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THE STUDY OF EFFECTIVENESS COOPERATIVE LEARNING MODEL IN EFL CLASSROOM

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Abstract

This research focused on the use of Think Pair Share technique in Students' Writing Descriptive Text and characteristic effectiveness of use cooperative learning model in EFL classroom. This learning model is a kind of cooperative learning model to encourages students actively involve in the learning process. This research was conducted with qualitative design type library research. The instrument of this research were six article that related about Think Pair Share for students writing skill in Descriptive text, books, and journal. The qualitative data were analyzed by data reduction, data display, and verification. The result of the research Based on the implementation of each articles, showed that Think Pair Share was effective to helped students in writing descriptive text. It showed from the characteristic of effectiveness aspect that suitable to the article, such as quality of learning it marked by the success of the students to achieve the lesson goals. Appropriate level of instruction, it showed the ability of the teacher to ensure the readiness of each students to learn. Incentives, it showed the ability of the teacher to encourage that students are motivated to learn. Times setting, it showed from the steps of the lesson process used.
Keywords: *Think Pair Share, Writing skill, Library Research*

1. INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of the learning process so that students actively develop their potential to have spiritual strength, self-control, intelligent personality, noble character, and the skills needed in society, nation, and state. (UU No. 20 Tahun 2003). Education in schools has the goal of changing students to have knowledge, skills, and learning attitudes. As a form of change in learning behavior, teaching defined as showing or helping someone to learn how to do something, and giving knowledge (Brown,1994).

This is also the basis for the importance of improving the quality of education. To improve the quality of education, it can be done in various ways, such as developing and improving curriculum, structuring teachers, and improving learning methods. One of the ways that can be used in improving the quality of education is by increasing the quality of the learning process. So that learning subjects can be achieved more optimally.In the learning process, the teacher plays a very important role.

Teachers can lead to having critical thinking ability, have social abilities, and the results of achieving creativity (Ismail Arief, 2008). Because creative teachers will make the learning process more enjoyable so that subject matter can be

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delivered optimally, to help teachers optimize the teaching and learning process. It requires a learning model that is appropriate, interesting, and effective so that students can be active in learning activities and can understand what students have to master after the learning process. Learning models are methods or techniques for presenting teaching materials that will be used by the teacher when presenting lesson material, either individually or in groups.

The existence of this learning model will function to help students obtain information, ideas, skills, values, and ways of thinking. The useful function of the learning model is a guide for teaching designers and teachers in implementing learning (Trianto 2010). Learning will be more effective if students take an active role in the process of learning. It can be realized by using a cooperative learning model.

Dewey (1989) states that "Cooperative learning is an instructional use of small groups in which students work together to maximize their own and each other's learning". In this model of learning, students learn together in small groups to solve a topic or problem, complete a task, or do something to achieve a common goal. learning that is based on cooperation between students can make students who do not understand certain material feel not ashamed to express their opinions. Students can ask their group friends who are considered more understanding. Cooperative learning is also beneficial learning for students because it gives students a chance to become a tutor for their friends so that students with low abilities can more freely ask questions (Asma,2006).

There are many kinds of cooperative learning models. Such as Student Team Achievement Division, Jigsaw, Group Investigation, Trio Exchange, Group Resume and Think Pair Share (Isojoni, 2010). This research will focus to analyze *Think Pair Share*. Isjoni (2010: 78) says that "the Think Pair Share technique is a technique that provides opportunities for students to work alone and collaborate with other students, and be able to participate fully in the learning process".

This type of cooperative learning model is considered appropriate or suitable to be applied in learning to write text. When using this learning model, students are given the opportunity first to think and work individually in developing a theme or material. Then, students create a small group to unite and develop their ideas. Finally, each group was given the opportunity for presenting written text to other students in front of the class (Salam,2017)

Reflecting on teaching and training experience in SMA N 2 Langsa in 2019, there were still many students who do not pass the standard of minimum completeness criteria (kkm) in English lessons, especially in writing material. This is because writing material is considered a difficult material. There are several factors that influence this problem. Among them are students who do not pay attention to the teacher's explanation during learning, student concentration was less focused on learning English, and the teaching-learning process is still dominated by one-way approach, where the teacher is considered as the center of truth. As a result, students' interest in learning becomes low. It makes the process of learning does not effective. Based on the background above, the researcher is interested in the

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analysis "**A Study of Effectiveness Cooperative Learning Models in EFL Classroom**".

2. REVIEW OF LITERATUR

2.1 Learning Model

In Indonesian Dictionary (KBBI 2008: 23), learn means, trying to gain intelligence or knowledge. Meanwhile, the teaching and learning process is a systematic effort to realize the learning process takes place effectively and efficiently, starting from planning, implementing, and evaluating. The ability to manage the learn is an absolute requirement for teachers to realize professional competence. Consequently, teachers must have a proper understanding of the concept of learning and teaching itself (Evaline, 2011).

