
THE IMPLEMENTATION OF COOPERATIVE LEARNING IN TEACHING DESCRIPTIVE TEXT

Ima Siti Rahmah

Universitas Muhammadiyah Cirebon

Email: rarahma2008@gmail.com

a b s t r a c t

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The present research reported the use of cooperative learning model in improving student's writing comprehension. The research was conducted to find out whether or not cooperative learning improved student's writing comprehension, and to find out student's perception toward the implementation of cooperative learning model. The design employed in this research was the Case Research. The research was conducted at seventh grade of E which involved twelve female students in it, and it was conducted at Modern Islamic Boarding School Nurul Fajri located in Weragati Palasah Majalengka. The observation checklist, student's questionnaire, interview sheet and document analyses were implemented as instruments to collect the data. The findings of the research showed that cooperative learning model (Think Pair Share TPS) improved the student's comprehension in writing descriptive text. Except that, the findings also showed that the students gave positive responses since they started that cooperative learning method were fun and helped them in understanding descriptive text and they wanted to know more about it. And it is shown in the findings that the implementation of cooperative learning that implemented by the teacher to seventh grade with using the Think Pair Share (TPS) technique run well.

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INTRODUCTIONS

The learning process would take place maximally, if the teacher masters the subject matter, learning models and can use appropriate learning media that are expected to be able to help students achieve maximum learning outcomes. Improving the quality of human resources from an early age is an important thing that must be seriously considered and worked on. Especially in the field of science education. So as the teacher, it is the demand to have the good goal of teaching, the better result comes from the better way in teaching from the teacher. Because the education is an important aspect to improve the quality of human resources in order to ensure the continued development and progress of human life. Increasing human resources in Indonesia is very urgent to be realized, especially in the era of global competition, So the best way is choosing the right and suitable learning method based on how the students will feel comfortable with it. When the students feel nice with research, the students will be attractive, active and do their best in learning process (Syarif, 2020).

Language can be defined as a tool of communication. Both animal and human can be communicated each other. Language is like a coin whose two sides are expression and content. Content encompasses what we are attempting to say; expression encompasses the way we articulate this content; and the language is the mental code that link the two, (Finegan & Besnier (1989). It can be concluded that a language is a grammatical system that has work to perform as Language is one of human's culture that has the highest value. And it has the important role in huma's life, because it is a human communication tool in their daily life. With language, someone can convey the idea, thought, feeling or information to another, in orally even writing (Fitriani, 2021).

The concept of modern pesantren education is the integration of education between religious and general education, whether it is with the concept of madrasa in pesantren, or original modern pesantren by applying the madrasa style. And even some Islamic boarding schools continue to organize education, guidance and development of students for excellence and perfection through a complete and integrated educational program. One of them is Modern Islamic Boarding School Nurul Fajri located at Weragati, Palasah, Majalengka. The education at Nurul Fajri Modern Islamic Boarding school implementing a modern education system, as a school educational institution that implements a boarding school system (Islamic Boarding School). It has a vision become a superior and outstanding Islamic boarding school in preparing students who are smart, creative, independent, honest, faithful, and have good morals. it is not surprising that the pesantren curriculum is designed by collaborating between the religious sciences and general sciences in a balanced way. One of the characteristics of the modernization of Modern Islamic Boarding School Nurul Fajri is marked by its superior language program between Arabic and English as the language of instruction in daily activities at Islamic Boarding School. Based on these observations, there is an interesting problem as an attraction in language research which was developed as its flagship program. In addition to the Arabic language, he has.

According to Hamdayama (2016) Cooperative Learning Model is a conceptual framework for a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated. The groups work together to achieve learning objectives. in order to obtain in-depth information about the application of the cooperative learning model in language development in Islamic boarding schools, it will necessary to carry out qualitative descriptive research at the modern Modern Islamic Boarding School Nurul Fajri located in Majalengka, to find out more deeply the extent of this model. cooperative learning is applied to the development of English in the Modern Islamic Boarding School.

This research is also based on the results of research that has been done on cooperative learning models in learning English. The results of these studies are: First, Hiasa et al (2022).

in her conclusion of journal conclude that The application of the TPS (Think-Pair-Share) cooperative learning model assisted by google hangout for the Literary Expression course semester VII students of class B can improve student learning outcomes. Completeness of learning can be obtained in cycle II of the two planned cycles. and This increase in learning outcomes shows that the cooperative learning model type TPS (Think-Pair-Share) assisted by google hangout is a solution that can be applied in dealing with online learning (Hiasa, Sufadi, Nafri Yanti in 2022).

