



Implementation of Think Pair Share Model to Improve Recount Text Comprehension

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Abstract. This study aims to describe and analyze the application of the Think Pair Share (TPS) learning model in improving students' comprehension of recount texts in Class X-3 at SMAN 8 Purworejo. Conducted as a Classroom Action Research (CAR), it consisted of three cycles, each encompassing planning, action, observation, and reflection. The subjects were 36 students (20 females, 16 males). The study utilized qualitative descriptive methods and data collection through observation and written tests. Results indicated a significant improvement in reading comprehension: 50% of students achieved comprehension in Cycle 1, increasing to 72.22% in Cycle 2 and 88.89% in Cycle 3. The TPS model effectively fostered students' understanding and communication skills. This research concludes that TPS is a viable strategy to enhance students' reading comprehension and interactive learning.

Keywords: Reading comprehension, Think Pair Share, Recount text, Classroom Action Research

1. INTRODUCTION

Reading comprehension is a fundamental component in mastering a foreign language and is closely tied to students' academic success across various disciplines. It goes beyond understanding linguistic structures to grasp texts in a broader context, both literal and implicit [1]. The process of obtaining meaning through reading is referred to as reading comprehension. This process actively involves the reader's prior knowledge and experience, and it establishes a connection between that information and the material of the reading [2]-[4]. In this context, reading comprehension involves identifying, understanding, and retaining the information contained in the text. The purpose of reading comprehension is to gain understanding and to grasp the entire meaning of the text [5], [6] to answer questions about the reading [5], [6], and to obtain details and facts, main ideas, the structure of the text, conclusions, classifications, and the ability to make comparisons or contrasts [7], [8].

Reading comprehension is a crucial skill for students. Good reading ability helps students find a text's main ideas, content, and key points, enabling them to derive meaning from the reading [9], [10]. Furthermore, reading comprehension is essential for mastering other language skills, such as speaking and writing [1], [11]. Reading comprehension also broadens students' horizons and provides the necessary information to solve problems [12]-[14]. There are four levels of reading comprehension skills: (1) understanding simple meaning (lexical, grammatical, rhetorical); (2) understanding significance or meaning, such as the author's intent and purpose, relevance or cultural context, and the reader's reaction; (3) evaluating the content and form of the text; and (4) reading speed that is flexible and adjusted to the ideal situation [13]-[17].

There are four indicators of reading comprehension, which are identifying the main idea of a paragraph, formulating questions and providing answers about the content of the text, retelling the content of the text both orally and in writing, and answering questions according to the content of the text [3]-[18]. Based on these perspectives, a combined approach is adopted as the criteria for assessing students' comprehension. These include (1) the ability to identify the main idea of a paragraph in the text; (2) the ability to capture both explicit and implicit meanings; (3) the ability to retell the content of the text orally and in writing; and (4) the ability to answer questions according to the content of the reading [1], [5], [6], [8].

In the context of the Kurikulum Merdeka, reading comprehension plays a pivotal role as the curriculum emphasizes student-centered learning and developing critical thinking skills. This curriculum grants educators and learners the flexibility to design learning processes tailored to individual needs, making

reading comprehension a vital medium for fostering cognitive, analytical, and creative abilities, essential for addressing the challenges of globalization and technological advancements [12]- [21].

Observations conducted at SMA Negeri 8 Purworejo, Indonesia during an English lesson in Class X-3 revealed that students face challenges in reading comprehension, particularly in recounting texts. Many students struggled with understanding text structures and extracting key information, leading to hesitation and lack of confidence when answering questions about the text they read. It was evident in their low formative assessment scores, with 66.67% of students scoring below the minimum achievement criteria (KKTP) of 70. Similarly, the first daily test results further highlighted this issue, as only 10 out of 36 students achieved scores above the benchmark.

One promising approach is implementing the Think-Pair-Share (TPS) cooperative learning model to address these challenges. The Think-Pair-Share learning model is a cooperative learning strategy developed by Frank Lyman in 1981. This model consists of three stages: think, pair, and share. In the "think" stage, the teacher poses a question, giving students time to think about it. Next, in the "pair" stage, students discuss their thoughts with a partner to check their understanding of the teacher's question. Finally, in the "share" stage, students share the results of their discussions with the entire class [16]-18]. Think-Pair-Share (TPS) influences the development of students' oral communication skills, enhances critical thinking, and provides opportunities for independent work, thereby improving self-efficacy, participation, understanding, and satisfaction levels post-intervention. According to the literature review, Think-Pair-Share (TPS) is identified as an active learning strategy that enables learners to cultivate problem-solving abilities, enhance critical thinking, and improve communication skills, while also serving as an effective mechanism for fostering discussions among peers and educators [23].

