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The Effect of Think-Pair-Share (TPS) Cooperative Learning Model and Reading Interest on Students' Reading Comprehension Skills in News Texts

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ABSTRACT

Reading comprehension of news texts is essential for developing students' literacy and critical understanding of factual information. However, conventional instructional practices and differences in reading interest may influence students' comprehension. This study examined the effects of the Think-Pair-Share (TPS) cooperative learning model and reading interest on seventh-grade students' news text reading comprehension. A quantitative quasi-experimental study employing a 2 × 2 factorial design was conducted at UPTD SMP N 2 Kecamatan Payakumbuh, Indonesia, during the 2025/2026 academic year. The sample comprised 55 students selected through purposive sampling, with 27 students receiving TPS instruction and 28 receiving conventional instruction. Data were collected using a reading interest questionnaire and an objective reading comprehension test. Independent-samples t-tests and two-way analysis of variance (ANOVA) were employed. Students taught using TPS achieved significantly higher reading comprehension scores than those receiving conventional instruction (80.96 vs. 67.82; $t(53) = 5.474$, $p < .001$). Higher scores were also observed among TPS students with high reading interest (92.14 vs. 77.75) and low reading interest (71.43 vs. 56.63). However, the interaction between instructional model and reading interest was not statistically significant ($F = 0.023$, $p = .881$). TPS instruction was associated with higher news text reading comprehension scores across both reading-interest categories. These findings support its potential application in collaborative literacy instruction, although further research is needed to establish its effectiveness across broader educational contexts.

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1. INTRODUCTION

Reading comprehension is one of the fundamental competencies that students must master in Indonesian language learning (Fitria et al., 2024; Suyanto et al., 2024). This skill is not limited to recognizing the literal meaning of written texts, but also involves the ability to interpret, analyze, and evaluate information contained in the text. Reading comprehension can be understood as a complex

cognitive process in which readers construct meaning from written language through interpretation, analysis, and synthesis of information to achieve deeper understanding (Nuryani et al., 2024). In twenty-first-century learning, this competence has become increasingly important because students are exposed to various types of complex and information-rich texts, including news texts that are factual, actual, and closely related to social life.

One important form of reading comprehension in Indonesian language learning is the ability to understand news texts. News texts have different characteristics from narrative or literary texts because they require students not only to identify factual information, but also to think critically about events, social contexts, and the credibility of information sources (Fitriyah et al., 2024; Hollis, 2023; Savitz et al., 2024). Reading comprehension of news texts includes the ability to identify main ideas, understand text structure, evaluate source credibility, and distinguish facts from opinions (FIIRYAL et al., 2024). In this context, students need to connect new information in the text with their prior knowledge about topics, events, or relevant socio-cultural contexts in order to construct comprehensive meaning (Ayuning et al., 2024) . Therefore, the ability to comprehend news texts is essential for preparing students to become critical and responsible readers in the digital information era.

However, students' reading literacy achievement in Indonesia remains a serious concern. The results of the Programme for International Student Assessment (PISA) in 2022 showed that Indonesian students' reading performance was still below the average achievement of countries in the Organisation for Economic Co-operation and Development (OECD, 2019). This condition indicates that many students still experience difficulties in understanding nonfiction, informative, and factual texts, including news texts. Such findings are relevant to the current educational context because news texts represent one of the most frequently encountered types of reading material in students' daily lives. The low level of reading comprehension may limit students' ability to understand information accurately, evaluate media messages, and participate critically in society.

The problem of students' low reading comprehension cannot be separated from reading interest and the learning model used by teachers. Several studies have shown that students' reading comprehension tends to be low when learning activities are dominated by teacher-centered instruction and do not actively involve students in the process of constructing meaning (Busa & Chung, 2024; Lak et al., 2017). Conventional reading instruction often places students as passive recipients of information, while opportunities to discuss, question, and analyze texts are limited. This situation may reduce students' engagement and weaken their ability to develop critical and analytical thinking in reading activities. Therefore, an instructional model that provides space for active participation, discussion, and collaborative thinking is needed.

Reading interest is another important factor that may influence students' success in reading comprehension. Reading interest refers to an internal tendency that encourages individuals to feel attracted to reading activities and to engage in reading voluntarily. Students with high reading interest tend to be more motivated to read various types of texts, more persistent in completing reading tasks, and more capable of understanding meaning in texts than students with low reading interest (Kurniati et al., 2023) . Similarly, Hattan et al. (2024) stated that reading interest can encourage students to participate more frequently in literacy activities and expand their understanding of vocabulary and text structures. Thus, reading interest should be considered an important variable in explaining differences in students' reading comprehension achievement.

