

Implementation of Cooperative Learning Techniques to Improve News Text Mastery in Seventh Grade Junior High School Students

Implementasi Teknik Cooperative Learning untuk Meningkatkan Penguasaan Teks Berita pada Siswa Kelas VII SMP

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Abstract: This research aims to analyze the effectiveness of implementing the Cooperative Learning model of Think-Pair-Share type in improving news text mastery among seventh-grade students at SMP Miftahul Arifin. This study employed a Classroom Action Research (CAR) methodology conducted in two cycles, comprising planning, acting, observing, and reflecting stages. The subjects were twenty seventh-grade students at SMP Miftahul Arifin, Probolinggo Regency. Data were collected through learning outcome tests, observation sheets, and motivation questionnaires, then analyzed using descriptive qualitative and simple quantitative methods. The results showed a significant improvement in students' news text mastery. In the pre-cycle phase, the average score was only 64 with 30% mastery. After implementing Think-Pair-Share, the average score increased to 70 (60% mastery) in Cycle I and reached 84 (100% mastery) in Cycle II. Student learning motivation also drastically increased, from 40% of students having high motivation in Cycle I to 70% in Cycle II, with no students having low motivation. This research concludes that the Cooperative Learning model of Think-Pair-Share type is effective in overcoming learning difficulties, improving academic outcomes, and fostering student enthusiasm and active engagement in news text learning.

Keywords: cooperative learning, think-pair-share, news text.

Abstrak: Penelitian ini bertujuan menganalisis efektivitas implementasi model Cooperative Learning tipe Think-Pair-Share dalam meningkatkan penguasaan teks berita pada siswa kelas VII SMP Miftahul Arifin. Penelitian ini menggunakan metodologi Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah dua puluh siswa kelas VII SMP Miftahul Arifin Kabupaten Probolinggo. Data dikumpulkan melalui tes hasil belajar, lembar observasi, dan angket motivasi, kemudian dianalisis secara kualitatif deskriptif dan kuantitatif sederhana. Hasil penelitian menunjukkan peningkatan signifikan pada penguasaan teks berita siswa. Pada fase prasiklus, rata-rata nilai hanya 64 dengan ketuntasan 30%. Setelah penerapan Think-Pair-Share, rata-rata nilai meningkat menjadi 70 (ketuntasan 60%) pada Siklus I, dan mencapai 84 (ketuntasan 100%) pada Siklus II. Motivasi belajar siswa juga meningkat drastis, dari 40% siswa bermotivasi tinggi pada Siklus I menjadi 70% pada Siklus II, tanpa ada siswa dengan motivasi rendah. Simpulan penelitian ini menegaskan bahwa model Cooperative Learning tipe Think-Pair-Share efektif dalam mengatasi kesulitan belajar, meningkatkan hasil akademik, serta menumbuhkan antusiasme dan keterlibatan aktif siswa dalam pembelajaran teks berita.

Kata kunci: cooperative learning, think-pair-share, teks berita.

How to cite this article:

Munawwaroh, I. F., & Rokhmansyah, A. (2025). Implementation of Cooperative Learning Techniques to Improve News Text Mastery in Seventh Grade Junior High School Students. *Jurnal Ilmu Manajemen dan Pendidikan*, 5(2), 221–230. <https://doi.org/10.30872/impian.v5i2.5906>

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Jurnal Ilmu Manajemen dan Pendidikan by Universitas
Mulawarman

