

Developing teaching material for descriptive writing subject by using think pair share model in elementary school

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Abstract

The aim of this research was to develop a teaching material of descriptive writing by using cooperative teaching model with think-pair-share type based on its validity, practicality and effectiveness. Three items of the analysis covered a content feasibility analysis, language analysis and layout analysis. The method of this study was research and development approach with *Defining, Designing, Developing, and Disseminating* (4-D) model. Instrument of this research used the observation sheets, field notes, questionnaire, interview form and focus group discussion. The result of research showed that developing teaching material for descriptive writing lesson by using think pair share model can be a good product. This teaching material product has been valid and feasible and has been passed the content analysis, language analysis, layout analysis and practical by experts' judgment and empirical studies. After doing some trial of this product can be concluded that the product was more effective to improve students' descriptive writing skill and can be more practical for Indonesian Language teachers of elementary school to use that. This product was expected become a prefer choice by teachers in the implementation of descriptive writing lesson for the fourth grade students of elementary school level.

Keywords: Teaching material, descriptive writing, think pair share



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Introduction

The learning process of writing skills of learners will be directed through the writing stages. Types of writing skills that must be mastered by elementary school one of them is descriptive writing skills. According to Indonesian Dictionary, description is the exposure or describing clearly about something in detail. Furthermore Rofi'uddin, et al (2011) argues that the description is an essay that describes the shape of an object (such as people, objects, places, events and so on) with the words. The result of preliminary study on March 18, 2016 at fourth grade students of SDN 08 Beringin of Koto Tengah District, showed there were some problems in teaching descriptive writing: *First*, learners less led to determine the article topic to be made. *Second*, learners have weakness in making the writing outline. *Third*, when will begin to write, learners are confused how to begin the descriptive writing. *Fourth*, learners have some difficulty to develop their idea. It makes them difficult to arrange the descriptive writing task and have the repetition words. *Fifth*, in the publication stage the learners rarely to publish his works.

These conditions make students' skill in the field of descriptive writing skill relatively low and do not use the correct writing stages. Learners do not specify a title of descriptive essay. In the second paragraph, descriptive writing of learners is very short. It was caused by learners do not make the outline so that there are no guidelines in developing the outline. In the post-writing stage, learners do not make the process of revision and editing so there are many errors in spelling and punctuation in their works.

Problems in descriptive writing in the research according to Urrutia & Medina Gutierrez (2011) are learners hard to develop their ideas. Lack of vocabulary and poor teaching methods make. Siburian & Medan (2013) reported some other problems was faced by elementary students compose a descriptive writing are learners have difficulty in developing a descriptive paragraphs or text, the difficulty of corrected words selection, and ineffective teaching methods.

Problems were also found in preliminary studies are teacher used an undersigned teaching materials according to students' needs and characteristics. Teachers use only one supporting books. In the implementation of teaching writing of descriptive paragraph, teacher did not evaluate of students' works in each stage of writing exercises including correcting, editing, revising and publishing the articles. Moreover, in terms of design, teaching materials was used by teacher tend to be monotonous and less attractive for learners to write. Teaching materials also lack of color variations.

There are seven indicators that the author developed at Basic Competency (BC) 8.1 contained only 28.6%. In addition, in some fourth grade of text books used by learner in the field, are also less of appropriately instructional materials for descriptive writing stages. It can be seen in the first book of BSE IS, BC. 8.1 It is only 28.6% for the indicator of the book. Second book just 42.8%, third book just 42.86% and fourth book just 42.8% of existing indicators.

Analysis of the fourth books mentioned above it can be seen that there is still a lot of discrepancy between the contents of the books with the demands of basic competency. Teaching materials from these textbooks was still a shortage: 1) resource is not in accordance with the competencies defined and have not loaded the overall indicator, 2) the majority of teaching materials was used by learners today have not loaded the stages of the writing process, pre-writing, while writing and post writing, (3) teaching materials are also less attractive for learners to make a works. It makes the learning process becomes less effective.

