



The Use of “Think, Pair, Share” Technique in Teaching Reading Comprehension of Descriptive Text

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Article Info	Abstract
Article History Received: 2026-02-05 Revised: 2026-03-10 Published: 2026-04-13	This study investigated the effectiveness of the <i>Think, Pair, Share</i> technique in teaching reading comprehension of descriptive text to eighth-grade students at SMP Negeri 1 Simpang Dua in the academic year 2024/2025. This study uses pre-experimental research design, with the following steps: pre-test, treatment, and post-test. The sample of this research involved 42 students from the eighth grade of SMP Negeri 1 Simpang Dua selected by total random sampling. The tool of this research is a reading comprehension test. The finding showed a significant improvement in students' scores, and it proved that the <i>Think, Pair, Share</i> technique was effective. Data analysis using paired t-tests showed the significant improvement in students' reading comprehension abilities, with the t-test value of 10.53 was much higher than the critical t-table value of 1.684 ($10.53 > 1.684$). This indicates a significant difference between the pre-test and the post-test. Furthermore, the effect size was calculated and showed the value of 1.61; it can be consider that the “ <i>Think, Pair, Share</i> ” technique had a strong effect in teaching reading comprehension of descriptive text to eighth-grade students of SMP Negeri 1 Simpang Dua in the academic year 2024/2025. These findings suggest that the <i>Think, Pair, Share</i> technique is highly possible to be used as an alternative technique to teach reading comprehension of descriptive text to eighth-grade students of junior high school.
Keywords: <i>Think;</i> <i>Pair;</i> <i>Share Technique;</i> <i>Reading Comprehension;</i> <i>Descriptive Text.</i>	

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2026-02-05 Direvisi: 2026-03-10 Dipublikasi: 2026-04-13	Penelitian ini menjelaskan efektivitas teknik <i>Think, Pair, Share</i> dalam pengajaran pemahaman membaca teks deskriptif kepada siswa kelas delapan di SMP Negeri 1 Simpang Dua pada tahun ajaran 2024/2025. Penelitian ini menggunakan desain penelitian pra-eksperimental dengan tahapan: <i>pre-test</i> , perlakuan (<i>treatment</i>), dan <i>post-test</i> , di mana sampel penelitian melibatkan 42 siswa kelas delapan SMP Negeri 1 Simpang Dua yang dipilih melalui teknik total sampling. Instrumen yang digunakan dalam penelitian ini adalah tes pemahaman membaca. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada skor siswa, yang membuktikan bahwa teknik <i>Think, Pair, Share</i> efektif untuk digunakan. Analisis data menggunakan uji-t berpasangan (<i>paired t-test</i>) menunjukkan peningkatan signifikan dalam kemampuan pemahaman membaca siswa, dengan nilai uji-t sebesar 10.53 yang jauh lebih tinggi daripada nilai kritis t-tabel sebesar 1.684 ($10.53 > 1.684$). Hal ini menunjukkan adanya perbedaan yang signifikan antara hasil pre-test dan post-test. Selain itu, perhitungan ukuran efek (<i>effect size</i>) menunjukkan nilai sebesar 1.61, sehingga dapat disimpulkan bahwa teknik <i>Think, Pair, Share</i> memiliki pengaruh yang kuat dalam pengajaran pemahaman membaca teks deskriptif pada siswa kelas delapan SMP Negeri 1 Simpang Dua pada tahun ajaran 2024/2025. Temuan ini menunjukkan bahwa teknik <i>Think, Pair, Share</i> sangat memungkinkan untuk digunakan sebagai teknik alternatif dalam mengajar pemahaman membaca teks deskriptif bagi siswa kelas delapan di tingkat sekolah menengah pertama.
Kata kunci: <i>Pemahaman Membaca;</i> <i>Think;</i> <i>Pair;</i> <i>Share;</i> <i>Teks Deskriptif;</i> <i>Penelitian Pra-</i> <i>Eksperimental.</i>	

I. INTRODUCTION

Reading comprehension is a core academic skill that enables learners to acquire subject-matter knowledge and to engage in higher-order thinking; it is therefore a central objective of school curricula worldwide. International assessments highlight continuing challenges in Indonesian students' literacy: PISA 2022 reported low average reading scores for

Indonesia, underscoring the need for improved classroom strategies to support comprehension.

In many classrooms, traditional teacher-centred methods and wide individual differences in reading proficiency reduce student engagement and limit opportunities for meaning-making. Research and local observations indicate that limited teacher training, resource constraints, and monotonous instructional

practices contribute to suboptimal reading outcomes in some Indonesian junior-high contexts (e.g., Huang, 2018; Suryanto, 2017). These factors point to the need for interactive, low-resource techniques that encourage active processing and peer explanation.

Think, Pair, Share (TPS) is a cooperative learning routine originally developed by Frank Lyman and colleagues (1981). TPS asks students first to think individually about a prompt, then discuss ideas with a partner, and finally share conclusions with the whole class; this sequence supports articulation, corrective feedback, and elaboration—processes linked to deeper comprehension in the literature. Empirical studies have reported positive effects of TPS on student engagement and achievement across contexts, making it a promising candidate for reading instruction where teacher resources or technology may be limited.

