Integrating Picture-Series Scaffolding into Think-Pair-Share to Improve Early-Grade Reading Comprehension

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ABSTRACT

Reading comprehension is one of the essential language skills that elementary school students need to master. However, many second-grade students still experience difficulties in understanding the content of simple narrative texts due to teacher-centered learning and the limited use of learning media. This classroom action research aims to improve students' reading comprehension skills through the Think Pair Share cooperative learning model assisted by serial picture media. The study is designed using Classroom Action Research consisting of two cycles, with each cycle comprising two meetings. The research subjects are second-grade students at an elementary school. Data are collected through observation, reading comprehension tests, documentation, and field notes. Data analysis is conducted using descriptive qualitative and quantitative techniques. The expected findings indicate that implementing the Think Pair Share model supported by serial picture media can improve students' reading comprehension skills, increase learning participation, and enhance learning outcomes.

Keywords: Reading Comprehension, *Think Pair Share*, Picture Series, Classroom Action Research

INTRODUCTION

Reading is a language skill that plays a fundamental role in the educational process because, through reading, students acquire information, build knowledge, and develop the ability to understand various messages conveyed through written language. In the learning process at the elementary school level, reading serves not only as a means of acquiring information in the Indonesian language subject but also as a foundation for understanding various concepts in other subject areas. Thus, the success of learning at the elementary school level is inextricably linked to students' ability to engage meaningfully with texts.

The evolving demands of literacy in today's world have broadened the definition of reading ability. Reading is no longer merely defined as the ability to recognize symbols, pronounce words, or read sentences fluently; it also encompasses the ability to understand, use, evaluate, and reflect on information from texts.[1] These skills are becoming increasingly important because students live in an environment that presents information in ever-greater quantities and a wider variety of formats. Therefore, reading skills must be developed starting in elementary school so that students have the ability to accurately understand information and apply it in both their learning and daily lives.

This urgency is further highlighted by the state of reading literacy in Indonesia. Results from the 2022 Programme for International Student Assessment (PISA) show that the average reading score for Indonesian students was 359, while the average for OECD countries reached 472. Additionally, only about 25% of Indonesian students reached Level 2 or higher in reading proficiency, whereas the OECD average was 74%. At this minimum level, students are

[1] Jing Yan and Yuyang Cai, "Teachers' Instruction of Reading Strategies and Primary School Students' Reading Literacy: An Approach of Multilevel Structural Equation Modelling," *Reading & Writing Quarterly* 38, no. 2 (March 2022): 139–55, https://doi.org/10.1080/10573569.2021.1923100.

expected to at least be able to identify the main ideas in a text of moderate length and locate information based on specific criteria.[2] Although PISA participants are 15-year-old students and do not directly represent the reading abilities of elementary school students, these findings provide a broad picture that the strengthening of reading literacy must be built continuously starting from the elementary education level.

Reading comprehension is the result of the interaction of various interrelated skills. Raudszus, Segers, and Verhoeven found that lexical competence—which includes vocabulary and decoding skills—has a direct influence on reading comprehension, while lexical competence and executive control also have an indirect influence through syntactic integration skills.[3] These findings indicate that students' success in understanding texts is determined not only by their ability to read words but also by their ability to process and integrate linguistic information during the reading process.

Strengthening literacy starting at the elementary education level is crucial because reading comprehension is linked to students' ability to construct meaning from a text. Students are not only required to recognize words and sentences but also to understand explicit information, connect information across sentences, interpret the content of the text, and relate the information to their prior knowledge. Research on the reading abilities of elementary school students indicates that reading comprehension is a competency that still requires attention in the learning process.[4] An analysis of elementary school students' reading comprehension abilities also shows that difficulties in understanding information within a text can hinder students' ability to complete learning tasks.[5]

Reading comprehension skills play a crucial role, particularly in the early stages of elementary education, as this is the phase when students begin transitioning from mechanical reading to the ability to use texts to acquire and understand information. The gradual development of text comprehension skills will help students locate information, answer questions based on the text, identify characters and events, understand the sequence of events, and retell the content of the text. Research on reading literacy among elementary school students indicates that the development of reading skills must be carried out through learning strategies that align with students' characteristics and provide opportunities for them to actively engage in the process of building comprehension.[6]

Reading comprehension skills at the elementary school level are not only related to the ability to recognize words, but also involve the processes of understanding, remembering, organizing, summarizing, and evaluating information obtained from texts. A meta-analysis by Denton et al. of 47 studies involving 7,446 early elementary school students showed that reading interventions at this level have a significant impact on reading comprehension skills, whether the interventions focus on basic reading skills or combine basic skills with comprehension instruction.[7] These findings reinforce the importance of reading instruction that

[2] OECD, "PISA 2022 Results: Country Notes—Indonesia," OECD Publishing, 2023.

[3] Henriette Raudszus, Eliane Segers, and Ludo Verhoeven, "Lexical Quality and Executive Control Predict Children's First and Second Language Reading Comprehension," *Reading and Writing* 31, no. 2 (February 2018): 405–24, https://doi.org/10.1007/s11145-017-9791-8.

[4] Rahel Sonia Ambarita, Neneng Sri Wulan, and D. Wahyudin, "Analisis Kemampuan Membaca Pemahaman pada Siswa Sekolah Dasar," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 3, no. 5 (July 2021): 2336–44, https://doi.org/10.31004/edukatif.v3i5.836.

[5] Sri Tiatri et al., *THE ANALYSIS OF READING COMPREHENSION SKILLS IN ELEMENTARY SCHOOL CHILDREN: IMPLICATIONS FOR EFFECTIVE LEARNING STRATEGIES*, 3, no. 1 (n.d.).

[6] Hilma Mustika Fauziyyah and Prana Dwija Iswara, "Transformation of Reading Literacy In Elementary School Students During The Covid-19 Pandemic: A Literature Review," *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan* 33, no. 2 (November 2024): 256–69, https://doi.org/10.17977/um009v33i22024p256-269.

