IMPLEMENTATION OF THINK-PAIR-SHARE STRATEGY THROUGH DISCOVERY LEARNING IN READING DESCRIPTIVE TEXT SMPN 1 TIRTAMULYA

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Abstrak

Membaca adalah salah satu aspek terpenting dalam perkembangan bahasa Inggris di sekolah. Strategi atau metode pembelajaran memiliki peran penting untuk meningkatkan kemampuan siswa dalam membaca teks deskriptif. Pembelajaran Think-Pair-Share dan Discovery digunakan untuk memfasilitasi siswa dalam membaca teks deskriptif. Penelitian ini bertujuan untuk mengimplementasikan pembelajaran Think-Pair-Share dan Discovery dalam membaca teks deskriptif. Desain penelitian menggunakan studi kasus. Pesertanya adalah seorang guru dan satu siswa di kelas bahasa Inggris kelas delapan. Sedangkan instrumen yang digunakan untuk mengumpulkan data adalah lembar observasi dan pedoman wawancara. Dengan demikian, peneliti menganalisis dengan menggunakan reduksi data, display data, dan penarikan kesimpulan dan verifikasi. Temuan menunjukkan wawasan hasil positif dari menggunakan strategi TPS dan metode pembelajaran penemuan ketika mengajar dan belajar teks deskriptif. Kesimpulan berdasarkan observasi dan wawancara yang diberikan, peneliti menyimpulkan bahwa strategi Think-Pair-Share dan metode penemuan adalah strategi dan metode yang digunakan oleh guru bahasa Inggris untuk mengajar membaca teks deskriptif di kelas delapan. Pendekatan kolaboratif ini tidak hanya meningkatkan kepercayaan diri siswa tetapi juga mendorong mereka untuk lebih bersemangat dan mau memecahkan masalah bersama. Strategi Think-Pair-Share melalui metode pembelajaran discovery terbukti meningkatkan hasil belajar dan kemampuan pemahaman bacaan siswa.

Kata kunci: : Think-Pair-Share, Discovery Learning, Membaca, Teks Deskriptif.

Abstract

Reading is one of the most crucial aspects of English language development in school. Strategy or learning method has an important role to improve the students' ability in reading descriptive text. Think-Pair-Share and Discovery learning were used to facilitate students' reading through descriptive text. The research intended to implement Think-Pair-Share and Discovery learning in reading descriptive text. The research design used a case study. The participants are one teacher and one student at English class of eighth grade. Meanwhile, the instruments used to collect data are observation checklist and interview guide. Thus, the researcher is analyzed by using data reduction, data display, and drawing conclusion and verification. The findings show insight into the positive outcomes of employing the TPS strategy and the discovery learning method when teaching and learning descriptive text. The conclusion based on the observations and interview provided, the researcher has concluded that the Think-Pair-Share strategy and the discovery method are strategies and methods utilized by English teacher to teach reading descriptive texts in the eighth grade classroom. This collaborative approach not only boosts students' self-confidence but also encourages them to be more enthusiastic and willing to solve problems together. Think-Pair-Share strategy through the discovery learning method has been shown to better students' learning outcomes and reading comprehension abilities.

Keywords: Think-Pair-Share, Discovery Learning, Reading, Descriptive Text.

INTRODUCTION

Students must acquire four abilities in order to be able in communication and study english language: listening, speaking, reading, and writing. However, reading is one of the most important parts of their English language development. Reading already recognize as an essential ability in foreign language acquisition. Additionally, reading ability is indicated in the Junior High School Curriculum (Kurikulum 2013). The aims of English teaching and learning are to assist students in achieving functional literacy, which is the capacity to communicate in simple spoken and written English in everyday situations.

Every English lesson at school, students learn about reading. According to Karbalaei (2010), reading is a process in which one must not only understand its direct meaning but also comprehend its implicit notions. People read for a variety of reasons (Anderson, 2014). They read for enjoyment, knowledge, or to learn something new. In all these circumstances, the goal of reading is to get meaning or to create the writer's meaning (Arabmofrad, Badi, Pitehnoee, 2020).

