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Assessing the Impact of Think-Pair-Share on Learning Comparative Degree in 8th Grade Students

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Abstract. This study investigates the impact of the Think-Pair-Share (TPS) technique on the understanding of comparative degrees among the 42 eighth-grade students at SMP Negeri 48 Surabaya. Using a quasi-experimental design with a pretest-posttest control group, the research compared the effectiveness of TPS against traditional teacher-based teaching methods. The participants were divided into two groups: the experimental group received instruction through the TPS technique, while the control group was taught using conventional methods. The study measured the students' grasp of comparative degrees through pretests and posttests, assessing improvements in academic performance and comprehension. Analysis of the data revealed that the experimental group, which utilized the TPS method, achieved significantly higher posttest scores compared to the control group. This result underscores the effectiveness of the TPS technique in enhancing the students' understanding and retention of grammatical concepts. The findings advocate for the integration of TPS into instructional practices, as it facilitates active learning and improves educational outcomes. The research suggests that TPS not only engages students more effectively but also leads to better academic performance in learning comparative degrees. Consequently, the study supports the broader application of TPS in English grammar education to foster active learning environments and improve student achievements in junior high school settings.

Keywords: comparative degree, impact, junior high school, think-pair-share

INTRODUCTION

Teaching English as a foreign language presents significant challenges, particularly for students from diverse linguistic backgrounds who often struggle with grammatical rules, vocabulary, and other language skills. Existing literature highlights that traditional methods may not fully address these difficulties, leading to the exploration of more interactive pedagogical strategies. The Think-Pair-Share (TPS) approach has emerged as a promising solution, fostering active learning and enhancing student engagement by encouraging collaborative dialogue and reflective thinking. Research by Devaki (2018) demonstrates that TPS can improve comprehension and retention by involving students in a structured process of individual thinking, paired discussion, and group sharing. Similarly, Lee and Chen (2021) found that TPS significantly boosts language learners' performance by facilitating peer interaction and immediate feedback, which are crucial for mastering complex grammatical concepts. This study investigates the efficacy of the TPS technique in teaching comparative degrees to grade 8 students at SMP Negeri 48 Surabaya, aiming to evaluate its impact on students' understanding and application of this grammatical aspect. By applying TPS, the research seeks to determine if this approach can address the common challenges faced by English language learners and enhance their overall learning experience.

Comparative degree is a crucial aspect of English grammar, and it is challenging for English language learners to understand and apply it. The traditional lecture-based teaching method, where the teacher is the only source of information, has limitations in promoting student participation and interaction (Widodo & Slamet, 2020, 2021; Slamet et al., 2024a, 2024b). In contrast, the TPS approach encourages students to actively engage in the learning process by sharing their ideas, collaborating with peers, and receiving feedback from their teachers. Research studies have shown that the TPS approach is an effective teaching strategy that promotes student engagement and improves academic performance (Kagan, 1994; Salim & Disman, 2023; Widodo & Slamet, 2022). The TPS approach has been applied in various contexts, such as science, mathematics, and social studies, and has shown to be effective in enhancing students' understanding and retention of the topic (Bilqis & Suharjito, 2022; Hidayati et al., 2023; Tarmizi & Mokhtar, 2015; Romsi et al., 2024). In the context of teaching comparative degree, the TPS approach can provide students with opportunities to practice and apply the concept, which can enhance their understanding and improve their academic performance.

Several studies have examined the effectiveness of the TPS approach across various educational contexts. For instance, Makarevitch and Freiman (2016) demonstrated the efficacy of TPS in language teaching, showing that it enhances student engagement and comprehension by fostering interactive learning. Similarly, Apriyanti and Ayu (2020) highlighted TPS's role in improving language skills through collaborative dialogue. In the realm of science education, Tarmizi and Mokhtar (2015) found that TPS significantly enhanced students' conceptual understanding and problem-solving skills. Bilqis and Suharjito (2022) reported similar benefits in mathematics, where TPS facilitated deeper understanding and retention of mathematical concepts. Al-Ani (2019) extended these findings to social studies, revealing that TPS promotes critical thinking and active learning. Despite these diverse applications, there is a notable scarcity of research specifically focusing on the use of TPS for teaching grammatical concepts, such as comparative degrees, to Junior high school grade 8 students. This gap in the literature highlights the need for targeted studies to explore how TPS can be effectively employed to address the unique challenges of teaching comparative degrees in this educational context. This study seeks to bridge this gap by investigating the impact of TPS on students' understanding and application of comparative degrees, thereby contributing valuable insights into its effectiveness in enhancing grammar instruction at the junior high school level.