[7] Carolyn A. Denton et al., "A Meta-Analysis of the Effects of Foundational Skills and Multicomponent Reading Interventions on Reading Comprehension for Primary-Grade Students," *Learning and Individual Differences* 93 (January 2022): 102062, https://doi.org/10.1016/j.lindif.2021.102062.

goes beyond reading fluency and directly provides students with opportunities to develop an understanding of the text's content.

In addition to learning strategies, reading comprehension is also influenced by students' language skills and cognitive processes. Research by Metsala et al. on second- and third-grade students showed that vocabulary, syntactic awareness, and morphological awareness contribute to the development of reading comprehension in subsequent periods, even after prior reading ability is taken into account.[8] In line with this, Kirschmann, Lenhard, and Suggate found that reading fluency plays a significant role in comprehension in second and third grade, while auditory working memory also contributes to reading comprehension independently of reading fluency.[9] These findings suggest that reading instruction in the early grades should provide opportunities for students to read, understand language structure, process information, and discuss the content of what they read.

Reading instruction that involves peer interaction also has an empirical basis for developing reading comprehension skills. Flores, Ribosa, and Duran analyzed a peer tutoring program involving 8,128 students aged 6–12 from 58 schools during the 2012–2022 period. The results of the analysis showed an improvement in reading comprehension across various ability levels, tutoring formats, and student roles. An analysis of interactions revealed that the explicit use of reading strategies, repeated text reading activities, and collaborative answer formulation were factors that helped explain this improvement.[10] These findings provide a basis for the conclusion that reading activities accompanied by interaction and collaboration among students can be used as part of efforts to develop text comprehension.

This issue is relevant to the requirements of the Indonesian Language Learning Outcomes for Phase A. Under the "Reading and Viewing" element, students are expected to be able to read simple words fluently and understand the content of texts and/or media related to themselves, their families, health, and their surrounding environment. Therefore, Indonesian language instruction in second grade should not be solely focused on reading fluency but must also provide experiences that help students gradually comprehend the content of texts. Reading instruction at this stage must be designed with consideration for students' needs, as they still require concrete support, visual aids, social interaction, and learning experiences closely tied to their daily lives.

These learning characteristics require teachers to select strategies that enable students to actively engage with texts. Teachers do not merely act as conveyors of information but also as facilitators who help students comprehend the content of reading materials through questions, discussions, feedback, and activities that encourage participation. Research on reading instruction indicates that the reading teaching strategies employed by teachers have a positive correlation with the reading literacy of elementary school students.[11] Thus, the selection of a learning model is a crucial component in efforts to improve reading comprehension skills.

One model relevant to this need is *the Think-Pair-Share* (TPS) *Cooperative Learning* model. The TPS model provides students with the opportunity to think individually (*think*), discuss their thoughts with a partner (*pair*), and share their thoughts with classmates (*share*). This pattern allows the comprehension process to occur in stages, starting from individual information processing to verifying understanding through interaction with peers. For

[8] Jamie L. Metsala et al., "What Is the Best Way to Characterise the Contributions of Oral Language to Reading Comprehension: Listening Comprehension or Individual Oral Language Skills?," *Journal of Research in Reading* 44, no. 3 (August 2021): 675–94, https://doi.org/10.1111/1467-9817.12362.

[9] Nicole Kirschmann, Wolfgang Lenhard, and Sebastian Suggate, "Influences from Working Memory, Word and Sentence Reading on Passage Comprehension and Teacher Ratings," *Journal of Research in Reading* 44, no. 4 (November 2021): 817–36, https://doi.org/10.1111/1467-9817.12373.

[10] Marta Flores, Jesús Ribosa, and David Duran, "How Does Peer Tutoring Contribute to the Development of Reading Comprehension? Evidence from Ten Years of Practice," *Revista de Psicodidáctica (English Ed.)* 29, no. 2 (July 2024): 176–84, https://doi.org/10.1016/j.psicoe.2024.05.003.

[11] Yan and Cai, "Teachers' Instruction of Reading Strategies and Primary School Students' Reading Literacy."

elementary school students, this process provides an opportunity to express opinions, listen to peers' perspectives, refine their understanding, and build the confidence to articulate their answers.

The effectiveness of the TPS method in teaching reading comprehension has been supported by a number of studies. A meta-analysis by Maharani, Nurpahmi, and Nur of 20 studies showed that *the Think-Pair-Share* technique had *an* average *effect size* of 1.747 in improving reading comprehension skills, placing it in the "very high" category.[12] These findings indicate that TPS has strong potential in reading instruction because it combines individual thinking activities with social interaction in the process of understanding texts.

Other empirical research findings also support the use of TPS. A classroom action research study by Ilham, Mufarizuddin, and Joni demonstrated an improvement in reading comprehension skills after implementing the TPS cooperative learning model with elementary school students. The study was conducted over two cycles, with two sessions in each cycle.[13] Research by Vitriani and Rochmiyati also utilized the Kemmis and McTaggart model to implement TPS in classroom action research and demonstrated an improvement in reading comprehension skills among elementary school students.[14] Findings from this study indicate that TPS can serve as an alternative for enhancing reading instruction by engaging students in the thinking process and fostering interaction with peers.

Research conducted in an international context also supports the use of TPS for reading comprehension. A study of elementary students in the Peshawar District found that the group taught using the TPS technique showed significant improvement compared to the group that learned through conventional methods, with *effect sizes* ranging from large to very large.[15] Another study that used TPS as a formative assessment strategy also demonstrated its potential in supporting reading comprehension and vocabulary acquisition through a continuous and communicative learning process.[16] Thus, the use of TPS has a sufficient empirical foundation to be considered one of the improvement strategies in reading instruction.

Nevertheless, the effectiveness of a learning model is closely tied to the appropriateness of the media used. For second-grade students, the use of visual aids is particularly relevant because information in narrative texts can be more easily linked to concrete representations. One such medium is a picture series—a sequence of images arranged in order to represent an event or story plot. This medium helps students see the relationships between situations or events, ensuring that the information in the text is not perceived as purely abstract.