Nonetheless, many students currently complain about having difficulties comprehending English descriptive literature due to their disorganized thinking and lack of comprehension of the complete text's content. Many students have no idea what they just read at the end of the reading exercise, indicating that they have not established goals for themselves. As a result, at the end of the session, students were unable to accomplish the reading goal of comprehending the text and answering the questions. If this condition persists, pupils may appear more passive during the learning process, especially if the teacher only wants them to read but not comprehend.

According to Okkinga et al. (2018) reading strategy is a mental tool that a reader used to analyze, correct, or understand the material. Reading strategies are a deliberate and goal-oriented endeavor to generate meaning from text. When analyzing and evaluating what they read, students must employ a variety of strategies, including making conclusions based on evidence. In reading assignments, reading strategy was discovered that both local methods such as commenting on the meaning of the work, pronunciation, or grammatical interpretation, as well as global strategies such as generating inferences and applying previous information, were employed.

The TPS strategy is designed to provide students time and structure to think about a specific problem, followed by being paired with a peer to discuss responses to said issue, and then synthesizing and expressing their perspectives with a group or the class (Shih & Reynolds, 2015). Dwigustini and Widiya (2020) stated that TPS strategy is a component of cooperative learning discussions. It is a basic technique that is highly beneficial to the teaching and learning processes.

The Think Pair Share (TPS) learning strategy may assist students improve their skills. TPS learning model produces more pleasant learning outcomes than traditional learning model (Fatma et al., 2019). TPS learning strategy allows students to work independently or in groups and maximizes their engagement during the learning process in order to increase their collaboration skills and cognitive learning results. TPS learning strategy also allows students adequate time to

create questions, answer them, and express their answers to other students. As a result, knowledge will circulate more quickly among students (Fatma et al., 2019).

Apart from TPS strategy, according to Nurdin et al. (2019) a teaching method that involves students in a mental process to discover knowledge called discovery learning. It is a way to present a lesson that involves students in a mental process to discover knowledge, rather than simply presenting all the information to them (Nurdin et al., 2019). The method is centered on the students and the teacher's role are to adjust the learning atmosphere to support the discovery process for the students.

The curriculum 2013's learning strategy is discovery learning. Discovery learning, according to Holesinska (2006), is the most practical and motivating sort of active learning method, in which students must figure out rules and reveal the text concept on their own. Discovery learning is defined as a learning environment in which the learner must identify the primary substance of what is to be learned independently, forcing the student to become an active participant in their learning.

In this research, to overcome these difficulties, learning to read in this study implement the TPS strategy through the discovery learning method in reading descriptive texts. TPS strategy is used in learning to activate students through discussions and sharing knowledge and experiences with their friends. Think-Pair-Share also gives students more time to think, respond, and help each other. In addition to the Think-Pair-Share strategy in reading descriptive text research, the teacher also uses the discovery learning method so that

students can improve their accuracy and skills.

Then, during the teaching-learning process, teachers require particular learning models suitable with the 2013 curriculum. In this study, the researcher used Think-Pair-Share and Discovery learning to implement students' reading abilities through descriptive text. One of the genres taught to eighth-grade students in the final semester of junior high school is descriptive text in junior high school in West Java, Indonesia.

METHOD

The type of research used is a case study. A method of academic research that involves the intensive study of a particular situation or phenomenon, often in a real-life context is a case study (Yin, 2017). The research was conduscted at SMPN 1 Tirtamulya, one state secondary school in West Java, Indonesia. To gain the detail information and data, the researcher used two research instruments: observation and interview. There are some instruments which are used to collect the data. They are:

1) Observation checklist

The first collection of data instrument used in this study was a classroom observation setting, which the researcher observed twice. Observation, according to Ary et al. (2010), is a key approach for acquiring qualitative data. First and foremost, the researcher selected a classroom to watch. The type of observation used by the researcher in this study was non-participant observation. Non-participant observation, as defined by Hesse-Biber (2016), is a means of conducting an observation without

engaging in the activity being watched.

2) Interview

The researcher interview one teacher and one student. Interview was used to collect the second instrument. A qualitative interview, according to Creswell (2012), occurs when researcher ask one or more participants broad, open-ended questions and document their replies. To obtain thorough information, the researcher conducted semi-structured (open ended) interviews. A semi-structured interview is one in which the questions are pre-planned before the interview, but the interviewer uses open-ended questions to allow the interviewee to clarify and explain specific questions (Blandford, 2013). The researcher prefer semi-structured interviews because researcher can prepare questions in advance.

