

The Effect of the Think-Pair-Share Method on the Arabic Reading Skills of Seventh-Grade Students at SMPIT Al-Madinah in Tanjungpinang

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Abstract

Arabic text reading instruction at the junior secondary level still faces several challenges, particularly in students' fluency, pronunciation accuracy, meaning comprehension, and active engagement during the learning process. Therefore, a cooperative learning strategy is needed to encourage students to think independently, discuss ideas with peers, and present their understanding actively. This study aims to analyse the effect of implementing the Think-Pair-Share method on the Arabic text-reading skills of seventh-grade students at SMPIT Al-Madinah Tanjungpinang. This research employed a quantitative approach with a one-group pretest-posttest pre-experimental design. The sample consisted of 30 seventh-grade students from the Alexandria class selected through purposive sampling. Data were collected through an oral Arabic reading test, observation, and documentation. The data were analysed using descriptive statistics, the Shapiro-Wilk normality test, the paired-samples t-test, and N-gain analysis with SPSS version 26. The findings show that students' mean score increased from 46.33 in the pretest to 77.33 in the posttest, indicating a gain of 31.00 points. The hypothesis test produced a significance value of $0.000 < 0.05$, indicating a significant difference in students' reading skills before and after the implementation of the Think-Pair-Share method. The N-gain score of 0.5869 indicates a moderate level of improvement. These findings suggest that the Think-Pair-Share method has a positive effect on students' Arabic text-reading skills and can be used as an active, collaborative, and meaningful learning strategy.

Keywords : Think Pair Share, Reading Skills, One-Group Pretest-Posttest, Arabic Language Learning, Cooperative Learning

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A. Introduction

Arabic holds a strategic position in Islamic education in Indonesia because it serves not only as a subject but also as a medium for understanding Islamic sources and developing students' communicative competencies.¹ In Arabic language learning, language skills include listening (istimā'), speaking (kalām), reading (qirā'ah), and writing (kitābah), which are interrelated in shaping comprehensive language proficiency.² Among these four skills, reading (maharah al-qirā'ah) holds a significant position as it serves as the primary means for students to access information, comprehend texts, and develop both linguistic and Islamic knowledge. Reading proficiency in Arabic requires not only the ability to pronounce written symbols but also to grasp meaning, connect text segments, and accurately identify key information.³

Nevertheless, the teaching of maharah al-qirā'ah in schools continues to face various challenges. In practice, the Arabic language learning process is often dominated by a teacher-centred approach, lecture methods, and a lack of student interaction.⁴ These conditions can diminish students' interest in learning and limit their opportunities to actively and collaboratively build text comprehension.⁵ In reading, overly passive learning can lead students to focus solely on pronunciation, without truly understanding the text. Several studies confirm that low Arabic learning outcomes are often linked to a lack of variety in learning strategies and weak student engagement in the learning process.⁶

One relevant approach to addressing these issues is cooperative learning, specifically the Think-Pair-Share (TPS) method. This method provides students

¹ Irsal Amin et al., "Student Perception of the Development of Arabic Learning Model in Intensive Learning Program at IAIN Padangsidempuan Language Development Center," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (July 3, 2022): 69–86, <https://doi.org/10.32699/LIAR.V6I1.2613>; R Yasmar, A Suja, and A F S Hidayat, "Pemanfaatan ChatGPT Dalam Meningkatkan Keterampilan Menulis/Maharah Kitabah Berbasis 6C (Critical Thinking, Creativity, Collaboration ...)," *Al-Jawhar: Journal of Arabic Language*, 2023.

² Ahmad Fadhel Syakir Hidayat et al., "Keterampilan Berbahasa Arab Dalam Literatur Akademik Indonesia: Tren Penelitian Dalam Jurnal Terakreditasi SINTA (2018-2022)," *Borneo Journal of Language and Education* 4, no. 1 (2024): 50–64, <https://doi.org/https://doi.org/10.21093/benjole.v4i1.8085>.

³ Lady Farah Aziza and Ariadi Muliandiyah, "Keterampilan Berbahasa Arab Dengan Pendekatan Komprehensif," *El-Tsaqafah: Jurnal Jurusan PBA* 19, no. 1 (2020): 56–71, <https://doi.org/10.20414/tsaqafah.v19i1.2344>; Dian Febrianingsih, "Keterampilan Membaca Dalam Pembelajaran Bahasa Arab," *Salimiya: Jurnal Studi Ilmu Keagamaan Islam* 2, no. 2 (2021): 21–39.