The use of reading materials appropriate to students' characteristics is also a crucial aspect of reading comprehension instruction. Hendratno et al. demonstrated through an experimental study of fourth-grade students that digital storybooks developed based on the Fry readability scale yielded better results in reading comprehension compared to the control group, and the researchers emphasized the importance of matching reading materials to students' grade levels.[17] Meanwhile, Hwang, Cabell, and Joyner, through a meta-analysis of 35 quasi-

[12] Deswati Maharani, *THE EFFECT OF THINK PAIR SHARE TECHNIQUE ON STUDENTS'*, 3, no. 3 (2023).

[13] Rezki Ilham, Mufarizuddin Mufarizuddin, and Joni Joni, "Peningkatan Keterampilan Membaca Pemahaman Dengan Penerapan Model Kooperatif Think Pair Share Di Sekolah Dasar," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 7, no. 1 (January 2023): 139, https://doi.org/10.35931/am.v7i1.1480.

[14] Desti Vitriani and Siti Rochmiyati, "Improving Reading Comprehension Skills Using the Think-Pair-Share Cooperative Learning Model Among Fifth-Grade Students at Kepuharjo Public Elementary School," **Pendas: Scientific Journal of Elementary Education** 8, no. 3 (2023).

[15] Dr Iffat Ara Hussain, *Effects of Think Pair Share Technique on Reading Comprehension of Elementary Students in District Peshawar*, n.d.

[16] Heidar Ahmadi, Biook Behnam, and Zohreh Seifoori, *Think-Pair-Share as a Formative Assessment Strategy: EFL Learners' Reading Comprehension and Vocabulary Learning*, n.d.

[17] Hendratno, Nurul Istiq'faroh, Fajar Nur Yasin, Amiruddin Hadi Wibowo, and Abd. Ghofur, "Students' Comprehensions Ability on a Digital Storybook: A Quasi Experiment Research with Fry Readability Analysis," *International Journal of Language Education* 9, no. 1 (2025): 114–131

experimental and experimental studies, found that instruction integrating literacy with subject-matter content had a positive effect on vocabulary and comprehension, with an overall effect size for comprehension of 0.40.[18] These findings support the importance of providing learning materials and activities that are tailored to students' needs and of linking reading activities to the process of understanding information. In this study, picture sequences were used as visual aids to help students understand the sequence of events and the content of simple story texts.

Research on the use of picture series indicates that this medium has the potential to enhance text comprehension. Hidayati found a difference in reading comprehension abilities between students who learned using *picture series* and those who did not when studying narrative texts.[19] Research by Alqy and Zuhriyah also showed that the use of *picture series* is effective in reading comprehension instruction.[20] Meanwhile, research by Mundhiyanti, Nur'aini, and Nugrahani indicates that picture series can be used as a medium to support the improvement of reading comprehension skills.[21] These findings demonstrate that picture series have the potential to serve as visual aids in the process of understanding the content and sequence of information within a text.

The relevance of picture series is also evident in the context of elementary education. A study by Atmaja and Saragih involving second-grade students showed an improvement in reading skills following the use of picture series. Although the focus of that study was on early reading rather than reading comprehension, the results indicate that picture series align with the characteristics of second-grade students and can provide visual support in the reading learning process.[22] Other studies at the elementary school level also indicate that visual-based media can be used to support students' reading comprehension skills. For example, research on *digital storybooks* shows that presenting text in the form of stories supported by media can be used to develop reading comprehension skills among elementary school students.[23]

Based on these studies, the use of TPS and picture series each has its own rationale for supporting reading instruction. However, some research on TPS and reading comprehension still focuses on older students or learners at higher educational levels. The study by Ilham et al., for example, was conducted with elementary school students, but not in second grade; the study by Vitriani and Rochmiyati focused on fifth grade; while the study integrating TPS with visual media such as flipbooks was conducted in fourth grade.[24] Another study also developed *an E-Big Book* for reading comprehension using TPS in fourth grade.[25] These findings indicate that there is still room to develop the application of TPS with simpler and more concrete visual media for second-grade students.

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[18] HyeJin Hwang, Sonia Q. Cabell, and Rachel E. Joyner, "Effects of Integrated Literacy and Content-Area Instruction on Vocabulary and Comprehension in the Elementary Years: A Meta-Analysis," *Scientific Studies of Reading* 26, no. 3 (May 2022): 223–49, https://doi.org/10.1080/10888438.2021.1954005.

[19] Giga Audina Hidayati, *THE EFFECT OF PICTURE SERIES IN TEACHING READING COMPREHENSION IN NARRATIVE TEXT AT SMP KARTINI YASRI*, n.d.

[20] Qonita Haqq Alqy and Mukminatus Zuhriyah, "The Effectiveness of Using Picture Series to Teach Reading Comprehension," *Pioneer: Journal of Language and Literature* 14, no. 2 (February 2023): 493, https://doi.org/10.36841/pioneer.v14i2.2267.

[21] Siti Mundhiyanti, "The Use of Picture Series to Improve Students' Reading Comprehension: A Case Study at 9th Grade of SMP N 1 Rowosari-Kendal.," *Didaktik : Jurnal Ilmiah PGSD STKIP Subang* 9, no. 04 (October 2023): 2688–99, https://doi.org/10.36989/didaktik.v9i04.1829.

[22] Tri Mutiara Atmaja and Mandra Saragih, *PENGARUH MEDIA GAMBAR SERI TERHADAP KEMAMPUAN MEMBACA PERMULAAN DI KELAS II SANGGAR BELAJAR KAMPUNG BHARU MALAYSIA*, 10 (2025).

[23] Hendratno et al., "Students' Comprehension Ability with a Digital Storybook: A Quasi-Experimental Study Using Fry Readability Analysis," **International Journal of Language Education** 9, no. 1 (2025).

[24] Sintia Ulhaq, Neneng Sri Wulan, and Wina Mustikaati, *MEDIA FLIPBOOK DALAM MENINGKATKAN KETERAMPILAN MEMBACA PEMAHAMAN SISWA KELAS IV SEKOLAH DASAR*, 10 (2025).

