Exploring EFL Students' Views on the Implementation of Think-Pair-Share in Reading Comprehension

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ARTICLE INFO	ABSTRACT
	This study explores EFL students' perceptions and experiences regarding the implementation of the Think-Pair-Share (TPS) strategy to enhance reading comprehension. Recognizing the vital role of reading skills in language development and academic success, the research investigates how TPS facilitates active learning, critical thinking, and collaboration among students. Data were collected through interviews with seven participants and questionnaires from twenty-four students majoring in English Language Education at Nahdlatul Ulama Sunan Giri University during the 2022/2023 academic year. The findings reveal that the majority of students view TPS as a highly effective and enjoyable strategy that improves their understanding of reading texts, builds confidence, and fosters peer interaction. Despite these positive outcomes, students face challenges such as limited time for discussion, difficulty in expressing ideas, and differences in background knowledge, which can hinder discussion quality. The study highlights the importance of teachers considering students' abilities and providing appropriate guidance to maximize the strategy's benefits. Overall, TPS proves to be a valuable approach in motivating students, increasing their engagement, and improving reading comprehension skills.

INTRODUCTION

In recent years, the emphasis on student-centered learning in English as a Foreign Language (EFL) instruction has led to the adoption of active learning strategies that promote meaningful engagement and communication. Among the four essential language skills, reading plays a pivotal role in supporting students' academic success, critical thinking, and overall language development. As EFL learners frequently encounter academic texts in English across disciplines, the ability to comprehend written material effectively becomes indispensable. Reading comprehension not only enables access to content knowledge but also enhances vocabulary acquisition, cognitive development, and academic performance (Alharbi, 2021; Alhumsi et al., 2021; Hastini et al., 2023; Samsudin et al., 2025). In the EFL context, where students are often challenged by linguistic and cultural barriers, reading comprehension becomes even more complex and requires targeted instructional interventions.

A growing body of research has explored instructional strategies that facilitate reading comprehension among EFL students. Active learning, particularly cooperative learning techniques, has been widely endorsed for its potential to enhance students' engagement, confidence, and academic outcomes (Isma et al., 2023; Kondo et al., 2023; Nikko & Salsabila, 2023; Telaumbanua et al., 2020). One widely recognized cooperative learning model is the Think-Pair-Share (TPS) strategy. Originally introduced by Lyman in 1981, TPS encourages students to reflect individually, collaborate with peers, and share insights with the class. This structure fosters both individual accountability and collaborative thinking, which are critical in EFL environments where learners often lack confidence and struggle with language processing (Ademiluyi & Fawale, 2022; Hardiyanti et al., 2021).

The effectiveness of TPS in EFL reading comprehension has been examined in various contexts. Studies show that the TPS approach improves students' engagement, comprehension accuracy, and confidence in using the target language (Budiarta & Santosa, 2020; Sudarmaji & Simgih, 2022). By enabling students to share their understanding and clarify misconceptions through peer dialogue, TPS creates a supportive learning environment that reduces anxiety and promotes language development (Derakhshan & Fathi, 2024). Furthermore, TPS aligns with the concept of Foreign Language Enjoyment (FLE), which has been found to significantly influence student motivation and participation (Weda et al., 2021). The structured format of TPS not only scaffolds reading strategies but also encourages metacognitive awareness and vocabulary development (Quinonez-Beltran et al., 2023; Zhang & Zhang, 2022).

Despite the promising results of prior research, most studies have focused on the effects of TPS on learning outcomes without deeply investigating students' own perspectives on the process. While some research has incorporated students' opinions as supplementary data, few have positioned student perceptions as the central focus, especially in relation to reading comprehension. Moreover, contextual factors such as classroom dynamics, instructional design, and student readiness are often underexplored, yet they significantly affect the success of TPS implementation. This presents a critical gap in the literature: although the pedagogical value of TPS has been well documented, there is still a limited understanding of how EFL students perceive and navigate the cognitive and social demands of the strategy in real classroom settings.

Addressing this gap, the present study seeks to explore the perceptions and experiences of EFL students regarding the implementation of the Think-Pair-Share strategy in reading comprehension classes. It investigates how students view the benefits and challenges of TPS, how they interact with peers during the activity, and how these interactions influence their understanding of reading texts. The study also examines the obstacles that students encounter and the strategies they use to overcome them, offering a comprehensive view of TPS from the learners' standpoint. By centering the voices of students, this research provides valuable insights into the practical application of TPS in EFL classrooms. The findings contribute to the ongoing academic dialogue on active learning strategies in language education by highlighting the contextual and affective dimensions of TPS implementation. Furthermore, the study offers pedagogical implications for EFL instructors, curriculum developers, and teacher educators seeking to adopt or refine TPS-based instruction. Ultimately, the research enhances our understanding of how interactive learning environments can be optimized to support EFL students' reading development and overall language proficiency.