Students who have high reading interest generally have broader reading experiences, richer vocabulary, and more varied comprehension strategies. These conditions enable them to understand both explicit and implicit meanings in texts more effectively. In contrast, students with low reading interest often face difficulties in achieving deep comprehension because they lack sufficient reading practice and motivation (Jufri et al., 2023). In the context of news text reading, low reading interest may cause students to read only because of teacher instruction, without genuine curiosity about the content. Consequently, they may fail to identify key information, evaluate the accuracy of news, or interpret the meaning of events presented in the text.

In addition to reading interest, the learning model used by teachers also plays an important role in improving students' reading comprehension of news texts. One instructional model considered relevant for increasing students' participation and comprehension is the Think-Pair-Share (TPS) cooperative learning model. TPS is a cooperative learning model that consists of three structured stages: thinking individually, discussing ideas with a partner, and sharing the results of discussion with the class. This structure provides students with opportunities to process information independently before engaging in peer interaction and classroom communication. Through these stages, TPS can strengthen students' cognitive understanding while developing their social skills in communication and collaboration (Kurniati et al., 2023).

Previous studies have indicated that the TPS model can improve students' activeness, motivation, and learning outcomes. Fadhilah et al. (2023) found that TPS can increase students' learning engagement and support the achievement of learning objectives. Mundelsee & Jurkowski (2021) also emphasized that TPS helps develop individual thinking, increase participation, and broaden students' perspectives in learning. Moreover, TPS has been identified as a potential strategy for overcoming problems related to learning interest and motivation, which may contribute to better learning outcomes (Sukadana, 2022) . Other studies also reported that TPS can improve student interaction, encourage cooperative learning, and support students in understanding complex learning materials more effectively (Fitrianto, 2024; Fitrianto & Saif, 2024; Mollick & Mollick, 2023).

Although several studies have examined the benefits of TPS and reading interest in learning, research that specifically investigates the effect of the TPS cooperative learning model and reading interest on students' reading comprehension skills in news texts remains necessary. This research gap is important because news text comprehension requires not only general reading ability, but also critical understanding of factual information, text structure, and source credibility. In addition, preliminary findings at UPTD SMP N 2 Kecamatan Payakumbuh showed that Grade VII students still experienced problems in reading comprehension of news texts. Based on consultation with the Indonesian language teacher, the average student score in understanding news texts was 68, which was below the minimum learning mastery standard of 70. Classroom observations also showed that many students had low enthusiasm for reading and that learning activities were still dominated by conventional instruction.

Based on these problems, this study aims to examine the effect of the Think-Pair-Share cooperative learning model and reading interest on students' reading comprehension skills in news texts. This study is significant because it offers an empirical basis for improving Indonesian language learning through an interactive, collaborative, and student-centered learning model. The main argument of this study is that TPS can create more meaningful reading activities by encouraging students to think independently, discuss ideas with peers, and share their understanding in class. When combined with students' reading interest, this model is expected to support better comprehension of news texts and contribute to the improvement of students' literacy skills in the Indonesian language classroom.

2. METHODS

This study employed a quantitative approach using a quasi-experimental method with a 2 × 2 factorial design. The design was used to examine the effect of the Think-Pair-Share (TPS) cooperative learning model and reading interest on students' reading comprehension skills in news texts. A quasi-experimental method was selected because the research was conducted in a formal classroom setting where full randomization of students into experimental and control groups was not possible (Shadish et al., 2011; Johnson & Christensen, 2017; Sugiyono, 2011). The population of this study consisted of all Grade VII students of UPTD SMP N 2 Kecamatan Payakumbuh in the 2025/2026 academic year, totaling 82 students. The sample was selected using purposive sampling by considering the similarity of students' initial academic ability and the feasibility of classroom implementation. Two classes were selected as research samples: class VII.2, consisting of 27 students, as the experimental class taught using the TPS model, and class VII.1, consisting of 28 students, as the control class taught using the

conventional learning model. The variables in this study consisted of the TPS cooperative learning model as the independent variable, reading interest as the moderator variable, and reading comprehension skills in news texts as the dependent variable.