[25] Taura Meldini, *PENGEMBANGAN E-BIG BOOK DALAM PEMBELAJARAN MEMBACA PEMAHAMAN MENGGUNAKAN MODELTHINK PAIR SHARE (TPS) DI KELAS IV SEKOLAH DASAR*, 11 (2026).

A research gap is also evident in the types of media used in previous studies. The integration of TPS with digital media such as flipbooks or *E-Big Books* offers an interesting alternative, but the nature of these media differs from picture sequences, which can be used directly, are simple, and do not rely on digital devices.[26] For second-grade students, picture sequences can be used not only as illustrations but also as tools to identify characters, understand the sequence of events, find information, and retell the story. Thus, this study does not merely replicate the use of TPS in reading instruction but develops a combination of models and media tailored to the characteristics of lower-grade students.

In this context, the novelty of this study lies in the integration of the *Think Pair Share* (TPS) *Cooperative Learning* model with picture series media to improve second-grade students' reading comprehension of simple story texts at elementary school. This study employs a picture series as *a* visual *scaffold* in each stage of TPS, enabling students to connect textual information with the sequence of events in a concrete manner before discussing and sharing their understanding. This focus differs from previous studies, which predominantly applied TPS without sequential images, used digital media, or were conducted with students in higher grades. Thus, the integration of TPS and sequential images in this study offers a simple, collaborative, visual, and age-appropriate alternative for teaching reading comprehension to lower-grade students.

This study was conducted in Class II B at SDN Tlogosari Wetan 02 in the Indonesian Language class, specifically on the topic of reading and understanding simple narrative texts. Based on initial observations, interviews with the classroom teacher, and pre-intervention assessments, it was found that the students' reading comprehension skills still needed improvement. Difficulties were evident not only in their ability to read the text but also in their ability to understand the information contained within it. Some students still struggled to identify key information, answer questions based on the text, identify characters and events, sequence events, and retell the story in their own words. These conditions indicate that the students' reading skills have not yet been fully accompanied by the ability to comprehensively understand the content of the text. These initial findings served as the basis for implementing instructional improvement strategies in this study.

This issue is also related to the characteristics of second-grade students, who still require concrete, engaging learning experiences that involve interaction with their peers. Reading comprehension instruction that focuses solely on reading and answering questions may make it difficult for students to form a mental picture of the content and sequence of events in the text. Therefore, instruction is needed that not only provides students with the opportunity to read independently but also offers visual aids and space to discuss their understanding. The use of picture sequences can help students visualize the characters, setting, and sequence of events in a story, while the TPS stages provide students with the opportunity to think individually (*Think*), discuss their understanding with a partner (*Pair*), and present the results of their discussion to the group or class (*Share*).

This study was conducted as Classroom Action Research (CAR) in two cycles. Each cycle consisted of two sessions and included the stages of planning, implementation of actions, observation, and reflection. The actions in Cycle I were carried out based on the problems identified in the initial conditions, while the results of observation and reflection in Cycle I were used as the basis for making improvements in Cycle II. These improvements were aimed not only at achieving learning outcomes but also at enhancing students' engagement during the learning process, such as their confidence in expressing opinions, their ability to collaborate with partners, and their ability to connect images with information in the text. Thus, the implementation of the interventions provided insight into the gradual changes in the process and outcomes of reading comprehension learning.

[26] Ulhaq, Wulan, and Mustikaati, *MEDIA FLIPBOOK DALAM MENINGKATKAN KETERAMPILAN MEMBACA PEMAHAMAN SISWA KELAS IV SEKOLAH DASAR*.

Based on these issues and the implementation of the interventions, this study aims to improve students' reading comprehension of simple narrative texts through the *Think-Pair-Share Cooperative Learning* model, supported by a series of images, among second-grade students in Class II B at SDN Tlogosari Wetan 02. This study also aims to describe changes in the learning process and students' abilities following the implementation of interventions in each cycle. Practically, the research findings provide an alternative for teachers to conduct reading instruction that is more active, collaborative, visual, and aligned with the characteristics of lower-grade students. Academically, this study enriches the literature on the application of the TPS model combined with visual media—particularly picture series—in improving reading comprehension skills at the early elementary education level.

RESEARCH METHOD

Penelitian ini menggunakan jenis Penelitian Tindakan Kelas (PTK) yang bertujuan untuk memperbaiki proses pembelajaran sekaligus meningkatkan kemampuan membaca pemahaman peserta didik melalui penerapan model *Cooperative Learning* tipe *Think Pair Share* (TPS) berbantuan media gambar seri. PTK merupakan pendekatan reflektif yang dilakukan secara sistematis melalui rangkaian tindakan untuk memperbaiki kualitas pembelajaran.[27] Penelitian ini menggunakan desain penelitian tindakan kelas model Kemmis dan McTaggart yang dalam setiap siklusnya meliputi empat tahapan, yaitu perencanaan (*planning*), pelaksanaan tindakan (*acting*), pengamatan (*observing*), dan refleksi (*reflecting*).[28]

This study employed the Kemmis and McTaggart model of classroom action research, conducted over two cycles. Each cycle consisted of two sessions, and each session lasted 2 × 35 minutes. The research subjects were the 28 students in Class II B at Tlogosari Wetan 02 Public Elementary School, consisting of 17 male students and 11 female students. The study was conducted in the second semester of the 2025/2026 academic year, concurrently with the Field Experience Practice (PPL).