Based on the explanation above as an educator need a development of teaching materials by using Think Pair Share model to improve fourth grade elementary school students in composing a good descriptive writing. Teaching materials that can assist the learners in composing the outline to develop and revise the writings of learners. The aim of this study was to develop a teaching material of descriptive writing by using cooperative teaching model with think-pair-share type based on its validity, practicality and effectiveness.

Method

The method of this study was research and development approach with mix method research (Creswell W John, 2014) with *Defining, Designing, Developing, and Disseminating* (4-D) design. Instrument of this research used the observation sheets, field notes, questionnaire, interview form and focus group discussion. Subjects of this study were fourth grade students of elementary schools of SDN 08 Beringin Koto Tengah Padang as much as 20 students. Instrument of this research used questionnaire, field notes, observation sheet, descriptive writing test for measuring students' writing skill and focus group discussion to make sure the validity and feasibility of the product and passed the content analysis, language analysis, layout analysis and practical analysis by experts judgment and empirical studies result.

Development Model used in this study refers to the 4-D models, proposed by Thiagarajan, S., Semmel, D. S., & Semmel (2010) this model has four stages: *define, design, develop* and *disseminate* or well known as (4-D) model.

Defining Phase. It aims to establish and define the requirements needed in development of teaching materials. This phase is done by analyzing the objectives within the limits of the subject matter are developed. There are three steps are performed at the definition stages are *first* Curriculum Analysis. This stage is conducted review of the curriculum for learning of Indonesian Language to fourth grade of elementary school level. This analysis is needed to study the scope of curriculum materials, learning objectives, determining an appropriate strategy, developing a good teaching material by using think-pair-share model. *Second*, Based on the preliminary study was known that previous teaching materials used at the current elementary school have not covered a validity of Competency Standard (CS) and Basic Competency (BC). Current teaching material only have the content about how learners to write but did not have content how to guide students in the writing process including the step of pre writing, while writing, and post writing. Therefore, teaching materials need to be developed with the adjustment of standard CS and BC as well indicators are in line with descriptive writing skills. *Third*, Needs analysis. It aims to determine the basic problems that required in the development of teaching materials. The analysis was conducted on teaching materials by seeing two main aspects, namely the content of the text and design. The contents of the text is the precision and accuracy of the information presented in the text. While the design is a way to express and display materials that have a reading level of interest and motivate learners in the learning process to compose a descriptive writing. *Fourth*, Analysis of Learners. It is a review of the characteristics of learners that includes age and development level of the children thinking ability. This analysis was conducted to get an idea of the characteristics of learners that will affect the electoral process and design development was done to match the development level of the learners. It is in accordance with the opinion of (Uno, 2007) that identify the behavior and characteristics of learners are very necessary to know the individual quality that can use it as an effect teaching materials of descriptive writing by using Think Pair Share model.

Designing Phase. At this stage the researchers is drafting the development of teaching materials including, 1) the suitability of teaching materials based on the lesson plans development principles, 2) appropriateness analysis of teaching materials based on the competency standard and basic competency which refers to the components of teaching materials 3) suitability of teaching materials covered the writing process of pre writing, while writing, and post-writing and 4) suitability of presentation by using Think Pair Share model.

Developing Phase. The purpose of this stage is to produce a valid teaching materials, and practical. The development phase consists are *first*, Validity of Teaching Materials. It is done to determine whether or not a product function based on content, language. The main part is the conformity of BC-validated, indicators, the truth of the concepts and the language used. *Second*, Enforceability of Instructional Materials. This stage aims to determine the practicalities of teaching materials. The practicalities are the utility level of teaching materials by students and teachers, which is carrying out trials of learning by using teaching materials that have been revised based on ratings validator. Then to determine the practicalities of teaching descriptive writing materials requested by teacher and learner by using a model of think pair share. The observations were made by two observers, namely teachers and researchers. Observer will observe the enforceability of teaching materials in the learning process and fill the observation instruments that have been prepared. Furthermore, the observer completed the utility questionnaires of descriptive writing skills materials by using Think Pair Share model

