
THE EFFECT OF APPLYING THINK-PAIR-SHARE ON THE STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT VIII GRADE STUDENTS OF SMP NEGERI 32 MEDAN

**Binaria Juliana Simamora¹, Fiber Yun Almanda Ginting², Bogor Lumbanraja³,
Meikardo Samuel Prayudaa⁴, Junita Siahaan⁵**

^{1,2,3,4,5} Pendidikan Bahasa Inggris, Universitas Katolik Santo Thomas

Email : binajuliana1234@gmail.com

ABSTRAK

Penelitian ini menyelidiki pengaruh penerapan strategi Think-Pair-Share (TPS) terhadap pemahaman bacaan siswa terhadap teks deskriptif di antara siswa kelas delapan di SMP Negeri 32 Medan. Penelitian ini dimotivasi oleh pengamatan bahwa siswa berjuang dengan pemahaman bacaan karena metode pengajaran yang monoton yang kurang melibatkan siswa. Dengan menggunakan desain eksperimental, penelitian ini melibatkan dua kelompok: kelompok eksperimen diajar menggunakan strategi TPS, sedangkan kelompok kontrol menerima instruksi konvensional. Kedua kelompok menyelesaikan tes awal dan tes akhir yang terdiri dari pertanyaan pilihan ganda yang difokuskan pada teks deskriptif. Hasilnya mengungkapkan peningkatan yang signifikan dalam skor pemahaman bacaan siswa dalam kelompok eksperimen. Skor rata-rata kelompok eksperimen meningkat dari 48,5 pada tes awal menjadi 78,625 pada tes akhir, sedangkan kelompok kontrol hanya menunjukkan sedikit peningkatan, dari 56,25 menjadi 58,75. Analisis statistik menggunakan uji-t sampel berpasangan menegaskan keefektifan strategi TPS dalam meningkatkan pemahaman bacaan siswa. Temuan ini menunjukkan bahwa strategi TPS merupakan pendekatan yang bermanfaat untuk meningkatkan keterlibatan dan pemahaman siswa dalam membaca, khususnya untuk teks deskriptif.

Kata Kunci: Berpikir-Berpasangan-Berbagi, Pemahaman Membaca, Teks Deskriptif, Studi Eksperimen, Pembelajaran Kooperatif

ABSTRACT

This study investigates the effect of applying the Think-Pair-Share (TPS) strategy on students' reading comprehension of descriptive texts among eighth-grade students at SMP Negeri 32 Medan. The research was motivated by observations that students struggled with reading comprehension due to monotonous teaching methods that lacked student engagement. Using an experimental design, the study involved two groups: the experimental group was taught using the TPS strategy, while the control group received conventional instruction. Both groups completed a pre-test and post-test comprising multiple-choice questions focused on descriptive texts. The results revealed a significant improvement in the reading comprehension scores of students in the experimental group. The mean score of the experimental group increased from 48.5 in the pre-test to 78.625 in the post-test, whereas the control group showed only a slight improvement, from 56.25 to 58.75. Statistical analysis using a paired sample t-test confirmed the effectiveness of the TPS strategy in enhancing students' reading comprehension. These findings suggest that the TPS strategy is a beneficial approach for improving student engagement and comprehension in reading, particularly for descriptive texts.

Keywords: *Think-Pair-Share, Reading Comprehension, Descriptive Text, Experimental Study, Cooperative Learning*

INTRODUCTION

English is an international language used for daily communication as well as in the academic field. Formally, it is taught as a foreign language schools, starting from junior high school to university levels, in Indonesia English is a compulsory subject and is included in the subjects tested in the national examination. However, the use of English in students' daily lives remains limited due to the dominance of their first language. This makes the process of learning and teaching English more challenging. In learning English, there are four main skills that must be mastered: listening, speaking, reading, and writing. From these fourth skills, reading is one important in language. Reading enables writers and readers to communicate using written material. It is a process of understanding the content of a text that eventually leads to the development of language skills. Reading has two goals: to spell the words in a written text and to understand the meaning of the text.

