

**THE EFFECT OF THE TEAM PAIR SOLO (TPSO) LEARNING STRATEGY ON
THE IMPROVEMENT OF MAHARAH QIRA'AH AMONG GRADE VIII
STUDENTS AT MTS SURYA BUANA MALANG**

My Love Faizah Putri¹, Umi Machmudah², Ma'rifatul Munjiah³

^{1,2,3}State Islamic University of Maulana Malik Ibrahim Malang

¹maizunahizun@gmail.com, ²machmudah@pba.uin-malang.ac.id,

³munjiah@bsa.uin-malang.ac.id

ABSTRACT

This study aims to determine the effect of the Team Pair Solo (TPSO) strategy on students' reading skills (maharah qira'ah) among grade VIII at MTs Surya Buana Malang. This research used a quantitative approach with a one-group pretest-posttest design. Data were collected through tests, and questionnaires. While data analysis employed the Wilcoxon Signed Rank Test and N-Gain. The results show that the TPSO strategy has a significant effect on students' reading skills. This strategy improves students' text comprehension and engagement through structured learning stages, namely team, pair, and solo. Therefore, TPSO can be considered an effective alternative in improving students' reading skills.

Keywords: TPSO Strategy, Maharah Qiroah, Students of MTs Surya Buana

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan strategi Team Pair Solo (TPSO) terhadap kemampuan maharah qira'ah siswa kelas VIII MTs Surya Buana Malang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain one group pretest-posttest. Teknik pengumpulan data dilakukan melalui tes, dan angket. Sedangkan analisis data menggunakan uji Wilcoxon Signed Rank Test dan N-Gain. Hasil penelitian menunjukkan bahwa penerapan strategi TPSO berpengaruh signifikan terhadap kemampuan maharah qira'ah siswa. Strategi ini mampu meningkatkan pemahaman teks dan keterlibatan siswa dalam pembelajaran melalui tahapan team, pair, dan solo yang dilakukan secara bertahap. Dengan demikian, strategi TPSO dapat menjadi alternatif yang efektif dalam meningkatkan kemampuan maharah qira'ah siswa.

Kata Kunci: Strategi TPSO, Maharah Qiroah, Siswa MTs Surya Buana

A. Introduction

Reading skill is one of the most essential language skills in learning Arabic, as it is not only related to

pronunciation but also involves comprehension of meaning, analysis of linguistic structures, and the ability to derive ideas from texts. This skill

plays an important role in establishing communication between the reader and the text, as well as enhancing students' linguistic and cognitive abilities¹. Rusydi Ahmad Thu'aimah emphasizes that reading is a mental and linguistic process of understanding symbols, analyzing them, and extracting meaning, making it a foundation for the development of other language skills².

Various studies indicate that reading is not merely a mechanical activity, but a complex cognitive process involving vocabulary comprehension, syntactic structure, and the ability to connect information within the text. Therefore, the success of Arabic language learning is highly influenced by students' ability to comprehensively understand written texts³.

However, many secondary-level students still face difficulties in reading skills, particularly due to limited vocabulary, insufficient understanding of *nahwu* and *sharaf*, and low reading motivation. Research by Fadillah et al. shows that weak vocabulary mastery and the inability to analyze linguistic structures are major factors hindering text comprehension⁴. This finding is supported by Iwan et al., who state that grammatical understanding is closely related to reading comprehension ability⁵.

These problems were also found at MTs Surya Buana Malang. Based on preliminary observations and interviews with the Arabic language teacher, students experienced difficulties in understanding medium to long Arabic texts. Students often struggled with unfamiliar vocabulary, had difficulty

¹ Achmad Busiri, *Keterampilan Membaca Perspektif Bahasa Arab*, ed. Mohammad Holimi (Malang: Institut Agama Islam Sunan Kalijogo Malang, 2020).

² Rusydi Ahmad and Thu'aimah Reading, "رشدي أحمد طعيمة: مهارة القراءة وتعليمها," *Tanwir Arabiyyah: Arabic as Foreign Language Journal* 2, no. 1 (2022): 11–20.

³ Ahmad Muradi and Faisal Mubarak, "Pengembangan Instrumen Penilaian Maharah Qira'ah Berbasis High Order Thinking Skills (HOTS)," *Arabiyyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 1 (2022): 88–104, <https://doi.org/10.15408/a.v9i1.23192>.

