizing ideas clearly, and delivering their message effectively. Additionally, students learn to actively listen as their peers share, enhancing their listening skills.

By incorporating the Think-Pair-Share (TPS) learning method, students are stimulated to actively participate, employ critical thinking, and cooperate with their peers. They develop independent thinking skills, broaden their perspectives through discussion, and reach their communication skills. This activity creates an inclusive learning environment where every student feels heard, valued, and involved in every step of education process.

3. Individuality

Within the Think-Pair-Share (TPS) instructional model, individual autonomy takes on a vital part in empowering students to convey their distinctive viewpoints and insights. During the initial thinking phase, students have the opportunity to delve into the topic independently, allowing them to explore their own thoughts and ideas without external influence. This process of individual reflection fosters a sense of ownership over their learning journey, It is a way of motivating students to cultivate their critical thinking abilities and express their own understanding of the subject material in a clear and articulate manner.

As students engage in pair-sharing activities, their individuality shines through as they exchange thoughts with a classmate. This collaborative process not only enhances their communication skills but also exposes them to diverse viewpoints and approaches. By valuing and respecting each student's individual contributions, The implementation of the TPS method creates a conducive and supportive learning environment, where students feel self-assured and empowered to contribute their views and acquire knowledge from the singular insights of their fellow students.

4. Integrity

Integrity assumes a primary place in the TPS teaching method, guaranteeing that students fully participate in the process without deception and in accordance with ethical standards. In the thinking phase, integrity is upheld as students are encouraged to think independently and critically about the topic at hand. They are expected to approach the task with integrity, ensuring that their thoughts and ideas are original and not influenced by external sources. This promotes a culture of academic honesty and fosters the development of independent thinking skills.

Using a Think Pair Share (TPS) cooperative learning strategy can help address the problem. Sanjara (2013) defines TPS as a cooperative learning approach that aims to influence student interactions. After a brief presentation, students are encouraged to consider a more in-depth problem and discuss their answers (Septriana, 20116). The Think Pair Share (TPS) cooperative learning methodology encourages students to think, respond, and interact with others (Ibrahim, 2000). The Think Pair Share (TPS) cooperative paradigm offers pupils the ability to work independently and collaboratively.

Furthermore, integrity is maintained during the sharing phase of TPS learning. Students are expected to actively listen to their peers, respect their ideas, and provide constructive feedback. This involves being open-minded, acknowledging the value of different perspectives, and refraining from any form of plagiarism or intellectual dishonesty. By upholding integrity in the sharing phase, students create a supportive and respectful learning environment where everyone's contributions are valued and honored. This emphasis on integrity not only promotes ethical conduct but also encourages students to develop strong communication skills and a sense of respect for others' ideas.

Elizabeth Cohen, a renowned educational researcher, has provided valuable insights on the implementation of TPS (Think-Pair-Share) in the classroom. According to Cohen, there are several key aspects to consider when implementing TPS effectively:

1. **Clear Instructions:** It is crucial to provide clear and concise instructions to students about the purpose and process of TPS. Students should understand the thinking, pairing, and sharing phases and how they contribute to their learning.
2. **Think Time:** Cohen emphasizes the importance of giving students sufficient think time during the thinking phase. This allows them to reflect on the question or prompt independently before sharing their

thoughts with a partner. Providing think time encourages deeper thinking and enhances the quality of student responses.

3. **Structured Pairing:** Cohen suggests using structured pairing strategies to ensure effective collaboration during the sharing phase. This can include pairing students with different abilities or perspectives, or assigning specific roles to each partner, such as a speaker and a listener. Structured pairing promotes active engagement and equal participation among students.
4. **Accountable Talk:** Cohen highlights the significance of promoting accountable talk during the sharing phase. Students are strongly urged to express their thoughts in a clear and articulate manner, while additionally offering evidence to underpin their ideas. By partaking in “accountable,” or thoughtful, conversation, individuals develop their critical thinking abilities, improve their communication skills, and cultivate respectful discourse.
5. **Teacher Facilitation:** The role of the teacher is crucial in facilitating TPS discussions. Cohen suggests that teachers should circulate the classroom, actively listen to student conversations, and provide guidance and feedback as needed. Teachers can also use questioning techniques to deepen student thinking and encourage further exploration of the topic

2.3 Reading Comprehension

Reading comprehension denotes the capability to interpret and comprehend written texts. It encompasses a variety of cognitive processes, including the decoding of words, familiarity with vocabulary, drawing logical inferences, and connecting ideas to grasp the overall significance of a passage. Reading comprehension is the interaction between the readers and the text in order to form a meaning from the text which is involved a complex process, word knowledge, and world knowledge (Ayu, Diem & Vianty, 2017). This skill is crucial for

academic success, as it allows individuals to extract information, analyze content, and draw conclusions from what they read. Improving reading comprehension can lead to better academic performance, critical thinking skills, and overall cognitive development.

A pivotal facet of reading comprehension is comprehending the main idea of a text. This involves recognizing the primary message or overarching theme that the author intends to communicate. Grasping the main idea enables individuals to grasp the overall essence of the text and how its various elements are interrelated. Readers can better comprehend the purpose and significance of the passage. Understanding the main idea helps readers to focus on essential information and disregard irrelevant details, enhancing their overall comprehension. According to Yuliansyah and Ayu (2021), by giving appropriate text for students to comprehend the materials will aid them to interpret and follow all activities given by teachers.

The learning model is used in learning at school so that students are enthusiastic in learning activities. The learning model is a regular step that acts as a guide, including teaching methods, tactics, learning material methods, learning media and learning tools to achieve learning targets (Octavia, 2020). It is important component of reading comprehension is recognizing supporting details within a text. Supporting details provide additional information, examples, or evidence that reinforce the main idea.

By identifying and understanding these details, readers can deepen their comprehension and gain a more comprehensive understanding of the text. Recognizing supporting details also helps readers to make connections between different parts of the passage and draw conclusions based on the information presented. Studies comparing skilled and less skilled adolescent comprehenders show reliable differences in inference-making groups even after taking into account reading and reading-related skills such as vocabulary and working memory (e.g., Barth, Barnes, Francis, York, & Vaughn, 2015; Denton et al., 2015).

Additional to that, proficient reading comprehension incorporates an understanding of a text's structure. Text structure refers to the way in which a passage is organized, encompassing temporal (chronological) order, cause-and-effect relationships, comparison-contrast, or problem-solution narratives. Recognizing the text structure enables readers to anticipate the flow of information, identify pivotal points, and efficiently navigate through the content. Understanding text structure enhances comprehension by providing a framework for organizing and interpreting information.

Additionally, for excellent reading comprehension, it is essential to practice monitoring comprehension while reading. Engaging in ongoing evaluation of one's understanding of the text is crucial, and implementing strategies to enhance comprehension is a fundamental aspect of this process. This may encompass re-reading unclear passages, posing inquiries, summarizing key concepts, and linking present knowledge to prior experiences. By monitoring comprehension, readers can identify areas of confusion, clarify understanding, and enhance overall comprehension of the text.

In addition, reading comprehension is a skill that can be developed and improved through practice and various strategies. Engaging in activities such as summarizing, predicting, questioning, and visualizing can enhance comprehension skills. Furthermore, building vocabulary, improving fluency, and developing critical thinking abilities can also contribute to better reading comprehension. By actively practicing and honing these skills, individuals can become more proficient readers and enhance their ability to comprehend and analyze a wide range of texts.

2. 4 The stage of Think Pair Share and Reading Comprehension

The Pair Share teaching strategy is an interactive and collaborative method of teaching where students work in pairs to share and discuss their thoughts through a set of 2.0 web tools, ideas and opinions on a materials related to geometric Transformations and constructions”. The steps to implement the Pair Share strategy in the classroom include:

1. Define the objective: Clearly state the purpose of the Pair Share activity and how it aligns with the overall learning goals of the lesson.
2. Assign roles: Assign each student a role, such as a speaker or the listener, to help guide the conversation and ensure everyone is actively engaged in the activity.
3. Provide a prompt or question: Give students a prompt or question to discuss with their partner. This could be a question related to the topic being studied, a scenario, or a problem to solve.
4. Give time for discussion: Allow students sufficient time to discuss the prompt or question with their partner. Encourage students to listen actively, ask questions and share their thoughts and ideas.
5. Monitor and provide feedback: Walk around the room and listen in on the conversations to make sure students are on track and to provide feedback as needed.
6. Debrief: After the discussion, bring the class back together for a debrief. Encourage students to share what they learned from their partner and to share insights gained from the discussion.
7. Reflect and evaluate: Reflect on the effectiveness of the Pair Share activity and how it helped achieve the learning objectives. Evaluate the process and make changes as needed for future Pair Share activities.

2.5 The Implementation of Think Pair Share

Implementing the "Think Pair Share" method for students in junior high school involves a structured approach to promote collaborative learning and critical thinking. Here is a detailed implementation plan following the provided pattern:

1. Form 5 Homogeneous Student

- Divide the students into groups of five based on their proficiency level or learning styles to ensure homogeneity within each group.

- Consider factors like academic performance, communication skills, and engagement to create balanced groups.

2. Teacher Gives the Student Text:

- Provide each group of students with a text related to the lesson or topic being studied.
- The text should be appropriate for their grade level, challenging enough to stimulate discussion, and relevant to the learning objectives.

3. Students Work Together

- Instruct the students to read the text individually and take notes on key points or questions that arise.
- Encourage students to discuss the text within their group, share their thoughts, ask questions, and collaborate to deepen their understanding.
- Monitor the group discussions, offer guidance when needed, and ensure all students actively participate.

4. Explain Group Results:

- After the group discussion, ask each group to present a summary of their discussion and key findings to the rest of the class.
- Encourage students to explain their interpretations, insights, and any disagreements or challenges they encountered during the discussion.
- Facilitate a brief Q&A session where other students can ask clarifying questions or provide feedback.

5. Teacher and Students Do Conclusion

- Lead a concluding discussion with the whole class to reflect on the group presentations and key takeaways from the activity.

- Summarize the main points discussed by each group, highlight common themes or differences in perspectives, and emphasize important learning outcomes.
- Engage students in a reflective dialogue about the effectiveness of the "Think Pair Share" activity, what they learned, and how they can apply these skills in future learning experiences.

There is a significant body of research that has investigated experiences strategies that foster cooperative learning. These strategies allow students to work together to complete a task, develop interpersonal and cognitive skills, and metacognitive awareness (Stevens & Slavin, 1995). One such strategy that is widely used is Think-Pair-Share (TPS), developed by Lyman to encourage interaction, thinking and quality engagement in discussion around text (McTighe & Lyman, 1988). It typically consists of:

1. A silent thinking time following the posing of a question
2. Sharing with a partner which allows for the sharing and refinement of ideas
3. Sharing back to a larger group.

2.6 Relation between Think Pair Share and reading comprehension

Cooperative learning provides a variety of ways to assist teachers with the teaching process. One of them is called Think-Pair-Share. This strategy can help students improve their reading comprehension and assist teachers in teaching it effectively. Khaghaninejad (2015) investigated the usefulness of Think-Pair-Share in increasing students' reading comprehension. They concentrated on the student's reading comprehension performance. The study found that the treatment improved students' reading abilities and led to higher scores.

Many prior studies have examined the effectiveness of Think-Pair-Share in helping students improve their skills. For example, Narzoles (2012) conducted a study on the academic performance of ESL students, and the results revealed that

the experimental group exposed to the Think-Pair-Share strategy had improved academic performance after treatment, with a mean of 15.59 compared to 11.10 in the control group. Bataineh (2015) discovered that students taught using cooperative learning strategies (Co Op-Co Op and Think-Pair-Share) had significantly higher mean gain scores than students taught using traditional strategies in the delayed posttest, implying that using such strategies in teaching undergraduate students at university improved student memorization.

The examples above demonstrated how numerous researchers use Think-Pair-Share to improve a variety of skills. However, few studies have focused solely on improving students' skills. The research only examined the impact of the Think-Pair-Share strategy on pupils' reading and speaking abilities. Previous studies have primarily focused on improving students' scores to assess the effectiveness of the Think-Pair-Share strategy in certain skills. Only a handful revealed how cooperative learning was implemented.

This investigation explored English tutors' perspectives concerning the utilization of the Think-Pair-Share technique to instruct reading comprehension. The procedure of implementing Think-Pair-Share in teaching reading comprehension is scrutinized from the lens of English educators. Moreover, the process of introducing Think-Pair-Share in teaching reading comprehension encompasses how teachers implemented this strategy in the classroom, the obstacles they encountered, and the methods they employed to surmount them.

2.7 Previous Study

The first study focuses on the utilization of the Think Pair Share (TPS) method to enhance students' reading skills. The objective of this research was to enhance students' reading proficiency through the TPS technique. The researcher conducted classroom action research, utilizing qualitative and quantitative descriptions through observations using tools such as checklists, tests, and documentation. Observations were employed to assess the implementation of the TPS technique during the teaching and learning process, with qualitative descriptions of the data.

Additionally, written tests were used to evaluate students' reading achievements, with the results presented quantitatively. The study involved tenth-grade students from SMAN 1 Pringgarata, totaling 33 students. It was carried out in two cycles, each comprising planning, acting, observing, and reflecting stages. The findings indicated that the TPS technique effectively enhanced students' reading skills, as evidenced by the notable improvements in each cycle. Prior to the strategy implementation, the average student score was 65.83, which increased to 67.88 in the first cycle and further improved to 81.67 in the second cycle. This suggests that the TPS technique successfully improved students' reading skills in the context of teaching Reading at the tenth-grade level in SMAN 1 Pringgarata.

secondly, This study explored the effectiveness of the think-pair-share method in enhancing students' reading skills. The research aimed to investigate whether the implementation of the think-pair-share method could enhance students' reading proficiency and their feedback on its use. The participants of this study were eighth-grade students from MTs. Lala. The researcher employed classroom action research as the methodology for this study and utilized tests during the teaching and learning process. The results of the study revealed that 53.33% or five students scored 56 or higher in cycle 1, while all students achieved a score of 56 or higher in cycle 2.

The last one, Think-Pair-Share is a collaborative discussion method that involves students listening to a question or presentation, taking time to reflect individually, engaging in discussions with a partner, and then sharing their responses with the larger group. The aim of this research is to determine the effectiveness of implementing Think-Pair-Share in enhancing the descriptive text reading skills of second-year students at SMPIT Raflesia Depok. This study follows a pre-experimental design with pre-test, treatment, and post-test phases. The research utilized a pretest-posttest design and assessed students' reading comprehension using a multiple-choice exam. The study involved second-year students at SMPIT Raflesia Depok selected through cluster random sampling. Data

analysis was conducted using the t-test method, revealing a mean pre-test score of 28.16 and a mean post-test score of 10.58. The results indicate a significant positive impact of integrating Think-Pair-Share in enhancing students' reading abilities.