According to Snow (2002), conceptualizes reading comprehension as a dynamic process that involves both extracting and constructing meaning through active engagement with written text. This definition emphasizes that comprehension is not merely passive reception of information, but rather an interactive process where readers must simultaneously decode text while building meaning. In essence, effective reading comprehension requires readers to form connections between the textual content and their existing knowledge frameworks, allowing them to successfully interpret and assimilate new information from what they read. According to Rosalia & Candraloka (2023), Reading is a cognitive process through which we extract and construct meaning from written text. It goes beyond mere comprehension it involves actively engaging with and responding to the material we read. Based on researcher's observation at SMP Negeri 32 Medan, most students struggle with reading comprehension.

During mini observation, I noted that students encountered significant difficulties in reading lessons. This read passages and answered question without deeper engagement and boredom. Students disengagement and boredom students showed little interest in reading activities because the teacher consistently used repetitive strategies requiring them to translate entire texts and answer predetermined question. Essentially, the teacher failed to create opportunities for students to analyze and truly comprehend the meanings within the text reading. The writer chose Think-Pair-Share methodology base on previous studies demonstrating its decision was informed by a body of research literature that reported positive outcomes when implementing this Cooperative learning approach for teaching reading comprehension.

The first research was conducted by Laurensia Manurung, Asima Rohana Sinaga, and Irene Adrayani Nababan (2023) which investigated the effect of the Think-Pair-Share (TPS) technique on the reading comprehension of eight-grade students at SMP Negeri 1 Jorlang Hataran, specifically focusing on narrative texts. The findings revealed that the implementation of the TPS technique significantly enhanced students' reading comprehension skills. The experimental group, which utilized the TPS method, achieved a mean post-test score of 87,11, compared to the control group's mean score of 47,11 (Manurung et al., 2023).

Second research was conducted by Rossa Ito Hutahean, Sanggam Siahaan, and Bloner Sinurat (2024) examined how the Think-Pair-Share (TPS) teaching methodology affected reading comprehension of descriptive text among seventh-grade students at SMP Negeri 12 Pematang Siantar. Using a quantitative experimental approach with pre-test and post-test assessment, the study revealed that the TPS model had a substantial positive impact on students' reading comprehension abilities. Students in the experimental group showed marked improvement, with average scores increasing from 54,8 on pre-test to 78 on the post-test, while the control group's scores rose from 48 to 70. The findings demonstrate that the Think-Pair-Share teaching model effectively enhances reading comprehension skills among students at SMP Negeri 12 Pematang Siantar.

Previous studies have established the effectiveness of the Think-Pair-Share (TPS) strategy in enhancing students' reading comprehension; however, these investigations were carried out in various educational settings and focused on different genres of text. To date, there has been no dedicated research conducted at SMP Negeri 32 Medan concerning the application of the TPS, particularly with descriptive texts. Observation of current classroom practices at this school reveal a strong reliance on traditional teaching methods, which often disengage students and hinder their ability to develop deep comprehension skills. This underscores a significant lack of interactive and student centered approaches in the reading the implementation and assessment of the TPS strategy in boosting students' reading comprehension and engagement at SMP Negeri 32 Medan. This study aims to fill that gap by examining the effectiveness of TPS in this specific educational context.

REVIEW OF LITERATURE

Reading comprehension is a fundamental skill that students need to develop. Through reading, students can expand their knowledge base and acquire new ideas and insights from the material the study. This means students must develop the ability to extract and understand key information when engaging with any text. Apriliah (2016), reading involves a mental interaction with the author's thoughts. Building on this process between the author's and reader's minds, where readers work to understand the author's intended message. Furthermore, Stoller & Grabe (2002), elaborate that reading involves the ability to extract and properly interpret meaning from written text. This requires readers to go beyond simple text comprehension, engaging in deeper analysis and understanding. The reading process can be classified into three primary stages: the recognition stage, the structuring stage, and the interpretation stage. These sequential phases form the foundation of how readers process and comprehend written text. Each stage represents a distinct cognitive function that contributes to the overall reading experience, progressing from basic identification to meaningful understanding of the content.