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INTRODUCTION

Education plays a vital role in shaping a high-quality generation ready to face the dynamics of the era by continuously fostering intelligence, competence, and complex problem-solving abilities that are increasingly challenging (Pamungkas et al., 2023). As a primary pillar of individual development, education does not merely transfer knowledge and information but also builds character and instills noble values through a holistic approach that integrates character education (Iksal et al., 2024). Furthermore, the realm of 21st-century skills, including critical thinking, collaboration, communication, and creativity (the 4Cs), is recognized as key competencies that every student must master to survive and innovate in the future (Ambarswi & Priyana, 2020; LearningA-Z.com, 2019). In the context of the national education system, the learning process is the core of all academic activities and serves as the main facilitator for achieving learning objectives, both at the national curriculum level and specific targets for each grade and subject. This process must be designed to encourage the development of critical thinking and continuous problem-solving abilities, while simultaneously presenting progressive, in-depth, and meaningful learning experiences for students through structured conceptual assimilation (Vargas-Hernández & Vargas-González, 2022). Teachers, as the spearhead of educational implementation in the classroom, hold a crucial role in designing, implementing, and evaluating the learning process to align with the demands of the era and the needs of the students (Bosch et al., 2025).

Despite the noble vision and mission of Indonesian education, the reality in the field often indicates that student learning outcomes have not fully met expectations. National evaluations such as the National Examination (UN), which was in effect until 2019 and subsequently canceled in 2020, replaced by the National Assessment, aimed to serve as a benchmark for learning achievements; however, its implementation still faces issues regarding timely reporting and data transparency, so the impact on improving the learning process has not been optimal (Indahri, 2021). The PISA 2022 international survey revealed that more than three-quarters (75%) of 15-year-old Indonesian students have not reached the minimum proficiency level (Level 2) in literacy and numeracy, reflecting low basic reading and counting skills compared to the OECD average (OECD, 2024). Meanwhile, TIMSS 2015 results placed Indonesia 35th out of 46 participating countries in mathematics and science, signifying the need for improved teaching quality and school learning facilities (Luschei, 2017). The INOVASI study also highlighted significant learning loss in literacy and numeracy, particularly in early grades, which prompted the development of the Kurikulum Merdeka to strengthen these basic competencies through teacher training, differentiated instruction, and the continuous use of formative assessment (Randall et al., 2022). These matters indicate a gap between ideal achievements and actual conditions in the field, necessitating integrated efforts to improve the learning process, infrastructure, and family support to close the achievement gap for Indonesian students.

Particularly in Indonesian Language learning, which is a mandatory and fundamental subject, similar issues often arise. Indonesian is not merely a communication tool but also a means for developing logic, self-expression, as well as understanding culture and national identity. Indonesian language competence encompasses four main aspects: listening, speaking, reading, and writing. These four aspects are interrelated and mutually supportive in forming complete language proficiency (Karimah et al., 2024; Putriani et al., 2023). One crucial topic in Indonesian Language subjects at the Junior High School (SMP) level is news text. News text is a report on factual and actual events or conditions, delivered through mass media with the aim of providing important and relevant information to the general public. News text material was selected due to its high relevance to students' daily lives in the current information era, where the ability to identify and analyze information has become an essential digital literacy competence. The ability to understand and produce news texts is vital for students to become informative, critical citizens who participate actively in a digital society. At the expected level of mastery, students must be able to identify news elements (5W+1H or ADiKSiMBa), understand the news text structure consisting of the headline, lead, and body, and analyze linguistic rules such as the use of standard language, temporal conjunctions, and active sentence patterns. Ultimately, students are expected to be capable of composing factual, objective, and logical news texts in accordance with journalistic communication principles and the competency standards set in the current curriculum (Asmarida et al., 2025; Devi & Winangun, 2024).

However, based on initial observations conducted by the researcher in a grade VII SMP class, it was found that the majority of students still face significant difficulties in understanding and producing news texts. These difficulties are manifested in several indicators, including: (1) students struggle to identify key information in the news; (2) students have difficulty distinguishing between facts and opinions in news texts; (3) students are

less able to analyze news text structures (headline, lead, body, tail) properly; (4) students show minimal understanding of news text linguistic rules, such as the use of transitive verbs, reporting verbs, temporal conjunctions, and direct/indirect sentences; and (5) the final result, when asked to produce news texts, many students struggle to compose effective sentences, which lack coherence and do not meet the criteria of a good news text. These difficulties, in turn, have a direct impact on low student learning outcomes in Indonesian Language subjects, particularly regarding news text material. Initial data indicates that students' mastery level of news text material remains far below the established minimum mastery criteria (KKM).