The researcher analysis the data usinghree parts of analysis according to Miles and Huberman (1994), data analysis entails three concurrent activities: data reduction, data presentation, and conclusion drawing/verification.

1) Data Reduction

The researcher will select the important information from the data, and as data collection progresses, further stages of data reduction will occur, writing summaries, coding, selecting themes, clustering, partitioning, and drafting summaries. The researcher uses data reduction to reduce unnecessary information and organize the data so that the final results can be validated.

2) Data Display

After reducing the data, researcher creates a data display that contains a compressed and well-organized data set that allows conclusions to be drawn. As a result,

the researcher can observe what is happening and decide whether to draw an appropriate conclusion or continue the analysis based on the participants' interview responses as useful for research.

3) Conclusion drawing/verification

The final and most important phase of data analysis is inference and verification. Inference begins after the information has been collected by developing a tentative inference. In other words, the inference is continually analyzed and validated to obtain the appropriate conclusion.

RESULTS AND DISCUSSION

1) Observation
  a) First Meeting
    (1) Preparation Step

At the preparation activities in the first meeting, the teacher said greetings and it started at 08.50 am. The teacher explains the purpose of learning after students take attendance and decides on a topic based on the syllabus. Afterwards, the teacher develops teaching materials with the learning media used. The teacher also will assess student learning outcomes.

    (2) Implementation Step
     (a) Stimulation

The teacher gives a number of questions that lead to preparation for learning descriptive text and encourages students to read first the reading sheet that has been given. The teacher also instructs students if there is anything they don't understand, they can ask.

(b) Problem Statement and Thinking

The teacher does not give as much text as possible to identify, the teacher only gives one descriptive text that is relevant to the learning material.

(c) Data Collection and Thinking

The teacher gives the opportunity to students to read a sheet of descriptive text, students are not given the opportunity to observe around because they have been given the text. In this section, students have not been given the opportunity to do a trial reading with their friends but only read by themselves.

(d) Data Processing and Pairing

Students interpret the results of reading the descriptive text through the answers to questions that have been given by the teacher and students are able to exchange ideas with their friends where previously they were given the opportunity to think independently.

(e) Verification and Pairing

The teacher convinces or asks the students to read carefully to make sure the students answer the questions correctly and the teacher gives the opportunity for concepts, topics, and unfamiliar words from the descriptive text they have read.

(f) Generalization and Sharing

The teacher asks students to draw conclusions but after they have answered the questions that have been given and invites students to come forward to read the conclusions from the descriptive text.

b) Second Meeting

(1) Preparation Step

At the second meeting, the teacher explains what will be learned and determines the topic where students are asked to make descriptive text independently. The bell rang at the 10.10 am. After that, the teacher develops teaching materials by explaining briefly and the teacher will assess students at the end of the lesson.

(2) Implementation Step

(a) Stimulation

The teacher starts teaching and encourages students to make their own descriptive text to read and the teacher asks questions or clues that lead to solving problems such as the meaning of words. the teacher also encourages students to read worksheets or textbooks to make it easier for students to compose texts and answer student questions if anyone asks.

(b) Problem Statement and Thinking
The teacher gives students the opportunity to identify relevant descriptive texts as much as possible to practice, facilitate, and make students confident in reading descriptive texts.

(c) Data Collection and Thinking
The teacher gives students the opportunity to read and observe descriptive texts in books to collect data independently first.

(d) Data Processing and Pairing
The teacher gives the opportunity for students to interpret descriptive text they have made and students are also allowed to work with friends if necessary.

(e) Verification and Pairing
Students are allowed to work together and the teacher asks students to do a careful investigation to prove the results of data processing and teacher provides an opportunity for students to find a concept or understanding through descriptive text.

(f) Generalization and Sharing
The teacher asks students to conclude the descriptive text they have read and students share ideas with their friends or pairs. If according to the teacher the student is good at concluding the student will be given an appreciation in the form of scores and instruct the student to read it in front of his/her classmates.