⁴ Nurul Fadillah, Rojja Pebrian, and Ismail Akzam, "مشكلات مهارة القراءة في تعلم اللغة العربية عند طلاب " El-Thumuhath English and Arabic Journal 6, no. 1 (2023), <https://doi.org/https://doi.org/10.25299/elthumuhath.v6i1.13655>.

⁵ Dody Irawan and Nurul Qomariah, "كفاءة القواعد اللغوية وعلاقتها بمهارة القراءة العربية: دراسة الحالة لطلبة المعهد دار الإسلام كونتور," *Al-Mu'arrib: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2023): 99–125, <https://doi.org/10.32923/al-muarrib.v3i2.3435>.

interpreting sentence structures, and tended to be passive during reading activities. In addition, fluctuating test results and low self-confidence indicated that students' reading skills had not developed optimally.

In classroom practice, the teaching methods used are still dominated by lectures and individual exercises without structured interaction among students. This condition limits students' opportunities to actively and collaboratively engage in understanding texts. In fact, appropriate instructional strategies are needed to create an interactive learning environment, enhance student participation, and reduce both technical and affective barriers in reading.

As a solution, a learning strategy that promotes interaction, collaboration, and individual responsibility is required. One such strategy is Team-Pair-Solo (TPSO), which guides students through stages of group work (team), paired work (pair), and independent work (solo). This strategy enables students to

construct understanding gradually through social support before achieving independent learning, thereby improving text comprehension, motivation, and self-confidence⁶.

Although it has similarities with strategies such as Think-Pair-Share (TPS), TPSO differs in its structured progression from group collaboration to individual independence⁷. Therefore, this strategy is considered more suitable for teaching reading skills that require deep text comprehension as well as individual accountability.

Based on the above considerations, this study aims to analyze the effect of implementing the Team-Pair-Solo (TPSO) strategy on the reading skills of students at MTs Surya Buana Malang. The results of this study are expected to contribute to the development of more effective Arabic language teaching strategies, particularly in improving students' reading skills and classroom participation.

⁶ I Kadek Marajana, NLP Dian Sawitri, and Ni Wayan Krismayani, "Using Team-Pair-Solo (Tps) To Improve Reading Comprehension," *Academic Journal on English Studies* 2, no. 1 (2022).

⁷ S. G. Shinde and V. G. Jadhav, "Effective Teaching Learning Strategy: Team-Pair-Solo," *International Journal of Research in All Subjects in Multi Languages (IJRSML)* 3, no. 5 (2015): 23–25.

B. Method

This study employed a quantitative approach with an experimental design to examine the effect of implementing the Team-Pair-Solo (TPSO) strategy on students' reading skills. The research was conducted at MTs Surya Buana Malang, located at Jalan Sunan Muria No. 101, Lowokwaru, Malang City, East Java. The subjects of the study were all seventh-grade students, totaling 20 students. The sampling technique used was total sampling, in which the entire population was included as the research sample. The variables in this study consisted of the independent variable, namely the Team-Pair-Solo (TPSO) strategy, and the dependent variable, namely students' reading skills.

The data consisted of primary and secondary data. Primary data were obtained through reading skill tests (pre-test and post-test) and questionnaires, while secondary data were collected from school documents, books, and relevant literature sources. The data collection techniques included tests and questionnaires. The test was used to measure students' reading skills before and after the treatment,

whereas the questionnaire was used to measure the level of TPSO implementation in the learning process based on predetermined indicators using a Likert scale.

The research instruments included pre-test and post-test items, as well as a questionnaire. These instruments were tested for validity and reliability prior to their use in the study. Data analysis was conducted using a non-parametric statistical test, namely the Wilcoxon Signed Rank Test, to determine the effect of the TPSO strategy on students' reading skills (maharah qira'ah). In addition, N-Gain analysis was used to determine the level of improvement in students' abilities.

C. Result and Discussion

1. Data Description

Descriptive analysis was conducted to provide a general overview of the research data on the variables of the Team Pair Solo (TPSO) strategy and students' reading skills (maharah qira'ah).

**Table 1 Questionnaire on the
Implementation of the Team Pair Solo
Strategy**

Variabel	N	Min	Max	Mean	Std. Dev
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Implementation of the TPSO Strategy	20	65	94	80.30	8.361
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Based on the results of descriptive statistical analysis of the questionnaire data, the number of respondents was 20 students. The minimum score obtained was 65, while the maximum score reached 94. The mean score was 80.30 with a standard deviation of 8.361. These results indicate that the level of implementation of the TPSO strategy in the learning process is in the good category, with a fairly diverse range of students' responses.