Learning is also basically the process of adding new information and abilities. In this process, the teacher will think about what information and abilities the students should have, at that time, the teacher will think about what strategies to do so that all the things that have been planned can be maximally achieved so that the learning process becomes active. Active learning is learning that invites students to learn actively. With active learning, students are invited to participate in all learning processes, in this way students will usually feel a more pleasant atmosphere so that learning outcomes can be maximized (Evaline, 2011).

In an active learning process, there will be a model or style used by the teacher to make the efficiency of the teaching and learning process more enjoyable. The learning model is defined as a systematic procedure or approach that is applied by the teacher in the teaching and learning process to achieve learning goals (Isojoni, 2008). The use of the right learning model can encourage the growth of student pleasure in a lesson. so that it will increase motivation in doing assignments and make it easy for students to understand the lesson. So, the learning model is a systematic procedure carried out in the learning process that runs effectively and efficiently starting from planning, implementing, and evaluating to achieve learning objectives.

2.1.2 Cooperative Learning

Cooperative Learning comes from two words, namely Cooperative and Learning. Cooperative means cooperation and Learning means learning. So, Cooperative Learning is learning through joint activities. The originator of the idea of cooperative learning was Jonh Dewey in 1916 in his book entitled Democracy and Education. He states that "learning is an instructional use of small groups in which students work together to maximize their own and each other's learning" . (Dewey , 2001)

Then in 1954-1960 Herbert Thelen developed more specific procedures regarding rules in group work to help students. This strategy is based on Vygotsky's (1978, 1986) learning theory which emphasizes social interaction as a mechanism to support cognitive development (Eggen, 2010). In the process, this model helps students to more easily process the information obtained. Cooperative Learning is a learning model with a learning community, namely by forming study groups.

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During the collaboration process , of course, there is a discussion, exchanging ideas, those who are good at teaching the weak, from individuals or groups who don't know to know (Thobroni, 2013). According to Isjoni (2010: 16) says that "cooperative learning is a learning model that is centered on students (student oriented)". Especially to overcome the problems that the teacher found in activating students, who could not cooperate with others. This learning model can be used in various subjects and at various ages.

Cooperative learning is a group learning activity organized by the principle that learning must be based on changes in social information between learning groups, and each individual has responsibility for his learning and is encouraged to improve the learning of other members (Huda, 2012). Cooperative learning is a structured and systematic learning model. Where small groups work together to achieve common goals. This learning model emphasizes cooperation between students in groups. This is based on the idea that students find and understand a concept more easily if they discuss a problem with their friends. This is in accordance with the opinion (Slavin 2008) said that all methods in cooperative contain the idea that students who work together in learning and are responsible for their teammates and able to make themselves learn equally well. So it can be concluded that the cooperative method prioritizes group work, where, in the learning process students have responsibility for themselves and their friends.

The activities of students in cooperative learning include following the teacher's explanations actively, completing tasks in groups, giving explanations to their group friends, encouraging their group friends to participate actively, and discussing. To make the activities of students running well and smoothly, so special skills are needed. which are called cooperative skills. Cooperative skills can be built by developing communication and division of tasks between group members. The same thing was also said by Lie (2003) who stated that the cooperative learning model is based on the homo socius philosophy which emphasizes that humans are social creatures.

In other words, group work is a very important requirement in creating relationships to achieve goals. Based on this description, it can be said that cooperative learning is learning based on the group. In each group, the student will cooperate with each other. The cooperation that is made by each student is not only in completing the assignments given by the teacher but is more complex by working together in understanding the material that has been delivered by the teacher. Thus, in cooperative learning, the student used as a source of learning besides teachers, books, and other learning resources. It is suitable with Rahadjito, Rahardjo, Sadiman(2012) state that, “Students, training participants, community leaders, and people with certain skills in the society are sources of learning. They are classified as a source of learning types of people.”

From some of these theories, it can be concluded that cooperative learning is a learning model based on a student-centered approach. Where, the teacher provides opportunities for each student to be actively involved in the process of teaching and learning activities by emphasizing teamwork to solve a problem, complete a task, and achieve goals together. So, learning objectives can be achieved optimally.

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2.1.2.1 Characteristics of Cooperative Learning

Cooperative learning is different from other learning strategies. it can be seen from the learning process. where the cooperative learning model emphasizes the collaboration process in groups. In this learning model, the learning objectives to be achieved are not only academic abilities, but there is an element of cooperation between students to master the learning material. In the end, this cooperation is what becomes the hallmark of cooperative learning. According to Rusman(2011,p, 207) there are some characteristics of cooperative learning. It can be explained as follows:

1. Team Learning

Cooperative learning is learning as a team, where the team is a place to achieve learning objectives. Therefore, the team must be able to make every student learn. All group members must help each other to achieve learning objectives. Its means, the success of the team is the success of individually itself, because all the material given by the teacher, will be done by all the member of the team. So, every student must contribute to finishing the tasks.

