

The Effectiveness of TPSS Method in Teaching Reading Comprehension at SMP Tahfidz Asy – Syadzili Putukrejo Gondanglegi Malang

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Abstract

Based on observation at SMP Tahfidz Asy-Syadzili, researcher found some problems at the practice learning process was conventional strategies such as the lecture method. The aim of the researcher is to use the TPSS method to the effectiveness of learning reading comprehension students. The researcher used the Quasi Experimental Design research method, which is a method that does not allow researcher to fully control the variables and experimental conditions. The experiment of this research was to find out a comparison of how learning results before using learning method and after using learning method (TPSS). The application of the TPSS method to students at the reflection stage has a percentage of 14% of the number of students at the first meeting. At this stage the role of the group was very important because group members can share information with each other by asking questions so that student activity can increase. Based on the results of the study that TPSS method is effective to increase students' reading comprehension. The average student learning outcomes increased at each meeting, with an average N-gain gain of 0.44 in the experimental group which was included in the medium category. The TPSS method can assist teacher in conveying understanding of the material well and guiding students to become independent learners.

Keywords—Effectiveness, TPSS method, reading comprehension

1. INTRODUCTION

The ability or skill to understand the message in the text is the purpose of reading. However, reading is considered to be a complex skill. Understanding text messages is not easy, especially in English, because also has to know some of the same or opposite vocabulary (Julia Agustin, Margunayasa, dan Kusmariyatni 2019). That is indicated by the results of the reading test of those still under target. They often have trouble understanding the text that relates to complex vocabulary and sentences, or even whole text. According to (Rufiana dan Mulyadi 2018), a person who fails to know the meaning of that part is not reading. Some of the things that prevent students from understanding reading in English, which is 1) students with a limited knowledge of some vocabulary, which leaves students ignorant of the meaning of the few words in the reading, and then students cannot understand the content of the reading, 2) students' lack of student motivation, 3) the method used to be less interesting to create a student's boredom (Vidya dan Nuraini 2019).

Based on observation at SMP Tahfidz Asy-Syadzili, researcher observed learning in the class when the teacher taught and how the students responded to the lessons given. The researcher found some problems, a common practice for teacher in the teaching process is that teacher use only conventional strategies such as the lecture method (Muhfahroyin 2010). Researcher prefers think pair square learning strategies combined with think pair share to think pair square and share to enhance activation and student reading comprehension. As cited in (Mustika dan Hamid, t.t.). Frank Lyman has developed a simple but very powerful thinking skills structure which is as one of cooperative learning technique, Think-Pair-Square-Share or TPSS. Think-Pair-Square-Share is the development of Think-Pair-Share strategy which has three steps, but TPSS is a strategy that deals with four steps; think the subject matter, discuss in pair, communicate again in square and share it to the whole class. (Kagan : 1992) describes in TPSS after a problem is posed, students think alone about the question for specific amount time, then form pairs to discuss the question with someone in the class, usually teammates, for the square is a team discussion (so, the students get more time to think), and last students called upon to share the answer with the class as a whole (Ifriani 2021).

In the first study conducted (Cahyadi dkk. 2022), the researcher used the TPS method (Think Pair Square) at eight grade students of UPT SMPN 1 Srengat Blitar. The result of the research is that use the TPS (Think Pair Square) was proved to be effective in helping them to improve reading comprehension mainly on reading report texts. The second study conducted by (Pangkali, Sinon, dan Widyaningsih 2016), researcher used the TPS method (think pair and share) at X grade students of Makassar National High School, The result of study is that the teaching methods affected students' learning and teaching conditions in class became more active (Vidya dan Nuraini 2019).

In the first study conducted (Suyantri: 2022), the researcher used the TPS method (Think Pair Square) at eight grade students of UPT SMPN 1 Srengat Blitar. Steps of the method are, Think: firstly students were assigned to read the text and to answer the questions individually. Pair: after certain times, they were asked to discuss and share their work with his or her deskmate. Square: the next step was that students then assigned to discuss and reshare with another pair, so they formed a square formation as the pair sat face to face. The result of the research is that use the TPS (Think Pair Square) was proved to be effective in helping them to improve reading comprehension mainly on reading report texts (Shanri, Halmi, dan Hasim 2022).

The second study conducted by (Muchtar : 2018), researcher used the TPS method (think pair and share) at X grade students of Makassar National High School, which students were given a problem with reading and then students had to find ideas in the reading. Then students discuss ideas that have been found in the reading with their partners. The final step is for the student to divide or present his or her discussion results in front of the class. The result of study is that the teaching methods affected students' learning and teaching conditions in class became more active (Solfitri dan Heleni 2018).