Disseminating Phase. It is the final stage of 4-D model. Once validated and tested the practicalities of model, the obtained materials of descriptive writing skills should be pass the validity and practicality test through the evaluation of teaching process by using Think Pair Share model. After

that, in the disseminating stage, researcher did the trials the product to the schools of SDN 08 and SDN 06 Baringin. It aims to look at the effectiveness of the teaching materials developed. To know the teaching materials developed run effectively or not it can be seen from the results of learners writing skill. It can be done by observing the students' activities and students' writing achievement after using the product with Think Pair Share model.

Results and Discussion

Preparation of the teaching materials for descriptive writing is designed by using think pair share model. This design used teaching materials that has been disseminated in advance and adapted to the characteristics of the learners' development. Teaching materials was developed from the results of the based competency analysis and indicators are formulated and prepared in accordance with the stages of writing.

In addition, the concept of teaching materials was developed by using more attractive colors in order to attract the learners' attention. In each of the tasks was given attractive display with some icons. It aims to make student focus for their learning according to the stages of writing by using think pair share model. Furthermore, the presentation of teaching materials in the form of printed product was typed with Times New Roman font 12. The design provided with a blue background, blue and yellow and for header and footer were red and yellow. A Teaching material was typed by using Microsoft Word 2007 and uses a various size of font. In addition, it also used the main icon is a boy was writing and some of the boys and girls dressed in red and white uniforms. Under these conditions, the teaching materials designed were more unpopular learners and can support the learning process.

The format of teaching materials development is modified from the structure of the subject according to Education Ministry Rule which consists of, cover, introduction, table of contents, instructions for use, Basic Competency to be achieved, title, objectives, tasks, supporting information, and bibliography. The development phase of this product includes the validation of teaching materials and product trials to look at the practicalities and effectiveness of the product developed. Testing the validity of product was done by experts and practitioners, then the product to be revised. Lesson plans and teaching materials was validated by 6 validator. The validity of teaching materials practicality that has been developed in the learning process in the classroom can be explained as follows:

Table1. Lesson Plan Revision and Teaching Material

Lesson Plan	Teaching Material
Writing repaired in accordance validator's advice.	The use of more appropriate sentence based on advice from the validator.
Learners' responses of the product have been listed according to the validators' advice.	The misspellings of word have been removed based on advice from the validator
The character values of learners have been listed in accordance with the purpose of learning.	Writing punctuation has been corrected based on advice from the validator

After revising the teaching materials, it was returned to the validator. Validator asked to give an opinion on the assessment of teaching materials that have been designed. The Validation otherwise has been completed if the validator has stated that the teaching materials are valid and ready for application in the field.

Lesson Plan validation was conducted on several aspects, including the identity, formulating the learning goals, the selection of teaching materials, methods and measures of learning, the

selection of learning resources and assessment. The validation results of the lesson plan from all validator can be seen in the following table:

Table 2. Validation of Lesson Plan

No	Items	Score of Validator						Amount	Valid Value
		V1	V2	V3	V4	V5	V6		
1	Aspects of identity	7	7	7	7	7	7	42	87.5%
2	Formulation of learning objectives	11	11	11	11	11	11	66	91.6%
3	Selection of learning materials	7	7	7	7	8	7	43	89.6%
4	Method and learning steps	17	19	19	18	19	19	111	92.5%
5	Selection of learning resources	13	15	15	15	15	15	88	91.6%
6	aspects of assessment	7	8	7	7	8	8	45	93.7%
Total									546.5
Average									91%

Based on the table 2 above can be explained that the average score on the identity aspect was 87.5% in the category of most valid. The average validity of formulation aspects of learning objectives in the lesson plan was 88.8%. It was also most valid category. The average validity of selections of learning materials in the lesson plan was 91.6% and come into most valid category. The average validity of preparation aspects of learning resources was 89.6% also come into most valid category. The average validity of the assessment aspects was 91.6%, it was also most valid. All validation of the lesson plan was conducted by experts and practitioners of validator totally 91% with category of most valid. Conclusions from the analysis to overall lesson plan for improving fourth grade students' descriptive writing skills by using think pair share model.