⁴ Ummu Khairin Nisa et al., "Implementasi Metode Qira'ah Dalam Pembelajaran Bahasa Arab," *Benjole: Borneo Journal of Language and Education* 2, no. 2 (2022): 109–21, <https://doi.org/10.21093/benjole.v2i2.5902>.

⁵ Angelina Shondaq and Azwar Annas, "The Effectiveness of Quizwhizzer to Learning Qira'ah Students' at Islamic High School Abadiyah Pati," *Benjole* 5, no. 2 (2025): 231–52, <https://doi.org/10.21093/benjole.v5i2.10323>.

⁶ Latifah Latifah and Nur Aviya, "Pengaruh Model Cooperative Learning Tipe Think Pair Share (TPS) Terhadap Hasil Belajar Siswa Pada Pelajaran Bahasa Arab Di MI," *Al-Ibtida: Jurnal Pendidikan Guru MI* 5, no. 1 (June 2018): 83, <https://doi.org/10.24235/al.ibtida.snj.v5i1.2641>; Putri Khairani and M Muhammadi, "Peningkatan Hasil Belajar Siswa Menggunakan Model Cooperative Learning Tipe Think Pair Share (TPS) Pada Pembelajaran Tematik Terpadu Di Kelas V SDN 17 Gobah Kabupaten Agam," *Jurnal Pendidikan Tambusai* 4 (2020): 3242–50; Dede Rizal Munir, Ahmad Fajar, and Ikah Farihatunnisa, "Pelatihan Keterampilan Membaca Untuk Meningkatkan Kemampuan Kosakata Bahasa Arab Di Pengajian Anak-Anak Kampung Cukang Lemah Cihanjawa Purwakarta," *Jurnal Pengabdian Masyarakat: Pemberdayaan, Inovasi Dan Perubahan* 3, no. 6 (2023).

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with the opportunity to think independently, discuss their thoughts with a partner, and then share them with the class. This structure is important because it allows time for reflection, creates space for interaction, and encourages more equitable participation in learning. In a general context, TPS has been reported to enhance student engagement, interest in learning, and learning outcomes because it fosters a more participatory and student-centred learning process.⁷ In Arabic language instruction, TPS has also been found effective in improving learning outcomes, particularly because students not only receive material from the teacher but also practice understanding and constructing meaning together with their peers.⁸

In relation to *maharah al-qirā'ah*, TPS holds strong pedagogical potential. The “think” stage encourages students to read and understand texts independently; the “pair” stage helps them clarify meaning through discussion; while the “share” stage provides space to test understanding openly. This pattern aligns with the nature of reading skills, which demand not only the technical ability to recite texts but also comprehension, interpretation, and response to the content.⁹ Furthermore, several previous studies indicate that TPS positively contributes to Arabic language learning, both in terms of general learning outcomes and other productive skills. However, studies specifically examining the impact of TPS on improving Arabic text reading ability among lower secondary students remain relatively limited, particularly within the context of integrated Islamic schools.

This research gap is important to address, as lower secondary students require learning strategies that not only help them read texts correctly but also enable them to actively and confidently comprehend the content. Based on initial observations at SMPIT Al-Madinah Tanjungpinang, seventh-grade students still face difficulties in reading Arabic texts, understanding their content, and grasping the main ideas. On the other hand, the current teaching approach tends to rely on conventional methods, leading students to be less engaged and less active in their Arabic language learning. Given these conditions, this study aims to analyse the effect of implementing the Think-Pair-Share method on the Arabic text-reading skills of seventh-grade students at SMPIT Al-Madinah Tanjungpinang. This study is expected to provide practical contributions to teachers in selecting more effective learning strategies and to enrich empirical research on cooperative learning in the development of *maharah al-qirā'ah*.

B. Method

This study employed a quantitative approach using a pre-experimental design and a one-group pretest-posttest design. In this design, a single sample group is given a pretest, then receives the treatment through the Think-Pair-Share method, and subsequently takes a posttest. This design is used to identify

⁷ Khairani and Muhammadi, “Peningkatan Hasil Belajar Siswa Menggunakan Model Cooperative Learning Tipe Think Pair Share (TPS) Pada Pembelajaran Tematik Terpadu Di Kelas V SDN 17 Gobah Kabupaten Agam.”