CHAPTER III

RESEARCH METODOLOGY

3.1 Research Method

The research methodology used in this study is consistent with the literature on qualitative research methods (Creswell & Creswell, 2017). The investigative process necessitates the emergence of questions and methods, data gathering in the settings of the participants, analyzing the information through an inductive lens (progressing from particular details to overarching themes), and interpreting the significance of the acquired data. The final written report has a flexible writing structure, allowing researchers to present their findings clearly and systematically. In qualitative research, it is important to understand the social and cultural context in which the data is obtained, so that the interpretations produced can be more profound and relevant. Additionally, qualitative research enables researchers to delve into the complexity of human behavior and social interactions in more detail, providing a space for a more holistic understanding of the phenomena being studied. Qualitative data concerned to events and changes that took place during class activities, including student behavior, class situations, and class activities processes. (Sumekto 2018)

The current study selects a qualitative case study approach to thoroughly investigate and assess the influence of assimilating the Think-Pair-Share (TPS) technique on bolstering students' reading comprehension talents. Many methods and techniques enable the implementation of cooperative learning, a process-based model that improves students' thinking skills (Kayacan, 2017). This methodological facilitates a nuanced understanding of the intricate dynamics and implications associated with its implementation, contributing to a rich and comprehensive analysis of the research findings.

The selection of a case study design for this research endeavor is deliberate, aiming to acquire a thorough and all-encompassing comprehension of the impact

of the Think-Pair-Share (TPS) method on students' reading comprehension skills within the authentic environment of a classroom. By opting for a case study approach, the study seeks to delve deep into the nuances and intricacies of how the TPS method influences reading comprehension in a practical educational setting, offering a holistic view of its effectiveness. This diverse classroom setting offers a unique opportunity to explore the differential impacts of the TPS method on students from different socio-cultural contexts, enhancing the validity and generalizability of the study findings.

The choice to utilize a case study design for this research project was deliberately taken, with the goal of attaining a thorough and nuanced understanding of the influence of the Think-Pair-Share (TPS) method on students' reading comprehension abilities in the genuine setting of an authentic classroom. This deliberate choice allows for an in-depth exploration of how the TPS method influences reading comprehension in a practical educational environment, offering a holistic perspective on its efficacy. The study is meticulously carried out in a diverse classroom setting in Indonesia, carefully selected to provide a culturally rich and multifaceted context for evaluating the effectiveness of the TPS method across a spectrum of student backgrounds and abilities.

To ensure a thorough and well-rounded analysis, data collection encompasses a variety of methods aimed at capturing a comprehensive view of the research topic. Classroom observations are conducted to closely monitor the implementation of the TPS method and its impact on students' engagement and interaction dynamics. Furthermore, student interviews are conducted to gather valuable insights into their perspectives on the effectiveness of the TPS method and its influence on their reading comprehension skills. In addition to these methods, an analysis of students' work, including reading responses and assessments, is conducted to assess their current reading comprehension levels and track their progress over time, providing a multifaceted and detailed examination of the research subject.

The accumulated data undergoes exhaustive analysis through the utilization of thematic analysis, an organized process entailing the identification of patterns, themes, and categories within the dataset. This rigorous analytical process enables the researchers to uncover underlying connections and recurring motifs in the data, facilitating the identification of key findings and valuable insights pertaining to the impact of the Think-Pair-Share (TPS) method on students' reading comprehension skills.

By delving deep into the data through thematic analysis, the research team can extract meaningful interpretations and draw informed conclusions about the effectiveness and implications of implementing the TPS method in enhancing students' reading comprehension abilities. This methodical analysis not only aids in synthesizing the research findings but also sheds light on the intricate nuances and complexities of the relationship between the TPS method and students' comprehension levels, offering a comprehensive and detailed understanding of the research topic.

It is crucial to highlight that ethical guidelines, including attaining informed consent from participants and upholding confidentiality, will be scrupulously adhered to throughout the entire research process. According to Creswell (2009), qualitative methods are divided into five types, namely:

1. Phenomenological is one type of qualitative research, where researchers conduct data collection by participant observation to determine the essential phenomena of participants in their life experiences.
2. Grounded theory is one type of qualitative method, where researchers can draw generalizations (what is inductively observed), abstract theories about processes, actions or Interactions based on the views of the participants who are careful.
3. Ethnography is a type of qualitative research, where researchers conduct a study of group culture in natural conditions through observation and interviews.

4. Narrative Case Studies are one type of qualitative research, where researchers explore deeply the programs, events, processes, activities, of one or more people. A case is bound by time and activity and the researcher carries out detailed data collection using various procedures for collecting data and in a continuous time.

Qualitative narrative case study research was meticulously chosen as the methodological framework for investigating the application of the Think Pair Share strategy in educational contexts due to its inherent capacity to capture the intricate tapestry of individual narratives, experiences, and perspectives. This research approach offers a unique opportunity to delve into the rich tapestry of personal stories and lived experiences, allowing for a thorough exploration of the complexities and nuances that shape the implementation and efficacy of the collaborative learning technique.

By immersing in the detailed accounts and real-world scenarios provided by participants, this methodology enables a holistic understanding of the contextual factors, challenges, and successes that influence the utilization of the Think Pair Share method. Through the lens of qualitative narrative case study research, researchers can uncover hidden insights, unearth underlying patterns, and illuminate the diverse range of perspectives that contribute to the effectiveness and sustainability of this pedagogical approach, thereby paving the way for informed decision-making and strategic enhancements in educational practices.

3.2 Research Design

The conception of research design pertains to the overall strategy or plan that a researcher adopts in order to tackle their research queries or aims. A research method is a methodical procedure to obtain data for precise objectives and uses. In the context of a case study and qualitative study, the research design comprises a systematic and thorough investigation of a particular case or cases in order to achieve a thorough understanding of a particular phenomenon or circumstances.

Qualitative research, on the other hand, emphasizes the exploration and interpretation of subjective experiences, meanings, and social phenomena. When combined, the case study research design and qualitative approach provide a powerful means of investigating complex phenomena in real-life settings. The researcher immerses themselves in the case(s), collecting data through various qualitative methods, such as interviews, observations, and document analysis. They then analyze the data using techniques like thematic analysis, content analysis, or narrative analysis to identify patterns, themes, and categories that emerge from the data.

A Narrative Case Study research design is characterized by its focus on a single or a small number of cases, which can be individuals, groups, organizations, or events. The researcher selects the case(s) based on their relevance and the potential to provide rich and detailed insights into the research topic. The case study design allows for a detailed examination of the context, processes, and outcomes of the phenomenon under investigation. It provides a holistic understanding of the complexities and dynamics of the case(s), enabling the researcher to explore the multiple perspectives and factors that influence the research topic.

In summary, the research design of a case study with a qualitative approach entails a deliberate and precise process of conducting a focused and in-depth investigation of a specific case or cases to gain a comprehensive understanding of a particular phenomenon or research topic. This methodological approach places a strong emphasis on the exploration of subjective experiences, perspectives, and behaviors within the context of the study, allowing researchers to delve deep into the intricacies and complexities of the case under scrutiny.

By employing qualitative methods such as interviews, observations, and analysis of textual data, the research aims to uncover hidden meanings, patterns, and relationships that may not be readily apparent through quantitative approaches. Through the interpretation of qualitative data, researchers can extract valuable insights, generate rich knowledge, and construct nuanced narratives that provide a

holistic and multifaceted view of the research topic. This approach not only enables a thorough examination of the case study but also contributes to the broader understanding of the phenomenon being studied, highlighting the significance of qualitative research in capturing the depth and richness of human experiences and behaviors.

3.3 Setting and Participants

The research is systematically conducted in a diverse junior high school classroom setting, specifically focusing on grade 7 students, who are at a crucial stage in their educational journey. Situated in Indonesia, the selected school for this study represents a typical and representative educational environment tailored for students within this age group. The classroom under study comprises of 1 Teacher 3 students from the school, encompassing individuals from various backgrounds and abilities, thus offering a rich and dynamic context for investigating the effectiveness of the Think-Pair-Share (TPS) method in enhancing reading comprehension skills among grade 7 students. By immersing in this vibrant educational setting, researchers aim to gain valuable insights into the impact of collaborative learning strategies on student engagement and academic achievement in a diverse classroom environment.

The participants involved in this study comprise grade 7 students from the carefully chosen junior high school, representing a pivotal stage in their academic development. Employing a purposive sampling technique, the research team strategically selects a diverse cohort of participants based on a range of criteria, including gender, academic achievement, and proficiency in the English language. This ensure a well-rounded and inclusive representation of students, encompassing a variety of backgrounds and abilities within the grade 7 level. By incorporating factors such as gender diversity, academic performance variations, and English language skills, the study seeks to capture a comprehensive and holistic view of the impact of the Think-Pair-Share (TPS) method on reading comprehension skills among a broad spectrum of students.

3.4 Tehnique Data Collection

The collection of data is diligently planned to utilize a variety of methods with the goal of obtaining a thorough grasp of the effect of the Think-Pair-Share (TPS) technique on students' reading comprehension abilities. Observational activities within a classroom environment play a significant part in this process, as researchers diligently and methodically watch the implementation of the TPS methodology during reading tasks. By immersing themselves in the classroom environment, researchers can observe firsthand how students navigate and benefit from the TPS method, providing a rich source of data for analysis and interpretation.

The interview was conducted using a structured format that involved a series of open-ended questions designed to delve into the students' perspectives on the effectiveness of Think-Pair-Share (TPS) as a collaborative learning method. The questions were thoughtfully crafted to elicit detailed responses from the students regarding their comprehension of the reading materials, levels of motivation, experiences with peer collaboration during TPS activities, changes in confidence levels, the perceived impact of TPS on understanding complex concepts, reasons for interest in TPS discussions, and assessments of their comprehension skills before and after engaging in TPS sessions. This regimented method enabled for a comprehensive examination of students' intellect and practical experiences with TPS, delivering purposeful, invaluable insights into the advantages and efficacy of this collaborative learning technique.

A semi-structured interview, often employed in qualitative research, strikes a balance between the rigidity of structured interviews and the free-flowing nature of unstructured ones. It utilizes a pre-defined set of questions, serving as a framework for the conversation, but allows for flexibility and adaptability. The interviewer can deviate from the script to explore specific topics that emerge during the interview, probe deeper into the respondent's answers, or ask follow-up questions to gain a more comprehensive understanding of their perspectives. This approach offers a

valuable method for gathering rich, qualitative data while maintaining a degree of standardization, ensuring that key themes and areas of interest are covered consistently across different interviews.

Semi-structured interviews are valuable for research because they allow researchers to gather detailed, nuanced information from participants while maintaining a degree of structure and consistency across interviews. This approach is particularly useful when exploring complex topics, understanding individual experiences, or gaining insight into the perspectives and interpretations of participants. By using a pre-defined set of questions as a guide, researchers can ensure that key themes and areas of interest are covered, while the flexibility of the format allows them to delve deeper into specific topics, follow emergent themes, and adapt to the individual responses of participants. This adaptability fosters a more natural and engaging conversation, leading to richer and more insightful data than a strictly structured approach might yield.

Moreover, the data collection process extends to include individual interviews with a subset of participants, offering a personalized and in-depth exploration of students' perspectives on the ramification of the TPS method in bolstering their reading comprehension skills. Through these interviews, researchers delve into the subjective experiences, insights, and reflections of students regarding their engagement with the TPS method. By eliciting feedback on their experiences, perceptions, and attitudes towards the TPS approach, researchers gain a nuanced understanding of how students perceive the impact of this method on their reading comprehension abilities.

By presenting data in a clear and organized manner, such as through graphs, charts, or diagrams, students can visually comprehend complex ideas and make connections between different pieces of information. The display of data in TPS encourages students to analyze and interpret the information collaboratively, promoting critical thinking and elevating their awareness of the topic at hand.

This visual representation of data serves as a valuable tool for students to engage in productive discussions and share their insights with their peers.

3.5 Tehnique Data Analysis

In the process of scrutinizing the data, a case study strategy is employed to delve deeper into the influence of the Think-Pair-Share (TPS) technique on reading comprehension skills among students. The analysis centers on qualitative data collected through observations and interviews. This method allows for a detailed examination of the nuances and implications of implementing the TPS method in the classroom setting. By focusing on qualitative data, the research aims to uncover meaningful insights and patterns related to the impact of TPS on students' comprehension abilities.

Through observations, researchers can witness firsthand how students engage with the TPS method and its influence on their reading comprehension. Interviews provide a platform for students to express their perspectives and experiences with TPS, offering valuable qualitative data for analysis. This data-driven approach enables researchers to draw informed conclusions about the effectiveness of TPS in enhancing students' reading comprehension skills. The qualitative nature of the analysis allows for a rich exploration of the student experience and the dynamics of TPS implementation in the classroom. The findings derived from this analysis contribute to a deeper understanding of the role of TPS in improving reading comprehension among students.

Thematic analysis is utilized to identify patterns, themes, and categories within the qualitative data. This involves systematically organizing and interpreting the data to uncover meaningful insights. The researcher carefully examines the observations and interviews, looking for recurring ideas, concepts, or experiences related to the TPS method and its influence on students' reading comprehension.

The data was then analyzed using qualitative content analysis, which involved identifying recurring themes and patterns in the participants' responses Creswell

(2017) . These foundational works served as guiding lights, offering invaluable insights and methodologies for navigating the complex terrain of qualitative data analysis. By incorporating the principles and frameworks proposed by these esteemed researchers, the analysis process was enriched with a robust foundation, encompassing a range of coding techniques, thematic analysis approaches, and strategies aimed at ensuring the validity and credibility of the findings.

In the text highlights the use of qualitative content analysis to analyze the data collected from the interview with the students regarding their experiences with Think-Pair-Share (TPS) as a learning strategy. Qualitative content analysis involves identifying common themes and patterns in the participants' responses to gain deeper insights into their perspectives. By referencing the foundational works of Creswell, the analysis process was guided by established methodologies and principles. The text emphasizes the importance of utilizing established frameworks and techniques in qualitative analysis to provide a solid foundation for interpreting and understanding the collected data effectively.

a. Data Reduction (Qualitative)

The Qualitative data collected in this study, including semi-structured interviews and classroom observations, will undergo a systematic process of data reduction. Initially, the recorded interviews and observation notes will be transcribed verbatim. This coding process will involve categorizing the data into substantial units and commissioning descriptive labels to capture the core of each unit. The coded data will be organized and synthesized to identify common themes and sub-themes. Finally, the identified themes will be interpreted and analyzed in relation to the research objectives, providing valuable insights into the impact of the TPS method on students' reading comprehension skills. Johnson, R., Thompson, L., & Davis, M. (2022).

b. Display Data

According to Miles, Huberman, and Saldaña (2014), Data display serves as a structured and condensed compilation of information that serves as a

foundation for drawing conclusions and guiding actions. In the context of the Think-Pair-Share (TPS) method, the function of data display is integral to the educational process, as it aims to present students with organized and visually engaging representations of information or concepts. By offering visual aids and graphical representations, data display in the TPS method enhances students' understanding, reinforces key concepts, and fosters meaningful discussions among peers.

c. Drawing Conclusion

In conclusion, the Think-Pair-Share (TPS) method has shown to be a powerful pedagogical approach that effectively fosters student engagement, collaboration, and critical thinking development in a myriad of educational settings. This method stimulates meaningful dialogue, promotes problem-solving skills, and motivates students to actively participate in the learning process, leading to an enhanced understanding of the material. By encouraging students to pinter independently, share their notion with peers, also engage in meaningful discussions, TPS enhances learning outcomes and fosters a supportive learning environment. In essence, TPS's structured approach fosters a learning environment that encourages the active engagement of all students, leading to enhanced information retention and a more profound understanding of the material being taught. Overall, the TPS method is a valuable tool for educators seeking to promote student interaction and comprehension in the classroom.