The second Lema (2022) in her observation she said that, cooperative learning is one of learning must be taken into account as one of the most important languages learning approaches in order to improve language learning, because based on her observation it stated that cooperative learning really helped the student's learning especially in speaking.

The third research Herlina (2022). and she said that the results showed that the Cooperative Learning Method could improve students' reading skills, especially in factual report texts.

The fourth research Silalahi & Hutaeruk (2020) stated that, The application of cooperative learning in learning places more emphasis on cooperation between students in groups. This is based on the idea that students find it easier to understand and understand a concept of facts if they discuss the problem with each other.

The fifth research Rohmat et al. (2019) gave many improve to student achievement in many kinds of test, and Concluded that the jigsaw cooperative learning model is effective in improving student learning outcomes in Social Sciences Economics subjects.

From the results of the research, it can be concluded that the benefits of the cooperative learning model not only resulted in higher academic achievement for all participants but also increased self-confidence, the ability to carry out social relations, motivate each other, and be able to develop mutual trust among each other both individually and in groups, and the ability helping each other and working together between friends. And also avoid competition between individuals, in other words do not beat each other between students.

The difference between those researchs above with this research are the place of observation. The researcher will observe this observation is at Modern Islamic Boarding School, and it will not be same with those sites of observation, not only that because the circle in practicing english is not in learning time at class, but in a daylong of student's daily activity, because the different site will get the different result of observation. And from the object of the research from those observations are different with my observation, because in this research, the object of the observation will focus on implementation of cooperative learning in english development.

Based on explanation, this study aims: (1) to investigate the implementation of cooperative learning in teaching descriptive text for students in seventh grade of E class at Modern Islamic Boarding Schools Nurul Fajri Majalengka; (2) to investigate student's perception at the implementation of cooperative learning for students at seventh grade of E class at Modern Islamic Boarding School Nurul Fajri

METHOD

The design of this research was the case research under qualitative design. The research was carried out in Modern Islamic Boarding School Nurul Fajri, located in Weragati Palasah Majalengka. The subject in this research were 2 respondents, first is a female english teacher who was born in Majalengka, 11th Mei 1988. She lives in Mekarsari, Ciparay village, Leuwi Munding subdistrict Majalengka regency. She graduated from Cirebon State Islamic Institute of Religion Syekh Nurjati for S1. She has been thought English for about 15 years. Second is the students from the seventh grade of E at Modern Islamic Boarding School Nurul Fajri which contains from 12 students. The researcher collected the data by observing the participant in

English learning process through recording, the researcher transcribes the result of observation, interviewing the teacher and some students, and compile a documentation of the school. Then, the researcher will check the result of the interview.

The description about the instrument that the researcher applied: (1) interview method, the researcher conducted 3 times of interview, first interview conducted to the english teacher before study, second interview conducted to the english teacher after study and the third interview conducted to the students of class 1E after study to know student's perception; (2) the observation instrument is a check list conducted to the teacher to know how the implementation of cooperative learning; (3) documentation, the instrument is a documentation guide of interview, the lesson plan and syllabus made by the teacher, the student's worksheet, student's attendance list and also the guide of observation checklist.

Data analysis consists of 3 (three) streams of activities that occur simultaneously, namely data reduction, in this part the researcher simplify data so that it makes it easier for researchers to draw conclusions, next is data presentation, in this part researchers record a collection of information or facts that have been made into words, numbers, symbols, or sentences to make it easier for researchers to draw conclusions from all data, and next in analyzing the data the researcher drew conclusions/verification, in this part after all data analyzed from three steps above the researcher concluded all data got to make easy the researcher in putting the conclusion in the research.

RESULT AND DISCUSSIONS

The Implementation of Cooperative Learning Model

The Stages in Teaching

Here the researcher presents how the stages are implemented in teaching descriptive text by implementing cooperative learning in the research, as the observation got in the field the result are presented below:

Planning

Before entering the classroom, the teacher must know what the teacher will do in the classroom, starting from the opening, the learning up to the closing. So the teacher should make a good preparation before teaching, and based on the researcher got from the interview conducted by the researcher to the teacher, so here the researcher put the interview result based on this part:

I make the lesson plan in every material that I want to teach to the students, and I make it as my teaching guide, material and all media I will used in teaching well.