⁸ Fathi Hidayah, “Efektivitas Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share Untuk Meningkatkan Hasil Belajar Bahasa Arab Siswa Madrasah Ibtidaiyyah,” *Studi Arab* 10, no. 1 (June 2019): 39–56, <https://doi.org/10.35891/sa.v10i1.1766>; Latifah and Aviya, “Pengaruh Model Cooperative Learning Tipe Think Pair Share (TPS) Terhadap Hasil Belajar Siswa Pada Pelajaran Bahasa Arab Di MI.”

⁹ Febrianingsih, “Keterampilan Membaca Dalam Pembelajaran Bahasa Arab.”

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changes in students' Arabic reading comprehension skills before and after the treatment. See Table 1 below:

Table 1. Research Design

Pretest	Treatment	Posttest
O1	X	O2

The study was conducted at SMPIT Al-Madinah Tanjungpinang during the 2024/2025 academic year. The study population consisted of all 94 seventh-grade students. The study sample was selected using purposive sampling: the Alexandria seventh-grade class, comprising 30 students. This class was selected as both the study sample and the experimental class. Research data were collected through tests, observations, and documentation. Tests were used to measure students' Arabic text-reading ability before and after the intervention, using pretests and posttests. Observations were conducted to monitor the implementation of the Think-Pair-Share method during the learning process. Documentation was used to supplement the research data, such as school profiles, teaching modules, and photos of learning activities.

The primary research instrument is an oral test of Arabic text reading ability consisting of 5 items. The instrument was developed based on reading skill indicators, including the ability to read Arabic letters, words, and sentences with proper pronunciation; read texts with correct intonation; understand the overall meaning of texts; translate the content of texts; and understand the function of punctuation marks. Before use, the instrument underwent content validity testing by experts and empirical validity testing. The validity test results indicated that all items fell into the "highly valid" category. In contrast, the reliability test using Cronbach's Alpha yielded a coefficient of 0.925, which falls into the "high" category.

Data were analysed using descriptive and inferential statistics. Descriptive statistics were used to describe the mean, minimum, maximum, frequency distribution, and N-gain scores. Inferential statistics were conducted using the Shapiro-Wilk normality test and the paired-sample t-test with the assistance of SPSS version 26. The hypothesis testing criteria were set at a significance level of 0.05. If the Sig. (2-tailed) value < 0.05, the null hypothesis was rejected, and the alternative hypothesis was accepted. Additionally, improvements in learning outcomes were analysed using N-gain to determine the level of improvement in students' reading ability following the intervention.

C. Findings and Discussion

Findings

This study aims to analyse the effect of implementing the Think-Pair-Share method on the Arabic text-reading skills of seventh-grade students at SMPIT Al-Madinah in Tanjungpinang. The study was conducted on a single experimental group, namely the seventh-grade Alexandria class, consisting of 30 students, using a one-group pretest-posttest design. Before the intervention was administered, the students first took a pretest to assess their initial Arabic text reading skills. Following this, students participated in lessons using the Think-Pair-Share method, after which they took a posttest to assess changes in reading ability resulting from the intervention.

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The descriptive analysis indicates that students' ability to read Arabic texts improved after implementing the Think-Pair-Share method. On the pretest, the minimum student score was 30, the maximum was 65, and the average was 46.33. After the intervention, the posttest results ranged from 60 to 95, with an average of 77.33. These data indicate an increase of 31.00 points between the average scores before and after the intervention. See Table 2 below:

Table 2. SPSS Output for Descriptive Statistics of the Pretest and Posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Result	30	30	65	46.33	10.822
Valid N (listwise)	30				
Posttest Result	30	60	95	77.33	9.625
Valid N (listwise)	30				

In terms of distribution, the pretest scores were dominated by the low-to-adequate categories, with the highest frequency at 45, achieved by 6 students. In contrast, in the posttest, the score distribution shifted toward higher categories, with the highest frequency at 75, achieved by 6 students, followed by 80 and 85, each achieved by 5 students. This shift in distribution indicates that, after implementing Think-Pair-Share, more students achieved adequate to good levels in their ability to read Arabic texts. See Figure 1 below:

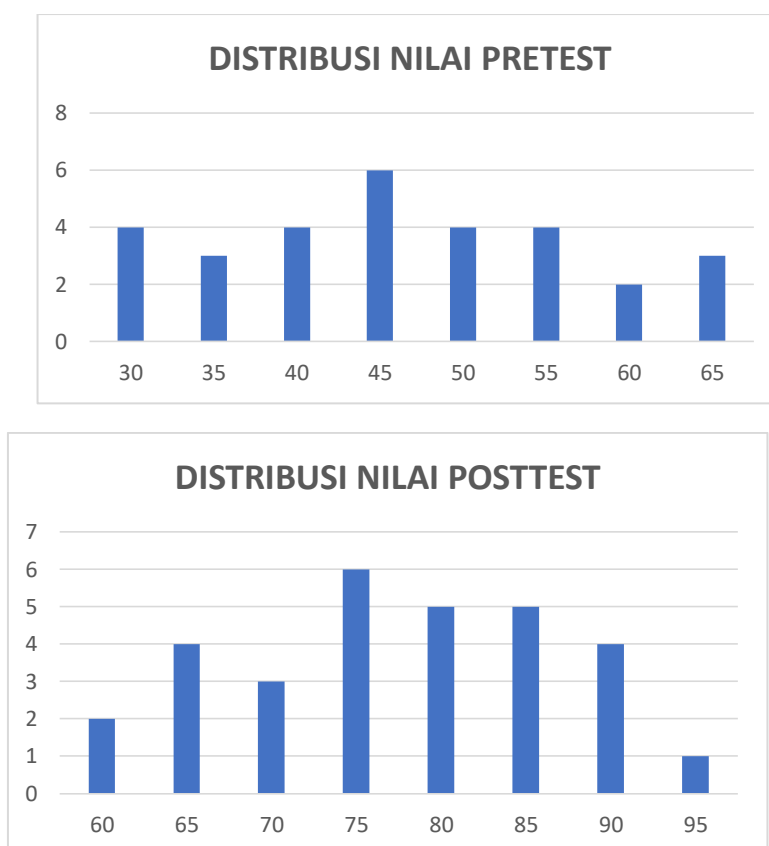


Figure 1. Frequency Distribution Graph of Pretest and Posttest Scores

In addition, the N-Gain analysis yielded an average score of 0.5869, placing it in the moderate category. Of the 30 students, 7 were in the great improvement category, 22 were in the moderate category, and 1 was in the low category. These

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findings indicate that the Think-Pair-Share method produced a fairly significant improvement in students' Arabic reading comprehension, although the overall improvement did not yet reach the high category. See Table 3 below:

Table 3. SPSS Descriptive Statistics Output for N-Gain

	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain	30	.27	.86	.5869	.13933
Valid N (listwise)	30				

Before the hypothesis test was conducted, the data were tested for normality using the Shapiro–Wilk test. The test results showed that the pretest data had a significance value of 0.127 (> 0.05), while the posttest data had a significance value of 0.235 (> 0.05). Thus, both datasets are normally distributed and meet the requirements for parametric hypothesis testing. See Table 4 below:

Table 4. SPSS Output of the Shapiro–Wilk Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.116	30	.200*	.945	30	.127
Posttest	.120	30	.200*	.955	30	.235

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the paired-samples t-test show a p-value of $0.000 < 0.05$, indicating a significant difference between the pretest and posttest scores. These results indicate that implementing the Think-Pair-Share method improves the Arabic reading skills of seventh-grade students at SMPIT Al-Madinah in Tanjungpinang. See Table 5 below:

Table 5. Results of the Paired Sample T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-31.000	8.550	1.561	-34.193	-27.807	-19.859	29	.000

Discussion

The study found that implementing the Think-Pair-Share method improved Arabic reading comprehension skills among seventh-grade students at SMPIT Al-Madinah in Tanjungpinang. This is evident from the increase in students' average scores from 46.33 on the pretest to 77.33 on the posttest, with a p-value of 0.000

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< 0.05 in the paired-samples t-test. Additionally, an N-gain score of 0.5869 indicates a moderate level of improvement. These findings suggest that a learning approach that allows for independent thinking, pair discussions, and sharing of discussion outcomes can help students better understand Arabic texts.

