

ABSTRACT

Rezqita, Ajeng Aulia (2026): The Effect of the Use of Think-Pair-Share (TPS) to Improve Students' Critical Thinking in Reading Comprehension (A Pre-Experimental Study Among Junior High School Students)

Critical thinking is one of the essential skills students need for reading comprehension. Nevertheless, many junior high school students have difficulties in analyzing information and interpreting texts critically in reading comprehension. Therefore, there is a need for an effective learning strategy to improve students' critical thinking skills in text analysis. The study aimed to investigate students' critical thinking before and after the implementation of the Think-Pair-Share (TPS) strategy and to determine whether there was a significant improvement after its implementation.

The study employed a quantitative approach based on a pre-experimental research design, specifically a one-group pretest-posttest design. It was conducted at MTsN 2 Cirebon with a sample of 24 ninth-grade students. The assessment instrument consisted of fifteen multiple-choice questions designed to measure the students' critical thinking skills at the analyze level (C4) based on Bloom's Taxonomy in the context of reading comprehension. The collected data were analyzed using descriptive statistics, the Shapiro-Wilk test for normality, the Wilcoxon signed-rank test, and an N-gain analysis using SPSS Statistics.

The results showed that the mean score increased from 65.50 on the pre-test to 89.58 on the post-test, indicating a mean improvement of 24.08 points. The Wilcoxon signed-rank test resulted in a p-value of $p < 0.001$, indicating a statistically significant improvement in critical thinking skills following the application of the Think-Pair-Share (TPS) strategy. In addition, the average N-gain value was 0.741, which was categorized as the high category, with 66.67% of the students achieving a high level of improvement. These findings indicated that most students experienced substantial improvement in their ability to analyze texts after participating in the TPS learning activities.

Based on the findings, the implementation of the Think-Pair-Share (TPS) strategy significantly improved students' critical thinking skills in analysing texts in reading comprehension. However, this study has several limitations that should be considered when interpreting the results, including the short treatment duration of only three meetings, the use of the same instrument for both the pre-test and post-test, and the possibility that improvements were influenced by factors other than the application of Think-Pair-Share (TPS). Therefore, the Think-Pair-Share (TPS) strategy could be considered an alternative learning strategy for teachers who want to provide students with opportunities to develop their analytical thinking.

Keywords: Critical Thinking, Think-Pair-Share (TPS), Analyzing, Reading Comprehension, Learning Strategy, English Language Education