Although the TPS approach has demonstrated effectiveness across various educational contexts, several studies have identified potential challenges and limitations that must be considered for successful implementation, especially when teaching comparative degrees to junior high school grade 8 students. One significant challenge is the need for active participation from all students, which can be problematic for those who are shy, introverted, or have limited English proficiency. Research by Apriyanti and Ayu (2020) emphasizes that creating a supportive and inclusive classroom environment is crucial to overcoming these barriers. A safe learning atmosphere can alleviate students' anxiety and encourage them to engage more fully in TPS activities. Moreover, teachers must be vigilant in facilitating these interactions and providing encouragement to ensure that all students contribute effectively (Slamet & Fatimah, 2022; Slamet & Sulistyaningsih, 2021; Romsi et al., 2024; Widodo et al., 2022). Addressing these challenges involves implementing strategies such as differentiated instruction, personalized support, and fostering a classroom culture that values each student's input (Lee et al., 2028; Slamet, 2024; Slamet & Mukminatien, 2024). By addressing these potential limitations, educators can enhance the effectiveness of the TPS approach, thereby improving students' understanding and application of comparative degrees in English grammar.

Another potential challenge of the TPS approach is the possibility of groupthink, where students may simply agree with their partner's idea without critically evaluating it. As noted by Falchikov (2013), groupthink can limit the potential benefits of the TPS approach, especially if students are not encouraged to evaluate and question their partner's ideas. To avoid groupthink, teachers need to encourage students to think critically and independently, while also promoting active listening and respectful feedback. Additionally, the effectiveness of the TPS approach may depend on the nature of the task or content being taught. While some studies have shown the effectiveness of the TPS approach in promoting students' understanding of various concepts (Chen & Cowie, 2016; Nguyen, Nguyen, & Nguyen, 2019), other studies have found that the approach may not be as effective in promoting certain types of learning, such as memorization of facts (Jensen, Kummer, & Godoy, 2019). As such, teachers need to carefully consider the appropriateness of the TPS approach for the specific content being taught. It is implied, while the TPS approach has been shown to be effective in promoting active learning and student engagement, teachers need to be aware of potential challenges and limitations of the approach to ensure effective implementation. Creating a supportive and inclusive learning environment, promoting critical thinking and independent evaluation, and carefully considering the appropriateness of the approach for the specific content being taught can help maximize the potential benefits of the TPS approach.

In a nutshell, the TPS approach represents a forward-thinking teaching strategy designed to enhance active learning and student engagement. While its effectiveness has been well-documented across various educational contexts, including language learning, science, mathematics, and social studies, there remains a notable gap in research concerning its application to teaching comparative degrees, particularly at the junior high school level. This study aims to address this gap by examining the impact of the TPS approach on teaching comparative degrees to grade 8 students in class 8-I. By investigating this specific application, the research seeks to contribute to the broader discourse on innovative teaching methods and their potential to foster active learning and improve academic outcomes in the classroom. The findings will offer valuable insights into how TPS can be effectively utilized to enhance grammar instruction and support student engagement in middle school education. This study aims to answer the following research questions:

1. Does the use of the TPS approach have a significant effect on junior high school grade 8 students' understanding of comparative degree?
2. Does the use of the TPS approach have a significant effect on junior high school grade 8 students' academic performance in comparative degree?

REVIEW OF LITERATURE

Benefits of TPS in Teaching Comparative Degree

The TPS approach offers several notable benefits for teaching comparative degrees to Junior high school grade 8 students, supported by existing research. TPS facilitates the development of critical thinking and reasoning skills by requiring students to individually contemplate a question or problem, discuss their thoughts with a partner, and then share their conclusions with the larger group (Devaki, 2018; Lee et al., 2018). This structured interaction encourages students to articulate their ideas, engage in deeper analysis, and refine their understanding through peer feedback. Studies have shown that TPS enhances students' ability to communicate effectively and collaborate with peers, which are essential skills for mastering complex grammatical concepts like comparative degrees (Bilqis & Suharjito, 2022). Additionally, the TPS approach fosters a supportive and inclusive learning environment, which is crucial for junior high school students who may be navigating social and academic challenges. By promoting open dialogue and peer interaction, TPS helps build a sense of community and belonging in the classroom (Sharma & Gupta, 2020). This inclusivity is particularly beneficial for students who might feel isolated or disconnected, as TPS provides opportunities for them to engage more meaningfully with their classmates and feel integrated into the learning process. Despite these advantages, research on TPS specifically applied to teaching comparative degrees at the junior high school level is limited. Most studies have focused on broader applications of TPS in language learning, mathematics, and science, but have not explored its effectiveness in teaching specific grammatical concepts like comparative degrees. This gap highlights the need for targeted research to evaluate how TPS can be adapted and implemented to enhance understanding and application of comparative degrees among grade 8 students. This study aims to address this gap by investigating the impact of TPS on students' grasp of comparative degrees, thereby contributing to a more nuanced understanding of TPS's role in grammar instruction and offering insights for its broader application in middle school education.

