



## The Effect of The Think Pair Share Method on Improving Reading Skills German Language for Class 11 High School Students

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### Abstract

This research aims to determine the effect of the Think Pair Share (TPS) method on improving German reading skills at the A2 level among twelfth-grade students of SMA Negeri 4 Pematangsiantar. This study employed a quantitative approach with a Pre-Experimental method and a One Group Pretest-Posttest Design. The research instrument consisted of a cloze test and essay questions. The sample of this study was class XII-2 with a total of 35 students. Based on the descriptive analysis, the average pretest score was 48.83 and the average posttest score was 86.2. The results of hypothesis testing using the paired sample t-test showed that the tcount value was 26.023, while the ttable value at the significance level of 0.05 with  $df = 34$  was 2.032. Since  $t_{count} > t_{table}$  ( $26,023 > 2,032$ ),  $H_1$  is accepted and  $H_0$  is rejected. Furthermore, the N-Gain score was 73%, which is categorized as high. Thus, it can be concluded that the Think Pair Share method has a significant effect on improving German reading skills at the A2 level among twelfth-grade students of SMA Negeri 4 Pematangsiantar.

**Keywords:** Think Pair Share Method, Reading Skills, SMA Negeri 4 Pematangsiantar Students

### INTRODUCTION

German language learning is one of the subjects implemented in high schools and vocational schools as a elective subject. German is studied so that students can master language skills that can support academic needs and daily life (Liunokas, 2019). In German, there are four main skills that must be mastered: reading skills ( *Leseverstehen* ), listening skills ( *Hörverstehen* ), writing skills ( *Schreibfertigkeit* ), and speaking skills ( *Sprechfertigkeit* ). These four skills are interrelated and play a vital role in developing complete

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communication skills (Nwaukwa & Okolocha, 2020). However, this study only focuses on one skill: reading skills ( *Leseverstehen*) (WATI, 2019).

According to *the Common European Framework of Reference for Languages (CEFR)*, at the A2 level of proficiency, students are expected to be able to understand short, simple texts related to everyday life, such as advertisements, brochures, menus, schedules, personal letters, or text messages (A. S. P. Sari, Sembiring, & Wau, 2022). At this level, students can find specific information in routine and familiar texts, understand the main idea, and recognize the structure and organization of simple texts, including the sequence of ideas and the use of basic conjunctions (Apriyanti & Ayu, 2020). This achievement aligns with the demands of the Independent Curriculum at the end of phase F, where 12th-grade high school students studying German are expected to be able to read and understand simple texts in various types and identify patterns of content organization and the general flow of texts (Litna & Seli, 2019).

Based on observations conducted in class XII of SMA Negeri 4 Pematangsiantar, the achievement is still not appropriate (Jatmiko et al., 2018). This can be seen from the learning outcomes (Daily Summative) of reading skills on the topic *Sich und andere vorstellen* . The data obtained from the Daily Summative Score List of German Language class XII-2 of SMA Negeri 4 Pematangsiantar,

**Table 1. List of Daily Summative Grades for German Language for Class XII**

Class	Minim um Compe tency (KKM)	Number of Students	Percentage	Information	
XII-2	75	85-100	5 People	14.28%	Completed
		75-84	7 People	20%	
		60-74	12 People	34.28%	No
		59<	11 People	31.42%	Completed

Based on the data above, it can be seen that the number of students who passed the Minimum Competency (KKM) in grades XII-2 was only 34.28%, while 65.7% failed. The data above indicates that many students have not yet mastered German reading skills. This fact indicates that the majority of students have not yet mastered reading skills according to the established standards. This low achievement is a strong indicator that the current learning methods are ineffective and require immediate innovation to improve the quality and learning outcomes of students, particularly in German reading skills (Saraswati et al., 2021).

In this problem, a learning method is needed that can increase student participation, encourage collaboration, and build a deeper understanding of German reading texts. One method that is considered effective and relevant to these needs is the *Think Pair Share (TPS)* method, a cooperative learning method developed by Frank Lyman. The TPS method

consists of three main stages, namely: (1) students are given time to think independently about a question about the material ( *think* ), (2) students discuss with their partners to analyze and synthesize their ideas ( *pair* ), and (3) the results of the discussion are then presented to the whole class in a sharing session ( *share* ) (D. A. Sari, Wardiah, & Rukiyah, 2022).