This learning model offers several advantages. The Think-Pair-Share model is quick to implement and requires minimal preparation time [1], [8]. Additionally, the personal interaction between students during the discussion motivates them to engage more actively with the topic and the class. Shy students can respond to questions without feeling pressured in front of the entire class. The model encourages greater student participation, as they are not required to answer questions in front of the entire class, thus reducing anxiety. Furthermore, it enhances the quality of student responses, as they are given more time to think critically. This active engagement helps students remain focused during peer discussions [5], [11].

The previous studies about how student can reduce the anxiety and it causes better performance in reading aloud [21]-[23]. The limited barrier of language for student to learn reading [27], [28]. The effectiveness integrated application for learning reading in non-English-speaker student [14]-[27]. The most recent study indicated that students are motivated to gain proficiency in English, specifically in speaking skills, and fifty-two percent of the students concur that the Think Pair Share method enhances their sense of importance in contributing opinions during paired discussions. The students predominantly concur that it facilitates their comprehension of the topic in many ways and mitigates the notion of errors. It also enhances the students' own critical thinking skills [14], [31], [32]. the use of Think Pair Share technique in teaching speaking at the eighth grade students of a High School in Bandung. The results of the observation and questionnaire indicated that the students' experience after they taught by using Think Pair Share has shown their excitement towards the teaching process [33]. The application of the TPS learning method can enhance student engagement in the Basics of Fashion Skills course. The application of the TPS learning method can enhance student performance in the Fundamentals of Fashion Skills course [34].

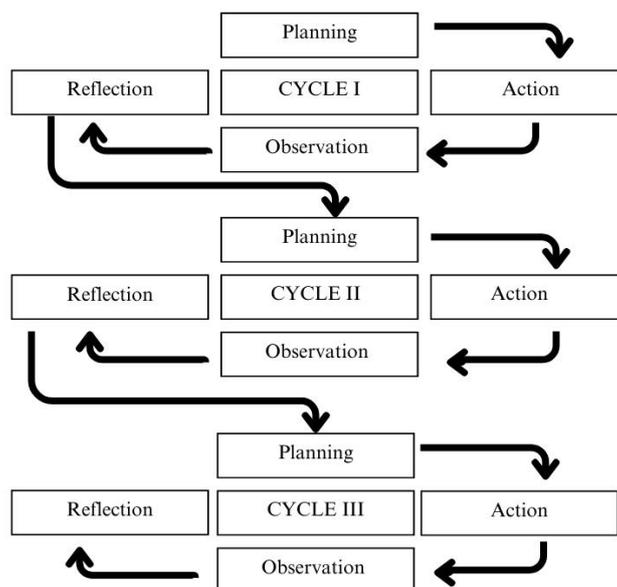
The newest study is about reading in such a theme. It is about genre and its syntactic. Recount text is a type of English text used to convey past events. Its purpose is to entertain and inform the reader [35]. Recount texts can be divided into personal recount text, imaginative recount text, and factual recount text. Personal recount text recounts personal experiences from the past, while factual recount text narrates factual events, such as biographies [35]. The structure of a recount text includes three main parts: orientation, events, and reorientation. Orientation provides background information, such as who, when, and where the event occurred. Events describe past events, and reorientation presents the author's reflection and conclusion.

In conclusion, reading comprehension, a vital skill, is intricately linked to techniques such as the Think-Pair-Share model, which promotes enhanced understanding through collaborative learning. By synthesizing prior knowledge with new information from texts, students can enhance their comprehension of materials, including recount narratives and their organized components. These methodologies augment reading comprehension and boost students' critical thinking, linguistic abilities, and overall academic achievement, fostering a more participatory and stimulating educational atmosphere [36]- [38]. This research primarily investigates the implementation of the Think-Pair-Share strategy to enhance reading comprehension of recount texts.

2. METHOD

This study was conducted at SMAN 8 Purworejo, with 36 students from class X-3 participating during the first semester of the 2024/2025 academic year. The class consisted of 20 female and 16 male students. Class X-3 was chosen as the research subject based on initial observations that indicated that the students in this class faced challenges in their reading difficulties. As a result, the Think-Pair-Share (TPS) model was implemented to improve their reading comprehension.

The research was conducted over three months, from September to November 2024, and included the pre-cycle phase, Cycle I, Cycle II, and Cycle III. This study employed a Classroom Action Research (CAR) design using the spiral model proposed by Kemmis and McTaggart (Picture 1) [39].



Picture 1. Classroom Action research (Kemmis & McTaggart Model)

This model involves four main stages: planning, acting, observing, and reflecting. During the pre-cycle phase, the learning process was conducted using conventional methods without applying the TPS model [3]. The procedures involved introducing TPS in Cycle 1 with basic recount text exercises, enhancing engagement with WordWall in Cycle 2, and incorporating Quizziz in Cycle 3 for text comparison activities.