2. Based On Cooperative Management.

As in general, management has three main functions, namely a planning function, an organizational function, and a control function. The planning function shows that cooperative learning is carried out in accordance with the planning and learning steps which has been determined. Such as determining learning objectives, how, and what to do to achieve learning goals. Organizational functions show that cooperative learning requires the right strategy to achieve learning goals, and the learning process takes place effectively. The control function is a test component designed to determine the success of a lesson.

3. Willingness to Cooperate

Cooperative learning is said to be successful if the groups formed in a lesson achieve the specified learning objectives. In other words, group success is the success of cooperative learning itself. Therefore, the principle of working together needs to be emphasized in the cooperative learning process. because without good cooperation, cooperative learning will not achieve optimal results.

4. Teamwork skills.

After students have a sense of willingness to work together, the willingness to cooperate will be practiced through activities in cooperative learning groups. Thus, students need to be encouraged to be willing and able to interact with other members of the group to achieve learning goals.

Based on the explanation above, the interesting thing about the cooperative learning model is that it can increase social relations, foster an attitude of accepting deficiencies, mutual help to others, and respect for the opinions of others. From the description above, it can be concluded that the characteristics of cooperative learning are learning that emphasizes the aspects of cooperation among its members, where there is interaction, as well as individual skills in group processing. Besides, the purpose of cooperative learning is to improve academic learning outcomes, acceptance of diversity and social development.

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2.1.2.2 Steps of Cooperative Learning

In the process of application cooperative learning, there are six main steps or stages of cooperative learning models that use in learning process. Lessons begin with the delivery of learning objectives and motivation by the teacher, followed by the presentation of information, Then, grouping students into learning teams. The last phase in this model learning is the presentation of group work. In detail,Triyanto, Bandar(200 p, 117) explain these steps in the table below:

STEP	TEACHER CONDUCT LEVEL
STAGE 1. convey goals and motivate students	The teacher conveys all the learning objectives to be achieved and emphasizes the importance of the topic to be studied, then motivates students to learn.
Stage 2 Presenting information	The teacher presents information related to learning material to students by demonstrations or through reading materials
Stage 3 Form a study group.	The teacher explains to students how to form study groups and helps each group make the transition effectively
Stage 4 Guiding groups in discussion and learning	The teacher guides each study group as they work on their assignments.
Stage 5 Evaluation	The teacher evaluates the learning outcomes of the material that has been studied through the presentation of each group.
Stage 6 Give awards	The teacher makes an effort to appreciate the results of individual and group learning efforts

Table 2.1 Steps of Cooperative Learning

2.1.3 Think Pair Share

The Cooperative learning model is a teaching model in which students study in small groups who have different levels of ability. In completing group assignments, each member cooperates with each other and helps to understand a learning material. Cooperative learning accommodates how students can work together in groups. Where, the group goal, is a common goal. There are several variations in the types of models in cooperative learning, although the basic principles of cooperative learning have not changed. One of the types of cooperative learning is Think Pair share (Isojoni p 78, 2010)

Think-Pair-Share is a type of cooperative learning developed by Frank Lyman at the University of Maryland in 1985. Think-Pair-Share gives students the opportunity to think and respond or help each other. Arends in Khaeruddin (2006, p, 26) states that "TPS is an effective way to make class discussion pattern variations". Assuming that all discussions require arrangements to control the class

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as a whole, and the procedures used in TPS can give students more time to think, respond, and help each other.

Lie (2004) states that "Think Pair Share (TPS) is a structure for cooperative learning activities. This technique allows students to work alone and work in groups". Another advantage of this technique is the optimization of student participation, which is to provide opportunities for each student to be recognized and show their participation to others. The same thing was also expressed by Isjoni (2010: 78) state that " Think Pair Share technique is a technique that provides opportunities for students to work alone and collaborate with other students, and be able to fully participate in the learning process". According to Huda (2012) in his book states that "TPS is a simple, but very useful method".

From some of the opinions above, it can be concluded that the cooperative learning model type Think Pair Share is a learning model, which uses the pair wise discussion method, followed by a plenary discussion held by the teacher. By using the TPS learning model students are trained on how to convey and respect the opinions, even though they have different opinions, and still referring to the material/learning objectives that have been set. In the implementation process, TPS itself has several stages/processes that must be completed so that learning is called TPS. According to Arends (2008) the following Think-Pair-Share learning techniques:

1. Think.
   In the thinking stage, the teacher asks students a question or problem related to the lesson. After that, the teacher can ask them to think about the answer for a few minutes.
2. In pairs.
   In this stage, the teacher asks students to pair up and discuss something they have obtained. In general, the time is given to pair up ranges from four to five minutes. Interaction during the time provided can make it easier for them to find answers to the questions asked as well as combine ideas with their respective partners.
3. Sharing.
   In this stage, the teacher asks groups to share t ideas with other groups. If time allows for all pairs it is hoped that all pairs can share the result of discussion material, but if not then the teacher asks several pairs to share with the whole class what they have talked about.