Validation of subject was done by considering some aspects covered feasibility, content, language, and lay out. Results of the validation of data processing on teaching material can be seen in the following table:

Table 3. Validation of Subjects

No	Items	Score of Validator						Amount	Validity Value
		V1	V2	V3	V4	V5	V6		
1	Contents	22	22	23	22	23	23	135	93.7
2	Linguistic	14	15	15	14	14	15	87	90.6
3	Lay out	13	14	14	14	15	15	85	88.5
Total									272.8
Average									90.9

Based on the table 3 above can be explained that the average of validity of subject material covered the feasibility aspect of content was 93.7%, it means that the whole content of teaching materials have been matched with the specified contents. The average of language validity was 90.6%. It means that the language used in teaching materials have been matched with the rules of Indonesian language, effective and efficient. The average of lay out validity and picture aspect was 88.5%, it indicates that teaching materials of writing have been designed by attractive appearance. Overall

scores on the validation of teaching materials were done by experts and practitioners with total 90.9% and come into the most valid category.

Practicality of Lesson Plan was evaluated by focusing to assess whether the design have been fulfilled the criteria of well-designed and seeing the possibility of being some obstacles in the use of it. The practicality of lesson plan was evaluated by using the observation sheets. It was used to measure the enforceability of existing lesson plan. The Practicality Results of lesson plan can be seen in the following table:

Table 4. Practicality of Lesson Plan

Meeting	Percentage of Vote		Frequency	Category
	Observers			
	P1	P2		
First	87.0%	92.2%	89.6%	very practical
Second	91.3%	89.6%	90.45%	very practical
Third	88.7%	94.8%	91.7%	very practical
Average			90.5%	very practical

Based on the table 4 above showed that the practicality percentage of lesson plan was 89.6%. In the second meeting got the percentage of next Lesson Plan was 90.45%. And in the third meeting was 91.7%. The practicality of lesson plan for teaching material of descriptive writing by using think pair share model obtained from 89.6% to 91.7%. The average value of the lesson plan practicality was 90.5% came into very practical category.

The practicality of teaching materials for the lesson of descriptive writing text by using think pair share model was evaluated from teachers' responses of the product when they used it in the teaching and learning process in the classroom. Result of teachers' responses can be seen in Table 5 below.

Table 5. Teachers' Responses of Product Practicality

No	Items	Score	
		T1	T2
	Practicality in Use		
1	Teaching materials allows teachers to teach the material on the learner	4	4
2	Instructions on teaching materials allows teachers to convey the intent and purpose of various activities to learners	3	4
3	Teaching materials allows teachers to interest students in learning	4	3
	The Timeliness		
4	Steps in the appropriate allocation time for Lesson Plan	4	4
5	The use of teaching materials in accordance with the allocation provided	4	3
	Suitable Illustration		
6	Images in teaching materials allows teachers to help students understand the subject	3	4
7	Placement of appropriate illustrations to make student easier to understand	4	3
	Language		
8	The language used in the syllabus refer to corrected EYD	4	4
9	The language used in the Lesson Plan in refer to corrected EYD	4	4
10	The language used in teaching materials refer to corrected EYD	4	4
11	Presentation of the sentence was easily understood by teachers	3	3
	Total scores obtained	41	40
	Percentage of practicality	93.1%	90.9%
	Average of practicality Percentage	92%	
	Category	very practical	

Based on the table 5 above showed that the result of teachers' response after using the teaching material of descriptive writing subject to fourth grade elementary student at SD Negeri 04 Baringin Koto Tengah for four aspects assessed covered practicality, timeliness, suitability illustrations and language obtained the average of teacher response to the teaching materials was 92% came into very good category. It means that the teaching material developed by the researchers was very helpful for teacher to teach the descriptive writing subject by using think pair share model. These materials are considered as new innovations in the learning process, especially in the world of education.