One of the main factors believed to contribute to low student academic achievement, including in news text mastery, is the application of less innovative learning methods, especially conventional teacher-centered approaches, which tend to place students in a passive position and reduce their active involvement (Al-Shehri & Alaudan, 2024). The dominance of one-way lecturing triggers low student motivation and interest in learning (Kassem, 2019), and limits interaction between students and between students and the material, so that the opportunity to build deep understanding becomes limited. Conversely, the Communicative Language Teaching (CLT) framework emphasizes language use in real communicative contexts, which significantly increases student motivation and participation (Putri, 2025). Furthermore, collaborative learning strategies, such as collaborative strategic reading and group discussions, have been proven to foster active involvement, collaboration, and critical thinking skills, thereby significantly improving text comprehension, and learning outcomes (Öztürk, 2023; Suwassi, 2022; Wahyurianto & Sylvia, 2024). The implementation of student-centered methods that encourage active participation, task-based learning, and knowledge construction independently or in groups not only increases material mastery but also fosters learning independence and students' intrinsic motivation (Tavoosy, 2025).

To address the problem of low news text mastery in students, a learning approach is needed that can activate students and encourage them to engage cognitively, affectively, and psychomotorically (Sotto, 2021). One approach that has been proven effective is the Cooperative Learning technique. Cooperative Learning is a learning strategy that involves students working together in small groups to achieve common learning goals (Johnson et al., 2014). The basic idea is that students learn better when they actively interact with the material and with their peers.

The main principles in Cooperative Learning are positive interdependence, where individual and group success are linked. This requires students to work together to achieve common goals. Furthermore, promotive face-to-face interaction encourages students to help, share, and explain material to each other directly. Individual accountability ensures every member is responsible for their learning and contribution to the group so that no one merely relies on the efforts of others. Then, social skills such as communication, leadership, and conflict management are taught and practiced so that collaboration runs effectively. Finally, group processing evaluation allows groups to routinely review and improve their way of working together, including identifying behaviors that help or hinder progress (Johnson & Johnson, 1999).

The application of Cooperative Learning is believed to bring various benefits, especially in language learning. In the context of news texts, this technique can facilitate students to: (1) collaboratively analyze the structure and content of the news; (2) discuss to identify 5W+1H elements; (3) correct each other and provide input in the news writing process; (4) improve speaking and listening skills through group presentations; and (5) build self-confidence and learning motivation due to support from peers.

The concept of Cooperative Learning has been the subject of extensive research across various disciplines, including language education, and many studies have proven its effectiveness in improving student learning outcomes. Several relevant studies reinforce the urgency and potential of this research: first, related to the improvement of language skills, particularly writing. Tatalia (2017), in her research, stated that the use of the STAD (Student Teams Achievement Divisions) type of Cooperative Learning model can significantly improve students' skills in writing news texts. This study highlights how group work can facilitate students to deepen their knowledge of the material, develop social skills, and improve the ability to work together in handling problems. These findings are relevant because STAD is a type of Cooperative Learning that focuses on individual achievement within a group. Second, regarding the improvement of reading comprehension and writing in a cooperative context. Yulistina (2021) found that the Cooperative Integrated Reading and Composition (CIRC) model can improve students' thinking and writing abilities, particularly in the context of news texts. The CIRC model is specifically designed to improve reading comprehension and writing through collaborative activities, which aligns with the goal of this research in improving news text mastery encompassing comprehension and production aspects. Third, regarding the alignment of collaborative models with the curriculum. Laki (2018) emphasized that collaborative and contextual learning methods align with

the requirements of the Education Unit Level Curriculum (KTSP) which emphasizes active and student-centered learning. Although the Kurikulum Merdeka is currently implemented, the principles of collaborative learning remain relevant and are even encouraged in the effort to create the Profil Pelajar Pancasila. This strengthens the argument that the use of Cooperative Learning in the classroom is relevant and has great potential to improve learning outcomes.