The main purpose of reading is comprehension, reading comprehension is an attempt to understand, evaluate, and the author's idea of reading text. A reader needs comprehension to catch the content of message or information from the text. Snow (2002), Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The processes of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draws the meaning of words, and connect it to reach the clear understanding of the written text. Mullis et al (2016), states Reading comprehension requires motivation, mental framework for holding ideas, concentration and good study technique. It means that in order to be successful in reading comprehension, the reader needs to motivate/herself to concentrate on reading, try to form the mental frameworks for holding ideas, and the reader must have a good technique in reading. The process of comprehending involves decoding the writer's word and then using background knowledge to construct an approximate understanding the writer's message. Multiple choice question, short answer question cloze test, and summarizing are examples of tasks used to assess comprehension. Language conveys meaning and allows the sharing of information, ideas and perspectives.

When written message are successfully understood, reading can be a wonderfully inspiring, enjoyable and transforming experience. The reader may comprehend a text when they can recognize the words and sentences of the text and know what the meaning is (obtain literal meaning), associate meaning both denotative and connotative from personal experiences and prior knowledge with the printed text, recognize how to all these meanings and/or his perception of them fit together contextually, make value judgment about the quality of their reading experience. Reader must find the idea that influence of the quality of their reading comprehension. From the explanation above, it is concluded that in reading comprehension, a reader must have available ability in the process of taking meaning from the text.

According to Ushchapovska (2020), descriptive text encompasses detailed portrayals of diverse subjects including fauna, individuals, objects, and geographical locations. This conceptualization finds corroboration in the work of Urunami et al. (2017), who assert that descriptive text incorporates specific information regarding particular entities, exemplified by written characterizations of objects. At its core, descriptive text functions to convey substantive information concerning the subject matter, factual elements pertaining to it, and behavioral patterns or characteristics associated with the described entity

According Rusmawan (2017), English descriptive text is structured around two principal components: identification and description. The identification component

introduces the subject with a general overview while highlighting distinctive attributes of the object, location, or individual being describe. The description component elaborates on various aspects including physical characteristics, functional purposes, personal details, fuature utilization, and noteworthy properties or facts. During the identification phase, students establish the subject. Additionally, students must incorporate appropriate language features in their descriptive writintg. Encompassing grammatical strutures, lexical choices , and mechanical elements. Brown (2001), categorizes the evaluation criteria for English descriptive text into five domains: content quality, organizational structure , grammatical accuracy, vocabulary appropriateness, and mechanical correctness.

Think-Pair-Share is a cooperative learning technique that enchances readers' higher-order thinking skills when engaging with texts. Developed by Dr. Frank lyman in 1981, this approach was designed to increas meaningful student participation in the classroom. Unlike traditional question and answer methods where only one students responds to teacher inquires, Think-Pair-Share encourages widespread involment and helps maintain student focus. According to Pimm (1987), this strategy facilitates the types of personal interactions necessary for students to effectively process, organize, and retain information. By providing structured opportunities for thinking individually, discussing with peers, and sharing insights with the class, this method creates a framework for deeper learning and comprehension,

Acoording to Spillett, n.d. (2008), Think-Pair-Share is an effective cooperative learning approach that enhances students' critical thinking skills while encouraging participation in a comfortable, low-preasure environment. This strategy begins when a teacher presents a questions to the class. Students first reflect individually on the question, formulating their own thoughts and responses. Next they pair up with another students to discus and exchange their ideas. Finaly, students may share their insights with other pairs or present them to the entire class. For optimal results, these pairs ideally consist of a balanced mix of language learners and students who can serve as language models.