After evaluating teachers' responses of the product, and then do the evaluation of students' response about the practicality of teaching material product in studying the descriptive writing with guidance of the teaching materials developed by using think pair share model. This assessment is carried out by 30 learners at the end of trial. Analysis of data obtained any assessment response of learners against the practicality of teaching materials. Shortly to measure the practicality of teaching materials for learners can be seen in the following table.

Table 6. Students' Responses of Product Practicality

No	Items	%	Category
1	I like the look of teaching materials as it draws my attention	88.3%	Very Practical
2	Teaching materials have an interesting color and makes me happy to learn that.	89.1%	Very Practical
3	Learning subject on teaching materials have relevance to my everyday life	90.0%	Very Practical
4	I'm easy to understand the instructions by using this teaching material.	87.5%	Very Practical
5	Images used in teaching materials helped me to easier understand the concept well	85.8%	Very Practical
6	I'm active to participate in the use of teaching materials that make my motivation to study increase	83.3%	Very Practical
7	Subject in the teaching materials help me to easily understand the material was being taught	85.0%	Very Practical
8	Pictures on teaching materials helps me to clarify the subject matter well	82.5%	Very Practical
9	The activities stages of descriptive writing by using this product really help me to understand how to write a descriptive composition	90.0%	Very Practical
10	The use of teaching materials in accordance with the allocation time available really helped me in doing the exercises given.	90.8%	Very Practical
11	Activity sheets in the teaching material helped me understanding the stages of writing a descriptive text	92.5%	Very Practical
Average		87.2%	Very Practical

Based on the table 6 explained above can be concluded that the analysis of fourth grade students' response at SD Negeri 04 Baringin that has been taught by using teaching material with think pair share model to understand about how to compose a descriptive paragraph obtained their response covered to eleventh aspects. The higher response of students was in the first aspect , 88.3% came into very practical category. Second aspect was 89.1%, third aspect was 90% fourth was is 87.5%, fifth aspect was 85.8% sixth aspect was 83.3%, seventh aspect was 85% eighth aspect was 82.5%, ninth aspect was 90%, tenth aspect was 90.8% and eleventh aspect was 92.5%. All aspects came into the very practical category.

The average of practicality percentage of all learners' response was 87.2%, it is also very practical. It means that, using teaching material provided by using a Think Pair Share model to teach how to write a descriptive paragraph can motivate students and improve their skill in composing a descriptive essay well.

Effectiveness of Teaching Material

Learners' activities was observed by using instruments covered 1) Visual Activities (VA), are watching and listening to the teacher explanation, 2) Listening Activities (LA), which is listening to the teacher's explanations, 3) Motor Activities (MA), measuring the teaching materials, 4) Oral Activities (OA), asking and questions stages, and 5) Writing Activities (WA), which is doing the exercises of writing a descriptive essay by using teaching materials designed. For more details can be seen in the following table.

Table 7. Effectiveness of Students' Activities

No	Meeting	Students. Activities						Category
		VA	LA	MA	OA	WA	Average	
1	First Meeting	83.3	81.6	85	83.3	81.6	82.9	Excellent
2	Second Meeting	86.6	86.6	86.6	86.6	85	86.2	Excellent
3	Third Meeting	88.3	88.3	91.6	91.6	85	88.9	Excellent
Average							86%	Excellent

Based on the table 7 above can be explained that the activity of student in the first meeting was 82.9%, second meeting was 86.2% and third meeting was 88.9%. The overall average of students' activities obtained an average score of 86%. All level was in the excellent category. It means that by using this product can be stimulate the students' enthusiastic when following the teaching-learning process by using teaching materials developed with think pair share model.

