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THE IMPLEMENTATION OF THINK-PAIR-SHARE IN THE TENTH GRADE READING CLASSROOM AT SMK PGRI 3 KEDIRI
ACADEMIC YEAR 2023-2024

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ABSTRACT
This research investigates the implementation of the Think-Pair-Share (TPS) strategy in improving reading comprehension among tenth-grade students at SMK PGRI 3 Kediri during the 2023–2024 academic year. Using a descriptive qualitative approach, the study explores how TPS enhances students' understanding of narrative texts through structured peer collaboration. Data were collected through observation, interviews, and documentation. Findings reveal that TPS increases student engagement, confidence, and comprehension. The integration of reading modules and evaluation tools supports positive learning outcomes. Thus, TPS proves to be an effective cooperative strategy for promoting literal comprehension and active participation in reading classrooms.

Keywords: Think-Pair-Share, reading comprehension, narrative text, cooperative learning, classroom interaction

BACKGROUND

Reading is an essential skill in English language learning, requiring both cognitive engagement and language proficiency. In the Indonesian secondary school curriculum, reading comprehension is emphasized as a key competency, particularly in narrative texts. However, students often face difficulties due to limited vocabulary, low motivation, and passive classroom involvement. Think-Pair-Share (TPS), developed by Frank Lyman, is a cooperative learning strategy designed to engage students through structured interaction. TPS encourages students to think individually, discuss with peers, and share ideas with the class, promoting higher-order thinking, confidence, and comprehension. This study investigates how TPS is implemented in an English reading classroom at SMK PGRI 3 Kediri, aiming to address students' reading difficulties and improve their literal comprehension of narrative texts.

METHOD

This research employed a descriptive qualitative design to explore the implementation of TPS in a real classroom context. The study was conducted at SMK PGRI 3 Kediri with tenth-grade students during the academic year 2023–2024. The data sources included an English teacher and selected students who participated in TPS-based reading lessons.

Data Collection Techniques:

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- **Observation**: Non-participant classroom observation was conducted during reading lessons to analyze how TPS was applied and how students interacted during Think, Pair, and Share phases.
- **Interviews**: Semi-structured interviews were held with the teacher and five students to gain insights into their perceptions of TPS and its impact on their reading skills.
- **Documentation**: Teaching materials, student worksheets, lesson plans, and photos were collected to support findings.

Data analyzed

Data were analyzed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing. Triangulation of sources (observation, interview, documentation) was used to ensure data validity.

FINDINGS AND DISSCUSSION

3.1 TPS Implementation in the Classroom

The TPS strategy was implemented in three phases:

- Think: Students were given silent reading time to reflect on narrative texts with guiding questions related to main ideas, characters, and setting. This phase allowed individual cognitive engagement.
- Pair: Students discussed their interpretations with peers. This collaborative stage helped them clarify ideas, understand unfamiliar vocabulary, and build confidence.
- Share: Selected pairs shared their conclusions with the class. This stage promoted active participation and reinforced comprehension through class discussion.

3.2 Impact on Student Engagement and Comprehension

Observation and interview data indicated increased student involvement, motivation, and understanding. Students appreciated the opportunity to discuss ideas in pairs before speaking in front of the class, which lowered anxiety. Teachers noted improvements in vocabulary use, comprehension accuracy, and classroom dynamics.

3.3 Supporting Media and Evaluation

The use of narrative reading modules and comprehension tests helped structure the TPS sessions and allowed teachers to track student progress. The reading texts used (e.g., "The Smart Deer," "Malin Kundang," "Timun Mas") were contextually relevant, which supported student interest and schema activation.

3.4 Discussion

The study supports previous research (Lyman, 1981; Slavin, 1996) that TPS fosters cooperative learning and improves academic performance. The combination of peer interaction and structured thinking helps students develop literal comprehension skills. Furthermore, TPS aligns with Vygotsky's theory of the Zone of Proximal Development, where students scaffold each other's learning through collaboration.

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CONCLUSION AND SUGGESTIONS

The findings of this study conclude that the implementation of the Think-Pair-Share (TPS) strategy in the tenth-grade reading classroom at SMK PGRI 3 Kediri was effective in enhancing students' literal comprehension of narrative texts. Through its structured stages—Think, Pair, and Share—TPS encouraged greater student engagement, reduced reading-related anxiety, and fostered collaboration among peers. Additionally, students showed improvement in vocabulary development and became more confident in expressing their understanding. The strategy successfully shifted the reading activity from a passive, teacher-centered approach to an active, student-centered process that empowered learners to build comprehension through interaction and reflection.

Based on the results, several suggestions can be proposed. For teachers, TPS is recommended as a practical and adaptable strategy to integrate into reading lessons. To maximize its effectiveness, teachers should provide clear guidance, relevant narrative texts, and structured comprehension questions for each TPS phase. For students, active participation in each phase of TPS is crucial, as it enhances not only reading skills but also speaking ability and critical thinking. Engaging with peers allows students to clarify misunderstandings and build confidence in using English. Lastly, future researchers are encouraged to expand on this study by applying TPS to other types of texts such as expository or descriptive passages, or by comparing its effectiveness with other cooperative learning models. Broader investigations may provide deeper insights into the versatility and long-term impact of TPS in various learning contexts.

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