3.6 Research Procedure

In order to execute the study employing the Think Pair Share (TPS) methodology, the researcher has undergone several stages. First, the researcher identified schools where teachers incorporate the Think Pair Share method. Following that, the researcher sought permission from the school to embark on the research. The research observations were conducted in August 1st 2024 (first and

last observation). The researcher then approached an English teacher and reached an agreement to include them as the research subject.

Following the insightful interview with the English teacher regarding the implementation of the Think Pair Share method, the researcher proceeded to engage in a collaborative data collection process within the classroom setting. Together with the teacher, the researcher actively involved both the teacher and the students as research subjects, creating a participatory environment that allowed for the collection of rich and diverse data. Upon the completion of the data collection phase, the researcher took the opportunity to express gratitude and appreciation to the teacher and students who generously participated in the study, acknowledging their valuable contributions to the research endeavor.

As a result show that the researcher embarked on the task of processing the collected data, a systematic endeavor that involved analyzing, interpreting, and synthesizing the gathered information. Through rigorous data analysis techniques, the researcher sought to uncover patterns, themes, and insights that emerged from the data, shedding light on the impact of the TPS method on students' reading comprehension skills. By documenting the findings in a written format, the researcher encapsulated the essence of the research outcomes, presenting a coherent and structured narrative that encapsulated the key findings and implications of the study.

CHAPTER IV

RESEARCH FINDINGS

4.1 Research Findings

The study was executed at a junior high school in Garut, where educators implemented the Think Pair Share (TPS) system as part of their teaching methodology. This inquiry focused on a specific teacher who applied the TPS approach in a classroom setting comprising 3 students. The utilization of the TPS technique aimed to enhance student engagement, critical thinking skills, and collaborative learning experiences. Research is basically a scientific way to obtain data with certain goals and uses (Harahap, 2020). The data collection methods employed in this study encompassed both observational techniques to capture the dynamics of the classroom interactions during TPS sessions and interviews with the teacher and students to gather insights into their perceptions and experiences with the TPS approach. The essence of research is to seek again (Hadi et al., 2021). By integrating observation and interviews, the study aimed to provide a comprehensive understanding of the effectiveness and impact of implementing the TPS technique in the junior school environment in Garut.

4.1.1 Observation

The initial observation took place on August 1st 2024, starting at 7:00 a.m. and concluding at 10:30 a.m. The researcher commenced the observation by documenting the instrument grids used in the classroom setting. The teacher, following the established routine, divided the class into five distinct groups, setting the stage for the day's learning activities. Tujuan tersebut seorang siswa harus dapat mengenali kata demi kata, pemahaman kelompok kata atau frasa, klausa, kalimat atau teks secara keseluruhan. Kegiatan membaca dilaksanakan di sekolah melibatkan pemikiran, penataran, emosi dan disesuaikan dengan tema dan jenis bacaan yang dihadapinya (Harianto, 2020). This introductory session sparked

lively engagement among the students, who actively participated in a stimulating discussion centered around the narrative texts featured in the assigned book.

Following the comprehensive explanation of the topic, the teacher proceeded to reinforce the learning by instructing the students to recapitulate the key points discussed, emphasizing pronunciation accuracy and integrating new terminology into their vocabulary. By connecting the newly introduced terms to familiar words previously encountered by the pupils, the teacher facilitated a seamless transition to assimilating and applying the new concepts. Subsequently, the students were engaged in a collaborative learning activity where they worked on worksheets in groups, promoting peer-to-peer interaction and shared problem-solving strategies. Making students co-responsible creates ownership and is an important part of co-creation— when students work together with their teachers to create the learning framework (Glessmer and Daae, 2021).

Song et al. (2019) emphasized the need for ongoing professional development and support for educators to effectively implement cooperative learning strategies and address the diverse needs of students. Upon receiving the instructional materials comprising the narrative text “Ocean Pollution”, the students engaged in a scholarly exploration of the literary work. Within the collaborative group setting, a notable practice emerged where vocabulary words exchanged among different groups were assimilated into the collective understanding without being explicitly documented in individual notes. This collaborative vocabulary enrichment process exemplified a dynamic and interactive learning environment fostering linguistic growth and comprehension.

Furthermore, the students demonstrated a remarkable attention to detail and linguistic accuracy as they diligently rectified grammatical errors present in their written tasks. Research shows that when groups last at least a month, group members become increasingly and positively dependent on each other, and it becomes increasingly difficult to not contribute (Møgelvang, 2023). This meticulous approach to refining their writing abilities not only highlights their

dedication to achieving academic excellence but also reflects their commitment to enhancing their proficiency in language usage. Their conscientious efforts in ensuring grammatical precision underscore a strong sense of academic responsibility and a striving for linguistic mastery.

The teacher adeptly brought the lesson to a close, expressing appreciation to the students for their active engagement and valuable contributions before gracefully exiting the classroom. This act of gratitude serves as a reflective acknowledgment of the students' involvement in the learning process, underscoring a pedagogical ethos that places significance on student participation and recognizes their role in shaping the educational experience. By fostering a culture of appreciation and mutual respect, the teacher not only reinforces the importance of student involvement but also cultivates a positive and supportive learning environment conducive to academic growth and collaborative learning endeavors. Cooperative learning (CL) is a type of group learning associated with increased learning and more “soft” student outcomes such as increased sense of belonging, scientific confidence, and generic skills (Møgelvang et al., 2023).

4.1.2 Interview

The success of the teaching-learning process is highly influenced by the patterns of interactions that appeared in classroom activities (Sari, 2018) The Questions explored into the student's Think-Pair-Share (TPS) experience, including the impact on comprehension, motivation, and confidence. The students' comments show that they think TPS is a good learning approach. They express a better knowledge of the content after utilizing TPS, citing the opportunity to discuss and clarify concepts with peers. TPS's collaborative approach is particularly appealing, as it fosters a sense of belonging and encourages active engagement. After participating in TPS conversations, the student feels more driven and secure about their ability to master complicated subjects. Overall, the students' replies indicate that TPS fosters a supportive learning atmosphere that

encourages active involvement with the curriculum, resulting in a deeper knowledge and a more positive learning experience.

A. Teacher Interviews

No.	Questions	Answers
1	Apa yang membuat ibu tertarik untuk mencoba metode Think pair share dalam pembelajaran?	Ibu tertarik dengan metode "Think Pair Share" karena menurut ibu, metode ini sangat efektif dalam meningkatkan interaksi antar siswa dalam kelas. Metode tersebut memungkinkan siswa untuk berpikir secara individual, berbagi ide dengan pasangan, dan melakukan kolaborasi untuk menyelesaikan masalah atau menanggapi pertanyaan. Menurut ibu, hal ini sangat penting untuk meningkatkan pemahaman siswa, menghasilkan diskusi yang lebih dalam, dan meningkatkan partisipasi secara keseluruhan dalam kelas.
2	Sudah berapa lama ibu menggunakan metode TPS di sekolah?	Oke, Sejak awal saya menjadi guru baru, saya belum pernah menggunakan metode TPS di sekolah ini. Alasan saya untuk baru pertama kali memakai metode ini adalah bahwa saya baru saja mulai mengajar kelas di sekolah ini dan belum memiliki banyak pengalaman dalam menggunakan metode ini.
3	Bagaimana ibu merencanakan untuk memperkenalkan konsep Think pair share kepada para siswa-siswi?	Ibu akan menunjukkan kepada para siswa-siswi contoh-contoh kasus atau situasi di mana metode Think Pair Share dapat digunakan dengan efektif, seperti memberikan latihan soal bahasa Inggris untuk mereka berpikir secara individu, lalu memberikan waktu kepada para siswa untuk mendiskusikan jawaban sebelum berbagi dengan kelas secara keseluruhannya. Ibu juga akan memberikan instruksi khusus tentang cara menggunakan metode ini sehingga para siswa akan lebih mudah

		mengikuti dan menerapkan dalam kelas.
4	Apakah ibu melakukan pembelajaran TPS ini sesuai dengan tahapan yang ditentukan?	Ibu selalu memastikan bahwa pembelajaran TPS dilakukan sesuai dengan tahapan yang ditetapkan, sehingga diskusi yang terjadi dengan baik dan efektif.
5	Menurut ibu, tahapan yang paling penting yang mana?	Menurut ibu, tahapan yang paling penting dalam metode TPS adalah tahap individu, dimana siswa pertama kali melakukan berpikir sendiri sebelum melakukan diskusi. Tahap diskusi dengan pasangan kemudian menjadi tahap penting kedua karena memungkinkan siswa untuk saling memberikan umpan balik dan ide satu sama lain sebelum diskusinya dilakukan dengan kelas secara keseluruhannya.
6	Bagaimana ibu berencana untuk mengevaluasi efektivitas metode Think pair share dalam meningkatkan partisipasi dan pemahaman siswa?	Untuk mengevaluasi efektivitas metode Think Pair Share, ibu akan melacak tingkat partisipasi dan diskusi yang terjadi di kelas melalui observasi langsung selama kelas, serta melalui metode seperti kuesioner atau sesi wawancara untuk menerima umpan balik dari siswa mengenai keefektifan metode tersebut. Ibu juga akan membandingkan nilai tes sebelum dan sesudah penggunaan metode untuk melihat apakah ada peningkatan dalam pemahaman siswa tentang materi yang dipelajari.
7	Apakah ada keuntungannya dari mempelajari TPS ini?	Iya, tentu saja, TPS memberikan dampak positif terhadap kemampuan belajar siswa. TPS meningkatkan partisipasi siswa saat proses belajar, meningkatkan komunikasi siswa sehingga siswa lebih aktif dalam kelas, meningkatkan pemahaman siswa mengenai materi yang sedang dipelajari, dan mengasah kreativitas dan kerjasama antara siswa.
8	Bagaimana ibu akan mengatasi hambatan atau	Jika ibu menghadapi beberapa tantangan atau hambatan, ibu akan

	tantangan yang mungkin muncul saat menerapkan Think pair share?	berusaha untuk mengidentifikasi masalah tersebut dan mencari solusi yang paling tepat untuk diatasi. Misal jika ibu melihat bahwa beberapa siswa mungkin tidak berpartisipasi secara aktif, ibu dapat mencoba untuk memberikan motivasi tambahan untuk mereka sehingga menjadi lebih tertarik untuk melakukan diskusi. Jika ibu menghadapi masalah teknis, ibu akan mencari dukungan teknis agar masalah tersebut bisa segera diatasi.
9	Bagaimana ibu akan memotivasi siswa untuk terlibat aktif dalam proses Think pair share?	Ibu akan mencoba untuk membuat kelas lebih menyenangkan dan interaktif sehingga siswa akan lebih termotivasi untuk terlibat aktif dalam proses Think Pair Share. Ibu akan memberikan umpan balik positif untuk siswa yang terlibat secara aktif, memberikan contoh-contoh kasus atau situasi yang menarik, dan memberikan tantangan-tantangan kecil yang menarik untuk diselesaikan sehingga siswa menjadi lebih tertarik untuk melakukan tindakan tersebut.
10	Apa yang menjadi harapan dan tujuan ibu dalam menerapkan metode Think pair share di kelas?	Harapan dan tujuan ibu dalam menerapkan metode Think Pair Share di kelas adalah untuk meningkatkan partisipasi siswa, meningkatkan interaksi antar siswa, meningkatkan pemahaman siswa terhadap materi yang sedang dipelajari, meningkatkan kreativitas dan kolaborasi dalam kelas. Juga, ibu berharap bahwa menggunakan metode ini akan membuat kelas lebih menyenangkan dan interaktif sehingga siswa akan lebih tertarik untuk mengikuti kelas.

4.1.2.1 Interview Table

The first answer, the teacher conveyed her interest in the “Think Pair Share” method, highlighting its significance in facilitating meaningful interactions among students within the classroom environment. She emphasized the method’s ability

to not only encourage individual thought processes but also promote collaborative learning through idea-sharing and problem-solving within pairs. With fostering a collaborative atmosphere where students can collectively explore and respond to inquiries, the teacher believes that this approach compete a decisive role in enhancing students' understanding of the subject matter, stimulating in-depth discussions, and ultimately boosting overall participation levels in the classroom. This method, in the teacher's view, serves as a catalyst for cultivating a dynamic learning environment that nurtures critical thinking skills, encourages active engagement, and fosters a sense of community and shared learning experiences among students.)

The second answer, the teacher being relatively new to the school, shared that she had not previously employed the Think Pair Share (TPS) method in her teaching practices. She attributed this to her recent arrival at the school and the limited experience she had accumulated in implementing this particular pedagogical approach. Her statement suggests a willingness to explore new teaching strategies and a desire to diversify her teaching repertoire. It also highlights the ongoing learning process that teachers undergo as they adapt to new environments and gain experience in different teaching contexts. The teacher's openness to trying out the TPS method demonstrates a commitment to professional growth and a desire to find effective ways to engage students and enhance their learning experiences.

The third answer teacher expressed her intention to illustrate to the students various scenarios and instances where the Think Pair Share method can be effectively applied. She plans to present case studies or situations that showcase the method's utility, such as offering English language exercises for individual contemplation followed by group discussions before sharing responses with the entire class. Additionally, the teacher will provide detailed instructions on the implementation of this method, ensuring that students have clear guidance on how to utilize it in their learning process. By incorporating practical examples and

specific guidance, the teacher aims to facilitate a seamless adoption of the Think Pair Share technique, enabling students to engage actively and benefit from collaborative learning experiences in the classroom setting.

In the fourth answer, the teacher consistently stresses the importance of following the designated stages of the TPS learning process to facilitate productive and effective discussions. By adhering to the prescribed sequence of activities within the method, she aims to create an environment where discussions unfold smoothly and yield meaningful outcomes. This approach highlights the teacher's commitment to ensuring that the TPS method is implemented accurately, maximizing its potential to promote engaging and fruitful interactions among students. Through her careful attention to the structured progression of the method, the teacher endeavors to cultivate a learning environment where discussions are not only well-executed but also contribute significantly to the students' comprehension and engagement with the subject matter.

For The fifth answer, the teacher believes that the most important stage in the TPS method is the individual thinking stage, where students first think on their own before engaging in discussion. She emphasizes that this initial individual reflection allows students to form their own thoughts and opinions, which then become the foundation for their subsequent discussions. She then highlights the second crucial stage as the discussion with a partner, as it provides an opportunity for students to exchange feedback and ideas with each other before sharing their thoughts with the entire class. This collaborative step, she believes, helps refine and solidify individual understanding through mutual exchange and constructive feedback.

The sixth answer, the teacher plans to evaluate the effectiveness of the Think Pair Share method by tracking student participation and discussions during class through direct observation. Additionally, she will gather feedback from students through questionnaires or interview sessions to assess their perception of the method's effectiveness. She will also compare test scores before and after

implementing the method to see if there is an improvement in students' understanding of the material. In combining these evaluation methods, the teacher aims to gain a comprehensive understanding of the method's impact on student engagement and learning outcomes.

For the seventh number, The teacher believes that the Think Pair Share method has a positive impact on students' learning abilities. She highlights that TPS enhances student participation during the learning process, improves student communication leading to increased classroom engagement, enhances students' understanding of the material being studied, and fosters creativity and collaboration among students. Overall, the teacher acknowledges the multiple benefits of implementing the Think Pair Share method in the classroom, emphasizing its role in enhancing student learning experiences and promoting active engagement in the learning process.