The interview result above is put to reveal the planning in teacher's preparation before teaching, and from the interview result above it concluded that the teacher prepared a lesson plan for her preparation as her teaching guide also the material that thought at class also the media used during learning.

The Implementation of Cooperative Learning with TPS Technique

In this part, the researcher write the teacher's stages in teaching descriptive text during the observation, and the stages are gotten explained as bellow:

Opening the Lesson

The subject opened the class by choosing some of students to guide the prayer, it is done to expedite learning from the beginning up to the closing. And it was related to what the teacher said:

"Okay please you are, lead the prayer please".

The teacher asked one student and she is the leader of that class to guide the prayer as the opening of the learning.

Reading the Attendance List to Check the Student's Presence

The subjects read the attendance list.

“Well students, now I would like to read the attendance list, for the names are called raise your hand and say present please!”

That what the teacher said in ordering students to participate in attendance list reading. And it is done to know the presence of the students and to give the attention for them who were getting sick or any troubles if it is necessary. There are fourteen students in that class, two of students changed school, so now they are only twelve students left and all of them are present also ready following the learning. And here the researcher attached the attendance list used in this learning process.

Presenting the Goal of Learning

The subject told the goals of learning the descriptive text to the student, so here the researcher explained the goal of learning gotten during the observation in the class, such as given by the subject in the class, the goals of learning she did were: first, Reading the descriptive text with the true pronunciation, meant that the teacher had the goal for the students to have a good pronunciation in reading process. Second, Discussing the information in the descriptive text, in this process the teacher meant and hope the students can be more active by discussing the material or task given. Third, Determining the text structure in the descriptive text, in this part the teacher meant the students can determine the structure of the descriptive text in order the students can make the text again anytime needed. Fourth analyzing the social function of the text structure and linguistic elements in the descriptive text. In this next goal the teacher hoped students can analyze the function of text, in what situation that the students can make this text. Fifth, completing the sentences provided, this meant that the teacher hoped little by little during learning the students can make the descriptive text as te material conducted in the classroom.

Presenting the Information

in this section the subject explained about the information of the lessons or descriptive text, the subject told the function of descriptive text, gave the example of descriptive text and the hole information about descriptive text. Based on the observation the subject explained to the students that “descriptive text is one of lesson that guided students to be active and attractive to know or to describe some things, animals, humans and many more, and it can train the students even in speaking or writing”. Because in this section the students asked to describe everything what the students know about those content. So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete. After telling the definition and the usage of descriptive text, the teacher showed the picture, and it was the elephant. She described the elephant in detail while asking students to tell what she asked, she told “it is the elephant, its body is grey, and anybody knows how many feet does it has?” some students answered “four” after that the teacher asked the question again related to the picture. “So how many ears does it have?” “Two ears” and that was how the explanation gone.

Giving Students the Time to Think

After the teacher explained about the material, the teacher shews the next uncomplete text then asked the students to analyze the uncomplete text and asked the students to think what answers needed to complete the text individually within three minutes. “Now please look at the picture please, and there is the uncomplete word right, so please now I give you three minutes to think the right answer for completing the uncomplete sentence”.

Organizing Students into Learning Pairs

The subject paired students with their seatmates. “Are you done? Well now I pair you with your friend, you are here.....” Each pair contains from two students. They were asked to discuss about the answer that individually have thought within three minutes before, to get the best answer based on discussion in pairs. She said that making the pairs like this I hope the

students can be more active and attractive in research, sharing the knowledges and giving and asking the opinion, because those are the things really wanted by all teachers during teaching.

Organizing Students into Groups

After pairing the students and asked them discussed the answer, so the subject divided them into groups. “Did you get the answer students? well know I will divide you into 3 groups, so please for the names chosen by me come to your group” The subject divided the students into three groups and each group contained from four students. The subject gave the worksheet (the uncomplete text) to the students. It was given to collect the rightest answer based on discussion each group and to examine how far did students understand about the material given, in each groups the students discuss about the task given and sharing each other to get the best answer from the task given.

Giving The Evaluation

This part explains about how the next step the teacher did after recognition. There will be no perfect things found also the students and the teacher, so the teacher gave the learning evaluation by giving another quiz for repeating the material given. And the evaluation was done by the test or quiz. The quiz was about the uncomplete text about the chicken, so the students were asked to answer the name of animal, the colour of it and some part off body of the chicken.