The research procedure was carried out in three stages: preparation, implementation, and evaluation. In the preparation stage, the researcher developed teaching modules, reading interest questionnaires, and objective tests for reading comprehension of news texts. The instruments were validated by experts and tested on students outside the research sample to determine their validity and reliability. The reading interest questionnaire used a Likert scale and was designed to classify students into high and low reading interest groups, while the reading comprehension test was an objective test developed based on indicators of news text comprehension, including news elements, text structure, content, and language features. In the implementation stage, students in the experimental class learned through the TPS stages of thinking individually, discussing with a partner, and sharing ideas with the class, while students in the control class learned through conventional instruction. Data were collected through the reading interest questionnaire and the objective reading comprehension test. The data were analyzed using descriptive statistics, prerequisite tests consisting of normality and homogeneity tests, and hypothesis testing. The first, second, and third hypotheses were tested using the t-test, while the interaction between the learning model and reading interest was analyzed using two-way analysis of variance (ANOVA) at a significance level of 0.05.

3. FINDINGS AND DISCUSSION

The findings of this study are presented based on the four hypotheses formulated in the introduction. The first, second, and third hypotheses were tested using the independent sample t-test, while the fourth hypothesis was tested using two-way ANOVA. The analysis was conducted using IBM SPSS Statistics 25 after the data met the assumptions of normality and homogeneity. The results show that the Think-Pair-Share (TPS) cooperative learning model significantly affected students' reading comprehension skills in news texts. However, the interaction between the TPS model and reading interest was not statistically significant.

3.1. The Difference in News Text Reading Comprehension Skills between Students Taught Using TPS and Conventional Learning

The first hypothesis test was conducted to determine whether there was a significant difference in news text reading comprehension skills between students taught using the TPS model and those taught using the conventional approach. The results are presented in Table 1.

Table 1. The Difference in News Text Reading Comprehension Skills between the Experimental and Control Classes

Group	Mean Score	Levene's F	Levene's Sig.	t	df	Sig.
Experimental class	80.96	0.010	0.919	5.474	53	0.000
Control class	67.82					

Based on Table 1, the mean score of the experimental class was 80.96, while the mean score of the control class was 67.82. This finding indicates that students who were taught using the TPS model obtained higher reading comprehension scores than students who were taught using the conventional approach. The result of Levene's test showed a significance value of 0.919, which was greater than 0.05. This means that the variance between the two groups was homogeneous. Furthermore, the t-test result showed t = 5.474, df = 53, and sig. = 0.000. Since the significance value was lower than 0.05, H_0 was rejected and H_1 was accepted. Therefore, there was a significant difference in news text reading comprehension skills between students taught using the TPS model and students taught using the conventional approach.

This result shows that the TPS model provided a more meaningful learning process for students in understanding news texts. In the think stage, students were given time to read and analyze the news

text independently, including identifying the 5W+1H elements, understanding the structure of the news, and examining its language features. In the pair stage, students discussed their understanding with a partner, clarified misconceptions, and enriched their interpretation. In the share stage, students presented their discussion results to the class, allowing collective reinforcement of understanding. This finding is in line with Maharani et al. (2023), who stated that the three stages of TPS can create meaningful interaction and strengthen students' cognitive understanding and social skills.

In contrast, students in the control class learned through a conventional approach that relied mainly on teacher explanation. This approach provided limited opportunities for students to construct meaning independently, discuss interpretations, or actively evaluate the content of the text. As a result, students' understanding tended to be less deep and less durable. This finding supports Mufidah et al. (2022), who explained that low reading comprehension skills are often related to learning models that do not sufficiently involve students in active and critical learning. Therefore, the difference between the experimental and control classes was not merely a difference in scores, but also reflected a difference in the quality of the learning process.

3.2. The Difference in News Text Reading Comprehension Skills of Students with High Reading Interest

The second hypothesis test was conducted to determine whether there was a significant difference in news text reading comprehension skills between students with high reading interest taught using the TPS model and those taught using the conventional approach. The results are presented in Table 2.

Table 2. The Difference in News Text Reading Comprehension Skills of Students with High Reading Interest

Group	Mean Score	Levene's F	Levene's Sig.	t	df	Sig.
Experimental class	92.14	2.169	0.165	7.230	13	0.000
Control class	77.75					

Based on Table 2, the mean score of students with high reading interest in the experimental class was 92.14, while the mean score of students with high reading interest in the control class was 77.75. This indicates that students with high reading interest achieved better news text reading comprehension scores when they were taught using the TPS model. The result of Levene's test showed a significance value of 0.165, which was greater than 0.05, indicating that the data variance was homogeneous. The t-test result showed t = 7.230, df = 13, and sig. = 0.000. Since the significance value was lower than 0.05, H_0 was rejected and H_1 was accepted. Thus, there was a significant difference in reading comprehension skills between the two groups.