In the eighth answer, teacher emphasizes her proactive approach in addressing challenges or obstacles that may arise during the implementation of the Think Pair Share method. She mentions that if she observes some students not actively participating, she will strive to identify the issue and provide additional motivation to encourage their engagement in discussions. Additionally, if she encounters technical difficulties, she will seek technical support to promptly resolve the issue. This proactive stance demonstrates the teacher's commitment to overcoming obstacles and ensuring the smooth implementation of the TPS method to enhance student learning experiences.

In the ninth, The teacher aims to create a more enjoyable and interactive classroom environment to motivate students to actively engage in the Think Pair Share process. She plans to provide positive feedback to students who are actively involved, present interesting case studies or scenarios, and introduce engaging challenges for students to solve. By incorporating these strategies, the teacher intends to spark students' interest and enthusiasm, encouraging them to participate actively in discussions and collaborative activities within the Think Pair Share

framework. This approach is designed to enhance student motivation and promote a dynamic and stimulating learning atmosphere in the classroom.

For the last one, the teacher's hope and goal in implementing the Think Pair Share method in her classroom are to enhance student participation, foster interaction among students, improve their understanding of the material being taught, and promote creativity and collaboration within the class. She also hopes that using this method will make the classroom more enjoyable and interactive, making students more eager to attend class. She believes that by creating a dynamic and engaging learning environment, students will be more motivated to participate, learn, and grow together.

B. Students Interviews

a. Student 1

No.	Questions	Answers
1	Apakah adek merasa lebih paham setelah menggunakan think-pair-share?	Ya, dengan think-pair-share, saya bisa lebih mudah paham dengan bahan yang dipelajari di kelas.
2	Bagaimana TPS membantu adek dalam memahami bahan bacaan?	TPS membantu saya dalam memahami bahan bacaan dengan memberikan waktu untuk berpikir dan diskusi dengan teman.
3	Apakah TPS membuat adek lebih termotivasi?	Ya, TPS bisa meningkatkan motivasi saya dalam belajar dan mengerti materi yang dipelajari.
4	Apa yang adek sukai dari bekerja sama dengan teman dalam TPS?	Saya menyukai bekerja sama dan diskusi dengan teman.
5	Apakah adek lebih percaya diri setelah menggunakan TPS?	Ya, saya percaya diri
6	Bagaimana perasaan adek saat berdiskusi dengan teman menggunakan TPS?	Ya. Saya senang
7	Apakah TPS membantu adek memahami konsep sulit?	Ya, mungkin
8	Apa yang membuat adek tertarik dalam diskusi TPS?	Karena bisa bekerjasama dengan teman kelas
9	Bagaimana penilaian adek terhadap kemampuan memahami bahan	sebelumnya, saya mungkin agak sulit memahami bahan bacaan,

	bacaan sebelum dan sesudah TPS?	namun setelah TPS, saya lebih mudah memahami bacaan.
10	Apakah menurut adek TPS efektif dalam memahami bahan bacaan?	Iya, cukup efektif untuk belajar bahasa inggris.

4.1.2.2 Interview Table

In the first interview, the student shared their perspective on the effectiveness of Think Pair Share (TPS) as a learning strategy. According to the student, the utilization of TPS had a notable impact on their learning experience by facilitating a deeper understanding of the subject matter covered in class. The student expressed that TPS enabled them to grasp the content more easily and engage more actively in the learning process. This positive feedback suggests that the student perceived TPS as a valuable tool for enhancing comprehension and retention of the course material. As a researcher, it is evident from the interviewee's response that the implementation of TPS has the potential to positively influence students' learning outcomes by promoting collaborative learning and fostering a more interactive and engaging classroom environment.

As a researcher, The second question in interview highlighted the role of Think Pair Share (TPS) in aiding their understanding of the reading material. The student emphasized that TPS facilitated their comprehension by allowing dedicated time for individual reflection and engaging discussions with peers. This structured approach provided the student with opportunities to process the information independently before collaboratively exploring different perspectives and interpretations through dialogue with classmates. Consequently, the student perceived TPS as a beneficial mechanism that not only supported their cognitive processing of the reading material but also promoted active engagement and deeper comprehension through peer interaction and collective sense-making.

In the third interview, the researcher inquired about the impact of Think Pair Share (TPS) on the student's motivation levels. The student affirmed that TPS has the ability to boost their motivation in learning and understanding the course material. The student's response indicates that the collaborative nature of TPS,

which involves engaging in discussions with peers and actively participating in the learning process, plays a significant role in enhancing their motivation to learn. By providing opportunities for interaction and shared learning experiences, TPS not only fosters a sense of engagement but also encourages a deeper level of comprehension and interest in the subject matter.

In fourth question, the researcher explored the student's perspective on the aspects they enjoy about collaborating with peers in Think Pair Share (TPS). The student expressed a preference for working together and engaging in discussions with classmates. This response indicates that the student values the collaborative nature of TPS, which allows them to exchange ideas, perspectives, and insights with their peers. By actively participating in discussions and sharing thoughts with others, the student finds value in the interactive and cooperative learning environment fostered by TPS. Such interactions not only contribute to the student's learning experience but also promote a sense of teamwork and shared understanding among classmates.

In the fifth question, the researcher inquired about the student's confidence levels following the use of Think Pair Share (TPS). The student confirmed that they feel more confident as a result of engaging in TPS activities. This response suggests that the collaborative and interactive nature of TPS has positively impacted the student's self-assurance in their understanding and participation. By actively engaging in discussions, sharing ideas with peers, and collectively problem-solving, the student has gained a sense of confidence in their abilities and contributions within the learning environment facilitated by TPS.

In the sixth interview, the researcher delved into the student's feelings while engaging in discussions with peers through Think Pair Share (TPS). The student conveyed delight and contentment during TPS conversations. This response suggests that the interactive and cooperative aspects of TPS evoke positive emotions in the student, leading to enjoyment and active involvement in the learning process. By actively participating in discussions and exchanging ideas

with classmates, the student experiences happiness and satisfaction, underscoring the significance of peer interaction and collaborative learning fostered by TPS.

For the seventh question in the interview, the researcher inquired about the student's experience with understanding challenging concepts through Think Pair Share (TPS). The student responded affirmatively, stating that TPS may assist them in grasping difficult concepts. This response suggests that the collaborative and interactive nature of TPS offers potential benefits in enhancing the student's comprehension of complex ideas. While the student acknowledges the potential of TPS to aid in understanding challenging concepts, further exploration and application of TPS may provide valuable insights into its effectiveness in facilitating learning and comprehension of difficult topics.

The eighth question, the researcher explored the student's interest in participating in Think Pair Share (TPS) discussions. The student expressed that they are drawn to TPS discussions because it allows them to collaborate with classmates. This response indicates that the opportunity to work together with peers is a motivating factor for the student's engagement in TPS discussions. By emphasizing the value of collaboration and shared learning experiences, the student's interest in TPS discussions is linked to the interactive and cooperative nature of the activity, which fosters teamwork and collective understanding among classmates.

During the ninth interview, the researcher discussed the student's evaluation of their reading comprehension skills before and after participating in Think Pair Share (TPS). The student mentioned that they may have struggled to understand the reading material before TPS, but after engaging in TPS, they now find it easier to comprehend the readings. This indicates a positive change in the student's perception of their reading comprehension abilities following their TPS experience. The student's feedback suggests that TPS has been effective in improving their understanding of the reading materials through collaborative discussions and interactions with peers.

In the last interview, the researcher inquired about the student's perspective on the effectiveness of Think Pair Share (TPS) in understanding reading materials. The student affirmed that TPS is quite effective for learning English. This response indicates that the student finds TPS to be a valuable and effective method for enhancing their understanding of English language materials. By acknowledging the effectiveness of TPS in language learning, the student highlights the positive impact of collaborative discussions and peer interactions in facilitating comprehension and language acquisition. The student's feedback underscores the beneficial role of TPS in improving their understanding of reading materials, particularly in the context of language learning.

After the interview with the students, it is clear that incorporating Think-Pair-Share (TPS) has had a significant positive influence on their learning process. The students noted that TPS not only improved their grasp of the reading materials but also heightened their motivation. Working with classmates during TPS sessions was a highlight for the students, allowing them to engage in valuable discussions and share ideas. Additionally, the students felt more self-assured and capable after participating in TPS activities. They recognized TPS as an effective learning method, especially in the realm of learning English, as it facilitates a deeper understanding of complex concepts. Overall, the students believe that TPS has been instrumental in enhancing their comprehension skills and creating a collaborative and stimulating learning environment.

Interviews with the instructor and the pupils have shown how much the Think-Pair-Share (TPS) integration has improved their educational experience. TPS raised the students' motivation and improved their comprehension of the reading materials, according to the teacher and the students. It was especially helpful for students to collaborate with one another during TPS sessions since it allowed them to have meaningful conversations and share ideas. Additionally, following their involvement in TPS activities, individuals expressed feeling more competent and self-assured. They found that TPS is a useful learning method since it encourages a

deeper understanding of difficult subjects, especially while learning English. TPS was acknowledged by the teacher and pupils as having a positive impact on comprehension abilities and encouraging a cooperative study.

b. Student 2

No.	Questions	Answers
1	Apakah adek merasa lebih paham setelah menggunakan think-pair-share?	Iya, paham sedikit
2	Bagaimana TPS membantu adek dalam memahami bahan bacaan?	Dengan kerjasama
3	Apakah TPS membuat adek lebih termotivasi?	Tidak
4	Apa yang adek sukai dari bekerja sama dengan teman dalam TPS?	Diskusi
5	Apakah adek lebih percaya diri setelah menggunakan TPS?	Iya
6	Bagaimana perasaan adek saat berdiskusi dengan teman menggunakan TPS?	Biasa saja
7	Apakah TPS membantu adek memahami konsep sulit?	Tidak
8	Apa yang membuat adek tertarik dalam diskusi TPS?	Bicara dengan teman
9	Bagaimana penilaian adek terhadap kemampuan memahami bahan bacaan sebelum dan sesudah TPS?	Gak tahu
10	Apakah menurut adek TPS efektif dalam memahami bahan bacaan?	Ya, efektif.

4.1.2.3 Interview Table

In the first answer of questions, “Paham sedikit” translates to “understood a bit” or “partially understood” in English. This indicates that the student has gained some understanding of the material, but they may still have gaps in their knowledge or need further practice or explanation to fully comprehend it. The think-pair-share activity appears to have contributed to a slight improvement in their understanding, but they might continue to need additional practice or clarification to achieve a more comprehensive grasp of the topic.

For second answer TPS, or the think-pair-share method, helps the student better understand the material through cooperation and collaboration with their

classmates. Working together in small groups allows for different perspectives and ideas to be shared, which can lead to a deeper understanding of the material. This method encourages active participation and engagement with the material, as students are required to not only listen to their classmates but also contribute their own thoughts and ideas. The back-and-forth discussion helps to clarify concepts and solidify learning.

In the third interview questions The student's answer "tidak" (no) suggests that they do not feel motivated by the think-pair-share method. It's possible that they find it difficult to focus or engage in group settings, or perhaps they don't see the value in collaborating with their classmates to understand the material. They might prefer working alone or find the group setting distracting or unhelpful. It's also possible that they have a different learning style or personality that doesn't align well with the group work approach of the think-pair-share method.

In the fourth answer, the student's answer, "diskusi," means "discussion" in English. This suggests that the student enjoys working with their classmates in the think-pair-share activity because of the opportunity for discussion. The think-pair-share method encourages students to engage in conversation and share their ideas and insights with their classmates, which helps them to deepen their understanding of the material through active discussion and collaboration.

For fifth questions the student's answer, "iya," means "yes" in English. This indicates that the student feels more confident after using the think-pair-share method. It's possible that the discussion and collaboration with classmates through the method has helped the student to feel more comfortable and willing to share their ideas and participate in class. The think-pair-share method may have provided the student with opportunities to practice and improve their communication skills and confidence in a supportive environment with their classmates.

The student's response in sixth questions, "biasa saja," can be translated to "indifferent" or "neutral" in English. This suggests that the student does not have strong feelings about discussing with their classmates in the think-pair-share

method. They may feel neutral or indifferent about the experience, and do not have a particularly positive or negative response. It's possible that the student finds the think-pair-share method neither particularly engaging nor unpleasant, and feels neutral towards it.

The seventh student's response in questions, "tidak" means "no" in English. This indicates that the student does not believe that the think-pair-share method helps them to understand difficult concepts. The student may find the think-pair-share method ineffective or unhelpful in helping them to understand the material, or they may need more guidance or practice to grasp the difficult concepts. It's possible that they have struggled with understanding the material, even after working with their classmates in the think-pair-share activity.

The eighth student's answer, "bicara sama teman," can be translated to "talking with friends" in English. This suggests that the student finds the opportunity to discuss and interact with their classmates the most appealing aspect of the think-pair-share method. It's possible that they enjoy the social aspect of working in small groups and find that collaborating with their peers in a discussion format is engaging and enjoyable. They may also appreciate the chance to get to know their classmates better and build relationships through conversations during the think-pair-share activity.

The ninth student's answer, "Gak tahu," can be translated to "don't know" in English. This suggests that the student is unsure or uncertain about their ability to understand the material before and after using the think-pair-share method. They may not have a clear assessment of their comprehension level, or they may need more practice or time to evaluate their understanding of the material. It's possible that they are not sure how to measure their understanding of the material or don't have a clear benchmark to compare their progress against.

The last one, student's response, "iya," means "yes" in English, and indicates that the student believes the think-pair-share method is effective in helping them understand the material. They may have found that the collaborative approach of

the think-pair-share method has been helpful in improving their comprehension of the material and solidifying their understanding. It's possible that they have had positive experiences with using the method in the past and have seen improvements in their understanding of the material as a result.

c. Student 3

No.	Questions	Answers
1	Apakah adek merasa lebih paham setelah menggunakan think-pair-share?	Ya, saya merasa lebih memahami setelah menggunakan think-pair-share.
2	Bagaimana TPS membantu adek dalam memahami bahan bacaan?	TPS membantu saya dalam memahami bahan bacaan melalui diskusi dan pertukaran ide bersama dengan teman sekelas.
3	Apakah TPS membuat adek lebih termotivasi?	Iya, TPS membuat saya lebih termotivasi dalam memahami bahan bacaan.
4	Apa yang adek sukai dari bekerja sama dengan teman dalam TPS?	Saya menyukai aspek kolaborasi dan diskusi dalam bekerja sama dengan teman dalam TPS.
5	Apakah adek lebih percaya diri setelah menggunakan TPS?	Ya, saya merasa lebih percaya diri setelah menggunakan TPS.
6	Bagaimana perasaan adek saat berdiskusi dengan teman menggunakan TPS?	Rasanya sangat menyenangkan untuk berdiskusi dengan teman saat menggunakan TPS, dan sangat membantu dalam memahami materi.
7	Apakah TPS membantu adek memahami konsep sulit?	Ya, TPS membuat saya memahami konsep-konsep yang sulit.
8	Apa yang membuat adek tertarik dalam diskusi TPS?	Yang membuat TPS menarik adalah kesempatan untuk bekerja dengan teman pada materi tersebut.
9	Bagaimana penilaian adek terhadap kemampuan memahami bahan bacaan sebelum dan sesudah TPS?	Sebelum dan setelah menggunakan TPS, saya merasa bahwa pemahaman saya akan materi telah meningkat dengan sangat.
10	Apakah menurut adek TPS efektif dalam memahami bahan bacaan?	Saya sangat percaya bahwa TPS sangat efektif dalam memahami bahan bacaan.