RESEARCH METHODOLOGY

This research will be conducted using an experimental group research design, specifically a pre-test and pot-test control group design. The study employes a quantitative approach. According to Creswell (2014), quantitative research involves testing a hypothesis by establishing a situation where the relationship between variables can be measured. This study involves two groups: an experimental group and a control group. According to Arikunto (2006), experimental research generally uses two groups the extensive reading ststrategy, and the control group, which will receive conventional instruction. Both groups will be given the same pre-test and post-test to measure the effectiveness of the treatment. The research will be conducted at SMP Negeri 32 Medan, Jl. Marelan Pasar II Barat. This research will be conducted over eight sessions and will take place in May during the 2024/2025 academic year. The cluster random sampling technique was employed to obtain the sample for this study. There were sixty-five students in the sample as a whole. They were split up into two groups the control group and the experimental group. The control group received instruction using the conventional way, while the experimental group was handled using the Think-Pair-Share Strategy.

The data collection instrument in this study is a quantitative test in the form of 30 multiple-choice questions (a, b, c,d) based on descriptive text. This test, used for both the pre-test, aims to meausure students' reading comprehension after the application of the Think-Pair-Share strategy. Each correct answer is scored 1, and incorrect answer are scored 0. The scoring is based on a table of specification aligned with the learning objectives and cognitive levels (C3-application, C4-analysis, and C5-evaluation), which ensures the items match the indicators of literal, analytical, and critical comprehension in

descriptive texts.

RESULT AND DISCUSSION

This study was carried out using an experimental research design. This study was divided into two groups the experimental group and the control group. While the control group's pupils were taught using the traditional method, the experimental group's students were taught using the Think-Pair-Share Strategy (TPS). Students in grade VIII 32 Medan made up the study's population, and a random sample was chosen. The students took the Pre-test of the treatment. Five sessions were then held to administer the treatment. In fact, compared to the students in the control group, the experimental group's comprehension was superior. This was because, in contrast to the control group, which received instruction using the conventional method, the experimental group's students learned how to read critically by concentrating on organizing information through thought, sharing and pairing textual information with friends and using the Think-Pair-Share Strategy to help them retain it in long-term memory.

Following the treatment, both groups took a post-test to gauge the students' reading comprehension proficiency. There were 25 items on the multiple choice test used in this study, and the final score was 100. The quantitative data was derived from the pre-test and post-test scores of the two groups, in this study, sample were separated into two groups: experimental group was taught using an extensive reading technique, while the control group was taught using standard methods. Both groups received pre-test post-test. Both groups were given the same multiple-choice test consisted of 25 items and was administered to 64 eight-grade students at SMP Negeri 32 Medan in the experimental group and 23 in the control group.

The following show the pre-test and post-test score analysis results for the two groups, control and experimental. The scores were derived from the pre-test and post-test given to both the control and experimental groups. The pre-test scores were studied to measure the students' ability in reading comprehension before they received the treatment, whereas the post-test scores were analyzed to measure students' development in reading comprehension after they received the treatment. This table shows the mean pre-test and post-test scores of students in the experimental and control groups. It was observed that the mean score of each test offered to the pupils increased. Indicated that the students' reading skills remained low in the pre-test but improved in the post test after teaching reading comprehension utilizing the Extensive Reading Strategy. It was shown by looking at the means score students in pre-test in the control group was 56.25 and post-test was 58.75 while the mean score of students in pre-test in the experimental group was 48.5 and post-test was 78.625.

The pre-test and post-test results show that the experimental and control groups' learning outcomes differ from one another, as shown in Figure 4.1 the vast range of scores in the Pretest control group, with the lowest scores at about 25 and the median at about 55, suggests a wide range of student's skills. Following the learning process, the median score in the post-test control group increased very little indicating a minimal improvement in the reading comprehension of the students. The median score for the pre-test experimental group was approximately 45, and the lower whisker indicated some extremely poor performance in contrast, the students' scores were generally lower than those of the control group. The post-test experimental group, on the other hand, shows a notable shift, with the majority of scores clustering in the high range (between 75 and 100) and a substantial increase in the median score to about 85. This general increase indicates a significant improvement, notwithstanding a few outliers.

