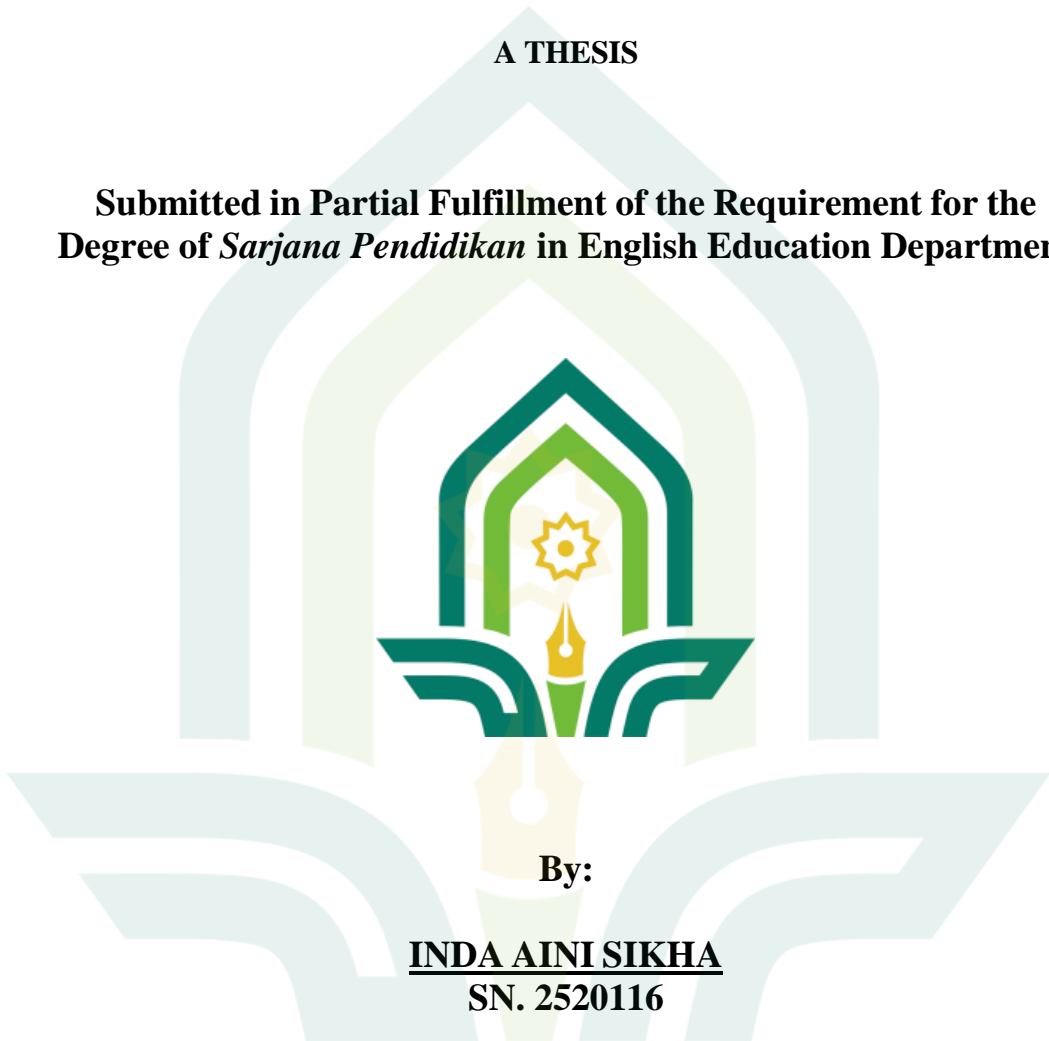


**STUDENTS' EMOTIONS OF ADOPTING  
COOPERATIVE LEARNING MODEL WITH  
THINK-PAIR- SHARE TECHNIQUE  
IN WRITING DESCRIPTIVE TEXTS**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirement for the  
Degree of *Sarjana Pendidikan* in English Education Department**



**By:**

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UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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## ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin.....

Gratitude to Allah, who has given mercy and grace so that this thesis becomes real and can be read by others as a bound document. Many supporters have accompanied me as a researcher so I can keep struggling to complete this thesis. I would like to give sincere gratitude to all of them.

1. First, I would like to thank my parents, who always provide support that makes me strong and who continue to work hard to complete my thesis on time.
2. Secondly, I want to express my gratitude to my supervisor, Mrs. Chubbi Millatina Rokhuma, M.Pd., who has provided guidance, direction, and encouragement so that this thesis can be completed.
3. I want to express my gratitude to all the lecturers who have provided helpful knowledge while I was studying and the TBIG staff.
4. I am grateful to all my classmates in the same class as they struggle to get a bachelor's degree in the English Department.
5. I would also like to thank myself for surviving this far and finishing this thesis with great struggle.