The data collection techniques used included observation, tests, and documentation. Observation was used to obtain data on teacher and student activities during the learning process. Tests were used to measure students' reading comprehension skills after the interventions in each cycle, while documentation served as supporting data in the form of photographs of learning activities, student work samples, and other research documents. The use of observation, tests, and documentation is also common in action research (PTK) that applies the TPS model to improve elementary school students' reading comprehension skills.[29]

The research instruments consisted of an observation sheet for teacher activities, an observation sheet for student activities, and a reading comprehension test. The test was designed based on indicators of the ability to understand simple narrative texts, including the ability to find information, identify characters and events, determine the sequence of events, answer questions based on the text, and retell the content of the reading in simple terms. The use of observation and written tests in classroom action research to improve reading comprehension through the *Think Pair Share* model was also employed by Asramaita, Rismawati, and Refniwidialistuti with second-grade elementary school students.[1] Data analysis was conducted using both quantitative and qualitative methods. Quantitative analysis was used to determine the increase in the average score and the percentage of students meeting the

[27] Adinda Sylviana Ramadhani et al., "Analisis Pola Implementasi Siklus Penelitian Tindakan Kelas Dalam Tahap Perencanaan, Tindakan, Observasi Dan Refleksi: Tinjauan Literatur Sistematis," *Jurnal Ilmiah Multidisipin* 4, no. 5 (May 2026): 447–57, https://doi.org/10.60126/jim.v4i5.1535.

[28] Evy Rahmawati, "Upaya Meningkatkan Hasil Belajar IPA Pada Siswa Kelas VII MTs Negeri 5 Gunungkidul Melalui Pendekatan SETS," *Indonesian Journal of Action Research* 1, no. 2 (November 2022): 293–98, https://doi.org/10.14421/ijar.2022.12-18.

[29] Ilham, Mufarizuddin, and Joni, "Peningkatan Keterampilan Membaca Pemahaman Dengan Penerapan Model Kooperatif Think Pair Share Di Sekolah Dasar."

reading comprehension proficiency standard, while qualitative analysis was used to describe the activities of teachers and students during the learning process.[30]

The success of the study was determined based on the improvement in students' reading comprehension skills from the initial condition through Cycle I to Cycle II. The study was terminated once the predetermined success indicators were met in accordance with the Indonesian language learning mastery criteria in effect at Tlogosari Wetan 02 Public Elementary School.

RESULTS AND DISCUSSION

This classroom action research was conducted with second-grade students in Class II B at Tlogosari Wetan 02 Public Elementary School in the Indonesian Language subject, Chapter 7: *Caring for the Environment*. The study aimed to improve students' reading comprehension of simple narrative texts through the application of the *Think Pair Share* (TPS) *Cooperative Learning* model, supported by a series of images. The study was conducted in two cycles, with each cycle consisting of two sessions. Each cycle included the stages of planning, implementation, observation, and reflection.

Reading comprehension skills were analyzed based on test results from the initial condition, Cycle I, and Cycle II. The passing score used was 75. The study was deemed successful if at least 80% of the students achieved a minimum score of 75. The use of this indicator allowed for the gradual observation of progress in reading comprehension skills while providing a basis for evaluating the effectiveness of the interventions implemented.

Initial State of Reading Comprehension Skills

Before the intervention was implemented, an initial assessment was conducted to determine the reading comprehension skills of the second-grade Class B students. The assessment results indicated that the students' reading comprehension skills were not yet optimal. Some students struggled to locate information within the text, identify characters and events, determine the sequence of events, answer questions based on the reading, and retell the story's content in simple terms. This situation aligns with the characteristics of reading comprehension, which involves not only the ability to recognize words but also the ability to construct meaning, connect information, and form mental representations of the text's content. Research on elementary school students also indicates that reading comprehension is influenced by various factors, including language skills, reading fluency, and cognitive processes during reading.[31]

Of the 28 students, only 8 scored at least 75, while 20 students did not meet the mastery criteria. The highest score obtained was 90 and the lowest was 45, with a class average of 64.64. The percentage of students meeting the proficiency criteria at the initial stage was only 28.57%. These results indicate that the students' reading comprehension skills are still below the established success indicators.

Table 1. Reading Comprehension Results at the Initial Stage

Indicator	Results
Number of Students	28
Highest score	90
Lowest score	45
Average score	64.64
Students who have completed the program	8
Students who have not completed the course	20
Class-wide completion rate	28.57

[30] Maya Asramaita and Lia Rismawati, *Penerapan Model Pembelajaran Think Pair Share untuk Meningkatkan Kemampuan Membaca Pemahaman Siswa Kelas II SD Negeri 27 Palaluar*, n.d.

[31] Ambarita, Wulan, and Wahyudin, "Analisis Kemampuan Membaca Pemahaman pada Siswa Sekolah Dasar."

The low level of mastery at the initial stage served as the basis for implementing remedial measures through the TPS-type *Cooperative Learning* model aided by a series of pictures. The selection of the TPS model was based on its characteristics, which provide students with the opportunity to build understanding individually, clarify their understanding through discussions with a partner, and communicate the results of their thinking. A number of studies have shown that TPS can have a positive effect on reading comprehension because individual thinking activities and interactions among students aid the process of understanding the text.[32]

A series of images was chosen as the medium because it provides a visual representation of the characters, objects, and sequence of events in the text. Research on the use of image series shows that this medium can help students understand the content of the text and increase their engagement in reading instruction.[33] Thus, the combination of TPS and image series in this study is designed to integrate the cognitive processes of reading with visual support and social interaction.

Implementation and Results of Cycle I

a. Planning

During the planning stage of Cycle I, the researcher prepared the Indonesian Language teaching module for Chapter 7, *"Caring for the Environment*," by applying the TPS-type *Cooperative Learning* model supported by picture series. The researcher also prepared a simple story text appropriate for second-grade students, picture series, worksheets, observation sheets for teacher and student activities, and a reading comprehension test instrument.

The lesson was designed to follow the three main stages of the TPS model. In the *"think"* stage, students read and observed the text and images individually to identify key information. In the *"pair"* stage, students discuss with a partner to compare answers and refine their understanding. Next, in the *"share"* stage, students present their thoughts to a classmate or the entire class. This structure aligns with research showing that individual thinking activities followed by pair discussions provide students with an opportunity to develop and test their understanding before presenting their answers openly.[34]

b. Implementation of the Intervention

Cycle I was conducted over two sessions. In the initial activity, the teacher connected the material to the students' experiences with their surrounding environment. The teacher then explained the learning objectives and provided an introduction using images related to the "Caring for the Environment" theme.