These findings align with a study of seventh-grade students at MTs Al-Amin Malang, which concluded that the Think-Pair-Share cooperative learning model significantly improves reading proficiency and demonstrates moderate effectiveness.¹⁰ These results reinforce that TPS is not only theoretically relevant as a cooperative strategy but has also proven effective in the context of Arabic reading instruction at the secondary school level. A similar pattern is evident in research showing that the implementation of TPS can improve students' Arabic reading and writing skills from one cycle to the next until learning mastery is achieved.¹¹

From a pedagogical perspective, the improvement in reading skills in this study can be explained through the basic structure of TPS, which consists of the think, pair, and share stages. In the think stage, students are given time to read the text independently, identify vocabulary, and build initial understanding. In the pair stage, students discuss their understanding with a partner, facilitating clarification of meaning, correction of reading errors, and reinforcement of comprehension of the text's content. The share stage then allows students to present the results of their discussion orally to the class. This pattern transforms reading instruction from an individual, passive activity into a collaborative process that encourages students to construct the text's meaning actively. This description aligns with studies that affirm that TPS in qirā'ah instruction can serve as an alternative to address the monotony of Arabic language learning by fostering interaction, discussion, and student engagement.¹²

The results of this study also indicate that improvements in reading ability are not only related to outcomes but also to the quality of the learning process. In the observational data, the majority of students were in the "good" category in their implementation of the TPS steps, indicating that this method can be applied quite effectively in the Classroom. Conceptually, this is important because the quality of student-to-student interaction highly determines the success of cooperative learning. When students are allowed to think independently and then discuss their findings, they not only learn to understand the text but also learn to

¹⁰ Herdiana Nur Rochmah and Ahmad Murtaza MZ, "Implementasi Strategi Think-Pair-Share Pada Program Taqdim Di Lembaga Pembelajaran Non-Formal Hizbul Kahfi," *Ukazh: Journal of Arabic Studies* 5, no. 2 (2024): 87–103; Miftahurrahmah S Lagangka, "Penerapan Model Pembelajaran Think-Pair-Share (TPS) Dalam Upaya Meningkatkan Kemampuan Membaca Teks Bahasa Arab Di Kelas VII MTsN 3 Kota Palu" (Universitas Islam Negeri Datokarama Palu, 2024); Moh Mofid and Ning Riza, "Pengaruh Model Pembelajaran Kooperatif Think-Pair-Share Untuk Meningkatkan Maharah Qiro'ah Di Kelas VII MTs Al-Amin I Wonorejo Poncokusumo Malang," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2023): 234–44.

¹¹ Syafri Royyan Abdillah, Annisa Puji Lestari, and Suparmanto Suparmanto, "Strategi Pembelajaran Bahasa Arab Dengan Menggunakan Model Pembelajaran Kooperatif Think-Pair-Share (Tps) Terhadap Peningkatan Kemampuan Membaca Dan Menulis Bahasa Arab," *Assuthur: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (December 2023): 38–48, <https://doi.org/10.58194/as.v2i2.252>.

¹² Khoirotun Ni'mah, "METODE THINK PAIR SHARE DALAM PEMBELAJARAN QIRO'AH BAHASA ARAB," *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan Dan Humaniora* 3, no. 1 (2016): 116–28; Putri Anika, "Pengaruh Penerapan Metode Think Pair Share Terhadap Peningkatan Kemampuan Membaca Bahasa Arab Siswa Kelas Viii Di Mtsn 1 Kota Padang" (Universitas Muhammadiyah Sumatera Barat, 2024).