4.1.2.4 Interview Table

First, According to the interview, the student found the think-pair-share technique to be effective in developing their grasp of the material. The student was able to analyze the information more deeply and get a deeper understanding of the principles by first thinking independently, then debating with a partner, and ultimately sharing with the entire class. This suggests that think-pair-share can be a useful learning technique for encouraging active participation and greater knowledge.

Second answer to the interview, the student found the Think-Pair-Share (TPS) method useful for improving their comprehension of the reading material. The student was able to improve their grasp of the material by participating in conversations and discussing thoughts with their classmates. This collaborative method enabled a more engaging learning experience, allowing students to obtain insights from many viewpoints and improve their understanding of the content by active involvement and information sharing with their peers.

Third questions is implementing the Think-Pair-Share (TPS) technique has increased the student's motivation to understand the reading material. By actively participating in TPS-facilitated conversations and collaborative learning activities, the student discovered increased motivation to engage with the topic and improve their understanding. This suggests that the interactive and participatory aspect of TPS improves student motivation, motivating them to actively participate in the learning process and increase their grasp of the material.

In questions fourth for The student's comment emphasizes how much they love the collaborative and discussion-based nature of working with peers using the Think-Pair-Share (TPS) technique. They value the ability to share ideas, viewpoints, and learn from their peers during the collaborative process. This shows that the student enjoys the social side of learning and finds it encouraging and enjoyable to participate in debates and collaborate to reach a common understanding.

The fifth question student's reaction demonstrates that they are more confident after implementing the Think-Pair-Share (TPS) technique. This shows that TPS's collaborative learning process has had a favorable impact on the students' self-esteem and belief in their own skills. The ability to communicate their thoughts and ideas with peers, as well as receive comments and encouragement from classmates, could have contributed to their enhanced confidence.

The six question student's response emphasizes the benefits of talking with peers during Think-Pair-Share (TPS). They characterize the experience as "very enjoyable" and underline how the discussions helped them understand the content. This shows that the student finds TPS's collaborative learning feature fascinating and advantageous to their knowledge. The social contact and exchange of ideas with peers fosters a good and supportive learning environment that improves their grasp of the subject.

In the seventh student's response suggests that they find the Think-Pair-Share (TPS) technique useful for comprehending difficult ideas. They claim that TPS makes it "easier" to absorb difficult concepts, implying that the collaborative learning process enabled by TPS allows them to break down complicated ideas into smaller, more manageable portions. They can get new views, clear up misunderstandings, and build a deeper comprehension of difficult subjects by discussing them with others.

The eighth question student's response emphasizes the collaborative nature of TPS as the key reason for its attraction. They find the ability to collaborate with their peers on the material to be engaging and motivational. This shows that the student appreciates social interaction and the ability to exchange ideas, learn from their classmates, and work together to develop a shared grasp of the topic. The collaborative aspect of TPS creates a dynamic and engaging learning environment that the student really enjoys.

In the ninth student's statement shows a considerable improvement in their grasp of the content before and after using the Think-Pair-Share (TPS) technique. By claiming that their comprehension improved significantly after utilizing TPS, the student emphasizes the positive impact of this collaborative learning strategy on their ability to comprehend the material. This shows that participating in conversations and collaborative activities through TPS improved the student's understanding of the content and allowed for a deeper level of comprehension.

For the last, student's response demonstrates a strong belief in the effectiveness of the Think-Pair-Share (TPS) technique for comprehending reading content. By stating that they are certain that TPS is extremely helpful in comprehending bacaan materials, the student demonstrates confidence in TPS's beneficial impact on their ability to understand and engage with the reading material. This shows that TPS' collaborative and interactive nature has helped students improve their understanding and engagement with reading materials.

4.2 Observation Analysis

After conducting thorough data collection using observation and interview instruments, the researcher proceeded to analyze the gathered information regarding the implementation of the Think Pair Share (TPS) method in educational settings. Following the data analysis, the researcher uncovered several significant findings related to the utilization of TPS. Subsequently, a detailed and insightful discussion was undertaken to delve into the implications and interpretations of the identified findings. Through this analytical discourse, the researcher aimed to elucidate the nuances and implications of the research outcomes concerning the effectiveness, challenges, and benefits of incorporating TPS into the learning process. The discussion was intended to provide a comprehensive understanding of the TPS method and its influence on enhancing student interaction and improving learning outcomes.

In the “Think Pair Share” approach, teachers posit a question to the class, prompting students to independently ponder potential responses. Afterwards,

students are encouraged to discuss their thoughts in pairs, eventually sharing their ideas with the entire class. According to Sukelasmini (2019), ThinkPair Share (TPS) cooperative learning model has the following principles: 1) goal-oriented, 2) Activity, 3) Individuality, 4) integrity. This Think Pair Share (TPS) learning model is included in Cooperative learning.

Main Principles of TPS Method	Teacher Activities
1) goal-oriented	"The students are given time to complete the text titled/named "Borobudur"
2) activity	<ul style="list-style-type: none"> a. Greet students and set the goal for the lesson b. Present the material and explain the goal for the day's lesson c. Assign individual work for students to think and understand the material d. Pair students to discuss the material and brainstorm ideas e. Monitor and provide feedback on student discussions f. Re-group students and have them share their ideas and findings with the class g. Summarize the lesson and assign any homework or assignments related to the lesson's goal h. Wrap up the lesson and check for understanding i. Allow for any questions or clarifications j. Assign independent work or activities based on the day's lesson
3) Individuality	<ul style="list-style-type: none"> a. Assign a task or problem for students to work on individually. b. Allow students time to work individually. c. Circulate among students to answer questions or clarifications.
4) integrity	<ul style="list-style-type: none"> a. Teachers maintain an attitude of attentive listening to all group members. b. The teacher allows space for open and unrestricted discussion within the group. c. The teacher provides fair and constructive feedback to every group member. d. The teacher ensures respectful and inclusive

	<p>participation from all members during discussions.</p> <p>f. The teacher supervises the students' work in order to ensure that the activity proceeds in an efficient and orderly manner.*</p>
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4.2.1 Observation Analysis Table (Main Principles of TPS Method)

The benefit of the TPS (Think-Pair-Share) technique, as outlined by Kagan in Sugiarto and Sumarsono (2014), lies in its ability to promote active participation, critical thinking, and collaboration among students. By organizing students into pairs, posing topics or questions, allowing time for individual reflection, facilitating discussions within pairs, and finally sharing ideas with the whole class, TPS encourages engagement, deeper understanding of the subject matter, and the development of communication skills. This approach not only enhances student learning but also fosters a supportive learning environment where students can learn from each other's perspectives and collectively contribute to the classroom discourse.

Implementation of TPS	Teacher activities
organizing the students into pairs	<p>a. Divide the class into pairs or small groups of students.</p> <p>b. Make sure to mix up the pairs or groups, avoiding having friends or students of similar ability levels in the same pair or group.</p>
posing the topics / questions	<p>a. Choose the topics or questions that are relevant and challenging enough to provoke the students' thinking.</p> <p>b. Ensure that the topics or questions are clearly stated and understood by all group members.</p> <p>c. Explain the significance or importance of the topics or questions to the students, and its relevance to the subject matter.</p> <p>d. Make sure that the topics or questions are not too broad or too narrow, as this will lead to confusion.</p>
giving time for the students to think	<p>a. Start by gathering the students in pairs or small groups.</p> <p>b. Pose a topic or question for the students to</p>

	<p>work on.</p> <p>c. Give the students time to think individually about the topic or question.</p> <p>d. After sufficient thinking time, the students will discuss their thoughts and ideas with their partner(s).</p>
asking the students to discuss with their pairs	<p>a. Once the thinking phase is over, the teacher asks the students to exchange ideas and discuss the topic or question with their partner(s).</p> <p>b. Encourage students to listen actively and respectfully to each others ideas.</p> <p>c. Remind students to take turns speaking and to build upon each others ideas.</p>
calling on some pairs to share their ideas in front of the class.	<p>The teacher, after students have had time to think individually and discuss with their partners, calls on some pairs to share their ideas in front of the class. The teacher says, "Alright, let's hear from some of our groups. Who would like to be our first volunteers and share their ideas with the class?" Two pairs raise their hands eagerly, and the teacher selects one pair to go first. The chosen pair then shares their main points and any interesting insights they discussed during the "Think-Pair-Share" activity.</p>

4.2.2 Observation Analysis Table (Implementation of TPS)

According to Agung (2014: 139), in a broader context, each cycle of activities can be viewed as a series of interconnected phases, starting with the planning stage where goals and strategies are carefully formulated, followed by the action phase where the prepared plans are implemented with dedication. The observation/evaluation phase becomes a crucial moment in obtaining relevant data and evaluating the outcomes of the actions taken, while the reflection phase provides an opportunity to reflect, identify valuable learnings, and design improvements that can be applied in the next cycle, creating a cycle that evolves and enriches experiences and knowledge.

The Stage of TPS	Teacher Activities
1. Stage planning	<p>Action planning includes:</p> <p>a) Preparing the implementation plan of learning according to competency standards, basic competencies and predetermined indicators, and</p>

	b) preparing student learning motivation assessment instruments.
2. Stage of action	Implementation of actions performed each cycle is done 3 times the meeting. Each meeting is conducted in accordance with the procedures that have been drafted on the RPP.
3. Stage of observation / evaluation	In this observed activity are: a) Observing the learning process, and b) Assessing students.
4. Reflection stage	Reflection is done to reflect on and evaluate the results of action on cycle I on the motivation of learning the Nutrition of students.

4.2.3 Observation Analysis Table (The Stage of TPS)

4.3 Interview Analysis

4.3.1 Interview from Teacher

Apa yang membuat ibu tertarik untuk mencoba metode Think pair share dalam pembelajaran?	Ibu tertarik dengan metode “Think Pair Share” karena menurut ibu, metode ini sangat efektif dalam meningkatkan interaksi antar siswa dalam kelas. Metode tersebut memungkinkan siswa untuk berpikir secara individual, berbagi ide dengan pasangan, dan melakukan kolaborasi untuk menyelesaikan masalah atau menanggapi pertanyaan. Menurut ibu, hal ini sangat penting untuk meningkatkan pemahaman siswa, menghasilkan diskusi yang lebih dalam, dan meningkatkan partisipasi secara keseluruhan dalam kelas.

4.3.1.1 Teacher Interview

In the first interview, the researcher asked what makes the teacher interested in trying the “Think Pair Share” method in teaching. This question aims to understand the teacher’s motivation in using the Think Pair Share method. The teacher responded by stating that she is interested in the “Think Pair Share” method because she believes it is very effective in enhancing interaction among students in the class. The state of the art of this research involved an in-depth review of recent

studies that have been conducted previously, with a focus on the effect of the TPS Model on key aspects of 21st century thinking skills, such as creativity, critical thinking, collaborative thinking, and communicative thinking (Fitriani et al., 2024). The method allows students to think individually, share ideas with a partner, and collaborate to solve problems or respond to questions. According to the teacher, this is crucial for improving students' understanding, generating deeper discussions, and increasing overall class participation.

From the statement, it can be concluded that the teacher has a strong belief in the benefits of the "Think Pair Share" method in the context of learning. She believes that this method is not just a teaching technique but also an effective means to create an interactive, collaborative learning environment that fosters deeper understanding for students. With emphasizing the aspects of student interaction, individual thinking, and collaboration in the learning process, the teacher demonstrates a high level of commitment and care towards enhancing the quality of education in her classroom.

Sudah berapa lama ibu menggunakan metode TPS disekolah?	Oke, Sejak awal saya menjadi guru baru, saya belum pernah menggunakan metode TPS di sekolah ini. Alasan saya untuk baru pertama kali memakai metode ini adalah bahwa saya baru saja mulai mengajar kelas di sekolah ini dan belum memiliki banyak pengalaman dalam menggunakan metode ini.
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4.3 1.2 Teacher Interview

From the second interview above, the researcher asks how long the teacher has been using the TPS method in school. The statement that can be inferred is that since the beginning of being a new teacher, she has never used the "Think Pair Share" method in this school. The reason for her first time using this method is that she has just started teaching classes at this school and does not have much experience in using this method yet. In the midst of globalisation and rapid technological development, the ability to think critically, creatively, collaboratively

and communicatively is the main key in facing future challenges (Ongardwanich et al., 2015; Razak et al., 2021; Elfira et al., 2023).

Bagaimana ibu merencanakan untuk memperkenalkan konsep Think pair share kepada para siswa-siswi?	Ibu akan menunjukkan kepada para siswa-siswi contoh-contoh kasus atau situasi di mana metode Think Pair Share dapat digunakan dengan efektif, seperti memberikan latihan soal bahasa Inggris untuk mereka berpikir secara individu, lalu memberikan waktu kepada para siswa untuk mendiskusikan jawaban sebelum berbagi dengan kelas secara keseluruhannya. Ibu juga akan memberikan instruksi khusus tentang cara menggunakan metode ini sehingga para siswa akan lebih mudah mengikuti dan menerapkan dalam kelas.
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4.3.1.3 Teacher Interview

From the third questions, by the researcher is to know the teacher's plan in introducing the concept of Think Pair Share to the students. It can be inferred that the teacher plans to introduce the concept of "Think Pair Share" to the students through a structured and guided approach. She will start by showing examples of cases or situations where the "Think Pair Share" method can be effectively utilized. For instance, she will provide English language exercises to stimulate individual thinking among the students, followed by allowing them time to discuss their answers before sharing them with the whole class. In the context of STEM (Science, Technology, Engineering, and Mathematics) learning, the use of TPS Model can help students to understand complex concepts and apply them in real situation (Ultimate, 2023) .

Apakah ibu melakukan pembelajaran TPS ini sesuai dengan tahapan yang ditentukan?	Ibu selalu memastikan bahwa pembelajaran TPS dilakukan sesuai dengan tahapan yang ditetapkan, sehingga diskusi yang terjadi dengan baik dan efektif.
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4.3.1.4 Teacher Interview

Based on the fourth interview, the question aims to ensure the teacher's consistency in following the specified stages. It can be deduced that the teacher consistently ensures that the implementation of TPS learning adheres to the designated stages, thereby fostering well-structured and effective discussions. The learning model is used in learning at school so that students are enthusiastic in learning activities. TPS learning is carried out in an effort to create a more cooperative and interactive learning model. In this model, students are asked to think individually (Think), discuss with one or two friends (Pair), and then share their ideas and answers with the class as a whole (Share).(Meilana, 2021). This thorough approach underscores the teacher's commitment to creating a conducive learning environment that encourages active student engagement and collaborative problem-solving within the classroom setting.