LITERATURE REVIEW

Think-Pair-Share (TPS) as an Active Learning Strategy

The Think-Pair-Share (TPS) strategy serves as a pivotal component in active learning methodologies designed to enhance student engagement and comprehension, particularly in EFL context. Defined by its core sequence of individual thinking, collaborative pairing, and class sharing, TPS facilitates deeper understanding by allowing students to articulate their thoughts before interacting with peers. This structure not only encourages individual accountability but also fosters an environment of collaborative knowledge construction (Ademiluyi & Fawale, 2022). As this model positions students as active contributors in their learning journey, it plays a unique role in addressing the needs of EFL learners, who often struggle with comprehension and expression in a second language (Hardiyanti et al., 2021).

Implementing TPS in EFL classrooms yields multiple benefits for students' reading comprehension. Research consistently indicates that TPS enhances engagement, as learners feel more involved and less passive during lessons, leading to increased retention of material (Hardiyanti et al., 2021). This method allows students to process information at their own pace during the "Think" phase, construct responses collaboratively with partners in the "Pair" stage, and refine these ideas during the "Share" phase, ultimately resulting in improved comprehension and critical thinking skills (Budiarta & Santosa, 2020). In various studies, it has been shown that TPS not only aids in comprehension but also promotes communication skills and confidence among EFL learners (Sudarmaji & Simgih, 2022).

Feedback from students regarding the implementation of TPS often highlights its effectiveness in fostering a supportive learning atmosphere. Many EFL students report increased comfort in articulating their thoughts, as they can explore ideas in smaller groups before presenting to the larger class (Ademiluyi & Fawale, 2022). This peer interaction is particularly beneficial in EFL settings where language barriers can hinder participation. Furthermore, student responses emphasize the value of TPS in reducing anxiety associated with language learning, as it provides gradual exposure to public speaking in a controlled setting

(Wahyuni et al., 2023). Overall, the TPS strategy emerges not only as a valuable instructional technique but also as a means of enhancing learner autonomy and engagement in EFL classrooms (Sipayung et al., 2023).

Reading Comprehension in EFL Context

Reading comprehension is a critical skill for learners in EFL context, serving as a foundational element for academic success. Mastery of reading comprehension not only enables students to acquire information but also fosters their linguistic and cognitive abilities, thereby enhancing their overall academic performance (Alharbi, 2021). Among the various factors affecting reading comprehension, researchers have pointed to vocabulary knowledge, background familiarity with the text, and reading strategies as pivotal elements that influence how effectively students comprehend written material (Asadi & Ebadi, 2024; Mustamir et al., 2023). Furthermore, previous studies highlight a direct correlation between the implementation of specific reading strategies and the improvement in comprehension levels among EFL students. For instance, the application of active learning techniques, including Think-Pair-Share (TPS), has been shown to significantly enhance EFL learners' reading comprehension by promoting collaboration and peer interaction (Kassem & Alqahtani, 2023).

The adoption of active learning strategies, particularly TPS, aligns well with the complexities of reading comprehension in EFL settings. TPS encourages students to reflect individually, engage with peers, and share insights with the classroom, creating a richer learning environment. Such structured interaction not only facilitates deeper engagement with the text but also allows students to articulate meanings, share strategies, and clarify misunderstandings in a supportive atmosphere (Bennouioua, 2021). Previous research on the effectiveness of TPS in EFL education has revealed positive outcomes, indicating that students experience increased motivation and enhanced metacognitive awareness of their reading processes (Andoko et al., 2020). By fostering cooperation and dialogue, TPS has shown to bridge gaps in comprehension caused by vocabulary limitations and background knowledge deficits, which are common challenges for EFL learners (Mustamir et al., 2023).