Fourth, other research supporting the effectiveness of active and collaborative learning. Chodijah et al. (2024) showed that the problem-based learning (PBL) paradigm is also effective in improving students' ability to compose news. Although not Cooperative Learning specifically, PBL often involves elements of collaboration and problem solving in groups, which further reinforces the importance of active approaches. Furthermore, Sahprihatin (2020) indicated that the utilization of innovative and relevant learning environments, accompanied by student motivation, has a significant impact on their academic performance improvement. This emphasizes that Cooperative Learning is not only about groups, but also about creating a conducive and motivating learning environment.

Overall, the aforementioned studies provide a strong empirical foundation that cooperative and active learning approaches have great potential to address problems in material mastery, specifically news texts, and to improve student learning outcomes. Although many studies have shown the effectiveness of Cooperative Learning in various contexts, research gaps relevant to the specific conditions found still exist. First, although there are studies on Cooperative Learning and news texts, research is still needed that focuses more on its practical implementation in grade VII SMP in real conditions with specific student characteristics. Many studies tend to be general or use ideal experimental designs, so further exploration is needed on how this technique is applied in the context of Classroom Action Research (PTK) which is cyclical and adaptive. Second, research specifically examining the effectiveness of Cooperative Learning implementation in improving "news text mastery" which covers the dimensions of comprehension (reading) and production (writing) in an integrated manner can still be deepened. Some studies may focus on only one aspect, whereas news text mastery requires both dimensions. This study will attempt to provide a more comprehensive picture of the impact of Cooperative Learning on both aspects. Third, previous research often does not explicitly document the process of adaptation and adjustment of Cooperative Learning techniques that occur in each PTK cycle based on initial reflection and evaluation. This research will attempt to provide a more detailed narrative on how Cooperative Learning is implemented, adjusted, and improved from one cycle to the next to achieve optimal results in a grade VII SMP class. This will provide practical insights for other teachers.

Based on the identified problems, it is clear that there is still a need to conduct in-depth research regarding the implementation of Cooperative Learning techniques in improving news text mastery in grade VII SMP students. This study aims to analyze the effectiveness of implementing Cooperative Learning techniques in improving news text mastery in grade VII SMP students. This study utilizes the Classroom Action Research (PTK) methodology as described by Arikunto (2010), which includes four main recurring stages: planning, acting, observing, and reflecting. The assessment approach to evaluate the improvement of student learning outcomes will use the framework established by Sudjana (2016) and the assessment theory in language acquisition proposed by Nurgiyantoro (2011) as the basis for the development of evaluation instruments. It is expected that the results of this research will not only contribute to the development of more effective learning strategies for improving students' news text mastery but will also offer valuable insights for Indonesian Language educators in selecting and applying the appropriate teaching methods for their classrooms.

METHODS

This study utilizes the Classroom Action Research (PTK) framework with the aim of implementing Cooperative Learning strategies in news text instruction to improve student learning outcomes. The research process consists of four recurring stages across two cycles: planning, acting, observing, and reflecting (Hanifyah & Rokhmansyah, 2023). In the planning stage, the researcher, together with the Indonesian language teacher, designed a news text learning scenario based on the Think-Pair-Share type of Cooperative Learning technique, complete with lesson plans (RPP), observation instruments, and teaching materials. Subsequently, in the acting stage, the teacher implemented the strategy with twenty grade VII students at SMP Miftahul Arifin, Probolinggo Regency, during the 2024–2025 academic year, with each cycle encompassing two meetings. Observations were conducted to record student activity, group participation, and the teacher's performance in facilitating learning. At the end of each cycle, students took formative tests to measure their

competency in understanding and writing news texts. Supporting documentation, such as photographs of learning activities and field notes, was also collected to supplement the data. Data validity was ensured through triangulation of methods, sources, and instruments by comparing observation findings, test results, and documentation of the learning process.