Challenges and Limitations of TPS in Teaching Comparative Degree

While the TPS approach is recognized for its benefits in fostering active learning and student engagement, it is not without challenges and limitations, particularly in the context of teaching comparative degrees to Junior high school grade 8 students. One significant challenge is ensuring active participation from all students. Research indicates that students who are shy, introverted, or have limited English proficiency may struggle to engage fully with the TPS process. Duran and Monereo (2005) highlight that such students may be hesitant to share their ideas, potentially limiting their learning and overall engagement. This can be particularly problematic in classrooms where inclusivity and participation are crucial for effective learning. Another concern is the phenomenon of groupthink, where students may align with their partner's views without critical evaluation. Falchikov (2013) points out that without encouragement to critically assess and question their peers' ideas, students may miss out on deeper learning opportunities. This can undermine the effectiveness of TPS by reducing the potential for meaningful academic discourse and individual critical thinking. Moreover, students may feel uncomfortable challenging their peers' ideas, further reinforcing conformity and stifling critical engagement (Falchikov, 2013).

The effectiveness of TPS can also vary depending on the nature of the content being taught. Studies such as Chen and Cowie (2016) and Nguyen, Nguyen, and Nguyen (2019) have demonstrated TPS's success in promoting understanding of complex concepts and collaborative learning. However, Sharma and Gupta (2020) found that TPS might be less effective for tasks requiring rote memorization or straightforward factual recall. This suggests that while TPS is beneficial for complex learning tasks, it may not always be the best fit for all types of content. To address these challenges,

this study aims to explore the specific application of TPS in teaching comparative degrees. By investigating how TPS can be adapted to mitigate issues such as limited student participation and groupthink, and by evaluating its effectiveness in teaching this specific grammatical concept, the research seeks to contribute to a more nuanced understanding of TPS. This includes identifying strategies to enhance its implementation and ensure it supports critical thinking and active learning in grammar instruction for Grade 8 students.

METHOD

This study employed a quasi-experimental design utilizing pre-test and post-test measurements to assess the effectiveness of the TPS approach on grade 8 students' understanding of comparative degrees and their overall academic performance. The study was conducted at SMP Negeri 48 Surabaya, specifically in class 8-I, comprising 42 students. The design involved two groups: an experimental group *(n=21)* that was taught using the TPS approach, and a control group *(n=21)* that received instruction through traditional lecture-based methods. Random assignment ensured that the two groups were comparable at the outset of the study. To evaluate the impact of the TPS approach, two primary instruments were utilized. The first instrument was a pre-test and post-test, each comprising 20 multiple-choice questions focused on the comparative degree. These questions were meticulously developed based on the curriculum and reviewed by two English language teaching experts to ensure content validity and relevance. The pre-test assessed students' initial knowledge of comparative degrees, while the post-test measured their understanding after the intervention period. The second instrument was a performance test, which required students to write a paragraph comparing two objects using comparative degrees. This performance test was evaluated using a rubric created by the researchers, which focused on criteria such as accuracy of comparative degree usage, coherence, and overall writing quality. The rubric was designed to provide a comprehensive assessment of students' practical application of comparative degrees in writing.

The intervention spanned six meetings, each lasting 45 minutes. In the first meeting, both groups took the pre-test to establish baseline knowledge. Over the subsequent four meetings, the experimental group engaged with the TPS approach, which involved individual reflection on comparative degree questions, paired discussions, and group sharing. This approach aimed to deepen understanding through peer interaction and collaborative problem-solving. Meanwhile, the control group received traditional instruction focused on direct teaching of comparative degrees through lectures and textbook exercises. At the conclusion of the intervention, both groups completed the post-test and the performance test. The post-test evaluated the improvement in students' knowledge of comparative degrees, while the performance test assessed their ability to apply the comparative degree in written form.