Moreover, several studies indicate that implementing TPS may lead to improved student agency and confidence in reading comprehension tasks. EFL learners frequently report feeling less intimidated when discussing texts in pairs, which serves to lower their affective filters and anxiety levels while reading (Li & Gan, 2022). The engagement that TPS promotes often translates into improved retention of information and understanding, empowering students to tackle complex texts more effectively (Quinonez-Beltran et al., 2023). As research continues to explore the intersections of reading comprehension strategies, learner engagement, and collaborative techniques like TPS, it becomes increasingly evident that these educational approaches have the potential to transform EFL learning experiences, equipping students with the skills necessary to navigate academic texts with greater proficiency (Asadi & Ebadi, 2024; Mustamir et al., 2023).

EFL Learners' Perceptions and Attitudes

Student perception and attitude play a significant role in the efficacy of various instructional strategies, including active learning methodologies like Think-Pair-Share (TPS) in EFL contexts. Research indicates that students' perceptions of their learning environment influence their motivation and engagement, which are crucial for foreign language acquisition (Derakhshan & Fathi, 2024). EFL learners often show a preference for interactive classroom activities such as TPS, as these strategies provide a platform for peer interaction that enhances their confidence in using the target language (Weda et al., 2021). By facilitating discussions and collaborative problem-solving, TPS not only lowers students' anxiety levels but also encourages a positive emotional climate conducive to language learning (Derakhshan & Fathi, 2024). Consequently, positive student attitudes toward such strategies may correlate with improved learning outcomes, highlighting the importance of integrating TPS into EFL curricula to foster both engagement and effective language acquisition.

Furthermore, it is essential to consider the psychosocial factors that underpin students' attitudes toward learning in EFL settings. For example, students with a strong sense of enjoyment in their learning processes, often referred to as Foreign Language Enjoyment (FLE), are more likely to engage in collaborative activities like TPS (Derakhshan & Fathi, 2024). Research has shown that constructive peer interactions reinforce concepts learned during individual work, thereby enriching students' comprehension and critical thinking abilities in reading tasks (Weda et al., 2021). Moreover, TPS's structured format, which promotes thinking, pairing, and sharing, has been perceived positively by students as it empowers them to take ownership of their learning journey (Alqahtani & Alhamami, 2024). By fostering self-efficacy and building a supportive learning community, TPS cultivates an atmosphere where students feel motivated to express their thoughts, thus enhancing their overall language proficiency and comprehension skills in EFL contexts.

METHODS

Research Design

This study employed a descriptive qualitative research design to explore the experiences, perceptions, and challenges faced by EFL students during the implementation of the Think-Pair-Share (TPS) strategy in reading comprehension classes. The qualitative approach was selected to provide an in-depth understanding of participants' subjective views and personal reflections, which are essential in capturing the nuances of classroom interaction and learning processes that quantitative methods may overlook.

Context and Participants

The research was conducted at the English Language Education Department of Nahdlatul Ulama Sunan Giri University, Indonesia. The participants were sixth-semester undergraduate students enrolled in the 2022/2023 academic year. These students were selected purposively based on their prior exposure to the TPS strategy in their reading comprehension courses. A total of twenty-four (24) students participated in the questionnaire phase, while seven (7) of them volunteered for follow-up in-depth interviews. This purposive sampling method ensured that the data were gathered from individuals with direct experience and familiarity with the instructional approach under investigation.

Instruments and Data Collection Procedures

To collect rich and relevant data, two primary instruments were used: a semi-structured questionnaire and individual interviews. The questionnaire consisted of 19 statements designed to gauge students' perceptions of the importance of reading comprehension, their experiences with TPS, and the perceived impact of the strategy on their learning. A five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" was used to quantify responses. The questionnaire was administered in-person during regular class hours, and participants were assured that their responses would remain confidential. The interview protocol was developed to elicit deeper insights into students' experiences, perceived benefits, and challenges in applying the TPS strategy. The questions focused on their engagement with the TPS process, obstacles encountered during its implementation, and strategies used to overcome difficulties. Each interview lasted approximately 20–30 minutes and was conducted in Bahasa Indonesia to ensure comfort and clarity. Interviews were audio-recorded with participants' consent and later transcribed for analysis. All participants provided informed consent prior to data collection, and the study was conducted in accordance with ethical research principles, including anonymity, confidentiality, and voluntary participation.

Data Analysis

The data obtained from the questionnaires were analyzed using descriptive statistics to identify general trends in students' perceptions and experiences. Frequency and percentage distributions were calculated for each item to summarize student responses and identify prevailing patterns. Meanwhile, the interview data were analyzed using thematic analysis, following the six-phase approach outlined by Braun and Clarke (2006). After transcription, the data were read repeatedly to ensure familiarization, and initial codes were generated based on recurring ideas and experiences. These codes were then grouped into broader themes such as "student engagement," "collaboration benefits," "challenges in group dynamics," and "time constraints." Representative quotes were selected to illustrate each theme and to ensure that participants' voices were authentically represented.