Data analysis was carried out using a qualitative-descriptive approach to describe the process and changes in students' learning behavior in each cycle, alongside simple quantitative analysis in the form of calculating the percentage of mastery and the increase in average scores. With this design, the research demonstrates how the implementation of Cooperative Learning can significantly enhance students' understanding and skills in writing news texts (Mahanani, 2022; Masnunah, 2018).

RESULTS AND DISCUSSION

This research was conducted with the aim of increasing the academic achievement of grade VII students at SMP Miftahul Arifin in the Indonesian Language subject, specifically regarding news text material. The implementation of the Cooperative Learning educational method was chosen as the primary approach to enhance students' knowledge of the structure and linguistic elements in news texts. This study was carried out through two cycles, and the analyzed data included student learning test results, student activity observation sheets, and learning motivation questionnaires provided during the learning process. The results of these tests, observations, and questionnaires will be used to evaluate the effectiveness of the Cooperative Learning model in improving the quality of instruction.

An initial assessment (pre-cycle) was administered to students to measure their understanding of news text content during the early phase of the research, prior to the introduction of Cooperative Learning. The majority of the twenty-seven students in the class who took this test did not meet the Minimum Mastery Criteria (KKM), which was set at 70. The class average on the pre-cycle test reached only 64, illustrating that most students still faced difficulties in understanding news texts in depth. Of the 20 students who took the exam, only 6 students (30%) obtained scores above the KKM, while 14 students (70%) failed to meet the established minimum score. These statistics indicate a significant gap in students' understanding of the material presented. Furthermore, these findings show that the majority of students struggled to comprehend various essential elements of news texts, including text structure, the information presented, and the composition of an effective and clear news article.

Inadequate levels of student understanding were evident through observations of their interactions during the learning process. Most students exhibited a passive attitude and struggled to engage in class discussions regarding the composition and analysis of news texts. This indicates that the previously used learning strategies were insufficient to foster student involvement. Many students struggled to clearly recognize key features in news articles, including headlines, leads, bodies, and conclusions, which are fundamental components of effective news writing. The findings from these assessments and observations suggested an urgent need for a more interactive and collaborative learning approach that allows students to actively engage through content comprehension. This research proposes the implementation of Cooperative Learning to enhance collaboration and student understanding of news texts. This methodology is expected to facilitate students' grasp of topics in news texts and improve their writing and analytical skills related to news. The results of this pre-cycle test provide a clear picture of the challenges students face in mastering news text material. Therefore, this research will proceed to the next stage, namely the application of the Cooperative Learning model through the first cycle, with the hope of improving student understanding and learning outcomes in news text material.

Instruction in Cycle I was carried out using the Think-Pair-Share technique. The teacher divided students into pairs to discuss the elements of news texts (5W+1H). Following the instruction, an evaluation in the form of a written test was conducted. The application of the Think-Pair-Share model aligns with the findings of Nidya & Hadi (2024), which show that the TPS learning model is effective in increasing student understanding of the material, with an increase in average scores from 65 in the pre-cycle to 78 in Cycle I and 85 in Cycle II in class IX-I of SMP Negeri 13 Surabaya (Nidya & Hadi, 2024). The results from Cycle I can be seen in Table 1.

Table 1. Student Learning Outcomes in Cycle I

Mastery (KKM 71)	Number of Students	Percentage	Average
Passed	12	60%	
Failed	8	40%	70
Total	20	100%	

Despite an improvement compared to the pre-cycle, there were still 8 students (40%) who had not achieved mastery. The average score rose to 70. Additionally, student learning motivation was also measured via a questionnaire, as shown in Table 2.

