

ABSTRACT

Development of Teaching Materials of descriptive Writing by Using Cooperative Learning Model with Think-Pair-Share type in the Fourth Grade Students of Elementary School

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In learning writing descriptive, the students faced the problem in which the materials used was inappropriate with the standard competence in the curriculum. To solve this problem, the materials for writing descriptive should be developed in order to help the students understand the text in line with the phase of writing itself before, whilst, and post writing. Thus, the researcher was interested to implement the Cooperative Learning Model with Think Pair Share to develop the writing materials.

The design of this research was research and development. The aim was to develop writing materials for descriptive writing by using Cooperative Learning Model with Think Pair Share type that was valid, practical, and effective. In developing of the materials used of 4-D (*Defining, Designing, Developing, and Disseminating*). The validity data was got from practical expert, practicality come from the Lesson Plan sheets, teacher's questionnaire and students

The define phase research results obtained through needs analysis, curriculum analysis and learners analysis. Stage design has resulted in the design of teaching materials model of cooperative Think Pair Share. RPP validation results at the stage of *developing phase* is 91% with a very valid category, validation of teaching materials is 90,9 with a very valid category. Observation of RPP gained 90,5% with very practical category. Teachers' questionnaire responses is 92% with very practical categories, questionnaire responses of learners 87,2% with very practical category. Rating activity of students on average 86% in the disseminate phase with very good category. The average results of the descriptive writing skills is 90.8% in the disseminate phase with the very high category, while the average of the assessment results is 86% in the *diseminate* phase with very high category. Thus, it was concluded that the descriptive writing teaching materials by using cooperative learning model with Think Pair Share has been declared valid, practical, and effective.

ABSTRAK

Pengembangan Bahan Ajar Menulis Deskriptif dengan Menggunakan Model Pembelajaran Kooperatif Tipe *Think Pair Share* pada Peserta Didik Kelas IV Sekolah Dasar

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Masalah yang dihadapi peserta didik dalam pembelajaran menulis deskriptif salah satunya adalah bahan ajar yang digunakan belum sesuai dengan kebutuhan kompetensi dasar yang terdapat dalam kurikulum. Mengatasi hal ini, perlu dikembangkan bahan ajar menulis deskriptif yang dapat membantu peserta didik dalam menulis deskriptif sesuai dengan tahapan menulis yaitu pramenulis, saat menulis, dan pasca menulis. Oleh karena itu, dicarikan solusi berupa pengembangan bahan ajar menulis deskriptif dengan menggunakan model pembelajaran kooperatif tipe *Think Pair Share*.

Jenis penelitian ini adalah penelitian pengembangan. Penelitian ini bertujuan mengembangkan bahan ajar menulis deskriptif dengan menggunakan model pembelajaran kooperatif tipe *Think Pair Share* yang valid, praktis, dan efektif. Pengembangan bahan ajar ini menggunakan model 4D (*Define, Design, Develop, and Disseminate*). Data validitas diperoleh dari validasi para ahli dan praktisi, data kepraktisan diperoleh melalui lembar keterlaksanaan RPP, angket respon guru dan peserta didik, sedangkan data keefektifan diperoleh dari hasil observasi aktivitas dan hasil keterampilan menulis peserta didik.

Hasil penelitian tahap *define* diperoleh melalui analisis kebutuhan, analisis kurikulum dan analisis peserta didik. Tahap *design* telah menghasilkan rancangan bahan ajar model pembelajaran kooperatif tipe *Think Pair Share*. Hasil validasi RPP pada tahap *develop* rata-rata 91% dengan kategori sangat valid, validasi bahan ajar rata-rata 90,9% dengan kategori sangat valid. Observasi keterlaksanaan RPP memperoleh 90,5% dengan kategori sangat praktis. Angket respon guru 92% dengan kategori sangat praktis, angket respon peserta didik 87,2% dengan kategori sangat praktis. Penilaian aktivitas peserta didik rata-rata 86% pada tahap *disseminate* dengan kategori sangat baik. Hasil proses keterampilan menulis deskriptif rata-rata 90,8% pada tahap *disseminate* dengan kategori sangat tinggi, sedangkan rata-rata penilaian hasil 86% dengan kategori sangat tinggi. Dengan demikian, disimpulkan bahwa bahan ajar menulis deskriptif dengan menggunakan model pembelajaran kooperatif tipe *Think Pair Share* telah dinyatakan valid, praktis, dan efektif.