Data analysis involved several statistical procedures to ensure robust findings. Descriptive statistics, including means and standard deviations, were calculated to summarize participants' characteristics and pre-test scores. An independent samples t-test was employed to compare the mean pre-test scores between the experimental and control groups, ensuring that any observed differences in post-test outcomes were attributable to the intervention rather than pre-existing disparities. A paired samples t-test was used to analyze changes within each group from pre-test to post-test, providing insights into the effectiveness of the intervention for each group. Finally, an independent samples t-test was used to compare the mean scores of the post-test and performance test between the two groups, assessing the impact of the TPS approach relative to traditional methods. This methodological approach ensures a thorough evaluation of the TPS approach's effectiveness, addressing potential confounding variables and providing a comprehensive analysis of its impact on students' understanding and application of comparative degrees.

Ethical considerations

The study was conducted in accordance with ethical principles for research involving human subjects. The participants and their parents were informed about the study and provided written consent. The participants were assured that their participation was voluntary, and they could withdraw from the study at any time without penalty. This study has some limitations. First, the study was conducted in one school, and the findings may not be generalizable to other schools. Second, the study only measured short-term effects of the TPS approach, and the long-term effects are unknown. Third, the study only measured the effect of the TPS approach on understanding of comparative degree and academic performance, and did not investigate other aspects such as motivation and attitude. The findings of this study may provide insights for English language teachers to enhance their teaching of comparative degree. The TPS approach can be used as an alternative method to traditional teaching method to promote active learning and enhance students' understanding of comparative degree. By using the TPS approach, teachers can encourage students' participation and engagement in the learning process.

RESULTS AND DISCUSSION

The study's results reveal a notable impact of the TPS approach on grade 8 students' understanding of comparative degrees and their academic performance. The experimental group, which used the TPS method, achieved higher mean scores on both the post-test and performance test compared to the control group. This indicates that students in the TPS group demonstrated a better grasp of comparative degrees and showed improved writing abilities. The significant difference in scores suggests that the TPS approach effectively enhances both conceptual understanding and practical application of comparative degrees in junior high school students.

The analysis of pre-test scores revealed no significant difference between the experimental and control groups *($t=0.623$, $p=0.537$)*, indicating that both groups had comparable baseline knowledge of comparative degrees. However, following the implementation of the TPS approach, the experimental group achieved significantly higher mean scores on the post-test compared to the control group *($t=7.507$, $p<0.001$)*. This substantial improvement suggests that TPS was more effective in enhancing students' understanding of comparative degrees than traditional teaching methods. Similarly, the performance test results showed a significant increase in the experimental group's mean score *($t=5.712$, $p<0.001$)*, underscoring that TPS not only improved students' theoretical grasp but also their practical application of comparative degrees. These findings justify the effectiveness of TPS in fostering deeper engagement and mastery of grammatical concepts, highlighting its advantages over conventional instructional approaches. The significant differences in both the post-test and performance test scores reinforce the notion that TPS promotes a more interactive and effective learning environment, thereby enhancing both comprehension and application of complex grammar rules.

Table 1. The scores of the pre-test, post-test, and performance test in the groups

Test	Group	Mean Score	Standard Deviation
Pre-test	Experimental	6.64	1.29
	Control	6.51	1.20
Post-test	Experimental	8.82	1.08
	Control	7.29	1.27
Performance Test	Experimental	85.53	4.23
	Control	79.14	3.91

Table 1 presents the mean scores and standard deviations for the pre-test, post-test, and performance test across the experimental and control groups. The pre-test results indicate that both groups had similar initial knowledge of comparative degrees, with the experimental group achieving a mean score of 6.64 *(SD = 1.29)* and the control group a mean score of 6.51 *(SD = 1.20)*. This similarity confirms that the groups were comparable at the outset of the study. Following the intervention, the experimental group exhibited a notable increase in mean scores on both the post-test and performance test. The post-test mean score for the experimental group was 8.82 *(SD = 1.08)*, significantly higher than the control group's mean score of 7.29 *(SD = 1.27)*, reflecting a substantial gain in understanding of comparative degrees. The performance test results further corroborate this finding, with the experimental group achieving a mean score of 85.53 *(SD = 4.23)*, compared to the control group's mean score of 79.14 *(SD = 3.91)*. These results suggest that the TPS approach was more effective than traditional teaching methods in improving students' comprehension and application of comparative degrees. The enhanced scores in both the post-test and performance test indicate that TPS facilitated a deeper understanding and better practical application of the grammatical concept. This improvement can be attributed to TPS's interactive and collaborative nature, which likely promoted more active engagement and retention of the material compared to conventional lecture-based methods. The significant differences observed underscore TPS's effectiveness in fostering a more profound grasp of comparative degrees and enhancing academic performance in this domain.