Giving The Conclusion

After having the quiz to review the material given, the teacher concluded the material that day in the short way (conclusion), and emphasized the important material, such as the function of descriptive text, generic structure of descriptive text and many more by asking some and all students and asked all students to answer together, and the teacher asking students about may some materials have not understood yet. “Alhamdulillah students we are done from the learning today. Let us review about the descriptive text, so what is the descriptive text?” And that what was done during the lesson.

Closing

After all steps are done, the teacher closed the meeting by asking some of students to guide the prayer and without giving the homework, so the teacher gave the spirit and also the motivation for the students and the teacher closed by reciting hamdalah and salam. “Please you, lead the prayer after learning please!” And those were the steps that the teacher did in her teaching during the observation.

Evaluation

The evaluation in every kind is important to do in order to know the strengths and the weaknesses of an event conducted especially in learning. And in this research, the evaluation of learning done to determine the achievement of learning that has been implemented by the teacher in classroom. Evaluation of learning here done in the form of an assessment of each student. The assessment is not only the end result of research, but also got during learning process. And this was done in order to know the learning development of each student. The several aspects assessed include the attitude assessment, the knowledge and also the skill assessment. However, to find out the development of these tree aspects in students, an evaluation is needed which will produce the value later. And to reveal this aspect of the evaluation, the researcher put the result interview with the teacher, and the extract of interview as follow:

extract:

I make the assessment and the evaluation from students learning by finding out the achievement from student's learning. And after knowing the evaluation we are as the teacher can make the assessment. So, the way I take to evaluate student's understanding is by giving the test, and to evaluate the attitude I controlled the

student's behaviour during learning and out of classroom, also I took the skill assessment from student's work in pairs or groups.

And this aspect also revealed by the researcher's observation during observing the teacher in the class, and it can be described that from the knowledge assessment the students are helped in understanding the material especially, because the situation there was so crowd with some answers and questions between teacher and students. Two, from the attitude assessment the researcher described that the students were polite enough in behaving to the teachers also to their friends because the students also thought many religious lessons in that school, and three, from the skill assessment the researcher could see that not all of students are skilled during learning and it could be counted that just amount 8 students who are skilled in doing the work during learning and completing the uncomplete sentences. And this sight of evaluation done by te researcher was taken from the observation during teacher's teaching from the opening up to the closing.

From the description above, the researcher concludes that the implementation of cooperative learning; think pair share strategy enhance learner achievement, interaction, motivation and productivity. Further, cooperative learning has been shown to be relatively more effective in teaching English especially in teaching descriptive text.

Student's Perception About the Implementation of Cooperative Learning In Teaching Descriptive Text

To know how the students response after learning by implementing the cooperative learning model with the TPS technique, in addition the researcher interviewed the teacher, the researcher also distributed the questionnaire and also made the interview to all students in class 1E. the questionnaires are put in English with the guidance of translation from the researcher during learning, it is feared that there are some students who do not understand the questionnaires, and those were distributed with the aim of findings answers to the second research questions, the findings are reported in tables below:

Student's Satisfaction

In order to reveal the student's perceptions on the aspect student's satisfaction, the data was gained from the questionnaire conducted by the researcher. In this case, the researcher found that the students were satisfied by the learning using the cooperative learning model. This finding was supported by the questionnaire's checklist conducted by the researcher to the students, and the statements and 9% students answer the learning is nice and 0% answer no. Satisfaction in learning is necessary to achieve positive learning process. And to reveal the student's satisfaction again, the researcher also conducted the interview to all students to know their perceptaions. The result of the interview indicated that the cooperative learning model applied created positive relation and learning situation toward the students. It can be seen from the extracts with the interview question "Is the learning nice when the teacher taught by the cooperative learning.

Based on the extracts above, when being asked the acceptance of the students if teacher applied the cooperative learning model during learning, most of the information answered the question with a word happy or nice which meant as students acceptance to learn English or the students feeling when learning English use, the cooperative learning model. In the extract 2, the researcher found from the audio recording that the S1 stated that teacher really friendly during learner which meant that the teacher behaved as friendly as she could to make student's to be more relax in and spirit in learning. Meanwhile S2 stated that the learning was really nice because the teacher made them in 3 groups and it related to the syntax that must be done in doing the cooperative learning in TPS technique and make students feel happy with that, that meant the teacher knew how to divide students into many groups based on student's ability about English. Beside that S3 and S4 stated with the same perception that the material given

was really nice because the material was easily understood by the learning model applied, which meant that teacher could apply the learning model well until the students felt nice and got the material easily.

