

**USING THINK PAIR SHARE TO TEACH READING
AT JUNIOR HIGH SCHOOL**

FINAL ASSIGMENT



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APPROVAL SHEET I

This Final Assignment of Moechamad Rizky Al Miefal Sudarto under the title "Using Think Pair Share to Teach Reading at Junior High School" in Academic Year 2025 has been approved by the Final Assignment Advisor.

Surabaya, 16 Juli 2025

Approved by:

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Has been approved by the Committee of Thesis Examination on 29 July 2025 and hereby declared to have fulfilled the requirement.

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CERTIFICATE OF ORIGINALITY

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To declare the certificate of originally that:

1. I am responsible for the work submitted in this Final Assignment that the original work is my own except as specified in acknowledgement.
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Surabaya, 25 Juli 2024



Moechamad Rizky Al Miefal Sudarto

Using Think-Pair-Share to Teach Reading at Junior High School.

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Abstract

Reading is a key skill in English language learning, yet many junior high school students struggle with reading comprehension due to limited exposure and low confidence. This study explores the use of the Think-Pair-Share (TPS) strategy to improve reading skills at the junior high school level. TPS involves three phases: students first think individually about a text, then discuss their ideas with a partner, and finally share their insights with the class. The findings show that TPS encourages active participation, enhances confidence, and fosters critical thinking. Students became more engaged, expressed their ideas more freely, and developed a deeper understanding of texts. The model also promoted a supportive learning environment and improved communication and collaboration among peers. Unlike general cooperative learning models, this study highlights TPS as a focused, adaptable method for teaching reading comprehension in EFL settings. Overall, TPS proves to be an effective, student-centred approach that not only enhances reading skills but also supports broader language development.

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