Data collection techniques in this study included observation, documentation, and student test results. Observation assessed student participation during the learning process, focusing on cooperation, responsibility, and self-confidence [2], [40]. These observations were analyzed qualitatively to provide insights into implementing the TPS model and its effect on student engagement and understanding. Student test results, including formative assessments and daily tests, were analyzed quantitatively to measure students' learning outcomes from the average score [41]. The success of the intervention was determined by whether at least 75% of students achieved a score of 70 or higher, indicating an improvement in their understanding of recount texts after the implementation of the TPS model.

3. FINDINGS

Cycle 1

Cycle 1 was conducted in one meeting with a total of 3 hours of lessons, with each hour of lesson lasting for 45 minutes. Learning using the Think-Pair-Share (TPS) model was assessed through observation sheets of discussions and formative assessments conducted at each meeting. A total of 36 students participated in the first cycle of this study. The cycle ended with a formative assessment to evaluate the success of the TPS model in improving learning outcomes. Based on the formative assessment results, it was found that 18 students did not achieve mastery, indicating the need for further action in Cycle 2. The percentage of students who achieved mastery in reading comprehension was 50%, with 18 students reaching the mastery level, while the other 50% did not achieve mastery. It indicates that the percentage of students who have achieved the target is still below the success criteria set, which is 75% of the total students. The detailed analysis of students' reading comprehension in recount texts during Cycle 1 is shown in Table 1.

Table 1. Analysis of Students' Reading Comprehension in Recount Texts, Cycle I

Score Percentage	Category	Number of Students
$1\% \leq x < 25\%$	Poor / Not Good	0
$25\% \leq x < 50\%$	Fair	7
$50\% \leq x < 75\%$	Good	19
$75\% \leq x \leq 100\%$	Excellent	10

Based on Table 1, it can be concluded that no students were categorized as poor, 7 students were categorized as fair, 19 as good, and 10 as excellent in reading comprehension of recount texts.

Cycle 2

Cycle 2 was conducted in one meeting with a total of 3 hours of lessons, with each hour of lesson lasting for 45 minutes. Like Cycle 1, the assessment was conducted using observation sheets and formative assessments. At the end of Cycle 2, the result of formative assessment showed that 10 students did not achieve mastery, with 26 students achieving mastery (72.22%) and 10 not mastering (27.78%). Although improvement was observed, the results did not meet the 75% success criterion. The detailed analysis of students' reading comprehension in recount texts during Cycle 2 is shown in Table 2.

Table 2. Analysis of Students' Reading Comprehension in Recount Texts, Cycle II

Score Percentage	Category	Number of Students
$1\% \leq x < 25\%$	Poor / Not Good	0
$25\% \leq x < 50\%$	Fair	5
$50\% \leq x < 75\%$	Good	14
$75\% \leq x \leq 100\%$	Excellent	17

Based on Table 2, no students were categorized as poor, 5 students as fair, 14 as good, and 17 as excellent in reading comprehension of recount texts. Despite improvement, the goal was not yet reached, which requires a continuation of research into Cycle 3.

Cycle 3

Cycle 3 was conducted in one meeting with a total of 3 lessons, with an hour of lessons lasting 45 minutes. The assessment process followed the same approach as in the previous cycles, using observation sheets and formative assessments. At the end of Cycle 3, the result of formative assessment showed that 4 students did not achieve mastery, with 32 students achieving mastery (88.89%) and 4 students not mastering (11.11%). These results exceeded the 75% success criterion. The detailed analysis of students' reading comprehension in recount texts during Cycle 3 is shown in Table 3.

Table 3. Analysis of Students' Reading Comprehension in Recount Texts, Cycle III

Score Percentage	Category	Number of Students
$1\% \leq x < 25\%$	Poor / Not Good	0
$25\% \leq x < 50\%$	Fair	0
$50\% \leq x < 75\%$	Good	7
$75\% \leq x \leq 100\%$	Excellent	29

Based on Table 3, it can be concluded that no students were categorized as poor or fair, 7 students were categorized as good, and 29 as excellent in reading comprehension of recount texts.

The results of Cycle 2 and Cycle 3 demonstrate that the TPS model effectively improved students' reading comprehension of recount texts, achieving the success criterion of 75% mastery in Cycle 3. The progression of reading comprehension from Cycle 1 to Cycle 3 is illustrated in Figure 1.