Furthermore, to determine the differences in students' reading skills (maharah qira'ah) before and after the implementation of the TPSO strategy, an analysis of the pretest and posttest scores was conducted as follows.

Table 2 Descriptive Statistics of Students' Reading Skills

Variabel	N	Min	Max	Mean	Std. Dev
Pretest	20	20	90	53.75	24.595
Posttest	20	35	95	65.50	24.916

Based on the table above, the mean score of the pretest was 53.75, while the mean score of the posttest was 65.50. This indicates an improvement in students' reading skills (maharah qira'ah) after the

implementation of the TPSO strategy. In addition, the minimum score increased from 20 in the pretest to 35 in the posttest, and the maximum score increased from 90 to 95. Thus, it can be concluded that there was an overall improvement in students' reading skills both in terms of average and overall performance.

2. Assumption Testing

Assumption testing was conducted to determine whether the research data met the requirements for statistical analysis. In this study, the assumption test used was the normality test.

Table 3 Results of the Normality Test

Variabel	Sig
Pretest	0.014
Posttest	0.001

Based on the results of the normality test using the Shapiro-Wilk method, the significance values obtained were 0.014 for the pretest and 0.001 for the posttest. The use of the Shapiro-Wilk test in this study was based on the sample size being less than 50. Since the significance values of both variables were less than 0.05, it can be concluded that the pretest and posttest data were not normally distributed. Therefore, the hypothesis testing in this study employed a non-

parametric test, namely the Wilcoxon Signed Rank Test.

3. Hypothesis Testing

a. Wilcoxon Signed Rank Test

Based on the results of the normality test, which indicated that the data were not normally distributed, hypothesis testing in this study was conducted using the Wilcoxon Signed Rank Test as follows.

Table 4 Results of the Wilcoxon Test

Variabel	Z	Sig. (2 tailed)
Pretest - Posttest	-3.543	0.000

Based on the results of the Wilcoxon Signed Rank Test, the Z value was -3.543 and the significance value (Asymp. Sig. 2-tailed) was 0.000 < 0.05. Therefore, it can be concluded that there is a significant effect of the implementation of the TPSO strategy on students' reading skills (maharah qira'ah).

b. N-Gain Test

To determine the level of improvement in students' reading skills (maharah qira'ah), the N-Gain calculation was conducted as follows.

Table 5 Results of the N-Gain Test

Variabel	N	Min	Max	Mean
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N-Gain Score	20	0.00	0.80	0.318
N-Gain (%)	20	0.00	80.00	31.82

Based on the results of the N-Gain calculation, the average score was 0.318 or 31.82%, which falls into the moderate category. This category refers to the N-Gain criteria proposed by Richard R. Hake (1999), where a score of $0.3 \leq g < 0.7$ is classified as moderate. This indicates that the implementation of the TPSO strategy is sufficiently effective in improving students' reading skills.

4. Discussion

a. Implementation of the Team Pair Solo (TPSO) Strategy in Teaching Maharah Qira'ah

Based on the results of the descriptive analysis of the questionnaire, it was found that the implementation of the Team Pair Solo (TPSO) strategy in the learning process was categorized as good, with a mean score of 80.30. This indicates that the TPSO strategy was implemented optimally in teaching maharah qira'ah.

The Team Pair Solo strategy is a form of cooperative learning designed to gradually increase student engagement⁸. According to Spencer

⁸ Arisna Yuliany, Baginda Simaibang, and Magdad Hatim, "Improving the Eleventh Grade

Students' Reading Ability Through the Application of Team Pair Solo Technique At State

Kagan, this strategy emphasizes a learning process that begins with group work (team), continues with paired work (pair), and ends with individual work (solo). These stages are intended to help students construct understanding progressively from group support to independent learning⁹.

In the team stage, students work in groups to understand the reading material. Interaction within groups allows students to exchange ideas and assist one another in comprehending the text. This aligns with cooperative learning theory, which suggests that social interaction can enhance students' cognitive understanding¹⁰.

In the pair stage, students engage in discussions with a partner to deepen their understanding of the material. This small-group interaction provides opportunities for each student to participate more actively and confidently express their ideas.