FINDINGS

To analyze students' views on the implementation of Think-Pair-Share strategy in reading comprehension, the researcher conducted interviews with 7 participants and distributed questionnaires to 24 English students. The research divides into two parts based on the research problem and the instruments used to solve the problem statement.

EFL Students Views on the Implementation of Think-Pair-Share in Reading Comprehension

Table 1. The Importance of Reading Comprehension

No	Statement	SA	A	N	D	SD
1	Reading is one of important skills in English	62,5%	37,5%	0%	0%	0%

2	Reading can give valuable contribution to improve my knowledge and information	66,7%	33,3%	0%	0%	0%
3	In reading class, I always discuss about the English text that we are learning	20,8%	58,3%	16,7%	4,2%	0%
4	The lecturer encourages me to improve my reading by applying some various teaching techniques	25,0%	66,7%	8,3%	0%	0%
5	I commonly ask some question to my friends about the text that I am reading	29,2%	54,2%	16,7%	0%	0%

In this indicator, the result showed that all dominant student responses agree. The highest result on this indicator is in the second positive statement number; 66.7% of students strongly agree, so the researcher found that most stated that reading was essential to increase knowledge. The lowest result is statement number three; 20.8% strongly agree, which means they rarely discuss before the lecturer applies several teaching techniques to improve reading skills. From the participants' responses, only a few positively reacted or strongly disagreed. It is where the researcher found that EFL students read to increase their knowledge by using several teaching techniques.

Table 2. The Implementation of Think-Pair-Share

No	Statement	SA	A	N	D	SD
6	In reading class, the lecturer spread us into some group	25,0%	50,0%	20,8%	4,2%	0%
7	In group, I can share my ideas/understanding about the text to my groupmates	29,2%	54,2%	16,7%	0%	0%
8	In a group, I can listen to my friend's opinion and idea about the text	41,7%	50,0%	8,3%	0%	0%
9	The implementation of Think-Pair-Share makes me more active in reading comprehension	29,2%	54,2%	16,7%	0%	0%
10	I can share my opinion, ideas and thoughts with my friends during the learning process with the Think-Pair-Share strategy.	37,5%	54,2%	8,3%	0%	0%
11	The Think-Pair-Share strategy makes me difficult to comprehend reading.	8,3%	20,8%	25,0%	37,5%	8,3%
12	I feel pressured while implementing the Think-Pair-Share strategy in reading	16,7%	12,5%	37,5%	25,0%	8,3%
13	The Think-Pair-Share strategy motivates me to improve my understanding and ability in reading comprehension	29,2%	54,2%	12,5%	4,2%	0%

Based on the previous explanation, implementing the Think-Pair-Share strategy positively affects EFL students in the reading class. There were four statements with the highest results, namely, 54.0% of respondents agreed that using Think-Pair-Share could increase their knowledge, share ideas with their friends, and make them more active. Meanwhile, in negative statements, 12.5% of students agreed that they felt pressured when implementing it. Even though this activity was a new experience, they have experienced learning using the Think-Pair-Share strategy with an appropriate process in the reading class.

Table 3. Students' Views

No	Statement	SA	A	N	D	SD
14	I enjoy reading text using the Think-Pair-Share strategy learning in reading class.	20,8%	33,3%	45,8%	0%	0%
15	Think-Pair-Share strategy can motivate me to improve my reading.	25,0%	54,2%	16,7%	4,2%	0%
16	The Think-Pair-Share strategy builds my self confidence in reading class.	37,5%	33,3%	29,2%	0%	0%
17	Think-Pair-Share strategy gives a new nuance to reading.	37,5%	41,7%	20,8%	0%	0%
18	Think-Pair-Share can stimulate my reading fluency and comprehension	33,3%	58,3%	8,3%	0%	0%
19	Think-Pair-Share is a good alternative technique for reading comprehension	25,0%	70,8%	4,2%	0%	0%

Based on data analysis, EFL students have the view that experience in implementing the Think-Pair-Share strategy provides many positive sides in reading class. The highest result shows that 70.8% of students agree that Think-Pair-Share is a good alternative. Then, the lowest result was 33.3%, increasing students' self-confidence. Even though self-confidence does not give good results, this Think-Pair-Share gives them other positive results, including improving knowledge, providing new nuances, and being an excellent alternative for reading comprehension.