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express their opinions, listen to their peers, and gradually refine their understanding. At this point, TPS functions not merely as a discussion technique but as a strategy to shift the focus of learning from the teacher to the students. Khairani and Muhammadi also demonstrate that TPS can improve learning outcomes by expanding student participation and making the learning process more active.¹³ Similarly, Latifah and Aviya found that the TPS cooperative model influences students' Arabic learning outcomes, particularly when students are directly engaged in the process of understanding the material.¹⁴

In relation to the essence of *maharah al-qirā'ah*, the results of this study indicate that Arabic reading ability improves when students are not only asked to recite texts but also to understand the content, discuss its meaning, and convey their understanding. This type of reading instruction aligns more closely with the true purpose of reading: comprehending written messages, grasping main ideas, and connecting different parts of the text. In this context, TPS helps students move from mechanical reading toward more meaningful reading. This explanation aligns with Aziza and Muliansyah, who assert that Arabic language skills need to be developed comprehensively,¹⁵ and with Febrianingsih, who emphasises that reading in Arabic language learning encompasses not only pronunciation but also understanding the text's meaning.¹⁶

The findings of this study also show that TPS can help address several initial Classroom issues, such as low student interest, boredom, and difficulty understanding Arabic texts. In conventional learning, students tend to merely listen to the teacher's explanations, whereas in TPS, they engage in thinking activities, discussions, and sharing. This engagement makes students more active and more motivated to understand the text. These results align with findings from a classroom action research study at MTs An Noor Paliat in the 2024/2025 academic year, which showed that the TPS model improved students' reading skills, with an average score of 68.47 before the intervention, rising to 85.00 in Cycle II.¹⁷ Thus, whether in a simple experimental design or in Classroom action research, the TPS demonstrates the same trend: it supports improvements in Arabic reading ability.

Nevertheless, the results of this study should still be interpreted with caution. The study employed a one-group pretest-posttest design; thus, the observed score improvement has not been compared to a control group. Consequently, the safest conclusion is that there was a significant improvement following the implementation of TPS in the studied class, not that TPS is absolutely superior to all other methods. Additionally, the N-gain score falling into the moderate category indicates that TPS's effectiveness in this study is quite good but not yet optimal for all students. This suggests that improvements in reading ability may also be influenced by other factors, such as students' initial

¹³ Khairani and Muhammadi, "Peningkatan Hasil Belajar Siswa Menggunakan Model Cooperative Learning Tipe Think Pair Share (TPS) Pada Pembelajaran Tematik Terpadu Di Kelas V SDN 17 Gobah Kabupaten Agam."

¹⁴ Latifah and Aviya, "Pengaruh Model Cooperative Learning Tipe Think Pair Share (TPS) Terhadap Hasil Belajar Siswa Pada Pelajaran Bahasa Arab Di MI."

¹⁵ Aziza and Muliansyah, "Keterampilan Berbahasa Arab Dengan Pendekatan Komprehensif."

¹⁶ Febrianingsih, "Keterampilan Membaca Dalam Pembelajaran Bahasa Arab."

¹⁷ Mofid and Riza, "Pengaruh Model Pembelajaran Kooperatif Think-Pair-Share Untuk Meningkatkan Maharah Qiro'ah Di Kelas VII MTs Al-Amin I Wonorejo Poncokusumo Malang."

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proficiency, vocabulary mastery, the intensity of practice, and the relatively limited duration of the intervention.

Overall, the results of this study reinforce the view that Think-Pair-Share is a relevant method for Arabic language learning, particularly for improving text-reading skills. This method provides students with space to think independently, learn with a partner, and share their understanding with the class. In the context of maharah al-qirā'ah learning, TPS can be viewed as a strategy that helps students read more actively, better understand text content, and build confidence in the Arabic language learning process.

D. Conclusion

This study indicates that implementing the Think-Pair-Share method positively improves the Arabic reading skills of seventh-grade students at SMPIT Al-Madinah Tanjungpinang. This is evident from the increase in students' average scores from 46.33 on the pretest to 77.33 on the posttest, with an N-gain score of 0.5869, which falls into the moderate category. The results of the paired-samples t-test also showed a p-value of $0.000 < 0.05$, indicating a significant difference in students' reading abilities before and after the intervention. Thus, the Think-Pair-Share method can be considered effective in improving students' reading skills. Pedagogically, these findings suggest that Arabic reading instruction is more effective when students are allowed to think independently, discuss with a partner, and share their understanding with the class. This method not only helps students read texts more accurately but also encourages them to actively and collaboratively comprehend the material. However, the results of this study should be interpreted with caution because the research used a one-group pretest-posttest design without a control group and was conducted in a single class with a limited sample size. Therefore, further research is recommended to employ a stronger experimental design, include a comparison group, and expand the scope of subjects and materials to obtain a more comprehensive picture of the effectiveness of the Think-Pair-Share method in Arabic language learning.

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