Based on the observations and explanations provided above, the researcher has concluded that the Think-Pair-Share strategy and the discovery method are strategies and methods utilized by English teacher to teach reading descriptive texts.

2) Interview
The implementation of using Think-Pair-Share through discovery learning in descriptive text were analyzed from the result of interview below.
Some answers from open questions:

T1: "This strategy is one that can be said to be natural for students to do, so even though I didn't tell them to "pair up," they have already worked with their peers or their best friends, and they have immediately worked in pairs. So, I think this strategy is indeed more natural, easier to do, and can also make the self-confidence of students who lack self-confidence become more enthusiastic, more willing to do things than do things on their own, so it's more supportive in helping students find, solve problems. problem in the descriptive text."

S1: "After sharing the answers, I find it easy to do assignments or answer questions because the Think-Pair-Share strategy through the discovery learning method makes me active as a student and allows me to apply the answers or ideas that I think about and share my thoughts with my friends."

Based on the provided text, that the Think-Pair-Share strategy is a natural and effective approach for students. It allows them to work with their peers or best friends, which makes the strategy more natural and easier to implement. This collaborative approach not only boosts students' self-confidence but also encourages them to be more enthusiastic and willing to solve problems together.

The Think-Pair-Share strategy is supportive in helping students find and solve problems in descriptive texts [T1]. It supported by the statement from S1, who shares their positive experience with the Think-Pair-Share strategy. S1 mentions that this strategy makes them active as a student, allows them to apply their ideas, and share their thoughts with friends [S1].

According to Wijaya et al. (2021), Teaching students to read descriptive text, using the Think-Pair-Share (TPS) technique helps improve their understanding of the material and confidence. Student of the pair may be given a predetermined amount of time for sharing his/her response (Badriyah, 2015). Thus, when the teacher divides the class into pairs or groups, the students will feel more at ease asking their friends in groups without feeling embarrassed.

T1: "I give an appreciation in the form of a grade, then from there the student will feel confident and sure I have finished and I am right or I know "oh this is the right answer" only after that I will ask the student to share the student's answer with his/her partner or even classmates like that, that's if one student has finished."

S1: "With the Think-Pair-Share strategy with the discovery learning method can give students the opportunity to feel more comfortable sharing their thoughts."

The text T1 describes a teacher's approach to giving feedback to students. The teacher first gives a grade to the student, which gives the student confidence in their answer. Then, the teacher asks the student to share their answer with a partner or classmates. This approach can be enhanced by using the Think-Pair-Share strategy, which allows students to feel more comfortable sharing their thoughts. The The Think-Pair-Share strategy is a method of collaborative learning in which students work together to solve a problem or answer a question regarding an assigned reading. This technique challenges students to think independently about a topic or response to a question before sharing their thoughts with peers. Think-Pair-Share helps pupils gain confidence, encourages greater engagement, and generally leads to deeper discussions. Using the Think-Pair-Share technique provides students time for independent thought, thinking, and utilizing new knowledge before being impacted by the responses of other students. This process also teaches students how to clarify their ideas to a peer before presenting them to a wider audience (the entirely class).

The Think-Pair-Share strategy through the discovery learning method, have been shown to better students' learning outcomes and reading comprehension abilities (Jannah & Fu'adah, 2022). Based on data obtained from the observations and interviews conducted above, the findings provide insight into the positive outcomes of employing the TPS strategy and the

discovery learning method when teaching and learning descriptive text.

CONCLUSION

The conclusion based on the observations and explanations provided, the researcher has concluded that the Think-Pair-Share strategy and the discovery method are strategies and methods utilized by English teacher to teach reading descriptive texts in the eight grade classroom. The Think-Pair-Share strategy is a natural and effective approach for students that allows them to work with their peers or best friends, which makes the strategy more natural and easier to implement. This collaborative approach not only boosts students' self-confidence but also encourages them to be more enthusiastic and willing to solve problems together. The Think-Pair-Share strategy through the discovery learning method has been shown to better students' learning outcomes and reading comprehension abilities. The text also describes a teacher's approach to giving feedback to students, which involves giving a grade to the student first, which gives the student confidence in their answer, and then asking the student to share their answer with a partner or classmates.

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