To support perceptions regarding the views of EFL students, the researcher added the results of data from interview. The researcher asked the first question:

"What do you think about the Think-Pair-Share strategy in reading comprehension?"

P.1.1: Think-Pair-Share is a group learning strategy used in classes, one of which is reading class, where students are given time to think, compare the results, and present them in front of the class.

P.4.1: I think the Think-Pair-Share strategy is very effective for students because we are trained to think independently in understanding reading, and this method also really trains our mindset and develops our interactions with groups.

"How did the lecturer implement the Think-Pair-Share strategy in reading."

P.1.2: Usually, the lecturer divides into several groups and then is given a text to understand and present in front of the class.

P.2.2: The lecturer provides a topic of problem/discussion material related to the course. Then the lecturer gives the reading sheet to be analyzed within the allotted time.

"Would you like to tell me about your experience about the implementation of Think-Pair-Share in Reading?"

P.2.3: My experience is in a course where the lecturer orders his students to form groups. Then provide reading material that contains a topic. After that, students are given a few minutes to read the topic individually. Then after finishing, directed to discuss or share thoughts with a group of friends who have been determined at the beginning of learning. After discussing, we share the results of discussions with other groups regarding the topics that have been given.

P.5.3: The Think-Pair-Share method is inspiring because every idea group members own is discussed to reach a mutual agreement. In these activities, there are always arguments that are pretty exciting because each individual tries to defend the ideas that we get.

From the view of EFL students, they have different experiences during the strategy implementation, but some expressed the same feelings. They found this strategy very enjoyable because they can share opinions, listen to other people's views, and of course they can learn new things. In these activities, there are always quite exciting arguments because everyone tries to defend the ideas we get. Based on this statement, the

researcher concluded that the Think-Pair-Share strategy supports students to interact with their friends and makes them active and enthusiastic in class.

Challenges on the Implementation of Think-Pair-Share Strategy in Reading Comprehension

The results were divided into four parts presented below, namely:

"What are the obstacles when practicing & experiencing reading using the Think-Pair-Share strategy."

P.1.4: The obstacle that must be faced with this method is interacting with many people, both in groups and in class. So interacting is difficult because there are many different thoughts.

P.2.4: Time constraints, because at least time is enough to give me obstacles.

P.3.4: The obstacle in practice is finding vocabulary because there are many vocabularies we have yet to learn too fast.

"What are your difficulties when comprehending reading by using the Think-Pair-Share strategy?"

P.3.5: At that time, I had difficulty with some vocabulary because time was too fast, so we still needed to learn the meaning of the new vocabulary.

P.5.5: So far, there are no reading difficulties when using the Think-Pair-Share method because this method is enjoyable and makes us critical in reading and makes it easy for me to understand reading

P.6.5: In my opinion, problematic in Think-Pair-Share is when you want to present the results of the discussion. Usually, it's pointing fingers at one another among the group; neither wants to put itself forward.

"What challenges did you face using the Think-Pair-Share strategy during learning?"

P.1.6: The challenge is thinking in a group of many different people's thoughts, so to determine the results of the discussion is problematic.

P.3.6: The challenge is where we can unite the opinions of several group members so that we have to unite one another honestly.

P.5.6: The challenge is how my group and I can unite the differences from various arguments presented by friends without hurting anyone.

"How did you overcome the obstacles and challenges?"

P.3.7: By taking advantage of the time allotted to solve a problem, maybe from vocabulary or reading that we don't know.

P.5.7: Namely, by practicing sensitivity, curiosity, caring, and group cooperation.

P.6.7: Must help each other with friends who may have a different level of understanding and later must respect the final decision of the discussion.

From several questions regarding the indicators of challenges faced by EFL students, the researcher concluded that there were many challenges. Some students have the same opinion, and some are different. Their main challenge was determining the results of the discussion within a limited time. Of course, this difference made students take a long time to determine the discussion results. However, with this challenge, EFL students are more severe and focused on completing the tasks given by the teacher. Start by dividing tasks, practicing self-reliance, cooperation between groups, and respecting each other's opinions. They can find ways to overcome them nicely, meaning implementing the Think-Pair-Share strategy has a positive value for students.