The difference with the study is that researcher combine the two methods of think pair and square and think pair and share to TPSS (think pair square and share). On the study using TPSS method, 1) think: students are given a problem in teacher form, after which students should come up with ideas or content of the reading, 2) pair up: students discuss ideas in pairs, 3) square: the results of student discussions in pairs are rediscussed in groups of 4 or more, so that students can exchange ideas with many people and student insights become wider, and 4) share: After students have discussed in large groups, the discussions are shared or explained in front of the class so that students can exchange ideas (Rufiana dan Mulyadi 2018).

The aim of this study is to apply TPSS to teaching reading comprehension in SMP Tahfidz Asy - Syadzili. It is hoped that learning using this TPSS method, students become more motivated to learn and understand English reading well. Teachers obtain learning method that can be used for teaching reading comprehension so that the learning is not too monotonous and not just teacher knowledge (Mawaddah, Nisa, dan Harjawati 2021).

2. RESEARCH METHODOLOGY

In this study, the researcher applied the Quasi Experimental Design research method, which is a method that does not allow researcher to fully control the variables and experimental conditions. Experimental research is a study conducted with a scientific approach using two sets of variables. The first set acts as constant, which you use to measure the difference of the second set. Quantitative research method, for example, are experimental. According to (Sugiyono 2019), This design was chosen because it was considered suitable to determine the results of students reading comprehension. These designs contain pretest, treatment and post-test.

This research will be conduct in 7 grade of SMP Tahfidz Asy - Syadzili for the academic year 2022/2023 which is located at Jl. KH. Hasyim Asy'ari Putukrejo Gondanglegi Malang. The time of this research is 3 months, conduct in January - March 2023. The population in this study is 7 grade of SMP Tahfidz Asy - Syadzili totaling 40 students for the academic year 2022/2023 (Arikunto 2009).

Analysis of the data that the researcher use in this study using quantitative analysis. Data analysis techniques in quantitative research use statistics:

- a. Inferential statistics is a statistical technique used to analyze sample data and apply the results to the population. For more details, it can be concluded that statistics is the study of the ins and outs of data, namely about collecting, processing, interpreting, and drawing conclusions from data in the form of numbers. In the use of inferential statistics in this study using statistical techniques t (t test) with the following stages:

$$T = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

- b. Normality test aims to determine whether the sample taken comes from a normally distributed population or not. If the research data is normally distributed then the test can use parametric analysis techniques, but if the data is not normal then use non-parametric statistical techniques. To carry out the normality test, used the Liliefors test formula.
- c. Homogeneity test is a statistical test procedure that aims to show that two or more groups of data samples are taken from populations that have the same variance $F_{count} = \frac{\text{biggest variant}}{\text{smallest variant}}$
- d. Validity test that will be used in English subjects in this study is tested so that the accuracy of the assessment tool for the concept that is considered appropriate, so that it really assesses what should be assessed. Validity indicates the extent to which a measuring tool is able to measure what it wants to measure. A test is said to have content validity if it measures certain specific objectives that are parallel to the material or content of the lesson provided. Because the material taught is included in the curriculum, content validity is often also called curricular validity. $r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$. Which the r_{xy} price shows the correlation index between the two variables, variable X and variable Y that correlated variables.
- e. Reliability test aims to determine the extent to which the measurement results remain consistent, if measurement taken twice or more for the same symptoms. Reliability testing uses the Alpha formula, namely: $(KR - 20) = \frac{n}{n-1} (1 - \frac{\sum s^2}{\delta})$

3. RESULT AND DISCUSSION

Result of The Study

The following presents data from the two groups of research subjects, namely the experimental group and the control group taken from the pretest and posttest

Table 1. Data on Pretest and Posttest scores and gained scores for the Experimental and Control Groups

No	Control Class		Gained Score	N-gain	Experiment Class		Gained Score	N-gain
	Pretest	Posttest			Pretest	Posttest		
1	60	70	10	0.57	65	85	20	0.25
2	65	80	15	0.63	60	85	25	0.43

3	55	65	10	0.67	70	90	20	0.22
4	55	65	10	0.67	70	90	20	0.22
5	60	75	15	0.67	70	90	20	0.38
6	65	75	10	0.57	65	85	20	0.29
7	65	70	10	0.43	65	80	15	0.14
8	55	65	10	0.43	65	80	15	0.22
9	70	80	10	0.38	60	75	15	0.33
10	60	70	10	0.38	60	75	15	0.25
11	65	70	5	0.57	65	85	20	0.14
12	70	85	15	0.63	60	85	25	0.50
13	65	70	5	0.71	65	90	25	0.14
14	55	65	10	0.67	70	90	20	0.22
15	65	80	15	0.67	70	90	20	0.43
16	60	75	15	0.50	70	85	15	0.38
17	60	65	5	0.43	65	80	15	0.13
18	55	65	10	0.43	65	80	15	0.22
19	60	80	20	0.29	65	75	10	0.50
20	60	70	10	0.38	60	75	15	0.25
Amount	1225	1440	220		1305	1670	365	
Average	61.25	72	11		65.25	83.5	18.25	