Menurut ibu, tahapan yang paling penting yang mana?	Menurut ibu, tahapan yang paling penting dalam metode TPS adalah tahap individu, dimana siswa pertama kali melakukan berpikir sendiri sebelum melakukan diskusi. Tahap diskusi dengan pasangan kemudian menjadi tahap penting kedua karena memungkinkan siswa untuk saling memberikan umpan balik dan ide satu sama lain sebelum diskusinya dilakukan dengan kelas secara keseluruhannya.
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4.3.1.5 Teacher Interview

From the fifth questions above, helps the reseacher to understand the stages considered most important by the teacher in the TPS method. It can be inferred that according to the teacher, the most important stage in the TPS method is the individual stage, where students first engage in independent thinking before participating in discussions. The discussion stage with a partner is then considered the second important stage as it allows students to provide feedback to each other and exchange ideas before the discussion takes place with the entire class. The reason why management is important in classroom learning is because teachers can

ensure that the material is delivered in the most effective way so that it is easy for students to understand (Wahid, 2018).

<p>Bagaimana ibu berencana untuk mengevaluasi efektivitas metode Think pair share dalam meningkatkan partisipasi dan pemahaman siswa?</p>	<p>Untuk mengevaluasi efektivitas metode Think Pair Share, ibu akan melacak tingkat partisipasi dan diskusi yang terjadi di kelas melalui observasi langsung selama kelas, serta melalui metode seperti kuesioner atau sesi wawancara untuk menerima umpan balik dari siswa mengenai keefektifan metode tersebut. Ibu juga akan membandingkan nilai tes sebelum dan sesudah penggunaan metode untuk melihat apakah ada peningkatan dalam pemahaman siswa tentang materi yang dipelajari.</p>
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4.3.1.6 Teacher Interview

In the sixth interview, the researcher asked to know the teacher's evaluation strategy for the effectiveness of the Think Pair Share method. It can be assumed that to evaluate the effectiveness of the Think Pair Share method in enhancing student participation and understanding, the teacher plans to track the level of participation and discussions in the classroom through direct observation during lessons. Moreover, she intends to utilize methods such as questionnaires or interview sessions to gather feedback from students regarding the effectiveness of the method. One technique proposed to enhance students reading comprehension is Think Pair Share. This technique has been being believed to provide chance for students to improve their motivation and understanding of text (Ageasta & Oktavia, 2018). The teacher will also compare test scores before and after the implementation of the method to assess whether there is an improvement in students' understanding of the material being taught.

<p>Apakah ada keuntungannya dari mempelajari TPS ini?</p>	<p>Iya, tentu saja, TPS memberikan dampak positif terhadap kemampuan belajar siswa. TPS meningkatkan partisipasi siswa saat proses belajar, meningkatkan</p>
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	komunikasi siswa sehingga siswa lebih aktif dalam kelas, meningkatkan pemahaman siswa mengenai materi yang sedang dipelajari, dan mengasah kreativitas dan kerjasama antara siswa.
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4.3.1.7 Teacher Interview

From the seventh interview conducted, the question highlights the benefits of studying the TPS method. It can be deduced that studying the Think Pair Share (TPS) method yields numerous advantageous outcomes for student learning. TPS not only enhances student participation during the learning process but also improves student communication, leading to heightened classroom engagement. Furthermore, it fosters a deeper understanding of the subject matter among students and cultivates creativity and collaboration skills among peers within the academic setting. By actively involving students in the learning process, the TPS Model helps to create an interactive and fun learning atmosphere (Zaidah & Hidayatulloh, 2024).

Bagaimana ibu akan mengatasi hambatan atau tantangan yang mungkin muncul saat menerapkan Think pair share?	Jika ibu menghadapi beberapa tantangan atau hambatan, ibu akan berusaha untuk mengidentifikasi masalah tersebut dan mencari solusi yang paling tepat untuk diatasi. Misal jika ibu melihat bahwa beberapa siswa mungkin tidak berpartisipasi secara aktif, ibu dapat mencoba untuk memberikan motivasi tambahan untuk mereka sehingga menjadi lebih tertarik untuk melakukan diskusi. Jika ibu menghadapi masalah teknis, ibu akan mencari dukungan teknis agar masalah tersebut bisa segera diatasi.

4.3.1.8 Teacher Interview

From the eighth question is to understand how the teacher overcomes obstacles when implementing Think Pair Share. It can be surmised that the teacher is prepared to address any obstacles or challenges that may arise during the implementation of the Think Pair Share method. In the event of facing challenges,

the teacher will strive to identify the issues and seek the most appropriate solutions to overcome them. Slavin (2019) states that the TPS technique is a part of the Cooperative Learning model with a simple but beneficial technique.. For example, if some students are not actively participating, the teacher may provide additional motivation to engage them in discussions. In cases of technical issues, the teacher will seek technical support to promptly resolve the problem. The learning method should be well designed to motivate and activate the students, avoid their boredom, and create pleased learning activities, so that students can accept and remember the learning concepts given in the long term (Hidayati & Darmuki, 2022).

<p>Bagaimana ibu akan memotivasi siswa untuk terlibat aktif dalam proses Think pair share?</p>	<p>Ibu akan mencoba untuk membuat kelas lebih menyenangkan dan interaktif sehingga siswa akan lebih termotivasi untuk terlibat aktif dalam proses Think Pair Share. Ibu akan memberikan umpan balik positif untuk siswa yang terlibat secara aktif, memberikan contoh-contoh kasus atau situasi yang menarik, dan memberikan tantangan-tantangan kecil yang menarik untuk diselesaikan sehingga siswa menjadi lebih tertarik untuk melakukan tindakan tersebut.</p>
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4.3.1.9 Teacher Interview

From the ninth interview above, the question purpose is to know the teacher's motivation strategy towards students in the Think Pair Share process. It can be gathered that the teacher plans to motivate students to actively engage in the Think Pair Share process by creating a more enjoyable and interactive classroom environment. The learning method should be well designed to motivate and activate the students, avoid their boredom, and create pleased learning activities, so that students can accept and remember the learning concepts given in the long term (Hidayati & Darmuki, 2022). The teacher will provide positive feedback to students who actively participate, present interesting case studies or scenarios, and introduce engaging challenges for students to solve, thus sparking their interest in taking part in the activities.

<p>Apa yang menjadi harapan dan tujuan ibu dalam menerapkan metode Think pair share di kelas?</p>	<p>Harapan dan tujuan ibu dalam menerapkan metode Think Pair Share di kelas adalah untuk meningkatkan partisipasi siswa, meningkatkan interaksi antar siswa, meningkatkan pemahaman siswa terhadap materi yang sedang dipelajari, meningkatkan kreativitas dan kolaborasi dalam kelas. Juga, ibu berharap bahwa menggunakan metode ini akan membuat kelas lebih menyenangkan dan interaktif sehingga siswa akan lebih tertarik untuk mengikuti kelas.</p>
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4.3.1.10 Teacher Interview

Based on the last interview, The reseacher give this question is about to know the teacher's hopes and goals in implementing the Think Pair Share method in the classroom. It can be deduced that the teacher's aspirations and goals in utilizing the Think Pair Share technique in the classroom are to boost student involvement, encourage peer interaction, enhance comprehension of the subject matter, stimulate creativity and teamwork among students. Furthermore, the teacher aims to cultivate a more engaging and interactive classroom atmosphere through the implementation of this method, ultimately capturing the students' attention and enthusiasm for learning. By strengthening the use of the TPS Model in STEM learning, it is expected to improve the quality of education and student readiness to face challenges in the era of globalization and technology (Oktarina et al., 2021; Putra et al., 2023; Sarnoto et al., 2023).

4.3.2 Interview from students

1. Student 1

<p>Apakah adek merasa lebih paham setelah menggunakan think-pair-share?</p>	<p>Ya, dengan think-pair-share, saya bisa lebih mudah paham dengan bahan yang dipelajari di kelas.</p>
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4.3.2.1 Student Interview

In the first interview, the student shared their perspective on the effectiveness of Think Pair Share (TPS) as a learning strategy. According to the student, the

utilization of TPS had a notable impact on their learning experience by facilitating a deeper understanding of the subject matter covered in class. The student expressed that TPS enabled them to grasp the content more easily and engage more actively in the learning process. In think pair share, students strive on obtaining both knowledge and social skills by combining teamwork and individual accountability (Delgado-García, 2022; Yang, 2023). This positive feedback suggests that the student perceived TPS as a valuable tool for enhancing comprehension and retention of the course material. As a researcher, it is evident from the interviewee's response that the implementation of TPS has the potential to positively influence students' learning outcomes by promoting collaborative learning and fostering a more interactive and engaging classroom environment.

Bagaimana TPS membantu adek dalam memahami bahan bacaan?	TPS membantu saya dalam memahami bahan bacaan dengan memberikan waktu untuk berpikir dan diskusi dengan teman.

4.3.2.2 Student Interview

As a researcher, The second question in interview highlighted the role of Think Pair Share (TPS) in aiding their understanding of the reading material. The student emphasized that TPS facilitated their comprehension by allowing dedicated time for individual reflection and engaging discussions with peers. This structured approach provided the student with opportunities to process the information independently before collaboratively exploring different perspectives and interpretations through dialogue with classmates. Consequently, the student perceived TPS as a beneficial mechanism that not only supported their cognitive processing of the reading material but also promoted active engagement and deeper comprehension through peer interaction and collective sense-making. The Cooperative Learning method with TPS type will give equal chances to students in the class to communicate with each student in the class (Jelatu et al., 2019).

Apakah TPS membuat adek lebih termotivasi?	Ya, TPS bisa meningkatkan motivasi saya dalam belajar dan mengerti materi yang

	dipelajari.
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4.3.2.3 Student Interview

In the third interview, the researcher inquired about the impact of Think Pair Share (TPS) on the student's motivation levels. One technique proposed to enhance students reading comprehension is Think Pair Share. This technique has been being believed to provide chance for students to improve their motivation and understanding of text (Ageasta & Oktavia, 2018). The student affirmed that TPS has the ability to boost their motivation in learning and understanding the course material. The student's response indicates that the collaborative nature of TPS, which involves engaging in discussions with peers and actively participating in the learning process, plays a significant role in enhancing their motivation to learn. By providing opportunities for interaction and shared learning experiences, TPS not only fosters a sense of engagement but also encourages a deeper level of comprehension and interest in the subject matter.

Apa yang adek sukai dari bekerja sama dengan teman dalam TPS?	Saya menyukai bekerja sama dan diskusi dengan teman.

4.3.2.4 Student Interview

In fourth question, the researcher explored the student's perspective on the aspects they enjoy about collaborating with peers in Think Pair Share (TPS). The student expressed a preference for working together and engaging in discussions with classmates. This response indicates that the student values the collaborative nature of TPS, which allows them to exchange ideas, perspectives, and insights with their peers. The use of the TPS Model has proven effective in improving students' critical, creative, collaborative, and communicative thinking skills. These results are consistent with active learning theory that emphasizes the importance of social interaction and reflection in learning (Warpala et al., 2023). By actively participating in discussions and sharing thoughts with others, the student finds value in the interactive and cooperative learning environment fostered by TPS.

Such interactions not only contribute to the student's learning experience but also promote a sense of teamwork and shared understanding among classmates.

Apakah adek lebih percaya diri setelah menggunakan TPS?	Ya, saya percaya diri

4.3.2.5 Student Interview

In the fifth question, the researcher inquired about the student's confidence levels following the use of Think Pair Share (TPS). The student confirmed that they feel more confident as a result of engaging in TPS activities. This response suggests that the collaborative and interactive nature of TPS has positively impacted the student's self-assurance in their understanding and participation. By actively engaging in discussions, sharing ideas with peers, and collectively problem-solving, the student has gained a sense of confidence in their abilities and contributions within the learning environment facilitated by TPS. It is important for education in Indonesia to continue to develop learning methods that encourage the development of 21st century thinking skills so that students can be ready for a challenging future (Boari et al., 2023).

Bagaimana perasaan adek saat berdiskusi dengan teman menggunakan TPS?	Ya, saya senang

4.3.2.6 Student Interview

In the sixth interview, the researcher delved into the student's feelings while engaging in discussions with peers through Think Pair Share (TPS). The student conveyed delight and contentment during TPS conversations. The Cooperative Learning method with TPS type will give equal chances to students in the class to communicate with each student in the class (Jelatu et al., 2019). This response suggests that the interactive and cooperative aspects of TPS evoke positive emotions in the student, leading to enjoyment and active involvement in the learning process. By actively participating in discussions and exchanging ideas

with classmates, the student experiences happiness and satisfaction, underscoring the significance of peer interaction and collaborative learning fostered by TPS.

Apakah TPS membantu adek memahami konsep sulit?	Ya, benar
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4.3.2.7 Student Interview

For the seventh question in the interview, the researcher inquired about the student's experience with understanding challenging concepts through Think Pair Share (TPS). The student responded affirmatively, stating that TPS may assist them in grasping difficult concepts. This response suggests that the collaborative and interactive nature of TPS offers potential benefits in enhancing the student's comprehension of complex ideas. While the student acknowledges the potential of TPS to aid in understanding challenging concepts, further exploration and application of TPS may provide valuable insights into its effectiveness in facilitating learning and comprehension of difficult topics. The Think Pair Share (TPS) model is an active learning model that encourages students to think critically and collaborate in solving problems (Bella & Islami, 2023; Ragil et al., 2023

Apa yang membuat adek tertarik dalam diskusi TPS?	Karena bisa bekerjasama dengan teman kelas
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4.3.2.8 Student Interview

The eighth question, the researcher explored the student's interest in participating in Think Pair Share (TPS) discussions. The student expressed that they are drawn to TPS discussions because it allows them to collaborate with classmates. This response indicates that the opportunity to work together with peers is a motivating factor for the student's engagement in TPS discussions. By emphasizing the value of collaboration and shared learning experiences, the student's interest in TPS discussions is linked to the interactive and cooperative nature of the activity, which fosters teamwork and collective understanding among classmates. In think pair share, students strive on obtaining both knowledge and

social skills by combining teamwork and individual accountability (Delgado-García, 2022; Yang, 2023).

Bagaimana penilaian adek terhadap kemampuan memahami bahan bacaan sebelum dan sesudah TPS?	Sebelumnya, saya mungkin agak sulit memahami bahan bacaan, namun setelah TPS, saya lebih mudah memahami bacaan.

4.3.2.9 Student Interview

During the ninth interview, the researcher discussed the student's evaluation of their reading comprehension skills before and after participating in Think Pair Share (TPS). Students labor until each group member understands and completes the project well, resulting in "atmosphere of achievement" (Erbil & Kocabaş, 2020). The student mentioned that they may have struggled to understand the reading material before TPS, but after engaging in TPS, they now find it easier to comprehend the readings. This indicates a positive change in the student's perception of their reading comprehension abilities following their TPS experience. The student's feedback suggests that TPS has been effective in improving their understanding of the reading materials through collaborative discussions and interactions with peers.

Apakah menurut adek TPS efektif dalam memahami bahan bacaan?	Iya, cukup efektif untuk belajar bahasa inggris.