## **MOTTO**

*“Barang siapa yang keluar untuk mencari sebuah ilmu, maka ia akan berada di  
jalan Allah hingga ia kembali”*

*H.R Tirmidzi*



## ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi emosi siswa yang muncul saat menerapkan metode pembelajaran kooperatif dengan teknik Think-Pair-Share dalam pembelajaran teks deskriptif. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan pengumpulan data melalui wawancara dan observasi terhadap siswa. Hasil penelitian menunjukkan bahwa siswa mengalami berbagai emosi positif, seperti kesenangan, harapan, dan kebanggaan, serta emosi negatif, seperti rasa malu, dan kecemasan, terkait dengan interaksi dalam kelompok. Selain itu, siswa juga merasakan manfaat dari penggunaan teknik ini, termasuk peningkatan keterampilan komunikasi dan pengurangan stres saat berdiskusi. Temuan ini memberikan wawasan penting tentang bagaimana metode Think-Pair-Share dapat memengaruhi pengalaman emosional siswa dalam proses pembelajaran. Penelitian ini diharapkan dapat menjadi acuan bagi pendidik dalam mengimplementasikan teknik pembelajaran kooperatif secara efektif dan mengelola emosi siswa di kelas.

***Kata kunci : Emosi siswa, Teknik Think-Pair-Share, Teks Deskriptif***

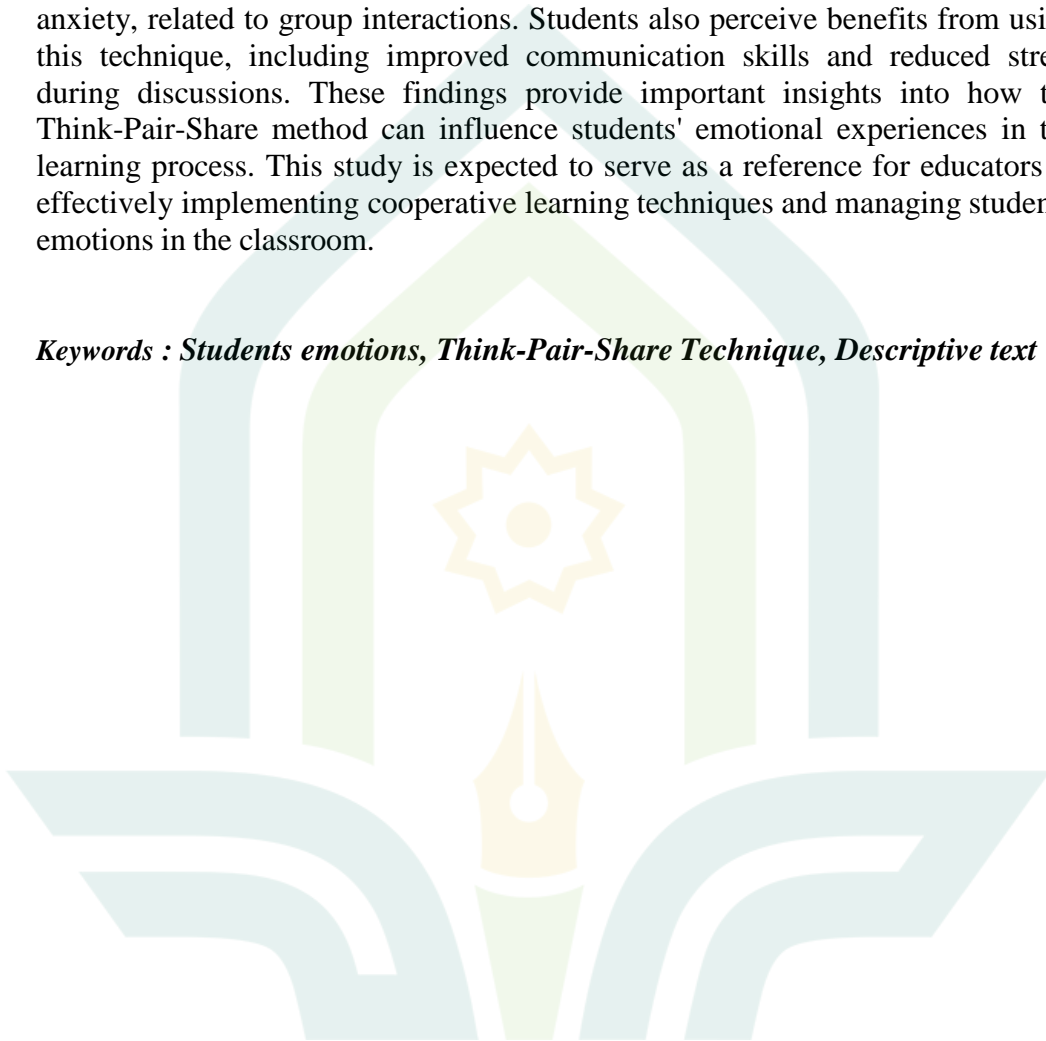




## ABSTRACT

This study aims to explore the emotions that arise among students when implementing the cooperative learning method with the Think-Pair-Share technique in learning descriptive text. The research employs a qualitative approach, collecting data through interviews and observations of students. The findings indicate that students experience various positive emotions, such as joy, hope, and pride, as well as negative emotions, including embarrassment, and anxiety, related to group interactions. Students also perceive benefits from using this technique, including improved communication skills and reduced stress during discussions. These findings provide important insights into how the Think-Pair-Share method can influence students' emotional experiences in the learning process. This study is expected to serve as a reference for educators in effectively implementing cooperative learning techniques and managing students' emotions in the classroom.

***Keywords : Students emotions, Think-Pair-Share Technique, Descriptive text***



## **PREFACE**

Praise and gratitude are always addressed to Allah SWT who always bestows enjoyment, guidance, blessings and health so that the process of writing my research proposal entitled “Students’ Emotions Of Adopting Cooperative Learning Model With Think-Pair-Share Technique In Learning Descriptive Text” can be completed. It is submitted to English Study Program, UIN K.H ABDURRAHMAN WAHID Pekalongan, to fulfill one of the Final Project Course requirements. In arranging this paper, the writer genuinely get lost in challenges and obstructions. Because of that, the writer says thanks to all the individuals who helped me in the process of writing this final project. The researcher also realizes that this paper is not perfect yet. Therefore, criticism and constructive suggestions for improving this paper is expected. Hopefully, this paper will be useful to everyone in need.

Pekalongan, 25 October 2024

The The Researcer

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