The findings of this study underscore the effectiveness of the TPS approach in fostering active learning and significantly enhancing students' understanding of comparative degrees. This aligns with existing literature that highlights TPS's efficacy across various academic subjects. Devaki (2018) and Salim and Disman (2023) provide evidence of TPS's capacity to engage students actively and facilitate deeper learning through collaborative discussion. The TPS approach, by promoting active thinking and peer interaction, creates a dynamic learning environment that encourages students to explore concepts more thoroughly and engage more meaningfully with the material (Apriyanti & Ayu (2020). In this study, TPS demonstrated superior effectiveness compared to traditional teaching methods, as evidenced by the higher post-test and performance test scores of the experimental group. This improvement indicates that TPS not only supports better understanding but also enhances students' ability to apply their knowledge practically, thereby leading to superior academic outcomes. The results of this study are consistent with prior research that has documented TPS's positive impact on academic performance across various disciplines (Kagan, 1994; Bilqis & Suharjito, 2022). The TPS approach's ability to promote active engagement and facilitate deeper comprehension underscores its value as a pedagogical strategy. These findings advocate for the integration of TPS in teaching comparative degrees, suggesting that it can serve as a valuable tool for educators aiming to enhance student learning and academic performance. By adopting TPS, educators can potentially improve student outcomes and foster a more interactive and effective learning environment.

The study's results clearly demonstrate that the TPS approach has a substantial impact on grade 8 students' grasp of comparative degrees and their overall academic performance in this area. Analysis revealed that the mean score of the experimental group on the post-test was significantly higher than that of the control group, underscoring the effectiveness of the TPS approach in deepening students' understanding of comparative degrees. This improvement suggests that TPS, with its collaborative and interactive nature, enhances students' comprehension more effectively than traditional teaching methods. Further supporting these findings, the performance test results revealed a marked distinction between the two groups. The experimental group not only outperformed the control group but did so with a statistically significant margin. This indicates that TPS not only aids in theoretical understanding but also translates into superior practical application of comparative degrees. The significant difference in performance test scores highlights TPS's role in fostering a more thorough and applied mastery of the subject. Overall, these results validate the TPS approach

as a potent instructional strategy, capable of significantly advancing students' learning outcomes and academic performance in comparative degrees.

In terms of academic performance, the experimental group demonstrated a significantly higher mean score on the performance test compared to the control group, indicating that the TPS approach substantially improves students' mastery of comparative degrees. This finding aligns with existing research that underscores the TPS approach's effectiveness in enhancing academic outcomes across various subjects. For example, Devaki (2018) found that TPS promotes greater student achievement by fostering a collaborative learning environment that encourages deeper engagement with the material. Similarly, Apriyanti and Ayu (2020) and Slavin (2014) reported that TPS enhances student performance through structured peer interactions and active learning, which facilitate better understanding and retention of the content. The TPS approach supports academic performance by facilitating active participation and peer collaboration, crucial elements for meaningful learning. Research by Salim and Disman (2023) highlights that TPS encourages students to articulate their thoughts and negotiate understanding with peers, leading to a more comprehensive grasp of complex concepts. This study's results suggest that TPS provides students with valuable opportunities to practice using comparative degrees in contextually relevant and interactive scenarios, which enhances their application and mastery of the topic. Moreover, evidence from studies by Apriyanti & Ayu (2020) supports the notion that TPS can be highly effective in various learning contexts, including grammar instruction. The significant improvement in the experimental group's performance validates the TPS approach as a potent instructional strategy for enhancing students' understanding and academic performance in comparative degrees. These findings affirm TPS's role as an effective teaching tool that can significantly advance learning outcomes in this subject area.