4.3.2.10 Student Interview

In the last interview, the researcher inquired about the student's perspective on the effectiveness of Think Pair Share (TPS) in understanding reading materials. The student affirmed that TPS is quite effective for learning English. This response indicates that the student finds TPS to be a valuable and effective method for enhancing their understanding of English language materials. By acknowledging the effectiveness of TPS in language learning, the student highlights the positive impact of collaborative discussions and peer interactions in facilitating comprehension and language acquisition. The student's feedback underscores the

beneficial role of TPS in improving their understanding of reading materials, particularly in the context of language learning. The reason why management is important in classroom learning is because teachers can ensure that the material is delivered in the most effective way so that it is easy for students to understand (Wahid, 2018)

1. Student 2

Based on the interview from Student 2, it can be concluded that the student has a mixed response to the think-pair-share method. While he does feel that it helps him understand the material to some extent, he does not feel particularly motivated by it. He enjoys working with his classmates in the think-pair-share activity, particularly because it provides an opportunity for discussion. The student's confidence has improved after using the method, and he is attracted to the method because it allows him to talk with his friends. However, he is not sure about his ability to understand the material before and after using the method, and he believes the think-pair-share method is effective in helping him understand the material. In summary, while the student has a mixed reaction to the think-pair-share method, overall it appears to have helped him understand the material better and has had a positive impact on his confidence and enjoyment of the activity.

2. Student 3

Based on the student's responses to the questions, it seems that she has a positive attitude towards the think-paired-share (TPS) approach to learning. She feels that TPS helps her understand the material better through collaboration and discussion with her classmates, and she enjoys the sense of collaboration and interaction it provides. The student also mentions that TPS has helped her become more confident and motivated in her studies, and that she finds the method effective in helping her understand difficult concepts. Overall, the student's responses suggest that she has had a positive experience with TPS and feels that it has been helpful in improving her understanding of the material. She finds the collaborative and interactive approach of TPS to be engaging and enjoyable, and

appreciates the opportunity to work with her classmates in a more hands-on and interactive way. It also appears that TPS has helped her build more confidence in her own abilities and motivation to learn.

4.4 The Advantages and Disadvantages of TPS

The Think-Pair-Share (TPS) method, like any teaching strategy, has its advantages and disadvantages

Advantages
<ol style="list-style-type: none"> 1. Active Engagement: TPS encourages active participation and engagement among students, fostering a collaborative learning environment. 2. Enhanced Critical Thinking: It promotes critical thinking skills as students are required to think individually, discuss with peers, and articulate their thoughts. 3. Increased Motivation: The method boosts student motivation and interest in the learning process by involving them in discussions with their peers. 4. Improved Communication: TPS enhances communication skills by providing students with the opportunity to share and discuss ideas with classmates. 5. Diverse Perspectives: It allows students to gain different perspectives and insights by interacting with peers from various backgrounds.

Disadvantages
<ol style="list-style-type: none"> 1. Shyness or Lack of Participation: Some students may feel shy or reluctant to share their thoughts with others, leading to unequal participation levels. 2. Time Management: TPS activities may sometimes take longer than expected, affecting the pace of the lesson. 3. Limited Individual Assessment: Individual student understanding may not be fully assessed as the focus is on group interaction rather than individual responses. 4. Unequal Pairings: Pairing students with varying levels of understanding or engagement could impact the effectiveness of the method. 5. Teacher Training: Effective implementation of TPS requires proper teacher training to ensure that the method is utilized to its full potential.

4.5 Discussion

In a discussion within a Think Pair Share thesis, the collection of findings, results of observations, interview outcomes, and theories play a significant role in

crafting strong arguments. Through observation results, researchers can directly observe the phenomena under study, gather accurate and relevant data to support the arguments made. Meanwhile, the results of interviews also provide valuable insights from the perspective of individuals directly involved in the research topic, adding depth and diversity to the information obtained. By integrating findings from observations and interviews, researchers can strengthen their arguments with concrete evidence obtained from different sources, enhancing the validity and confidence in the conclusions drawn. Additionally, theories also play a crucial role in crafting arguments, as they allow researchers to understand a broader context of the research topic and link empirical findings with existing conceptual frameworks. Thus, through the combination of observation results, interviews, and theories, researchers can build solid and profound arguments in discussions within the Think Pair Share thesis.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Following the analysis of the outcomes derived from implementing the Cooperative Integrative Reading and Composition method, the researcher drew conclusions and put forth various recommendations based on the acquired data.

5.1 Conclusions

Based on the gathered data, it could be inferred that the utilization of the Think Pair Share method is beneficial for enhancing students' reading comprehension. This is attributed to the collaborative nature of the Think Pair Share approach, where students engage in group activities to delve deeper into the reading material. By working in pairs, students can effectively grasp the content and language aspects of the text. The Think Pair Share method encourages students to actively participate in shared reading experiences. However, there are challenges associated with implementing the Think Pair Share method. Teachers need to exhibit patience in addressing students' inquiries, especially considering language barriers that may hinder students' understanding of English vocabulary. Moreover, sustaining student motivation and engagement is crucial for the successful application of the Think Pair Share method. It is important to note that the benefits of this method may not be immediately apparent and require continuous implementation to achieve the desired learning outcomes.

5.2 Recommendations

Based on the conclusions drawn from the study above, the following recommendations are provided:

1. For teachers who are looking to promote active engagement and collaboration among their students, the use of Think Pair Share as a teaching plan can be an effective solution. Think Pair Share is a scheme that involves

pairing students together in small groups and encouraging them to discuss and share their understanding of the material. This helps to foster a more sociable and participatory classroom environment, where a lot of students are actively occupied in the process of erudition. Therefore, it is highly prescribed that teachers consider incorporating Think Pair Share into their teaching approach.

2. In order for schools to ensure that teachers are effectively implementing Think Pair Share in the class, it is important for them to prioritize providing teachers with adequate training and support. This may include offering workshops, seminars, or online resources that guide teachers in the best practices for implementing Think Pair Share in their lessons. Additionally, schools may consider providing teachers with additional materials that explain the strategy and its benefits. By taking these steps, schools can ensure that teachers are equipped with the knowledge and skills necessary to effectively use Think Pair Share in their classrooms.

3. In classes where Think Pair Share is being used, students should be proactive and engaged in the exercise actively. This can be done by preparing ahead of time, carefully listening to their partner's ideas, and contributing actively to the discussion. Additionally, students should be open to learning from their peers and be willing to share their own ideas and perspectives.

By being proactive and engaged, students can get the most out of the Think Pair Share exercise and enhance their learning experience.

4. Researchers should focus on studying the validity of Think Pair Share in various scholastic settings, such as different age groups, subject areas, and levels of education. This can be done by conducting studies that use different methodologies, such as surveys, observations, or experiments, to assess the influence of Think Pair Share on student engagement, collaboration, and education. In addition, researchers should consider factors such as the number of students in each group, the duration of the exercise, and the level of teacher involvement that affect the effectiveness of Think Pair Share.

5. When designing the study, it is important to have a clear research question and research objectives that align with the research questions. Additionally, the researcher should consider the research design, such as whether to use a qualitative or mixed-methods approach.

In terms of data collection, the researcher should consider using a variety of methods, along the lines of observations, interviews, and focus team, to gather rich and varied data. This can help to provide a more complete and nuanced understanding of the efficacy of Think Pair Share actions in the school setting.

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APPENDIX A
RESEARCH INSTRUMENT

A.1 Observasion

A. 2 Interview

A. 3 Resding Texts

A.1 OBSERVATIONS

School : MTs Al-Masruriyyah Pasirwangi

Times : August 1st 2024

Participants : One English Teacher and 7th grade

No	Theories	Sub-variables	Statements
1	<p>Think Pair Share is where the teacher poses a question to the class, students Instruct to think of an answer on their own, then discuss their ideas in pair to pair, finally Share in the whole class. According to Sukelasmini (2019), ThinkPair Share (TPS) cooperative learning model has the following principles:</p> <ol style="list-style-type: none"> 1) Goal-oriented 2) Activity 3) Individuality 4) Integrity 	Principles	<p>There are 4 principles of TPS:</p> <ol style="list-style-type: none"> 1. Goal-oriented refers to having a clear objective each time TPS is used, ensuring that the activity progresses in a controlled and clear direction. 2. Activity relates to the actions that can be taken in the classroom, avoiding a learning process that is solely limited to listening and reading. 3. Individuality emphasizes that each student plays a crucial role during classroom activities, making them active rather than just being passive learners. 4. Integrity implies the importance of making an effort to be honest and accountable when commencing classroom discussions.

2	<p>The benefit of the TPS (Think-Pair-Share) technique, as outlined by Kagan in Sugiarto and Sumarsono (2014), lies in its ability to promote active participation, critical thinking, and collaboration among students. By:</p> <ol style="list-style-type: none"> 1) Organizing students into pairs. 2) Posing topics or questions. 3) Allowing time for individual reflection. 4) Facilitating discussions within pairs. 5) Finally sharing ideas with the whole class. <p>TPS encourages engagement deeper understanding of the subject matter, and the development of communication skills.</p>	The implementation of TPS (Think Pair Share)	<ol style="list-style-type: none"> 1. Organizing students into pairs involves dividing students into small groups of two, allowing for effective group discussion and collaboration. 2. Posing topics or questions involves presenting a topic, problem or question to the class to serve as a focus of discussion. 3. Allowing time for individual reflection entails giving students a short period of time to contemplate and reflect on the posed questions or topics. 4. Facilitating discussions within pairs involves guiding students to exchange ideas and opinions with their partner, providing an opportunity for them to explore the topic further.

			<p>5. Finally, sharing ideas with the whole class allows students to articulate their ideas in a group setting, while also allowing the rest of the class to benefit from their insights and perspectives.</p>
3	<p>According to Agung (2014: 139), in a broader context, each cycle of activities can be viewed as a series of interconnected phases, starting with the planning stage where goals and strategies are carefully formulated, followed by the action phase where the prepared plans are implemented with dedication. There are 4 stages:</p> <ol style="list-style-type: none"> 1) Stage planning 2) Stage of action 3) Stage of observation / evaluation 4) Reflection stage 	The Stages of TPS	<ol style="list-style-type: none"> 1. Stage planning refers to the process of outlining and designing the steps to be taken in order to effectively integrate and implement the TPS method in a classroom setting. 2. The Stage of action involves putting into practice the plans identified in the Stage planning step, by actively incorporating the TPS approach into classroom activities. 3. Stage of observation/evaluation refers to the phase in which the

			<p>teacher observes students' engagement and progress with the TPS method and evaluates its effectiveness.</p> <p>4. The Reflection Stage involves reflecting on the outcomes and impacts of using the TPS method in the classroom and considering potential areas for improvement.</p>
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A.2 INTERVIEWS

School: MTs Al-Masruriyyah

Participant: 1 Teacher and 3 Students

Date : August 1st 2024

A, Teacher Interview

No	Questions	Answers
1	Apa yang membuat ibu tertarik untuk mencoba metode Think pair share dalam pembelajaran?	
2	Sudah berapa lama ibu menggunakan metode TPS disekolah?	
3	Bagaimana ibu merencanakan untuk memperkenalkan konsep Think pair share kepada para siswa-siswi?	
4	Apakah ibu melakukan pembelajaran TPS ini sesuai dengan tahapan yang ditentukan?	
5	Menurut ibu, tahapan yang paling penting yang mana?	
6	Bagaimana ibu berencana untuk mengevaluasi efektivitas metode Think pair share dalam meningkatkan partisipasi dan pemahaman siswa?	
7	Apakah ada keuntungannya dari mempelajari TPS ini?	
8	Bagaimana ibu akan mengatasi hambatan atau tantangan yang mungkin muncul saat menerapkan Think pair share?	

9	Bagaimana ibu akan memotivasi siswa untuk terlibat aktif dalam proses Think pair share?	
10	Apa yang menjadi harapan dan tujuan ibu dalam menerapkan metode Think pair share di kelas?	

B. Students Interview

No.	Questions	Answers
1	Apakah adek merasa lebih paham setelah menggunakan think-pair-share?	
2	Bagaimana TPS membantu adek dalam memahami bahan bacaan?	
3	Apakah TPS membuat adek lebih termotivasi?	
4	Apa yang adek sukai dari bekerja sama dengan teman dalam TPS?	
5	Apakah adek lebih percaya diri setelah menggunakan TPS?	
6	Bagaimana perasaan adek saat berdiskusi dengan teman menggunakan TPS?	
7	Apakah TPS membantu adek memahami konsep sulit?	
8	Apa yang membuat adek tertarik dalam diskusi TPS?	
9	Bagaimana penilaian adek terhadap kemampuan memahami bahan bacaan sebelum dan sesudah TPS?	
10	Apakah menurut adek TPS efektif dalam memahami bahan bacaan?	

A.3 READING TEXTS

Descriptive Text: Borobudur

Borobudur is a Hindu-Buddhist temple. It was built during the ninth century by the Syailendra Dynasty of the ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. It is well known all over the world for its construction, influenced by the Gupta architecture of India. The temple is constructed on a hill and consists of eight level terraces. The first five terraces are squared and surrounded by walls adorned with Buddhist sculpture and reliefs. The upper three are circular. Each of them is circled by walls adorned with Buddhist sculpture and reliefs. The upper part is a bell called stupa.

The distance from the base to the top extends through some 4.8 km of passages and stairways. The design of Borobudur, which symbolizes the structure of the universe, is similar to the temple in Angkor.

Answer the questions below:

1. Who built the Borobudur Temple?
2. How many terraces does the Borobudur Temple have?
3. Where is the Borobudur Temple located?
4. What is the design of the Borobudur Temple like?
5. What do the images on the Borobudur Temple symbolize?

A.4 OBSERVATION CHECKLIST

No.	Criteria	Yes	No	What do i see
1.	Teacher provides clear instructions for the Think-Pair-Share activity, including the specific task, time limits, and expectations for each stage.	√		The teacher provides calmness regarding the learning procedure, including time and tasks for the students.
2.	Teacher poses engaging and thought-provoking questions that stimulate critical thinking and encourage students to delve deeper into the topic.		√	The teacher does not overly emphasize students to think critically about the topics being discussed.
3.	Teacher selects a text or stimulus that is age-appropriate, relevant to the learning objectives, and engaging for students.	√		Teachers choose material that is appropriate, relevant, and interesting to increase student motivation in their learning.
4.	Teacher provides adequate time for students to think individually about the question or task before sharing their ideas with a partner.	√		The teacher gives students enough time to contemplate tasks individually before sharing their ideas with their peers.
5.	Teacher facilitates meaningful partner interactions by ensuring that students are actively listening, sharing ideas	√		The teacher facilitates what the students need during teaching.

	respectfully, and building upon each other's contributions.			
6.	Teacher guides the whole-class sharing session by selecting a diverse range of student responses and encouraging students to listen attentively and build upon each other's ideas.	√		The teacher fosters a diverse learning environment by identifying and encouraging students to collaborate and generate new ideas.
7.	Teacher actively monitors student interactions during both the pair and whole-class sharing stages, providing support and guidance as needed.		√	Instead of actively monitoring student interactions, the teacher neglects to observe and provide support during the pair and whole-class sharing stages.
8.	Teacher provides appropriate differentiation strategies to meet the needs of all learners, such as providing scaffolding or extensions for students who require additional support or challenge.		√	Rather than providing differentiation strategies, the teacher treats all students in the same way without catering to individual needs.
9.	Teacher assesses student learning through observation, participation, and the quality of student responses during the Think-Pair-Share activity.	√		The teacher evaluates student learning by observing interactions, participation, and the quality of responses during the Think-Pair-Share

				activity.
10.	Teacher encourages students to reflect on their learning and the process of the Think-Pair-Share activity, helping them to identify areas for improvement and develop their communication and critical thinking skills.	√		The teacher prompts students to reflect on their learning and the process of the Think-Pair-Share activity, enabling them to pinpoint areas for progress and strengthen their communication and critical thinking abilities.