Students stated that they were happy and nice in learning English when teacher applied the cooperative learning model. It was because the teacher was friendly and knew how to treat the students based on student's ability in grouping the students during learning, in order to make students happy and it was also showed the picture such as an animal during the learning the descriptive text to make students more interested in lesson and happy in learning English.

Student's Bravery

The next student's perception of the implementation of cooperative learning used by teacher is student's bravery, meant that the students can be more active and bravery in learning English. In order to reveal the student's perceptions on the aspect student's bravery, the data was gained from the questionnaire conducted by the researcher. In this case, the researcher found that the students were bravery enough in learning. This finding was supported by the questionnaire's checklist conducted by the researcher to the students, and the statements were as follows:

Table 1. student's bravery questionnaire results

Statements	Yes	No
By this learning model, make me not shy to ask and breave to guide who weaks in learning	6%	3%
Learning by this learning model makes me brever in asking to teacher or my friends	7%	2%

Student's perception to the implementation of cooperative in teaching descriptive text also proven from the questionnaire created and shared by the researcher to the students produced some different response, when the statement in the questionnaire "by this learning model, make me not shy to ask and braver to guide wo weak in learning" from twelve students in the class 1E, got eight students responded "yes" meant that the students could be braver, and there were four students who responded "no". and because who responded "yes" is more than who responded "no", the researcher concluded that the implementation of cooperative learning model applied in teaching descriptive text was well, even the teacher should further improve the way in teaching in order to make students understand and enjoy during learning.

Based on those extracts above, the researcher found that the teacher's implementation in cooperative learning could give positive perception to students where they were mostly stated that they were being braver in learning English. It was found from S1 stated that the teacher showed a text to them with an animal picture there, then asked them to tell the detail of the elephant, where the text kept students engaged and let them felt that they were also participating in the process of explaining the object or describing the text. If the text that they heard and learnt that made into an interesting experience and fun it can be a joyous learning experience and stimulate students to be more active in learning English in the classroom.

Meanwhile, in the extract S2 stated that she was braver during learning because she was given mandate as the leader of the learning group during learning, so she felt like she must be a best leader that could lead her member in group, because she was one of chosen student to lead other students who are considered to be less proficient in English lessons, and that made her braver.

Another student's perception is from S3 stated that she was braver because the teacher's attitude when learning made student was not shy and brave, based on S4 that the teacher behaved friendly during learning so the student was not afraid to response the question or ask question, and those make students braver and not shy. From that statement, the researcher

thought that the implementation of cooperative learning with the TPS technique applied to learn English is one of the best ways because it gave positive perception to students where it made students more active in learning. The implementation of cooperative learning created better quality of life for students, created a positive learning experience and their attention was arrested to be more active in learning English.

Furthermore, the S1 and S2 stated that they were being more active and braver because they understood the material given and they also one of students that wanted always be active in learning especially in their favorites lesson. In the contrary that the researcher found in another instrument (questionnaire given), the researcher found that there are four students initial name S1, S2, S3, S4 the followed by the statement “Being braver in learning English is difficult for them because I shy (I am shy) and I don’t understand the meaning” which meant that the material which was delivered by the teacher sometimes there was one of students didn’t understand the material so that teacher should give more explanation and spirit to those students who did not understand the material in order they didn’t omit to learn English.

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Student’s Understanding

The student’s perception can be described based on the one of indicator of perceptions is understanding perception. Robbins stated that the understanding meant as the result of analysis which was subjective or different for each individual so that teacher’s learning model implementation used by teacher in teaching English can make students being easier to understand the materials in learning English, to reveal the student’s perception on this aspect, the researcher has, and the data was gained from the questionnaire conducted by the researcher. and the percentage were as follows:

Table 2. The percentage of student’s understanding

No	Statements	Response	
		yes	No
1.	I can easier understand the material using this learning model	8%	2%
2.	Research in group makes me easier to do the exercise or test	9%	0%

The researcher also found the other information perceived by the students from the questionnaire held by the researcher about the teacher in teaching English that can make them easier to understand the materials in learning English. It can be identified from the statement “I can easier understand the material by using this learning model” from twelve students in that class there are ten students who responded “yes” meant that ten students are easier to understand the material by implementing the cooperative learning, and only two students who responded “no” meant that there are still some students who felt hard in understanding the material by implementing the cooperative. Meanwhile, to reveal this aspect the researcher also conducted another proof, and it was an interview.