Building on these concerns and prior work, the present study asks: (1) Does implementing the Think, Pair, Share technique improve eighth-grade students' reading comprehension of descriptive texts? and (2) What is the magnitude of the technique's effect? To answer these questions the research employed a pre-test—treatment—post-test (pre-experimental) design with an eighth-grade cohort from SMP Negeri 1 Simpang Dua; instruments and sampling procedures are described in the Methods section. The study aims to provide actionable evidence for classroom teachers about a practical cooperative method that can be implemented with minimal technological requirements.

II. METHOD

This study employed a pre-experimental research design, specifically the one-group pre-test and post-test design. This design was chosen to systematically evaluate the effectiveness of the Think, Pair, Share (TPS) technique by comparing students' reading comprehension performance before and after the intervention. The research was conducted at SMP Negeri 1 Simpang Dua during the 2024/2025 academic year. The population for this study consisted of a well-defined class of individuals, from which a sample of 42 eighth-grade students was selected using a total sampling technique.

Data collection was carried out through measurement techniques, utilizing a reading comprehension test as the primary research tool. Measurement involves the process of scoring performance on an evaluation or assessment tool

to determine students' comprehension levels. The research procedure followed three systematic stages: a pre-test, the treatment (the application of the Think, Pair, Share technique), and a post-test. To ensure the quality of the instrument, face and construct validity were established, with the latter evaluated by examining the correlation between item scores and the total score of the variable being measured.

The quantitative data collected were analyzed by calculating the mean scores of both the pre-test and post-test to observe changes in performance. A paired t-test was then performed to determine if the differences in students' reading comprehension achievement were statistically significant. Furthermore, the magnitude of the technique's effectiveness was calculated using an effect size formula. The results were interpreted based on the criteria that an effect size exceeding 1.00 indicates a strong effect on student learning outcomes.

III. RESULT AND DISCUSSION

A. Result

This study employed a pre-experimental research design, specifically the one-group pre-test and post-test design. This design was chosen to systematically evaluate the effectiveness of the Think, Pair, Share (TPS) technique by comparing students' reading comprehension performance before and after the intervention. The research was conducted at SMP Negeri 1 Simpang Dua during the 2024/2025 academic year. The population for this study consisted of a well-defined class of individuals, from which a sample of 42 eighth-grade students was selected using a total sampling technique.

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Table 1. Summary of Pre-test and Post-test Results

Variable	Mean Score	T-test	T-table	Effect Size
Pre-test	43.92	10.53	1.684	1.61
Post-test	57.42			

B. Discussion

The findings of this research demonstrate that the Think, Pair, Share technique significantly enhances students' reading comprehension of descriptive texts. The primary objective of this study was to investigate the effectiveness of this interactive strategy at SMP Negeri 1 Simpang Dua. The significant increase in mean scores from 43.92 to 57.42 proves that moving from individual thinking to collaborative discussion and finally sharing with the class helps students process information more deeply.

The effectiveness of the TPS technique can be attributed to its structured phases that encourage active participation. During the "Think" phase, students had the opportunity to process the descriptive text independently, followed by the "Pair" and "Share" phases which allowed them to clarify their understanding through peer interaction. This collaborative environment reduced students' boredom and increased their engagement, addressing the challenges observed in conventional teacher-centered methods. The strong effect size of 1.61 further validates that the TPS technique is a powerful alternative for teaching reading comprehension, particularly for junior high school students in contexts with limited technological resources.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, it is concluded that the implementation of the Think, Pair, Share (TPS) technique is highly effective in teaching reading comprehension of descriptive texts to eighth-grade students at SMP Negeri 1 Simpang Dua for the 2024/2025 academic year. The effectiveness of this technique is statistically proven by the t-test results, where the calculated t-value of 10.53 significantly exceeded the critical t-table value of 1.684 at a 0.05 significance level with 41 degrees of freedom. This significant difference indicates that the TPS technique has a positive influence on students' ability to comprehend descriptive texts.

Furthermore, the results are supported by an effect size analysis, which yielded a value of 1.61. Since this value is considerably higher than the standard threshold for a strong effect ($1.61 > 1$), it confirms that the Think, Pair, Share technique has a substantial impact on improving students' reading comprehension skills. Overall, the use of this cooperative learning strategy provides a structured and interactive environment that helps students process and understand descriptive information more effectively than conventional methods.

B. Suggestion

Reflecting on the successful implementation of the Think, Pair, Share technique in this study, the researcher offers several suggestions for educators and future researchers. For English teachers, it is highly recommended to adopt the Think, Pair, Share technique as an alternative and engaging method for teaching reading comprehension, particularly for descriptive texts. This technique encourages active participation and helps students build confidence by discussing their ideas with peers before sharing them with the whole class.

For future researchers, it is suggested that they expand upon this study by exploring the use of different types of texts, such as narrative or recount texts, to see if the TPS technique yields similar levels of effectiveness across various genres. Additionally, researchers may consider applying this technique to different grade levels or larger sample sizes to provide broader insights into its impact on English language learning in different educational contexts.

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