The effectiveness of product viewed from student writing skill can be evaluated from their descriptive writing achievement trough descriptive writing testing. After collecting the data of students' writing achievement of descriptive by using the assessment rubric of writing skills obtained the data of their achievement as follows:

Table 8. Assessment Process of Students' Descriptive Writing Skill

No	Indicator	Grade Value (%)			Average	Category
		M1	M2	M3		
Pre Writing						
1	Deciding on a theme	98.5	98.9	98.9	98.7	Very high
2	Determining title	95.6	97.8	96.7	96.7	Very high
3	Creating a framework	83.3	86.7	91.1	87.0	Very high
While Writing						
4	Develop a framework for writing	86.7	88.9	91.1	88.9	Very high
Post Writing						
5	Revising the writings	95.6	95.6	97.8	96.3	Very high
6	Edit the article	75.6	77.8	78.9	77.4	High
	Average	89.3	90.9	92.4	90.8	Very high

Based on table 8 above showed the results of assessment process on descriptive writing skills by using think pair share model on pre-writing stage are in the range of 87% to 98.7%. It was in the very

high category. It means that learners are able to determine the theme, title and make the outline well. At the current stage of while writing obtained 88.9% with a very high category. It means that students enabled to develop the outline. In the final stage of post writing the value started from 77.4% to 96.3% with a very high category. It means that learners enabled to revise, edit, and publish the results of his/her essay in front of the class with an excellent skill. The average ratings of overall descriptive writing skill of students was 90.8% came into a very high category. It means that the learning progresses of learners was able to compose a good descriptive writing process based on their excellent understanding by guiding with teaching materials developed. The achievement of students' writing in composing a descriptive essay can be accounted by using likert scale 5 point for five items of descriptive text. The data of students' achievement in composing a descriptive essay as follows:

Table 9. Students' Achievement in Composing a Descriptive Essay

No	Indicator	PBI (%)	PB2 (%)	PB3 (%)	Average	Category
1	Quality of content,	90.8	94.0	95.8	93.5	Very high
2	Accuracy and breadth of content,	82.5	90.0	93.3	93.3	Very high
3	Writing organization,	84.2	84.2	90.0	90.0	Very high
4	Precision of diction,	80.0	81.7	83.3	83.3	Very high
5	Accuracy of the sentence,	81.7	82.5	85.8	85.8	Very high
6	Spelling and Grammar	80.8	82.5	84.2	84.2	Very high
	Average	83.3	85.8	88.8	86.0	Very high

Based on the table 10 can be explained that the average of students' achievement in composing a descriptive essay based on six indicator such as quality of content of 93.5%, accuracy and breadth of the content was 93.3%, writing organization was 90.0%, accuracy of diction was 85.8%, accuracy spelling and Grammar was 84.2. All indicators of descriptive writing assessment come into a very high category. Range of values for each indicator was from 80.0% to 95.8% which belong to the very high category. The average value of students' descriptive writing skills was 86.0 with a very high category. It can be concluded that the students' writing descriptive skills can be more effective if using this teaching material product.

The results of data validation on the lesson plan was examined by the expert was 90.3% and 92.1%. Based on predefined categories, the lesson plan has been developed into the excellent category. It also has been developed by describing the suitability of the whole component, activities and concepts that had been contained therein. Conformity is evident from the indicators and learning objectives had been formulated, the material selected, steps cooperative models by using think pair share model, learning steps, media and learning resources, as well as assessment. That was, in general had been able to describe the lesson plan component in accordance with the Ministerial Regulation No. 41 of 2007.