According to these findings, reading comprehension improved more for students in the experimental group who received instruction using the Extensive Reading approach than for students in the control group who did not get instruction using the approach. As

a result, this lends credence to the study's hypothesis that students who were taught the Extensive Reading Strategy differed significantly from those who were not in their reading comprehension of narrative texts. These findings suggest that students in the experimental group who received instruction in the Extensive Reading approach improved their reading comprehension more than students in the control group who did not get instruction in the approach. The study's hypothesis that there is a substantial difference between students who were taught the Extensive Reading Strategy and those who were not in terms of their reading comprehension of narrative texts is thus supported by this.

Since the significance (Sig.) values for each group are more than 0.05, the results of the Shapiro-Wilk technique normality test, which is better suited for sample sizes under 64 (with a total of 32 students), show that all data are normally distributed (Table 4.2). Pre-test and post-test significance values for the control group are $0,006 > 0,05$ and $0,001 > 0,05$, respectively. The experimental group's significance value, on the other hand, is $0,001 > 0,05$ in the post-test and $0,000 > 0,05$ in the pre-test. Consequently, it can be said that the results from the pre-test and post-test in both the experimental and control groups satisfy the assumption of normalcy.

The results of this study showed that students' reading comprehension of descriptive texts was significantly impacted by the Think-Pair-Share (TPS) technique. The difference between the experimental group's and the control group's mean pre-test and post-test scores served as proof of this. When compared to their pre-test scores of 48.5, the experimental group who received instruction utilizing the TPS technique had a significant improvement in their post-test scores (78.625). The control group, on the other hand just slightly increased from 56.75 after receiving traditional teaching. The experimental group's notable progress lends credence to the theoretical framework and earlier research on cooperative learning, especially the TPS strategy's efficacy. Lyman (1981) and Spillett (2008) assert that TPS gives students organized chances to think on their own, work with classmates and exchange ideas, all of which enhance comprehension and memory of the subject matter. These claims are supported by the study's findings which show that when TPS was used, students became more involved and active in the learning process

Additionally, the statistical analysis supported the strategy's efficacy. A significance value of 0.000, below the significance level of 0.05 was obtained from the paired sample t-test. This indicates that the alternative hypothesis and the null hypothesis (H_0) was rejected. Therefore, it can be said that the reading comprehension scores of students who received instruction utilizing the TPS technique and those who did not differ statistically significantly. Additionally, the application of TPS helped students develop higher-order thinking abilities including assessing, comparing, and interpreting data in descriptive texts. This aligned with the learning goals, which focused on literal and critical comprehension. Students were able to clarify their understanding and jointly create meaning through peer conversations and active sharing. Additionally, the findings of this study align with earlier studies by Manurung et al. (2023) and Hutahean et al. (2024), which shown that the TPS technique enhanced students' comprehension of both descriptive and narrative texts. Consequently, the current study supports the notion that TPS is a useful tactic in a variety of educational contexts and text genres.

In conclusion, by encouraging cooperation, involvement, and critical thinking, the Think-Pair-Share method greatly improves students' reading comprehension of descriptive literature. English teachers who want to raise reading proficiency in junior high school settings are strongly encouraged to use this strategy.

CONCLUSION

This study aimed to determine the effectiveness of extensive reading on eight-

grade students' reading comprehension of descriptive texts at SMP Negeri 32 Medan. The findings presented in Chapter IV demonstrate that extensive reading significantly enhances students' reading comprehension of descriptive texts. This conclusion is supported by statistical analysis of pre-test and post-test scores following the implementation of extensive reading strategies as an intervention. The experimental group demonstrated substantial improvement in post-test scores compared to their pre-test performance, while the control group showed minimal improvement in their post-test results. The statistical analysis confirmed that the null hypothesis (Ho) is rejected in favor of the alternative hypothesis (Ha). These findings were further validated through calculation performed using SPSS 25 software. In conclusion, this research successfully addresses the research question and demonstrates that extensive reading is an affective approach for improving students' reading comprehension of descriptive texts among eight-grade students at SMP Negeri 32 Medan during the 2024/2025 academic year.