Table 2. Categorization of Student Learning Motivation in Cycle I

Category	Score Interval	f	%
High	32–40	4	20
Moderate	17–31	6	30
Low	8–16	10	50
Total		20	100

After evaluating the implementation of Cycle I, improvements were made in Cycle II. The teacher provided reinforcement for understanding news text structure, clarified group tasks, and provided direct incentives to students. The Think-Pair-Share type of Cooperative Learning model was used again, but with a greater emphasis on group discussions and presentations. These findings are supported by research from Setiani et al. (2025) which revealed that the Think-Pair-Share learning model is able to encourage students to actively discuss, exchange ideas, and build collective understanding in Indonesian Language learning at SDN Sepang, Serang City (Setiani et al., 2025). Following the implementation of the action in Cycle II, an evaluation of educational outcomes and the administration of a motivation questionnaire were conducted. The findings show that all students demonstrated substantial improvement, as seen in Table 3.

Table 3. Student Learning Outcomes in Cycle II

Mastery (KKM 71)	Number of Students	Percentage	Average
Passed	20	100%	
Failed	0	0%	78,75
Total	20	100%	

Based on Table 3, all students (100%) succeeded in reaching the KKM, with the average score increasing to 84. This indicates that student understanding of news text material improved sharply. Group discussions were more active, and all groups were able to compose and present news texts well. This success aligns with the findings of Apriliani et al. (2024) which revealed that collaborative learning models encourage active student participation through group discussions, collaborative projects, and engaged learning experiences (Apriliani et al., 2024). In addition to test results, student learning motivation also increased, as shown by the questionnaire results in Table 4.

Table 4. Student Learning Motivation in Cycle II

Category	Score Interval	f	%
High	32–40	14	70
Moderate	17–31	6	30
Low	8–16	0	0
Total		20	100

Table 4 shows the distribution of student learning motivation in Cycle II based on the results of the questionnaire provided. Out of 20 students who participated in the study, as many as 14 students or 70% were categorized as having high learning enthusiasm with scores between 32 and 40. This indicates that the majority of students were very enthusiastic and spirited in following the learning process in this cycle. Meanwhile, 6 students or 30% were in the moderate motivation category with scores between 17 and 31. They showed a fairly good interest in learning, though not as high as the high-motivation group. There were no students with low enthusiasm (scores 8–16), signifying that no students lacked interest or were unmotivated during the

second cycle learning process. These results show that student enthusiasm for learning increased rapidly with the application of the Cooperative Learning approach in Cycle II. These findings are consistent with research by Kobi et al. (2025) which shows that the group discussion method successfully increased student participation from 37.5% in the initial condition to 62.5% in Cycle I and 90.6% in Cycle II in a grade IX class at SMP Negeri 1 Palu (Kobi et al., 2025). As a result of the positive feedback between high student motivation and their engagement and success in class, student learning outcomes also increased.

The research results show that the implementation of the Think-Pair-Share type of Cooperative Learning model significantly improves news text mastery for grade VII students at SMP Miftahul Arifin. In the pre-cycle phase, the student average score reached only 64, with only 30% of students achieving mastery, reflecting low student involvement and understanding of news text structure, including the 5W+1H elements, leads, and the substance of the news. These findings are in line with research by Tatalia (2017), which indicates that students who learn to write news texts individually experience difficulties understanding linguistic elements and news text structure. Furthermore, Gultom et al. (2025), in their research on the influence of the Make A Match type of Cooperative Learning model on the learning outcomes of fifth-grade students in Indonesian Language subjects, showed a significant influence with a significance value of 0.000 in both experimental and control classes, confirming the effectiveness of Cooperative Learning models in improving Indonesian Language learning outcomes (Gultom et al., 2025).