As a system that will be applied to the teaching and learning process, this learning model also has advantages and disadvantages. According to lie (2003,p,) that the advantages of a paired group (a group consisting only of 2 group members) are:

1. TPS will increase student participation
2. Suitable for simple tasks
3. More members have the opportunity to contribute to each group member.
4. Easier interaction
5. It is easier and faster to form groups

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Besides the advantages of this learning model, there are also some disadvantages of this type of learning model that every teacher must understand. The weaknesses of think pair share according to Lie (2003, p) are:

1. Many groups report and need to be monitored
2. Fewer ideas emerged
3. If there is a dispute, there is no arbitrator.

After knowing the advantages and disadvantages of cooperative learning type Think Pair Share, It is hoped that both students and teachers will master the rules of the TPS learning model. Thus, this learning model can be implemented optimally and create a pleasant learning atmosphere.

2.1.4 Writing Skills

Skill is the ability to perform behavior patterns both motor and cognitive to achieve certain results quickly and correctly. According to the large dictionary of the Indonesian language (2008 p 1688), skills derive from the word skilled which means capable, nimble, and skill itself is defined as a skill to complete a task. The task in question is related to one's ability to do and accomplish something, such as the ability to use language, so the term language skills arises. If it is related to writing, then writing ability is a person's ability to use language in writing.

In language learning, there are four skills that must be mastered. Namely, listening skills, speaking skills, reading skills, and writing skills (Suparno, 2010 p, 17). Writing skills are one type of language skill that students must master. However, writing is a language skill that is often considered the most difficult by students. This happens because writing skills are one of the language skills with the highest level (UPI, 2007 p. 124). According to Tarigan (2008 p: 21) Writing is lowering or depicting a graphic symbol to describe a language that can be understood by someone. Meanwhile, according to Suparno (2010 p 13) writing is an activity to convey messages or communication using written language as a tool or medium. Writing activity is also the author's attempt to achieve certain goals. Therefore, the writer must choose, set goals, then put them in a language that is easy to read and used by the readers Callan and Hodijah in (Idris, 2019). Thus it can be said that writing is a non-spoken language activity that must be learned so that other people understand and understand what the writer wants.

Based on the opinion above, it can be concluded that writing skills are the ability to communicate indirectly, through transferring thoughts or feelings by utilizing, language structures, and vocabulary using symbols so that a language product is created such as articles, essays, reports, reviews, literary works, and books, which can be communicated to others.

2.1.4.1 Stage of Writing

According to Broughton, Brumfit, Flavell, Hill and Pincas (2001, p 115) There are several aspects that must be considered in writing in learning English, namely:

1. Mechanical in English script
2. Grammar accuracy in English

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3. Ways to relate writing style to the purpose you want to convey
4. How to develop or express writing ideas

To achieve this aspect, it is necessary to have the stages of writing that must be understood. According to Broughton, Brumfit, Flavell, Hill, and Pincas (2001,p118) writing skills in foreign languages through three main stages. namely: controlled writing, guided writing, and free writing. Singleton (2002, p 11) divide of writing stage into :

1. Pre-writing stage

This stage is the preparation stage for writing. In this pre-writing stage, there are activities to select topics, set goals and objectives, collect the necessary materials or information, and organize ideas in the form of an essay framework. Determining the topic means determining what will be discussed in the writing. In determining topics, it can be taken from various sources, for example experience, observations, attitudes, opinions, responses or imagination. After determining the topic, the next step in this stage is to limit the topic. This was done so that the discussion was not too broad.

The next step is to set goals. by determining the purpose of writing, we can find out what we are doing in the writing stage. for example, the extent to which the discussion is covered, how is the organization, and the point of view used. After setting goals, the next step is to determine the source. Writing materials can be obtained from various sources, such as experiences, books, magazines, papers and others. After the steps above have been carried out, the final step is to compile an outline. Compiling the outline of an essay means breaking the topic into sub-topics (Sabarti Akhadiah,1988, p 4). The outline must be structured logically, systematically and consistently.

2. Writing Stage

In the Prewriting stage, the topic and purpose of the essay have been determined, gathered relevant information, and made the outline of the essay. At the writing stage, the activities carried out are discussing and developing each topic item contained in the essay framework. by making use of the materials or information we have selected and collected. The structure of the essay consists of the beginning, the content, and the end. The beginning of the essay serves to introduce as well as to lead the reader to the subject of our writing. Contents of the essay, presenting the topic discussion or main idea of the essay.Things that clarify or support the idea such as examples, illustrations, information, evidence, or reasons. The end of the essay serves to return the reader to the core ideas of the essay by summarizing or emphasizing important ideas. In writing, the correct choice of words is needed. Because good writing is writing that cannot be separated from the rules of the prevailing language.