In the main activity, students were given a simple story text accompanied by a series of illustrations. Students first read the text and observed the illustrations individually. The teacher posed guiding questions to help students identify information in the text. Afterward, students paired up to discuss their answers, identify characters and events, and sequence the illustrations according to the story's plot. Several pairs then presented the results of their discussions to the class.

Based on the observations, the implementation of the TPS began to encourage students to engage in learning. However, several challenges were still identified in Cycle I. Some students were not yet accustomed to discussing in pairs; some students still relied on their peers' answers; and there were students who lacked confidence when presenting the results of their discussions. The use of picture sequences also still needed guidance so that students would not merely observe the pictures but connect them to the information in the text.

These findings indicate that the success of a learning strategy is determined not only by the choice of model but also by the quality of implementation and the level of student engagement. Research on collaboration-based reading instruction shows that strategies

[32] Maharani, *THE EFFECT OF THINK PAIR SHARE TECHNIQUE ON STUDENTS'*.

[33] Alqy and Zuhriyah, "The Effectiveness of Using Picture Series to Teach Reading Comprehension."

[34] Fauziyyah and Iswara, "Transformation of Reading Literacy In Elementary School Students During The Covid-19 Pandemic."

involving student-to-student interaction can help improve comprehension, especially when collaborative activities are accompanied by targeted reading strategies.[35]

c. Cycle I Test Results

After the intervention, students took a reading comprehension test. The test results showed an improvement compared to the initial condition. The average score increased from 64.64 to 72.14. The number of students who achieved a minimum score of 75 increased from 8 to 15 students.

Table 2. Reading Comprehension Results for Cycle I

Indicator	Results
Number of Students	28
Highest score	90
Lowest score	50
Average score	72.14
Students who passed	15
Students who did not meet the standard	13
Class-wide completion rate	53.57

An increase in the average score of 7.50 points and a 25.00 percentage point increase in the classical mastery rate indicate that the interventions in Cycle I had a positive impact on reading comprehension skills. However, the classical mastery rate reached only 53.57%, which does not yet meet the study's success indicator of 80%.

This improvement is consistent with previous research on TPS. Maharani, Nurpahmi, and Nur, through a meta-analysis of 20 studies, reported that TPS has a very high effect on reading comprehension skills.[36] Other studies have also shown that the implementation of TPS can improve text comprehension skills and encourage student participation in the learning process.[37]

d. Reflection on Cycle I

Based on the results of observations and evaluations, the implementation of Cycle I showed that students were beginning to follow the TPS stages, but their engagement was not yet consistent. Some students still had difficulty finding information independently and connecting the images to the text content. Additionally, during the *"share"* stage, only some students were confident enough to present the results of their discussions.

The results of this reflection were used as the basis for improvements in Cycle II. Improvements were made by providing simpler and more concrete instructions, clarifying examples of how to find information in the text, guiding students to use sequential illustrations as clues to the order of events, and providing more equal opportunities for students to present the results of their discussions. The teacher also provided more intensive support to students who had not yet achieved mastery.

These improvements were based on the principle that reading instruction must provide explicit and targeted strategies. Research on elementary school students shows that explicitly teaching reading strategies can help students develop reading skills for specific purposes.[38] Additionally, research on reading interventions for elementary school students indicates that a structured and targeted approach can lead to improvements in reading ability.[39]

[35] Ramadhani et al., "Analisis Pola Implementasi Siklus Penelitian Tindakan Kelas Dalam Tahap Perencanaan, Tindakan, Observasi Dan Refleksi."

[36] Maharani, *THE EFFECT OF THINK PAIR SHARE TECHNIQUE ON STUDENTS'*.

[37] Ilham, Mufarizuddin, and Joni, "Peningkatan Keterampilan Membaca Pemahaman Dengan Penerapan Model Kooperatif Think Pair Share Di Sekolah Dasar."

[38] Yan and Cai, "Teachers' Instruction of Reading Strategies and Primary School Students' Reading Literacy."

[39] Ramadhani et al., "Analisis Pola Implementasi Siklus Penelitian Tindakan Kelas Dalam Tahap Perencanaan, Tindakan, Observasi Dan Refleksi."

Implementation and Results of Cycle II

a. Planning

Based on the reflections from Cycle I, the planning for Cycle II focused on optimizing the use of picture sequences to help students understand the story's content. The teacher prepared a simple story text with a clear plot and a picture sequence representing each major event in the story.

In addition, the teacher prepared guided questions to help students find key information, identify characters, determine events, sequence the events, and retell the story. Students were paired up so they could help one another understand the text.

These improvements also take into account the importance of peer interaction in reading instruction. Large-scale studies on peer tutoring among elementary school students have shown that peer tutoring activities can contribute to the development of reading comprehension skills.[40]

b. Implementation of the Intervention

Cycle II was conducted over two sessions. The teacher began the lesson by connecting the material to the students' experiences in protecting the environment. The teacher then showed a series of pictures and invited the students to predict the story's content based on the images.

During the "think" phase, students read the text individually and matched the information they obtained with the picture sequence. Students were guided to identify key information and record their answers based on the text. During the "pair" phase, students discussed with a partner to compare answers, clarify their understanding, and arrange the sequence of events based on the pictures. During the "share" phase, students took turns presenting the results of their discussions.

The implementation of the intervention in Cycle II demonstrated greater student engagement. Students appeared more active in discussions and found it easier to understand the relationship between the text and the images. Students who had previously been passive began to confidently share their answers, while students who already understood the material were able to help their partners complete the task.

This increase in engagement demonstrates that collaborative activities can play a vital role in reading instruction. Research on peer-assisted strategy-based reading interventions among elementary school students indicates that instruction combining peer support with reading strategies is a promising approach for enhancing reading skills.[41]

c. Cycle II Test Results

Test results in Cycle II showed a greater improvement in reading comprehension skills compared to Cycle I. The average score increased to 82.32. Of the 28 students, 24 achieved a minimum score of 75, while 4 students still fell below the mastery criteria.