Theoretically, the TPS method strongly supports the development of reading skills because it allows students to more actively process the information they read (Pradana, 2021). In the "think" stage, students learn to understand the text individually; in the "pair" stage, they have the opportunity to clarify their understanding with a partner; and in the "share" stage, they strengthen their understanding through communication and presentations to their classmates (Pardede, Nagur, Silaban, Nababan, & Turnip, 2022).

Previous research has shown that the TPS method has a positive impact on reading skills. Empirical data from (Lestari & Luritawaty, 2021) shows that implementing TPS successfully increased students' comprehension scores from 65 to 85. Furthermore, (Amin, 2024) noted that students' active participation increased from around 39% to nearly 90% after implementing TPS. However, research on the specific impact of TPS in German language learning is still limited.

This TPS method also aligns with the characteristics of the Merdeka Curriculum, which emphasizes active, collaborative, and competency-based learning. In the context of German language learning, TPS can be applied to various reading activities, such as reading narrative or descriptive texts, discussing the meaning of words and sentences, and summarizing the content together (Afiyahni, Huda, & Listyarini, 2019). With this method, students are encouraged not only to read but also to think critically, collaborate, and communicate their understanding to others. This is crucial for developing communication and analytical thinking skills, which are the primary targets of foreign language learning.

Based on this background, the researcher is interested in further examining the influence of the *Think Pair Share (TPS) method* in German language learning, particularly in improving the reading skills of 12th grade students at SMA Negeri 4 Pematangsiantar (Raditya, Kristiantari, & Suara, 2015). This research is expected to contribute to the development of more effective and relevant learning methods to meet students' needs, as well as provide input for German language teachers in managing a fun, active, and meaningful learning process.

## **RESEARCH METHODS**

This research uses a quantitative approach. A quantitative approach is a research method that produces data in numerical form, which is then analyzed using statistical techniques. According to Sugiyono (Nurnawati, Yulianto, & Susanto, 2019) "this approach is objective, systematic, and measurable to test hypotheses or explain certain phenomena."

The quantitative data in this study were obtained from students' learning outcomes in German reading skills after being treated using the Think Pair Share learning method. The

research design used was a pre-experimental one-group pretest-posttest design, which involves one group being tested before and after treatment to determine the effect.

The research design used was a pre-experimental study with a one-group pretest-posttest design. This study provides more accurate results because it allows for comparisons between before and after treatment. This one-group pretest and posttest design is conducted on a single group without a control or comparison group (Rosdiana, 2023).

Research design is a plan used by researchers during the course of their research. This design is used in accordance with the intended goal, namely to determine students' reading abilities after implementing the Think Pair Share learning method.

This research was conducted at SMA Negeri 4 Pematangsiantar, in August of the odd semester of the 2025/2026 academic year. The research population was the entire research object to be studied. A population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are applied by the researcher to be studied and then conclusions drawn (Restia, 2020). The population data for grade XII students of SMA Negeri 4 Pematangsiantar

The research sample is part of the characteristics and size of the selected population (Sugiyono, 2022:81-82). The sampling technique used in this study was Simple Random Sampling. This technique was chosen because every member of the population has an equal opportunity to be selected as a sample, without distinguishing between strata or certain groups. In this way, the researcher provides a fair opportunity to all members of the population to be selected randomly. In this study, the sample taken was 35 students of class XII-2 of SMA Negeri 4 Pematangsiantar. Random selection was carried out so that the data obtained was more objective and could represent the research population (Sidabutar & Hutagalung, 2024).

Data analysis techniques are a crucial step in the research process, requiring the processing, analysis, and interpretation of collected data to produce scientifically sound conclusions. This study employed a quantitative approach with a one-group pretest-posttest design, thus employing descriptive and inferential statistics.