3. Post writing stage

Completing writing does not mean having finished writing activities. Authors still need to reread the writings that have been made. This re-reading activity is to look carefully at the parts that need improvement, especially in the use

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of spelling, punctuation, choice of words, paragraphs, sentence logic, and writing systematics. The post-writing stage consists of editing and revision activities.

2.1.4.2 Descriptive text

Descriptive text is a process to creates a clear and vivid impression of person, place or thing Callaghan (1988: 138). Wishon and Burks (1980: 128) also stated that in descriptive writing the writer is required to give the reader a detailed vivid picture of person, place, scene, object or anything. A description is a drawing in words. Mostly descriptive texts depict or describe the image of a certain person, animal, things, and location or place. The social function of descriptive text is to inform the readers about the illustration of certain persons, places, or some things in specific ways.

Descriptive text also has a purpose like in the Gerot and Wignel‟s statement (1995:208) that "The purpose of descriptive text is to describe a particular person, place or thing". It can be concluded that the purpose of descriptive text is to describe and reveal a particular person, place or thing

As a kind of text, descriptive text also have the generic structure in the form of writing. "Descriptive text has two generic structures, namely identification and description" (Hammond, 1996). Identification is the person, place or thing to be described. The description is describing parts, qualities, and characteristics of an object. It is in line with (Gerot and Wignel, 1995) stated that "Descriptive text has two generic structures. They are identification and description".

1. Identification. In this stage, the writer will Identifies phenomenon to be described.
2. Description. Here, the writers Describes parts, qualities, characteristics clearly.

From the explanation about it can be conclude if the generic structure of a descriptive text consists two elements. They are identification and description.

2.1.5 Effectiveness of Learning

Increasing the effectiveness of learning is very important in order to improve the quality of learning itself. Therefore, to increase the effectiveness of learning, a teacher must be good at choosing what methods to use, so that students can understand learning more easily and quickly. In the learning process and the development of learning models, the suitability between the efforts and the results to be achieved is very important. this will show how effective the efforts we make on the learning process. When viewed from these terms, there are two different syllables, namely effectiveness and learning. Effectiveness comes from the English word, the word effective, which means successful. Effectiveness will indicate the level of achievement of a goal, an effort is said to be effective if the effort achieves its ideal goals.

In the Big Indonesian Dictionary (2003 p, 284) effective means something that can bring results. The meaning of effectiveness itself is efficient, obtains

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results, and supports supporting objectives. Whereas learning is a two-way communication, where the teacher's activities as educators must teach and students as educated learners. In connection with the learning process, (Aunurrahman 2009) states that effective learning is characterized by the occurrence of a learning process in students. A person is said to have experienced a learning process when there has been a change in him, from not knowing to know, from not understanding to understanding, and so on. Another opinion by Sutikno (2005: 88) that the effectiveness of learning is the ability to carry out planned learning that allows students to be able to learn easily and achieve the expected goals and results.

From some of these opinions, it can be concluded that the effectiveness of learning is a standard or measure used to achieve learning objectives by paying attention to indicators that have been previously compiled. Slameto in Triwibowo (2015. p. 5) argues "Creating effective learning conditions is important for teachers, this is because effective learning can help students to improve their abilities in accordance with the instructional goals to be achieved".

2.1.5.1 Characteristics of the Effectiveness of Learning

Learning can be said to be effective if the desired learning objectives are achieved in accordance with predetermined indicators. To know how to get effective results in the learning process, it is very important to know the characteristics of effective learning itself. According to Slameto (2003 p, 94) Effective learning has the following characteristics:

1) Learn actively both mentally and physically. Mentally active is shown by developing intellectual abilities, the ability to think critically. And physically, for example compiling the essence of lessons, holding practices, and others
2) Various methods, so that it is easy to attract students' attention.
3) Teacher motivation towards classroom learning. The higher the motivation of a teacher will encourage students to be active in learning.
4) A democratic atmosphere in schools, namely by creating an environment of mutual respect, being able to understand the needs of students, being tolerant, giving students the opportunity to learn independently, respecting the opinions of others.
5) Lessons at school need to be linked to real life.
6) Conducive learning interactions, by giving students the freedom to solve a problem, will lead to a greater sense of responsibility in their work and more confidence so that children do not depend on others.
7) Providing remedial and diagnosis of learning difficulties that arise, looking for causative factors, and providing remedial teaching as remedies.

Agsha (2015) also state that the effectiveness of learning is marked by the following characteristics :

1) Successfully delivering students to achieve the instructional goals that have been set
2) Provide an attractive learning experience, involve students actively, to achieve learning goals.
3) Having facilities that support the teaching and learning process.