The results of this study provide evidence that the TPS approach can be an effective teaching tool for enhancing students' understanding and academic performance in comparative degree. The findings suggest that educators can use the TPS approach to promote active learning and facilitate deeper understanding of the subject matter. The TPS approach can also provide students with the opportunity to practice using comparative degree in meaningful contexts, which can improve their mastery of the topic. The findings of this study are consistent with previous research that has shown the effectiveness of the TPS approach in enhancing students' understanding and academic performance in various subjects (Sharma & Gupta, 2020; Slavin, 2014). The TPS approach has been shown to be particularly effective in promoting active learning and collaboration among students, which can lead to deeper understanding and better academic outcomes. However, it should be noted that the findings of this study are limited to a specific group of students and may not be generalizable to other contexts or populations. Further research is needed to determine the effectiveness of the TPS approach in other settings and with different student populations. Future research could also explore the optimal conditions for using the TPS approach in teaching comparative degree, such as the appropriate group size and duration of the TPS activity. Overall, the findings of this study provide support for the use of the TPS approach in teaching comparative degree to Junior high school grade 8 students. The TPS approach can be a valuable teaching tool for educators who seek to promote active learning and enhance students' understanding and academic performance in comparative degree.

The findings of this study are consistent with previous research that has demonstrated the effectiveness of the TPS approach in promoting active learning and enhancing students' understanding and academic performance in various subjects (Devaki, 2018). The collaborative learning approach of TPS provides students with the opportunity to engage in peer-to-peer interactions, to learn from each other, and to practice using comparative degree in meaningful contexts. The findings of this study have practical implications for educators, as they suggest that the TPS approach can be an effective teaching tool for enhancing students' understanding and academic

performance in comparative degree. The approach can be particularly effective in teaching grammar, which can often be a challenging subject for students (Bilqis & Suharjito, 2022; Hidayati, 2023). The TPS approach provides students with the opportunity to engage in meaningful conversations about the topic and to practice using comparative degree in relevant contexts. However, it is important to note that the success of the TPS approach is dependent on a number of factors, such as the quality of the questions posed by the teacher, the duration of the TPS activity, and the size of the student groups. Previous research has shown that the TPS approach is most effective when the questions posed by the teacher are open-ended and thought-provoking, the duration of the activity is sufficient for students to engage in deep discussion, and the size of the student groups is appropriate for effective collaboration (Johnson et al., 2014). Therefore, further research is needed to explore these factors and to determine the optimal conditions for using the TPS approach in teaching comparative degree. In addition, future research could investigate the long-term effects of the TPS approach on students' understanding and academic performance in comparative degree, as well as its applicability to other subjects and educational settings.

Overall, the findings of this study affirm that the TPS approach significantly enhances the students' understanding and academic performance in learning comparative degrees, demonstrating its effectiveness as a teaching tool. This conclusion is consistent with prior research indicating that TPS fosters deeper engagement and improved outcomes through active peer collaboration and meaningful discussion. However, the success of the TPS approach hinges on several critical factors, such as the classroom environment, teacher facilitation, and the specific implementation of the TPS strategy. It highlights that TPS's effectiveness can vary based on how well it is integrated into the curriculum and the degree of student participation it elicits. Therefore, while this study supports the TPS approach's efficacy, it also underscores the need for further research to explore optimal conditions and pedagogical strategies that maximize its benefits. Future studies should investigate variables such as group dynamics, task design, and the role of teacher support to refine the implementation of TPS and enhance its impact on teaching comparative degrees.

CONCLUSION

This study aimed to evaluate the effectiveness of the TPS approach in teaching comparative degrees to grade 8 students at SMPN 48 Surabaya. The results indicate that the TPS method significantly enhances the students' understanding and academic performance in this area. However, the study's limitations include its small sample size and the focus on a single class, which may affect the generalizability of the findings. Additionally, the research concentrated on the short-term impacts of TPS, leaving a gap in understanding its long-term effects. Further research is needed to explore how the TPS approach influences students over extended periods and to assess its applicability across different subjects and educational contexts. Future studies should examine factors such as the quality of teacher-generated questions, the duration of TPS activities, and the optimal size of student groups. Additionally, investigating the approach's effectiveness in diverse educational settings and its potential benefits for other subject areas would provide a more comprehensive understanding of TPS's role in enhancing educational outcomes. Overall, this study supports the TPS approach as a valuable pedagogical tool for improving students' engagement and mastery of comparative degrees. Nonetheless, further exploration is necessary to determine the most effective conditions for implementing TPS and to evaluate its long-term impact on students' academic achievements.

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