APPENDIX B
RESEARCH LOCATION

Descriptive Text: Borobudur

Borobudur is a Hindu-Buddhist temple. It was built during the ninth century by the Syailendra Dynasty of the ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. It is well known all over the world for its construction, influenced by the Gupta architecture of India. The temple is constructed on a hill and consists of eight level terraces. The first five terraces are squared and surrounded by walls adorned with Buddhist sculpture and reliefs. The upper three are circular. Each of them is circled by walls adorned with Buddhist sculpture and reliefs. The upper part is a bell called stupa.

The distance from the base to the top extends through some 4.8 km of passages and stairways. The design of Borobudur, which symbolizes the structure of the universe, is similar to the temple in Angkor.

Answer the questions below:

1. Who built the Borobudur Temple?
2. How many terraces does the Borobudur Temple have?
3. Where is the Borobudur Temple located?
4. What is the design of the Borobudur Temple like?
5. What do the images on the Borobudur Temple symbolize?

Jawaban

1. Borobudur temple was built Syailendra Dynasty
2. consists of eight level terraces
3. Borobudur is located in Magelang
4. is similar to the temple in Angkor
5. which symbolizes the structure of the universe

Descriptive Text: Borobudur

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1. Who built the Borobudur Temple?
2. How many terraces does the Borobudur Temple have?
3. Where is the Borobudur Temple located?
4. What is the design of the Borobudur Temple like?
5. What do the images on the Borobudur Temple symbolize?

(SALUBUN)

1 Borobudur temple was
built Syailendra dynasty

2 can sides of eight
level terraces

3 Borobudur is located in Magelang

4. it is well known all over the world for
its construction.

5 is similar to the temple in Angkor

Descriptive Text: Borobudur

Borobudur is a Hindu-Buddhist temple. It was built during the ninth century by the Syailendra Dynasty of the ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. It is well known all over the world for its construction, influenced by the Gupta architecture of India. The temple is constructed on a hill and consists of eight level terraces. The first five terraces are squared and surrounded by walls adorned with Buddhist sculpture and reliefs. The upper three are circular. Each of them is circled by walls adorned with Buddhist sculpture and reliefs. The upper part is a bell called stupa.

The distance from the base to the top extends through some 4.8 km of passages and stairways. The design of Borobudur, which symbolizes the structure of the universe, is similar to the temple in Angkor.

Answer the questions below:

1. Who built the Borobudur Temple?
2. How many terraces does the Borobudur Temple have?
3. Where is the Borobudur Temple located?
4. What is the design of the Borobudur Temple like?
5. What do the images on the Borobudur Temple symbolize?

Jawaban

1. Borobudur Temple was built Syailendra Dynasty
2. Consists of eight level terraces
3. Borobudur is located in Magelang
4. Similar to the temple in Angkor
5. Which symbolizes the structure of the universe.

Descriptive Text: Borobudur

Borobudur is a Hindu-Buddhist temple. It was built during the ninth century by the Syailendra Dynasty of the ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. It is well known all over the world for its construction, influenced by the Gupta architecture of India. The temple is constructed on a hill and consists of eight level terraces. The first five terraces are squared and surrounded by walls adorned with Buddhist sculpture and reliefs. The upper three are circular. Each of them is circled by walls adorned with Buddhist sculpture and reliefs. The upper part is a bell called stupa.

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4. What is the design of the Borobudur Temple like?
5. What do the images on the Borobudur Temple symbolize?

Jawaban

1. Borobudur temple was built Syailendra dynasty
 2. consists of eight level terraces
 3. Borobudur is located in Magelang
 4. is similar to the temple in Angkor
 5. symbolizes the structure of the universe
4. is similar to the temple in Angkor
 5. symbolizes the structure of the universe

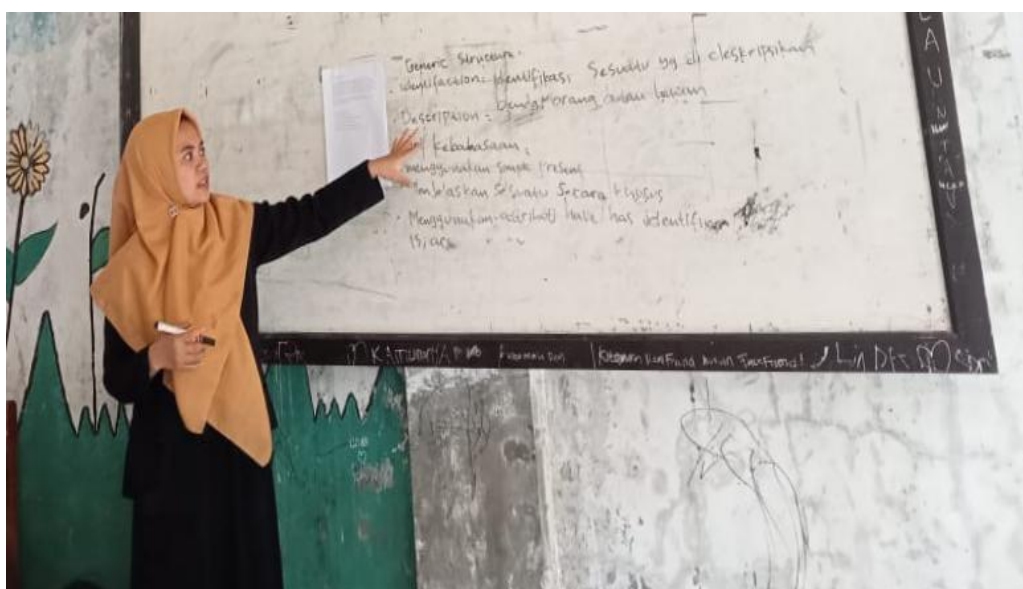
Descriptive Text: Borobudur

Borobudur is a Hindu-Buddhist temple. It was built during the ninth century by the Syailendra Dynasty of the ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. It is well known all over the world for its construction, influenced by the Gupta architecture of India. The temple is constructed on a hill and consists of eight level terraces. The first five terraces are squared and surrounded by walls adorned with Buddhist sculpture and reliefs. The upper three are circular. Each of them is circled by walls adorned with Buddhist sculpture and reliefs. The upper part is a bell called stupa.

The distance from the base to the top extends through some 4.8 km of passages and stairways. The design of Borobudur, which symbolizes the structure of the universe, is similar to the temple in Angkor.

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3. Where is the Borobudur Temple located?
4. What is the design of the Borobudur Temple like?
5. What do the images on the Borobudur Temple symbolize?







APPENDIX C
RESEARCH PERMIT



YAYASAN GRIYA WINAYA GARUT

INSTITUT PENDIDIKAN INDONESIA

FAKULTAS PENDIDIKAN ILMU SOSIAL, BAHASA DAN SAstra

Jalan Terusan Pahlawan No. 32 Sukagalih - Tarogong Kidul, Garut

Telp. (0262) 233556 Fax. (0262) 540469 Kode Pos : 44151

email : fpisbs@institutpendidikan.ac.id web : www.institutpendidikan.ac.id

Nomor : /IPI.D1/AKM/ /202
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Bapak/Ibu Pimpinan
MTS Al-masruriyyah
di Tempat

Disampaikan dengan hormat, bahwa mahasiswa kami:

Nama : Neng Zulfa Hawa Durotun Napisah
Nomor Induk Mahasiswa : 20222014
Program Studi : Pendidikan Bahasa Inggris/ S-1
Tingkat/ Semester : IV/ VIII
Alamat : Desa cimanganten, RT/RW: 001/003 Kec.
Tarogong Kaler, Kab. Garut.

bermaksud memohon izin melakukan pengambilan data melalui wawancara dan observasi di tempat Bapak/ Ibu memimpin untuk keperluan penelitian dalam rangka penulisan Tugas Kuliah.

Kami berharap Bapak/ Ibu berkenan untuk memberikan izin bagi mahasiswa tersebut. Demikian surat ini dibuat, atas perhatian dan kerjasama Bapak/ Ibu kami ucapkan terima kasih.

Garut, 25 Maret 2024



Dekan,
Dr. Lina Siti Nurwahidah, M.Pd.
NIP 196805271993032001





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KANTOR KABUPATEN GARUT
MADRASAH TSANAWIYAH AL MASRURIYAH



Desa Padaawas Kecamatan Pasirwangi Kabupaten Garut
email : almasruriyahmts@gmail.com

No : 0008/MTs-AM/VIII/2024

Garut, 5 Agustus 2024

Perihal : Surat Balasan Izin Penelitian

Kepada Yth
Institut Pendidikan Indonesia
Di
Tempat

Dengan hormat

Sehubungan dengan surat saudara pada hari kamis, 1 Agustus 2024 perihal perizinan tempat penelitian dalam rangka penulisan tugas kuliah mahasiswa atas nama Neng Zulfa Hawa Durotun Nasipah.

Perlu kami sampaikan beberapa hal sebagai berikut :

1. Pada prinsipnya kami tidak keberatan dan dapat mengizinkan pelaksanaan penelitian tersebut di tempat kami.
2. Izin melakukan penelitian diberikan semata-mata untuk keperluan akademik.

Demikian surat balasan izin penelitian ini kami sampaikan, atas perhatiannya kami mengucapkan terimakasih.

Mengetahui,
Kepala Madrasah

N. Hodijah, S.Ag

APPENDIX D
SUPERVISORS GUIDANCE PAPER

NIM
Tahun 2022/2014
Nama Mahasiswa
Neng Zulfa Hawa Duratun Napsiah
Program Studi
Pendidikan Bahasa Inggris
Jenis TA
Skripsi
Periode Mulai
2023 Genap
SKS Lulus
141 SKS
Tgl. Mulai
23 Juli 2024
Judul Tugas Akhir
Pengaruh TPS terhadap Kemampuan Pemahaman Bahasa Inggris Siswa

TIDAK	Tanggal	Dosen Pembimbing	Topik	Tidak setuju	Aksi
1	16 April 2024	Drs. Iyus Rustandi, M.Pd	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" bab 1	<input checked="" type="checkbox"/>	 
1	17 April 2024	ATENG KURNIA	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" bab 1	<input checked="" type="checkbox"/>	 
2	23 April 2024	Drs. Iyus Rustandi, M.Pd	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" bab 1 dan 2	<input checked="" type="checkbox"/>	 
2	24 April 2024	ATENG KURNIA	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" bab 1 dan 2	<input checked="" type="checkbox"/>	 
3	4 Juni 2024	Drs. Iyus Rustandi, M.Pd	Penyusun Penulisan	<input checked="" type="checkbox"/>	 
3	5 Juni 2024	ATENG KURNIA	Diskusi Penelitian	<input checked="" type="checkbox"/>	 
4	11 Juni 2024	Drs. Iyus Rustandi, M.Pd	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" bab 3	<input checked="" type="checkbox"/>	 
4	12 Juni 2024	ATENG KURNIA	Pemilihan Data	<input checked="" type="checkbox"/>	 
5	25 Juni 2024	Drs. Iyus Rustandi, M.Pd	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" bab 3	<input checked="" type="checkbox"/>	 
5	19 Juni 2024	ATENG KURNIA	Fenomena Studi kasus	<input checked="" type="checkbox"/>	 
6	26 Juni 2024	ATENG KURNIA	Pertanyaan Penelitian dalam Penelitian	<input checked="" type="checkbox"/>	 
6	2 Juli 2024	Drs. Iyus Rustandi, M.Pd	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" bab 3	<input checked="" type="checkbox"/>	 
7	18 Juni 2024	Drs. Iyus Rustandi, M.Pd	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" bab 1 dan 2	<input checked="" type="checkbox"/>	 
7	3 Juli 2024	ATENG KURNIA	Manfaat Studi Kolaboratif	<input checked="" type="checkbox"/>	 
8	9 Juli 2024	Drs. Iyus Rustandi, M.Pd	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" bab 3	<input checked="" type="checkbox"/>	 
8	10 Juli 2024	ATENG KURNIA	Bab 3	<input checked="" type="checkbox"/>	 
9	16 Juli 2024	Drs. Iyus Rustandi, M.Pd	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" bab 4	<input checked="" type="checkbox"/>	 
9	24 Juli 2024	ATENG KURNIA	Penyesuaian Hasil Penelitian	<input checked="" type="checkbox"/>	 
10	31 Juli 2024	ATENG KURNIA	Penyempurnaan Bab 3	<input checked="" type="checkbox"/>	 
10	23 Juli 2024	Drs. Iyus Rustandi, M.Pd	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" bab 5	<input checked="" type="checkbox"/>	 
11	7 Agustus 2024	ATENG KURNIA	Semua Bab	<input checked="" type="checkbox"/>	 
11	30 Juli 2024	Drs. Iyus Rustandi, M.Pd	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" bab 5	<input checked="" type="checkbox"/>	 
12	6 Agustus 2024	Drs. Iyus Rustandi, M.Pd	"Pemanfaatan Metode Think-Pair-Share (TPS) terhadap Kemampuan Membaca Pemahaman Siswa" semua bab.	<input checked="" type="checkbox"/>	 
12	17 Juli 2024	ATENG KURNIA	Menyempurnakan Bab 2	<input checked="" type="checkbox"/>	 



YAYASAN GRIYA WINAYA GARUT

INSTITUT PENDIDIKAN INDONESIA

FAKULTAS PENDIDIKAN ILMU SOSIAL, BAHASA DAN SASTRA

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email : fpisbs@institutpendidikan.ac.id web : www.institutpendidikan.ac.id

SURAT KETERANGAN

Nomor: 1268/IPI.D1/AKD/IX/2024

Yang bertanda tangan di bawah ini:

Nama : Dr. Lina Siti Nurwahidah, M.Pd.

NIP : 196602141994032001

Jabatan : Dekan Fakultas Pendidikan Ilmu Sosial, Bahasa, dan Sastra

Dengan ini menyatakan dengan sesungguhnya, bahwa:

Nama : Neng Zulfa Hawa Durotun Napisah

NIM : 20222014

Program Studi : Pendidikan Bahasa Inggris

dinyatakan **LULUS** pada tanggal 31 Agustus 2024.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Garut, 1 September 2024

Dekan,



Dr. Lina Siti Nurwahidah, M.Pd.

NIP 196805271993032001





The researcher, Neng Zulfa Hawa Durotun Napisah, a student of the English Department at the Institut Pendidikan Indonesia Garut. She was born on November 15, 2002. She completed her education at SDN Barusari 01 in 2009, after that she entering MTs Al-Masruriyyah junior high school in 2014. She furthered her education at SMK Permata Negeri 01 in 2017, before pursuing higher education at the Institut Pendidikan Indonesia in 2020. She successfully completed her paper titled "The Use of Think Pair Share method in students' reading comprehension skills" in 2024 at a Junior High School in Garut.

IDENTITY

Name	:	Neng Zulfa Hawa Durotun Napisah
Students Number	:	20222014
Study Program	:	English Language Education Study Program
Faculty	:	Fakultas Ilmu Sosial Bahasa dan Sastra (FPISBS)
University	:	Institut Pendidikan Indonesia (IPI) Garut
Date of Birth	:	15th November 2002
Gender	:	Female
Religion	:	Islam
Nationality	:	Indonesia
Email	:	dnzulfahawa@gmail.com
Date of Graduation	:	August 31 th 2024