In the solo stage, students complete tasks independently to assess their individual understanding of the material. This stage is essential as it emphasizes individual responsibility in the learning process.

The implementation of these three stages demonstrates that the TPSO strategy can create an active, collaborative, and student-centered learning environment. This is consistent with the view of Robert E. Slavin, who states that cooperative learning can improve learning outcomes through student interaction and active participation¹¹.

b. The Effect of the TPSO Strategy on Students' Maharah Qira'ah

Based on the results of the Wilcoxon Signed Rank Test, the significance value was lower than the threshold, indicating that there is a significant effect of the TPSO strategy on students' reading skills (maharah qira'ah). In addition, the N-Gain results showed a moderate level of improvement, indicating that the

Vocational School 1 of Lais," *Esteem Journal of English Education Study Programme* 5, no. 2 (2022): 252–60, <https://doi.org/10.31851/esteem.v5i2.8547>.

⁹ Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning, Co-Operative Learning*, 2nd ed. (California: Kagan, 2009).

¹⁰ L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*,

ed. Michael Cole et al., *Accounting in Australia (RLE Accounting)*, 1st ed. (Cambridge, Massachusetts, USA: Harvard University Press, 1978).

¹¹ Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice*, 2nd ed. (Boston, Massachusetts, USA: Allyn, Bacon, 2011).

TPSO strategy is sufficiently effective in enhancing students' reading skills. This improvement occurs because TPSO provides students with opportunities to learn gradually, starting from group work to independent learning in understanding texts.

In learning maharah qira'ah, text comprehension does not solely depend on individual ability but is also influenced by interaction and discussion. The TPSO strategy allows students to discuss reading content, explain concepts to one another, and refine their understanding through peer feedback. This is in line with the cooperative learning theory proposed by David W. Johnson and Roger T. Johnson, which emphasizes that social interaction enhances cognitive understanding¹².

The mechanism of TPSO is also consistent with the concept of *scaffolding*, which refers to the gradual provision of learning support that is reduced as students' abilities

improve¹³. In the team and pair stages, students receive cognitive and social support through peer interaction, while in the solo stage, they are required to construct their understanding independently. Thus, TPSO not only promotes collaboration but also develops learner autonomy and individual responsibility.

Furthermore, TPSO aligns with constructivist theory, which posits that knowledge is actively constructed by learners through experience. In this context, students do not merely receive information but actively process, discuss, and interpret texts, leading to deeper comprehension¹⁴. This is supported by the findings of John Hattie, which indicate that learning involving active engagement, discussion, and feedback has a strong impact on student achievement¹⁵. Selain itu, penelitian lain juga menunjukkan bahwa strategi pembelajaran berbasis diskusi dan kerja sama dapat meningkatkan kemampuan memahami teks bacaan.

¹² David W. Johnson and Roger T. Johnson, *Cooperation and Competition: Theory and Research*, 5th ed. (Boston, Massachusetts, USA: Allyn, Bacon, 1999).

¹³ David Wood, Jerome S Bruner, and Gail Ross, "THE ROLE OF TUTORING IN PROBLEM SOLVING," *Journal of Child Psychology and*

Psychiatry 17, no. September 1974 (1976): 89–100.

¹⁴ Jean Piaget, *Science of Education and the Psychology of the Child* (New York: Orion Press, 1970).

¹⁵ John Hattie and Helen Timperley, "The Power of Feedback," *Review of Educational Research* 77, no. 1 (2007): 81–112.

Although the improvement is categorized as moderate, it indicates that the TPSO strategy contributes meaningfully to enhancing students' reading skills. Other factors such as prior knowledge, learning motivation, and the difficulty level of the material may also influence the results.

Therefore, it can be concluded that the implementation of the TPSO strategy has a positive effect on improving students' maharah qira'ah and supports a more active and meaningful learning process.

E. Conclusion

Based on the findings of this study, the implementation of the Team Pair Solo (TPSO) strategy in teaching maharah qira'ah is categorized as good and enhances student engagement in the learning process. Furthermore, the TPSO strategy has a significant effect on improving students' reading skills, with a moderate level of improvement, indicating that it is sufficiently effective.

Therefore, TPSO can be considered an alternative strategy in Arabic language teaching. Future studies are recommended to explore the application of TPSO in other

language skills or involve a larger sample size to obtain more comprehensive results.

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