This finding suggests that high reading interest strengthened the effectiveness of the TPS model. Students with high reading interest generally have stronger motivation to read, greater persistence in understanding texts, and better readiness to analyze the structure and content of news texts. During the think stage, these students were able to explore the text more deeply. During the pair and share stages, their richer literacy experience enabled them to contribute more actively to the discussion and communicate their understanding more confidently.

This result is consistent with Kurniati et al. (2023), who stated that students with high reading interest tend to be more motivated to read various types of texts and are better able to understand both explicit and implicit meanings. Scott et al. (2015) also emphasized that high reading interest encourages students to engage more frequently in literacy activities, which expands their vocabulary and understanding of text structures. However, the results also show that high reading interest alone is not sufficient if it is not supported by an appropriate learning model. Students with high reading interest in the control class obtained lower scores than those in the experimental class, indicating that TPS served as an effective instructional structure for optimizing students' reading potential.

3.3. The Difference in News Text Reading Comprehension Skills of Students with Low Reading Interest

The third hypothesis test was conducted to determine whether there was a significant difference in news text reading comprehension skills between students with low reading interest taught using the TPS model and those taught using the conventional approach. The results are presented in Table 3.

Table 3. The Difference in News Text Reading Comprehension Skills of Students with Low Reading Interest

Group	Mean Score	Levene's F	Levene's Sig.	t	df	Sig.
Experimental class	71.43	0.139	0.715	8.014	13	0.000
Control class	56.63					

Based on Table 3, the mean score of students with low reading interest in the experimental class was 71.43, while the mean score of students with low reading interest in the control class was 56.63. This result indicates that students with low reading interest who were taught using the TPS model obtained higher scores than students with low reading interest who were taught using the conventional approach. The result of Levene's test showed a significance value of 0.715, which was greater than 0.05, meaning that the variance between the two groups was homogeneous. The t-test result showed t = 8.014, df = 13, and sig. = 0.000. Since the significance value was lower than 0.05, H_0 was rejected and H_1 was accepted. Therefore, there was a significant difference in news text reading comprehension skills between students with low reading interest in the experimental and control classes.

This finding is important because it shows that the TPS model was not only effective for students with high reading interest, but also beneficial for students with low reading interest. Students with low reading interest often have limited reading habits, lower motivation, and less confidence in understanding texts. Through the TPS model, these students received gradual support. The think stage gave them time to process the text independently without social pressure. The pair stage provided opportunities for peer support and clarification. The share stage helped them strengthen their understanding through classroom interaction.

The improvement of students with low reading interest can be explained through the natural scaffolding process created in TPS learning. In peer discussion, students who understand the material better can help their partners clarify difficult information, identify news elements, and interpret the content of the text. This kind of peer-to-peer support is rarely found in conventional learning, where students tend to depend heavily on teacher explanation. Sudibyo and Nurteteng (2021) explained that TPS can facilitate passive students to participate more actively because pair discussion allows them to interact in a less intimidating learning situation. Therefore, TPS can be considered an inclusive learning model because it helps students with low reading interest participate and improve their reading comprehension skills.

3.4. The Interaction between TPS and Reading Interest on News Text Reading Comprehension Skills

The fourth hypothesis test was conducted to examine whether there was an interaction between the TPS model and reading interest in influencing students' news text reading comprehension skills. The analysis was carried out using two-way ANOVA. The results are presented in Table 4.

Table 4. The Interaction between TPS and Reading Interest on News Text Reading Comprehension Skills

Source	F	Sig.	Interpretation
Class × Reading Interest	0.023	0.881	Not significant

Based on Table 4, the F value for the interaction between class and reading interest was 0.023, with a significance value of 0.881. Since the significance value was greater than 0.05, H_0 was accepted and H_1 was rejected. This means that there was no significant interaction between the TPS model and reading interest in influencing students' news text reading comprehension skills.

This finding indicates that the effect of the TPS model on students' reading comprehension did not depend on whether students had high or low reading interest. In other words, TPS was effective for both groups. Students with high reading interest benefited from the opportunity to explore the text deeply and articulate their understanding in discussion. Meanwhile, students with low reading interest benefited from peer support, structured interaction, and a learning process that reduced passivity.