REFERENCES

- Anita, L. (2002). Cooperative learning. <https://lib.ui.ac.id/detail?id=20219065&lokasi=lokal>
- Apriliah, R. (2016). IMPROVING STUDENTS' READING COMPREHENSION OF VII GRADE AT MTs . Hi . HAYYUN SALUMPAGA BY USING HUMOR STORIES. *Jurnal Madako Education*, 4(5), 216.
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik* (p. 112). Rineka Cipta.
- Aswir, A., Hadi, M. S., & Fatimah Rosiana Dewi. (2021). Google Meet Application as an Online Learning Media for Descriptive Text Material. *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 189-194. <https://doi.org/10.30605/jsgp.3.3.2020.533>
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Addison Wesley Longmen, Inc.
- Brown, H. D. (2004). *Language Assesment Principles and Classroom Practices*. Addison Wesley Longman, Inc.
- Creswell, J. W. (2014). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research International Edition*. Pearson.
- Golafshani, N. (2015). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, January 2003. <https://doi.org/10.46743/2160-3715/2003.1870>
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow.
- Harmer, J. (2010). *How to teach English* (Wesley Lon). WWW.longman-elt.com
- Manurung, L., Sinaga, A. R., & Nababan, I. A. (2023). The Effect of Using Think-Pair-Share Technique on Reading Comprehension of Grade eight Students at SMP Negeri 1 Jorlang Hataran in Narrative Text. *Journal on Education*, 6(1), 1788-1797. <https://doi.org/10.31004/joe.v6i1.3156>
- Mullis, I., Martin, M., & Sainsbury, M. (2016). PIRLS 2016 framework: Reading 1 PIRLS 2016 reading framework. 11-29. https://timss.bc.edu/pirls2016/downloads/P16_FW_Chap1.pdf
- Patel, M. F., & Jain, P. M. (2008). *English Language Teaching (Methods, Tools & Techniques)*. Sunrise Publisher & Distributors.
- Rosalia, S., & Candraloka, O. R. (2023). The Effect of Using Think Pair Share to Improve Students' Reading Skills. *J-SHMIC : Journal of English for Academic*, 10(2), 155-165. [https://doi.org/10.25299/jshmic.2023.vol10\(2\).13544](https://doi.org/10.25299/jshmic.2023.vol10(2).13544)
- Rusmawan, P. N. (2017). Genre based Approach to Teach Writing Descriptive Text. *JEES (Journal of English Educators Society)*, 2(2), 119-134. <https://doi.org/10.21070/jees.v2i2.875>

- Snow, C. E. (2002). Reading for Understanding toward a Research and Development Program in Reading Comprehension. RAND. <http://www.rand.org/>To order RAND documents or to obtain additional information, contact%0ADistribution Services: Telephone: (310) 451-7002; Fax: (310) 451-6915; Email: order@rand.org
- Spillett. (n.d.). Cooperative Learning (Think-Pair-Share) (M. A. Salamulloh (ed.); 2012th ed.). http://community.scholastic/blog/article?blog.id=ELL_strategies&message.id=32
- Stoller, S., & Grabe, G. (2002). Teaching and Researching Reading. Pearson Education Limited. <https://doi.org/https://doi.org/10.4324/9781315833743>
- Sudjono, A. (2011). pengantar evaluasi pendidikan. Thema Publishing.
- Urunami, S., Bharati, D. A. L., & Faridi, A. (2017). Group Grid and Roundtable for Teaching Writing of Descriptive Text. *Journal of English Language Teaching*, 6(2), 176-183.
- Ushchapovska, I. (2020). Multimodal Features of Descriptive Texts: Case Study of Coffee Brands. *World Science*, 3(1), 23-26. <https://doi.org/10.31435/rsglobal>