In Cycle I, the application of the Think-Pair-Share technique increased the class average score to 70 and the percentage of mastery to 60%. This improvement is supported by the results of a meta-analysis by Öztürk (2023) which revealed a moderate effect of the Cooperative Learning model on learning outcomes, particularly in the language domain, where collaborative methods increased assessment results by a medium effect size ($d \approx 0.75-0.85$) (Öztürk, 2023). The implementation of TPS allows students to discuss face-to-face, explain to one another, and be responsible for their respective understandings, as emphasized by Johnson & Johnson (1999) that individual accountability and positive interdependence are keys to the success of Cooperative Learning.

In Cycle II, the optimization of the learning design was carried out through reinforcing news article structures, clarifying group task instructions, and providing direct incentives. This intervention proved effective in encouraging all students (100%) to exceed the KKM threshold, with average score achievements increasing significantly to 84. This condition confirms the findings of Terfa (2020) that face-to-face interaction in Cooperative Learning increases motivation and the mastery of language skills, including writing and text analysis, through active group practice and presentation activities (Terfa, 2020). Additionally, a meta-study by Miyasako (2022) found that Cooperative Learning is effective in improving speaking skills and vocabulary, which indirectly strengthens students' news text analysis and writing abilities through intense group discussions (Miyasako, 2022).

Student learning motivation also showed an upward trend according to the questionnaire results: in Cycle I, 40% of students had high motivation, whereas in Cycle II, this increased to 70%, with no students exhibiting low motivation. This is in line with research results at SD Negeri 32 Andalas Padang, which reported an increase in the percentage of student motivation from 87% in the first cycle to 90.1% in the second cycle after the application of the paired cooperative learning model (Ikhlas, 2017). High motivation acts as a driver for active student involvement, creating positive synergy between learning interest and academic achievement.

Overall, the findings in this study indicate that the implementation of the Think-Pair-Share type of Cooperative Learning model has a significant positive impact on improving news text mastery in grade VII students at SMP Miftahul Arifin. This aligns with recent research which found that the effective application of the Think-Pair-Share model can improve students' ability to write and understand news text structure through stages of independent thinking followed by paired discussions (Erlangga et al., 2025). The consistent improvement in average scores and the percentage of student learning mastery in each cycle, from a low pre-cycle condition to reaching 100% mastery in Cycle II, reflects the effectiveness of this approach in overcoming student learning difficulties. Furthermore, the increase in student learning motivation shown through the questionnaire in Cycle II indicates that Cooperative Learning is not only oriented toward academic results but also succeeds in fostering enthusiasm and active student involvement in the learning process. These results are consistent with the principles of collaborative learning that emphasize the importance of positive interaction and mutual support among students to achieve better learning goals, as widely discussed in educational literature highlighting that this model is consistently able to improve interpersonal communication skills and student activity (Fauziah et al., 2025; Salam et al., 2025).

CONCLUSION

Based on the results of the Classroom Action Research conducted at SMP Miftahul Arifin, it can be concluded that the implementation of the Think-Pair-Share type of Cooperative Learning model is proven to be highly effective in improving news text mastery among grade VII students. The application of this model significantly enhanced student learning outcomes, as demonstrated by the increase in the average score from 64 in the pre-cycle phase to 70 in Cycle I, ultimately reaching 84 in Cycle II. The percentage of learning mastery also rose drastically from only 30% in the initial stage to perfect 100% mastery by the end of the second cycle. Students demonstrated improvement not only in understanding the structure and elements of news texts (5W+1H) but also became more skilled in analyzing and producing news texts coherently and in accordance with linguistic rules.

Beyond the improvement in cognitive aspects, the implementation of Think-Pair-Share also had a positive impact on student motivation and active engagement in the learning process. The data showed an increase in the number of students with high motivation from 40% in Cycle I to 70% in Cycle II, as well as the complete elimination of the low-motivation category. Paired interaction and group discussions through the principles of individual accountability and positive interdependence encouraged students to confidently express their opinions, collaborate, and take responsibility for collective learning outcomes. The Think-Pair-Share type of Cooperative Learning model is not only effective in improving news text mastery but also succeeds in creating a more active, collaborative, and meaningful learning atmosphere for grade VII SMP students.

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