## **RESULTS AND DISCUSSION**

### **Description of Pretest Results**

This research was conducted at SMA Negeri 4 Pematangsiantar located at Jl. Pattimura No. 1, Pahlawan, Siantar Timur District, Pematangsiantar City. From September 3, 2025 to September 12, 2025. This research was conducted to determine the effect of the Think Pair Share method on improving students' reading skills (Taruli, 2020).

This research is a Pre-Experimental Design study with a One Group Pretest Posttest Design research type conducted in class XII of SMA Negeri 4 Pematangsiantar with a total of 35 students. During the research, the Pretest questions were given directly to the students, which aimed to determine the initial state of the students before being given the treatment. Then, the treatment was given to the students using the Think Pair Share method and then a Posttest was given, the aim of which was to determine the final state of the students after

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being given the treatment (Suhailah, Rijal, & Burhanuddin, n.d.). The maximum score was 75.

In the diagram above, it shows the achievement of students' pretest scores before the implementation of the Think Pair Share Method. It can be seen in the diagram that students are in the range of 30 to 70. The majority of students obtained scores in the range of 50-60, so that no students have passed the KKM (75) which indicates that their initial ability to read German is still in the low to moderate category, and requires learning intervention with more interesting methods in order to improve their learning achievements.

### Posttest Results Description

After the treatment, namely the application of the Think Pair Share Method in the learning process of the material *die Jahreszeiten in Deutschland*, the Posttest was given

The table above shows that the highest posttest score was 95 and the lowest was 77, with an average of 86.20. A total of 10 students scored above the minimum standard. These results indicate a significant improvement in posttest achievement compared to pretest results (Nursida, Rijal, & Asri, 2022).

The table shows that the average Posttest score is 86.20, the Middle score is 84.00, then the lowest score is 77.00 and the highest score is 95.00. And it can be described in the form of a bar chart as follows. The range of scores obtained by students is between 76 to 95, with the majority of students in the 80-90 range. The distribution of scores looks more even and tends to be high when compared to the pretest results, where almost all students have achieved or exceeded the Minimum Completion Criteria (KKM). This finding shows that the application of the Think Pair Share method has a positive impact on improving reading skills to the medium to high category.

### Hypothesis Testing

In this study, a paired sample test was used to determine the effect of the *Think Pair Share learning method* on reading ability in German language subjects for grade XII-2 students, as can be seen in the following table:

**Table 2. Hypothesis Test Results (t-Test)**

Paired Samples Test									
Paired Differences									
		Mean	Standard Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	posttest - pretest	-37.37143	8.49597	1.43608	34.45296	40.28990	26,023	34	.000

Based on the table above, it is known that  $t_{count} = 26.023$  with a significance level (2 tailed) of 0.000, the probability of significance is  $t_{count} > t_{table} = 26.023 > 2.032$ , so  $H_0$  is rejected

and H1 is accepted. This explanation shows that there is an influence of the *Think Pair Share method* on the reading ability of class XII-2 students of SMA Negeri 4 Pematangsiantar.

### Results Test Gain Normalization (N-Gain)

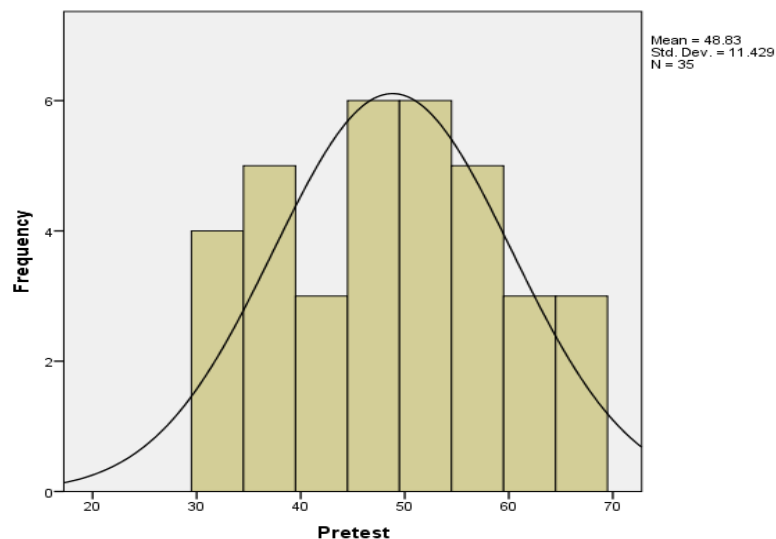
Calculation of the use of the *Think Pair Share method* using IBM SPSS 22 for Windows . shows that the average value of the ideal score minus the *Pretest* score is 51.1774. After the two average values above are obtained, the average value of the *N-Gain* score is produced as in the following table (Purwono, Rasiawan, & Wijaya, 2021).