Table 3. Reading Comprehension Results for Cycle II

Indicator	Results
Number of Students	28
Highest score	95
Lowest score	55
Average score	82.32
Students who passed	24
Students who did not meet the standard	4
Class-wide completion rate	85.71

[40] Yan and Cai, "Teachers' Instruction of Reading Strategies and Primary School Students' Reading Literacy."

[41] Yan and Cai, "Teachers' Instruction of Reading Strategies and Primary School Students' Reading Literacy."

Classical mastery in Cycle II reached 85.71%. This percentage exceeded the research success indicator set at 80%. Thus, the research intervention was declared successful, and the study was terminated in Cycle II.

These results show a pattern of improvement consistent with several studies on the use of picture series in reading instruction. Research by Alqy and Zuhriyah indicates that the use *of picture series* is effective in supporting reading comprehension, while research by Mundhiyanti, Nur'aini, and Nugrahani demonstrates an increase in reading comprehension scores following the use of picture series.[42] Another study involving second-grade students also showed an improvement in reading ability after the use of picture series as a teaching aid.[43]

Improvement in Reading Comprehension Skills

A comparison of reading comprehension scores at the baseline, Cycle I, and Cycle II reveals a gradual improvement.

Table 4. Summary of Reading Comprehension Results

Stage	Average Score	Pass	Not Proficient	Classical Proficiency
Pre-cycle	64.64	8	20	28.57%
Cycle I	72.14	15	13	53.57%
Cycle II	82.32	24	4	85.71

Based on Table 4, the average reading comprehension score increased by 7.50 points from the pre-cycle to Cycle I, then increased again by 10.18 points from Cycle I to Cycle II. Overall, the average score increased by 17.68 points from the initial condition to Cycle II.

An improvement was also observed in the classical mastery rate. At the initial stage, the mastery rate was only 28.57%. After the Cycle I intervention, the mastery rate increased to 53.57%, then rose to 85.71% in Cycle II. Thus, there was a 57.14 percentage point increase in the mastery rate from the initial stage to Cycle II.

The improvement in reading comprehension following the implementation of the intervention indicates that reading instruction that provides students with opportunities to interact and receive support during the learning process can yield positive results. This finding aligns with Neitzel et al.'s analysis of 65 studies across 51 reading intervention programs for elementary school students, which showed that various reading intervention approaches produce positive outcomes for students experiencing reading difficulties. The study also showed that whole-class learning approaches—which largely utilize cooperative learning—can produce effects comparable to various forms of individual or small-group tutoring.[44]

The improvement in reading comprehension in this study can also be attributed to the thinking, discussion, and sharing of answers that took place during the implementation of *the Think-Pair-Share method*. These findings align with those of Tang et al., who, through a synthesis of research on cooperative, collaborative, and *peer tutoring* strategies among elementary school students, found that these strategies contribute positively to *reading comprehension*, *reading fluency*, and *phonemic awareness*. These results reinforce the hypothesis that student-to-student interactions during learning activities can be a factor supporting the development of reading skills.[45]

[42] Alqy and Zuhriyah, "The Effectiveness of Using Picture Series to Teach Reading Comprehension."

[43] Atmaja and Saragih, *PENGARUH MEDIA GAMBAR SERI TERHADAP KEMAMPUAN MEMBACA PERMULAAN DI KELAS II SANGGAR BELAJAR KAMPUNG BHARU MALAYSIA*.

[44] Amanda J. Neitzel et al., "A Synthesis of Quantitative Research on Programs for Struggling Readers in Elementary Schools," *Reading Research Quarterly* 57, no. 1 (January 2022): 149–79, https://doi.org/10.1002/rrq.379.

[45] Shifang Tang et al., "The Effects of Cooperative, Collaborative, and Peer-Tutoring Strategies on English Learners' Reading and Speaking Proficiencies in an English-Medium Context: A Research Synthesis," *Sage Open* 11, no. 4 (October 2021): 21582440211060823, https://doi.org/10.1177/21582440211060823.

The improvement in reading comprehension in this study can also be understood through the characteristics of the learning process, which provided students with opportunities to interact and collaborate in understanding the text. Findings by Völlinger, Supanc, and Brunstein indicate that a reading strategy instruction program followed by collaborative activities with peers on expository texts resulted in significant improvements in reading ability, both within groups and when comparing the intervention group to the waitlist group.[46] These results are consistent with the research by Flores, Ribosa, and Duran, which showed that student-to-student interaction in peer tutoring—particularly through the use of reading strategies, repeated reading of texts, and collaborative answer formulation—is associated with improved reading comprehension.[47] In the context of this study, the "think, pair, and share" stages provide students with the opportunity to first understand the text independently, discuss their understanding with a partner, and then share their thoughts. Thus, the observed improvement can be attributed to the process of processing and checking understanding through interaction during instruction.

In addition to social interaction, improvements in reading comprehension can also be attributed to the use of strategies as students engage with the text. Sun et al., through a meta-analysis of 57 *effect sizes* representing 21,548 readers, demonstrated a relationship between the use of reading strategies and reading comprehension. These findings indicate that reading strategies—including monitoring, elaboration, organizational, and affective strategies—contribute to text comprehension activities. Thus, *the "think*, *pair*, and *share" activities* in this study can be viewed as a series of activities that provide students with opportunities to process, check, and communicate their understanding of the text.[48]

This improvement not only demonstrates the quantitative success of the intervention but also provides insight into changes in the learning process. Initially, students tended to approach reading materials individually without adequate support from strategies and media. After implementing TPS, the process of understanding the text unfolded through the stages of thinking, discussing, and sharing. These stages allowed students to test their understanding before presenting their answers to a larger group.

These findings are also consistent with the research by Ahmadi, Behnam, and Seifoori, which shows that TPS can be used as a formative assessment strategy that supports reading skills.[49] The results of this study also reinforce the view that interactions during the learning process can help teachers gain insight into students' understanding while providing students with opportunities to improve their understanding.