From those extracts above, it can be identified that the students were really helped in learning the materials which was taught by teacher because the teacher divided the students into groups where S1 stated that she can understand the material because she studies together

in group. It also gave addition from other students who can understand materials if the teacher divides the students into groups, it was from S2 who stated: “yes helped, because I know the question which I don’t know so helped by my friends”.

Based on those extracts and questionnaire responses above, the researcher found that the students mostly can be easier understand the materials because the teacher used the right teaching way in teaching the material and learning process. Those ways were the syntax that listed in TPS syntax. so, the researcher can conclude that the teacher was great in implementing the cooperative learning during learning even still needed to improve the way in teaching patiently and also the students could easier understand the material by implemented the cooperative learning (Lubis & Harahap, 2016).

Meanwhile based on the documents analysed by the researcher, and these were the observation checklist, the lesson plan and also student’s attendance list, stated that the stages in teaching done by the teacher in accordance with the syntax of cooperative learning, to reveal this part the researcher put the observation checklist made during observation

Guidelines for Observing The Implementation of the Teacher					
Teacher's name : Aam Amanah, S.Pd					
NB : give the checklist					
Score description 1 = 25% appears in the learning process 11 = 50% appears in the learning process 11 = 75% appears in the learning process 4 = All indicators appear in the learning process					
No	Learning activities	Score			
		1	2	3	4
A. Introduction					
1.	Delivering the learning goals to the students				✓
2.	Giving the motivation				✓
3.	Telling the information of the material				✓
4.	Asking students to think about the answer from the question given				✓
B. Core Activities					
Exploration					
1.	Guiding each students while thinking the assignments				✓
2.	Asking students to work in pairs				✓
3.	Asking students to work in group				✓
4.	Evaluating				✓
5.	Appreciating the best or more active students or group in learning process.				✓
Elaboration					
1.	Checking students practicing				✓
2.	Asking students to explain the result of discussion in group				✓
C. Closing					
1.	Telling the next material will be given for next day				✓
2.	Praying				✓

Picture 1. Observation

Meanwhile the lesson plan made by the teacher in accordance with the learning done in the class, and it found from the lesson plan that the teacher put the core competencies, basic competencies, learning objectives, learning materials, learning methods, learning media and materials, learning resources and also learning syntax. And to reveal this part, the researcher put the picture of the lesson plan made by the teacher in the appendix. Meanwhile from the student’s worksheet, the researcher got that the teacher gave two worksheets, the first worksheet is in learning process train student’s understanding, and the second worksheet done to evaluate and ensure what the students got from the learning. And to reveal this part the researcher put the proof of worksheet in the appendix.

From the result of observation sheet, it can be concluded that teaching learning process by applying cooperative learning TPS method run well. The situation of teaching learning process was comfort, lively, and enjoyable (Herjuantoro & Darmawan, 2018). Because from

the data that was taken from the first meeting to the last meeting. So, this method created a good environment in teaching learning writing in which students became active in the process of learning, focused their mind to the teachers' explanation, and shared in their team and pair and then finished in individually. In individually work, the students could improve their bravery to finish the work because they had discussed team and pair.

From the interview and questionnaire data those were taken from the teacher and the students. The researcher could find out that the teacher was very interesting to the students because the students were very active and enjoyed with English but some of student's ability in writing descriptive text was not good enough and even the teacher had tried and effort to improve it. The researcher concluded that most of the students liked to write the descriptive text especially describing animal text. That was why it was needed to improve their achievement in writing descriptive text by the cooperative learning; TPS method. The implementation of cooperative learning was very helpful to teaching writing. According to the teacher this method was very good because can make the students became active and enjoy the lesson

CONCLUSIONS

Based on the findings of the research above, it can be concluded that the implementation of cooperative learning in teaching descriptive text for the seventh grade was run well, and it could increase student's satisfaction, bravery and understanding by all ways implemented by the English of seventh grade. It is admitted by all students in their interview, student's worksheet and also the questionnaire that conducted for the students.

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