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In the learning process many things that can influence effectiveness. According to Mutianingsih (2011) There are several factors that influence the effectiveness of learning, including :

1) Destination factors
   The learning objectives to be achieved of course are very optimal. Therefore, there are several things that every teacher needs to pay attention to, one of which is the learning model. the better of learning model, the more effective of achievement learning objectives will be.
2) The Situation or atmosphere factors
   This factor also greatly affects the effectiveness of learning. Learning at a fresh time and situation usually will be more effective, rather than an exhausting class situation. because it greatly affects on students' interest in learning.
3) Teacher factors.
   This factor will later affect the situation factor because in this factor every teacher is required to manage the class into an active, but still conducive class. When the class conditions are active and conducive, then whatever model of learning established will be effective and give maximum results.

2.1.5.2 Indicators the Effectiveness of Learning

Effectiveness is said to be successful if the goals that have been set are achieved. Likewise in education, learning can be said effective, if the learning objectives set in the learning device are achieved. According to Slavin (2000) said that there are four things that can be used as indicators to measure the effectiveness or failure of learning. These indicators are :

a. quality of learning.
   Namely the presentation of information to students so that it is easier for students to understand the learning material. The quality of learning can be seen from the process of learning or student achievement through student completeness standards that set by school, while the quality of teaching will be effective when students' completeness in learning reaches 85%.
b. The appropriate level of instruction
   Namely the ability of the teacher to ensure the readiness of each student to learn. According to (Slameto) the readiness of students in learning can be seen from 3 aspects, namely:
   - mental and emotional physical condition
   - needs, motives and goals
   - skills, knowledge

   An effective level of teaching can be said when students are completely ready to receive learning material
c. incentives.
   The ability of the teacher to ensure that students are motivated to learn and complete the assignments that will be given. Incentives can be seen from the teacher's activities to motivate students. According to (Slameto, 2010)

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there are several things that teachers can do when motivating students, namely:

- generate encouragement for students to learn
- explain concretely about the lesson
- Give rewards if they get an achievement so that students are more enthusiastic in learning

d. Time

Namely the time needed to complete learning activities. Learning will be effective if students can complete the lesson according to the specified time.

Beside that, Sinambela (2006: 78), also stated that, learning is said to be effective if it achieves the desired goals, both in terms of learning objectives and student achievement. Several indicators of learning effectiveness :

a. Mastery learning,
b. The effectiveness of student activities
c. Effectiveness of the teacher's ability to manage learning, and student responses to positive learning.

According to Wotruba and Wright in Yusuf hadi Miarso (2004), indicators that can be used to determine effectiveness in the learning process are:

a. good material organization,
b. effective communication,
c. mastery and enthusiasm for the subject matter,
d. positive attitude towards students,
e. giving fair value,
f. flexibility in learning approaches, and
g. good student learning outcomes

From the explanation above, it can be concluded that a good learning model is how teachers succeed in delivering their students to gain knowledge and provide an attractive learning experience.

3. METHODOLOGY

The research design refers to the strategy to integrate the different components of the research project in a cohesive and coherent way. The function of a research design is to ensure that the evidence obtained enables to answer the initial question as possible. In this research, researchers used a qualitative research design. It is a research method used to examine the conditions of natural objects, where the researcher is the key instrument, the collection technique is done by triangulation (combined), data analysis is inductive, and the results of qualitative research emphasizes more on meaning than generalization (Sugiono, p 7, 2018). In conducting the research design the researcher used of descriptive method approach, which is a method of research that attempts to describe and interpret the object in accordance with reality. It is implemented because the data analysis is presented descriptively. In relation to the title of this research, the type of research used is library research. It is research that utilizes library resources to obtain research data. Strictly speaking, library research limits its activities to data sourced only from libraries without the need for field research (Zed, 2014).

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4. RESULT

4.1 The use of think cooperative learning type think pair share

According to the six articles above, there are various steps, purpose, and kind of method. Several articles were concluded steps about how the researcher applied think pair share in various classes, and in various schools. Based on the research It was found if the steps researcher in the various article follows the standard of think pair share technique steps by Arends (2008). That was :

1. Thinking
2. Pair
3. And share

The teacher begins the class by explaining the learning objectives to be achieved, and also give apperception, after that, the teacher will explain the material. This stage, support by all the articles. Where all the articles agree and explain the material first as the first steps of think pair share technique. Some of the articles used media when explaining the material of learning, such as Dwi Suci Amaniarsih (2019) used PowerPoint in her article, and Riska Angraini (2017) used the picture as the media. But other articles just explain the material without media, such as Rosnaini Sahardin(2017), when explaining the material, just explain orally and asked students to write about their mother. After finish in explains the material, the teacher will give the student a question about the material. The question that given by the teacher will be answered individually or independently. This process that we called "*Think"* stage. This stage, will give a chance for students to show their ability, and built critical thinking.