Therefore, the TPS model can be viewed as a flexible and inclusive learning model for heterogeneous classrooms.

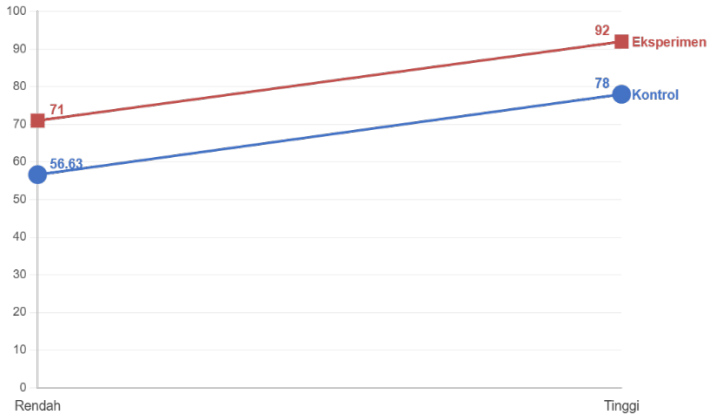


Figure 1. Interaction between the TPS Model and Reading Interest on News Text Reading Comprehension Skills

The absence of a significant interaction also suggests that TPS has a relatively stable effect across different levels of reading interest. This result differs from Hidayati and Kamaludin (2021), who found an interaction between TPS and reading interest in the context of exposition writing skills. This difference may be caused by the different nature of the skills being studied. Writing is a productive skill that may be more sensitive to differences in reading interest because it requires students to generate ideas, organize arguments, and produce language independently. Reading comprehension, on the other hand, is a receptive skill in which students interpret and construct meaning from an existing text. Therefore, the structured support in TPS may be sufficient to help both high-interest and low-interest students improve their comprehension.

Discussion

Overall, the findings answer the research objectives stated in the introduction. First, the TPS model The findings of this study indicate that students taught through the Think-Pair-Share (TPS) cooperative learning model achieved significantly higher news text reading comprehension scores than those receiving conventional instruction. The experimental group obtained a mean score of 80.96, compared with 67.82 in the control group, representing a difference of 13.14 points. This result suggests that TPS offers a promising instructional approach for supporting students' comprehension of factual and informational texts. The finding is consistent with Mundelsee and Jurkowski (2021), who highlighted the role of structured individual thinking and peer collaboration in encouraging classroom participation. It also aligns with Busa and Chung (2024), whose investigation of teacher-centered and student-centered reading instruction provides a relevant basis for considering how instructional approaches shape reading experiences. Nevertheless, because the present study employed a quasi-experimental design without reported baseline reading comprehension scores, the observed difference should not be interpreted as definitive evidence that TPS alone caused the higher achievement.

The potential contribution of TPS can be understood through its three instructional stages: think, pair, and share. During the think stage, students independently examine news texts, identify essential information, and formulate initial interpretations. This stage allows learners to activate relevant knowledge and process textual information before interacting with others. Hattan et al. (2024)

emphasized the importance of prior knowledge activation in supporting students' construction of meaning from texts. During the pair stage, students compare interpretations, clarify unfamiliar information, and discuss the relationships between news elements, text structure, and language features. Finally, the share stage provides opportunities to articulate conclusions, consider alternative interpretations, and refine understanding through classroom discussion. These processes are particularly relevant to news text comprehension because students must integrate factual details with broader textual meaning. The collaborative structure of TPS may therefore provide a useful complement to individual reading activities.

The subgroup findings further show that students with high reading interest obtained higher comprehension scores under TPS instruction than under conventional instruction, with mean scores of 92.14 and 77.75, respectively. This difference suggests that students who are already interested in reading may benefit from opportunities to engage more actively with texts and exchange interpretations with peers. Kurniati et al. (2023) examined the relationship between reading interest and reading comprehension in secondary education, providing a relevant perspective for interpreting this result. However, the present finding does not establish that high reading interest strengthened the effect of TPS. Such a conclusion would require evidence of a statistically significant interaction between instructional model and reading interest. The subgroup difference is therefore more appropriately interpreted as an observed advantage of TPS within the high-interest category rather than proof of a moderating effect.