**Table 3. Descriptive Statistics ( N - Gain score & N - Gain Percent)**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
score	35	.60	.88	.7347	.07666
ngain_persen	35	60.34	88.24	73.4656	7.66639
Valid (listwise)	N 35				

The table above shows the average N-Gain score of 0.73 and the N-Gain percentage score of 73.47%. Based on the distribution of the N-Gain scores, it shows a significant increase and is in the moderate category (Tomasouw, Serpara, & Nikijuluw, 2022).

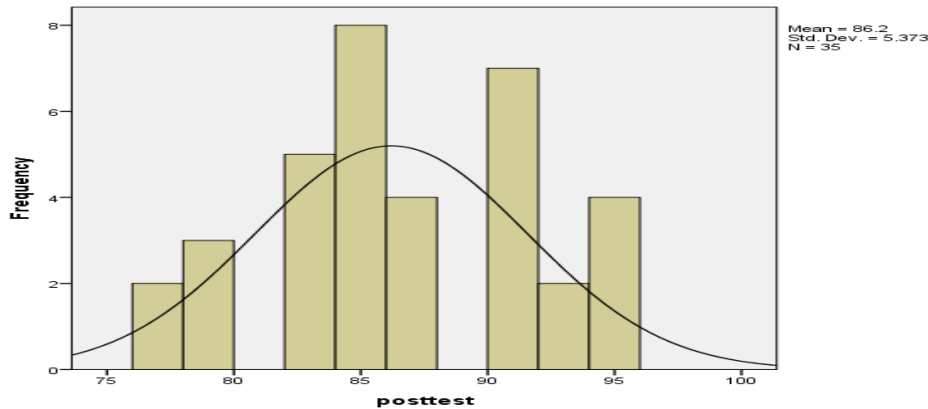
This indicates that the majority of students experienced significant improvement in their abilities after the learning process. Therefore, it can be concluded that the use of the *Think Pair Share method* has been effective in improving the reading skills of grade XII-2 students at SMA Negeri 4 Pematangsiantar.



**Figure 1. Reading Skills Pretest Diagram a**

*pretest* diagram shows that the average score of students is 48.83 with a standard deviation of 11.429 from a total of 35 students. Most students scored in the range of 40–60,

with the largest number of around 6 students at around 50. The distribution pattern of scores looks close to normal, so it can be concluded that students' initial abilities are generally in the medium category, although there are some students who scored quite low (around 30) and some are high (close to 70). This shows that before the learning treatment, most students had relatively low to medium scores (Karmilawati, Azizah, & Saleh, 2021).



**Figure 2. Reading Skills Posttest Diagram**

The diagram above shows the distribution of posttest scores from 35 students with an average (*mean*) of 86.2 and a standard deviation of 5.373. The majority of students obtained scores in the 85–90 range with the highest frequency of 8 students, followed by the 90–95 range with 7 students. Student scores were spread between 75 and 100, and most were above average. The shape of the diagram appears to be close to a normal distribution, marked by a relatively balanced bell curve. This indicates that after learning, student *posttest results* tended to be good with the majority being in the high score category.

## Discussion

This study aims to determine whether there is an influence *Think Pair method Share* on the reading skills of A2 level students of class XII-2 SMA Negeri 4 Pematangsiantar. The type of research conducted was a *Pre-Experimental design* with the type of *One Group Pretest-Posttest Design1*. The population in this study was class XII of SMA with a sample of only one class, namely class XII-2 SMA Negeri 4 Pematangsiantar consisting of 35 students.