After the time to worked on the question individually, the teacher asks the students to sit in their pairs. Students are given time to discuss with their partners. This can train students to work with others and foster a resilient soul in the face of adversity. At this time, the students will change their result from the first result they got in think stage. This stage is called "*Pair"* phase. This stage also supports by all the article that was found, were, all the article applied pairing to the students, after explaining the material. In the process of pairing itself, most of the articles asked the student to pair with their partner without manage who is going to be their partners. The students free to choose their partner. But there is a difference with Dr. Tiur (2013). He already managed the partner start from the first time he enters the class. But, the process he chooses the pair partner was random. He makes a number of students from 1 to number 4. Then the students who get numbers 1 and 2 will be pair in the group, and the students who get numbers 3 and number 4 will be pair in another group. When discussing with partners, students are also trained to be able to express their opinions, which are useful for finding the solution to the questions given by the teacher.

After the discussion is over, the teacher asked the students randomly to share their results in front of the class. Every couple must be ready and confident about the answer they share. This stage is called "*Share"* phase. All of the articles start from Mahraodatul(2018), Asriani (2019), DwiSuci (2019) and others agree with this stage and applied this stage in the class. But in Riska Angraini(2017), on the

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Share stage, she manages the class if just one group from one pair partner to share the result, and continue with correct all the worked of students together. The researcher found that kind of steps in the previous article that was conducted. All of the articles applied those steps when applied think pair share in the class. These steps support by all the articles such as Mahraodatul (2018). Asriani (2019), Rosnani Sahardin and friends (2017), Dwi suci Amaniarsih (2019), Dr. Tiur Asih Siburian (2013), and also Riska Angraini (2017). Even though there are some differences in regulation in timing, and the process when applied that step.

4.2 The effectiveness of cooperative learning type think pair share

From the analysis of all the articles by previous research, it can be concluded if the cooperative learning model type think pair share was effective used in the learning process to improve the students' ability in writing descriptive text. It can be seen from the indicator of effectiveness learning that state by Slavin (2000) Such as:

1. The quality of learning.

It is marked by the success of the student to achieve the lesson goals that set by the school, such as the ability of students to pass the standard of completeness criteria. From all the analysis above, it can be concluded if the use of cooperative learning type think pair share was effective to increase the students' achievement incomplete the KKM at the school. From six article that was reviewed, All of them showed the same perception about this side, where all the article showed the increasing of students achievement in writing descriptive text after used think pair share technique. Starting from Riska Angraini (2017) article, showed the students' mean score of students XB SMA SANTUN UNTAN 2016/ 2017 before used the think pair share technique was 59.98. Where this score is not reached the KKM in the school that was sett 65. It showed if this score is not suitable to the standard of effective learning by Slavin. In the next meeting, the score changed after students were the treatment with think pair share. The improvement of the score was significant, where, the mean of students' scores in writing the descriptive text was 68,89. Even though it is not a high score, but students were already complete the KKM of the school as the standard to say the students pass at that lesson or not.

These criteria also support by Asriani HAsibuan(2019) where, on the first test that given, before used think pair share, the mean score of X Mia 2 students in SMA 1 Pinangsori was 60,9. On the pre-test some students just have 49 scores, the highest score was 71. Even though there are students that get 75, but SMA 1 Pinangsori sett the students' completeness minimum was 75. So, it means the students also didn't pass the KKM that was already sett. By doing think pair share technique, the students more interesting in the study and also get the target lesson plan that was already sett, that is, the students can write descriptive text and got a minimum score 75. The mean of students' scores after conducting think pair share become 81,7 and categorized " good ".

The same result was also found by Mahraodatul (2018) in SMA 2 Kab. Tangerang on tenth-grade students. The students' score on the pre-test was 67,23 and the post-test was 70,67. It showed if the use of think pair share technique

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follows the standard of criteria effective in learning, that stated by Slavin (2000). On the other hand, Rosnani Sahardin and friends (2017) also showed the effectiveness of think pair share in first categories where there is an improvement of students' score from the pre test into post test. The students' score before applied think pair share was 49. This score to much far from the students' standard completeness. But after conducting think pair share, the score was change become 67. She also found an increase in aspect writing in English. There are content, organization, vocabulary, Grammar, and mechanics.

Nia Daniati Zebua (2019) also found the same thing, there is an improvement of students' achievement in students writing descriptive text after used think pair share technique. In the analysis of the students' scores, she used the criteria of descriptive text to get the final score. There are, identifying generic structure, identifying social function, and identifying language features of descriptive text. She showed the mean of students score before used think pair share was 60,9 and categorized fail. But after change the model of learning in the class by used think pair share, the mean score was significant change, become 81,7, and categorized good.