In teaching learning material, a teacher should understand how the students learn. Furkatovna (2022) stated that a teacher is required to master traditional learning approaches so that it can be a benchmark for students to be able to follow the techniques used by the teacher effectively and creatively. The teacher creates interactions between students that are conducive and educative. Conducive means developing close relationships with students and creating a supportive learning environment where students can develop a sense of accomplishment and success. Education is an effort to educate students in the classroom. Teachers often use cooperative learning as an example of a teaching method. Cooperative learning is an excellent vehicle for that learning because it emphasizes basic social skills (taking turns, expressing appreciation, requesting rather than grabbing) as well as skills necessary for academic success such as listening, following directions, staying on task (Kagan, 2009). By adopting the cooperative learning model, students have more opportunities to explore various aspects of teamwork learning.

This method is a learning concept using teamwork to solve a problem the teacher gives to students in groups. This method aims to develop students' skills. In this case, cooperative learning can train students to work in groups and share tasks, training students to complete their responsibilities in completing tasks. Apart from that,

cooperative learning can also train students to have the courage to speak in public. In cooperative learning, students work in groups to discuss and solve problems. After their discussions, each group needs to share what they have learned or decided with the rest of the class. Students should be ready to present their group's findings to the whole class. Furthermore, students can also practice their public speaking by asking or responding and giving ideas to other groups. Therefore, many teachers apply cooperative learning as a learning method in the classroom. Various cooperative learning techniques or models are commonly used by teachers in the classroom. The models are Teams-Games-Tournament (TGT), Student Teams-Achievement Divisions, Jigsaw, Small-Group Teaching, Roundtable, and Think-Pair-Share (Slavin, 2012).

Based on the initial survey by the researcher, some junior high school teachers who apply the cooperative learning method to seventh-grade students said that using cooperative learning as a learning method in the classroom is suitable because students are preferred and interested in learning in groups. From those techniques there is one technique used by one teacher in Pekalongan, namely Think-Pair-Share. According to Nisa and Mahsunah (2024) in Think-Pair-Share, students are required to think about questions using three different stages. Think, In this process, students think on their own, coming up with their ideas. Pair, they team up with partners to talk about and explore their ideas together. Share, each pair presents their ideas to a bigger group, like the whole class.

Students feel happy when their ideas are well- received and appreciated by their classmates. According to Leblanc (2019), emotions can have an impact on a learner's motivation and efforts toward understanding of educational materials.