A similar pattern emerged among students with low reading interest. Those receiving TPS instruction achieved a mean score of 71.43, compared with 56.63 among students receiving conventional instruction. This finding is educationally important because it suggests that structured cooperative activities may also be useful for students who are less inclined to engage independently in reading. The think stage provides individual processing time, while pair discussions create opportunities to ask questions and clarify interpretations in a smaller social setting. Mundelsee and Jurkowski (2021) demonstrated the relevance of combining individual reflection with peer collaboration for classroom participation. From an instructional perspective, these features may help teachers create reading activities that encourage participation across different levels of reading interest. Nevertheless, the present study did not directly measure peer support, participation, or changes in reading motivation; consequently, these mechanisms should be regarded as plausible explanations rather than empirically confirmed processes.

Despite the significant differences observed in the overall and subgroup comparisons, the two-way ANOVA revealed no statistically significant interaction between instructional model and reading interest ($F = 0.023$, $p = .881$). This indicates that the analysis did not provide sufficient evidence that the association between instructional model and reading comprehension differed according to students' reading-interest categories. Importantly, a nonsignificant interaction does not demonstrate that the effects of TPS are identical for students with high and low reading interest. The result should also be interpreted cautiously because the reported subgroup degrees of freedom require clarification regarding the number of students included in each category. Accordingly, the findings support the observed advantage of TPS in both examined subgroups, but they do not establish the equivalence of its effects across reading-interest levels.

These results have implications for Indonesian language instruction, particularly when teaching news texts that require students to identify factual information, recognize organizational structures, and construct coherent interpretations. Reading comprehension involves more than retrieving explicit details; it also requires students to connect information with existing knowledge and evaluate meaning within a particular textual context (Hattan et al., 2024; Suyanto et al., 2024). Teachers may therefore consider integrating TPS into activities involving identification of the 5W+1H elements, comparison of interpretations, analysis of text structure, and discussion of factual claims. In this context, TPS can provide an instructional sequence that connects independent reading with collaborative meaning-

making. Its implementation should nevertheless be accompanied by carefully selected texts, explicit comprehension objectives, and assessment procedures aligned with the intended learning outcomes.

The study contributes to the literature by examining TPS-based news text comprehension in relation to students' reading interest within a junior high school context. While previous research has addressed cooperative participation and the relationship between reading interest and comprehension (Kurniati et al., 2023; Mundelsee & Jurkowski, 2021), the present study considers both factors within a factorial instructional comparison. Its contribution lies in documenting differences in reading comprehension outcomes across instructional groups and examining whether these differences vary by reading-interest category. The absence of a statistically significant interaction is particularly relevant because it cautions against assuming that students' reading interest necessarily changes the relationship between cooperative instruction and comprehension outcomes.

Several limitations should be acknowledged. The study involved only two intact classes from one school, and the absence of reported pretest comparisons limits conclusions about baseline equivalence. The procedures for classifying reading interest and determining subgroup sample sizes also require clearer documentation. Furthermore, the study did not directly investigate classroom interaction or the cognitive processes underlying students' comprehension. Future research should employ stronger baseline controls, report complete factorial ANOVA results and effect sizes, and include classroom observations to examine how individual thinking and peer discussion contribute to reading comprehension. Overall, the findings suggest that TPS is a promising approach for supporting news text reading comprehension, while further evidence is necessary to establish its effectiveness across different students and educational settings.

4. CONCLUSION

This study found that students taught using the Think-Pair-Share (TPS) cooperative learning model achieved significantly higher news text reading comprehension scores than those receiving conventional instruction, with mean scores of 80.96 and 67.82, respectively. Higher scores were also observed among students with high reading interest (92.14 vs. 77.75) and low reading interest (71.43 vs. 56.63) in the TPS and conventional learning groups. However, the interaction between the learning model and reading interest was not statistically significant ($p = .881$), indicating insufficient evidence that the relationship between TPS instruction and reading comprehension differed across reading-interest categories. These findings suggest that TPS is a promising instructional approach for supporting students' comprehension of news texts through structured individual thinking and collaborative discussion. Nevertheless, the study was limited to 55 seventh-grade students from two intact classes at a single school, restricting the generalizability of the findings. Furthermore, the absence of reported baseline reading comprehension comparisons and the need for clearer documentation of subgroup sample sizes limit the strength of causal interpretations. Future research should involve larger and more diverse samples, employ pretest–posttest designs with appropriate statistical controls, and examine classroom interaction processes to clarify how TPS contributes to reading comprehension. Further investigation of additional learner characteristics, such as reading motivation, vocabulary knowledge, and critical literacy, is also recommended to provide a more comprehensive understanding of the conditions under which TPS supports students' reading achievement.

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