But Dwi Suci Amaniarsih(2019) didn't show the increase of students' scores in writing before and after conducting think pair share. She just explains the effect of think pair share can increase knowledge and understanding of students in improving the ability to develop a description paragraph.

Overall, the use of Think Pair Share in students writing the descriptive text was effective to increase students' achievement in writing skills.

2. The appropriate level of instruction.

Here, it showed the ability of the teacher to ensure the readiness of each student to learn. It shows from the article if students from previous research showed the characteristic of the student was bored when they were studying, such as Mahraodatul Abidah (2018), Dr. Tiur (2013) and also Dwi Suci Amaniarsih (2019) but all the article above show if the students more interesting in learning when applied think pair share in the class. This stage support by Dwi Suci Amaniarsih (2019) that found that there is an increase in students' interest in learning English when the teacher applied to think pair share. Besides that, Dr. Tiur (2013) also states that the students more enjoyable and active when think pair share was applied. From all the articles above, it can be concluded if students were more ready and accepted the learning process by using think pair share technique.

3. Incentives.

This incentive side is showed the ability of the teacher to encourage that students are motivated to learn and complete the assignment that will be given. The role of the teacher is needed in increasing students' motivation in the study, that's why, Riska Angraini(2017) delivered the motivation for students about their score, after getting the score of pre test, and started to do the think pair share technique.

Riska Angraini stated that the students of under average feel the increasing motivation and effect on their learning spirit, especially in writing skills. But there is the other finding by Dwi Suci Amaniarsih (2019) in her article. She doesn't do the motivation to the students before the learning process, but she believes, the stage

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of the discussion group to work on the question will make students actively and at the same time, it will make students motivate to study material. It showed in her interview, that found, the increase of students' motivation by the use of think pair share technique in the class.

This finding is also supported by Rosnani Sahardin and friends (2017) in their article, which found the increase of students' motivation in learning English especially in writing descriptive text, even though they didn't give the formal motivation before the lesson to the students. From the various article above, it can be concluded if the teacher success to motivate students to complete the task. It can be seen from the activity of the students, where all the articles showed the students interesting in doing the task and showed from the score of students after conducting think pair share itself. Its mean, the teacher was success to encourage the students' motivation in active learning to do all the task from the teacher.

4. Times setting

Here, the application of think pair share in writing skills had a good time setting. It showed from the steps of the lesson process used think pair share in the class. Where start from the first time teacher enters the class, the teacher was already set, what should they do on the class until times over. In doing every activity in the class, the teacher was already sett limited time to make the learning process was effective. It can be seen from the article such as Riska Angraini (2017) article, that conduct the lesson plan before entering the class into 4 stages. There are:

a. Planning
b. Acting
c. Observing
d. And reflecting

All the stages above achieve in the learning process for 40 minutes. Its also support by Dwi Suci Amaniarsih (2019) that sett the form of activity to manage the time in the learning process. Start from doing the introduction, explain description paragraph, describe think pair share learning method, provide understanding and expansion materials, give a question, assign students in pairs to discuss think pair share, present the result, assign student deepening, evaluation, and closing. All that stage was already sett before the teacher enters to the class, and all the activity above can achieve in the learning process.

By having this learning model, there is a significant effect of using this learning model. It can be shown from the indicator of effectiveness that is related to the result of previous research above. Such as the achievement of students writing in writing skills, the setting time, the appropriate level instruction, and the incentives of the learning process when applied think pair share in the class.

5. CONCLUSION AND SUGGESTION

Having analyzed the data that have been presented in the previous chapter, it was found that all the researchers in previous research, having the same perception about think pair share in writing skills, especially for descriptive text. Where, the use of think pair share in writing descriptive text, showed the

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effectiveness. It can be said from the analysis of the researcher if there is some indicator of the effectiveness of learning that conduct in previous research itself.

Based on analysis of this previous library research, the findings are resulted based on the proposed research question, the conclusion can be presented as follows :

1. By several steps of implementation and routine treatment with the Think Pair Share Technique, it can answer the first research question of this study, that the use of think pair share in writing skills follows the role of think pair share technique itself. There are thinking, pairing, and sharing and result in discussion to other friends by guiding the teacher.
2. Think Pair Share was effective use in EFL Classroom for students writing skills. It shows from the indicator of effectiveness learning, can achieve from the data research.

5.2 Suggestion

The result of this study showed if cooperative Learning models type think pair share was effective in EFL classrooms for students writing skill of descriptive texts. In relation to the conclusion above, some point are suggested, as follows :

1. The English lecturer can applied this technique to make the class situation especially in teaching writing skills interesting rather than having stressful or boring atmosphere.
2. It can be a chance for students to develop their ideas, promote effective teamwork, learn to criticize and accept criticism, exchange ideas and give peer correction, work collaboratively, and to be responsible for their own learning duties.

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