Emotions happen at all times. Emotions are ubiquitous in school settings (Pekrun, 2009). students who are sitting and focusing on learning also feel emotions. Students interact with many people at school, and that is where all emotions can form. During the learning period, students can form unexpected emotions. For example, according to Ashby, Isen, et.al in (Pekrun, 2009) adaptive emotions such as enjoyment in learning help envision goals and challenges, open the mind to creative problem-solving, and lay the foundation for self-regulation. Maladaptive emotions such as excessive anxiety, hopelessness, or boredom Zeidner, 1998 in (Pekrun, 2009). Those are the kinds of emotions that students might feel in the school environment and during the learning process.

In the learning process, students can convey their ideas and thoughts as a form of response to the teacher. According to Nurjannah and Faisal (2021) Think-Pair-Share technique of cooperative learning model is intended to encourage students to present and discuss ideas about certain topics or problems. Material regarding discussing topic ideas or problems is closely related to learning descriptive texts. Besides that, according to Nurjannah and Faisal (2021) descriptive learning

involves sharing details about how things appear, taste, or sound based on someone's experience. It can also evoke or enhance feelings, such as happiness, loneliness, or fear. This approach is used to help create vivid mental images of people, places, and time periods, as well as to convey reasons behind certain events or situations. This explanation is in line with Wishon and Burks in Astuti (2021) that descriptive writing should give the reader the most detailed and clear picture of a person, place, scene, thing or anything.

Therefore, based on the above explanation, the researcher tries to find out what emotions are felt by students when learning using the Think-Pair-Share technique, especially descriptive text learning. By examining students' emotions, researchers hope to discover and understand the various emotions that exist in students. According to Raba (2017) Think-Pair-Share creates an enjoyable learning environment and increases motivation among learners. This can be a provision for students to face future learning developments.

## **1.2 Identification of The Problem**

Based on the background of the problem, there are several impacts in the form of emotions, and increased learning when writing descriptive texts, including the following:

1. Students experience various emotions when learning descriptive texts using the Think-Pair-Share technique.

2. Students are required to write and describe an object clearly.
3. Students prefer and are interested in the Think-Pair-Share technique in learning descriptive texts.

### **1.3 Limitation of the Problem**

Based on the identification of the problem, the researcher only focuses on students' emotions in writing descriptive texts using the Think-Pair-Share technique. This research will be conducted in one of the junior high schools in Pekalongan.

### **1.4 Formulation of The Problem**

This study will provide:

1. How are students' emotions in using the Think- Pair-Share cooperative learning method in learning descriptive text?

### **1.5 Aims of The Study**

Based on the formulation of the problem above, the purpose of this study aims to gain deeper insight and collect real evidence about how emotions are felt by students in using the Think-Pair-Share learning technique, especially in teaching descriptive texts.

### **1.1. Significance of The Problem**

The research aims to achieve several benefits, which are anticipated to include the following:

1. Theoretical: This research will support theory related to emotions (Pekrun, 2006).
2. Practical: The results of this research are expected to be useful for



students because this research can be considered in the use of learning strategies, especially in learning descriptive texts.



## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary and Conclusions**

In conclusion, this study provides empirical data from the observations and interviews revealed that students experience both positive and negative emotions when using the cooperative learning method with the Think-Pair-Share technique during the learning of descriptive text. The results of this study indicate that the use of the Think-Pair-Share technique can influence various students emotions, both positive and negative. Students experience positive emotions such as joy, pride, and hope. On the other hand, negative emotions like shame and anxiety also arise. This may be due to the challenges of collaboration, and the social pressure students feel when they have to share their thoughts with their peers. This study also provides empirical data from students regarding the advantages and disadvantages of using the Think-Pair-Share technique. The use of this strategy has the potential to boost students' confidence and social skills. However, it's also important to consider ways to reduce negative impacts, such as anxiety or shame, that may hinder the learning process. This study also provides empirical data showing that teachers have an important role in implementing the Think-Pair-Share technique in learning descriptive text. In this study, teachers not only function as facilitators, but also as the main supporter who helps

students face challenges in the learning process. By providing clear guidance, emotional encouragement, and proper direction, teachers are able to create a supportive learning environment. This helps students feel more confident and comfortable in interacting with peers so that positive emotions in learning can be created. This support from teachers has been shown to increase the effectiveness of cooperative learning methods and has a positive impact on students' learning experiences

## **5.2 Recommendation**

In this section, the researcher would like to offer some suggestions for future research to further explore student emotions by developing a larger number of participants and investigating how teachers manage student emotions in the classroom during other learning activities using the Think-Pair-Share technique.

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