During the implementation of the research, at the first meeting the researcher immediately gave an initial test (*Pretest*) to measure students' skills before the treatment was carried out. Furthermore, at the second meeting the researcher gave treatment (*Treatment*), namely learning using the *Think Pair Share method*. And then the researcher gave a final test (*Posttest*) to measure the effect of the *Think Pair Share method* on students' A2 level reading skills after being given treatment (*Treatment*). The time allocation used was 4 x 45 minutes, in 4 lesson hours or equivalent to 2 meetings (Astuti & Mannahali, 2018).

After the research stage was completed, the researcher then analyzed the data on *the Pretest and Posttest results*. The *Pretest table* shows the total of all data divided by the number of data determined as the average value of *the Pretest* is 48.83. The highest score of the *Pretest question* is 69 and the lowest score is 32. The average value of *the Posttest* is 86.20. The highest

score of the *Posttest* question is 95 and the lowest score is 77. It can be concluded that the average value of the *Posttest* is higher than the *Pretest* value (Akihary, Maruanaya, Lestuny, & Irnleitner, 2022).

After the *pretest* and *posttest* data were obtained, a normality test was performed. The normality test was used to determine whether the research data were normally distributed. Based on the results, the Shapiro-Wilk test significance value for the *pretest* data was 0.84 and for the *posttest* data was 0.65 (Simaremare, Purba, & Simanjuntak, 2018). From these results, it can be concluded that the *pretest* and *posttest* data were normally distributed because the results were significant  $> 0.05$  (Ardiyani, No, & Lowokwaru, 2020).

Because the results are significant, the data obtained are normally distributed. After the normality test is known, then to determine the statistical hypothesis, the *Paired Samples T-Test* test is used. The results of the *Paired Samples T-Test* test show that *Tcount* is 29,616 with a significant level (2 tailed) of 0.000, *Ttable* is = 1.691. Thus, *Tcount*  $>$  *Ttable* 26.023  $>$  2.032, it can be concluded that *H0* is rejected and *H1* is accepted, which means there is an influence of the *Think Pair Share method* on the reading skills of class XII-2 students of SMA Negeri 4 Pematangsiantar. Next, the Normalized Gain ( *N-Gain* ) test is carried out which aims to determine the effect of the *Think Pair Share method* . From the results of the calculation of the average *N-Gain* score, it is 0.73 and the *N-Gain* percentage score is 73.47%. With the results obtained, it can be concluded that the *Think Pair Share method* is very influential on the reading skills of class XII-2 students of SMA Negeri 4 Pematangsiantar.

## CONCLUSION

Based on the results of the research and discussion that have been presented, it can be concluded that the average value of the *Posttest* of students' reading skills after being given treatment ( *Treatment* ) is 86 and the average value of the *Pretest* before being given treatment ( *Treatment* ) is 48, so it is concluded that there is an influence of the *Think Pair Share method* on the reading skills of class A2 students of class XII-2 SMA Negeri 4 Pematangsiantar. This is proven by the normality test scores obtained which are normally distributed because the results are significant for the *pretest* data of 0.84 and *Posttest* 0.65  $>$  0.50. The Hypothesis Test that has been carried out, obtained statistical results of *Thitung* of with a significant level (2 tailed) of 0.000, *Ttable* of 2.032. Thus *Thitung*  $>$  *Ttable* = 26.023  $>$  2.032, it can be concluded that *H0* is rejected and *H1* is accepted . And the Normalized Gain Test (*N-Gain*) with a score of 0.73 and an *N-Gain* percentage score of 73.47%. Based on these results, it can be concluded that the *Think Pair Share method* significantly influences A2 level reading skills.

## Suggestion

Based on these conclusions, there are several suggestions, namely:

- 1) Suggestions for Teachers: Teachers can use the *Think Pair Share method* in reading skills to accelerate students' thinking processes.
- 2) Advice for Students. It is important for students to get used to learning using the *Think Pair Share method* for every lesson at school.

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- 3) Suggestions for Researchers. It is important for researchers to study the influence of the *Think Pair method in more depth. Share* to develop research in other fields.

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