Reading Comprehension Data

1. Data Description Pretest experimental and control classes

Based on the pretest results of the experimental and control groups, the following data were obtained:

Data	Group	
	Experiment	Control
N	20	20
Maximum Value	60	55
Min Value	70	70
Average	65,25	61.25
Division Standard	3.69	4.71

From these results, it is known that the average pretest value in the experimental group is 65.25. The average pretest in the experimental group was included in the sufficient category, while the average pretest score in the control group was 61.25. The pretest average in the control group was in the sufficient category.

2. Description of the posttest data of the experimental and control groups

Based on the posttest results of the experimental and control groups, the following data were obtained:

Data	Group	
	Experiment	Control
N	20	20
Maximum Value	75	65
Min Value	90	85
Average	83.5	72
Division Standard	5,5	6,20

From these results, it is known that the average posttest score in the experimental group is 83.5. The posttest average in the experimental group is in the high category. Meanwhile, the average posttest score in the control group was 72. The pretest average in the control group was in the moderate category

Observation data

Based on the results of observations made by researchers, it can be seen that the processResearch and development of reading comprehension learning media by usinglearning strategy Think Pair Square Share or TPSS in Middle School Tahfidz Asy-Syadzili Putukrejo Gondanglegi Malangrunning well and in accordance with the stages of the TPSS method. In the teacher's observation, it can be seen that the teacher has carried out the stages well (Tristaningrat, Wiguna, dan Mahartini 2022). The percentage at the first and second meeting was 100%, while the percentage at the third meeting was 89%. At the third meeting the teacher did not guide students directly to make questions like the previous meeting, the teacher only supervised students. This is done so that students are able to learn independently to form questions according to the learning objectives (Amin 2020). On the student observation sheet at the first meeting more than 50% of students had carried out the TPSS strategy well, indicated by the TPSS strategy running by 72%. While the other 28% stated that less than 50% of students were able to explain the lessons that had been taught. Because most students tend to get bored by just listening to lecture methods. In the second meeting of student observations, more than 50% of students had implemented the TPSS strategy well, marked by the implementation of the strategy by 86%9, while the other 14% stated that less than 50% of students could digest and re-explain the lessons taught by the teacher. Observation of students at the third meeting more than 50% of students have implemented the TPSS strategy well marked by the strategy running at 100%. Based on the results of observations related to students' understanding through reading, the average student learning outcomes at the first meeting was 54, the second meeting was 55, the third meeting was 62. This result shows that student learning outcomes increased at each meeting.

Table 2. Observation Results Connected with Learning Outcomes

	Meeting 1	Meeting 2	Meeting 3
-X Student Grades	54	55	62

Prerequisite Testing Data Analysis Test

Before testing the hypothesis, the analysis prerequisite test is first carried out, in the form of a normality test, Test Paired Samples Test and homogeneity test.

1. Normality test

The normality test was carried out to find out whether the research data used was normally distributed or not. Normal data is an absolute requirement before performing parametric statistical analysis.

Table 3. Tests of Normality

	Teaching Reading Comprehension	Kolmogorov- Smirnova			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Effectiveness of TPSS Method	Experimental Pre-Test (PBL)	.226	20	.009	.816	20	.002
	Post-Test Experiment (PBL)	.205	20	.028	.857	20	.007
	Pre-Test Control (Conventional)	.202	20	.032	.882	20	.019
	Post-Test Control (Conventional)	.223	20	.010	.877	20	.015

a. Lilliefors Significance Correction

Based on the output above, it is known that the significance value (Sig) for all data both on the Kolmogorov-Smirnov test and the Shapiro-Wilk test is > 0.05 , so it can be said that the research data is normally distributed.

a) Test Paired Samples Test

The paired samples test is used to find out if there is a difference in the average of two paired samples. In carrying out the paired sample test, the condition is that the data must be normally distributed, this has been proven in conducting test No. 2, namely the multicollinearity test. The paired sample test is used to answer the problem formulation. The following results from the paired sample test can be seen in the table below:

Table 4. Paired Samples Test

Paired Differences	t	df	Sig.
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		Means	std. Deviation	std. Error Means	95% Confidence Interval of the Difference				(2- tailed)
					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	-18,250	4,064	.909	- 20.152	- 16,348	- 20,085	19	.000
Pair 2	Conventional Pre-Test - Conventional Post-Test	-10,750	4,064	.909	- 12,652	-8,848	- 11,831	19	.000

From the output above, a significant value (sig) is obtained in the Pair 1 (2-tailed) table of $0.000 < 0.05$, so it can be concluded that there is a difference. Based on the output of pair 2, a significance value of $0.000 < 0.05$ is obtained, so it can be concluded that there is a difference between the 2 variables. Based on the output of pair 1 and pair 2, it shows that there is influence between the 2 variables X and Y

2. Homogeneity Test

The homogeneity test is used to determine whether a variant (diversity) of data from two or more groups is homogeneous (same) or heterogeneous (not the same). Homogeneous data is one of the requirements (not the main requirement) in the independent sample test. In this study, a homogeneous test was used to determine whether the variance of post-test X and post-test Y data was homogeneous or not.

Table 5. Test of Homogeneity of Variance

		Levene Statistics	df1	df2	Sig.
X	Based on Means	.413	1	38	.524
	Based on Median	.160	1	38	.692
	Based on Median and with adjusted df	.160	1	36,852	.692
	Based on trimmed mean	.333	1	38	.567

From the output above it is known that the significance value (sig.) based on mean is $0.524 > 0.05$ so it can be concluded that the data for the post-test variable X and the data for the post-test variable Y are the same or homogeneous.

3. Independent Sample T Test

The Independent Sample T Test is used to determine whether there is a difference in the mean of two unpaired samples. The main requirement in this

test is that the data is normally distributed and homogeneous, this is evidenced from the results of the 2nd and 4th test analysis, it can be concluded that the data generated is normally distributed and homogeneous.

Table 6. Group Statistics

	Y	N	Means	std. Deviation	std. Error Means
X	Post-Test (PBL)	20	83.50	5,643	1,262
	Post-Test (conventional)	20	72.00	6,366	1,423

In the implementation of the TPSS method by the teacher, this strategy has gone well and the teacher carried out all the stages. The TPSS method can assist teachers in conveying quite a lot of understanding of the material well. This can be seen from the teacher's observation sheet which stated that 100% of the stages were carried out in the first and second meetings, while the three stages were implemented at 98%, 12% of the non-implementation of this strategy is used by teachers to guide students to become independent learners in accordance with learning objectives. So that the quality of teacher guidance to students can also increase.

The implementation of the TPSS method for students at the reflect stage has a percentage of 14% of the total number of students at the first meeting, this is because students do not understand the reading material they have read before. At this stage the role of the group is very important because group members can share information with each other by asking questions so that student activity can increase. Students can also express some of their views on the problem posed.

(Solfitri dan Heleni 2018) To overcome this, the next stage is needed, namely recite and review with the aim that students repeat their lessons and record important parts so that the material can be memorized properly. Meanwhile, for the read and review stage, only about 50% of the students did well. At the reading stage, many students do not understand reading well because students are used to the material that is always presented by the teacher. Another thing that causes the lack of this stage is the assumption that reading books is something that is boring and too much material must be memorized.

The teacher acts as a motivator so that students do not give up easily. Prior to this stage, students must be guided in the question stage so that in the reading stage they become more focused and students become more careful in reading books and marking important things contained in reading material. In the review stage, many male students did not do the work on the grounds that everything was already in the book, and the teacher emphasized students to keep working on writing the gist, which would be beneficial in increasing

student understanding and learning outcomes (Pangkali, Sinon, dan Widyaningsih 2016).

4. CONCLUSION

Based on the results of the study, it can be conclude that the TPSS method is effective in improving students' reading comprehension. The average student learning outcomes increased at each meeting, with the average N-gain of 0.44 in the experimental group, which is included in the medium category. The TPSS method can assist teacher in conveying an understanding of the material well and guiding students to become independent learners. The effectiveness of TPSS method by the teacher has gone well and is in the stages of the TPSS method. The posttest average score in the experimental group was higher than the control group, indicating that the reading level in the control class was lower and students generally preferred to listen to the teacher explaining the subject matter in front of the class compared to reading books or reading information independently. Overall, the study shows that the TPSS method can be a useful strategy for improving students' reading comprehension.

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AUTHOR CONTRIBUTION STATEMENT

TAM and IAM as KIU supervisors have contributed to the writing of this published manuscript, with the hope that the student's final assignment has been given by the UNU Blitar campus to the student concerned in accordance with predetermined conditions. Students have done research and worked well on the results of the research, determined with the guidance of their supervisor. Hopefully this manuscript can be useful for the author and readers.

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