Visual support from picture sequences is also a key factor in improving research outcomes. Picture sequences help students connect verbal information in the text with visual representations of characters and the sequence of events. Research on the use of images and visual representations in reading instruction indicates that visual support can help students construct representations of the relationships between pieces of information in the text.[50]

The combination of TPS and picture series in this study thus serves complementary functions. TPS provides a structure for social interaction and stages of thinking, while the picture series offers visual support for understanding the story's content. This combination

[46] Vanessa A. Völlinger, Marina Supanc, and Joachim C. Brunstein, "Examining Between-group and Within-group Effects of a Peer-assisted Reading Strategies Intervention," *Psychology in the Schools* 55, no. 5 (May 2018): 573–89, https://doi.org/10.1002/pits.22121.

[47] Flores, Ribosa, and Duran, "How Does Peer Tutoring Contribute to the Development of Reading Comprehension?"

[48] Yuanke Sun et al., "The Relationship Between Reading Strategy and Reading Comprehension: A Meta-Analysis," *Frontiers in Psychology* 12 (August 2021): 635289, https://doi.org/10.3389/fpsyg.2021.635289.

[49] Ahmadi, Behnam, and Seifoori, *Think-Pair-Share as a Formative Assessment Strategy: EFL Learners' Reading Comprehension and Vocabulary Learning*.

[50] Atmaja and Saragih, *PENGARUH MEDIA GAMBAR SERI TERHADAP KEMAMPUAN MEMBACA PERMULAAN DI KELAS II SANGGAR BELAJAR KAMPUNG BHARU MALAYSIA*.

enables students not only to read the text but also to identify information, connect events, sequence occurrences, discuss meaning, and retell the story.

The research results also indicate that improvement did not occur immediately after a single intervention. The achievement rate increased from 28.57% at the baseline to 53.57% in Cycle I, and then reached 85.71% in Cycle II. This pattern highlights the importance of the reflection stage in action research. The challenges identified in Cycle I served as the basis for adjusting the learning approach in Cycle II, making the interventions more targeted and aligned with the students' needs.

More broadly, the findings of this study support the results of various international studies showing that reading comprehension skills can be improved through structured, explicit, collaborative learning interventions tailored to students' needs. A meta-analysis of reading interventions for early-grade students found that multicomponent interventions have a positive impact on reading comprehension outcomes.[51] Another study indicates that reading instruction utilizing collaborative strategies and peer support also has the potential to improve the reading skills of elementary school students.[52]

Thus, the research results indicate that the implementation of the TPS-type *Cooperative Learning* model, supported by a series of images, can improve the reading comprehension skills of students in Class II B at Tlogosari Wetan 02 Public Elementary School when reading simple story texts. This success is evident from an increase in the average score of 17.68 points and an increase in the classical mastery rate of 57.14 percentage points from the initial condition through Cycle II. The study was terminated in Cycle II because the class-wide achievement rate had reached 85.71%, exceeding the success indicator of 80%.

However, there were four students who had not yet achieved a minimum score of 75 in Cycle II. This indicates that the implementation of the TPS method using a series of pictures has not yet yielded consistent results for all students. Differences in initial ability, reading fluency, vocabulary mastery, and the ability to comprehend information may be factors influencing individual outcomes. Research on reading development among elementary school students indicates that reading fluency, language skills, and cognitive processes are related to the development of text comprehension skills.[53] Therefore, students who have not yet achieved mastery still require guidance and more individualized instruction in the next phase.

Overall, the research findings show that the novelty of this intervention lies in the integration of three components in second-grade reading comprehension instruction: individual thinking through *the "think"* phase, clarification of understanding through partner discussions during the *"pair"* phase, and the use of picture sequences as visual aids to support the sequence of events in the text. This integration provides a learning alternative that is not only test-score-oriented but also focuses on the process of building comprehension through activities such as reading, observing, discussing, and retelling the story's content.

CONCLUSION

Based on the results of the classroom action research and the discussion presented, it can be concluded that the application of the *Think Pair Share* (TPS) *Cooperative Learning* model, supported by a picture series, can improve the reading comprehension skills of second-grade students in Class II B at SDN Tlogosari Wetan 02 in the Indonesian Language subject, Chapter 7: *Caring for the Environment*. The improvement in reading comprehension skills was evident in stages, from the initial condition through Cycle I to Cycle II.

At the initial stage, the average reading comprehension score was 64.64, with 8 students (28.57%) achieving a minimum score of 75. After implementing the TPS model supplemented

[51] Maharani, *THE EFFECT OF THINK PAIR SHARE TECHNIQUE ON STUDENTS'*.

[52] Ilham, Mufarizuddin, and Joni, "Peningkatan Keterampilan Membaca Pemahaman Dengan Penerapan Model Kooperatif Think Pair Share Di Sekolah Dasar."

[53] Yan and Cai, "Teachers' Instruction of Reading Strategies and Primary School Students' Reading Literacy."

with a series of images in Cycle I, the average score increased to 72.14, with 15 students (53.57%) meeting the proficiency standard. Furthermore, after implementing corrective actions in Cycle II, the average score increased to 82.32, with 24 students (85.71%) achieving a minimum score of 75.

Thus, there was an increase in the average score of 17.68 points from the initial condition to Cycle II. The percentage of students meeting the proficiency standard also increased by 57.14 percentage points, from 28.57% in the initial condition to 85.71% in Cycle II. These results exceeded the established research success indicator, which was that at least 80% of students would achieve a minimum score of 75. Therefore, the study was deemed successful and terminated at Cycle II.

The implementation of the TPS model, supplemented by picture series, also brings about positive changes to the learning process. Students have the opportunity to comprehend the text individually during the *"think"* stage, clarify and develop their understanding through pair discussions during the *"pair"* stage, and communicate their understanding during the *"share"* stage. Meanwhile, the picture series helps students visualize characters, events, and the sequence of events, making the content of simple story texts easier to understand. Thus, the integration of the TPS model and the picture series can serve as an alternative for active, collaborative, and visual reading comprehension instruction that is tailored to the characteristics of lower-grade students.

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