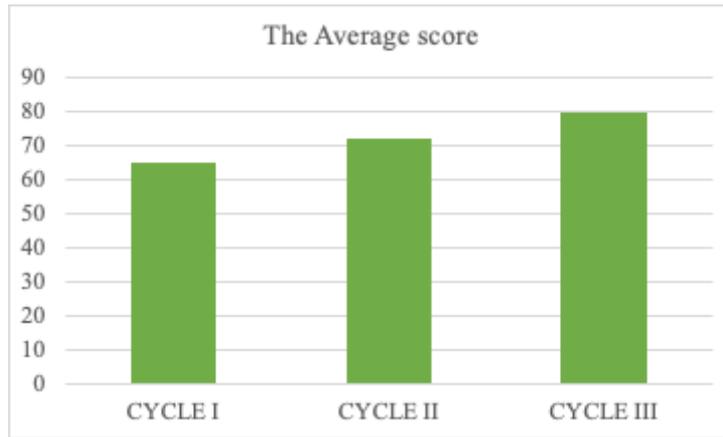


Figure 1. Comparison of Students' Reading Comprehension from Cycle 1 to Cycle 3

As shown in Figure 1, students' reading comprehension of recount texts improved with each cycle. In both Cycle 2 and Cycle 3, the researcher employed the TPS model as planned, motivating students throughout the learning process and incorporating engaging media. These efforts led to a significant improvement in reading comprehension, confirming the effectiveness of the TPS model in enhancing students' skills.

4. DISCUSSION

The application of the Think Pair Share (TPS) model in teaching has been implemented in class X-3 at SMAN 8 Purworejo with the aim of improving students' reading comprehension of recount texts.

The Report of Cycle I

Cycle I was implemented during the first meeting on Wednesday, October 23, 2024. This research is divided into four stages: planning, implementation, observation, and reflection. During the planning phase, the researcher collaborated with the English teacher to design an action plan based on classroom observations and student learning needs. It included developing teaching modules, preparing TPS lesson scenarios, and creating student worksheets (LKPD) to assess reading comprehension skills. In the implementation phase, the teacher introduced recount text material using PowerPoint to explain the definition, purpose, generic structure, and language features. Students then worked in pairs to discuss the material, fostering collaborative learning. Each pair presented their findings to the class, practising their comprehension and speaking skills. Observations during this cycle revealed varying levels of engagement, with some students actively participating and others remaining passive due to limited confidence or understanding. Although the discussion activities promoted collaboration, reflection on cycle I indicated that significant challenges persisted, such as difficulties in identifying recount text structures and language features. To address these issues, the researcher proposed adjustments for Cycle II, including incorporating interactive media to enhance student engagement and improve learning outcomes.

The Report of Cycle II

The implementation of Cycle II was conducted based on the reflection of Cycle I. The activities in Cycle II took place on Wednesday, October 30, 2024. This research was divided into four stages, one of which was cycle 1. The results of Cycle II demonstrated significant improvement in students' reading comprehension and engagement. Through integrating WordWall as a learning medium and the Think-Pair-Share (TPS) strategy, students became more active in discussions, accurately identifying explicit and implicit information in recount texts. Observations revealed that previously passive students showed greater participation, collaboration, and confidence in expressing opinions. However, despite these positive developments, the mastery level had not yet reached the target of 75%. Consequently, the researcher planned further refinements in Cycle III, emphasizing using more interactive media to enhance student motivation, cooperation, and learning outcomes.

The Report of Cycle III

The implementation of Cycle III was carried out based on the reflection of Cycle II. The activities in Cycle III occurred on Wednesday, November 13, 2024. The research was divided into four stages: Cycle I and Cycle II. The third cycle of this research demonstrated the effectiveness of the Think-Pair-Share (TPS) model in enhancing students' reading comprehension of recount texts. The planning phase involved revising lesson plans and incorporating Quizizz to make learning more interactive. During implementation, students worked collaboratively to compare information from two recount texts, with their engagement and understanding observed throughout. The results showed significant improvement, with students accurately identifying similarities and differences between texts and actively participating in discussions. Reflection confirmed that the success criteria of 75% mastery were achieved, highlighting TPS as an effective method for improving comprehension and active learning.

5. CONCLUSION

This study highlights the implementation of the Think-Pair-Share model in improving the student's reading comprehension of recount text. This research consisted of three cycles, the first involving the introductory presentation of material and exercises, the second incorporating WordWall, and the third including Quizizz. The results showed improved student test scores after participating in the TPS-based learning activities. Furthermore, the results showed an increase in test scores and met the established success criteria, from 50% of the students achieving mastery to above 75 %. Based on the actions taken during the three cycles, as well as the discussions and analyses conducted, it can be concluded that the Think-Pair-Share (TPS) model applied in this classroom action research has successfully improved the reading comprehension of recount texts among the students of class X-3 at SMAN 8 Purworejo.

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