DISCUSSION

This study sets out to explore EFL students' perceptions of the Think-Pair-Share (TPS) strategy in reading comprehension classes, focusing on how they experience its implementation, perceive its benefits, and overcome its challenges. The findings reveal that students generally responded positively to the use of TPS,

emphasizing its role in increasing engagement, enhancing understanding of texts, and fostering communication and collaboration among peers. However, several challenges such as time constraints, limited vocabulary, and group dynamics were also reported.

A key finding is that TPS was perceived as both effective and enjoyable. Most students reported that the strategy helped them process reading materials more deeply by thinking individually, discussing with a partner, and sharing with the class. This aligns with previous studies, such as those by Hardiyanti et al. (2021) and Budiarta and Santosa (2020), which emphasized that TPS encourages student participation and improves comprehension in EFL contexts. Furthermore, the students in this study noted an increase in confidence when discussing reading materials with peers, a result also reported by Derakhshan and Fathi (2024), who found that interactive learning strategies contribute to reduced anxiety and improved classroom engagement.

Interestingly, the study also highlights the social and emotional impact of TPS. The structured peer interactions enabled students to feel more comfortable expressing their ideas and asking questions. This supports findings from Weda et al. (2021), who identified a strong correlation between student enjoyment and willingness to communicate in foreign language classrooms. Moreover, students emphasized how TPS gave a new nuance to reading activities, making them feel more involved and motivated similar to conclusions drawn by Quinonez-Beltran et al. (2023), who documented the role of collaborative learning in promoting reading engagement.

Despite the overwhelmingly positive perceptions, students encountered certain obstacles. Time constraints were commonly mentioned, particularly the limited time to complete individual thinking and group discussion phases. In addition, varying levels of vocabulary knowledge sometimes hindered meaningful communication within groups. These findings echo early research by Zhang and Zhang (2022), who highlighted vocabulary as a core challenge in L2 reading comprehension. Another recurrent challenge was group dynamic students expressed difficulty in reconciling different viewpoints or reaching consensus during discussion. Similar concerns were noted by Wallace et al. (2021), who emphasized the need for clear facilitation in collaborative settings to prevent disengagement.

These findings carry several implications for EFL teaching practice. First, the implementation of TPS should be accompanied by clear guidance and scaffolding from instructors to support students at all stages of the process. Teachers must be sensitive to students' varying linguistic abilities and create inclusive environments that encourage all students to contribute. Allocating sufficient time for each phase of the TPS cycle is also crucial to allow deeper reflection and more meaningful peer exchange. Moreover, equipping students with strategies to manage group dynamics, such as turn-taking, summarizing, or consensus-building techniques can help improve the effectiveness of peer collaboration.

However, this study is not without limitations. The small sample size, restricted to one university and one semester cohort, limits the generalizability of the findings. Additionally, the study relied solely on self-reported data through questionnaires and interviews, which may be influenced by social desirability bias. The absence of classroom observations or performance assessments means that the study does not provide direct evidence of reading improvement. Future research should consider longitudinal designs involving diverse contexts and include observational and performance-based data to gain a fuller picture of TPS's impact on reading development.

CONCLUSIONS

This study examined the perceptions and experiences of EFL students regarding the implementation of the Think-Pair-Share (TPS) strategy in reading comprehension classes. The findings demonstrate that students generally view TPS as an effective and engaging learning method that fosters active participation, improves comprehension, and builds communication skills. Most participants reported that TPS allowed them to process information more thoroughly, exchange ideas with peers, and gain confidence in expressing their understanding of reading texts. The strategy's structure, encouraging individual reflection, peer discussion, and class sharing created a supportive learning environment that promoted critical thinking and collaborative learning. Despite the positive outcomes, the study also revealed several challenges, including limited vocabulary, time constraints, and difficulties in managing group dynamics. These factors occasionally hindered students' ability to fully engage in discussion or comprehend reading materials. Nonetheless, students were generally able to overcome these obstacles through cooperation, mutual support, and adaptive learning behaviors. The findings underscore the importance of thoughtful implementation of TPS by instructors. Teachers should allocate sufficient time for each stage of the activity, provide clear instructions, and offer

support to students with differing language proficiencies. Additionally, fostering inclusive classroom norms can help students navigate group challenges more effectively. Overall, this study contributes to the growing body of research supporting active learning in EFL contexts. It provides practical insights into how TPS can be used to enhance reading comprehension while promoting student interaction and motivation. Future research with larger and more diverse samples, including classroom observations and achievement measures, is recommended to further validate the effectiveness of TPS in language learning environments.

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