Development of teaching materials by applying think pair share method is intended to strengthen the students' inspiration while they are following the learning of descriptive writing in the classroom, including developing the power of design, content; language, layout, and the practicality of module and convenience of it in the use for teachers and students in the classroom. Development of teaching material that we have done including curriculum design; teaching methods, and build a conducive teaching environment. These characteristics are consistent with Chen, Brown, Hattie, & Millward (2012) Reported that in the development of teaching materials need to consider the advantages of literature used

including the characteristics of the design, content; language, lay out, and practicality of teaching material in use.

Development of teaching materials which is combined by teaching methods of think pair share is to encourage teachers to be more inspiration in providing a good teaching materials for her students with clearly stages and related to the topics taught and pay attention to quality of teaching material developed (Hennessy et al., 2014). In this way is expected to increase the excitement of students in the classroom to follow the teaching and learning process.

Developing an inspiring teaching material for classroom teaching is not only for teachers and students but also to encourage students' interest to repeat the lessons with pleasure. The climate of developing the teaching materials in the strengthening of students' interest is increasingly important in order to get the expected learning competencies, of course, by taking into account the various social changes in learning (Skelton, 2016, P. 257). For elementary school teacher, the development of teaching material are teachers' tasks and responsibility to build the quality of learning for her students to be more interesting and not boring, by designing an attractive teaching materials and inspiring.

Challenges in developing the teaching materials were inspired by involving the think pair share method of teaching. It can be done by paying attention to the theme or topic of appropriately teaching materials and easily for students to understand: the ease students acquire information in a clear and have interesting lay out that encourages them love to learn the topic by using guidelines available in the teaching material developed. The results of this study in terms of design, content, language, lay out including the selection of the evaluation is very valid and proven to increase the ability of students' descriptive writing at the level of elementary school in the fourth graders at SDN 08 Baringin Padang. This study is consistent with the results of Cotterill (2015) who developed a complex models and inspiring teaching material by paying attention of validity and practicality of using it. In terms of validity, he also measured in terms of instructional design appearance, content, language, layout and evaluation of the materials selection. The development of teaching materials also contain a variety of information, interesting and challenging highlighted as a key factor for an individual to consider the attractiveness of teaching materials for students, in addition to pay attention to the practicality of the use it in the school environment as much as possible. In fact it can encourage student interest to learn itself although away from his or her teachers' supervision. Design of teaching materials was developed reference to the curriculum needs and it is very important to observe in a study of the development of excellent teaching material component (Kreber & Cranton, 2000).

In the theme of improving students' creative thinking ability in the line with of descriptive writing, teachers need to develop teaching materials that are able to build a students' creative mindset, not only need creative thinking among students and teachers, but also creative thinking among students and other students in form of cooperative learning by using think pair share method. The results of this study proven that the teaching materials was developed is really practical and fit for use by Indonesian teachers to fourth grade student at the elementary school level in teaching the topic of writing descriptive. Teaching materials are not only creative but also enable to stimulate students' critical thinking capabilities, as well as students' ability to choose the right words in the drafting of paragraph and writing systematic in compose a descriptive writing. By this way, students were expected to be readable and easily understood about his or her task. It

can be achieved by taking into account some internal and external factors when considering teaching materials developed, such as the interests of students, classroom conditions, the attractiveness of the topic and teaching method used by teachers. Consideration of external factors is consistent with research was conducted by Hetherington & Wegerif (2018) That external factors such as the media, classroom conditions and teaching methods is crucial for the success of students; learning in the classroom, including teaching Indonesian language with the topics of descriptive writing.

Conclusions

Based on finding and discussion above can be concluded that the development of teaching module for a descriptive writing subject by using think pair share model to the fourth grade students of elementary school of SDN 8 Baringin Padang had given some important information about the effectiveness of teachers and students in following the teaching learning process of descriptive writing study in the class by think pair share models. The product of module had been valid and feasible in the line of content, language, layout, and its practicality. This module can also be more effective to improve fourth grade students' descriptive writing skills.

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